

THE UNIVERSITY *of* CHICAGO

THE IRVING B. HARRIS GRADUATE SCHOOL

of PUBLIC POLICY STUDIES

ANNOUNCEMENTS

Fall 2004



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.

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

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The statements in these Announcements are subject to change without notice.

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OFFICERS *and* FACULTY

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

Christopher Berry, Ph.D., Assistant Professor in the Harris School
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
Charles L. Glaser, Ph.D., Deputy Dean and Professor in the Harris School
Jeffrey Grogger, Ph.D., Professor in the Harris School
Lloyd G. Gruber, Ph.D., Associate Professor in the Harris School
Ariel Kalil, Ph.D., Associate 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
*Helen G. Levy, Ph.D., Assistant Professor in the Harris School
Ofer Malamud, 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
Bruce Meyer, Ph.D., Professor in 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
Colm A. O'Muircheartaigh, Ph.D., Professor in the Harris School
Tomas J. Philipson, Ph.D., Professor in the Harris School
Marcos Rangel, Ph.D., Assistant Professor in the Harris School
C. Cybele Raver, Ph.D., Associate Professor in the Harris School
Raaj 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

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

Charles Wheelan, Ph.D., Lecturer in the Harris School

Paula Worthington, Ph.D., Lecturer in the Harris School

VISITING FACULTY

Lisa Barrow, Ph.D., Senior Economist, Federal Reserve Bank of Chicago

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

Sean Durkin, Ph.D., Senior Consultant, Chicago Partners, LLC

Sean Gailmard, Ph.D., Assistant Professor, Northwestern University

Rowan Miranda, Ph.D., Associate Partner, Accenture

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

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

Daniel G. Sullivan, Ph.D., Senior Economist and VP, Federal Reserve Bank of Chicago

Dorian Warren, Ph.D., Postdoctoral Fellow in the Harris School

David Wilhelm, President, Wilhelm & Conlon Public Strategies

Paula Wolff, 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

Nancy Goldstucker, Associate Director for Alumni Relations

Eileen McCarthy, Director, Center for Policy Practice

James Pennington, Director of Information Technology

Jamie Rosman, Director of Communications

Paul Sloan, Director of Outreach

Cynthia M. Taylor, Executive Assistant to the Dean

* on leave 2004-2005.



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

THE HARRIS SCHOOL OF PUBLIC POLICY STUDIES THE UNIVERSITY OF CHICAGO

The University of Chicago is one of the world's preeminent research universities. It is home to internationally renowned scholars, researchers, and intellectual pioneers. Over the last century, the University has produced more than 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 economics, sociology, political science, statistics, econometrics, political economy, organizational theory, and program evaluation. These areas provide a foundation in critical analysis,

reflecting the School's belief that mastering quantitative and analytical skills prepares students to be effective public policy practitioners. The required core courses are:

- PP30800. Political Economy for Public Policy
- 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

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, and take advantage of opportunities for applying academic training to real-world problems. Electives offer students an opportunity to acquire training both in the theoretical and applied analysis of public policy issues, and to develop the skills necessary for a professional position in policy analysis.

A typical first-year schedule would be:

Fall	Winter	Spring
PP30800	PP31000	PP31100
PP32300	PP31600	PP31900
Elective	PP32400	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, Bruce Meyer, Robert T. Michael, Marcos Rangel, 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 Christopher Berry, Robert J. LaLonde, Ofer Malamud, 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 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 Christopher Berry, Bruce Meyer, and Raaj 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, Helen G. Levy (on leave 2004-2005), Willard Manning, David O. Meltzer, Bruce Meyer, and Tomas J. Philipson 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, Marcos Rangel, 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 Christopher Berry, Howard Margolis, Raaj 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 Christopher Berry, Jeffrey Grogger, Ariel Kalil, Robert J. LaLonde, Ofer Malamud, Susan E. Mayer, Bruce Meyer, Robert T. Michael, Marcos Rangel, 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 divisional 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. 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 seven required core courses, plus seven

electives for a total of 14 courses in public policy, instead of the usual 18, and 22 in the divinity program, instead of the usual 27. They also are obligated to complete the “teaching parish” component required for M.Div. students. The program allows students to complete both degrees within a total of four academic years; both degrees must be awarded in the same quarter.

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

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

The Harris School and the 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 seven required Harris School core courses, plus six 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 seven required Harris School core courses, plus seven 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 seven required Harris School core courses, plus seven 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 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.

COURSEWORK

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.





COURSES

COURSE DESCRIPTIONS 2004-2005

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 (=PLSC 30200)

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; and 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: Snidal

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, and 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: Whitmore

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 in 2004-2005)

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: Berry

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 Political Institutions and the Policy Process (PP31600). The main concerns of the course turn on interactions among logic, interests, and cognition.

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

32100. State and Local Public Finance

This course analyzes the expenditure and financing decisions of state and local governments in the United States. We will use basic microeconomic theory to analyze the spending and programmatic choices of these governments, relying on the median voter and Tiebout models. We will focus on at least two major expenditure categories, public education and income assistance programs. Next, we will carefully analyze the role of property taxes, including tax caps and tax increment financing, as well as other revenue sources such as sales taxes, income taxes, intergovernmental grants, and user fees. We will also consider the effects of state and local economic development policies on localities.

Course Instructor: Worthington

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: Malamud

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 mak-

ing under uncertainty are also featured. Differential calculus is used extensively throughout this course. Required of all first-year students.

Course Instructor: Grogger

32600. Analyzing and Communicating Public Policy

This course will focus on translating the tools of policy analysis into action and social change. The course will have three interwoven components: 1) Opportunities to apply the analytic tools learned in the core courses to real world policy problems; 2) Exercises in writing and speaking that will refine the student's ability to communicate complex policy ideas concisely and effectively; 3) A study of real world cases in which major policy changes have succeeded or failed in the political process. In particular, we will focus on how the proponents and opponents framed and communicated their key ideas.

Overall, the course will emphasize both the skills necessary to analyze complex policy problems and the tools necessary to communicate such analysis to a non-professional audience. Students will be responsible for writing memos, working in groups, conducting meetings, making presentations, working with the media, and other communications-related tasks.

Course Instructor: Wheelan

32700. Policy Analysis without Regression

The principle 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, 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 importantly, since otherwise it is too late) looking ahead to these problems of rhetoric, how might that wisely and reasonably affect the analytical work? A complimentary aim of the course is to provide an occasion to read and discuss a range of policy analysis that does NOT use statistical style of analysis most commonly encountered in textbook policy analysis. This course will survey a range of work where statistical/econometric arguments are only a component of the argument or not present at all.

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

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 (=PLSC 33700) (Not offered in 2004-2005)

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 strategies. 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: Staff

34000. Analysis of Regional Policy

This course will explore the political, economic, social, and demographic forces associated with development patterns in metropolitan areas, with a particular focus on Chicago. We will examine the government policies, economic forces, and social attitudes that affect the way a region grows and develops. Over the past half century, the flight from urban centers to the surrounding suburbs has delivered the “American dream” as interpreted by many: attractive homes and good schools in relatively homogenous communities. At the same time, this ongoing “suburbanization” has been associated with economic and racial segregation, environmental degradation, worsening traffic congestion, and even America’s obesity epidemic.

Course Instructor: Wheelan

34200. Principle of Social Welfare Policy (Not offered in 2004-2005)

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

34300. Inequality, Poverty, and American Politics

This course will examine poverty in the U.S. and the role of public policy and politics in alleviating and/or reinforcing economic inequality. We will begin with a brief introduction to several theoretical, philosophical, and comparative approaches to equality and inequality. Next we will review social science research on contemporary economic inequality and poverty, with a focus on the experiences of different social groups based on race and gender within American society as inequality has grown over the last three decades. We will then explore the relationships between economic inequality and several aspects of the American political system including political voice, governance, and public policy. Throughout, we will consider how multiple dimensions of inequality, including racial, gender, and political inequalities exacerbate economic inequality. Finally, the course will explore the extent to which public policies and politics ameliorate and/or reinforce inequality. This section addresses several questions including: How are different social groups in the population affected by specific anti-poverty policies? Under what conditions have Americans successfully decreased inequality and poverty?

Course Instructor: Warren

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. Macroeconomics for Public Policy

This course examines the working of the aggregate economy. It aims to understand the key determinants of business, cycle fluctuations, and of development and long-run growth. In addition, it covers the role of employment, productivity, trade and fiscal deficits, inflation, interest rates, and exchange rates. The emphasis of the course is on the impact of government policies on the macro economy. Special attention is given to the role of monetary and fiscal policy. Students will be able to analyze and discuss important current economic events, such as Social Security reforms, and the effects of globalization, and of the changing economic conditions around the world.

Course Instructor: Sullivan

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 pro-

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

Course Instructor: Staff

34900. Seminar on Human Potential (Not offered in 2004-2005)

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 (Not offered in 2004-2005)

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

35200. Public Policy and Infant Development

It has often been claimed that economic and human investments in children will be most effective when they target the youngest children. In this course, developmental theory on the critical roles of early experience in children's development is examined from an empirical basis. The research basis for key programs and policies targeting early life are reviewed, including initiatives related to maternal and child nutrition, child exposure to teratogens and toxins, early intervention for infants with handicapping conditions, immunizations, infant safety, father involvement, infant day care, and enrichment programs for infants with low-income parents.

Course Instructor: Hans

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

35500. Economic Analysis of Domestic Policy

This course will focus on U.S. government programs and their impact on individual outcomes using theory and tools from economics. We will likely study programs in the areas of poverty alleviation, labor market intervention, education, and social insurance. By the end of the course, students should have a basic understanding of stylized facts about several U.S. government programs and be able to use economic theory, research, and data to evaluate new policy proposals and their likely effects.

Course Instructor: Barrow

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

35700. Economics of Education Policy

This course explores current issues in elementary and secondary education from an economic perspective. Topics include accountability, charter schools, vouchers, standards, class size, policies to increase educational attainment, and school finance reforms. Tools of economic theory and econometric analysis will be used extensive-

ly. Prerequisites: PP32300 and PP32400, and PP31000 and PP31100 or equivalent coursework in statistics and economic theory.

Course Instructor: Whitmore

35800. The Political Economy of Cities and Metropolitan Areas

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

Course Instructor: Berry

35900. Parent, Child and the State (=LAWS 47101; SSAD 53800)

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

Course Instructor: Buss Doss

36000. Budgeting & Financial Planning

Budgeting and financial planning are key components 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 budgeting 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 evalua-

tion 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

36200. The Youth Gang Problem (=SSAD 46500)

This course examines the youth gang problem in urban communities with special attention to issues of policy and program in criminal justice, employment and education, as well as social services. Historical, research, and practical questions with respect to youth gangs will be addressed with differential emphasis depending on students' interest.

Course Instructor: Kane

36300. High Performance Government

Governments across the globe are facing simultaneous pressures to meet increasing citizen service demands while coping with significant resistance to tax increases. The governments that have successfully made the transformation to cope with these pressures—high performance governments—are at the forefront of efficiency and innovation. High performance governments are relentlessly outcome and value focused, integrate their information systems, are open to new service delivery models such as outsourcing and shared services, approach new methods of budgeting and financial management, and embrace a progressive human capital strategy. This course presents the leading-edge strategies, tools and leadership elements that governments are using to achieve high performance.

Course Instructor: Miranda

36400. Principles of Epidemiology (=HSTD 30900)

Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis and interpretation, through lectures, assignments, and critical appraisal of both classic and contemporary research articles. The final project will be to write a brief, critical review of the epidemiologic literature on a topic of the student's choice.

Course Instructor: Kurina

36500. Demography of Aging/Life Course (=HSTD 35200; SOCI 30310; SSAD 49200)

This course is a seminar in population aging and its social, economic and political ramifications. It will examine basic models of demographic and health transitions, trends in aging and health status, characteristics of medical care and long-term care, and the implications of these for the development of public policy. Emphasis will be placed on life course approaches to the study of aging. Specific topics include health, functional status, and well-being; socioeconomic status and inequality; family structure and living arrangements; formal and informal long-term care; early life predictors of health and longevity. Prerequisite: Soc. 47100 or consent of instructor.

Course Instructor: Cagney

36600. Topics in U.S. Health Economics, Sociology, Policy (=HSTD 35401; LAWS 97002; SOCI 50025)

This seminar course will explore three topics: 1) Do physicians, hospitals, and health plans have a “business case” for making investments to improve quality in health care? 2) What relationship (if any) is there among the malpractice system, medical errors, patient safety, and quality? 3) Has medical practice in the U.S. been “corporatized”? What might this mean, and what might be the benefits and costs? We will approach these topics by drawing from the health policy, law, and organizational and institutional sociology and economics literatures.

Course Instructor: Casalino

36700. Children, Families & Substance Abuse (Not offered in 2004-2005)

Although drug and alcohol abuse have long been the target of public policy initiatives, only recently has 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 these 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: Hans

36800. The Economics of Higher Education

This course covers issues in higher education from an economics perspective. Topics include labor market returns to college, policies to increase educational attainment (such as tuition subsidies, merit scholarships, and tax credits), affirmative action in college admissions, the importance of peer effects, graduate and professional education, and the transition from school to work. 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: Malamud

37000. Patron and Sovereign: Government’s Uneasy Relationship with the Arts

Government deals with the arts through two roles: first, as Patron, the provider of support and services; and second, as Sovereign, the enforcer of rights and obligations. From Congress’ near refusal in 1835 to accept the bequest of James Smithson for the Smithsonian Institution, through the turmoil caused by the National Endowment for the Arts’ funding of controversial projects by Robert Mapplethorpe and Andres Serrano in the 1980s, and New York Mayor Rudolph Giuliani’s attempt to close the Brooklyn Museum of Art for hosting “Sensations” in the 1990s, governmental policies toward the arts have been marked by tension and often hostility. With few exceptions, government has seldom supported the arts “for arts sake.” Rather, support of the arts has been linked to economic interests, jobs programs, foreign policy, and even cattle grazing fees. Moreover, the political power of the arts, with their ability to enrich, enrage, and mobilize, has placed them in the center of battles involving censorship, morality, and patriotism.

This course will provide students with an understanding of the legal system and the political process as they relate to the formulation of policies governing the arts and humanities. The course will explore the philosophical foundations and the practical experiences of the relationship of government and the political process to culture.

Coursework will include weekly reading assignments, oral presentations, and a final paper. Guest lecturers from the fields of politics as well as the arts will be invited to present their views. Class participation is also an essential element of the course grade. By the end of the course, each student, and his or her views, should be familiar to both the instructor and other members of the class.

Course Instructor: Staff

37101. Community Needs Assessment in Health and Human Services (=SSAD 37101)

Community Needs Assessment will explore planning and community assessment for health and human services issues. Using a foundation in epidemiology, needs assessment, planning, and strategic planning methods and considerations will be examined and course assignments will allow application. Practice for providing planning and technical assistance in planning, resource allocation, and community assessment activities will be provided. Each class will be devoted to discussion and analysis of the specific topics indicated in advance for that class. The course will be conducted primarily in a seminar format, which requires that each student come to class prepared to participate in discussions. Students will prepare components of a community assessment.

Course Instructor: Sewell

37300. Health Law and Policy (=LAWS 78801; MEDC 79000)

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 (=SSAD 39000)

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, eco-

conomic, 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: Staff

37700. Topics in Health Policy

Health care constitutes a significant amount of private and public economic activity in many countries, especially in the United States. This course covers special topics on the economic analysis of production and consumption of health care and the extensive public involvement in this industry. Topics to be discussed include: the investment in health through health care or other means, the extent of technological change in health care and its regulation by the FDA, the demand subsidy programs Medicaid and Medicare as regulated by CMS, and the relationship between health care and social insurance for the aged.

Course Instructor: Philipson

37800. Law and Economics of Health and Health Care Markets (=LAWS 71800) (Not offered in 2004-2005)

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 (=SSAD 49300; HSTD 37900)

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; 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, Health Services System.

Course Instructors: Cagney, Chin

38200. Cost Effectiveness Analysis (=HSTD 37100)

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 (=ECON 27700)

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 care 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

38500. The Economics of Government Spending and Taxes

This course analyzes the role of government in altering the allocation of resources and the distribution of income. The topics covered include the economic rationales for government intervention in the economy, cost-benefit analysis, the effects of taxes, and the effects of spending programs. Prerequisites: PP32300 and PP32400 or their equivalent; the course uses economic theory.

Course Instructor: Meyer

38600. Development Economics

This course presents an economic analysis of policy issues in developing countries. Its main focus is on helping students understand both the sources of differences in the levels of development across countries and the likely impact of policies designed to foment growth and diminish poverty and inequality. The course begins with a brief introduction to the theory of economic growth and its implications for explaining cross-country differences in the levels of development. It then examines theories of microeconomic behavior that are key for the implementation and evaluation of policies. Particular attention will be paid to issues connecting development of health, nutrition, education, fertility, migration and characteristics of land, labor, and credit markets. The final sections of the course are devoted to the evaluation of policies implemented in the developing world context.

Course Instructor: Rangel

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

No course description available.

Course Instructor: Staff

38800. Environmental Policy

This course begins with a brief survey of the formal institutions and processes that are involved in the consideration, passage, and implementation of environmental policy, with some emphasis on Environmental Impact Statement review processes. It focuses on a critical review of alternative theoretical models that explain public

attitudes, particularly the values and ethics of the public, towards environmental protection, and research data that documents these attitudes. Students will choose an environmental policy of interest, investigate its legislative history, and develop their skills in documenting attitudinal research towards that policy. The course includes consideration of how environmental policy processes affect democratic capacity building, environmental education, and the treatment of animals, as broader aspects of environmental policy.

Course Instructor: Coursey

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 2004-2005)

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

39100. Public Policy in a General Equilibrium Context

No course description available.

Course Instructor: Coursey

39600. Introduction to Cultural Policy Studies (=ENGL 44600)

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

39700. The Politics of Culture

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

Course Instructor: Rothfield

40000. Policy Analysis: Advanced Policy Planning (=SSAD 45500)

This course is designed as a sophisticated introduction to public sector planning. Planning can be defined as any combination of science and available technology toward the advancement or transformation of a social order. As such, it is a bedrock concept in all public administration. We will engage various original sources, syntheses, and case studies in exploring this concept in history, theory, and practice. This course will be run as a structured seminar.

Course Instructor: Bertelli

40100. Policy Analysis: Methods and Applications (=SSAD 45600)

This course 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: Staff

40300. Migration and Immigration: Social Economic Causes and Effects (=SOCI 20152/30152)

No course description available.

Course Instructor: Bogue

40500. Transitions to Adulthood (Not offered in 2004-2005)

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

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 (=PSYC 37900; SSAD 44700; SOCI 38900)

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 Services 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 pharmaceutical 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

40900. Work and Family: Policies to Promote Family Well-Being and Child Development

This multidisciplinary course will draw from research in sociology, psychology, demography, and economics to examine the conditions shaping America's working families and the public policies that can help to improve the quality of child and

adolescent development in working families. Among other topics, we will examine the growing population of working mothers with young children, the use and effects of non-parental child care, welfare reform and the low-wage labor market, the emergence of a 24/7 economy, job loss and underemployment, the effectiveness of job training programs, and the availability and utilization of paid family leave and other public policies to support working parents.

Course Instructor: Kalil

41000. Health Human Capital (Not offered in 2004-2005)

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

41100. Financial Management for Non-profit Organizations

This course provides an introduction to the financial management of non-profit organizations. This course prepares students to use financial information as a tool in the management of non-profit organizations. The course covers budgeting, interpreting financial statements, managing the audit process, managing cash flow, debt management, as well as managing capital requirements and endowments. Enrollment limited to 25.

Course Instructor: Staff

41300. Cost Benefit Analysis

The purpose of this course is to better acquaint students with the general principles of economic evaluation of projects or of policy changes. The primary methods to be studied will be those of cost-benefit analysis for the situations where all costs and benefits can be monetized. A secondary set of economic evaluation tools is used in economic evaluations of health or in situations where the analyst is unwilling or reluctant to value all of the benefits or costs in monetary terms.

Course Instructor: Worthington

41600. Survey Research Methodology

No course description available.

Course Instructor: O'Muircheartaigh

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: LaLonde

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 (Not offered in 2004-2005)

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 theoretical 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; measurement 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 in 2004-2005)

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 36000) (Not offered in 2004-2005)

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 (=PLSC 53500)

While recent increases in global 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

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 9/11), 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

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 increasing scope of the World Trade Organization, the politics of European monetary unification, and the relationship between democracy and economic growth.

Course Instructor: Gruber

43100. Public Welfare Policy: Means-Tested Transfer Programs

This course will cover a number of topics pertaining to the main means-tested transfer programs in the United States. The goal is to provide Ph.D. students with sufficient substantive, conceptual, and methodological background that they could pursue dissertation research in this area, and to provide M.P.P. students with an in-depth background on the nature and economic analysis of these programs. The format of the course will include a mix of instructor- and student-led lectures, with expectations for substantial student participation. Students will also present interim and final versions of a research project that forms the basis for a paper. Grades for the class will be based on the quality of in-class presentations and the paper.

Course Instructor: Grogger

43200. Political and Campaign Strategy

Public Policy, at least the kind that has an impact on people’s lives, gets played out in a public arena with intervening factors, such as: politicians who want to be re-elected, publishers who want to sell newspapers, and lobbyists who want to show results for their clients. These people—and this thing called democratic politics—can throw a monkey wrench into the most elegantly reasoned policy proposal or sophisticated statistical model. A successful public policy entrepreneur needs to be a good political strategist and political communicator. This course endeavors to discuss how to become both—that is, how to work effectively in the hothouse of politics and media through which public policy emerges. We will look at the role of paid

and earned media, pollsters, and focus groups. We will also consider how special interests and the public interest are weighed, and what leadership and courage in the public sector really mean. The goal of this course is to provide students with a framework for thinking strategically in order to make a positive social difference. Through the presentations of various policy experts, politicians, business and labor leaders, this course will provide tools by which politics can become the friend, rather than the enemy, of good ideas and approaches to public policy.

Course Instructor: Wilhelm

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

43600. Developing and Implementing Policy in the Real World

This class will use current examples of international, federal, state, and local policymaking to illustrate the various forces that influence the outcomes of the policy development and policy implementation processes. It will emphasize the intersection between politics and policy as well as exploring the myriad variables—legal, financial, public relations, etc.—that cause issues to be resolved in a particular way. The course is designed to assist students in developing skills in research, analysis, writing, and policy strategy to be used to prepare decision memoranda under conditions similar to those experienced in the Real World.

Course Instructor: Wolff

43800. Empirical Analysis II (=ECON 31100)

The goal of this course is to teach students research skills necessary to the performance of scholarly empirical research. This course focuses on specific empirical problems in microeconomics and public policy and methods used to solve them. The syntheses of economics, econometrics, and practical computation methods are stressed along with topics in sampling, data quality and data definitions. Economics methods are introduced as needed. This course develops models for the estimation

of counterfactual, simultaneous equations, discrete choice, and duration analysis. Case studies are considered in detail and problem sets are oriented around the case.

Course Instructor: Conley

44000. Public Economics

This course covers areas of active empirical research on the design and effects of taxes and government spending. The areas covered are welfare economics, income taxation and labor supply, optimal income taxation, the effects of welfare and social insurance programs including AFDC/TANF, social security, unemployment insurance, workers' compensation, and disability insurance. While the emphasis is primarily empirical, the course begins each topic with the main theoretical work in that area.

Course Instructor: Staff

44100. Advanced Microeconomics for Policy Analysis

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 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: Manning

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: Philipson

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 (Not offered in 2004-2005)

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: Hans

45300. Cultural Retention and Social Assimilation: Hispanics in the U.S.

Hispanics, the fastest growing population group in the U.S., comprise a population diverse in race, ethnicity, and class, as well as economic and social indicators. Issues of immigration, native language retention, and their geographic concentration raise interesting social and political questions. Students explore questions of demographics, health care, criminal justice, education, immigration, social welfare, civil rights, language, religion, and culture in the context of creating an effective public policy agenda.

Course Instructor: Cafferty

46100. Introduction to the Health Services System (=GBC 85600; SSAD 47500)

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 (=SSAD 46600; GBC 85100)

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 (=GSBC 33202)

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

46400. Immigrants and Refugees in American Society (=SSAD 49400)

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

Course Instructor: Staff

46500. Race and Ethnicity in American Political Life (=SSAD 46900)

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

Course Instructor: Staff

47100. Urban Health Care (=SSAD 48700)

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

47800. *Inequalities and Health* (=LAWS 73801; MEDC 60404; PEDS 46900)

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

Course Instructor: Burnet

47900. *Fundamentals of Health Services Research: Theory, Methods, and Applications* (=MEDC)

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

Course Instructors: Chin, Meltzer

48100. *Applied Regression Using Small Area Variations* (=HSTD 45100) (Not offered in 2004-2005)

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 (Not offered in 2004-2005)

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 Instructor: 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

50001. M.A. Paper Course

Course Instructor: Staff

50100. M.P.P. Paper Course

Course Instructor: Staff

50500. McCormick Tribune/Urban Leaders

Course Instructor: Michael

50800. Practicum

Course Instructor: Worthington

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





HARRIS SCHOOL PROGRAM INFORMATION

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 2003-2004, 62% of Harris School students were female; 27% were minorities; 19% were international students; and 21-54 was the age range. Over 260 master's students and 26 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; Chicago Environmental Policy Group (CEPA); Child and Family Policy Group; Minorities in Public Policy Studies (MIPPS); Community and Economic Development Organization (CEDO); Women in Public Policy (WIPP); Out in Public Policy (OIPP); the Firearms Education Policy Forum; the Committee on International Affairs and Public Policy (CIAPP); 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' academic 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 practica, the Mentor Program, and a major speaker series.

Practica and Group Internships

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

Practica are faculty-supervised 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 practicums and group internships have addressed a variety of policy issue areas for public agencies, private corporations, and non-profit organizations, both nationally and internationally.

Major Speaker Series

As befits a leading graduate school in a major research university, Harris School students have opportunities every day to hear speakers on a variety of policy and academic issues. Speakers come to campus through a variety of avenues, including events organized by student organizations and by academic research centers. The Center for Policy Practice enhances this dialogue by bringing policy professionals at all levels to the School through its major speaker series. This series provides outreach to the policymaking community, and affords students opportunities to learn firsthand from those in the field. Recent speakers include:

David S. Broder, Pulitzer-Prize winning reporter and columnist for *The Washington Post*

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

Wolfgang Ischinger, Ambassador of the Federal Republic of Germany to the United States

Philippe Kirsch, President of the International Criminal Court

David Malone, President of the International Peace Academy

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, participating students are matched one-on-one with a particular mentor who has expertise in the student's area of interest. The more than 100 volunteer mentors are prominent individuals in government, 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: directs on-camps recruitment, resumé referrals and job dissemination; 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.

CULTURAL POLICY CENTER

The Cultural Policy Center fosters research to inform public dialogue about the practical workings of culture in our lives. By serving as an incubator for new ways of thinking about, measuring, assessing, and evaluating policies in the cultural sector, the Center helps policymakers and arts professionals better understand how to foster cultural creativity, to stabilize cultural organizations and institutions, to increase public participation in cultural activities, and to preserve cultural heritage. Foundations, cultural organizations, and government agencies, both in Chicago and nationally, use the Center as a resource.

In addition to its course offerings, the Center hosts monthly workshops, quarterly downtown forums, and annual conferences on cultural policy themes. Among the policy themes recently examined are freedom of expression, the possible regulation of the video game industry, balancing historic preservation and development, state policies for the arts and humanities, individual preferences for spending money and time on cultural goods, the use of economic impact analysis in the cultural sector, and the future of public television. As part of its effort to support graduate student education, the Center awards Graduate Research Assistantships to students conducting original research in cultural policy or to students working on faculty research projects.

The executive director of the Cultural Policy Center is Daniel Carroll Joynes, formerly an associate dean of the Humanities Division of the University, and the faculty director is Professor Lawrence Rothfield, Department of English and

Comparative Literature. Applications for graduate research assistantships are available during the spring quarter for the following academic year. For more information, check the cultural policy website at culturalpolicy.uchicago.edu.

AFFILIATED CENTERS

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

HARRIS SCHOOL INFORMATION TECHNOLOGY

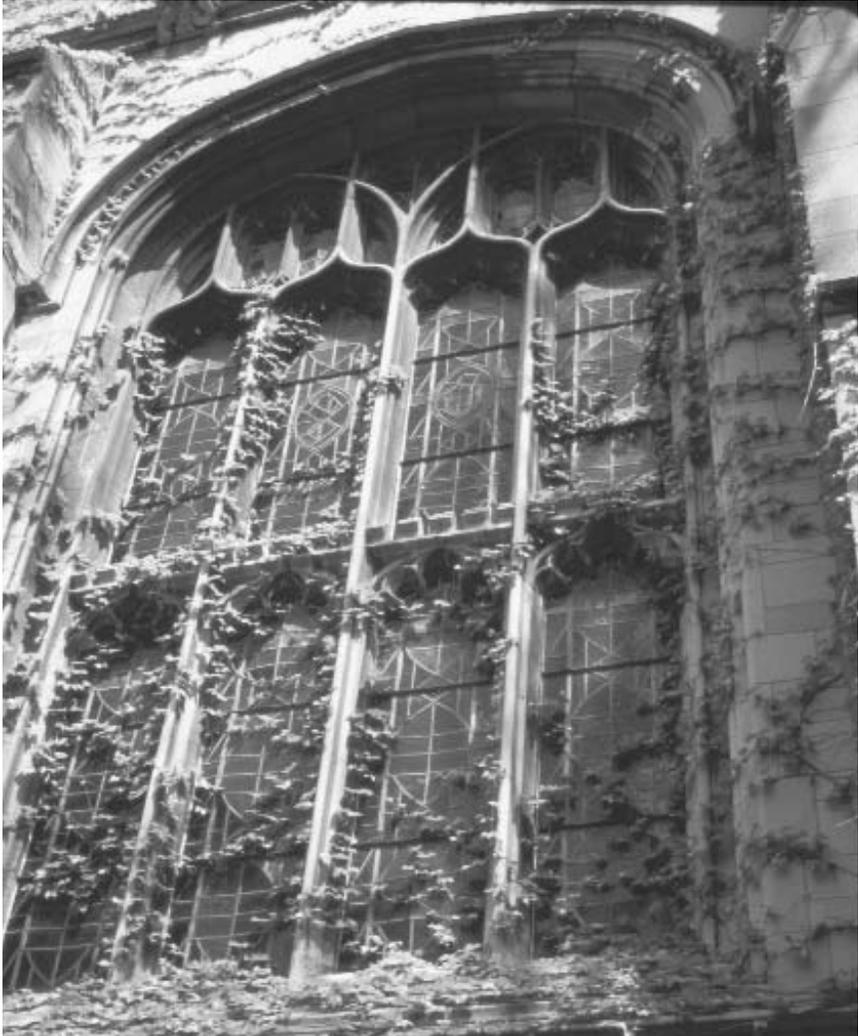
The Harris School of Public Policy Studies Information Technology division aims to support the School's educational and research agenda by providing the technological infrastructure necessary to promote efficient research programs and provide a rich learning environment for its students. Harris School Information Technology (HSIT) is responsible for developing and maintaining a shared computing infrastructure and for providing access to and training in the use of statistical applications and databases commonly used in public policy research.

HSIT provides access to two distinct computing environments: Microsoft Windows 2003 cluster and a UNIX server environment. HSIT operates a number of dedicated research servers, which provide data storage and analysis capabilities and support a wide array of desktop and server-based software packages and applications. HSIT also provides a pervasive wireless network, which enables universal connectivity throughout the entire School.

The Harris School maintains a 23-seat computing cluster that is available for use 24 hours a day, 365 days a year. Each workstation operates under Windows XP and is configured to include common office applications, networking applications, and statistical applications such as SAS, SPSS, Stata, S-Plus, and Limdep. A Windows 2003 file server supports central storage of client files. The cluster file server enables individuals to upload, download, and store files in individual home directories that are accessible off-campus using http and SSL security protocols. The UNIX server environment is used by researchers processing large databases or by projects that need to share data and program files.

In addition to providing and maintaining computing infrastructure, HSIT is responsible for training graduate students in the use of equipment and applications. The staff works closely with faculty instructors, advanced graduate students, and the Dean of Students to develop mini-courses and other training materials to facilitate use of supported software applications. A 16-seat training room is configured with the latest technology.

Last, but not least, HSIT supports research by maintaining a centralized repository of databases used in public policy research. The collection includes micro- and macro-level data on population dynamics, labor force participation, health status, vital statistics, crime rates and crime victimization, educational aspirations and outcomes, family dynamics, and attitudinal surveys on a variety of topics. A data archivist is available to provide assistance to students. Services include consulting to identify relevant data for secondary analysis and assistance in preparing analytic data files. In addition, the archivist is available to consult with research groups and provide practical advice and technical assistance in the use and management of shared information resources. For more information, visit harrisschool.uchicago.edu/HSIT.



ADMISSION *and* FINANCIAL AID

APPLICATION PROCEDURES AND REQUIREMENTS

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

ADMISSION AND FINANCIAL AID

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

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

To apply online or to request an application, visit the School's web site at harrischool.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.

APPLICATION DEADLINES

Ph.D. candidates

January 3: All application materials for admission must be postmarked by January 3, 2005. We will announce admission decisions by mid March.

Master's 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.

CTS

The Harris School welcomes prospective students to visit the School, meet current students and faculty, and attend classes. Classes are held Monday through Thursday, although you are welcome to visit at any time. Generally, school is in session from October through late May. Contact the Director of Admission at 773-834-0136, or via e-mail, at mdecarlo@uchicago.edu to schedule a visit. There is a pre-application deadline visit day scheduled for November 11, 2004. Further details will be posted on the website. On the MaPP: Discover the Harris School, the annual on-campus program for newly admitted students, will be held on Friday, April 18, 2005. 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 2004-2005 academic year is \$29,100. 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	\$29,100
Student Health and Wellness fee	\$438
Student Activities fee	\$117
Student Accident & Illness Insurance	\$1,656
Room & Board	\$11,655
Personal expenses	\$2,520
Books and supplies	\$1,575
Transportation	\$1,350
Total	\$48,411

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 2004-2005 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	\$9,700
Advanced Residence	\$4,030
 - b. For terminal or professional master’s programs:

one course	\$4,030
two courses	\$6,966
three courses	\$9,700
four courses	\$12,430
2. Active File or Pro Forma Fee, each quarter
3. Student Accident & Illness Insurance (each of three quarters—estimated)

—Basic Plan (student only)	\$552
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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 fifty-four percent of Harris School students receive some kind of financial aid. The School assists many students with scholarships that are awarded on a competitive, merit basis. Additionally, the University provides loan assistance and college work-study employment programs to students who demonstrate financial need.

DOCTORAL 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, depending on prior academic training.

APPLICATION PROCESS

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

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

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 \$6,000.

Federal Unsubsidized Stafford Loan

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

Alternative Loan Program

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 a 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. For additional information on loans and work, contact the Office of Student Loan Administration at 773-702-6061.



FACULTY

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.

Christopher R. Berry is an assistant professor in the Irving B. Harris Graduate School of Public Policy Studies. Before joining the Harris School, he was a post-doctoral fellow at Harvard University in the Department of Government's Program on Education Policy and Governance. Berry received his B.A. from Vassar College, Master of Regional Planning (M.R.P.) from Cornell University, and Ph.D. from the Department of Political Science at the University of Chicago. He was a Charles E. Merriam Fellow at the University of Chicago. Berry is also active in community development and was formerly a Director in the MetroEdge division of ShoreBank, America's oldest and largest community development financial institution.

Berry's research focuses on the political economy of American local government, education policy, and economic development. He is currently engaged in several projects examining how the political organization of state and local government influences fiscal policy and economic performance. His other research has addressed the role of political parties in coordinating policy across layers of government, the effect of test scores on school board elections, zoning and residential segregation, and the use of alternative financial service institutions by low-income households.

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 on 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 in both the Policy and Research Division and the International Programs Division of 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 examined public expenditures on endangered species. He has also consulted with the National Oceanic and Atmospheric Administration in the wake of the Exxon Valdez oil spill to develop 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 six consecutive years by Harris School students.

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 U.S. nuclear strategy and forces. Glaser is studying recent changes in U.S. strategy that call for employing nuclear weapons in preemptive strikes against rogue-state nuclear forces, as well as against other weapons of mass destruction. He has also published articles that are critical of current U.S. national missile defense policies. Glaser's theory-oriented research continues to focus on the impact of the international system on states' behavior. His most recent publication addresses the question of whether arms races are dangerous. Glaser explains that the key is to distinguish between rational and sub-optimal arms races, develops a theory of when a state's best option is to build up its arms, and examines a number of the past century's key arms races. 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. Much of Glaser's earlier work focused on American Cold War nuclear weapons policy. 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. Glaser also studied European security, focusing 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.

Jeff Grogger, professor, specializes in labor economics, applied microeconomics, applied econometrics, and economics of crime. His recent work has examined the effects of welfare time limits and racial profiling.

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

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. In other work, Gruber uses a wide range of empirical indicators to determine whether the dismantling of barriers to trade and cross-border investment has been skewing the distribution of market earnings within the countries that make up the developing world. This project also explores the political economy question of why some societies do a reasonably good job of shielding their poorest, most vulnerable citizens from globalization’s harmful consequences while other societies, even relatively prosperous ones, do not.

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, associate 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, the impact of unions and collective bargaining in the United States, and the economic and social consequences of incarceration. 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. He is also a Research Fellow at the Institute for the Study of Labor (IEA).

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. (On leave 2004-2005)

Ofer Malamud, assistant professor, primarily conducts research in the fields of labor economics and economics of education. In recent work, he has examined the tradeoff between early specialization and the gains from delaying the choice of a major field of study in university. He has also studied the effect of general studies on academic achievement in England and the relative returns to general and vocational education in Romania.

Malamud received his Ph.D. in economics from Harvard University in 2004, where he also received his bachelor's degree. Malamud was previously a research assistant for the National Bureau of Economic Research and a Spencer Foundation Dissertation Fellow during 2003-2004.

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.

Bruce Meyer, professor, studies tax policy, welfare policy, unemployment insurance, workers' compensation, minority entrepreneurship, the health care safety net, and the determinants of work hours choices. His most recent work includes research on the effects of welfare and tax reform on the well-being of single mothers, immigration and self-employment, and unemployment insurance.

Meyer received his B.A. and M.A. in economics at Northwestern University and his Ph.D. in economics from the Massachusetts Institute of Technology. Meyer has

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

Robert T. Michael, the Eliakim Hastings Moore Distinguished Service Professor, chaired the National Academy of Sciences/National Research Council Panel on Poverty and Family Assistance, which recommended major changes in the official measure of poverty in the United States. Michael's current research focuses on parental investments in children, and on adolescent and adult sexual behavior in the United States. Michael has written on the causes of divorce, the reasons for the growth of one-person households, the impact of inflation on families, and the consequences of the rise in women's employment for the family, especially children, teenage fertility, sexually transmitted disease, and abortion. 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 director of the Population Research Center at NORC/University of Chicago. He is a 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 Board of Trustees of NORC, Western Reserve Academy, and serves on the Federal Advisory Committee to the National Children's Study.

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 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 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. He has served as a consultant to a wide range of public and commercial organizations in the United States, the United Kingdom, Ireland, Italy, and the Netherlands. Through his work with the United Nations (FAO, UNDP, UNESCO), OECD, the Commission of the European

Communities, the International Association for Educational Assessment (IEA), and others, O'Muirheartaigh has also worked in China, Myan Mar, Kenya, Lesotho, and Peru.

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). 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.

Marcos Rangel, assistant professor, researches topics on development economics, population economics, and applied econometrics. His doctoral thesis, entitled "Intra-Household Allocation of Resources and Family Decision-Making," analyzed the nature of decision-making within families in Brazil and within African farm households, focusing on its effects over investments in the human capital of children. His projects also assess how the effects of policy interventions are shaped by the behavioral response of individual household members.

Rangel received his Ph.D. in economics from the University of California at Los Angeles in 2004, where he was also affiliated to the California Center of Population Research (CCPR) and to the Center for Health and Development (CenterHEAD). Both his undergraduate and master's degrees were received from the Pontifical Catholic University-Rio de Janeiro (PUC-Rio), Brazil. He was awarded a William and Flora Hewlett Population Studies Fellowship for 2002-2003 and a University of California Dissertation Fellowship for 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 Sah is a professor in the Harris School and the College, and an associated faculty in the Department of Economics. He has previously taught at MIT, Yale, Princeton, and the University of Pennsylvania. He received a Ph. D. in economics from the University of Pennsylvania, and an MBA from the Indian Institute of Management, Ahmedabad.

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

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

He has written on a number of other topics. Among them is social osmosis. This deals with how people form their perceptions of current social realities, and how these perceptions in turn shape future realities, often leading to outcomes, which are quite different from those, predicted by conventional economic approaches. He has applied this perspective to the study of the large differences in the levels of crime and corruption observed between various societies.

In the past, Professor Sah has advised many financial institutions and governments. He has received several honors for his teaching, including three at the Harris School.

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 is Director of the Program on International Politics, Economics and Policy (PIPES) and has served 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.

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

Menendez received her Ph.D. in economics from Boston University. Before coming to the University of Chicago, she was a lecturer in Public and International Affairs at the Woodrow Wilson School and a researcher at the Research Program in Development Studies at Princeton University.

Charles Wheelan is a lecturer in the Harris School. He received a M.P.A. from Princeton University's Woodrow Wilson School in 1993 and a Ph.D. in public policy from the Harris School in 1998. Since then, he has served as the Midwest correspondent for *The Economist*, as an economics and finance correspondent for WBEZ radio, as an adjunct lecturer at Northwestern University's Medill School of Journalism, and most recently as Director of Policy and Communications for Chicago Metropolis 2020. In addition, Wheelan previously served as the speechwriter for Maine Governor John R. McKernan, Jr. He wrote *Naked Economics: Undressing the Dismal Science* (2002), which, according to the W.W. Norton catalog, "makes up for all of those Econ 101 lectures you slept through (or avoided) in college, demystifying key concepts, laying bare the truths behind the numbers, and answering those questions you have always been too embarrassed to ask." An Introduction to Public Policy is under contract and due to be completed in 2005.

Paula Worthington is a lecturer in the Harris School. She received her Ph.D. in economics from Northwestern University in 1988. She has served as an economist at the Federal Reserve Bank of New York and as a research officer, economic advisor, and senior research economist at the Federal Reserve Bank of Chicago. Her most recent publications include "Investment, Cash Flow and Sunk Costs," "Investment and Market Power," "Strategic Investment and Conjectural Variations," and "On the distinction between Structure and Conduct: Adjustment Costs, Concentration, and Price Behavior." Most recently, she was a lecturer at Northwestern University, teaching courses in state and local public finance and microeconomics. Her recent service activities include membership on the Evanston/Skokie School District 65 Strategic Planning Advisory Committee and the District 65 Citizens' Budget Committee.

VISITING FACULTY

Lisa Barrow, Ph.D., Senior Economist, Federal Reserve Bank of Chicago

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

Sean Durkin, Ph.D., Senior Consultant, Chicago Partners, LLC

Sean Gailmard, Ph.D., Assistant Professor, Northwestern University

Rowan Miranda, Ph.D., Associate Partner, Accenture

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

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

Daniel G. Sullivan, Ph.D., Senior Economist and VP, Federal Reserve Bank of Chicago

Dorian Warren, Ph.D., Postdoctoral Fellow in the Harris School

David Wilhelm, President, Wilhelm & Conlon Public Strategies

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





RESOURCES *and* SERVICES

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. The Library resources include over 7 million print volumes, 29,000 linear feet of manuscript and archival pieces, and 430,000 maps and aerial photographs. Other resources include a large number of major sets of microform materials, electronic indexes and abstracting services, and a wide variety of full-text electronic books and journals. For more information about the University of Chicago library—its collections, services, and electronic resources—please visit www.lib.uchicago.edu, or call the Library Administrative Office at 773-702-8740.

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

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

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

The 55,000-volume Eckhart Library holds the University's collections in mathematics, mathematical statistics, and computer science; the 35,000-volume Chemistry

Library houses organic, inorganic, physical, analytical, and theoretical chemistry volumes; and Yerkes Observatory Library (in Williams Bay, Wisconsin), contains approximately 25,000 volumes on astronomy and astrophysics.

The Social Service Administration Library has a 35,000-volume collection that covers all aspects of social welfare and social work.

The D'Angelo Law Library holds a print collection numbering 670,500 volumes complemented by sophisticated access to electronic information. Along with the comprehensive collections of Federal and state law, the collections are especially strong in foreign and international law.

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

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

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

Reference librarians are present to provide orientation to library collections, services, and facilities. The Reference staff is available for individual and group consultation, and can be contacted in person as well as by email and by telephone. The Library's subject bibliographers are also available for specialized reference services or to discuss print and/or electronic resources in their respective disciplines. See 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/.

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

LIVING ACCOMMODATIONS

The University of Chicago provides a variety of housing options for its graduate students. For single students, the choices include International House and Neighborhood Student Apartments. Neighborhood Student Apartments also offers apartment arrangements suitable for couples, students with a domestic partner, and families. Additional information on housing options, including current costs, is sent to all newly admitted students.

NEIGHBORHOOD STUDENT APARTMENTS

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

NEW GRADUATE RESIDENCE HALL

New Graduate Residence Hall is home to more than 120 students, primarily in the business and law schools. 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, 773-753-2218.

INTERNATIONAL HOUSE

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr., in the aim of fostering understanding and friendship among students of diverse national, cultural and social backgrounds. It is a coeducational residence for students from about fifty countries. Each year, the House accommodates 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 community kitchen equipped with ranges, microwaves, toasters, and walk-in refrigerators and freezers enables students to cook their own foods and serves as a lively crossroads of international cuisine and fellowship. International House also offers a dining service featuring a moderately priced à la carte menu in its Tiffin Café (no meal plan). The building itself is designed to encourage informal daily interactions among residents – in the House's main lounge, kitchen, dining room, café, courtyard, library, computer labs, and television lounge. Residential fellowships are available. For further information about International House or for an application, please visit the Web site: ihouse.uchicago.edu. Students with additional questions may call the Residence Office at 773-753-2280, or send an email to: 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 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. 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 during rush periods only. It serves the University buildings south of the main quadrangles, including the Harris School, the Law School, and the School of Social Service Administration. Buses run every 20 minutes.

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, the Bursar's office, and the Chicago Card office.

An express bus service to downtown and the north side is also available. For automated bus information 24 hours a day, call 773-702-3988, email bus@uchicago.edu, or visit www.rh.uchicago.edu/bus.

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENT

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

1. Enroll in the Student Accident and Sickness Insurance (SASI) plan offered by the University, or
2. Complete of the online insurance waiver application before the open enrollment deadline. The waiver application requires the student to certify that his or her insurance coverage is comparable to the Student Accident and Sickness Insurance plan.

AUTOMATIC ENROLLMENT

Students who fail to complete an insurance election or apply for a waiver by the open enrollment deadline for the plan year will be automatically enrolled in the University's Student Accident and Sickness Insurance Basic Plan and will be billed for that enrollment. The enrollment is binding for the entire plan year, from September 16 until September 15 of the following year.

The open enrollment period ends at 5 pm on the third Friday of the Autumn quarter. For students who are not registered for the Autumn quarter but do register during the Winter, Spring or Summer quarter, the open enrollment period ends at 5 pm on the second Friday of the first quarter in which they are registered during the insurance plan year.

*INELIGIBILITY

Students in the GSB Evening and Weekend, SSA Evening and the MLA programs are not eligible to enroll in SASI. Doctoral students in Extended Residence are also not eligible to enroll in SASI. Students excluded from this requirement are NOT eligible to purchase the Student Accident and Sickness Insurance plan.

STUDENT HEALTH AND WELLNESS FEE

All registered students, other than those in programs explicitly excluded, must pay the Student Health and Wellness Fee, which covers services at the Student Care Center and Student Counseling and Resource Services. The Student Health and Wellness Fee will be waived only for those students who live and study over 100 miles from campus and who will not be on campus during the quarter.

The Student Health and Wellness Fee will not be waived for participants of any other group or individual health plan.

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

SUMMER HEALTH AND WELLNESS FEE

Students and June graduates who remain in the Chicago area during the summer but are not enrolled in classes have the option to purchase 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 purchase this fee.

IMMUNIZATION REQUIREMENTS

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

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

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

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

DAY-CARE AND SCHOOLS

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

Action for Children is a private, not-for-profit agency, which operates a resource and referral service. Action for Children can be reached at 773-687-4000. Their website is www.daycareaction.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.

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

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

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

SECURITY

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

Officers are armed and fully empowered to make arrests in accordance with the requirements of the Illinois Law Enforcement Officers Training Board and consistent with Illinois state statutes. University Police and the City of Chicago Police Department work together by monitoring each other's calls within the University Police's coverage area. University Police headquarters is located at 5555 South Ellis Avenue.

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

The University has a multifaceted Safety Awareness Program, which is fully described in the publication, *Common Sense*. *Common Sense* describes how to get around safely, whom to call if you need advice or help in emergencies, and how to prevent or avoid threatening situations. Information is also included about crime statistics on campus and descriptions of security policies and awareness campaigns.

Common Sense is distributed to members of the University community and is available on request by writing to the Office of the Dean of Students, 5801 South Ellis Avenue, Chicago, Illinois 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 234, 834-9710) in as timely a fashion as possible to initiate the process for requesting accommodations at the University.

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

LEARNING DISABILITIES

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

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

DOMESTIC PARTNERSHIP

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 child(ren) 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 child(ren) for benefits should contact the Benefits Office (970 E. 58th Street, 3rd floor, 773-702-9634) 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 child(ren) 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 child(ren) 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.

- Athletic and Recreational Sports – Ratner Athletic Center, 5530 S. Ellis, Front Desk
- 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 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 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 www.uchicago.edu/docs/studentmanual.

5. Information regarding current tuition and fees, including estimated miscellaneous costs, is available through the Harris School Office of Admission at 1155 East 60th Street, Chicago, IL 60637 (773-702-8401). The information is also available on the internet at: harrisschool.uchicago.edu.

6. For information on financial aid programs, contact the Student Loan Administration, 970 East 58th Street, 4th Floor, Chicago, IL 60637, or the Harris School Office of Admission, 1155 East 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 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 East 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

AUTUMN QUARTER 2004

Aug. 30-Sept. 11	Language Camp
Sept. 7-17	Math Camp
Sept. 20	Math Placement Exam
Sept. 20-24	Orientation
Sept. 23-24	Registration
Sept. 27	Classes begin
Nov. 11	New Applicant Visit Day
Nov. 25-26	Thanksgiving
Dec. 10	Autumn Quarter Convocation
Dec. 11	Autumn Quarter ends

WINTER QUARTER 2005

Jan. 3	Application Deadline
Jan. 3	Registration & Classes begin
March 18	Winter Quarter Convocation
March 19	Winter Quarter ends

SPRING QUARTER 2005

March 28	Registration & Classes begin
May 30	Memorial Day
April 8	On the MaPP, open house for newly admitted students
June 10	Spring Quarter Convocation and Hooding Ceremony
June 11	Spring Quarter ends

SUMMER QUARTER 2005

June 20	Registration & Classes begin
July 4	Independence Day
Aug. 26	Summer Quarter Convocation
Aug. 27	Summer Quarter ends

