

# THE UNIVERSITY *of* CHICAGO

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THE IRVING B. HARRIS GRADUATE SCHOOL

*of* PUBLIC POLICY STUDIES

ANNOUNCEMENTS

*Fall 2003*



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

Or you may contact us at:

Office of Admission  
Irving B. Harris Graduate School of Public Policy Studies  
University of Chicago  
1155 East 60th Street  
Chicago Illinois 60637  
Telephone: (773) 702-8400

2003-2004  
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*The statements in these Announcements are subject to change without notice.*

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# OFFICERS *and* FACULTY

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## OFFICERS OF THE UNIVERSITY OF CHICAGO

James Crown, Chairman of the Board of Trustees  
Don Michael Randel, President of the University  
Richard P. Saller, Provost

## FACULTY AND ADMINISTRATION

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

#### FACULTY

Norman M. Bradburn, Ph.D., Tiffany and Margaret Blake Distinguished Service Professor Emeritus in the Department of Psychology, the Harris School, the Graduate School of Business, and the College  
Shelley D. Clark, Ph.D., Assistant Professor in the Harris School  
Don L. Coursey, Ph.D., Ameritech Professor of Public Policy in the Harris School and the College  
\*Thomas C. DeLeire, Ph.D., Assistant Professor in the Harris School  
Sven E. Feldmann, Ph.D., Assistant Professor in the Harris School  
Sean Gailmard, Ph.D., Assistant Professor in the Harris School  
Charles L. Glaser, Ph.D., Deputy Dean and Professor in the Harris School  
Lloyd G. Gruber, Ph.D., Associate Professor in the Harris School  
Ariel Kalil, Ph.D., Assistant Professor in the Harris School  
William H. Kruskal, Ph.D., Ernest DeWitt Burton Distinguished Service Professor Emeritus in the Department of Statistics, the Harris School, and the College  
Robert J. LaLonde, Ph.D., Professor in the Harris School  
Edward F. Lawlor, Ph.D., Professor in the Harris School and Dean and Professor in the School of Social Service Administration  
Helen G. Levy, Ph.D., Assistant Professor in the Harris School  
Willard G. Manning, Ph.D., Professor in the Department of Health Studies and the Harris School  
Howard Margolis, Ph.D., Professor in the Harris School and the College  
Susan E. Mayer, Ph.D., Dean and Associate Professor in the Harris School and the College  
David O. Meltzer, M.D., Ph.D., Associate Professor in the Department of Medicine and the Harris School  
Robert T. Michael, Ph.D., Eliakim Hastings Moore Distinguished Service Professor in the Harris School, the Committee on Demographic Training, and the College  
Jeffrey Milyo, Ph.D., Assistant Professor in the Harris School  
Colm A. O'Muircheartaigh, Ph.D., Professor in the Harris School  
\*Tomas J. Philipson, Ph.D., Professor in the Harris School

C. Cybele Raver, Ph.D., Associate Professor in the Harris School  
 Raaj K. Sah, Ph.D., Professor in the Harris School  
 Duncan J. Snidal, Ph.D., Associate Professor in the Harris School, the Department of  
 Political Science, and the College  
 Diane Whitmore, Ph.D., Assistant Professor in the Harris School

#### AFFILIATED FACULTY

James J. Heckman, Ph.D., Henry Schultz Distinguished Service Professor in the  
 Department of Economics and the College

#### VISITING FACULTY

Jack Bierig, Partner, Sidley Austin Brown & Wood, LLP  
 Sean Durkin, Senior Consultant, Chicago Partners, LLC  
 Laurent Fabius, former Prime Minister of France and former President of the French  
 National Assembly  
 Robert Goerge, Ph.D., Associate Director, Chapin Hall Center for Children at the  
 University of Chicago  
 Sydney Hans, Ph.D., Research Associate, Department of Psychiatry; and Director,  
 Unit Research Child Psychiatry & Development, University of Chicago  
 Alicia Menendez, Ph.D., Research Associate (Assistant Professor), Harris School  
 Rowan Miranda, Ph.D., Director of Research, Government Finance Officers  
 Association  
 Kenneth A. Rasinski, Ph.D., Principal Research Scientist, NORC  
 Lisa Rosen, Ph.D., Research Associate, Center for School Improvement at the  
 University of Chicago  
 David Wilhelm, President, Wilhelm & Conlon Public Strategies  
 Paula Wolf, Ph.D., Senior Executive, Chicago Metropolis 2020

#### ADMINISTRATION

Susan E. Mayer, Ph.D., Dean  
 Charles L. Glaser, Ph.D., Deputy Dean  
 Ellen Cohen, Dean of Students  
 Esty Gur, Associate Dean for Administration  
 Madhu B. Anand, Director of Human Services and Facilities  
 Phyllis Brust, Ph.D., Director of Career Services  
 Maggie DeCarlo, Director of Admission  
 Jamie Rosman, Director of Communications  
 Paul Sloan, Director of Outreach  
 Cynthia M. Taylor, Executive Assistant to the Dean

\* on leave 2003-2004.

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# THE UNIVERSITY, *the* SCHOOL, *and the* CITY

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## THE HARRIS SCHOOL *of* PUBLIC POLICY STUDIES THE UNIVERSITY *of* CHICAGO

**T**he University of Chicago is one of the world's preeminent research universities. It is home to internationally renowned scholars, researchers, and intellectual pioneers. Over the last century, the University has produced more than 70 Nobel laureates.

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

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

The Harris School offers a Master of Public Policy degree; a one-year Master of Arts degree in public policy studies for students already possessing another professional degree; a Master of Science in Environmental Science and Policy; and joint degrees with the Divinity School, Graduate School of Business, Law School, and School of Social Service Administration. The Harris School also offers a Doctor of Philosophy for students seeking research-related careers.

An exciting and challenging place to learn, the Harris School's model of public policy training reflects the University of Chicago's tradition of research and teaching – meticulous scholarship, open inquiry, and cross-disciplinary, critical thinking. Faculty come from diverse academic backgrounds and lend their individual expertise to a collaborative curriculum. Students come ready and willing to work and prepare for leadership in public policy. Alumni around the world apply their Harris School training to a multitude of public policy issues, making an impact in whatever arena in which they choose to work.

The rigorous curriculum stresses the development of analytical tools, which form the basis of the program's approach to understanding the nature of social

problems and the impact of public policy. Harris School students become conscientious consumers of social science research and are able to evaluate information and make informed policy choices.

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

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

## THE HYDE PARK COMMUNITY AND THE CITY OF CHICAGO

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

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

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

## THE CURRICULUM

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

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

#### *Core Courses*

The core curriculum draws on a variety of disciplines and fields, including eco-

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

- PP30800. Political Economy for Public Policy: Formal Models
- PP31000 & 31100. Statistical Methods for Policy Research I & II
- PP31600. Political Institutions and the Policy Process
- PP31900. Organization Theory and Public Management
- PP32300 & 32400. Principles of Microeconomics and Public Policy I & II
- \*PP32500. Public Policy Workshop

\*Note: During the 2003-04 academic year, PP32500 Public Policy Workshop will not be a required course. A number of elective courses will be recommended as possible substitutes.

***Distribution Requirements***

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

***Concentrations***

Many students focus their electives into an optional concentration of study comprised of topical courses at the Harris School as well as in departments and schools across campus. The concentration areas offered by the Harris School mainly reflect the areas in which faculty do research and are a way to choose a set of courses that provide depth in a substantive policy area. Students who do not select a concentration area are expected to select courses that make academic sense.

***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, or 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.

A typical first-year schedule would be:

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
PP30800	PP31000	PP31100
PP32300	PP32400	PP31900
Elective	PP31600	Elective

To complete the M.P.P. requirements, students in the two-year program must: successfully complete 18 courses (six quarters of residency) with quality grades; take a



minimum of eight courses in the Harris School; earn at least a C- in all core courses and distributional requirements; and have a cumulative grade point average of at least 2.7 at the time of graduation.

#### CONCENTRATIONS

The Harris School offers the opportunity for concentrated study in the following areas:

- child and family policy
- education policy
- environmental policy
- health policy
- international policy
- finance and public finance
- organizations, institutions, and management
- poverty and inequality

These are the most common concentration areas, however this list is by no means exclusive. Students are encouraged to tailor their studies according to their interests and career goals. Alternative areas of study include social program evaluation, urban political economy, and social choice.

### *Child and Family Policy*

Public policy regarding children and families has become a major focus of debate and activity at the federal, state, and local levels. Topics span diverse developmental, family, and policy contexts including such areas as childcare and early educational intervention, adolescent pregnancy and parenthood, maternal employment, welfare reform, and family structure. Courses and faculty research address issues on the development, operation, efficacy, impact, and problems of institutions, policies, and social conditions affecting children and families.

Faculty members Shelley D. Clark, Ariel Kalil, Susan E. Mayer, Robert T. Michael, and C. Cybele Raver conduct research and offer courses in this concentration.

### *Education Policy*

As an important determinant of life-cycle earnings, distribution of income, and economic growth, education plays a significant role in questions of social policy. This concentration examines a broad range of topics – from the impact of education on society and individuals to the effects of public policies on education itself. Faculty research interests include how education affects earnings, age and the efficacy of learning, educational investments, and early school-readiness.

Faculty members Robert J. LaLonde, Susan E. Mayer, Robert T. Michael, C. Cybele Raver and Diane Whitmore are particularly interested in education policy.

### *Environmental Policy*

A concentration in environmental policy provides the means of addressing the relationships among government, business, special interests, ethics, and the law in the determination of environmental policy. Courses and faculty research address such questions as the impact of global warming on state-level energy demand; historical and international comparisons of environmental and public health outcomes; the disparity, roots, and consequences of the social responses to risk and environmental politics; and the determination of the value of public goods.

The Harris School and the Physical Sciences Division also offer a two-year program leading to a Master of Science degree in Environmental Science and Policy, which is described in the section on additional master's degrees.

Faculty members Don L. Coursey, Sean Gailmard and Howard Margolis specialize in this area.

### *Finance and Public Finance*

A significant sector of a modern economy exists solely to mediate the flow of financial resources across different parts of the economy, and virtually every organization, public or private, is concerned about its financial foundations. Courses and faculty research examine this key economic issue through both public and private practice – including such topics as tax collection, public resource expenditure, investment analysis, and portfolio management – as well as the financial ideas and methods that impact the world of practice.

Faculty members Thomas C. DeLeire (on leave 2003-2004), Sven E. Feldmann, and Raaj K. Sah specialize in this field.

### *Health Policy*

Questions about access, costs, and the quality of health care have generated widespread interest in the design, financing, and implementation of health policy and the roles of federal, state, and local governments. Theoretical and empirical issues range widely from the availability and impact of health insurance to payment of health care providers, from biomedical ethics to resource allocation, and from measuring and analyzing health care effectiveness to legal issues in health policy.

The School is also a formal participant in the Graduate Program in Health Administration and Policy (GPHAP), a certificate program at the University of Chicago. For more information, see the description in the section on joint degree and certificate programs.

Faculty members Shelley D. Clark, Edward F. Lawlor, Helen G. Levy, Willard Manning, David O. Meltzer, Jeffrey Milyo and Tomas J. Philipson (on leave 2003-2004) have substantive research interest in this field.

### *International Policy*

This concentration spans the fields of international security and political economy. Courses and faculty research address both theoretical and practical questions, including those concerning war and peace; military strategy and the tools of diplomacy; international trade, finance, and development; international cooperation and institutions; and, ultimately, how the U.S. should exert its leadership in the international economic system.

Faculty members Shelley D. Clark, Charles L. Glaser, Lloyd G. Gruber and Duncan J. Snidal study issues in this field.

### *Organizations, Institutions, and Management*

This concentration studies the political and institutional realities that shape the behavior of policymakers and public organizations. It provides students with the means to comprehend the operation of public organizations, including their seemingly pathological features; to evaluate public policies and institutions; and to navigate and influence the policy process. Faculty research and coursework covers the political economics of the policy process, public organizations and management, and program evaluation.

Faculty members Sven E. Feldmann, Sean Gailmard, Edward F. Lawlor, Howard Margolis, Jeffrey Milyo, Raaj K. Sah and Duncan J. Snidal conduct research on these and related areas.

### *Poverty and Inequality*

During the last two decades, economic inequality has increased and poverty rates have remained high, even during periods of rapid economic growth. This concentration fosters an understanding of the causes and consequences of economic inequality and poverty, as well as the policies that affect them. Courses and faculty research focus on the historical and political aspects of such policies as well as their evaluation; the theoretical and empirical research of macro-economic conditions; labor force participation; race and ethnic relations; and family structure.

Faculty members Thomas C. DeLeire (on leave 2003-2004), Ariel Kalil, Robert J. LaLonde, Susan E. Mayer, Robert T. Michael, Jeffrey Milyo, C. Cybele Raver and Diane Whitmore conduct research related to this field.

## ADDITIONAL MASTER'S DEGREES

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

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

The curriculum consists of six of the seven core courses available to A.M. candidates, Public Policy 30100 when appropriate, and three electives for a total of nine courses. Students who have sufficient background in the School's core areas may petition the Office of the Dean of Students to enroll in higher-level policy core courses.

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

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

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

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

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

## JOINT DEGREE AND CERTIFICATE PROGRAMS

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

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

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

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

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

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

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

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

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

apply during their first year to the Law School; those admitted to the Law School may apply during their first or second year to the Harris School.

## THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION -

### M.P.P./A.M.

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

The joint degree program is intended for students who are interested in social welfare policy, and social policy more broadly, and students who want to be social workers involved in the public policy issues that influence their profession. Students in this program take the eight required Harris School core courses, plus six electives for a total of 14 courses, instead of the usual 18, with the Harris School. 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 the Harris School and the School of Social Service Administration. A student who is already enrolled in one of the schools may apply during their first year for admission to the other school.

## THE PROFESSIONAL OPTION PROGRAM WITH THE COLLEGE -

### A.B./M.P.P.

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

## CERTIFICATE PROGRAM IN HEALTH ADMINISTRATION AND POLICY

The Harris School participates in the Graduate Program in Health Administration and Policy (GPHAP), which draws students and faculty from the graduate schools of business, social service administration, medicine, as well as public policy. The GPHAP is an accredited course of study that trains students for leadership as managers, planners, consultants, and regulators in public and private health services. Applicants must be enrolled in or admitted to one of the participating professional schools. For more information, visit [gphap.uchicago.edu](http://gphap.uchicago.edu) or call the Center for Health Administration Studies (CHAS) at (773) 753-8220.

## THE PH.D. PROGRAM

For qualified individuals interested in research-oriented careers concerned with the substantive and institutional aspects of public policy, the Harris School offers a program of study leading to the award of the Ph.D. The program emphasizes the acquisition of skills needed to design and conduct policy-relevant research, and allows students the latitude to develop individualized and innovative courses of study in which they work closely with faculty members of the School and the University.

The doctoral program is administered by the School's faculty director of doctoral studies, who chairs the faculty Ph.D. Committee, and by the Dean of Students. They are available to advise and assist Ph.D. students concerning their program of study and research interests. Students must report annually on their progress in fulfilling the program's requirements.

### 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. 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 the Harris School: 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 Harris School 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.

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# COURSES

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## COURSE DESCRIPTIONS 2003-2004

NOTE: The following list describes some of the courses offered in the Harris School during the last few years. Students should consult the quarterly University Time Schedules brochure for times and locations of current offerings.

### *30100. Analysis for Public Policy: Mathematical Preliminaries*

This course provides the student with the tools of mathematical analysis needed in the study of public policy issues. The course emphasizes applications to public policy, political science, and economics. Topics in algebra, differential and integral calculus, and maximization theory are covered. Several problem sets are required. These assignments provide the opportunity for students to sharpen their algebra and problem-solving skills. P/F grading only.

*Course Instructor: Leininger*

### *30800. Political Economy for Public Policy*

This course introduces students to the tools of formal analysis and develops a systematic approach for analyzing public policy. Topics include strategic behavior in both political and economic situations; the politics of collective action; market failures and the problems posed by public goods, externalities, and imperfect competition; cost/benefit analysis; the effectiveness of public policies working within and outside of the market; institutional mechanisms such as voting, agenda-setting, and political jurisdictions. The goal of this course is to explain how public policy can be analyzed within a common framework that considers the objectives of, and constraints imposed upon, individuals in political and economic situations, the decision rules consistent with these objectives and constraints, and the likely outcomes of various policy initiatives. Application of these tools to current public policy issues is emphasized in lectures, discussion sessions, and problem sets.

*Course Instructor: Feldmann*

### *31000. Statistical Methods for Policy Research I*

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.

*Course Instructor: O'Muircheartaigh*

*31100. Statistical Methods for Policy Research II*

A continuation of PP31000, 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. Required of all first-year students.

*Course Instructor: Clark*

*31500. Risk and Risk Communication (Not offered 2003-2004)*

Environmental issues are often marked by strong contrasts between expert judgment and the convictions that are common among even well informed members of the wider public. This course on social responses to risk and environmental politics focuses on that disparity, its roots and its consequences. A term paper is required, applying material of the course to a social risk issue (not necessarily environmental) of special interest to the student.

*Course Instructor: Margolis*

*31600. Political Institutions and the Policy Process*

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: 30800 (political economics) and 32300 (microeconomics) or equivalent course work.

*Course Instructor: Milyo*

*31700. Politics of Policy Analysis*

This course will cover aspects of the interaction between politics and policy not covered in Harris School core courses on politics, "Formal Models" (PP30800), and "Politics and Policy" (PP31600). The main topics of the course are as follows: how organizations make decisions (using Allison's *Essence of Decision*); cognition and politics; trade-offs in politics; key arguments for policy analysis; pitfalls of policy analysis. Students who have not taken the Harris core courses may enroll with permission of the instructor.

*Course Instructor: Margolis*

*31900. Organization Theory and Public Management*

Mixing theoretical approaches and case study applications, this course focuses on how organizations operate, their structure and performance, and the political control of public organizations by legislatures, courts, executives, and interest groups.

Specific topics include decision-making and bounded rationality; incentives, motivation, and control problems; and the effects of transaction costs and information asymmetries. Required of all first-year students.

*Course Instructor: Gailmard*

#### *32000. Finance*

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 MBA 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: PP32300 and PP32400, or consent of the instructor.

*Course Instructor: Sah*

#### *32300. Principles of Microeconomics and Public Policy I*

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 income taxation, housing subsidies, cost-of-living adjustments, health and safety regulations, 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.

*Course Instructor: Levy*

#### *32400. Principles of Microeconomics and Public Policy II*

A continuation of PP32300, this course has several functions: to introduce the role of government in the economic system; to explore market failures that undermine the useful characteristics of the competitive market; and to consider the role of government in these failures. Issues of equity and efficiency and the government's role in influencing the distribution of income are explored. Important economic concepts in policy analysis, such as time discounting, opportunity costs, and decision making under uncertainty are also featured. Differential calculus is used extensively throughout this course. Required of all first-year students.

*Course Instructor: Coursey*

#### *32500. Public Policy Workshop (Not offered in 2003-2004)*

Students will participate in a series of short (1–3 weeks) projects and exercises in varying formats, designed to further develop their analytic, communication, and teamwork skills by simulating professional work demands. Each project or exercise will be concerned with a real-world policy issue or problem and will require the

application of concepts and techniques from the core curriculum and the preparation of written and oral presentations.

*Course Instructor: LaLonde*

*32800. Persuasion and Policy Analysis*

The aim of this course is to provide background and insight on what might be called the “rhetoric of policy analysis.” What kinds of arguments might be effective, and under what sorts of conditions? Given a piece of analysis, how should its results be presented; how does that vary with the audience and political context; and, most important, looking ahead to these problems of rhetoric, how might that wisely and reasonably affect the analytical work? A complementary aim of the course is to provide an occasion to read and discuss a range of policy analysis that does NOT use the statistical style of analysis most commonly encountered in textbook policy analysis.

*Course Instructor: Margolis*

*32900. Taxation and Public Finance*

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: PP32300 and PP32400 or consent of the instructor.

*Course Instructor: Sah*

*33100. Poverty and Public Policy (Not offered 2003-2004)*

This course provides an overview of poverty in the U.S., including the extent of poverty, characteristics of the poor, the causes and consequences of poverty, and the effectiveness of existing anti-poverty programs. Classes consist of short lectures and discussion of assigned readings.

*Course Instructor: Mayer*

*33200. Poverty, Inequality and Investments in Education*

This course will have two topics of focus organized around the issue of determinants of income. The first topic will be human capital investments, one of the most widely used and effective policies for generating earnings. The second topic will be the measurement of poverty and inequality and the policy issues related to their measurement. Prerequisites: PP32300 and PP32400 or their equivalent; the course will use economic theory.

*Course Instructor: Michael*

*33300. Social and Cultural Dimensions of U.S. Educational Policy*

Challenging the common-sense view that policy is primarily the result of rational judgments and technical expertise, this course will consider how educational policy processes are also connected to cherished values, cultural understandings, and social processes of conflict and competition. Recommended for students with some prior background in the social sciences or education, you will be asked in this course to think conceptually about questions and problems not only of education and policy, but also of social and cultural practices related to schooling in the U.S. We will use ethnographic and historical readings as a focus for examining the taken-for-granted meanings and social processes that structure the creation and implementation of specific education policies in the United States. The course will have a collaborative seminar format comprised primarily of discussion, supplemented by some lecturing from the instructor. This format requires an active and participatory approach on the part of each student.

*Course Instructor: Rosen*

*33400. U.S. National Security Policy*

This course introduces students to the key issues in U.S. national security policy. We will examine U.S. interests in the post-Cold War era, the threats to these interests (if any), and policies for minimizing the danger posed by these threats. Topics will include the prospects for peace in Europe, the U.S. role in establishing a new European security order, and NATO expansion; U.S. options for dealing with the emergence of China as a great power and, more generally, for influencing relations between Japan, China and other states in the region; ethnic conflict and humanitarian intervention; U.S. nuclear weapons policy, including the need for ballistic missile defenses and the desirability of disarmament; roles and requirements for U.S. conventional forces; the dangers posed by proliferation of nuclear weapons, other weapons of mass destruction and ballistic missiles; and the options for dealing with proliferation. The course will provide background on the challenges that faced the U.S. during the Cold War and the policies it pursued to meet them; it will also assess how U.S. policy must be fundamentally revised to adapt to the end of the Cold War. While primarily concerned with policy questions, the course will explore theoretical issues that provide the foundation for U.S. security policy. This course should be valuable to students who plan to pursue careers in international relations and security policy. It also is broad enough in scope to provide a useful introduction to students interested in security studies, but not preparing for work in this area.

*Course Instructor: Glaser*

*33700. Seminar on Military Policy and International Relations (=Pol. Sci. 337)*

*(Not offered 2003-2004)*

This course will focus on theoretical questions about the role of military policy in both managing and generating international conflict. The course provides a thorough examination of topics such as the key issues in deterrence literature, including deterrence of motivated aggressors, tacit bargaining, crisis stability and arms race stability; the debate over the effectiveness of deterrence threats; and specific issues in nuclear and conventional deterrence. We then broaden our perspective, considering the political consequences of military policy, addressing issues related to the security dilemma, political spirals, and debates over offensive and defensive strate-

gies. Drawing upon these theories, the course moves on to explore the consequences of arms races and policies for reducing the dangers generated by military forces, including, but not limited to, arms control. Students should be familiar with some of these issues prior to enrolling in this course.

*Course Instructor: Glaser*

*33900. Public Policy: Information Systems and E-Government*

This course focuses on how technology can be used in the implementation of policy and the management of public and non-profit organizations and how public policy is reflected in the use of technology. Professionals from government and non-profit organizations, as well as technology firms, will give students direct experience with current issues in the field. Connecting the knowledge from the field with the relevant theory is a major goal. Basic database skills are covered, though the teaching of these skills is not a major goal of the class.

*Course Instructor: Goerge*

*34100. Regulation in Historical Perspective*

No course description available.

*Course Instructor: Troesken*

*34200. Principle of Social Welfare Policy (Not offered 2003-2004)*

This course covers historical, theoretical, and empirical readings relevant to the development and implementation of welfare state policies. It addresses a wide range of questions such as: "Why do governments develop social welfare policies? What should be the goal of welfare policies? What can such policies realistically accomplish? Are some policy approaches better than others?" The course combines lectures with class discussions.

*Course Instructor: Mayer*

*34400. Topics in Finance*

This course is taught at a significantly higher level than a typical master's 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 project's 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: Public Policy 32000 or consent of the instructor.

*Course Instructor: Sah*

*34500. Economics of Education Policy*

This course explores current issues in education from an economic perspective. Topics include vouchers, standards, class size, policies to increase educational attainment, and racially sensitive college admissions policies. Tools of economic theory and econometric analysis will be used extensively. Prerequisites: PP32300

and PP32400, and PP31000 and PP31100 or equivalent coursework in statistics and economic theory.

*Course Instructor: Whitmore*

#### *34600. Program Evaluation*

This course introduces you to the tools used by social scientists and policy makers 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: PP31000 and PP31100 or equivalent statistics coursework.

*Course Instructor: LaLonde*

#### *34700. Ethics and Public Policy*

This class introduces students to analytic moral reasoning as a tool of public policy analysis and to consider its limits and scope within the world of public policy. We will begin with a brief overview of moral reasoning designed as a tool to evaluate arguments likely to arise within policy debates. We continue by asking whether politics itself is morally distinctive from other areas of life, and thus, whether it generates a particular set of moral obligations owing to this distinctiveness. Some obligations might apply to practitioners, others might guide the main aim of government (e.g., towards justice, equality, or liberty). The problem of dirty hands will be addressed—namely how one should act in situations where there are no purely good choices—with particular emphasis on the issues of lying and secrecy that tend to frequently arise. Finally we will consider the concept of responsibility in contexts likely to be faced by policy professionals.

The course will employ readings from political and moral philosophy, examples that include Machiavelli, John Rawls, Max Weber, and Bernard Williams. A case study approach will be used in tandem to illustrate and highlight the theoretical dimensions of these issues. Examples may include the conflict of values within the Abortion and Affirmative Action controversies, hard decisions including those to drop the Atomic Bomb and the circumstances surrounding the Space Shuttle Challenger catastrophe, and what it meant when Janet Reno accepted “responsibil-

ity” for what happened at Waco. Assignments will emphasize the development of moral reasoning as a robust tool of public policy analysis.

*Course Instructor: Staff*

*34800. Public Policy in Metropolitan Chicago (=SSA 348) (Not offered 2003-2004)*

This course will examine state and local policy issues affecting Chicago and the broader metropolitan region of northeastern Illinois. Policy areas will include public finance, education, income assistance, health care, crime, employment, housing, and community development. A central analytical theme will be the effects of fiscal federalism and intergovernmental relations on state and local policy.

*Course Instructor: Joseph*

*34900. Seminar on Human Potential (Not offered 2003-2004)*

The Seminar on Human Potential and Public Policy provides students an opportunity to study the relationship between public policies and the cognitive, emotional, moral and social development of children, adolescents and young adults. The emphasis is on how public policies do or could affect the family, school, community and other institutions that influence children’s development. The course also considers genetic, biological, and other possible limitations to human potential and the role of public policies in the face of such limitations. Students will be required to attend seminars presented by invited speakers as well as class, and will be required to write research summaries and a research paper on a relevant topic.

*Course Instructor: Mayer*

*35000. Principles of Developmental Psychology for Public Policy I: The Family*

This course covers three central theoretical debates regarding children’s development within the family. Transactional theory will be introduced and applied to the problem of early brain development and perinatal risk. Competing theories of developmental continuity (e.g. individual difference models emphasizing behavioral genetics, temperament, and socialization) will be applied to the problem of child personality. Ecological theory will be introduced and applied to the problem of extrafamilial influences on socialization. Problem sets, written and oral presentations will provide an opportunity for practical application and a deeper understanding of the material. The course will include applications of developmental psychology principles to policy issues such as fetal exposure to teratogens (e.g. alcohol, lead), child maltreatment, and childcare.

*Course Instructor: Raver*

*35100. Developmental and Policy Perspectives on Children’s School Readiness*

This course will introduce students to developmental theory and research underlying past and current policies designed to support children’s academic achievement. Relevant theoretical and empirical approaches to children’s cognitive development, early onset and stability of antisocial behavior, and early social development will be introduced. Cumulative risk theory and models of family and neighborhood disadvantage will be considered. Students will be introduced to a number of methods with which to review and critique a range of early childhood care and education interventions.

*Course Instructor: Raver*

*35300. International Trade Theory and Policy*

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.

*Course Instructor: Durkin*

*35600. Public and Private Sector Collective Bargaining*

This course begins with an overview of unions in the U.S. economy and compares their role to their counterparts in other industrialized countries. Before turning to a discussion of the laws governing union/management relations and the economic impact of unions, the course briefly surveys the history of the U.S. labor movement and how that history has shaped the current regulatory environment. Next, we will examine the National Labor Relations Act. Topics covered in this section of the course are as follows: employer and union unfair labor practices, the processes for organizing and decertifying unions, and the regulation of strikes and lockouts. After discussing how private sector unionism is regulated, we will turn to examine how unionism is regulated in the public sector. In this section of the course we will survey the role played by interest arbitration in some political jurisdictions. Finally, the course will explore the components of the collective bargaining agreement. This part of the course will include an extensive discussion of contract administration, especially on grievance procedures. Even students who do not intend to work in a union environment may find this part of the course helpful for understanding the design of human resource policies in nonunion work places. Prerequisites: PP32300 and PP32400 or equivalent microeconomics coursework.

*Course Instructor: LaLonde*

*36000. Budgeting & Financial Planning*

Budgeting and financial planning is a key component of the overall management of a government and non-profit organization. This course focuses on teaching students the fundamental tools and techniques in budgeting. Topics covered in the course include the budgetary politics, financial management cycle, development of operating and capital budgets, revenue and expenditure forecasting, debt management, and enterprise resource planning (ERP) technology. Although state and local government will be the main focus of the course, nearly all of the topics are presented in a manner that will be useful to students seeking careers in the federal and non-profit sectors.

*Course Instructor: Miranda*

*36100. Accounting and Financial Information Systems*

Accounting and financial reporting are the locus of an organization's overall information systems. This course teaches students the fundamental tools and techniques needed for financial management and control. While nearly all of the topics are relevant to those seeking careers in the federal government and non-profit sector, the primary focus of the course is the state and local sector. Topics in the course include fund accounting, financial reporting, cost accounting, internal controls, and evaluation of organizational performance (e.g., fiscal indicators and balanced scorecard). The course also surveys the features and functions of leading enterprise resource planning (ERP) software packages for public sector financial management (e.g., Oracle, PeopleSoft, SAP).

*Course Instructor: Miranda*

*37100. Health Planning: Theory and Practice (=SSA 371)*

This course will, through case studies, cover community health planning concepts and practices. Population-based health planning and community assessment methods such as APEX/PH and PATCH will be explored. Other course components include block grants, capital investments and health facility planning, management of the planning process, and epidemiology.

*Course Instructor: Sewell*

*37300. Health Law and Policy*

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. Finally, we will conclude by briefly looking at issues relating to patient privacy and autonomy. This aspect of the course will include such topics as informed consent, patient privacy, abortion, and decisions affecting the end of life.

*Course Instructor: Bierig*

*37400. Public Policy and Aging (=SSA390)*

This course will begin with an examination of the historical development of public policies on aging. Students will utilize an understanding of this history to critically examine current policies and programs. In particular, attention will be given to the design and delivery of services and their caregivers. The unique dynamics, economic, which accompany the initiation, implementation, and impacts of aging policies will also be considered as students contemplate the design and development of future policy.

*Course Instructor: Lawlor*

*37600. Incentives and Instrument Choice in Environmental Policy (Not offered in 2003-2004)*

In the course we will study instrument choice in environmental policy, that is, the selection of policy instruments to achieve given environmental policy objectives. This selection has both political and economic dimensions; in this course we will study both normative and positive aspects of instrument choice. We will address economic properties and political implications of incentive- and market-based instruments such as tradable "command and control" approaches; effects of uncertainty and market imperfections on instrument properties; and recent experiences in the U.S. and OECD countries. We will draw on the tools of welfare economics, the economics of uncertainty and information, and political economy roughly at the level of PP 30800 and PP 32300-32400 in the Harris School MPP core. The course will be of interest to students interested specifically in environmental policy, and more broadly in the uses and limitations of incentives and market design in public policy.

*Course Instructor: Gailmard*

*37800. Law and Economics of Health and Health Care Markets (=Law 718) (not offered in 2003-2004)*

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

*Course Instructor: Philipson*

*37900. Health Outcomes and the Quality of Medical Care (=Med. 614; SSA 493)*

This course will be an intensive introduction to the assessment and improvement of health outcomes and the quality of medical care. We will address two central questions: 1) How do you measure health outcomes and the quality of care? 2) How do you effect and evaluate change? Topics will include the outcomes movement and concepts of quality; scaling and scoring health status and quality of life measures and assessing validity and reliability of these measures; uses and limitations of outcomes data, case-mix adjustment; appropriateness of care; explicit and implicit quality measures; preventable morbidity; patient satisfaction; physician behavior; practice guidelines; physician profiling; and total quality management. Prerequisites: (Required) Descriptive and bivariate statistics; (Recommended) Multivariate statistics, Epidemiology, PP46100.

*Course Instructors: Cagney, Chin*

*38000. Health Status Assessment: Measurement and Inference (not offered in 2003-2004)*

This course will be an introduction to survey design and sampling methodology focused on health outcomes and the quality of medical care. We will address two central questions: 1) How do we measure health outcomes and the quality of medical care? 2) How do we insure that the study population is representative of the population of interest? Topics will include concepts of quality and health status

assessment, scaling and scoring health status and quality of life measures, assessing validity and reliability of these measures, uses and limitations of outcomes data, sample design, sampling methodology, and survey implementation. Course prerequisites: descriptive and bivariate statistics required; multivariate statistics, epidemiology, PP 46100 "Introduction to the Health Services System" recommended.

*Course Instructors: Cagney, O'Muirheartaigh*

*38200. Cost Effectiveness Analysis (=HS 371)*

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

*Course Instructor: Manning*

*38300. Health Economics and Public Policy (=Bus 857; SSA 477)*

This course analyzes the economics of health and medical care in the United States with particular attention to the role of government. The first part of the course examines the demand for health and medical and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform.

*Course Instructor: Meltzer*

*38600. Development Economics*

No course description available.

*Course Instructor: Durkin*

*38700. The European Union: Its Institutions, Its Challenges, Its Future*

No course description available.

*Course Instructor: Fabius*

*38900. Environmental Science and Policy*

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.

*Course Instructors: Coursey, Frederick*

*39000. Topics in Environmental Policy (Not offered in 2003-2004)*

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

*Course Instructor: Coursey*

*39600. Introduction to Cultural Policy Studies (=Eng 446)*

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.

*Course Instructors: Coursey, Rothfield*

*40100. Policy Analysis: Methods and Applications (not offered in 2003-2004)*

Examines both the conceptual and analytic requirements of policy planning and evaluation. Students will gain experience in structuring and defining policy problems, establishing criteria for policy choices, mapping alternative strategies, applying appropriate analytic methods, and effectively communicating their results. These skills will be developed through the intensive analysis of an important current policy problem facing the Chicago region. A critical examination of the use of benefit cost analysis, cost effectiveness analysis, and decision analysis will be undertaken in the context of several applied policy problems. The course will emphasize the judicious use of models and evidence in forming sound policy arguments.

*Course Instructor: Lawlor*

*40400. Reproductive Health in the Third World (=SOC 485 40701-01) (Not offered in 2003-2004)*

A review of recent trends in fertility, HIV infection, and maternal and child health in Third World countries. Identifies remaining “trouble spots” and discusses research and program interventions, including gender equality, that are being made to accelerate their resolution.

*Course Instructor: Bogue*

*40500. Transitions to Adulthood (Not offered 2003-2004)*

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 people's 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.

*Course Instructor: Kalil*

*40600. Economics of Child & Family Policy (=Ed. 321)*

This is a course in applied intermediate micro-economic theory. The tools and perspectives of economics will be applied to topics in family behavior and family and child policy. Three topic areas will be covered, including: family structure (cohabitation, marriage, and divorce); sexual behavior; and investments in children. The principal objective of the course is to foster a heightened understanding of the tools and approaches of economics and how they can be used in analyzing social policy issues. Prerequisites: PP32300 and PP32400 or permission of the instructor.

*Course Instructor: Michael*

*40700. Psychological Perspective on Child & Family Policy (=Ed. 404; HD 379; Psy. 379; SSA 447; Soc. 389)*

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.

*Course Instructor: Kalil*

*40800. International Health Care: Issues and Policies in Developing Countries*

This course will explore the determinants of and responses to morbidity and mortality in developing countries. After introducing students to basic epidemiological and demographic research methods, it will turn to in-depth studies of several major health-care issues such as malaria, HIV/AIDS, maternal mortality, child survival, and malnutrition. Responses to these problems have varied tremendously. The latter part of this course will be concerned with the roles of a variety of institutions and factors, including national ministries of health, international organizations, non-governmental groups, donor agencies, and private enterprises such as pharmaceu-

tical companies. Specifically, we will examine what these actors have done with respect to the various health-care issues, what options are open to them, and how they can influence and limit each other.

*Course Instructor: Clark*

*41000. Health Human Capital (Not offered in 2003-2004)*

This course covers aspects of health human capital that interact with the behavior of the rest of the economy. Of particular interest will be the analysis of production and consumption of health care that constitutes a significant amount of private and public economic activity in many countries, especially the United States. Topics to be discussed will include: the investment in health through health care or other means, the effects of public intervention in health care markets, and the relationship between health care and social insurance for the aged.

*Course Instructor: Philipson (On leave 2003-2004)*

*41500. Game Theory and Decisions for Public Policy (Not offered 2003-2004)*

Many policy issues involve decisions under uncertainty and the interaction of divergent interests and actors. The course provides the tools to analyze such situations by introducing students to decision theory and game theory. It is analytical in content, with applications to practical decision problems that arise in economics and policy analysis. An additional goal of the course teaches you to think in strategic terms and to analyze decision problems. Concepts covered are: decision under risk and uncertainty; behavioral biases in decision making; strategic and dynamic games in policy making, and games of incomplete information; bargaining; signaling, learning, expert advice, and informational cascades. Prerequisites: PP30800.

*Course Instructor: Staff*

*41700. Labor Markets and Public Policy*

This is a course on the economics of labor markets and the regulations that affect them. Students will focus on several sets of public policies aimed at increasing the earnings of low-income families, reducing discrimination in the labor market, and increasing workers' well being. Students will have the opportunity to use and analyze several influential policy studies using economic, empirical, and policy skills developed in the first year core courses and in the workshop course. Prerequisites: PP32300 and PP32400 or consent of the instructor.

*Course Instructor: Staff*

*41800. Survey Questionnaire Design*

This course covers the principles and procedures of questionnaire design. Readings in questionnaire methodology, including cognitive aspects of survey responding are combined with practice in the writing of questions to be used in sample surveys. Students are expected to develop a questionnaire on a research topic of their choice.

*Course Instructor: Rasinski*

*41900. Formal Models in the Politics of Policy Making*

In this course we will focus on noncooperative game theory and its application to the study of the political process in which public policy is made. Models and tests from current literature will be used extensively to solidify development of theoreti-

cal tools. Some applications we will cover include legislative-executive interaction, the design and behavior of bureaucracies, and the organization of legislatures. The course objectives are to make the outcomes of the policy process intelligible in terms of goal-seeking individual behavior (and therefore allow us to analyze implications of different ways of structuring the policy process), and to enable students to draw on game theory and political economy in their own work. Some background in math and data analysis (at the level of algebra, elementary probability, and basic regression analysis) and intermediate microeconomics is required.

*Course Instructor: Gailmard*

*42000. Applied Econometrics I*

This course is the first in a two-part sequence designed to cover applied econometrics and regression methods at a fairly advanced level. The focus in this course is primarily on linear models. The first part of the course reviews the fundamentals of econometrics using matrix algebra. It considers issues of estimation and inference, the effects of heteroscedasticity and auto-correlation. The second part of the course considers more advanced topics: endogenous explanatory variables; instrumental variables and two-stage least squares; measurements error; and estimation with missing/incomplete data. Prerequisites: This course is intended for first or second-year Ph.D. students or advanced master's-level students who have taken an intermediate or advanced course in statistics (such as Statistics 244) and an introductory or intermediate course in regression methods or econometrics such as PP31100. Some familiarity with matrix algebra is recommended.

*Course Instructor: Manning*

*42100. Applied Econometrics II*

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.

*Course Instructor: LaLonde*

*42400. Measuring Public Value (Not offered 2003-2004)*

This course provides a detailed examination of theoretical and empirical techniques used to measure the economic value of a public good. Topics include market-based and hedonic measurement techniques. A major section of the course examines the use of survey and contingent valuation methods for valuing public goods in the context of cost-benefit analysis. This section of the course will include an examination of non-use, information, and ethical, legal, and moral considerations related to the use of contingent valuation methodology. The course also examines in detail the policy specific applicability of the various measuring techniques.

*Course Instructor: Coursey*

*42500. Public Finance I (=Econ. 425)*

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

*Course Instructor: Sah*

*42700. Managing Globalization (=Pol. Sci. 535)*

While recent increases in global economic interdependence have raised living standards in many countries, they have also given rise to new social, economic, and political tensions. This course offers an analytical framework for thinking about whether, when, and how government intervention might be used to ease the dislocations created by the continuing spread of market forces. What, if anything, can national policymakers do to "manage" the expansion of global trade, the multinationalization of production, and the seemingly inexorable rise in cross-border flows of financial capital? Do these forces have a life of their own? And if not – if governments are still, to some extent, in the driver's seat – what globalization strategies should they employ domestically and/or in their external relations? The course begins by exploring alternative theoretical approaches and then proceeds through a series of empirical cases. Topics to be covered include: the growing enthusiasm for supranational trade and monetary institutions; the merits of shock therapy vs. gradualism; and the effects of market integration on the autonomy of individual countries as well as the balance of power among different societal and political actors within them.

*Course Instructor: Gruber*

*42800. U.S. Foreign Economic Policy (Not offered in 2003-2004)*

This course provides an analytical foundation for understanding a range of foreign economic policy issues now confronting the United States. It begins by asking why U.S. officials pursue the trade and foreign investment policies they do: To what extent are their choices dictated by societal forces (e.g., the mobilization of interest groups), international pressures (e.g., the end of the Cold War), and/or the structure of American political institutions (e.g., separation of powers)? The second part of the course reviews the current debate over "competitiveness" by asking why – or, indeed, if – the U.S. government should take an active role in trying to promote it. The remainder of the course assesses various unilateral, bilateral, and multilateral strategies that might be used for this purpose. Topics here include the relationship between global economic liberalization and the creation of regional trade blocs, the emergence and design of supranational dispute resolution mechanisms, and the institutional politics of the USTR.

*Course Instructor: Gruber*

*42900. Seminar: Foundations of International Policy Economy (not offered in 2003-2004)*

This Ph.D. seminar provides an overview of current theoretical and empirical debates in the field of international political economy. It begins by addressing the general question, “what is political economy?” We then take a systematic look at three different rational choice approaches – collective action theory, bargaining theory, and the new institutional economics – assessing the analytical strengths and limitations of each. The last part of the course provides opportunities for students to apply these theoretical tools in the analysis of recent empirical developments. Specific topics include the deepening and extension of the World Trade Organization, the politics of European monetary unification, and the relationship between democracy and economic growth.

*Course Instructor: Gruber*

*43000. Political Economics of Law*

This course is a survey of political and economic analyses of American legal institutions. Students apply basic microeconomic, game theoretic and statistical concepts to the study of the judiciary, property, contracts, torts, the legal process and crime. Prerequisites: PP331100 (statistics), or equivalent course work.

*Course Instructor: Milyo*

*43300. American Democratic Processes and Reform (Not offered in 2003-2004)*

This course designed to be an exploration of the relationship between democratic ideals and democratic procedures in American politics. The course will cover the positive analysis of existing and proposed electoral and legislative institutions; topics include voter turnout, redistricting, open primaries, ballot access, campaign finance, term limits, congressional organization, the budget process and the item veto. Prerequisites: PP31100 or consent of the instructor.

*Course Instructor: Milyo*

*43400. Analyzing International Policy*

This course is designed to help students improve their capacity to analyze international policy. The analysis of foreign economic and security policy is “soft” in that it rarely requires the use of sophisticated statistical methods, but this does not mean it is easy. Quite the contrary, international policy analysis can, for that very reason, be quite difficult to perform well; it is soft and hard at the same time. We begin the course by exploring the qualities of good arguments and analysis, the role of international relations theory in this type of work, and the uses of analysis in the formulation and implementation of international policy. The majority of the course will then be spent examining interesting real-world examples of analysis, identifying their strengths and weaknesses, learning how to clarify why different analysts disagree, and considering what additional information and/or analysis would be required to resolve these disputes. The analyses that we will examine are chosen from a spectrum of sources, including popular and scholarly journals, think-tank studies, and government reports. All focus on current issues in international political economy and national security, including (for example) American grand strategy, the formation of regional trading blocs, global warming, nuclear disarmament, and U.S. policy toward China.

*Course Instructors: Glaser, Gruber*

*44100. Advanced Microeconomics for Policy Analysis (Not offered 2003-2004)*

This course will provide the students with common micro-economic tools used for assessing the effects and desirability of public policy interventions, both in market and non-market contexts. Topics include taxation in competitive and non-competitive markets, public goods, externalities, and pro-competitive public policy such as e.g. antitrust, and micro-economic effects of macro-economic policy. The course will be fairly general in its topics but will require a basic understanding of both theoretical and empirical methods in economics. It is suggested that students have taken previous courses in microeconomics and econometrics, such as those of the core sequence in the policy school, and permission of the instructor is suggested if a student does not have a sufficient background.

*Course Instructor: Philipson (On leave 2003-2004)*

*44200. Advanced Microeconomics*

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. PP32200 and PP32300) and facility in (single-variable) calculus. Further mathematical tools will be introduced as needed. Required of all Ph.D. students.

*Course Instructor: Feldmann*

*44400. Development Economics: Latin American Topics*

This course includes topics at both the macro and micro level. We will study theoretical and historical background and use analytical tools to better understand the major macroeconomic problems and the evolution of economic policies in Latin America. We will focus particularly on the impact that these problems and policies have on poverty and inequality. Throughout the course, we will pay close attention to issues related to labor markets, demographics, education, and health.

*Instructor: Menendez*

*44600. Children, Families, and Substance Abuse*

Although drug and alcohol abuse have long been the target of public policy initiatives, only recently has the public awareness focused on the linkage between substance abuse and the well-being of children. This course will provide a historical overview of patterns of substance use and abuse in the United States as well as American policy directed at issues of substance abuse. Research and policy related to three topics will be considered in depth: 1) women's use of alcohol and drugs during pregnancy, 2) the connection between child maltreatment and parental substance abuse, and 3) developmental pathways leading to substance use and abuse.

*Course Instructor: Sydney Hans*

*46100. Introduction to the Health Services System (=Bus 856; SSA 475)*

This course is intended for any students interested in exploring the health services industry. It is required for students wishing to major in health administration. The purposes of the course are: (1) to review the major features of the health services industry and the role of the health services manager and executive in that industry; (2) to introduce key concepts from health service finance, economics, marketing, and organization; and (3) to demonstrate applications of concepts from core courses to the health services industry.

The course requirements include preparation of health care management cases and a final examination. Students will also participate in real world “consulting” projects. Recent projects have included a market analysis for an outpatient clinic, assisting a hospital in preparing for negotiations with Medicaid, and a feasibility study for a health-related legal services program. Students are also encouraged to attend and participate in the Health Services Management Associate (HSMA) activities. HSMA activities include lectures by practitioners in health administration and panel presentations by second-year, health administration specialization students.

*Course Instructor: Staff*

*46200. Special Problems in Health Care Management*

This is a special project course requiring students to apply skills acquired in the public policy core to problems defined by managers and executives in the health services sector. The course is required of all public policy students majoring in health administration. The problems may focus on planning, implementation or assessment. Students will work in groups of variable size, depending on the nature of the problem. A consulting framework will be used to guide the project development and preparation of the final report. The report must show the relationship of the problem to the overall mission and structure of the organization. In addition to consultation and evaluation by instructors and managers in the project sites, other faculty with special interests and skills related to the project will be available to advise students. This course will include a series of presentations on special issues on health services management by managers and faculty during the first half of the quarter.

*Course Instructor: Staff*

*46300. Economics of Regulation and Deregulation (=Bus 306)*

This course applies economic theory to markets, which are or have been subject to extensive government regulation in the areas of prices, entry and exit, types of goods produced, etc. It begins with a survey of economic theories of regulation. Most of the course is spent applying the theory to specific examples of government regulation. Case studies are used to see how well economic theory can predict the behavior of regulators and the responses of firms and markets to regulation and/or deregulation.

*Course Instructor: Peltzman*

*47100. Urban Health Care (=SSA 487) (Not offered in 2003-2004)*

This course will examine both the health problems of people who live in large metropolitan areas and the political economy of urban health care delivery. Many cities



like Chicago are experiencing an increase in low-income population as well as proliferation of new morbidities such as AIDS, TB, substance abuse, and the exacerbation of social pathologies such as violence and homelessness. At the same time, the health care networks are consolidating and many community hospitals have closed; this has placed greater strain on the public health care system. We will discuss the response of different cities to these challenges and the relative influence of their own urban economies on that response.

*Course Instructor: Staff*

*48100. Applied Regression Using Small Area Variations (=HS 451) (Not offered 2003-2004)*

The purpose of this course is to better acquaint students with general econometric and statistical techniques that will be useful in future work and to introduce them to the statistical issues inherent in small area variation analysis. To accomplish this goal, the course will use a combination of readings, lectures, and practical experience. For the practical experience, students will apply alternative least squares methods, diagnostics and tests to a panel data set on hospital admission rates for Michigan hospital market areas from 1980–1986. For the analysis of models with endogenous explanatory variables, we will use a subset of data on California hospitals from Zhan's thesis.

*Course Instructor: Manning*

*49000. Political Economics of Institutions*

This course is designed for policy students preparing for the Ph.D. political economy exam. It explores the existence, purpose, form and consequences of institutions and organizations. Building on our answers to these questions, we will then explore issues of institutional design—that is, how to best create, maintain and reshape economic, political and social organizations. These issues go to the heart of public policy. Analysts can hardly understand a policy's likely effects if they do not understand the institutional context in which it will be implemented, or how to alter the institutional context to facilitate implementation. The class will be a combination of a seminar and a reading-study group. Although much of the material in the course is informal, the course assumes proficiency with relevant methodological tools taught in the political economy sequence. Enrollment is limited to policy students preparing for the Ph.D. political economy comprehensive exam; a limited number of other students may be admitted.

*Course Instructors: Gailmard and Snidal*

*50000. Public Policy Internship*

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 public policy faculty advisor. Normally the advisor assigns readings, meets with the student, and conducts the course in the manner of an Independent Reading and Research course.

*Course Instructor: Staff*

*52000. Independent Reading/Research*

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 will write a substantial original paper.

Course Instructor: Staff

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## HARRIS SCHOOL PROGRAM INFORMATION

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### THE STUDENT BODY

The Harris School is strongly committed to supporting a student body that includes diverse cultural and ethnic backgrounds, educational and work experiences, and professional training. The current student body is comprised of students who received undergraduate degrees in such fields as American studies, economics, education, engineering, English, environmental studies, international relations, philosophy, physics, political science, psychology, and sociology. In academic year 2002-2003, 64 percent of Harris School students were female; 15 percent were minorities; 22 percent were international students; and 21-51 was the age range. Over 230 master's students and 19 doctoral students were enrolled in the School last year.

Academic life is enriched by a variety of extracurricular activities and organizations. The Public Policy Student Association (PPSA), the Harris School student government, provides a voice for students and works with administrators at the Harris School on many issues and opportunities. Students may also participate in the *Chicago Policy Review*, the School's student-run academic journal; Education Policy Group; Environmental Policy Group; Child and Family Policy Group; Urban Policy Group; Minorities in Public Policy Studies (MIPPS); Community and Economic Development Organization (CEDO); Women in Public Policy (WIPP); Out in Public (Policy) (OIP); the Firearms Education Policy Forum; and other groups organized by Harris School students. In addition, Harris School students are able to take part in many University-sponsored activities, including intramural sports, University Theater, *Chicago Maroon* (the student-run newspaper), Chicago Debate Society, Minority Graduate Student Association, and Student Government.

### BEYOND THE CLASSROOM

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

### CENTER FOR POLICY PRACTICE

The Harris School believes it is essential to build bridges between students' academ-

ic training and real-world policy problems. The Center for Policy Practice provides the programming and structure for activities that offer community organizations the opportunity to work with Harris School students who provide policy analysis services, enable Harris School students to apply their classroom skills to real policy issues, and increase students' professional development through interaction with practicing policymakers.

The Center's activities include group internships and practicums, the Mentor Program, and a major speaker series. The School continually seeks to expand these opportunities for students and the community, and to explore new ways to assist students in their professional development.

### *Practicums and Group Internships*

Practicums and group internships provide students with firsthand experience of the institutional, economic and political forces that shape public policy. Through team projects, students are able to analyze and evaluate programs, develop and administer surveys, conduct needs assessments, and engage in other policy relevant research programs. In addition to the practical experience gained by students, the projects provide a valuable serve for the sponsoring agencies.

Practicums are faculty-supervised projects initiated by client organizations undertaken during the school year by groups of students who receive course credit for the project's completion. In group internships, students work for a client agency, are mainly supervised by that agency, and receive a stipend but not course credit. Most, but not all, of the Center's group internships take place during the summer, and are distinct from the individual summer or academic-year internships that many students arrange often with the help of the School's Office of Career Services. Previous group internships have focused on health care, education, technology development, poverty alleviation, affordable housing, and cultural policy and have been sponsored by many agencies in city and state government, as well as community and research organizations.

### *Major Speaker Series*

Through an active speaker series, students are exposed to policy professionals at all levels. Recent speakers at the Harris School include:

Hamid Abdeljaber, Chief, Middle East Radio Unit, News and Media Division,  
Department of Public Information, United Nations

Laurent Fabius, Member of the French Parliament, former Prime Minister of  
France, and former President of the French National Assembly

Anne Richard (A.M. '84), former Director of the Office of Resources, Plans, and  
Policy, U.S. Department of State; former Deputy Chief Financial  
Officer, Peace Corps.

### *Mentor Program*

Initiated by Irving B. Harris, this program provides Harris School students with a unique opportunity to interact individually with leading policy professionals. Through the program, interested students are matched one-on-one with a particular mentor who has expertise in the student's area of interest. The more than 100 vol-

unteer mentors are prominent individuals in government, non-profit, private organizations, and agencies with experience and interest in public policy issues, and include:

City, county, and state officials, both elected and appointed  
Corporate executives in financial service, legal, and management and  
environmental consulting companies  
Directors of non-profit advocacy groups, museums, and research institutions

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

#### THE PROGRAM FOR URBAN AND COMMUNITY LEADERSHIP

An initiative focused on the issues confronting Chicago and other urban communities, the University's Program for Urban and Community Leadership was launched in 2002 with the generous support of the McCormick Tribune Foundation. Based jointly in the Harris School and the School of Social Service Administration, this program draws on and integrates the strengths and interests of each School.

The Program for Urban and Community Leadership provides students with the training to address current problems and future challenges of urban policy and community development. Students in the program meet with current Chicago civic leaders, study many of Chicago's twentieth century leaders, and become acquainted with the City's institutions and current initiatives. Applying the University's basic mission for the creation and transmission of knowledge, this program helps students focus on Chicago's urban and community agenda, with research informing practice and practice informing training.

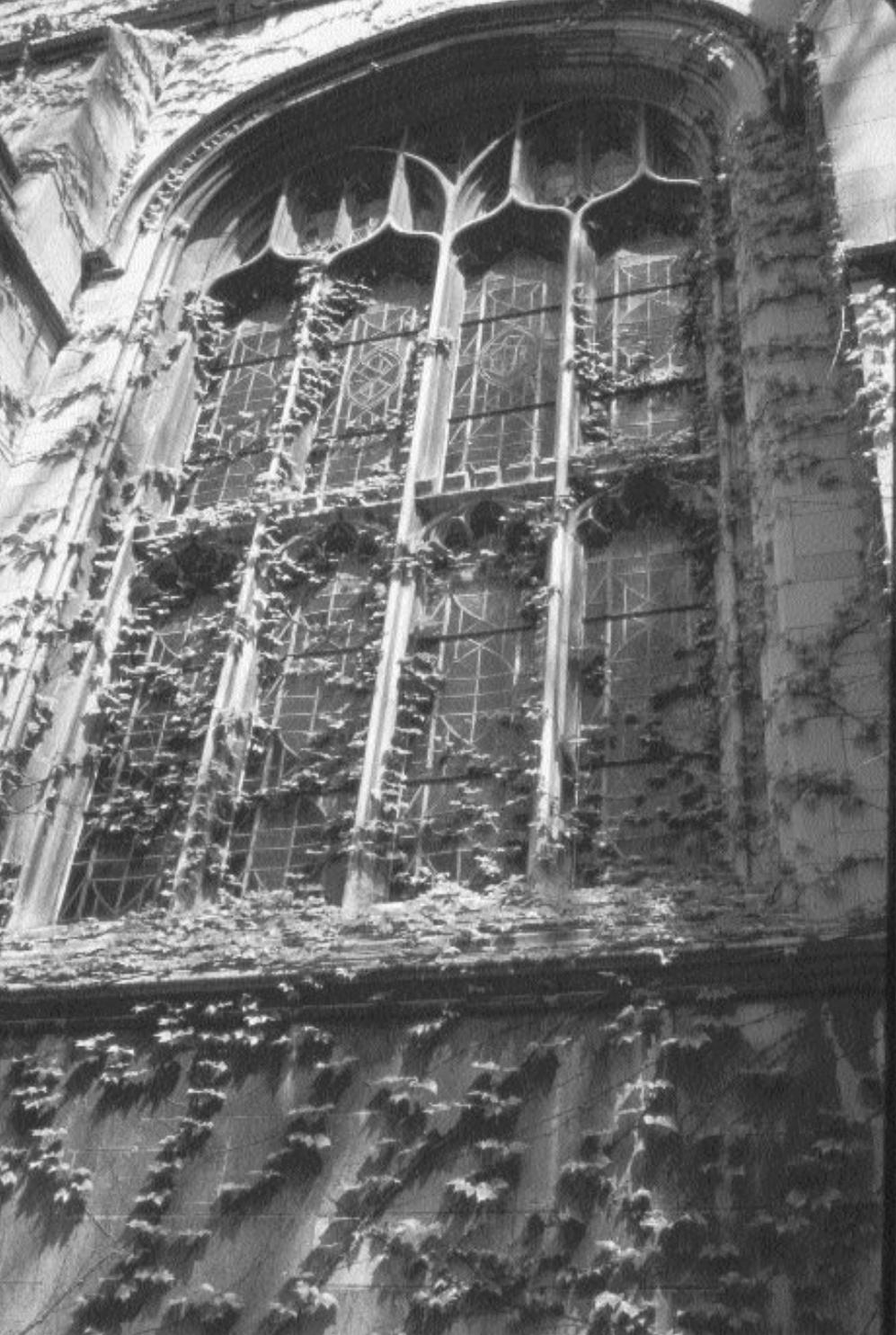
#### CAREER SERVICES

Students achieve positions in diverse areas of government as well as with NGOs and non-profit and private sector firms that seek the analytical skill set for which the Harris School is noted. Upon graduation, students most typically accept positions as policy analysts, budget analysts, directors, and managers. Recent employers include think tanks, government agencies, rating agencies, foundations, and non-profit advocacy organizations.

Career Services offers a wealth of programs that, on one hand, inform students about organizations and career possibilities, and, on the other hand, build their confidence, spark their imagination, and teach them the nuts-and-bolts of getting jobs. Career Services is user-friendly, quick to identify trends, and a stickler on resume writing, networking, and interviewing.

Specifically, the Office of Career Services: arranges on-campus recruitment; organizes presentations and conferences; conducts workshops; facilitates networking; oversees the Career Library; provides one-on-one counseling; writes print and electronic publications; designs databases; and expands web links. Our programs have included a popular, weeklong spring recruiting event in Washington, D.C.; "Meaningful Careers in a Changing World"; "The Primarily Nonprofit Career Fair"; "Remaking the World"; and "Minorities in Economic Development" (co-sponsored with MIPPS, Minorities in Public Policy Studies).

In 2002, Career Services was named a recipient of the Award of Excellence for college programming by the National Association of Colleges and Employers.



## RESEARCH OPPORTUNITIES

Faculty and student research at the Harris School is guided not only by theoretical interests, but also by a strong commitment to solving enduring public policy problems. Students are frequently involved in faculty research through research assistantships, coursework, independent studies, and research centers housed at the School and throughout the campus. The Harris School is home to two research centers – the Center for Human Potential and Public Policy and the Cultural Policy Center.

### CENTER FOR HUMAN POTENTIAL AND PUBLIC POLICY (CHPPP)

The Center for Human Potential and Public Policy (CHPPP) is a child and family policy research center housed at the Harris School. The Center integrates research and policy perspectives on improving the health, welfare, development, and overall well-being of children and their families. It facilitates multidisciplinary research, promotes informed policy discussion, and encourages academic training in poverty and social inequality, child and family policy, education and job-training, and other related fields.

CHPPP initiatives are guided by three objectives: 1) to bring the best research available to bear on the development of effective social policy geared towards families and children, 2) to train a new generation of leaders in child and family policy and research building local and national expertise, and 3) to assist policy professionals and researchers in the communication and translation of policy problems and solutions into language that both groups can understand.

Supported by the Harris Foundation and the McCormick Tribune Foundation, CHPPP is under the leadership of Associate Professor C. Cybele Raver. For more information visit [harrisschool.uchicago.edu/chppp](http://harrisschool.uchicago.edu/chppp).

### CULTURAL POLICY CENTER

The Cultural Policy Center was founded as joint initiative between the Harris School and the Humanities Division of the University. Its mission is to help inform the discussion on arts and culture in the United States and abroad by fostering research and public dialogue on policies that affect such areas as philanthropy, arts funding, arts education, globalization, cultural patrimony, and intellectual property rights. The Center encourages broadly interdisciplinary, collaborative research among humanists, social scientists, economists, cultural theorists, legal scholars, and historians.

The annual “Arts and Humanities in Public Life” conferences focus on timely cultural policy issues and open communication between the University and the larger community. Cultural policy workshops and downtown public lecture series bring together academics and policy experts from city and state offices to discuss a range of topics. The Center also offers several courses in cultural policy each year, as well as research and internship opportunities for students interested in the field. For more information visit [culturalpolicy.uchicago.edu](http://culturalpolicy.uchicago.edu).

The interdisciplinary nature of these centers allows for broad participation by students and faculty. In addition, the School works closely with other research centers and programs throughout the University, including:

- The Center for Early Childhood Research
- The Chapin Hall Center for Children

The Center on Aging, Health and Society  
The Center for Health Administration Studies  
The Center for the Study of Race, Politics, and Culture  
Economics Research Center  
NORC (formerly The National Opinion Research Center)  
Ogburn/Stouffer Center for the Study of Social Organizations  
Program on International Politics, Economics and Security  
Program on International Security Policy (PISP)  
Population Research Center

## SOCIAL SCIENCE RESEARCH COMPUTING

Located in the Harris School, Social Science Research Computing (SRC) is the main computing center for the University of Chicago's social sciences research community. SRC supports and fosters social science research and instruction through education and training, instructional support, data management, research consultation services, management of shared Unix workstations, and the provision of public computing clusters. For more information, visit [www.src.uchicago.edu](http://www.src.uchicago.edu).

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# ADMISSION *and* FINANCIAL AID

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## APPLICATION PROCEDURES AND REQUIREMENTS

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

## ADMISSION AND FINANCIAL AID

- n Application for admission
- n Transcripts of all prior academic work at institutions of higher education
- n Three letters of recommendation. Official GRE or GMAT\* scores, or LSAT scores (if a joint M.P.P./J.D. applicant)
- n TOEFL scores (international applicants only– use institution code 1832)
- n \$50 non-refundable application fee
- n \*if submitting the GRE, use code 1849; if submitting GMAT scores, use code 1849.

The Committee on Admission and Aid will not review your application until all of the required materials are received. We highly recommend that you submit all documents in one package to avoid delays in processing your application.

To apply on-line or to request an application, visit the School's web site at [harrisschool.uchicago.edu](http://harrisschool.uchicago.edu). You may also request an application by contacting the Office of Admission at (773) 702-8401 or, via e-mail, at [HarrisSchool@uchicago.edu](mailto:HarrisSchool@uchicago.edu).

## APPLICATION DEADLINES

### *Ph.D. candidates*

*January 3:* All application materials for admission must be postmarked by January 3, 2004. We will announce admission decisions by late March.

### *Masters candidates*

*January 3: Priority deadline.* All application materials for admission and scholarship must be postmarked by January 3. We will announce admission and scholarship decisions by March 15. *April 15: Late deadline.* Provided the class limit has not been reached, we will consider completed applications postmarked by April 15, for admission but not necessarily for scholarship.

## CAMPUS VISITS

The Harris School welcomes prospective students to visit the School, meet current students and faculty, and attend classes. Classes are held Monday through Thursday, and the School is in session from October through late May. Contact the Director of Admission at (773) 834-0136, or via e-mail, at [mdecarlo@uchicago.edu](mailto:mdecarlo@uchicago.edu) to schedule a visit. On the MaPP: Discover the Harris School, the annual on-campus program for admitted students, will be held on Friday, April 9, 2004. Invitations and details about this program will be mailed to admitted students by March 15.

## EXPENSES

Tuition for master's students and Ph.D. students in scholastic residence enrolled full-time in the program during the 2003-2004 academic year is \$28,275. 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 .....	\$28,275
Health Service fee (estimated) .....	\$396
Student Activities fee (estimated) .....	\$108
Student Accident & Illness Insurance (estimated) ..	\$1,491
Room & Board .....	\$11,655
Personal expenses .....	\$2,520
Books and supplies .....	\$1,575
Transportation .....	\$1,350
Total .....	\$47,370

## 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 1 1/2 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.

The fees listed below are for the 2003-2004 academic year. Fees for subsequent years are subject to change

1. Tuition fees per quarter
  - a. For Ph.D. programs where tuition is assessed by residence status:
 

Scholastic Residence .....	\$9,425
Advanced Residence .....	\$3,919
  - b. For terminal or professional master's programs:
 

one course .....	\$3,919
two courses .....	\$6,770
three courses .....	\$9,425
2. Active File or Pro Forma Fee, each quarter .....
3. Student Accident & Illness Insurance (each of three quarters—estimated)  
—Basic Plan (student only) .....
4. Student Health Fee, each quarter .....
5. Student Activity Fee, each quarter .....

**Note 1:** Courses valued at less than one-half unit are assessed tuition at the rate of one-half unit.

**Note 2:** 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 3:** A student who is required to withdraw for disciplinary reasons is not entitled to any reduction of tuition or fees. Tuition is not assessed to students who have been granted a Leave of Absence.

## FINANCIAL AID

### MASTER'S CANDIDATES

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

### DOCTORAL CANDIDATES

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

### APPLICATION PROCESS

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

To apply for Federal Loan Assistance and Federal Work-Study, applicants must complete and submit the Free Application for Federal Student Aid (FAFSA). This form is available in late November and can be obtained from a local educational institution or from Federal Student Aid Programs at (800) 433-3243. Students may also apply 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. The FAFSA form should be mailed directly to Federal Student Aid Programs.

In addition to the FAFSA, applicants must submit the University of Chicago Application for Student Loans and Federal Work-Study. The Harris School Office of Admission will forward the University of Chicago application materials to all admitted students.

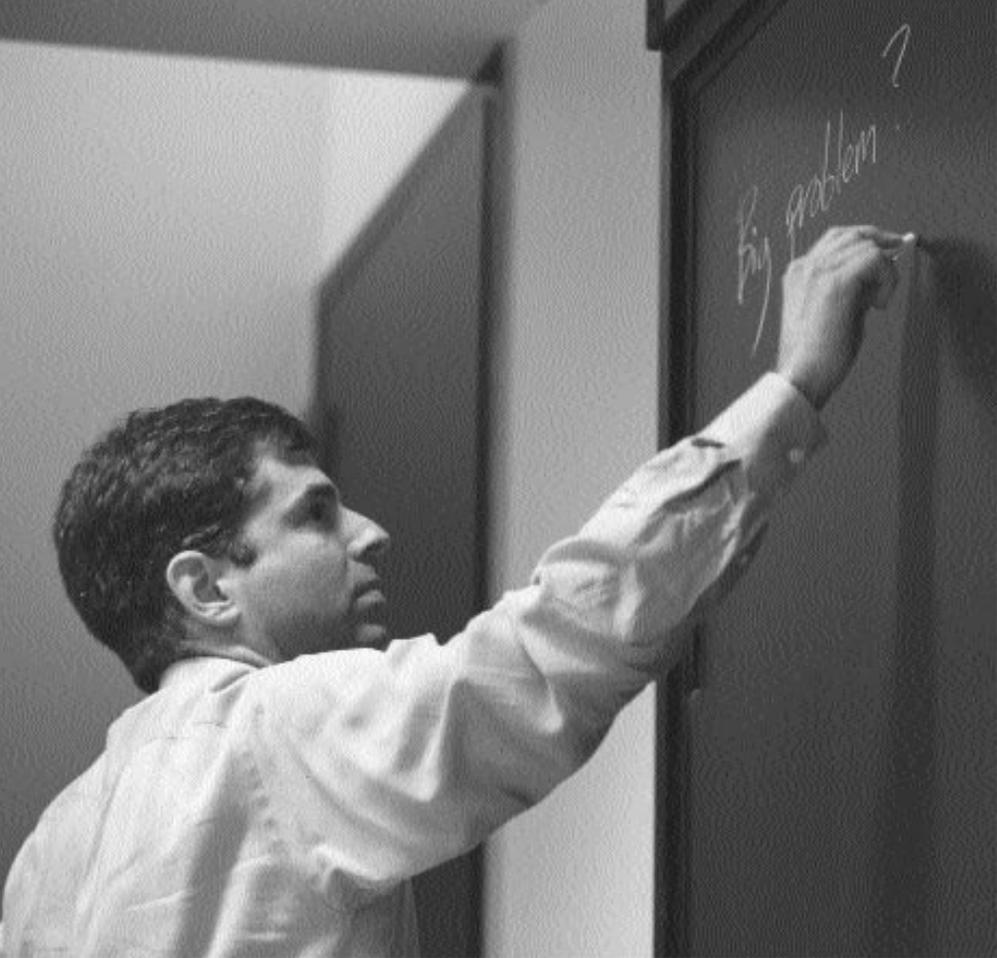
### SCHOLARSHIPS

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

- *Irving B. Harris Fellowship.* For students with exemplary academic and extracurricular records. Tuition and \$10,000 stipend; renewable for a second year.

The following scholarships range in value from \$3,000 per year to a maximum of full tuition:

- *McCormick Tribune Foundation Scholarship.* For students with exemplary academic and extracurricular records, who are interested in community



development and community leadership. Award varies in value and is renewable for a second year.

- *Dean's Scholarship.* For students with exemplary academic and extracurricular records. Award varies in value and is renewable for a second year.
- *Knoll Scholarship.* For returned Peace Corps volunteers or for students interested in Federal education policy or international policy. Award varies in value and is renewable for a second year.
- *Levin Scholarship.* For students with exemplary academic and extracurricular records. Award varies in value and is renewable for a second year.

## STUDENT LOANS

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

### *Federal Subsidized Stafford Loan*

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

### *Federal Perkins Loan*

Applicants who demonstrate financial need on the basis of Federal guidelines may apply for the Federal Perkins Loan Program. Interest is subsidized while the borrower remains registered at least half-time and for a nine-month grace period following graduation. Funding is limited and the eligibility requirements are very highly restricted. The maximum loan amount awarded is \$5,000.

### *Federal Unsubsidized Stafford Loan*

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

### *Alternative Loan Program*

Students who are either ineligible for Federal loans or have borrowed to the limits available under Federal programs may opt for the UC Alternative Loan program. These loans are made through the Illinois Student Assistance Commission (ISAC), have competitive interest rates, and allow students to consolidate their borrowing with one lender. Interest is deferred while the student is enrolled at least half-time. The unpaid interest accrues and capitalizes during the student's enrollment.

## STUDENT EMPLOYMENT OPTIONS

### *Assistantships*

Some research assistantships are available at the Harris School. Individual faculty members make these appointments in consultation with the Dean of Students or departmental advisors. Compensation varies according to the type of work, the length of appointment and the time commitment required, but is typically the market rate and will not cover the cost of tuition. A few teaching positions are available at the Harris School, but not to first-year students. As with research assistantships, compensation will not cover the cost of tuition.

### *Federal Work-Study Program*

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

### *Other Employment*

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

### INTERNATIONAL STUDENTS

International students may apply for alternative loan programs available through private U.S. agencies. These programs require the applicant to have a co-signer who is an U.S. citizen or permanent resident residing in the U.S. The value of these loans ranges from \$2,000 to the cost of education, less other financial assistance.

### FURTHER INFORMATION

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

## FACULTY

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**Norman M. Bradburn**, the Tiffany and Margaret Blake Distinguished Service Professor Emeritus, serves on the faculties of the Irving B. Harris Graduate School of Public Policy Studies, the Department of Psychology, the Graduate School of Business and the College. He is a former provost of the University (1984–1989), chairman of the Department of Behavioral Sciences (1973–1979), and associate dean of the Division of the Social Sciences (1971–1973). Bradburn is senior vice president for research at the National Opinion Research Center (NORC). A senior study director and a research associate since 1961, he has been director of NORC and president of its Board of Trustees.

A social psychologist, Bradburn has been at the forefront in developing theory and practice in the field of sample survey research. He has focused on psychological well-being and assessing the quality of life, particularly through the use of large-scale sample surveys; non-sampling errors in sample surveys; and research on cognitive processes in responses to sample surveys. His most recent book, *Thinking*

*About Answers: The Application of Cognitive Process to Survey Methodology* (co-authored with Seymour Sudman and Norbert Schwarz; Jossey-Bass, 1996), follows three other publications on the methodology of designing and constructing questionnaires: *Polls and Surveys: Understanding What They Tell Us* (with Seymour Sudman; Jossey-Bass, 1988); *Asking Questions: A Practical Guide to Questionnaire Construction* (with Seymour Sudman; Jossey-Bass, 1982) and *Improving Interviewing Method and Questionnaire Design* (Jossey-Bass, 1979).

Bradburn serves on the board of directors of the Chapin Hall Center for Children and the Metropolitan Chicago Information Center. He was chair of the Committee on National Statistics of the National Research Council/National Academy of Sciences (NRC/NAS) from 1993 to 1998, and is past president of the American Association of Public Opinion Research (1991–1992). Bradburn recently chaired the NRC/NAS panel to advise the Census Bureau on alternative methods for conducting the census in the year 2000. The report, published as *Counting People in the Information Age*, was presented to the Census Bureau in October 1994. He is currently a member of the NRC/NAS panel to review the National Assessment of Educational Progress. Bradburn was elected to the American Academy of Arts and Sciences in 1994. In 1996 he was named the first Wildenmann Guest Professor at the Zentrum für Umfragen, Methoden und Analyse in Mannheim, Germany.

**Shelley D. Clark**, assistant professor, is a demographer whose interests include the causes and consequences of gender inequality; child well-being; reproductive health policy; and fertility decisions—all with particular attention to developing countries. She has written about the effects of parents' preference for sons in their fertility decisions, family structures, and childhood well-being in India. Her work in health policy has included articles on medical abortion, misoprostol for reproductive health indications, and emergency contraception. She has extensively studied the safety and efficacy of these drugs and has worked with the FDA on the drug approval process. Her recent work focuses on adolescents and sexual behavior in Africa, especially the relation between early marriage and HIV risks in sub-Saharan Africa.

Clark received a Ph.D. in public and international affairs from Princeton University. Prior to joining the Harris School, she served as program associate at the Population Council in New York. Clark has previously held a National Institute for Child Health and Human Development (NICHD) fellowship at the Population Research Center at the University of Chicago.

**Don L. Coursey** is the Ameritech Professor of Public Policy Studies and served as dean of the Harris School from 1996 to 1998. Coursey 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 also examined public expenditures on endangered species, and consulted with the National Oceanic and Atmospheric Administration in the wake of the Exxon

Valdez oil spill to develop guidelines for federal response to 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, Missouri. He has received the Burlington-Northern Foundation Award for Distinguished Achievement in Teaching; the Greater St. Louis Award for Excellence in University Teaching; the John M. Olin School of Business Teacher of the Year Award in 1989 and 1990; and has been named Professor of the Year for five consecutive years by Harris School students.

**Thomas C. DeLeire** is an assistant professor in the Irving B. Harris Graduate School of Public Policy Studies at the University of Chicago. He graduated magna cum laude from Princeton University with distinction in economics and received his Ph.D. in economics from Stanford University in 1997.

DeLeire, a labor economist, has examined the effects of relaxing California's overtime regulations, investigated the employment effects of the Americans with Disabilities Act of 1990, and examined the role that tax-favored savings accounts, such as IRAs, play in increasing national savings. More recently, DeLeire has examined the relationship between family structure and parents' investments in children, how teenagers' attitudes relate to their educational attainment, how the risk of on-the-job injury or death affects sex segregation in the workplace, and how income shocks affect poor families' consumption of food and nutritional well-being.

DeLeire is the recipient of the Sloan Foundation Doctoral Dissertation Fellowship and the Olin Foundation Fellowship awards and has served as a research analyst for a number of agencies and departments including the Federal Reserve Board of Governors, the U.S. Congressional Budget Office, and the Federal Reserve Bank of New York. In 2002-2003, DeLeire served as senior economist for labor, health, welfare, and education for the Council of Economic Advisors.

DeLeire has served as a faculty affiliate with the University's Center for Human Potential and Public Policy, the Northwestern University/University of Chicago Joint Center for Poverty Research, and the Population Research Center at NORC. (On Leave 2003-2004)

**Sven E. Feldmann**, assistant professor, studies the institutional framework of policymaking and public economics through the lenses of political economy, information economics, and game theory. His work focuses on how political institutions are and should be structured to harness the capabilities of interest and advocacy groups while avoiding their undue influence on policy decisions. He is currently engaged in a project on interest group lobbying vis-à-vis the bureaucracy. His work also includes analysis of legislative bargaining, the interaction of the legislature and bureaucracy, and the institution of direct legislation.

Feldmann received his Ph.D. in political economy and government from Harvard University. He has been a visiting scholar at the Graduate School of Business of Stanford University and, during 2002-2003, was a National Fellow at the Hoover Institution at Stanford.

**Sean Gailmard**, assistant professor, examines the political economy of public policymaking, accountability and control of public bureaucracy, and incentives in pub-

lic organizations. His current research applies the economics of information and game theory to understand legislative-bureaucratic interaction and the design of public organizations such as bureaucracies, as well as laboratory experiments on collective decision-making.

Gailmard received a B.S. with high distinction in public policy and an M.P.A. in policy analysis from Indiana University, and earned his M.S. and Ph.D. degrees in social science at the California Institute of Technology. During his doctoral studies, Gailmard was awarded a John Randolph Haynes and Dora Haynes Foundation Dissertation Fellowship and an Institute Fellowship from CalTech.

**Charles L. Glaser**, professor and deputy dean, focuses on international relations, especially issues of international security and defense policy. His current policy-oriented research examines the deployment of a national missile defense and American strategy for dealing with the threat posed by rogue states and the proliferation of weapons of mass destruction. Glaser's theory-oriented research continues to focus on the impact of the international system on states' behavior. He has published articles on structural realism, the security dilemma, and the offense-defense balance, maintaining that, contrary to the standard realist argument, adversaries can sometimes best achieve their security goals through cooperative, rather than competitive, policies. Glaser's current theoretical work focuses on the question of whether arms races are dangerous.

Much of Glaser's earlier work focused on American nuclear weapons policy. During the Cold War, Glaser's work focused on key questions of U.S. nuclear weapons policy, including strategy, force posture, and arms control. This work culminated in his book, *Analyzing Strategic Nuclear Policy*, which was followed by articles that assessed how U.S. nuclear policy should be modified at the end of the Cold War. Responding to enthusiasm for nuclear disarmament, Glaser questioned whether the United States should pursue nuclear disarmament as a long-term goal. Another subject of Glaser's research is European security, specifically on how to transform security arrangements in Europe in response to the dissolution of the Warsaw Pact and the Soviet Union.

Glaser, deputy dean since 1998, has served as acting dean of the Harris School and a fellow at the Center for International Security and Arms Control at Stanford. After earning his Ph.D. at the John F. Kennedy School of Government at Harvard University, Glaser was a post-doctoral fellow at the Center for Science and International Affairs, Harvard University, and a research associate at the Center for International Studies, Massachusetts Institute of Technology. Before joining the University of Chicago, Glaser taught political science at the University of Michigan and served on the Joint Staff in the Pentagon.

**Lloyd G. Gruber**, associate professor, focuses on fundamental questions of international political economy, European integration, and U.S. foreign economic policy. His recent book, *Ruling the World: Power Politics and the Rise of Supranational Institutions*, explored the "supranationalization" of exchange-rate and monetary policy in Western Europe since the inauguration of the European monetary system in the late 1970s, as well as the political and economic forces behind NAFTA and other regional trade agreements.

Gruber received an M.Phil. in politics from Oxford University and a Ph.D. in political science from Stanford University. He was a post-doctoral research associate

in the Department of Political Science and the Center for International Studies at Massachusetts Institute of Technology, as well as a guest scholar in the Foreign Policy Studies Program at the Brookings Institution in Washington, D.C. Since 1994, he has also served on the University of Chicago's Committee on International Relations.

**Ariel Kalil**, assistant professor, is a developmental psychologist who studies child and family functioning in low-income families. Her projects have examined the effects of welfare and the transition from welfare to work on mothers and children, barriers to the employment of welfare recipients, as well as family processes and adolescent development in female-headed, teenage-parent, and cohabitating households. With funding from a William T. Grant Faculty Scholars Award, she is currently conducting a multi-method study of the effects of parental job loss on child well-being.

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

**William H. Kruskal** is the Ernest DeWitt Burton Distinguished Service Professor Emeritus in the Irving B. Harris Graduate School of Public Policy Studies, the Department of Statistics and the College. In 1988-1989, he was dean pro tempore of the Harris School, and for nine years was dean of the Division of the Social Sciences. Kruskal's research interests within statistics include graphical methods, history of statistics, linear hypothesis theory, measures of association, representative sampling, and the relative importance of independent variables. His research interests related to public policy include census errors, evaluation of research, measurement, and statistics in public controversy.

Active in public and professional associations, Kruskal was president of both the American Statistical Association and the Institute of Mathematical Statistics, and was editor of the *Annals of Mathematical Statistics* and the *International Encyclopedia of Statistics*. He was a National Science Foundation Senior Postdoctoral Fellow, a John Simon Guggenheim Fellow, and founding chairman of the Committee on National Statistics. In addition, Kruskal has served on a special advisory panel to the secretary of commerce on problems of census undercount.

**Robert J. LaLonde**, professor, focuses on program evaluation; education and training of the workforce; economic effects of immigration on developed countries; the costs of worker displacement; and the impact of unions and collective bargaining in the United States. In addition, LaLonde is leading a research project examining 15,000 women in Illinois prisons and their children.

He received his Ph.D. in economics from Princeton University, and joined the University of Chicago in 1985, where he first taught for ten years at both the Graduate School of Business and the Harris School. Previously, LaLonde was an associate professor of economics at Michigan State University. He has been a

research fellow at the National Bureau of Economic Research since 1986, and served as a senior staff economist at the Council of Economic Advisers during the 1987–1988 academic year.

**Edward F. Lawlor** is dean of the School of Social Service Administration and professor at the Harris School. He holds additional appointments as senior scholar in the Center for Clinical Medical Ethics, and a member of the core faculty in the Robert Wood Johnson Clinical Scholars Program at the University of Chicago. He has been the director of both the Center for Health Administration Studies and the Graduate Program in Health Administration and Policy at the University. His fields of special interest include policy analysis methods, health services management and policy, and research methods. He has published widely on health care administration and policy for the aged and the poor, medical indigence, hospital reimbursement and performance, and health care reform, and is the founding editor of the *Public Policy and Aging Report*.

Lawlor received his Ph.D. from the Florence Heller Graduate School for Advanced Studies in Social Welfare at Brandeis University in 1985. Prior to attending Brandeis, he was a research associate at the John F. Kennedy School of Government at Harvard University. His undergraduate training was at Bowdoin College, where he received a B.A., magna cum laude, in economics, government, and legal studies.

**Helen G. Levy**, assistant professor, focuses her research in the areas of health economics, public finance and labor economics. Her most recent work explores the financial consequences of poor health for households without health insurance and the determinants of men and women's occupational choices.

Levy received a B.A. in mathematics and history from Yale University and a Ph.D. in economics from Princeton University. She was a Robert Wood Johnson Foundation Scholar in Health Policy Research at the University of California at Berkeley. She has served as a research analyst for the Robert Wood Johnson Foundation, is a faculty research fellow of the National Bureau of Economic Research, and was the 2002-2003 recipient of the Levin Faculty Fellowship.

**Willard G. Manning** is a professor in the Department of Health Studies, Division of the Biological Sciences, and the Harris School. Manning's primary area of interest is the effect of health insurance. He has studied the demand for various health services under both fee-for-service cost-sharing and prepaid insurance, as well as the impact on the appropriateness of care and health status. Recent work has examined the effect of a prepaid mental health carve-out on the use of mental health services and mental health status on the Medicaid population; and an empirical determination of optimal health insurance coverage by considering the trade-off between the costs from moral hazard and the gains from risk-pooling in health insurance. He is currently examining the effects of utilization review (UR) for inpatient medical care on medical costs and process quality of care; the study takes advantage of a natural experiment that occurred when a major insurer discontinued its UR program. Manning has also examined statistical, measurement, and economic issues in modeling the use of health services and health care expenditures. His research interests further include the economics of poor health habits, such as smoking and heavy

drinking, and the labor market impacts of illness and impairment. Manning is a member of the Institute of Medicine.

**Howard Margolis**, professor, studies social theory, particularly the underpinnings of individual choice and judgment that shape aggregate social outcomes. He has taught at the University of California-Irvine, and has held research positions at the Institute for Advanced Study (Princeton, NJ), the Russell Sage Foundation, and the Massachusetts Institute of Technology.

Prior to his academic career, Margolis worked in Washington, D.C. as a journalist, official, and consultant. He was the founder of the "News & Comment" section of *Science*, a correspondent for *The Washington Post* and the *Bulletin of the Atomic Scientists*, speechwriter for the Secretary of Defense, and consultant to the National Academy of Sciences on studies of major public policy issues.

**Susan E. Mayer** is an associate professor and dean of the Harris School. 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. Recent articles include, "How Did the Increase in Economic Inequality between 1970 and 1990 Affect Children's Educational Attainment?" (*American Journal of Sociology*), and "How Economic Segregation Affects Children's Educational Attainment" (*Social Forces*). She is currently doing research on inter-generational economic mobility and the social and political consequences of the increase in economic inequality in the United States.

Mayer is a national affiliate of the Harvard Training Program on Inequality and Social Policy, a member of the Board of Directors of Chapin Hall Center for Children, the General Accounting Office Educators' Advisory Panel, and the Advisory Board for the Social Sciences at the Radcliffe Institute for Advanced Studies. Mayer is the past director and deputy director of the Northwestern University/University of Chicago Joint Center for Poverty Research. She has served as an associate editor for the *American Journal of Sociology*.

**David O. Meltzer** is an associate professor in the Department of Medicine, and an associated faculty member in the Harris School 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, as well as the effects of managed care and medical specialization on the cost and quality of care, especially in teaching hospitals. Meltzer is currently the principal investigator of a randomized trial comparing the use of doctors who specialize in inpatient care ("hospitalists") with traditional physicians in six academic medical centers.

Meltzer received his M.D. and Ph.D. in economics from the University of Chicago and completed his residency in internal medicine at Brigham and Women's Hospital in Boston. He is also co-director of the Robert Wood Johnson Clinical Scholars Program and the M.D./Ph.D. program in the social sciences at the University of Chicago, and serves on the faculty of the Graduate Program in Health Administration and Policy, the Population Research Center, and the Center on Aging. Meltzer is the recipient of numerous awards, including the National Institute of Health Medical Scientist Training Program Fellowship, the National Science Foundation Graduate Fellowship in Economics, the University of Chicago Searle Fellowship, the Lee Lusted Prize of the Society for Medical Decision Making, the

Health Care Research Award of the National Institute for Health Care Management, the Eugene Garfield Award from Research America, and the Robert Wood Johnson Generalist Physician Award. He is also a research associate of the National Bureau of Economic Research and has served on panels examining the future of Medicare for the National Academy of Social Insurance and U.S. organ allocation policy for the Institute of Medicine.

**Robert T. Michael**, the Eliakim Hastings Moore Distinguished Service Professor, chaired the National Academy of Sciences/National Research Council Panel on Poverty and Family Assistance, which recommended major changes in the official measure of poverty in the United States. Michael has also studied adult sexual behavior in the United States. In the area of family economics, Michael has written on the causes of divorce, the reasons for the growth of one-person households, the impact of inflation on families, and the consequences of the rise in women's employment for the family, especially children. Michael has helped to design and conduct the National Longitudinal Survey of Youth (NLSY), 1979; the Children of the NLSY; the NLSY97; and the Children of the National Child Development Study (NCDS).

Michael is the current director of the Population Research Center at the University of Chicago, former dean of the Harris School, and a former CEO of the National Opinion Research Center (NORC). He has also directed the West Coast office of the National Bureau of Economic Research. Michael has been at the University of Chicago since 1980, having previously taught economics at Stanford University and the University of California at Los Angeles. He serves on the Boards of the Chapin Hall Center for Children, NORC, Western Reserve Academy, and the Federal Advisory Committee to the National Children's Study.

**Jeffrey Milyo**, assistant professor, is an economist who conducts empirical analyses on a broad range of interdisciplinary topics. One of his primary interests is the efficacy of political institutions, including campaign finance regulations, budgetary procedures, and legislative oversight. Milyo has published several studies examining the links between campaign finance and electoral or policy outcomes. His current research includes: an experimental analysis of whether contributions buy access to legislators; a natural experiment on the effect of political influence on firms' stock prices; and a comprehensive examination of the effects of state campaign finance reforms on turnout, electoral competitiveness, public trust in government, partisan advantage and state-level policy. Milyo has also received National Science Foundation funding to study legislative oversight in a joint project with Sean Gailmard, also of the Harris School.

Milyo also studies the short- and long-term price consequences of advertising restrictions, and is conducting research on whether price-posting laws facilitate collusion in wholesale markets. In addition, he investigates the importance of social determinants of health. He has published several studies on the connection between economic inequality and health, and his current research focuses on the implications of relative deprivation, social integration, and social capital on individual health and health-related behaviors. Future work will examine the determinants of social integration and social capital, and the influence of these factors on a broad range of individual behaviors, including political participation. Milyo is also con-

ducting empirical analysis of the measurement and consequences of partisan bias in print and television media.

Milyo received his Ph.D. in economics from Stanford University. Before coming to the University of Chicago, he was an assistant professor of economics at Tufts University, a Robert Wood Johnson Health Policy Scholar, and was awarded a political economics post-doctoral fellowship from Harvard University and MIT.

**Colm A. O'Muircheartaigh** is a professor in the Harris School and vice president for statistics and methodology 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 has served as a consultant to a wide range of public and commercial organizations in the United States, the United Kingdom, Ireland, Italy, the Netherlands, and elsewhere. Through his work with the United Nations (FAO, UNDP, UNESCO), OECD, the Commission of the European Communities, International Association for Educational Assessment (IEA), and others, O'Muircheartaigh has worked in China, Myanmar (Burma), Kenya, Lesotho, and Peru.

O'Muircheartaigh joined the School from the London School of Economics and Political Science (LSE), where he was the first director of the Methodology Institute, the center for research and training in social science methodology. He has also taught at a number of other institutions, having served as a visiting professor at the Universities of Padua, Perugia, Florence, 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 chair-elect of the Social Statistics Section of the American Statistical Association, a fellow of the Royal Statistical Society, a fellow of the American Statistical Association, and an elected member of the International Statistical Institute.

**Tomas J. Philipson** is a professor in the Harris School and a faculty member in the Department of Economics and the Law School at the University of Chicago. Philipson's research focuses on health economics, including the economic costs of the AIDS virus, the effects of public health subsidies, spending on health education, and the effects of various epidemics. He has worked extensively on issues of public health and longevity, including a current study on the growth of obesity in the United States. He has also examined the effects of patents on innovation in the health field.

Philipson is the recipient of numerous international and national awards and fellowships, including those from the International Health Economics Association, the National Institutes of Health, the National Science Foundation, the Rockefeller Foundation, the Alfred P. Sloan Foundation, the John M. Olin Foundation, the Royal Swedish Academy of Sciences, and the Milken Institute.

He consults for private corporations around the world, including several U.S. Fortune 100 companies, as well as public institutions and multi-lateral organizations such as The World Bank. He is on the Honorary Board of Directors of the internet-based consulting firm The Round Table Group ([www.roundtablegroup.com](http://www.roundtablegroup.com)).

He is a National Bureau of Economic Research associate, and serves on the advisory board of the National AIDS Prevention Center. Philipson got his Ph.D. in economics from the University of Pennsylvania. (On leave 2003-2004)

**C. Cybele Raver**, associate professor and director of the Center for Human Potential and Public Policy, focuses on the well-being of children and families, with particular emphasis on predicting both success and difficulty among young children in poverty. Her policy expertise is on strengthening low-income children's school-readiness in the contexts of early educational interventions such as Head Start. She also examines predictors of optimal parenting among low-income families with infants and young children, particularly in the contexts of welfare reform and mothers' employment in low-wage work. She is committed to understanding ways that scientific models can be tested and modified to fit complex, real-world situations, and emphasizes the value of combining research tools from disciplines such as economics, sociology, and psychology to effectively address the developmental needs of children.

Before joining the faculty of the University of Chicago, she was an assistant professor in Cornell University's Department of Human Development.

**Raaj K. Sah**, professor, focuses on public finance and income redistribution through taxes and subsidies, as well as the effects of public finance policies in less developed countries. Sah also has been exploring the persistence and pervasiveness of corruption in many countries and fertility and mortality changes in less developed countries in an attempt to understand long-term demographic transitions.

Prior to his post at the Harris School, Sah taught at the Massachusetts Institute of Technology and Yale University, and he has been a visiting faculty member at the University of Pennsylvania and Princeton University.

**Duncan J. Snidal** is an associate professor at the Harris School, the Department of Political Science, and a member of the Committee on International Relations. Snidal's research focuses on international relations with an emphasis on international political economy and rational choice. He has worked on problems of international cooperation, including how the distribution of capability and interests affects outcomes. He is currently working on the role of international institutions, including law and formal organizations, in promoting cooperation. Snidal is also interested in applying formal techniques to policy analysis.

He has served as a member of the National Science Foundation Project for Data Development in International Relations, and as chairman of the Committee on International Relations at the University of Chicago.

**Diane Whitmore**, assistant professor, spent 2002-2003 as a post-doctoral fellow in the Robert Wood Johnson Foundation's Scholars in Health Policy Research Program at the University of California at Berkeley. Whitmore is a labor economist with research interests in the economics of education and poverty. In recent work, she has studied the effect on household consumption and resource allocation of paying food stamp benefits in-kind instead of in cash, and whether replacing in-kind benefits with cash shifts within-household bargaining power from the wife to the husband. In addition, she has studied the effect of class size in the early grades.



Whitmore graduated magna cum laude from Wellesley College in 1995 with a B.A. in economics and religion, and received a Ph.D. in economics in 2002 from Princeton University. She served on the President's Council of Economic Advisers in 1996–1997 and was a research assistant at the Federal Reserve Board of Governors.

## AFFILIATED FACULTY

**James J. Heckman** is the Henry Schultz Distinguished Service Professor in the Department of Economics and the College and an affiliated faculty member in the Irving B. Harris Graduate School of Public Policy Studies. He directs the Center for Social Program Evaluation. Much of Heckman's work has focused on the impact of different social programs and the methodologies used to measure those programs' effects. He has researched areas such as education, job training programs, minimum wage legislation, women's work effect and earnings, child care effects, anti-discrimination laws and civil rights, the effects of tax policy on schooling and training choices, the value of early interventions, and the formulation and estimation of general equilibrium models.

Heckman's investigation into the outcomes of individuals who earn high school equivalency degrees or general educational development certificates (GEDs), found that men in their mid- to late-20s who had obtained GEDs in the 1980s have not attained greater economic success than high school dropouts. Heckman is currently completing a book exploring this research, which has sparked debate across the country on the merits of obtaining the GED certificate. Heckman is also finalizing a monograph that seeks to evaluate job training programs using data from the Job Training Partnership Act, the Federal job training program implemented in 1983. He has also examined evidence on the effectiveness of government training compared to private training, and assessed the merits of differing research methodologies. His current research explores the effectiveness of tax policy.

Heckman is associate editor of *Econometric Reviews* and the *Review of Economics and Statistics*. 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 of the American Academy of Arts and Sciences. Heckman has received numerous honors, including the John Bates Clark Medal from the American Economic Association. Heckman was elected to the National Academy of Sciences in 1992. He was president of the Midwest Economics Association in 1998.

## VISITING FACULTY

**Jack Bierig**, Partner, Sidley Austin Brown & Wood, LLP

**Sean Durkin**, Senior Consultant, Chicago Partners, LLC

**Laurent Fabius**, former Prime Minister of France and former President of the French National Assembly

**Robert Goerge, Ph.D.**, Associate Director, Chapin Hall Center for Children at the University of Chicago

**Sydney Hans, Ph.D.**, Research Associate, Department of Psychiatry; and Director, Unit Research Child Psychiatry & Development, University of Chicago

**Alicia Menendez, Ph.D.**, Research Associate (Assistant Professor), Harris School

**Rowan Miranda, Ph.D.**, Director of Research, Government Finance Officers Association

**Kenneth A. Rasinski, Ph.D.**, Principal Research Scientist, NORC

**Lisa Rosen, Ph.D.**, Research Associate, Center for School Improvement at the University of Chicago

**David Wilhelm**, President, Wilhelm & Conlon Public Strategies

**Paula Wolff, Ph.D.**, Senior Executive, Chicago Metropolis 2020

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## RESOURCES *and* SERVICES

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### LIBRARY

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

The University Library is a unified system consisting of eight libraries that house resources in a variety of formats: approximately 6.8 million cataloged and classified volumes (as of June 2002); 41,000 active serials titles (and a total of approximately 139,000 active and inactive serials titles); 2.8 million microforms units; 28,000 linear feet of manuscript and archival material; 260,000 rare book volumes; 416,000 maps and aerial photographs; 35,000 sound recordings; a large number of electronic indexes and abstracting services, and a wide variety of full-text electronic books and journals. For more information about the University of Chicago Library—its collections, services, and electronic resources—please see the Library's web server at URL [www.lib.uchicago.edu/](http://www.lib.uchicago.edu/), or call the Library Administrative Office at (773) 702-8740.

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

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

The University's collections of over 1.4 million volumes in the sciences, technology, biomedicine, and the history of science and medicine are housed in the John Crerar Library and in the Eckhart, Chemistry, and Yerkes Observatory libraries. The

Crerar Library includes most of the University's science and biomedical collections. It has approximately 1.3 million bound volumes and 4,700 current serials. Over 4,000 science serial titles are available electronically. The Crerar Library's collections in the history of science and medicine are distinguished, and combined with the rest of the University Library's, are amongst the strongest in the country.

The 55,000-volume Eckhart Library holds the University's collections in mathematics, mathematical statistics, and computer science; the 35,000-volume Chemistry Library, organic, inorganic, physical, analytical, and theoretical chemistry; and the 25,000-volume Yerkes Observatory Library (in Williams Bay, Wisconsin), astronomy and astrophysics.

The D'Angelo Law Library holds a print collection numbering 670,000 volumes complemented by sophisticated access to electronic information. Along with comprehensive collections of Federal and state law, the collections are especially strong in foreign and international law.

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

With the exception of Special Collections and the Library's Storage Collection, bookstacks are open to readers who have a valid University ID or library card. Graduate-level research is promoted by long loan periods before materials have to be brought back to a library for return or renewal. Interlibrary loan service is available in all libraries.

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

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

To arrange for a visit, please contact [privileges@lib.uchicago.edu](mailto:privileges@lib.uchicago.edu) or call (773) 702-8740.

## LIVING ACCOMMODATIONS

The University of Chicago provides a variety of housing options for its graduate students. For single students, the choices include International House and Neighborhood Student Apartments. Neighborhood Student Apartments also offers apartment arrangements suitable for couples, students with a domestic partner, and families.

## NEIGHBORHOOD STUDENT APARTMENTS

The University owns and operates numerous apartment buildings located around and within the campus area. Graduate students who are single, married, or in a domestic partnership (see page 68), and who are registered and making normal progress towards their degrees are eligible to live in Neighborhood Student Apartments. Apartment sizes range from efficiency units to large three bedroom apartments, furnished or unfurnished, in walk-up or elevator buildings. Parking lots are available at some buildings. Options for single students include single occupancy and shared apartments. Couples with children are given priority for the two and three bedroom apartments. Inquiries should be addressed to Neighborhood Student Apartments, 5316 South Dorchester Avenue, Chicago, IL 60615, telephone: (773) 753-2218.

## NEW GRADUATE RESIDENCE HALL

New Graduate Residence Hall is a University residence hall for students in the professional schools of Law and Business. Housing at New Graduate Residence Hall is available only for students in their first year of study at the University. Students who wish to remain in University housing after their first year should make arrangements with Neighborhood Student Apartments or with International House. Inquiries about New Graduate Residence Hall should be addressed to Neighborhood Student Apartments, 5316 South Dorchester Avenue, Chicago, IL 60615, telephone: (773) 753-2218

Additional information on housing options, including current costs, is sent to all newly admitted students.

## INTERNATIONAL HOUSE

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr., in the aim of fostering understanding and friendship among students of diverse national, cultural and social backgrounds. It is a coeducational residence for students from about sixty countries around the world. Each year, the House accommodates over 500 graduate and advanced undergraduate (third and fourth year) residents – about one third from the USA - who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. In addition to providing affordable rooms in a gracious building, International House sponsors a rich variety of activities throughout the year and serves as a dynamic center of cultural exchange between international students and the greater Chicago community. The newly remodeled community kitchen equipped with 14 ranges, microwaves, toasters, and walk-in refrigerators and freezers enables students to cook their own foods and serves as a lively crossroads of international cuisine and fellowship. International House also offers a dining service featuring a moderately priced à la carte menu in its Tiffin Café (no meal plan). The building itself is designed to encourage informal daily interactions among residents—in the House's main lounge, kitchen, dining room, café, courtyard, library, computer labs, and television lounge. Residential fellowships are available. For further information about International House or for an application, please visit the Web site: <http://ihouse.uchicago.edu>. Students with additional questions may call the Residence Office at (773) 753-2280 or send e-mail to [i-house-housing@listhost.uchicago.edu](mailto:i-house-housing@listhost.uchicago.edu).

## PRIVATE HOUSING

The private housing market in the neighborhood around the University is generally very tight. Students interested in private housing should plan to look for accommodations well in advance of the start of school. The University does not have an off-campus housing office, nor does it maintain listings of inspected and approved private housing. Students who prefer housing outside the University's system must come to Chicago to secure accommodations—it is virtually impossible to obtain private housing by telephone or through the mail.

## CAMPUS BUS SERVICE

While University residences are located within walking distance of the Harris School, many residents prefer to use the Campus Bus Service, which operates in partnership with the Chicago Transit Authority (CTA). On weekdays during the academic year, buses provide comprehensive shuttle service over three routes that run throughout the Hyde Park area. Service to and from campus is provided between the hours of 7:00 a.m. and 6 p.m. and student riders who present the driver with a valid University of Chicago card may ride the daytime buses free of charge. All others may pay CTA fares or purchase CTA transit cards to ride the buses.

The Midway Shuttle runs Monday through Friday, 6 a.m. to 6 p.m. It serves the University buildings south of the main quadrangles, including the Harris School, the Law School and the School of Social Service Administration. It takes 20 minutes to complete its route. The shuttle is free and can be boarded by faculty, students, and staff at any place on the route.

A free evening bus service is also available for University students, faculty, and staff. Evening buses run throughout the Hyde Park-Kenwood neighborhood on 30-minute schedules departing from Regenstein Library and the Main Quadrangle. Drivers will stop upon signal to either pick-up or discharge passengers along any of the established routes. Maps and schedules are available at a number of campus locations, including the University Bookstores (campus and Gleacher Center), the Reynolds Club, Regenstein Library, Billings Hospital cashiers' station, the bursar's office, and the Chicago Card office.

The University of Chicago express bus service to downtown departs daily from campus at 5 p.m. and every half hour beginning at 6 p.m. The last departure from campus (Sunday through Thursday) is 10:30 p.m., returning to the campus at 12 a.m. On Friday and Saturday, the last departure from campus is at 1:30 a.m., returning to campus at 3 a.m.

For automated bus information 24 hours a day, call 702-3988, e-mail [bus@uchicago.edu](mailto:bus@uchicago.edu), or visit [www.rh.uchicago.edu/bus](http://www.rh.uchicago.edu/bus).

## UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

### HEALTH INSURANCE REQUIREMENT

The University requires all students to carry adequate medical insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. The insurance requirement may be satisfied in one of two ways:

1. Enrollment in the Student Accident and Sickness Insurance Plan offered by the

University, or

2. Completion of the insurance waiver form certifying that the student has insurance coverage comparable to the Student Accident and Sickness Insurance Plan.

#### AUTOMATIC ENROLLMENT

Students who fail to complete an insurance application/waiver form by the requisite deadline each quarter will be automatically enrolled in the University's Student Accident and Sickness Basic Plan and will be billed for that enrollment. Students approved to register after the deadline must submit an insurance application/waiver form at registration time. Failure to do so will result in automatic enrollment in the Basic Plan.

#### ELIGIBILITY

The Student Accident and Sickness Insurance Plan is available to all registered students, except for students in Extended Residence, in part-time Graduate School of Business programs, and the evening School of Social Service Administration program. Students may elect the Basic or Advantage Plan. The Basic Plan is also available at additional cost to a student's spouse or registered same-sex domestic partner, and to any unmarried children 19 or younger (children under 23 are eligible if they are full-time students).

For further information about enrollment, contact the Student Insurance Assistant, University Registrar's Office, Room 103, 5801 Ellis Ave., Chicago, IL 60637, telephone (773) 702-7877. For information about benefits under the plan, contact the University of Chicago Campus Insurance Coordinator at (773) 834-4543 or Chickering Claims Administrators, Inc., at (800) 294-9410. Students may also submit questions via e-mail to [thalbert@chickering.com](mailto:thalbert@chickering.com) or by e-mail via Chickering's Web site at [www.chickering.com](http://www.chickering.com).

#### STUDENT HEALTH AND WELLNESS FEE

The University requires all students to pay the Student Health and Wellness Fee during each quarter of enrollment. This fee covers patient visits at the Student Care Center and Student Counseling and Resource Services. Students' spouses, same-sex domestic partners and dependent children age 14 and older who are insured through the Student Accident and Sickness Insurance plan are also assessed the Student Health and Wellness Fee and are entitled to service at these facilities.

Students who reside more than 100 miles away from the University may waive the Student Health and Wellness Fee.

#### SUMMER HEALTH AND WELLNESS FEE:

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

## IMMUNIZATION REQUIREMENTS

By State of Illinois law, all students are required to present proof of immunity to rubella (German measles), measles (rubeola), mumps, and tetanus/diphtheria. The Student Care Center notifies all new students of the requirement and provides instructions for compliance. The exact requirements vary for each disease and are different for international students. Information and immunization forms can be accessed at [scc.uchicago.edu](http://scc.uchicago.edu). Students who fail to meet this requirement by the sixth week of the quarter will be notified and their subsequent registration restricted. A student who receives this notification is urged to call the Immunization Office at 773-702-9975 to resolve their status.

## DAY-CARE AND SCHOOLS

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. Students with children, especially those who live in University housing, frequently form cooperative day-care networks in their buildings. Many graduate student spouses provide baby-sitting in their homes and advertise their services on campus bulletin boards. There are many fine nursery schools in Hyde Park, including one run by the University. The University of Chicago helps employees and students find childcare through two main sources: (1) The Day Care Action Council, a resource and referral agency; and (2) An on-campus childcare coordinator. Their referral services are free of charge.

The Day Care Action Council (DCAC). DCAC is a private, not-for-profit agency, which operates a resource and referral service. The University has contracted with DCAC to help you locate arrangements for your children. The Day Care Action Council can be reached by phone at (773) 564-8890 or by e-mail at [childcare@day-careaction.org](mailto:childcare@day-careaction.org).

The On-Campus Child Care Coordinator maintains a list of members of the University community who are interested in providing childcare. The coordinator is located in the Benefits Counseling Office, Bookstore Building 3rd floor, and can be reached by phone at (773) 702-9634 or by e-mail at [benefits@uchicago.edu](mailto:benefits@uchicago.edu).

It is important to remember that the On-Campus Childcare Coordinator and the Day Care Action Council are referral services only and do not recommend or endorse any particular provider.

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

For further information on nursery, elementary, and secondary schools, write to Office of Graduate Affairs, Admin. 229, 5801 Ellis Avenue, Chicago, IL 60637, telephone: (773) 702-7813.

## SECURITY

The University Police Department operates 24 hours a day, seven days a week, on campus and throughout the Hyde Park-South Kenwood and Woodlawn neighborhoods (the area bounded by 47th and 60th Streets from Lake Shore Drive to Cottage

Grove Avenue; and between 60th and 64th Streets from Stony Island to Evans Avenues). Pending passage by the Chicago City Council in the fall of 2003, the University plans to extend its police services to include North Kenwood-Oakland; bounded by 39th Street to the north, South Cottage Grove to the west, East 47th Street to the south, the Illinois Central railroad tracks to the east, and all of Mandrake Park.

Officers are armed and fully empowered to make arrests in accordance with the requirements of the Illinois Law Enforcement Officers Training Board and consistent with Illinois state statutes. University Police and the City of Chicago Police Department work together by monitoring each other's calls within the University Police's coverage area. University Police headquarters is located at 5555 South Ellis Avenue. The University Police can also be reached through e-mail at cops@midway.uchicago.edu.

There are 260 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

The University has a multifaceted Safety Awareness Program, which is fully described in the publication, *Common Sense*. *Common Sense* describes how to get around safely, whom to call if you need advice or help in emergencies, and how to prevent or avoid threatening situations. Information is also included about crime statistics on campus and descriptions of security policies and awareness campaigns. *Common Sense* is distributed to members of the University community and is available on request by writing to the Office of the Dean of Students, 5801 South Ellis Ave., Chicago, IL 60637. The University also annually distributes its Drug and Alcohol policy to all students and employees.

## UNIVERSITY POLICIES

### STATEMENT OF NON-DISCRIMINATION

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

### ASSISTANCE FOR DISABLED STUDENTS

The University of Chicago is a community of scholars, researchers, educators, students, and staff members devoted to the pursuit of knowledge. In keeping with its traditions and long standing policies and practices the University, in admissions and access to programs, considers students on the basis of individual merit and

without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to study at the University.

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

Students with disabilities should contact their area dean of students and a representative of the Office of the Vice President and Dean of Students in the University (Administration 227, 702-7769) in as timely a fashion as possible to initiate the process for requesting accommodations at the University.

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

#### LEARNING DISABILITIES

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

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

#### DOMESTIC PARTNERSHIP

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

Benefits will be extended to a student's domestic partner and partner's dependents for the Student Accident and Sickness Insurance Plan, housing, athletic facilities, and libraries. Students who wish to enroll their domestic partner and/or his or her dependents for benefits should contact the Benefits Office (970 E. 58th Street, 3rd floor, 702-9634) to request a Statement of Domestic Partnership form.

Once approved by the Benefits Office, the Statement will certify that the student's partnership meets the University's requirements.

If a student wishes to enroll his or her domestic partner and/or partner's dependents for benefits at the time of certifying partnership, the student will also need to complete new benefit enrollment forms adding the partner and/or partner's dependents to the student's insurance plan. In order to obtain gym, library, and/or housing privileges, the student will need to present his or her approved Statement of Domestic Partnership at the appropriate office.

- Gym – Henry Crown Field Office, 5550 S. University, Room 105
- Library – Regenstein Privileges Office, 1100 E. 57th Street, 1st floor  
(bring partner)
- Housing – Graduate Students Assignment Office, 5316 S. Dorchester

#### UNIVERSITY REPORTS

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

1. The University's campus safety report, *Common Sense*, is published annually and includes the following:

- information regarding transportation on and around campus;
- safety tips and information on security and crime prevention programs;
- campus policy regarding the sale, possession, and use of alcohol and illegal drugs;
- information regarding drug and alcohol education programs;
- crime statistics for the three most recent calendar years;
- campus programs to prevent sex offenses and procedures to follow when sex offenses occur; and
- information regarding reporting of criminal activity.

*Common Sense* is available, upon request, from the University of Chicago Police Department, 5555 S. Ellis Ave., Chicago, IL 60637, (773-702-8190); and from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7770). It also can be accessed on the Internet at <http://www.uchicago.edu/commonsense/>.

2. The University of Chicago Department of Physical Education and Athletics' report for the Equity in Athletics Disclosure Act is available, upon request, from the Department at 5734-A S. Ellis Ave., Chicago, IL 60637, (773-702-7684).

3. The University's policy concerning privacy and the release of student records is published annually in the University's Student Manual of Policies and Regulations. The policy explains the rights of students with respect to records maintained by the University and outlines the University's procedures to comply with the requirements of the Family Educational Rights and Privacy Act. Copies of

the Manual are available, upon request, from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7770). The information is also available on the Internet at <http://www.uchicago.edu/docs/studentmanual>.

4. Information on accommodations for persons with disabilities can be found in the Student Manual of Policies and Regulations and in each division's Announcements, including this one. The Student Manual of Policies and Regulations is available from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7770). The information is available on the Internet at <http://www.uchicago.edu/docs/studentmanual>.

5. Information regarding current tuition and fees, including estimated miscellaneous costs, is available through the Harris School Dean of Students Office, 1155 E. 60th Street, Chicago, IL 60637, (773-702-8401).

6. For information on financial aid programs, contact the Harris School Dean of Students Office, 1155 E. 60th Street, Chicago, IL 60637, (773-702-8401).

7. Information regarding student graduation rates, tuition and loan refunds, and withdrawals can be obtained from the Offices of the Registrar and the Bursar, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7891) and (773-702-8000) respectively. This information is also available on the Internet at <http://registrar.uchicago.edu> under the section entitled Times Schedules.

8. Information on the University's accreditation can be obtained from the Office of the Provost, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-8806).

9. Information on academic programs, faculties, and facilities, can be obtained from the Harris School Dean of Students Office, 1155 E. 60th Street, Chicago, IL 60637, (773-702-8401).

## STUDENT REGULATIONS AND DISCIPLINE

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

The All-University Disciplinary System is set out in the *Student Manual of University Policies & Regulations*, copies of which are available through the dean of students in each area. Every student should become familiar with the *Student Manual of University Policies & Regulations*, which is updated annually.





# ACADEMIC CALENDAR

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## AUTUMN QUARTER 2003

Sept. 8-19 Math Camp, Language Camp, Ph.D. Economics Camp  
Sept. 22-26 Orientation & Registration  
Sept. 29 Classes begin  
Nov. 27-28 Thanksgiving  
Dec. 12 Autumn Quarter Convocation  
Dec. 13 Autumn Quarter ends

## WINTER QUARTER 2004

Jan. 5 Registration & Classes begin  
March 19 Winter Quarter Convocation  
March 20 Winter Quarter ends

## SPRING QUARTER 2004

March 29 Registration & Classes begin  
May 31 Memorial Day  
June 11 Spring Quarter Convocation and Hooding Ceremony

## SUMMER QUARTER 2005

June 21 Registration & Classes begin  
July 5 Independence Day  
Aug. 27 Summer Quarter Convocation  
Aug. 28 Summer Quarter ends