

THE UNIVERSITY OF
CHICAGO



HARRIS SCHOOL OF PUBLIC POLICY
ANNOUNCEMENTS 2015-2016

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THE IRVING B. HARRIS GRADUATE SCHOOL OF PUBLIC POLICY STUDIES

ANNOUNCEMENTS AUTUMN 2015

More information regarding the University of Chicago Harris School of Public Policy or materials and application forms for admission to any of our degree programs can be found at harrisschool.uchicago.edu

Or you may contact us at:

Office of Admission

The University of Chicago Harris School of Public Policy
1155 East 60th Street
Chicago, Illinois 60637
Telephone: 773-702-8401

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, 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, status as an individual with a physical or mental disability unrelated to ability, protected veteran status, military status, unfavorable discharge from military service, citizenship status, genetic information, marital status, parental status, ancestry, source of income, credit history, housing status, order of protection status, actual or perceived association with such a person, and does not discriminate against members of other protected classes under the law.

The University official responsible for coordinating compliance with the University of Chicago's adherence to its non-discrimination policy and the related laws and regulations is Ingrid Gould, Interim Affirmative Action Officer, 504 & ADA Coordinator and Title IX Coordinator for the University. She can be reached via email at i-gould@uchicago.edu and by telephone at 773.702.8846.0287. Her office is located in Edward H. Levi Hall, 5801 South Ellis Avenue, Suite 510.

The Interim Title IX Coordinator for the University Students is Belinda Cortez Vazquez, Associate Dean of Students in the office of Campus and Student Life/University for Student Affairs. She can be reached via email at belinda@uchicago.edu and by telephone at 773.834. 702.9710. Her office is located in Edward H. Levi Hall, 5801 South Ellis Avenue, Room 212.

The Interim 504 and ADA Coordinator for the University is Gregory Moorehead, Director of Student Disability Services. He can be reached via email at gmoorehead@uchicago.edu and by telephone at 773.702.7776. His office is located at 5501 South Ellis Avenue.

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 content of these Announcements is accurate as of August 1, 2015. It is subject to change.



THE UNIVERSITY, THE SCHOOL, AND THE CITY

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. In the last century, the University produced more than 80 Nobel laureates (<http://www.uchicago.edu/about/accolades>) in fields of study that include medicine, economics and physics—including eight current faculty members.

Founded in 1890 with a gift from John D. Rockefeller (<http://www.uchicago.edu/about/history.shtml>), the University embodies the vision of its first president, William Rainey Harper (<http://www.uchicago.edu/about/history.shtml>), a pioneer in education who believed in the strengths of an institution that blends an American-style liberal arts college and a German-style graduate research institute.

Harper articulated his hope and vision for the University at the very first faculty meeting in 1892, saying: "The question before us is how to become one in spirit, not necessarily in opinion." UChicago fulfilled Harper's dream, quickly becoming a national leader in higher education and research: an institution of scholars unafraid to cross boundaries, share ideas, and ask difficult questions.

Read More UChicago history [HERE >>](http://www.uchicago.edu/about/history) (<http://www.uchicago.edu/about/history>)

CHICAGO HARRIS

Established in 1988, the University of Chicago Harris School of Public Policy emerged from an interdepartmental Committee on Public Policy Studies (<http://harris.uchicago.edu/news-and-events/features/student-campus-news/look-back-committee-public-policy-studies>). Chicago Harris, one of six professional schools at the University of Chicago, is part of a world-class intellectual community that continues the University's tradition of scholarship to address real-world problems.

As University of Chicago President Robert J. Zimmer and Provost Eric Isaacs have said, "The Harris School of Public Policy embodies many of the values that make the University of Chicago distinct. The school's interdisciplinary and data-driven approach to policy analysis reflects the University's culture of rigorous inquiry, and faculty and student engagement with the City of Chicago and other urban centers demonstrates the impact of research on societal challenges in education, crime, energy and other fields. These efforts draw scholars and practitioners to campus to exchange ideas and learn."

Starting with just five PhD students and 36 Master's students in 1988, the school has grown to have class sizes of over 170 Master's students, in varying programs from the Master's in Public Policy, to Computational Analysis and Public Policy, Environmental Science and Policy, and more. (<http://harris.uchicago.edu/degrees>)

From its inception, Chicago Harris 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.

A DYNAMIC SETTING

Located in Chicago's Hyde Park (<http://hydepark.uchicago.edu>) community, Chicago Harris and the University of Chicago are just seven miles from the heart of the city on Lake Michigan's south shore. In addition to being the home of Barack Obama, the 44th President of the United States, Hyde Park is known for its excellent bookstores, its variety of restaurants and cultural events, and for its celebrated architectural landmarks, museums and parks. Downtown Chicago and other city neighborhoods are easily accessible from campus by car or by public transportation.

Chicago (<http://www.cityofchicago.org/city/en.html>) is an education in itself. It is the birthplace of community organizing. It is a center of international finance and trade. It 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 Chicago, key decisions are made affecting the welfare and economic health of people worldwide. One of the world's great cities, with a world-renowned symphony and arts community, a spectacular waterfront, a rich architectural heritage, and an unparalleled selection of restaurants and vibrant neighborhood culture, Chicago is a dynamic training ground for public policy. It is a blend of big city and small town, tradition and innovation, history and progress. Chicago offers endless options for discovery.



ADMISSION AND FINANCIAL AID

APPLICATION REQUIREMENTS

The University of Chicago seeks candidates with the academic preparation, intellectual ability, experience, and motivation to undertake a rigorous program in public policy. While no specific experience is required, 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. The application requirements and admissions process is the same for each Masters program (MPP, MA, MSESF, MSCAPP, MACRM).

- Online Graduate Application (Available in September)
- Resume
- Short Essays (Masters only)
- Motivation Statement (Masters only)
- Candidate Statement (PhD only)
- Research/Writing Sample (PhD only)
- Transcripts
- Three letters of recommendation (submitted online)
- GRE Scores
- TOEFL Scores (international applicants only)
- Video Statement (international applicants only)
- \$75 non-refundable application fee

For the most current information, please visit our Admissions pages (<http://harris.uchicago.edu/admissions-and-aid>).

APPLICATION DEADLINES

Application deadlines for Autumn 2016 will be published on the Harris website in September 2015. Please visit <http://harris.uchicago.edu/admissions-and-aid/requirements-and-deadlines> for the most up-to-date information.

CAMPUS VISITS

Chicago Harris welcomes campus visitors throughout the academic year (October - May). A campus visit includes observing a class, coffee with a current student, and meeting with a member of the Admissions staff. Campus visits can be arranged by using the visit calendar, posted on this page mid-September through May. If your schedule does not permit a visit during one of our campus visit dates, please contact

harrisadmissions@uchicago.edu to inquire about availability at an alternate time. Alternate visits are limited to meeting with an admission staff member only.

For prospective students interested in visiting in the summer months, please contact us no less than one week in advance of your preferred visit. While class visits and meetings with current students are not available, admission staff are happy to schedule a time Monday through Thursday to discuss your interest in Chicago Harris.

EXPENSES

Tuition for Master's and PhD students in scholastic residence enrolled full-time in the program during the 2015-2016 academic year is \$44,088. Tuition is subject to an estimated 3-5% increase from year to year. 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	\$44,088
Student Life Fee	\$1,041
One-time Transcript Fee	\$60
University of Chicago Student Health Insurance Plan (basic, student only)	\$3,300
Room & Board (estimated)	\$14,000
Personal Expenses (estimated)	\$3,000
Books and Supplies (estimated)	\$2,000
Transportation (estimated)	\$1,785
TOTAL (estimated)	\$69,274

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

At Chicago Harris, we know that the cost for your degree will be significant; we are committed to helping you identify financial resources to assist with managing

the cost. Financial aid is calculated based on a standardized cost of attendance: tuition, room and board, books, transportation, and personal/miscellaneous expenses for three academic quarters (nine months). The Office of Admissions notifies you of any merit scholarship award at the time of your admission. At that time, we also provide you with information on applying for loans and work.

The UChicago Graduate Admissions Office provides additional information on funding and aid, including student employment, fellowships, and application process. > **Learn more** (<http://gradadmissions.uchicago.edu/funding>)

MASTERS STUDENTS

Each year, approximately 50% of Chicago Harris students receive scholarships or fellowships (<http://harris.uchicago.edu/admissions-and-aid/financial-aid/scholarships>) that are awarded on a competitive, merit basis. Additionally, the University provides loan assistance (<http://harris.uchicago.edu/admissions-and-aid/financial-aid/loans>) and work-study employment programs to students who demonstrate financial need.

DOCTORAL STUDENTS

All admitted applicants are considered for financial support including tuition and/or stipend. Decisions regarding funding take many factors into consideration and are decided on a case by case basis.

APPLICATION PROCESS

To be considered for any Chicago Harris 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). Students may apply on-line at the Federal Student Aid Programs web site, www.fafsa.ed.gov (<http://www.fafsa.ed.gov>). Please complete all sections of this document except sections requiring parental income information. Please note: our institutional code for graduate students to use when filing the FAFSA is E00377. In addition to the FAFSA, applicants must submit the University of Chicago Application for Student Loans and Federal Work-Study. The Chicago Harris Office of Admissions will forward the University of Chicago application materials to all admitted students. 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.

OTHER EMPLOYMENT

In addition to the Federal Work-Study Program, there are other employment opportunities available. The Chicago Harris Office of Career Services maintains postings for on- and off-campus employment, as does the University's Office of Career Advising 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.

FURTHER INFORMATION

For more information on Chicago Harris scholarships, contact the Admissions Office at 773.702.8400 or harrisadmissions@uchicago.edu. For additional information on loans and work, contact the Office of Student Loan Administration (<https://sla.uchicago.edu>) at 773.702.6061.



ACADEMIC CALENDAR

SUMMER 2015

Description	Date(s)
Quarter Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Convocation	Friday, August 28
Quarter Ends	Saturday, August 29

AUTUMN 2015

Description	Date(s)
Quarter Begins	Monday, September 28
Thanksgiving	Thursday-Friday, November 26-27
Convocation	Friday, December 11
Quarter Ends	Saturday, December 12

WINTER 2016

Description	Date(s)
Quarter Begins	Monday, January 4
Martin Luther King, Jr. Day	Monday, January 18
Convocation	Friday, March 18
Quarter Ends	Saturday, March 19

SPRING 2016

Description	Date(s)
Quarter Begins	Monday, March 28
Memorial Day	Monday, May 30
Convocation	Saturday, June 11
Quarter Ends	Saturday, June 11



COURSES

PUBLIC POLICY COURSES

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

No description available. ,

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.

No description available.

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

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

PPHA 30602. Child and Family Policy and Evaluation. 100 Units.

This course will provide an overview of frameworks for conducting research on and promoting change to policies affecting children and families in the United States. In the course, students will discuss the ways in which research can shape definitions of policy problems and responses to those problems. The course will examine existing and possible new policy levers in each of four policy areas, and how research has helped or hindered the development of these programs or policies. Areas covered will include child welfare and child abuse prevention, teen and unintended pregnancy, child care and out of school time activities, the transition to adulthood for vulnerable youth, or early childhood education. For each area, we will examine at least one rigorous evaluation and discuss how evidence for effective policies can be better developed. 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: Fall

PPHA 30800. Analytical Politics I: Strategic Foundation. 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

PPHA 31001. Statistical Methods and Applications 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 31001 or PPHA 31201 required of all first-year students.

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

PPHA 31101. Statistical Methods and Applications for Public Policy II. 100 Units.

A continuation of PPHA 31001, 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 31101 or PPHA 31301 required of all first-year students.

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

PPHA 31201. Statistical Theory and Applications 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 31301. This course will assume a greater mathematical sophistication on the part of students than is assumed in PPHA 31001.

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

PPHA 31301. Statistical Theory and Applications for Public Policy II. 100 Units.

A continuation of PPHA 31201, 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 31101.

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 31720. The Science of Elections and Campaigns. 100 Units.

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

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.

The core course on management for public policy will cover two main topics: managerial decision making and incentives. Managerial decision making: We'll start with a comparison of the normative framework that economists use to think about rational choice and the experimental evidence that psychologists use to argue that real-world decision makers do not satisfy those normative criteria. This unit is useful both for guidance about ways to improve the students own decision making as practitioners, and as background for thinking about the currently fashionable "nudging" or "libertarian paternalism" approach to social policy. Incentives: In any organization, control over actions will be at least partly decentralized. And that immediately implies that the managers must design incentives so that these private decisions are made in ways that advance, rather than retard, the organization's goals. We will address this general theme in the context of designing incentives for agents who must work on several tasks, who work in teams, and who are concerned with pleasing outside audiences. Applications will be drawn from education, law enforcement, and agency level rule-making.

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 32300, 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 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.

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): M. Belsky

PPHA 32720. The Future of Government. 100 Units.

This course is about imagining the future – and developing a plan to make it happen. We will combine the theoretical and the practical. We will think creatively and philosophically about what could be, and work concretely on how to build it. Government is, everywhere, an industry in serious trouble. Its consumers are disenchanting and looking for alternatives, its products are failing the tests of quality and innovation, and its cost structure is too high. If governments were private firms, they'd be facing the dual prospects of either a takeover to “rescue” them or death in the competitive marketplace as their customer base migrates to newer alternatives. And, in fact, governments today face precisely those challenges. The idea behind this course is to address the government biz as exactly that: a mismanaged industry, business entity, or brand. We will study the history of the modern state and theories of how it will evolve in coming decades. We will consider what this means for the institution of government and what exactly “government” is. And we will look at what this means for the potential of private-sector, non-profit, non-governmental and trans-governmental entities to compete with the nation-state and take over its functions – and the possibilities that government can compete back and perhaps expand its own “business” line.

Instructor(s): E. Schnurer

PPHA 32801. Environmental Law. 100 Units.

This course introduces students to the laws, policies and theories related to environmental protection in the United States. No environmental, engineering or science background is required, and it is not necessary to take Administrative Law before or during enrollment in this course. The course reviews different, and often competing, objectives related to the environment: development and use of natural resources, preservation of nature, protection of human health, economic efficiency, and distributional equity. The course explores in depth how the common law and the major federal environmental statutes (e.g. the Clean Air Act, the Clean Water Act, etc.) address these objectives.

Instructor(s): Mark Templeton - <http://www.law.uchicago.edu/faculty/templeton>

Terms Offered: Winter

Note(s): The student's grade is based on a final examination.

Equivalent Course(s): LAWS 46001

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 33220. Poverty, Inequality, and Policy. 100 Units.

This course will address research on the causes and consequences of poverty and economic inequality and the public policies intended to promote economic well-being. The course covers the relationship between poverty, inequality and economic mobility and their influence on economic segregation, educational outcomes, political participation, economic growth, health and happiness. It takes an international perspective, primarily addressing these issues in middle income and rich countries. The course format is part lecture and part discussion with two class projects.

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

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 33520. The Social Psychology of Behavior in Organizations. 100 Units.

Understanding others' thoughts and behaviors is essential for professional and personal success. We all do our best to understand our co-workers and significant others on a daily. Most of us do so by putting on the cap of an "intuitive scientist." In other words, most of us rely on our intuitions to identify others' thoughts and motivations and to predict others' behavior. Unfortunately, decades of psychological research suggest that our intuitions are often misguided in systematic ways. This course will enable you to have a more accurate understanding of others' motivations, feelings, thoughts, and behaviors. This understanding is important to have because managing other people—be they competitors, customers, or co-workers—is critical for professional as well as personal success. At the start of your professional career, success may have required simply having the necessary technical expertise to produce excellent work product for your organization. As you progress in your career, however, success will increasingly require you to manage groups of people, to align their skills, solve interpersonal problems, and create well-functioning teams. This course is intended to provide the scientific knowledge of human thought and behavior that is critical for successfully managing others, and also for successfully managing yourself.

Terms Offered: Autumn

PPHA 33530. Strategies and Processes of Negotiations. 100 Units.

Being able to orchestrate successful social interactions is perhaps never more important than in negotiation situations. Negotiations are a particular kind of social interactions that are explicitly designed to determine which parties get their interests and goals fulfilled or thwarted. Negotiations are necessary whenever you cannot attain your goals without the cooperation of others. They happen every day – with co-workers, customers, competitors, friends, and spouses. Some negotiations might be small, such as what movie to watch tonight or who will wash the dishes this week – and some might be involve large stakes, such as what price your client’s company will be sold for or what policy provisions will be implemented or dropped. This course will greatly expand your understanding of negotiations in several ways. First, you will experience various negotiation situations firsthand in the classroom. Second, you will learn how to analyze your experiences using insights collected from decades of psychological research on social judgment, social cognition, and decision-making. Third, and unlike most real-life situations, you will be able to receive feedback on your performance. Life, unfortunately, does not often offer the opportunity to compare your outcomes to other people’s outcomes. This course does, thereby enabling you to identify what you did right, what you did wrong, and improve your performance by evaluating your work compared to the rest of the class.

Terms Offered: Autumn

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 33810. Cyber Security in the Digital Age. 100 Units.

Instructor(s): J. Braun Terms Offered: Fall

PPHA 33820. The Intersection of Cyber Threats and Human Rights. 100 Units.

This course is designed to offer students an overview of the current cybersecurity landscape and the corresponding human rights implications. Students will hear first-hand insider perspectives from public and private sector cyber professionals and international experts across the cybersecurity and human rights fields. Divided into 3 parts, students will gain insight on Cyber Security Technology, Protecting Citizens From Governments Online, and Combating Cyber Predators.

Instructor(s): J. Braun

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

Individual's choice of an employer, a spouse, or a neighborhood to live in can be described in terms of matching. Individual's aim at choosing the best possible match given their preferences. The course will explore the determinants of the efficiency of matching from the individual's point of view: search costs, informational barriers, etc. It will then address the social and economic consequences of individual's 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 34221. Seminar on Public Policy and Economic Inequality. 100 Units.

No description available.

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 34240. Real Estate, Banking, and Household Finance. 100 Units.

This course provides an overview of the ways in which households interact with the financial sector and the importance of regulation in these interactions. We will discuss the role of banks and financial intermediaries in household borrowing and saving decisions, with a special emphasis on the real estate sector. Topics include bank runs and financial panics, money and business cycles, financial regulation, and housing finance, while the second half of the course will focus on studying household financial decision-making through a behavioral lens. There are no prerequisites, but you will be expected to read and interpret sophisticated empirical analysis from the economics and finance literatures. Finance is recommended but not a required prerequisite. Priority will be given to students pursuing the Economic Policy and Markets certificate.

Instructor(s): Ben Keys Terms Offered: Autumn

PPHA 34312. K-12 Education Policy. 100 Units.

This course explores current issues in elementary and secondary education. Main topics include accountability, charter schools, vouchers, as well as the role of class-size, teachers and technology in education. We will review relevant research on each topic with a critical analysis of the study methodology and discuss implications of the findings to policy.

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

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 course's 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 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 35020. Women and Public Leadership. 100 Units.

No description available.

Instructor(s): R. Sive

PPHA 35210. Economics and International Health. 100 Units.

No description available.

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

PPHA 35240. Education in Developing Context. 100 Units.

This course covers policy issues related to education in developing contexts. We will analyze education policies and reforms from an economic perspective, review relevant research on each topic, and examine implications of the findings to policy and practice. Topics include understanding factors that influence educational decisions, provision of basic needs in schools, teacher pay and incentives, school choice, early childhood education, and education in emergency settings.

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

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 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 36201. Massive Change: Economics and Management. 100 Units.

The depth and the rate of change are increasing in every imaginable way. Among the topics in this course are: classical perspectives (e.g., Braudel, Kuznets, Marx, Polanyi, and Schumpeter), modern paradigms in economics and management, demographic and migration-induced transitions, conflicts and wars, technology surprises, stagnation versus hyper-growth of emerging economies, bubbles and busts, economic and financial crises, cycles of various kinds, complexity-induced changes, emergent phenomena, changes in different kinds of societies, and responses of large private and public organizations to change. The common prism throughout will be change: across countries, time, circumstances, and the precipitants and consequences of change. The course will in part emphasize those topics in which the students are more interested. Each student will make a presentation to the class and will submit a paper. Prerequisites: PPHA 32300 and PPHA 32400, or consent of the instructor.

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

PPHA 36330. South Asia: Domestic and Foreign Policy Challenges. 100 Units.

The course will comprise Monday lectures on domestic and foreign policy of South Asia, offering a framework for assessing public policy issues. Content related to China is presented for comparison. Issues will be examined from various perspectives: regional history, religion, central planning versus deregulation, national development priorities, governance, foreign relations, national security, and private enterprise. *A History of India Volume II* – Percival Spear, Penguin Books Reprinted 1990 is among the required reading and it is recommended that it be read before the first class, if possible. Unlike other books for the course available through the University Bookstore, it must be obtained from Amazon. (That edition contains some updated material, however earlier editions are satisfactory). While modern India is the principal focus, historically that country and Pakistan are inseparable and are reviewed together. 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.

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): PBHS 30900, BIOS 29318, ENST 27400, STAT 35000

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 36921. Energy Economics and Policy. 100 Units.

No description available.

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

PPHA 36930. Environmental Economics. 100 Units.

No description available.

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

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 37210. The Politics of Shaping Urban Policy. 100 Units.

No description available.

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

PPHA 37250. Adventures in Urban Economic Development. 100 Units.

No description available.

Instructor(s): B. Weissbourd, D. Douglas Terms Offered: Spring

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 37420. Fundamentals of Leadership. 100 Units.**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

Note(s): Open to Non-GPHAP students in Winter quarter; GPHAP student requirement in Spring quarter.

Equivalent Course(s): SSAD 47512, PBHS 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 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, PBHS 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 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, Europe's 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 38520. GIS Applications in the Social Sciences. 100 Units.

No description available.

Instructor(s): N. English Terms Offered: Spring

PPHA 38530. City Lab. 100 Units.

Instructor(s): Chris Berry

PPHA 38611. Political Campaigns, Persuasion, and Strategic Communications. 100 Units.

The change you want won't get adopted merely because it's a 'good idea.' A good idea is not enough. For every proposed change in public policy there is a set of stakeholders – groups or individuals who will be affected by the proposed change. Some of these stakeholders may support your proposed change. But others will oppose it, either because of their own self-interests or because it violates their values or ideology. The arena in which these stakeholders fight out their differences over public policy is called "politics." This course will help prepare you for the fight.

Instructor(s): M. Farinella 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 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 39201. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: Autumn

Prerequisite(s): PQ: Third- or fourth-year standing. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 20100.

Equivalent Course(s): CHSS 37502, ECON 26800, ENST 29000, PBPL 29000, PSMS 39000, BPRO 29000

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 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 39502. Antitrust Law. 100 Units.

This course covers the fundamentals of U.S. antitrust law (or competition law) as well as the underlying legal and economic theory. Topics covered include: (i) horizontal restraints of trade among competitors such as cartels, oligopolies, joint ventures, and other cooperative activities; (ii) monopoly and dominant firm conduct such as predatory pricing, discount bundling, refusals to deal with competitors, and exclusionary contracts; (iii) vertical restraints of trade between firms and their suppliers or customers such as exclusive dealing, tying arrangements, resale price maintenance, and territorial and customer restrictions; and (iv) mergers.

Instructor(s): Prasad Krishnamurthy - <http://www.law.uchicago.edu/faculty/krishnamurthy> Terms Offered: Autumn

Equivalent Course(s): LAWS 42801

PPHA 39503. Hate Crime. 100 Units.

This seminar will provide students with an overview of hate crime. The seminar will explore the emergence of modern hate crime laws in the United States and the legal controversies surrounding them. We will examine the challenges of data collection and the impact of data on policy analysis. Law enforcement and hate crime prosecution will be reviewed. The seminar will also consider the limits of the legal system to effectively address hate crime through conventional methods and discuss alternative options. Grading will be based on class participation and a final research paper.

Instructor(s): Cynthia Shawamreh - <http://www.law.uchicago.edu/faculty/shawamreh> Terms Offered: Autumn

Note(s): Grading will be based on class participation and a final research paper.

Equivalent Course(s): LAWS 53704

PPHA 39504. Race and the Criminal Justice System. 100 Units.

This seminar examines the intersection of race and criminal justice in the United States exploring many of the following topics: racial profiling in law enforcement, police accountability, community policing, prosecutorial discretion and misconduct, performance of defense counsel, jury selection, transfer of children to adult court, juvenile life without parole, mandatory minimums, drug law policy, and the death penalty.

Instructor(s): Randolph Stone - <http://www.law.uchicago.edu/faculty/stone-r> Terms Offered: Winter

Equivalent Course(s): LAWS 69102

PPHA 39505. Juvenile Justice. 100 Units.

This seminar considers how our legal system should respond to crimes committed by minors. In particular, students consider the appropriateness of treating minors differently from adults in preventing, adjudicating, and imposing consequences for criminal behavior.

Instructor(s): Emily Buss - <http://www.law.uchicago.edu/faculty/buss> Terms Offered: Spring

Note(s): Readings on adolescent development and urban sociology help inform discussions. The student's grade is based on class discussion, and a series of short papers and/or blog posts.

Equivalent Course(s): LAWS 60102

PPHA 39511. Law and the Mental Health System. 100 Units.

The course examines the interrelationship between legal doctrine; procedural rules; medical, cultural, and social scientific understandings of mental disability; and institutional arrangements affecting the provision of services to the mentally disabled. Consideration is given to admission to and discharge from mental health facilities, to competency to consent to or to refuse treatment, to surrogate decision-making for those found incompetent, to the rights of those confined in mental health facilities; to discrimination against the mentally disabled, and to the rights of the mentally disabled in the criminal justice system.

Instructor(s): Mark Joseph Heyrman - <http://www.law.uchicago.edu/faculty/heyрман>
Terms Offered: Autumn

Note(s): Grades are based on a final paper or a final take-home exam, and class participation.

Equivalent Course(s): LAWS 47001

PPHA 39523. Project and Infrastructure Development and Finance. 100 Units.

This seminar is focused on the development and project financing of infrastructure facilities. These transactions feature a wide variety of commercial agreements and financial instruments, legal and financial structuring, and a significant role for lawyers. Public private partnership structures will be examined. Representative transactions, principally in the energy, transportation and public infrastructure sectors, will be selected for analysis and discussion. Infrastructure projects such as these provide a convenient vehicle for discussion of contractual provisions, structuring parameters, financial analysis, and legal practice issues common to a broad range of business and financial transactions. The classes will be discussion oriented; grades will be based on 3-4 short papers, an analytical paper of 10- 13 pages based on a case study and class participation.

Instructor(s): Martin Jacobson - <http://www.law.uchicago.edu/faculty/jacobson>
Terms Offered: Autumn

Note(s): There are no pre-requisites, although basic corporation law is recommended. The readings will be taken from textbooks, professional journals, and actual commercial and financial contracts. A speaker from the financial community with a wide range of experience is expected. WP requirements may be satisfied with an additional research paper.

Equivalent Course(s): LAWS 42512

PPHA 39524. International Tax Policy. 100 Units.

This class provides an introduction to the policy issues raised by the taxation of cross-border flows of investment and income. In recent years, growing international economic integration has been associated with an increased extent and scope of multinational firms' operations, and with rapidly expanding cross-border investment flows. This class analyzes the tax policy issues raised by these and other related developments. This is not a class on international tax law. While many international tax rules will be introduced and discussed, the focus is on analyzing policy issues using economic and financial perspectives. The class does not require any background in international taxation. It should appeal not only to those with a general interest in taxation and tax policy, but also to those with a background in business law and an interest in the application of economic and financial concepts to the law.

Instructor(s): Dhammika Dharmapala - <http://www.law.uchicago.edu/faculty/dharmapala> Terms Offered: Winter

Equivalent Course(s): LAWS 44601

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 39710. Introduction to Cultural Policy. 100 Units.

Provides an overview of U.S. cultural policy, tracing the origins of the arts infrastructure from the late 19th century to the present, with a focus on the shaping of cultural organizations, taste, patronage systems and audiences. We will investigate a number of contemporary issues, including the much debated role of arts education; the viability of the arts as an engine of economic and community development; the consequences of the recent building boom -- museums, performing arts centers, theaters; and the role (both in fact and potential) of cultural diplomacy and international efforts to preserve cultural heritage. Among others, we will consider three basic policy questions: Who decides? Who pays? Who benefits?; and we will examine what a robust cultural policy for the U.S. might look like in the future.

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

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 40010. Leadership and Modern American Politics. 100 Units.

This course aims to help students think critically about what makes for successful leadership in politics and beyond. Though emphasis is placed on political leadership, lessons and examples are drawn from history, literature, philosophy, and business. The course is broken into two parts. In the first half, we will examine the psychology of leadership and try to determine the qualities that make for strong, compelling leaders by drawing on the work of Adam Smith, Benjamin Franklin, William Shakespeare, and Karl Marx, among others. In the second half, we will conduct a case study in leadership by looking at the 2008 Presidential Campaign and the first term of President Barack Obama. In particular, we will focus on the challenges presented by the financial crisis and the special demands it made on leaders across business and politics. We will look at how these leaders reacted individually to the crisis and how they found ways of working together to address it. During this part of the course, we will welcome to the class speakers who have worked inside and in partnership with the Obama White House.

Instructor(s): J. Rollert, A. Hitchcock Terms Offered: Spring

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 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 children's 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 41010. Transportation Planning and Policy. 100 Units.

Instructor(s): G. Newmark Terms Offered: Spring

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

This course is an introduction to game theory, along with applications to democratic policy making and applied microeconomics. There are no formal prerequisites. This course is optimized for Harris School PhD students, who are taking microeconomics concurrently, and can solve simple optimization problems using calculus.

Instructor(s): S. Ashworth 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

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: Fall

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): D. Black Terms Offered: Fall

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 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 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 46201. Special Issues in Healthcare Management. 100 Units.

For course description contact SSAD.

Equivalent Course(s): SSAD 46612

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 4700. 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

PPHA 4750. 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 4820. 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 4830. 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.

Terms Offered: Winter

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. A 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 50502. Chicago Urban Leadership. 000 Units.

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

PPHA 50600. Urban Revitalization Project: Gary, Indiana. 100 Units.

This practicum is part of an ongoing and broader collaboration between the Chicago Harris and the City of Gary, Indiana, to assist Gary Mayor Karen Freeman-Wilson and her administration with efforts to revitalize Gary, while offering students “real world” opportunities to develop and implement solutions for significant urban policy challenges. The collaboration was officially launched in Fall 2012 and is led by former Chicago Mayor Richard M. Daley, Distinguished Senior Fellow at the Harris School. Students in the practicum will conduct research, analyze data, compile information, and develop and present proposed strategies and policy recommendations to officials from the City of Gary on a specific set of urban policy challenges. A detailed description is included in the ‘Recent Syllabus’ section below. **Qualifications:** Only second and third year students are eligible to apply autumn and winter quarters. First-year students can apply for spring quarter. Strong research, writing and analytical skills are mandatory. Related work experience or coursework and/or a demonstrated interest in urban policy issues is important.

Other important information: Students will be primarily expected to conduct work on their own time. However, students are expected to be available for meetings on Fridays from 9 am – 12:00 p.m., as needed. (Students are encouraged to work on their assignments with their group whenever a meeting is not necessary.) Periodic meetings with City of Gary staff to obtain information, seek guidance and provide updates will be expected. Limited travel to Gary may be important and helpful.

To apply: To enroll in the course, students must submit a resume and statement of interest, including preferred issue(s)-specific application details to follow.

Enrollment will be capped at 10 students.

Instructor(s): C. Brown

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.

Instructor(s): A. Menendez 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.

PPHA 53000. Richard M. Daley Speaker Series. 000 Units.

No description available.



THE CURRICULUM

COURSE OVERVIEW

THE CORE

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 core includes:

PPHA 30800	Analytical Politics I: Strategic Foundation	100
PPHA 31001	Statistical Methods and Applications for Public Policy I	100
PPHA 31201	Statistical Theory and Applications for Public Policy I	100
PPHA 31101	Statistical Methods and Applications for Public Policy II	100
PPHA 31301	Statistical Theory and Applications 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

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.

MINI-COURSES

In addition to the core curriculum and electives, students have the opportunity to participate in 3-6 session professional development series called "mini-courses." Students do not officially register for these series, but they are an important part of the Chicago Harris experience and gives students additional opportunities to connect with practitioners and policy experts.

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

The Master of Public Policy is a two-year program for students interested in gaining a thorough training in analytical skills.

DEGREE REQUIREMENTS

- Satisfactory completion of eighteen graduate-level courses (1800 units of credit), not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of seven core courses with a C- or better
 - PPHA 30800 Analytical Politics I: Strategic Foundations
 - PPHA 31000 or PPHA 31200 Statistical Methods for Policy Research I
 - PPHA 31100 or PPHA 31300 Statistical Methods for Policy Research
 - PPHA 31600 Analytical Politics II: The Policymaking Process
 - PPHA 31920 Decisions and Organizations
 - PPHA 32300 or 44100 Principles of Microeconomics and Public Policy I
 - PPHA 32400 or 44200 Principles of Microeconomics and Public Policy
- Completion of a minimum of 12 Public Policy (PPHA) courses.
- A cumulative grade point average of 2.7 for all courses used toward the M.P.P. degree, based on a 4.0 scale
- Completion of math requirement
- No more than 2 reading/research, independent study, or internship courses
- No more than 2 courses taken pass/fail

TYPICAL FIRST YEAR FOR THE MPP:

Autumn Quarter	Units	Winter Quarter	Units	Spring Quarter	Units
PPHA 30800	100	PPHA 31101	100	PPHA 31920	100
PPHA 31001	100	PPHA 31600	100	Elective	100
PPHA 32300	100	PPHA 32400	100	Elective	100
	300		300		300

Total Units: 900

MASTER OF SCIENCE IN COMPUTATIONAL ANALYSIS AND PUBLIC POLICY (M.S. CAPP)

The Master of Science in Computational Analysis and Public Policy is a two-year program offered with the Computer Science Department for students interested in the design, implementation, and rigorous analysis of data-driven policies.

DEGREE REQUIREMENTS

Note: MS CAPP degree program requirements will be under review during the 2015-16 school year. Please check the Chicago Harris (<http://harris.uchicago.edu/degrees>) website for the most current degree program information.

- Completion of eighteen graduate-level courses (1800 units of credit), not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of the following required courses with a C- or better:
 - PPHA 31000 or PPHA 31200 Statistical Methods for Policy Research I
 - PPHA 31100 or PPHA 31300 Statistical Methods for Policy Research
 - PPHA 32300 or 44100 Principles of Microeconomics and Public Policy I
 - PPHA 32400 or 44200 Principles of Microeconomics and Public Policy II
 - PPHA 30800 Analytical Politics I: Strategic Foundations
 - PPHA 31920 Decisions and Organizations
 - PPHA 38540 CAPP Integrative Seminar
 - CAPP 30524 Machine Learning for Public Policy
 - CAPP 30121 Computer Science with Applications I
 - CAPP 30122 Computer Science with Applications II
 - CAPP 30122 Computer Science with Applications III
 - CSPP 53001 Databases
 - 3 curricular path courses
- A cumulative grade point average of 2.7 or above for all courses used toward the degree, based on a 4.0 scale
- Completion of the math requirement
- No more than 2 reading/research, independent study, or internship courses
- No more than 2 courses taken pass/fail

MASTER OF SCIENCE IN ENVIRONMENTAL SCIENCE AND POLICY (M.S. ESP)

The Master of Science in Environmental Science and Policy is a two-year program offered with the Argonne National Laboratory for students interested in assessing the scientific repercussions of policy on the environment.

DEGREE REQUIREMENTS

Note: MS ESP degree program requirements will be under review during the 2015-16 school year. Please check the Chicago Harris (<http://harris.uchicago.edu/degrees>) website for the most current degree program information.

- Completion of eighteen graduate-level courses (1800 units of credit), not including any courses with grades of F, I, W, or courses with no reported grade.

- Completion of the following required courses with a C- or better:
 - PPHA 30800 Analytical Politics I: Strategic Foundations
 - PPHA 31000 or PPHA 31200 Statistical Methods for Policy Research I
 - PPHA 31100 or PPHA 31300 Statistical Methods for Policy Research
 - PPHA 31600 Analytical Politics II: The Policymaking Process
 - PPHA 31920 Decisions and Organizations
 - PPHA 32300 or 44100 Principles of Microeconomics and Public Policy I
 - PPHA 32400 or 44200 Principles of Microeconomics and Public Policy
 - PPHA 38900: Environmental Science and Policy
 - Four courses from the physical or biological sciences divisions
- Completion of an MESP Research project
- A minimum of 10 Harris (PPHA) courses
- A cumulative grade point average of 2.7 or above for all courses used toward the degree., based on a 4.0 scale
- Completion of the math requirement
- No more than 2 reading/research, independent study, or internship courses
- No more than 2 courses taken pass/fail

MASTER OF ARTS IN PUBLIC POLICY (M.A.)

The Master of Arts with Chicago Harris is a one-year program for students already possessing another graduate degree or in conjunction with another University graduate program.

DEGREE REQUIREMENTS

- Completion of nine graduate-level courses (900 units of credit), not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of any six of the seven core courses with a C- or better.
 - PPHA 30800 Analytical Politics I: Strategic Foundations
 - PPHA 31000 or PPHA 31200 Statistical Methods for Policy Research I
 - PPHA 31100 or PPHA 31300 Statistical Methods for Policy Research
 - PPHA 31600 Analytical Politics II: The Policymaking Process
 - PPHA 31920 Decisions and Organizations
 - PPHA 32300 or 44100 Principles of Microeconomics and Public Policy I
 - PPHA 32400 or 44200 Principles of Microeconomics and Public Policy
- Completion of a minimum of 8 Public Policy (PPHA) courses.
- Completion of the math requirement
- No more than 1 reading/research, independent study, or internship courses
- No more than 1 course taken pass/fail

- A cumulative grade point average of 2.7 for all courses used toward the A.M. degree in Public Policy, based on a 4.0 scale

MASTER OF ARTS WITH A CERTIFICATE IN RESEARCH METHODS (M.A. CRM)

The Master of Arts with certificate in Research Methods is 15-month program designed to prepare students for top-tier Ph.D. programs in economics and political science as well as other social sciences, policy, and business.

DEGREE REQUIREMENTS

- Completion of twelve (12) graduate-level courses (1200 units of credit), not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of 7 core courses with a C- or better.
 - PPHA 41101 Political Economy I: Introduction to Applied Game Theory
 - PPHA 41102 Political Economy II: Intermediate Applied Theory
 - PPHA 41103 Testing the Theories of Political Institutions
 - PPHA 42000 Applied Econometrics I
 - PPHA 42100 Applied Econometrics II
 - PPHA 44100 Principles of Microeconomics for Public Policy I
 - PPHA 44200 Advanced Microeconomics for Policy Analysis II
 - MACRM Apprenticeship I
 - MACRM Apprenticeship II
- Completion of a minimum of 7 Public Policy (PPHA) courses.
- No more than 1 course taken pass/fail
- A cumulative grade point average of 2.7 for all courses used toward the MACRM degree, based on a 4.0 scale

DUAL DEGREE PROGRAMS

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

Chicago Harris 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 Chicago Harris 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.

Students in this program take 13 courses, instead of the usual 18, with Chicago Harris. Students also take 14 courses with Middle Eastern Studies.

PROGRAM REQUIREMENTS

- Successful completion of 27 graduate-level courses (2700 units of credit) to earn both degrees
- For the AM in Middle Eastern Studies degree, successful completion of 14 graduate-level courses (1400 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- For the MPP degree, successful completion of 13 graduate-level courses (1300 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of these seven core courses with a C- or better.
 - PPHA 30800 Analytical Politics I: Strategic Foundations
 - PPHA 31000 or PPHA 31200 Statistical Methods for Policy Research I
 - PPHA 31100 or PPHA 31300 Statistical Methods for Policy Research
 - PPHA 31600 Analytical Politics II: The Policymaking Process
 - PPHA 31920 Decisions and Organizations
 - PPHA 32300 or 44100 Principles of Microeconomics and Public Policy I
 - PPHA 32400 or 44200 Principles of Microeconomics and Public Policy
- Completion of a minimum of 10 Public Policy (PPHA) courses.
- A cumulative grade point average of 2.7 for all courses used toward the M.P.P. degree, based on a 4.0 scale
- Completion of math requirement
- No more than 2 reading/research courses/independent study/internship
- No more than 1 course taken pass/fail

Students who wish to participate in this program must be admitted to both Chicago Harris 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.

Chicago Harris and the Divinity School (<http://www2.uchicago.edu/divinity>) 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, instead of the usual 18, and 22 in the divinity program, instead of the usual 27. Ten of the 14 classes must be Harris classes. Students are also obligated to complete the “teaching parish” component required for master of divinity students. Students must also complete the Harris math requirement. 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 Chicago Harris and the Divinity School. Students already admitted to one of the Schools may apply during their first year for admission to the other.

REGISTRATION REQUIREMENTS

- For the MDiv, successful completion of 8 quarters of full-time enrollment graduate-level courses
- For the MPP, successful completion of 4 quarters of full-time enrollment

PROGRAM REQUIREMENTS

- Successful completion of 27 graduate-level courses (2700 units of credit) to earn both degrees
- For the MPP degree, successful completion of 14 graduate-level courses (1400 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- For the MDiv, successful completion of 18 graduate-level courses (1800 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of these seven core courses with a C- or better.
 - PPHA 30800 Analytical Politics I: Strategic Foundations
 - PPHA 31000 or PPHA 31200 Statistical Methods for Policy Research I
 - PPHA 31100 or PPHA 31300 Statistical Methods for Policy Research
 - PPHA 31600 Analytical Politics II: The Policymaking Process
 - PPHA 31920 Decisions and Organizations
 - PPHA 32300 or 44100 Principles of Microeconomics and Public Policy I
 - PPHA 32400 or 44200 Principles of Microeconomics and Public Policy
- Completion of a minimum of 10 Public Policy (PPHA) courses.
- A cumulative grade point average of 2.7 for all courses used toward the M.P.P. degree, based on a 4.0 scale
- Completion of math requirement
- No more than 2 reading/research courses/independent study/internship
- No more than 1 course taken pass/fail

THE UNIVERSITY OF CHICAGO BOOTH SCHOOL OF BUSINESS - M.P.P./M.B.A.

Chicago Harris and Chicago 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 Chicago Harris 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 already admitted to one of the schools may apply during their first year for admission to the other.

Students in this program take 13 courses, instead of the usual 18, with Chicago Harris. Students also take 14 courses (instead of the usual 20) with the Booth, thus earning both degrees in a total of three years. Both degrees must be awarded in the same quarter.

PROGRAM REQUIREMENTS

- Successful completion of 27 graduate-level courses (2700 units of credit) to earn both degrees.
- For the MBA degree, successful completion of 14 graduate-level courses (1400 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- For the MPP degree, successful completion of 13 graduate-level courses (1300 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of these seven core courses with a C- or better.
 - PPHA 30800 Analytical Politics I: Strategic Foundations
 - PPHA 31000 or PPHA 31200 Statistical Methods for Policy Research I
 - PPHA 31100 or PPHA 31300 Statistical Methods for Policy Research
 - PPHA 31600 Analytical Politics II: The Policymaking Process
 - PPHA 31920 Decisions and Organizations
 - PPHA 32300 or 44100 Principles of Microeconomics and Public Policy I
 - PPHA 32400 or 44200 Principles of Microeconomics and Public Policy
- Completion of a minimum of 10 Public Policy (PPHA) courses.
- A cumulative grade point average of 2.7 for all courses used toward the M.P.P. degree, based on a 4.0 scale
- Completion of math requirement
- No more than 2 reading/research courses/independent study/internship
- No more than 1 course taken pass/fail

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

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

The dual 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. 10 of these must be Harris School courses. Students must also pass the Harris math requirement. All 14 courses are taken during the four quarters of registration at Chicago Harris. Students may apply one academic

quarter of up to four 100 unit courses taken within Chicago Harris, 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 admission processes to both Chicago Harris and the Law School. Students already admitted to Chicago Harris 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 Chicago Harris.

PROGRAM REQUIREMENTS

- For the MPP degree, successful completion of 14 graduate-level courses (1400 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of these seven core courses with a C- or better.
 - PPHA 30800 Analytical Politics I: Strategic Foundations
 - PPHA 31000 or PPHA 31200 Statistical Methods for Policy Research I
 - PPHA 31100 or PPHA 31300 Statistical Methods for Policy Research
 - PPHA 31600 Analytical Politics II: The Policymaking Process
 - PPHA 31920 Decisions and Organizations
 - PPHA 32300 or 44100 Principles of Microeconomics and Public Policy I
 - PPHA 32400 or 44200 Principles of Microeconomics and Public Policy
- Completion of a minimum of 10 Public Policy (PPHA) courses.
- A cumulative grade point average of 2.7 for all courses used toward the M.P.P. degree, based on a 4.0 scale
- Completion of math requirement
- No more than 2 reading/research courses/independent study/internship
- No more than 1 course taken pass/fail

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

Chicago Harris 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 Chicago Harris 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 Chicago Harris. They 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 Chicago Harris 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.

Please check with the Dean of Students office regarding implications toward gift aid and student loans when deciding on a joint degree program.

PROGRAM REQUIREMENTS

- For the MPP degree, successful completion of 14 graduate-level courses (1400 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of these seven core courses with a C- or better.
 - PPHA 30800 Analytical Politics I: Strategic Foundations
 - PPHA 31000 or PPHA 31200 Statistical Methods for Policy Research I
 - PPHA 31100 or PPHA 31300 Statistical Methods for Policy Research
 - PPHA 31600 Analytical Politics II: The Policymaking Process
 - PPHA 31920 Decisions and Organizations
 - PPHA 32300 or 44100 Principles of Microeconomics and Public Policy I
 - PPHA 32400 or 44200 Principles of Microeconomics and Public Policy
- Completion of a minimum of 10 Public Policy (PPHA) courses.
- A cumulative grade point average of 2.7 for all courses used toward the M.P.P. degree, based on a 4.0 scale
- Completion of math requirement
- No more than 2 reading/research courses/independent study/internship
- No more than 1 course taken pass/fail

CERTIFICATES

Students who are enrolled in another degree program at Chicago Harris may also pursue certificates during their studies. Certificates allow students to structure their academic plan and concentrate on specialized subject areas. Completion of the certificate requirements is recognized through a notation on the student's transcript upon graduation.

CERTIFICATE IN ECONOMIC POLICY AND REGULATION

Faculty Director: Ben Keys

Center Name: Center for Economic Policy

Program Description: The Certificate in Economic Policy and Markets offered by the Center for Economic Policy integrates the study of financial markets with public policy and regulation. The certificate curriculum provides students with required and elective courses focused on Economic Policy, Financial Markets, and Regulation. The Center for Economic Policy also undertakes targeted research programs relevant to finance and public policy in the University of Chicago tradition that ties education closely with rigorous and disciplined research. The Center aims to train certificate holders for positions at government agencies and private institutions that operate at the intersection of economic policy-making and financial markets,

positions that require a combination of strong economic training, technical skills, and an understanding of financial markets.

CERTIFICATE REQUIREMENTS

- The certificate will be awarded to students who complete the 3 required courses
 - PPHA 32000 Finance
 - PPHA 34240 Real Estate, Banking, and Household Finance
 - Applied Financial Management (new for Winter 2016)
- Students must earn at least a B- in each of the courses to earn the certificate
- No course required for the certificate may be taken pass/fail

CERTIFICATE ELECTIVES

- PPHA 34500, "Macroeconomics for Public Policy," Instructor: Daniel Sullivan (Scheduled for Winter 2016)
- "Risk Management and the History of Financial Crises," Instructor: Thomas Coleman (Scheduled for Spring 2016)
- TBD on Financial Regulation
- TBD on Corporate Governance and Public Policy

APPLICATION PROCESS

Certificate open to any Harris student. Students should contact their academic advisor to indicate intention to pursue certificate.

CERTIFICATE IN HEALTH POLICY

Faculty Director: David Meltzer

Program Description: Health Policy currently ranks high, and sometimes highest, among public policy issues and reform agendas both in the US and internationally. Indeed, most countries around the world are leading multiple health system reform cycles but most still struggle to mitigate health policy issues like healthcare financing, provider payment, aging and the prevention and management of chronic diseases. During the recent economic crisis, the only major sector of the U.S. economy that exhibited continuing growth was health care.

CERTIFICATE REQUIREMENTS

Complete three approved courses, including at least one survey course

APPLICATION PROCESS

Certificate open to any Harris student. Students should contact their academic advisor to indicate intention to pursue certificate.

CERTIFICATE IN MUNICIPAL FINANCE

Faculty Director(s): Paula Worthington, Chris Berry

Center Name: Center for Municipal Finance

Center Website: <http://harris.uchicago.edu/centers/municipal-finance/certificate>

Program Description:

The Certificate in Municipal Finance is a one-of-a-kind offering that prepares Harris students for careers in local and state governments, as well as private-sector financial and consulting firms. It is awarded upon completion of a four-course curriculum that will equip students with the skills to diagnose and manage state and local government financial activities.

This coursework will provide students with a strong background in the process, politics, and economics of public revenue and expenditure decisions; practices and techniques of modern financial administration; and the operation of the municipal securities market. Such policy expertise is essential for raising, spending, and borrowing money to provide basic local government services as well as for tackling many pressing municipal problems that are dependent on resources provided by the budget, such as funding public pensions and health care.

Other required co-curriculars include a one-day financial accounting training at a date to be announced during the winter quarter.

CERTIFICATE REQUIREMENTS

- The certificate will be awarded to students who complete the following courses starting in the spring of their first year (or penultimate year of study)
 - a. PPHA 32100 State and Local Public Finance
 - b. PPHA 35801 Political Economy of Cities and Metropolitan Areas
 - c. PPHA 36010 Public Budgeting
 - d. PPHA 32530 Fundamentals of Municipal Bonds
- Students must earn at least a B- in each of the courses to earn the certificate
- No course in the track may be taken as Pass/Fail

APPLICATION PROCESS

- Applications must be submitted by the 10th week of spring quarter of the student's first year
- Applications consist of a transcript; resume; and brief statement of purpose and interest in the program.
- Applicants must have a 3.0 GPA at the time of application
- Applicants should upload their materials online

CERTIFICATE IN POLICY ANALYSIS

Faculty Directors: Ofer Malamud and Paula Worthington

Program Description: The Certificate in Policy Analysis enables students to learn technical and analytical tools in the classroom and subsequently to apply them to a real-world project for a real-world client in a supported environment. Students will also learn valuable project management, communications, and other professional skills. Students earning the Certificate in Policy Analysis will be well positioned for careers in local and state governments as well as the private sector financial and consulting firms who serve them.

CERTIFICATE REQUIREMENTS

- PPHA 41300 Cost-Benefit Analysis [Spring of 1st year or Fall of 2nd year]
- PPHA 34600 Program Evaluation [Spring of 1st year or Fall of 2nd year]
- Choose one 2-quarter Harris Policy Lab [Winter, and Spring of 2nd year]

APPLICATION PROCESS

Certificate open to any Harris student. Students should contact their academic advisor to indicate intention to pursue certificate.

CERTIFICATE IN POLITICAL CAMPAIGNS

Faculty Director: Ethan Bueno de Mesquita

Center Name: Center for Policy Entrepreneurship

Center Website: <http://harris.uchicago.edu/centers/policy-entrepreneurship/home>

Certificate website: <http://harris.uchicago.edu/centers/policy-entrepreneurship/trainingandcurriculum>

Program Description: The Center for Policy Entrepreneurship sponsors the Certificate in Political Campaigns. Through this certificate program, students learn the core analytic and technical skills used in modern political campaigns, as well as the social scientific principles to evaluate and apply these skills appropriately. Such expertise is essential to the running of modern electoral and advocacy campaigns.

CERTIFICATE REQUIREMENTS

The Certificate in Political Campaigns will be awarded to students who complete the following:

- PPHA 31720 The Science of Elections and Campaigns

And at least two of the following:

- PPHA 30510 Data Analytics for Political Campaigns
- PPHA 38611 Political Campaigns, Persuasion, and Strategic Communications
- PPHA 31730 The Strategic Uses of Survey Research in Political Campaigns
- PPHA 32810 Winning Issue Campaigns

(Courses do not have to be taken in any particular order.)

APPLICATION PROCESS

Certificate open to any Harris student. Students should contact their academic advisor to indicate intention to pursue certificate.

CERTIFICATE IN SURVEY RESEARCH

Faculty Directors: Colm O'Muircheartaigh, Marc Farinella

Center Name: Center for Survey Methodology

Center Website: <http://harris.uchicago.edu/centers/survey-methodology>

Program Description: The Chicago Harris Center for Survey Methodology was established in 2014. The center supports research projects on the methodology of data collection and evaluation, hosts guest speakers, organizes small group meetings and conferences, and manages the Chicago Harris Certificate in Survey

Research, which will be offered for the first time in 2015. The Center for Survey Methodology works closely with other academic units in the University as well as with the National Opinion Research Center at the University of Chicago (NORC). The oldest university-based social research organization in the United States, NORC engages in research and data analysis in numerous public policy fields including health, education, economics, crime, justice, energy, security, and the environment.

In addition to being an intellectually vibrant area in social research methodology, survey research is a field that provides professional opportunities for our students. Students earning the Certificate in Survey Research will be well positioned for careers in both the public and the private sectors. Furthermore, in combination with other certificates, such as the Certificate in Political Campaigns and the Certificate in Health Policy, it can give students a distinct advantage in certain job markets.

The Center's Academic Director is Colm O'Muircheartaigh, professor in Chicago Harris, who served as dean of the Harris School from 2009 to 2014; he is also a senior fellow in NORC. Marc Farinella, former COO of Harris, lecturer and Harris Senior Fellow, serves as the Center's Executive Director.

CERTIFICATE REQUIREMENTS

The certificate will be awarded to students who complete the following course:

- PPHA 41600 Survey Research Methodology
- and at least two of the following courses:
- PPHA 41800 Questionnaire Design
 - STAT 33100 Survey Sampling
 - PPHA 38520 GIS Applications in the Social Sciences

APPLICATION PROCESS

Certificate open to any Harris student. Students should contact their academic advisor to indicate intention to pursue certificate.

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.

Applicants must be enrolled in or admitted to one of the participating professional schools. For more information, visit gphap.uchicago.edu or contact Laura Botwinick, Director, GPHAP at lbotwinick@uchicago.edu.

LECTURE SERIES/OTHER PROGRAMS

Students who are enrolled in another degree program at Chicago Harris may participate in lecture series programs. While these do not confer credit or lead

to the awarding of a certificate, approved series noted here in the Graduate Announcements will be noted on the student's transcript upon completion.

LEADING THROUGH CRISIS SERIES

The University of Chicago Harris School of Public Policy is partnering with the Cook County Department of Homeland Security and Emergency Management to launch "Leading through Crisis," a first-of-its-kind disaster management training program for county and municipal government officials in Cook County, developed in cooperation with the Federal Emergency Management Agency (FEMA).

A select number of students from Chicago Harris and the Graham School's Master of Science in Threat and Response Management program will be given the chance to participate in this program. The program, an initiative of the Richard M. Daley Distinguished Senior Fellowship at Chicago Harris, will be conducted through a series of events held on the University campus during the 2015-16 academic year, including:

- A Fall 2015 launch event
- Three intensive training workshops on campus for local government officials (one per academic quarter) and one off-campus session
- A lunch lecture series paired with the training sessions, involving University faculty and experts from the field
- A tour of the Chicago Office of Emergency Management and Communications and/or a visit to the new Cook County Emergency Operations Center in Oak Forest (tentative)
- A pilot "capstone" project in Spring/Summer 2015 to include a tabletop exercise and a simulation drill (held off campus)

The non-credit course will be made available to a total of 18 Harris and Graham School students who will be expected to participate in events throughout the 2015-2016 academic year.

COOPERATIVE MASTERS PROGRAMS

DUAL A.M./M.A. WITH THE COMMITTEE ON INTERNATIONAL RELATIONS

The Harris School of Public Policy 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.

PROGRAM REQUIREMENTS

- For the MA in International Relations: successful completion of 9 courses (900 units of credit), approved by their CIR advisors and preceptors, which serve to build the foundation for the required M.A. thesis.

- For the AM in Policy: Completion of nine graduate-level courses (900 units of credit), not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of any six of the seven core courses with a C- or better.
 - PPHA 30800 Analytical Politics I: Strategic Foundations
 - PPHA 31000 or PPHA 31200 Statistical Methods for Policy Research I
 - PPHA 31100 or PPHV 31300 Statistical Methods for Policy Research
 - PPHA 31600 Analytical Politics II: The Policymaking Process
 - PPHA 31920 Decisions and Organizations
 - PPHA 32300 or 44100 Principles of Microeconomics and Public Policy I
 - PPHA 32400 or 44200 Principles of Microeconomics and Public Policy
- Completion of a minimum of 8 Public Policy (PPHA) courses.
- Completion of the math requirement
- No more than 1 reading/research, independent study, or internship courses
- No more than 1 course taken pass/fail

A cumulative grade point average of 2.7 for all courses used toward the A.M. degree in Public Policy, based on a 4.0 scale

COOPERATIVE PROGRAM WITH TEL AVIV UNIVERSITY

The Harris School of Public Policy 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 Chicago Harris 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 Chicago Harris one-year master's degree program will be required to complete all the normal requirements for that program as determined by the Harris School of Public Policy and applicable University of Chicago policies, and will be awarded the A.M. Degree from the Harris School of Public Policy as well as the M.P.P. degree from Tel Aviv University.

COOPERATIVE PROGRAM WITH THE UNIVERSITY OF CHILE

Chicago Harris 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 Chicago Harris 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 Políticas Públicas degree. Students from the University of Chile who enroll in Chicago Harris AM program will be required to complete all the normal requirements for that program as determined by Chicago Harris and outlined in Chicago Harris announcements and other 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 of Public Policy has engaged in a cooperative program with Yonsei University Graduate School of International Studies in Seoul, Korea. In this program, Chicago Harris 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 Chicago Harris 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 Chicago Harris A.M. or M.P.P. programs as the first year of its M.I.S. degree program. Students from Chicago Harris 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, as determined by the Harris School of Public Policy, 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 Chicago Harris A.M. program will be required to complete all the normal requirements for that program as determined by Chicago Harris and applicable University of Chicago policies.

PH.D. PROGRAM

The doctoral program (PhD) at Chicago Harris prepares qualified students interested in research-oriented careers involving the substantive and institutional aspects of public policy. The program emphasizes the acquisition of skills needed to design and conduct policy-relevant research, and allows students to develop individualized and innovative courses of study in which they work closely with faculty members of the School and the University.

Director, PhD Program

Dan Black (http://harrisschool.uchicago.edu/directory/faculty/dan_black), *professor and senior fellow at the National Opinion Research Center*

Associate Director, PhD Program

Scott Ashworth (http://harrisschool.uchicago.edu/directory/faculty/scott_ashworth),
associate professor

PhD Program Coordinator

Cynthia Cook-Conley (clcook@uchicago.edu)

COURSE WORK

Ph.D. students should expect to complete their program of study after a minimum of four to five years in residence. Ph.D. students must complete a minimum of 27 courses, including demonstrated mastery of the School's core subjects, unless they enter the program with a master's degree in the same or a related field, in which case the number of required courses may be reduced by up to 9 courses. While earning their Ph.D., if doctoral students meet the requirements of the A.M. or M.P.P., they may petition to earn that degree.

Following completion of their coursework and examinations, Ph.D. students will be able to take advantage of opportunities to obtain financial support for their doctoral research from internal and external sources and to participate in research projects in the School and the University. Students receiving internal financial support will also serve as course assistants beyond their first year of study.

ADDITIONAL REQUIREMENTS

Beyond the successful completion of required course work, Ph.D. students must fulfill the following requirements:

Qualifying Examinations

Ph.D. students are required to pass four qualifying examinations offered by Chicago Harris: methods (statistics and econometrics), microeconomic theory, political economy, and a field exam in a substantive field of public policy studies chosen by the student and the student's advisor. These examinations will ordinarily be taken following two years of coursework. In exceptional cases, a student may propose an alternative to either the methods or the theory examination.

Qualifying Paper

During their third year of study, Ph.D. students make the transition from coursework to dissertation research. As a first step, they complete a qualifying paper and present it at a Chicago Harris workshop or other University forum. An acceptable qualifying paper will show evidence that the student is developing the capacity for formulating and conducting an independent research project and for creating a scholarly argument. Ideally, the qualifying paper will constitute a step toward completion of a dissertation proposal.

Dissertation Proposal

Following completion of the qualifying paper, students will write and defend a dissertation proposal before the student's dissertation committee and other interested University faculty and doctoral students. The proposal hearing will ordinarily be held by the Autumn Quarter of the fourth year of study, after which the student is admitted to candidacy for the Ph.D. The hearing must precede the defense of the dissertation itself by at least 8 months.

Dissertation Defense

The dissertation should be a significant public policy research project carried out under the supervision of the student's dissertation committee, composed of at least three qualified members approved by the director of doctoral studies. The dissertation defense is a public meeting of faculty and students directed by the chair of the dissertation committee. The dissertation is expected to constitute an original contribution to public policy knowledge and to demonstrate mastery of relevant theories and research methods.



FACULTY

Anjali Adukia is an assistant professor at Chicago Harris. Her primary interests concern improving access to education in developing countries, particularly at the intersection of education and health. Her current work examines the impact of sanitation on education and health outcomes in rural Indian schools.

Originally from Illinois, Anjali earned her master's and doctoral degrees from Harvard and her bachelor's from the University of Illinois at Urbana-Champaign in Molecular and Integrative Physiology. She has a background in non-profit management and higher education administration. Before moving to Boston, Anjali handled volunteer management and training with the Make-A-Wish Foundation and community relations and program coordination with the Forum for Women Entrepreneurs in San Francisco. After her master's degree, Anjali served as a Visiting Administrative Fellow in the Office of the President and Provost at Harvard and then worked for the Democratic National Convention Committee. Her international interests took her to India where she started a city-wide service initiative in Ahmedabad, Gujarat and worked with tsunami rehabilitation coordination in coastal Tamil Nadu with Indicorps. Her past research projects include examining the role of transcriptional and growth factors in cancer and organ development at Northwestern Medical School, aiding with research and data collection for studies on affirmative action with the Civil Rights Project at Harvard, and consulting with the Broadmoor Neighborhood Project in New Orleans as part of rehabilitation and reconstruction efforts post-Hurricane Katrina with the Harvard Kennedy School. Anjali continues to work with non-governmental organizations in India such as UNICEF and Manav Sadhna.

Moving forward, Anjali will be teaching subjects related to education and development economics and pursuing research and other relationships with organizations that positively influence education policy in developing contexts.

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 Chicago Harris, 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 Chicago Harris, 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 also serves as a senior fellow at the National Opinion Research Center. Black is the project director for the National Longitudinal Survey of Youth and is on the editorial board of the *Journal of Labor Economics*, *Labour Economics*, and *Journal of Urban Economics*. 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 Chicago Harris, 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.

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 Chicago Harris, 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.

Peter Buisseret (summary forthcoming; for current information please visit the Harris Faculty Directory (<http://harris.uchicago.edu/directory/faculty>))

Kerwin Charles is Deputy Dean and the Edwin and Betty L. Bergman Distinguished Service Professor at Chicago Harris 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, and a Faculty Research Fellow at the National Bureau of Economic Research. His work focuses on the economics of regulation, particularly with respect to environmental and energy policy. His current research examines recent deregulatory initiatives in the United States' electricity sector, and uses the observed changes in operations at power plants to draw conclusions regarding the importance of competing theories of regulatory inefficiency. His ongoing research compares the performance of markets against command-and-control systems in the context of wholesale electricity markets.

Cicala received an AB in economics and political science from the University of Chicago and a PhD in economics from Harvard University. Following receipt of his undergraduate degree, he spent two years as a research associate at the Becker Center on Chicago Price Theory. While at Harvard, he was awarded the Enel Endowment Prize for the best environmental economics paper by a doctoral student.

Amy Claessens, an assistant professor at Chicago Harris, 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 Chicago Harris, 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 at Chicago Harris and the College and served as dean of Chicago Harris 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 Chicago Harris students.

Wioletta Dziuda is an Assistant Professor at Chicago Harris. Her main interests lie in applied game theory, political economy and the economics of information.

Her current research focuses on analyzing how legislative bargaining affects the nature and the efficiency of policies. She shows that in uncertain economic or political environments, policy making may lead to legislators' polarization and inefficient policy inertia. She is currently applying her findings to the economics of regulations, in particular trying to explain the frequent use of inefficient economic instruments.

Before joining Chicago Harris, Dziuda was an assistant professor at Kellogg School of Management. She received her PhD in economics from Princeton University.

Anthony Fowler is an assistant professor at Chicago Harris. 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? He designs randomized experiments, searches for natural experiments, and develops new tools to address these questions.

Michael Greenstone is the Milton Friedman Professor of Economics and the Director of the Energy Policy Institute at Chicago (EPIC). His research largely focuses on environmental and energy economics. Prior to rejoining the faculty at Chicago, Professor Greenstone was the 3M Professor of Economics at MIT. Among Professor Greenstone's many honors, he is an elected member of the American Academy of Arts and Sciences; Faculty Director of the E2e Project; Director of the Climate Change, Environment and Natural Resources Research Programme of the International Growth Centre; a Senior Fellow of the Brookings Institution; and Research Associate at the National Bureau of Economic Research.

Jeffrey Grogger, the Irving Harris Professor in Urban Policy at Chicago Harris, 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 Chicago Harris, 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).

J. Mark Hansen joined Chicago Harris faculty in 2013. His research focuses on interest groups, citizen activism and public opinion.

One of the nation's leading scholars of American politics, John Mark Hansen is the author of two books: *Mobilization, Participation and Democracy in America* with Steven Rosenstone – for which he received the Outstanding Book Award from the National Conference of Black Political Scientists; and *Gaining Access: Congress and the Farm Lobby, 1919-1981*. In 1999, he received the Heinz Eulau Award from the American Political Science Association for the Best Article Published in the *American Political Science Review* in 1998. In 2003, he was elected a Fellow of the American Academy of Arts and Sciences.

In addition to his distinguished scholarship, Hansen is an experienced administrator. He is currently a Senior Advisor to President Zimmer and has previously served as Dean of the Social Sciences Division, Chairman of the Political Science Department, and Associate Provost for Education and Research.

James J. Heckman is the Henry Schultz Distinguished Service Professor in the Department of Economics and the College, an affiliate professor at Chicago Harris, and the director of the Center for Social Program Evaluation at Chicago Harris. 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 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 at Chicago Harris 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. He currently is working on research projects on Obama's education initiatives, distributive politics, and the normative foundations of executive power.

William recently published two books, one with coauthors Saul Jackman and Jon Rogowski entitled The Wartime President: Executive Influence and the Nationalizing Politics of Threat (University of Chicago Press, 2013); and the other, with David Brent, entitled Thinking about the Presidency: The Primacy of Power (Princeton University Press, 2013). He also 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); co-author (with John Coleman and Ken Goldstein) of an introductory American politics textbook series; and editor of additional volumes on the presidency and school boards. His research also has appeared in numerous professional journals and edited volumes.

Before coming to Chicago Harris, William 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.

Koichiro Ito (summary forthcoming; for current information please visit the Harris Faculty Directory (<http://harris.uchicago.edu/directory/faculty>))

Damon Jones 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 Chicago Harris, 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 of Public Policy at the University of Chicago, 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 and parents' socioeconomic status affect child development and parental behavior. Her recent projects have examined the relationship between parental education and time with children, the effects of the Great Recession on parental behavior and child development, and the association between income inequality and children's educational attainment. Kalil received her PhD in developmental psychology from the University of Michigan. Before joining Chicago Harris's faculty in 1999, she completed a postdoctoral fellowship at the University of Michigan's National Poverty Center. Kalil has received the William T. Grant Foundation Faculty Scholars Award, the Changing Faces of America's Children Young Scholars Award from the Foundation for Child Development, the National Academy of Education/Spencer Postdoctoral Fellowship, and in 2003 she was the first-ever recipient of the Society for Research in Child Development (SRCD) Award for Early Research Contributions. Her current work is funded by NICHD and by the MacArthur and Russell Sage Foundations.

Benjamin Keys studies issues related to labor economics, urban economics, and consumer finance. Prior to joining the faculty of Chicago Harris, Keys worked as a staff economist at the Board of Governors of the Federal Reserve System in the division of Research and Statistics from 2009-2011. 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 at Chicago Harris, 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 PhD 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 Chicago Harris. 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 Chicago Harris, 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, crime, and education.

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. In the area of crime, Ludwig has written extensively about gun-violence prevention. Through the Crime Lab he is also involved in partnering with policymakers in Chicago and across the country to carry out large-scale policy experiments to identify effective (and cost-effective) ways to help prevent crime and violence. In the area of education he has written extensively about early childhood interventions, and about the role of social conditions in affecting children's schooling outcomes.

His research has been published in leading scientific journals across a range of disciplines including Science, New England Journal of Medicine, Journal of the American Medical Association, American Economic Review, Quarterly Journal of Economics, the Economic Journal, and the American Journal of Sociology. His co-authored article on race, peer norms, and education with Philip Cook was awarded the Vernon Prize for best article in the Journal of Policy Analysis and Management. He is also co-author with Cook of *Gun Violence: The Real Costs* (Oxford University Press, 2000), co-editor with Cook of *Evaluating Gun Policy* (Brookings Institution Press, 2003), and co-editor with Cook and Justin McCrary of *Controlling Crime: Strategies and Tradeoffs* (University of Chicago Press, 2012).

Prior to coming to Chicago Harris, Ludwig was a professor of public policy at Georgetown University. He is currently on the editorial boards of *American Economic Journal: Policy*, the *Journal of Quantitative Criminology*, and the *Journal of Policy Analysis and Management*, and was formerly co-editor of the *Journal of Human Resources*. In 2012 he was elected vice president of the Association for Public Policy Analysis and Management (APPAM), the professional society for public policy schools. Ludwig received his BA in economics from Rutgers College

and his MA and PhD in economics from Duke University. In 2006 he was awarded APPAM's David N. Kershaw Prize for Contributions to Public Policy by Age 40. In 2012 he was elected to the Institute of Medicine of the National Academies of Science.

Ofer Malamud, an associate professor at Chicago Harris, primarily conducts research in the fields of labor economics and the economics of education. His work has focused on the development of human capital and the impact of skills on university and labor market outcomes. 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 geographical mobility and on health in the United States using the unintended effect of attending college to avoid the Vietnam draft. Most recently, he has been conducting experimental and quasi-experimental studies exploring the effect of home computer use on child and adolescent outcomes in Romania, Chile, and Peru.

Malamud received his PhD in economics from Harvard University in 2004, where he also graduated magna cum laude with a BA in economics and philosophy. He is a research associate 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.

Ioana Marinescu is an assistant professor at Chicago Harris. She has broad interests in the areas of labor and public economics. First, what is the impact of social protection on labor markets? Second, how can we understand the linkages between labor market dynamics and macroeconomic outcomes such as unemployment and economic growth? Her work on social protection covers both developed and developing countries. She has recently been involved in a number of projects related to informality in developing countries. With respect to macro and labor, she is particularly interested in understanding matching and search in the labor market, and how matching mechanisms determine unemployment and productivity. She is currently working with data from CareerBuilder.com to better understand online job search.

She studied economics at the Ecole Normale Supérieure in Paris and holds a PhD from 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 at Chicago Harris and the College, served as dean of Chicago Harris 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 and on using behavioral insights to help low-income adults become better parents.

Mayer has been a member of the Institutes of Medicine, National Research Council, Board on Children, Youth and Families, the Board of Directors of Chapin

Hall Center for Children and the Board of Advisors, for the Pew Charitable Trust Economic Mobility Project. She has also been a member of the General Accounting Office Educators' Advisory Panel, 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 has an honorary Doctor of Laws degree conferred by Lake Forest College. 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 Chief of the Section of Hospital Medicine, Director of the Center for Health and the Social Sciences, and Chair of the Committee on Clinical and Translational Science at The University of Chicago, where he is Associate Professor in the Department of Medicine, and affiliated faculty of 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 cost and quality of hospital care. Meltzer has performed randomized trials comparing the use of doctors who specialize in inpatient care ("hospitalists"). He is currently leading a Centers for Medicaid and Medicare Innovation Challenge award to study the effects of improved continuity in the doctor patient relationship between the inpatient and outpatient setting on the costs and outcomes of care for frequently hospitalized Medicare patients. He led the formation of the Chicago Learning Effectiveness Advancement Research Network (Chicago LEARN) that helped pioneer collaboration of Chicago-Area academic medical centers in hospital-based comparative effectiveness research and the recent support of the Chicago Area Patient Centered Outcomes Research Network (CAPriCORN) by the Patient Centered Outcomes Research Institute (PCORI).

Meltzer received his MD and PhD in economics from the University of Chicago and completed his residency in internal medicine at Brigham and Women's Hospital in Boston. Meltzer is the recipient of numerous awards, including the Lee Lusted Prize of the Society for Medical Decision Making, the Health Care Research Award of the National Institute for Health Care Management, and the Eugene Garfield Award from Research America. 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 several IOM panels, include one examining U.S. organ allocation policy and the recent panel on the Learning Health Care System that produced Best Care at Lower Cost. He also has served on the DHHS Secretary's Advisory Committee on Healthy People 2020, the Patient Centered Outcomes Research Institute (PCORI) Methodology Committee, as a Council Member of the National Institute for General Medical Studies, and as a health economics advisor for the Congressional Budget Office.

Alicia S. Menendez is a Research Associate (Associate Professor) at Chicago Harris and the Department of Economics, and a Principal Research Scientist at the NORC. At Harris, she also leads the International Policy Practicum (<http://>

harrisschool.uchicago.edu/applied-experience/international-policy-practicum), which provides real-world international policy experience to a select group of Chicago Harris students.

Menendez's research interests include development economics, education and health, labor markets, 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 PhD 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 at Chicago Harris, studies poverty and inequality, tax policy, government safety net programs such as unemployment insurance, workers' compensation, food stamps, and Medicaid, and the accuracy of household surveys. His most recent work includes research on trends in poverty and inequality, the consequences of disability, the effects of Medicaid, and the reporting in surveys of government programs such as food stamps.

Meyer received his BA and MA in economics from Northwestern University and his PhD 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 Harvard University, 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.

Roger Myerson is the Glen A. Lloyd Distinguished Service Professor of Economics at the University of Chicago. Professor Myerson has made seminal contributions to the fields of economics and political science. In game theory, he introduced refinements of Nash's equilibrium concept, and he developed techniques to characterize the effects of communication when individuals have different information. His analysis of incentive constraints in economic communication introduced some of the fundamental ideas in mechanism design theory, including the revelation principle and the revenue-equivalence theorem in auctions and bargaining. Professor Myerson has also applied game-theoretic tools to political science, analyzing how political incentives can be affected by different electoral systems and constitutional structures.

Myerson is the author of *Game Theory: Analysis of Conflict* (1991) and *Probability Models for Economic Decisions* (2005). He also has published numerous articles

in *Econometrica*, the *Journal of Economic Theory*, *Games and Decisions*, and the *International Journal of Game Theory*, for which he served as an editorial board member for 10 years.

Professor Myerson has a PhD from Harvard University and taught for 25 years in the Kellogg School of Management at Northwestern University before coming to the University of Chicago in 2001. He is a member of the American Academy of Arts and Sciences and of the National Academy of Sciences. He was awarded the 2007 Nobel Memorial Prize in Economic Sciences in recognition of his contributions to mechanism design theory.

Colm A. O'Muircheartaigh is a professor and previous dean of Chicago Harris, as well as a 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 Chicago Harris 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 at The University of Chicago. He is an associate member of the Department of Economics and a former senior lecturer

at the Law School. His research focuses on health economics, and he teaches Masters 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 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 has served in several public sector positions. He served in the second 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. He served as a senior health care advisor to Senator John McCain during his 2008 campaign for President of the United States. In December of 2010, he was appointed by the Speaker of the US House of Representatives to the Key Indicator Commission (http://www.nytimes.com/2010/05/16/magazine/16GDP-t.html?_r=1&th&emc=th) created by the recent health care reform.

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 Simeonidisand 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 founding editor of the journal *Forums for Health Economics & Policy* of Berkeley Electronic Press and has been 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*.

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 (<http://www.manhattan-institute.org/projectfda>)), the Heartland Institute, the Milken Institute, the RAND Corporation, and the USC Shaeffer Center for Health Economics and Policy. 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). 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 has done executive consulting for both private corporations, including many U.S. Fortune 100 companies, as well as government organizations domestically and internationally. This has included work for the President's Council on Science and Technology, the National Academy of Sciences, and the UK National Health Service. It has also included work for 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 Compass-Lexecon, Bates White, and Analysis Group.

Philipson's research is frequently disseminated through the popular press. He is a monthly op-ed contributor for (<http://www.forbes.com/sites/tomasphilipson>) *Forbes* magazine and frequently appears in numerous popular media outlets such as *CNN*, *CBS*, *FOX News*, *Bloomberg TV*, *National Public Radio*, *New York Times*, *Wall Street Journal*, *Business Week*, *The Economist*, *Washington Post*, *Investor's Business Daily*, and *USA Today*. He is a frequent keynote speaker at many domestic and international health care events and conferences. 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.

James Robinson is a University Professor at the Harris School of Public Policy at the University of Chicago. He was formerly the Wilbur A. Cowett Professor of Government at Harvard University. He studied economics at the London School of Economics, the University of Warwick and Yale University. He previously taught in the Department of Economics at the University of Melbourne, the University of Southern California and before moving to Harvard was a Professor in the Departments of Economics and Political Science at the University of California at Berkeley. His main research interests are in comparative economic and political development with a focus on the long-run with a particular interest in Latin America and Sub-Saharan Africa. He is currently conducting research in the Democratic Republic of the Congo, Sierra Leone, Haiti and in Colombia where he has taught for many years during the summer at the University of the Andes in Bogotá.

Robert Rosner is a theoretical physicist, on the faculty of the University of Chicago since 1987, where he is the William E. Wrather Distinguished Service Professor in the departments of Astronomy & Astrophysics and Physics, as well as in the Enrico Fermi Institute and the Harris School of Public Policy Studies. He served as Argonne National Laboratory's Chief Scientist and Associate Laboratory Director for Physical, Biological and Computational Sciences (2002-05), and was Argonne's Laboratory Director from 2005-09; he was the founding chair of the U.S. Department of Energy's National Laboratory Directors' Council (2007-09). His

degrees are all in physics (BA, Brandeis University; PhD, Harvard University). He was elected to the American Academy of Arts and Sciences in 2001, and to the Norwegian Academy of Science and Letters (as a Foreign Member) in 2004; he is also a Fellow of the American Physical Society. Most of his scientific work has been related to fluid dynamics and plasma physics problems, as well as in applied mathematics and computational physics, especially in the development of modern high-performance computer simulation tools, with a particular interest in complex systems (ranging from astrophysical systems to nuclear fission reactors). Within the past few years, he has been increasingly involved in energy technologies, and in the public policy issues that relate to the development and deployment of various energy production and consumption technologies, including especially nuclear energy, the electrification of transport, and energy use in urban environments. He is the founding director of the Energy Policy Institute at Chicago (EPIC), located at the Harris School of Public Policy Studies and Booth School of Business of the University of Chicago.

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 PhD in economics from the University of Pennsylvania, and an MBA 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 University of Chicago.

Konstantin Sonin (summary forthcoming; for current information please visit the Harris Faculty Directory (<http://harris.uchicago.edu/directory/faculty>))

Paula R. Worthington is a senior lecturer at Chicago Harris, where she teaches classes in state and local public finance and cost-benefit analysis. At Harris, she is actively involved in teaching, advising, and programming as part of the Municipal Finance Certificate program and related initiatives. She received her PhD in economics from Northwestern University in 1988; 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, Federal Reserve publications, and other outlets. Immediately prior to joining Chicago Harris, 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 an eight-time recipient of the Chicago Harris Public Policy Student Association's Best Teacher in a Non-Core Class Award.



ADMINISTRATION AND FACULTY

Academic Administration

Daniel Diermeier, Ph.D., Dean

Katie Meyer, Executive Assistant to the Dean

Dan Black, Ph.D., Deputy Dean and Professor 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

Jeremy Edwards, Senior Associate Dean, Academic and Student Affairs

Douglas Geiger, Director of Student Affairs

Kate Shannon Biddle, Senior Associate Director of Student Affairs

Heather Mayer, Assistant Director of Student Affairs, Enrollment and Registration

Brandon Kurzweg, Student Affairs Specialist

Allison Bevan, Director of Admissions

Jane Thu Giang Le, Assistant Director of Admissions, Recruiting and Assessment

For full staff listing, please visit the Harris Staff Directory (<http://harris.uchicago.edu/directory/staff>).

Faculty

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Associate Professor

Bennett, Daniel (http://harris.uchicago.edu/directory/faculty/daniel_bennett)
Assistant Professor

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Assistant Professor

Charles, Kerwin (http://harris.uchicago.edu/directory/faculty/kerwin_charles)
Deputy Dean and Edwin and Betty L. Bergman Distinguished Service Professor

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Heckman, James (http://harris.uchicago.edu/directory/faculty/james_heckman) Henry Schultz Distinguished Service Professor in the Department of Economics and the College; Affiliate Professor at Chicago Harris; Director, Center for Social Program Evaluation

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Kalil, Ariel (http://harris.uchicago.edu/directory/faculty/ariel_kalil) Professor, Director of the Center for Human Potential and Public Policy (CHPPP)

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O'Muircheartaigh, Colm (http://harris.uchicago.edu/directory/faculty/colm_omuircheartaigh) Professor

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Sah, Raaj (http://harris.uchicago.edu/directory/faculty/raaj_sah) Professor

Schnabel, Michael (http://harris.uchicago.edu/directory/faculty/michael_schnabel) Research Associate (Assistant Professor)

Sonin, Konstantin (http://harris.uchicago.edu/directory/faculty/konstantin_sonin) Professor

Worthington, Paula (http://harris.uchicago.edu/directory/faculty/paula_worthington) Senior Lecturer

Lecturers, Senior Fellows, and Emeritus Professors

Please visit the Chicago Harris directory (<http://harris.uchicago.edu/directory/lecturers>) for the most current listing of Lecturers, Senior Fellows, and Emeritus Professors.



HARRIS SCHOOL

PROGRAM INFORMATION

BEYOND THE CLASSROOM

The University of Chicago was founded in the belief that scholarship should be put to work for the social good. Chicago Harris 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 Chicago Harris 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. Chicago Harris 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 POLICY LABS

Practica 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 practical experience, 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.

MENTOR PROGRAM

Since its founding in 1988, the Chicago Harris School of Public Policy has featured a unique Mentor Program that matches graduate students with leading policy professionals. We are excited to announce that in the fall of 2015 Chicago Harris will be launching an improved and restructured version of this seminal program. The innovative new Mentor Program will serve more students, utilize the expertise of our talented mentors and alumni, facilitate deeper learning and more meaningful connections between students and mentors, and ensure that all Harris master's students can participate in the program.

Program Structure

The new mentor program will serve master's students over their entire enrollment. The new, dynamic structure engages students with multiple mentors who have different experiences, skills, and perspectives. The program draws on the benefits of near-peer and traditional mentoring, engages Harris's exceptional community of alumni, employers, instructors, and friends. Students will build a powerful

professional network, benefit from professionally relevant programming, and get encouragement and support from both mentors and classmates.

Year 1

In their first year, students in 2-year master's programs (MPP, MESP, MSCAPP, etc.) will be assigned to small affinity groups by career interest. These affinity groups will be mentored by two early- to mid-career policy professionals (Junior Mentors). Each affinity group will also have a Senior Mentor, who will provide mentoring and guidance to the Junior Mentors and to students in the groups as needed. Programming for the first year will focus on early career preparation, adjustment to graduate school, connecting the curriculum to its professional applications, and professionalism development. Programming will include facilitated dialogues around career development, team-building and social events, and topical programming tailored to students' areas of professional interest. Some events will be just for the small affinity group and others will be for multiple groups or the larger community.

Although events will be structured for the entire group, students and mentors (both Junior and Senior) are allowed and encouraged to interact with one another outside of the context of the group. Ideally, students and mentors will form individual relationships as well, and students will be able to reach out to their first year mentors for networking and support in their second year and beyond.

Year 2

In the second year (or in the last year, for MA and joint degree students), students are matched one-on-one with a mentor. Mentors and mentees are matched on the basis of career area, geographic location, employment sector, goals, and personality.

Through the advice, experience, and insight of their mentors, students are better able to channel their aspirations and interests into definable career goals and to begin building a professional network. Mentors find the program to be a rewarding opportunity to meet young professionals in their fields, and to assist in their professional growth. Mentors will be drawn from across the US and internationally. Mentors come from a wide variety of career sectors. Mentors need not be a Chicago Harris alumnus, though many are. Although much of the interaction between mentors and mentees is driven by the pair themselves, programming is offered throughout the year to give mentors and mentees a chance to interact around shared interests.

RESEARCH OPPORTUNITIES

Faculty and student research at Chicago Harris 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. Chicago Harris is home to the following research centers:

- **Center for Human Potential and Public Policy**, which supports innovative social science research and encourages transdisciplinary research approaches on

a broad range of issues, including health and well-being; science, technology, and inequality; and poverty and education.

- **Center for Data Science and Public Policy**, which conducts research and creates computational and data-driven solutions to large-scale social problems in areas such as healthcare, education, sustainability, and community development.
- **Center for Health Policy**, which 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 for Municipal Finance**, which enables students and faculty to engage the major financial issues of the day facing state and local governments in the U.S. and around the globe.
- **Center for Policy Entrepreneurship**, which focuses on the politics of the policy-making process.
- **Crime Lab**, which 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.
- **Cultural Policy Center**, which provides research and informs policy that affects the arts, humanities, and cultural heritage.
- **Energy Policy Institute of Chicago**, which is an interdisciplinary research and training institute focused on the economic and social consequences of energy policies.
- **Pritzker Consortium on Early Childhood Development**, which brings together the world's leading experts to identify when and how child intervention programs can be most influential.



RESOURCES AND SERVICES

Students who attend Chicago Harris join a community of scholars responsible for pioneering the field of sociology, discovering the structure of DNA, and calculating the speed of light. UChicago is a community of scholars comprised of more than 80 Nobel laureates, one that leads the nation in Fulbright-Hays fellowships.

The path of a graduate student will be dotted with achievements and successes, challenges and struggles. However, there is an entire campus and community here to support Harris students. Below is a compilation of University Resources.

GRADUATE STUDENT AFFAIRS

Graduate Student Affairs (GSA) supports UChicago graduate students in every stage of their academic careers. Access resources - including programs, training, support, and funding opportunities - that support timely degree completion and enhance professional preparation. For more information about GSA, visit grad.uchicago.edu.

THE GRADUATE COUNCIL

The Graduate Council (GC) is the representative student government for the graduate students at the University of Chicago. The GC works to connect graduate students, to support graduate academic and professional interests, and to engage with the University's administration. GC meetings are held on Monday evenings and are open to the entire community. For more information about GC, visit <http://sg.uchicago.edu/people-graduatecouncil/>.

CAMPUS AND STUDENT LIFE

Campus and Student Life (CSL) is dedicated to helping graduate students experience university life at its fullest. They have a profound commitment to the diversity of our community and are focused on creating an environment where students can thrive. Through a wide array of programs and services, CSL provides opportunities and experiences that build community, help with professional growth, and create a place that students can call home now and throughout their lives. For more information about CSL, visit <https://csl.uchicago.edu>.

COMPUTING

Much of the work at Harris requires a computer, including statistical software, Microsoft Excel, and Stata. However, it is not necessary that students purchase a computer. The Harris School computing center has a bank of PCs with all necessary software programs. There is also a remote access Windows server that can be used to access Stata, office applications, and GIS software.

For students who would like to purchase a new computer, the University of Chicago's TechStore (<http://itservices.uchicago.edu/ostore>) has a number of recommended Dell and Apple bundles that can be purchased at a discount. CNet ID and password is necessary to log in. Students can also take advantage of your University of Chicago student status and order your equipment online

from the relevant vendor. Students can also download the current version of Microsoft Office and the Windows operating system for free. See <http://softwarediscount.uchicago.edu>. CNet ID and password is required.

The statistics sequence at the Harris School will use the statistical application Stata. Neither the Harris School nor the University of Chicago site licensing office distributes the software to students for free. You can purchase copies at a discount from Stata on the Gradplan (<http://www.stata.com/order/new/edu/gradplan.html>). For students planning to use Stata ONLY for course work, we recommend a one-year license for Stata version 11. Students who are quantitatively oriented and expect to take a statistical sequence should consider a perpetual license for Stata/IC or SE.

Browse Stata's website » (<http://www.stata.com>)

SAFETY AND SECURITY

Chicago is certainly a top-notch destination to explore, but keep in mind that Chicago is still a vast, urban landscape where dangerous situations could arise. We strongly encourage students to take some time prior to your arrival on campus to familiarize themselves with the University's safety and emergency procedures. The Department of Safety and Security's "Common Sense" booklet is a great place to start.

Common Sense Booklet (<http://commonsense.uchicago.edu>)

LIBRARY

Students will have access to the Libraries (<http://www.lib.uchicago.edu/e>) as soon as they receive a Chicago Card (<http://ipo.uchicago.edu/uchicagocard.html>).

UCHICAGO ATHLETICS AND FITNESS FACILITIES

Students can dress up in their favorite UChicago attire and cheer on your Maroons! All home varsity sporting events are free to students with a valid Chicago Card ID.

>> UChicago Athletics (<http://athletics.uchicago.edu/landing/index>)

Ratner Athletics Center and Henry Crown Field House are on-campus fitness facilities (<http://athletics.uchicago.edu/facilities/index>). Recreational memberships begin on the first day of orientation (September 22, 2015) and are free to all registered students.

CAMPUS JOBS

Students who have been awarded federal work study or are interested in on-campus student employment, can apply for a job through the student jobs board. CNet ID and password is required for login.

Browse jobs » (<https://studentemployment.uchicago.edu>)

MAPS

Getting around campus:

- UChicago Maps (<http://maps.uchicago.edu/index.shtml>)
Getting around Chicago:
- Neighborhood and city map (http://www.cityofchicago.org/city/en/depts/doiit/supp_info/citywide_maps.html)



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