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
# Table of Contents

1 Officers and Faculty
   1 Officers of the University of Chicago
   1 Faculty and Administration
      1 Faculty
      2 Adjunct Faculty
      2 Administration

5 The University, the School, and the City
   5 The Harris School of Public Policy Studies
   6 The Hyde Park Community and the City of Chicago
   6 The Curriculum
      6 The Master of Public Policy Program (M.P.P.)
      7 Core Courses
      7 Distribution Requirements
      7 Electives
      7 Concentrations
      9 Mini-Courses
   9 Additional Master’s Degrees
      9 Two-Year M.S. in Environmental Science
      and Policy Degree Program
      9 One-Year A.M. Degree Program
      10 Two-Year Combined A.M./M.A. with the
         Committee on International Relations
      10 Cooperative Program with Tel Aviv University
      10 Cooperative Program with the University of Chile
      11 Cooperative Program with Yonsei University
         Graduate School of International Studies
      11 Joint Degree Programs
         11 The Center for Middle Eastern Studies - M.P.P./A.M.
         12 The Divinity School - M.P.P./M.Div.
         12 The Graduate School of Business - M.P.P./M.B.A.
         12 The Law School - M.P.P./J.D.
         13 The School of Social Service Administration - M.P.P./A.M.
         13 The Professional Option Program with the College - A.B./M.P.P.
   13 Certificate and Other Programs
      13 Certificate Program in Health Administration and Policy
      14 Executive Training
      14 Graduate Student-at-Large Program

14 The Ph.D. Program
   14 Coursework
   14 Additional Requirements
16 COURSES
16 Course Descriptions

45 HARRIS SCHOOL PROGRAM INFORMATION
45 The Student Body
45 Campus Life
46 Beyond the Classroom
   47 Practical Experience
       47 Practica and Group Internships
       47 Mentor Program
       47 Professional Development
48 Research Opportunities
   48 Center for Human Potential and Public Policy
   48 Cultural Policy Center
   49 Program on Political Institutions
   49 Pritzker Consortium on Early Childhood Development
50 Affiliated Centers

53 ADMISSION and FINANCIAL AID
53 Application Procedures and Requirements
   53 Admission and Financial Aid
   53 Application Deadlines
       53 Ph.D. Program
       53 Master’s Program
54 Campus Visits
54 Expenses
   54 Quarterly Tuition and Fees
55 Financial Aid
   55 Master’s Students
   55 Doctoral Students
   55 Application Process
   55 Fellowships and Scholarships
   57 Student Loans
       57 Federal Subsidized Stafford Loan
       57 Federal Perkins Loan
       57 Federal Unsubsidized Stafford Loan
       57 Alternative Loan Program
   57 Student Employment Options
       57 Assistantships
       58 Federal Work-Study Program
       58 Other Employment
   58 International Students
   58 Further Information
59 FACULTY
76 Adjunct Faculty

77 RESOURCES AND SERVICES
77 Library
78 Living Accommodations
79 Neighborhood Student Apartments
79 New Graduate Residence Hall
79 International House
80 Private Housing
80 Campus Bus Service
80 University of Chicago Student Health Care
80 Health Insurance Requirement
81 Automatic Enrollment
81 *Ineligibility
81 Student Health and Wellness Fee
81 Summer Health and Wellness Fee
82 Immunization Requirements
82 Day-Care and Schools
83 Security
83 University Policies
83 Statement of Non-Discrimination
84 Statement of Sexual Harassment
84 Assistance for Disabled Students
84 Learning Disabilities
85 Domestic Partnership Policy
85 University Reports
87 Student Regulations and Discipline

88 CAMPUS MAP

90 ACADEMIC CALENDAR
OFFICERS and FACULTY

OFFICERS OF THE UNIVERSITY OF CHICAGO
James Crown, Chairman of the Board of Trustees
Robert J. Zimmer, President of the University
Thomas F. Rosenbaum, Provost

FACULTY AND ADMINISTRATION
OF THE IRVING B. HARRIS GRADUATE SCHOOL
OF PUBLIC POLICY STUDIES

FACULTY
Scott Ashworth, Ph.D., Associate Professor in the Harris School
Daniel Bennett, Ph.D., Assistant Professor in the Harris School
Christopher R. Berry, Ph.D., Assistant Professor in the Harris School
Dan Black, Ph.D., Professor and Deputy Dean in the Harris School
Norman M. Bradburn, Ph.D., Tiffany and Margaret Blake Distinguished Service
Professor Emeritus in the Harris School
Ethan Bueno de Mesquita, Ph.D., Associate Professor in the Harris School;
Co-director, Program on Political Institutions
Kerwin Charles, Ph.D., Edwin and Betty L. Bergman Distinguished Service
Professor in the Harris School
Amy Claessens, Ph.D., Assistant Professor in the Harris School
Don L. Coursey, Ph.D., Ameritech Professor of Public Policy Studies in the Harris
School and the College
Jeffrey Grogger, Ph.D., Irving Harris Professor in Urban Policy in the Harris School
James Heckman, Ph.D., Henry Schultz Distinguished Service Professor in the
Department of Economics and the College; Affiliate Professor in the Harris
School; Director, Center for Social Program Evaluation
*William G. Howell, Ph.D., Sydney Stein Professor in American Politics in the
Harris School; Co-director, Program on Political Institutions
Ariel Kalil, Ph.D., Associate Professor in the Harris School; Director, Center for
Human Potential and Public Policy
Robert J. LaLonde, Ph.D., Professor in the Harris School
Jens Ludwig, Ph.D., McCormick Foundation Professor of Social Service
Administration, Law, and Public Policy in the School of Social Service
Administration and the Harris School; Director, University of Chicago Crime
Lab
Laurence E. Lynn Jr., Ph.D., Sydney Stein Jr. Professor of Public Management
Emeritus in the Harris School and the School of Social Service Administration
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
Ioana Marinescu, Ph.D., Assistant Professor in the Harris School
*Susan E. Mayer, Ph.D., Professor in the Harris School and the College
David O. Meltzer, M.D., Ph.D., Associate Professor in the Departments of Economics and Medicine and the Harris School
Alicia Menendez, Ph.D., Research Associate (Associate Professor) in the Harris School
Bruce D. Meyer, Ph.D., McCormick Foundation Professor in the Harris School
Robert T. Michael, Ph.D., Eliakim Hastings Moore Distinguished Service Professor Emeritus and Dean Emeritus in the Harris School
Colm A. O’Muircheartaigh, Ph.D., Dean and Professor in the Harris School
*Jon Pevehouse, Ph.D., Associate Professor in the Harris School
Tomas J. Philipson, Ph.D., Daniel Levin Professor of Public Policy Studies in the Harris School
Marcos Rangel, Ph.D., Assistant Professor in the Harris School
Raaj Sah, Ph.D., Professor in the Harris School and the College
James Sallee, Ph.D., Assistant Professor in the Harris School
*Diane Whitmore Schanzenbach, Ph.D., Assistant Professor in the Harris School
Boris Shor, Ph.D., Assistant Professor in the Harris School
Duncan J. Snidal, Ph.D., Associate Professor in the Harris School, the Department of Political Science, and the College
Matthew Stagner, Ph.D., Senior Lecturer in the Harris School; Executive Director, Chapin Hall Center for Children
Donald Stewart, Visiting Professor in the Harris School
*Charles Wheelan, Ph.D., Senior Lecturer in the Harris School
Paula R. Worthington, Ph.D., Senior Lecturer in the Harris School

**ADJUNCT FACULTY**

Jack Bierig, Partner, Sidley Austin Brown & Wood, LLP
Kevin Conlon, President, Conlon Public Strategies
Sean Durkin, Ph.D., Senior Consultant, Chicago Partners, LLC
Frank Kruesi, Former President, Chicago Transit Authority
Kevin O’Keefe, Partner, O’Keefe, Lyons & Hynes
Ken Rasinski, Ph.D., Research Associate, Department of Medicine
Barry Sullivan, Partner, Jenner & Block, LLP
Daniel Sullivan, Ph.D., Senior Economist and VP, Federal Reserve Bank of Chicago
Paula Wolff, Ph.D., Senior Executive, Chicago Metropolis 2020

**ADMINISTRATION**

Colm A. O’Muircheartaigh, Ph.D., Dean and Professor
Dan Black, Ph.D., Professor and Deputy Dean
Madhu B. Cain, Director of Human Resources and Facilities
Eleanor Cartelli, Associate Director of Publications
Brian Clark, Associate Director for Strategic Initiatives
Ellen Cohen, Dean of Students
Maggie DeCarlo, Director of Admission
Esty Gur, Senior Associate Dean for Administration
Raja Kamal, Senior Associate Dean for Resource Development
Mirela Munteanu, Director of Accounting and Grants Management
Bevis Pardee, Director of Information Systems
Colleen Peterson, Director of External Relations
Mario Polizzi, Director of Executive Education
E. Raluca Rustandi, Associate Director for International Development
Cynthia M. Taylor, Executive Assistant to the Dean
Gail Zurek, Executive Director for Career Services

* on leave 2009-2010
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 80 Nobel laureates.

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

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

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

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

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

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

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

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

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

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

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.

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

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

- **PP30800. Political Economy for Public Policy**
- **PP31000 & 31100. Statistics for Public Policy I and Statistics for Public Policy II** (or **PP31200 & 31300. Mathematical Statistics for Public Policy I and Mathematical Statistics for Public Policy II**)
- **PP31400. The Political Economy of Weakly Institutionalized Settings**
- **PP31600. Political Institutions and the Policy Process**
- **PP32300 & 32400. Principles of Microeconomics and Public Policy I & II**

A typical first-year schedule would be:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP30800</td>
<td>PP31100 (or PP31300)</td>
<td>PP31600</td>
</tr>
<tr>
<td>PP31000 (or PP31200)</td>
<td>PP31400</td>
<td>Elective</td>
</tr>
<tr>
<td>PP32300</td>
<td>PP32400</td>
<td>Elective</td>
</tr>
</tbody>
</table>

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

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

Concentrations
The Harris School encourages students to tailor their studies to their interests and career goals, and offers optional concentrations in three broad areas of study to help with this process:

- international policy
- politics and institutions
- social and economic policy
International policy includes international political economy and international development. Faculty members Jon Pevehouse, Marcos Rangel, and Duncan J. Snidal specialize in this field.

Politics and institutions includes the political economy of state, local, and national governance and the management of governmental and nonprofit organizations. Faculty members Scott Ashworth, Christopher R. Berry, Ethan Bueno de Mesquita, William G. Howell, Willard G. Manning, Jon Pevehouse, Raaj Sah, and Boris Shor study issues in this field.


The concentration areas offered by the Harris School reflect the main areas in which faculty members do research; most, but not all, faculty interests and courses fall within these areas. Concentrations provide students with a way to choose a set of courses that provide depth in a broad substantive area. Students who do not follow a concentration area are expected to select courses that make academic sense.

In addition, the School has a cluster of diverse courses in advanced public policy methods. Courses in this cluster include cost-benefit analysis, program evaluation,
and survey and experimental design, as well as advanced courses in economics and statistics. Many students identify with both a substantive concentration and specialization in advanced methods.

**MINI-COURSES**

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

- Joseph Antoun, associate public policy consultant, Eli Lilly and Company; fellow, London School of Economics
- Roger Guesnerie, professor, Collège de France; visiting professor, Harris School of Public Policy Studies
- Rami Khouri, editor-at-large, *Daily Star* (Beirut)
- Frank Schell, former senior vice president & head of international treasury services and global trade services, Bank One, N.A.; managing director, North State Associates LLC; outside independent senior consultant, CRA

**ADDITIONAL MASTER’S DEGREES**

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

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

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

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

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

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

The curriculum consists of six of the seven core courses available to M.P.P. candidates and three electives for a total of nine courses. A total of eight courses must be Harris School courses. Students who have sufficient background in the School’s core areas may petition the Office of the Dean of Students to enroll in higher-level policy core courses.
The program makes one-year degrees possible with all graduate departments at the University. When combined with another one-year master’s degree, both degrees must be awarded during the same quarter. Individuals interested in the one-year program in public policy studies and other University of Chicago academic units should inquire about the formal arrangements at the time of application.

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

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

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

**COOPERATIVE PROGRAM WITH TEL AVIV UNIVERSITY**

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

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

**COOPERATIVE PROGRAM WITH THE UNIVERSITY OF CHILE**

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

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

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

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

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

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

**JOINT DEGREE PROGRAMS**

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

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

This joint degree program addresses the needs of students wishing to acquire a solid background in modern Middle Eastern languages, history, and civilization while developing their abilities in policy analysis in preparation for professional careers in scholarly, educational, governmental, non-governmental, and business environments in the United States and abroad. This program requires 14 courses to complete the requirements in Middle Eastern Studies and 13 courses to complete the public policy degree requirements. Students who wish to participate in this program must be admitted to both the Harris School and the Center for Middle Eastern Studies. A student who is already enrolled in one of the programs may apply during their first year for admission to the other school.
THE DIVINITY SCHOOL - M.P.P./M.DIV.
The Harris School and the Divinity School offer a combined degree program that enables students to graduate with both a Master of Public Policy and a Master of Divinity. Students in this program take the seven required core courses, plus seven electives for a total of 14 courses in public policy, instead of the usual 18, and 22 in the divinity program, instead of the usual 27. They also are obligated to complete the “teaching parish” component required for M.Div. students. The program allows students to complete both degrees within a total of four academic years; both degrees must be awarded in the same quarter.

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

THE GRADUATE SCHOOL OF BUSINESS - M.P.P./M.B.A.
The Harris School and the Booth School of Business at the University of Chicago offer a combined degree program leading to the M.P.P. and M.B.A. degrees. Upon completion, students graduate with both a Master of Public Policy from the Harris School and a Master of Business Administration from the Graduate School of Business.

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

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

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

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

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

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

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

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

**CERTIFICATE AND OTHER PROGRAMS**

**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 773-834-3058.
EXECUTIVE EDUCATION

The Harris School offers a variety of non-degree executive education programs for working professionals in private, public, and not-for-profit organizations. The programs range from one-day sessions to longer courses tailored to a specific organization’s professional development needs. These programs bring the rigorous, tools-based training of the Harris School directly to working professionals and allow individuals and organizations to stay abreast of changes in their fields. For more information, visit harrisschool.uchicago.edu/programs/exectraining/.

GRADUATE STUDENT-AT-LARGE PROGRAM

The Graduate Student-at-Large (GSAL) program is a quality grade and credit, non-degree program that enables adult students to enroll in courses that are offered by Harris and other departments and divisions of the University without being enrolled in a degree-granting program. The courses that are taken as a GSAL may be transferred toward an advanced degree. Those who later apply and are accepted into a degree program at the University of Chicago may not transfer more than three of the courses taken in the GSAL program towards their degree. For more information, contact the Graham School of General Studies at 773-702-1726.

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 coursework, 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

30400. Applied Development Microeconomics: Theory, Policy, and Evidence
The course covers the microfoundations of development economics and also provides a more general training on topics in applied microeconomics. The focus is on studies of empirically testable/tractable models of individual, household, and firm/farm behavior in less-developed countries, but the techniques discussed can also be applied to the analysis of poverty in developed economies. A wide range of topics are covered, including agriculture, labor markets, population growth, schooling, health and nutrition, migration, savings, risk, insurance, credit markets, and social capital. The course devotes special attention to the evaluation of policies implemented in the developing world context.
Course Instructor: Rangel

30601. Topics in Family and Child Policy: Policy and Research Frameworks
This course will provide an overview of frameworks for conducting research on and promoting change to policies affecting children and families in the United States. In the course, students will discuss the ways in which research can shape definitions of policy problems and responses to those problems. The course will examine existing and possible new policy levers in each of four policy areas, and how research has helped or hindered the development of these programs or policies. Areas covered will include child welfare and child abuse prevention, teen and unintended pregnancy, child care and out of school time activities, the transition to adulthood for vulnerable youth, or early childhood education. For each area, we will examine at least one rigorous evaluation and discuss how evidence for effective policies can be better developed. (Autumn 2009)
Course Instructor: Stagner

30800. Political Economy for Public Policy (=INRE 30800, PLSC 30200)
This course is designed to serve three interrelated goals. It is an introduction to core concepts in the study of political economy. These concepts include collective action, coordination, and commitment problems; externalities and other forms of market failure; principal-agent relationships; problems of preference aggregation; and agenda setting and voting. The course also introduces basic concepts in game theory, including Nash equilibrium, subgame Perfection, and repeated games. It is not, however, a suitable substitute for a game theory course for doctoral students in the social sciences. Finally, the course provides an overview of some of the key insights from the field of political economy on how institutions shape and constrain the making of public policy, with special attention to various ways in which governments can and cannot be held accountable to their citizens. (Autumn 2009)
Course Instructor: Bueno de Mesquita
31000. Statistics for Public Policy I
This course aims to provide a basic understanding of statistical analysis in policy research. Fundamental to understanding and using statistical analysis is the realization that data does not emerge perfect and fully formed from a vacuum. An appreciation of the provenance of the data, the way it was collected, why it was collected, is necessary for effective analysis. Equally important is an understanding of the nature of the statistical inference being attempted—the course will distinguish between model-based and design-based inference. There will be some emphasis placed on sampling from finite populations and on data from survey research.

The emphasis of the course is on the use of statistical methods rather than on the mathematical foundations of statistics. Because of the wide variety of backgrounds of participating students, the course will make no assumptions about prior knowledge, apart from arithmetic. For students with a strong technical background, the aim of the course is to increase their understanding of the reasoning underlying the methods, and to deepen their appreciation of the kinds of substantive problems that can be addressed by the statistical methods described. PP31000 or PP31200 required of all first-year students. (Autumn 2009)

Course Instructor: Meyer

31100. Statistics for Public Policy 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. PP31100 or PP31300 required of all first-year students. (Winter 2010)

Course Instructor: Sallee

31200. Mathematical Statistics for Public Policy I
This course focuses on concepts used in statistical inference. This course will introduce students to basic principles of probability and statistics: random variables, standard distributions, and hypothesis testing. Lectures will explore uses of these principles in policy analyses. This course seeks to prepare students for PP31300. This course will assume a greater mathematical sophistication on the part of students than is assumed in PP31000. (Autumn 2009)

Course Instructor: LaLonde

31300. Mathematical Statistics for Public Policy II
A continuation of PP31200, this course focuses on the statistical concepts and tools used to study the association between variables and causal inference. This course will introduce students to regression analysis and explore its uses in policy analyses. This course will assume a greater mathematical sophistication on the part of students than is assumed in PP31100. (Winter 2010)

Course Instructor: Black

31400. The Political Economy of Weakly Institutionalized Settings
This course addresses the political economy of weakly institutionalized settings, ranging from local community groups to international and global politics. Building on the prerequisite Political Economy for Public Policy (PPHA 30800), the course begins with the possibilities for cooperation under a lack of centralized enforce-
ment as a way to elucidate the range and role of institutions and to understand the circumstances under which more formalized institutions are (or are not) desirable. Theoretical issues include the role of property rights, self-enforcement of rules, the design of institutions, and the role of constitutions. Representative applications include small-scale institutions to remedy common pool resource problems, criminal organizations such as the mafia and terrorist groups, conflict over institutions including civil wars, international law and institutions governing issues such as trade and finance, federalism within and between states, and cross-border public goods problems such as global warming. (Winter 2010)

Course Instructor: Snidal

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: PP30800 (political economics) and PP32300 (microeconomics) or equivalent course work. Required of all first-year students. (Spring 2010)

Course Instructor: Berry

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 M.B.A. programs. Although it is nearly impossible to learn modern finance without the use of some mathematics, this should not be a concern for students who have fulfilled the prerequisites described below.

This course will cover the central ideas and tools of finance. These ideas and tools are largely independent of whether they are used in the public or the private sector. The policy orientation of the course is reflected in the choices of the contexts and examples. The development of financial intuition is emphasized in every part of the course. Regular class participation is required. Prerequisites: PP32300 and PP32400, or consent of the instructor. (Autumn 2009)

Course Instructor: Sah

32100. State and Local Public Finance

This course uses basic microeconomic theory to analyze the taxing, spending, and programmatic choices of state and local governments in the United States, relying on the median voter and Tiebout models. On the revenue side, the course treats property, sales, and income taxation, as well as nontax revenue sources such as lotteries and user fees. On the spending side, the course covers several topics, including privatization, Medicaid, education finance, capital projects and debt finance, and, time permitting, local economic development tools used by state and local governments. (Winter 2010)

Course Instructor: Worthington
32200. Public Finance and Public Policy

This course analyzes the rationales for government intervention in the economy, the form that intervention takes, and the effects of government policy. The course will focus on policies to remedy externalities, the provision of public goods, social insurance, and the effects of taxes. On the government spending side we will pay particular attention to welfare programs such as TANF and Medicaid, income redistribution through the EITC, and social insurance programs such as social security, unemployment insurance, workers’ compensation, disability insurance and Medicare. On the tax side we will focus on income taxation and estate taxation. Prerequisites: PP32300 and PP32400 or their equivalent; the course uses economic theory.

Course Instructor: Meyer

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 food stamps, income taxation, housing subsidies, and labor markets. Extensive problem sets provide an opportunity for practical application and a deeper understanding of the material. Calculus is not required, but a good grasp of algebra is necessary. Required of all first-year students. (Autumn 2009)

Course Instructor: Charles

32400. Principles of Microeconomics and Public Policy II

A continuation of Public Policy 323, this course introduces the role of government in the economic system, explores market failures that undermine the useful characteristics of the competitive market, and considers the role of government in these failures. Issues of equity and efficiency and the government’s role in influencing the distribution of income are explored. Important economic concepts in policy analysis such as time discounting, opportunities costs, and decision-making under uncertainty are also featured. Differential calculus is used extensively throughout this course. Required of all first-year students. (Winter 2010)

Course Instructor: Coursey

32501. Red State, Blue State: Opinion, Elections, and Representation

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

Course Instructor: Shor

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

32710. Theory of Organizations

No description available. (Winter 2010)

Course Instructor: Ashworth

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. (Autumn 2009)

Course Instructor: Sah

33000. Distributive Politics

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

Course Instructor: Shor
33101. Party, Ideology, and Policy in the United States
Barack Obama’s election has been hailed as the triumph of pragmatism over partisanship and ideology. At the same time, the highly polarized fight over the economic stimulus package seems to reflect the continuation of familiar old battles over the government’s proper role in the economy. What is the truth? Are voters, for example, divided into two mutually exclusive and distrustful camps? Or does the moderate voter rule, with extremists a small minority? What role have party politics played in structuring public policy outputs? This course is meant to explain the role of parties and ideology in modern democracies in shaping public opinion, election outcomes, institutional design, and ultimately policy. This will be done at the level of the voter, as well as that of elites and politicians. We will examine the history and evolution of the American two party system, including the big shifts of red and blue states in recent elections. The relevance of ideology in the judiciary will also be explored, including the controversial charge that judges are merely “politicians in black robes.” While focusing on the United States, numerous applications to the experience in the European Union and European national parliaments will be made. (Spring 2010)
Course Instructor: Shor

33301. Welfare Policy
This course will cover the rationale for U.S. welfare programs and analyze their effects on behavior. Although some attention will be paid to the history of such programs and the politics of reform, the class will focus primarily on economic analyses of the behavioral effects of welfare programs. The course will cover traditional welfare programs such as Aid to Families with Dependent Children as well as modern alternatives to welfare such as the Earned Income Tax Credit. Time permitting, the course will compare U.S. welfare policy to welfare programs in other OECD countries. Students will prepare a term paper that will be presented in class and will be expected to participate in lectures.
Course Instructor: Grogger

33501. Politics and Process in American Foreign Policy
American foreign policy has undergone marked shifts in the past two decades. Key to understanding these shifts is the study of domestic institutions which guide the policy process as well as changes in the international political environment. This course focuses on both of these areas by first studying American institutions which make and implement foreign policy. The course then examines several substantive areas of importance in American foreign policy such as military conflicts, economic policy (including trade and sanctions), foreign aid, and nuclear proliferation.
Course Instructor: Pevehouse

33710. Campaigns and Elections
No description available. (Winter 2010)
Course Instructor: Ashworth

33800. Politics and Policy in the States
Despite the fact of a national market and ease of migration, U.S. states persist in making dramatically different policy choices. This is true across a wide swath of issues, including Medicaid, education, pensions, criminal justice, and regulation.
What accounts for these enduring differences? Is it variation in public opinion, demographics, income, or inequality? Or is it different political institutions? It is also the case that states vary systematically in their political choices for state and federal offices, perhaps most dramatically illustrated in the opposition of red and blue states. What are the consequences of this emerging political polarization? This course will compare the political and policy choices made by various U.S. states in a variety of electoral, administrative, and policy settings. Students with interests in state policy, American and comparative politics are particularly suited for the course, though all are welcome. (Spring 2010)

Course Instructor: Shor

33901. Matching, Efficiency, and Inequality

Individuals’ choice of an employer, a spouse, or a neighborhood to live in can be described in terms of matching. Individuals aim at choosing the best possible match given their preferences. The course will explore the determinants of the efficiency of matching from the individuals’ point of view: search costs, informational barriers, etc. It will then address the social and economic consequences of individuals’ behavior. Thus, in the marriage market, matching tends to perpetuate human capital inequalities across generations, while in the housing market, matching often leads to racial segregation. Understanding matching mechanisms can thus help policymakers shape inequality-reducing policies in areas such as education or housing. (Autumn 2009)

Course Instructor: Marinescu

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

34110. School Readiness: Child Development and Public Policy

This course will provide an overview of the current policy and research issues involving school readiness. This multidisciplinary course will draw on theoretical and empirical perspectives from developmental psychology, education, and economics. We will examine the differences in each discipline’s approach to school readiness policy and research. Topics will include cognitive and socioemotional development, child care, universal and targeted programs, and the current controversies in school readiness policy and research. (Autumn 2009)

Course Instructor: Claessens
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: PP32000 or consent of the instructor. (Spring 2010)
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 long-run economic development. This includes coverage of the role of employment, productivity, trade and fiscal deficits, inflation, and interest rates. The emphasis of the course is on the impact of monetary and fiscal policies on the macro economy. Students will be able to analyze and discuss important current economic issues, such as government spending and tax reforms, Social Security reforms, the conduct of monetary policy, and the impact of changing economic conditions around the world. (Winter 2010)
Course Instructor: Sullivan

34600. Program Evaluation
This course introduces you to the tools used by social scientists and policymakers to evaluate the impact of government policies. The course’s objective is to teach you how to use these tools well enough to feel comfortable evaluating the quality of program evaluations that you are likely to review during your careers. The course begins by examining the elements of a cost/benefit analysis. Some of the principles we discuss during this part of the course are identical to those used by managers in a private firm when they consider whether to invest in new plant or equipment, to train their workers, or to initiate new human resource practices. But it also is important to recognize the differences between cost-benefit analyses of social programs and of private sector investments. Here we examine how the concepts of consumer and producer surplus discussed in your economics courses guide us in formulating evaluation questions and choosing appropriate outcome measures.

Most of the course examines the strategies for evaluating the impact that government polices 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. (Winter 2010)
Course Instructor: Staff
34810. Mixed Methods Approaches to Policy Research
This course will provide students with an overview of mixed methods approaches to policy research. The course will cover a variety of qualitative and quantitative approaches to policy research including embedded experimental studies, ethnography, observational studies, biomarkers, and more typical econometric techniques. Topics will include residential mobility, crime, welfare, employment, paternal involvement, health, and education. We will examine what types of research questions lend themselves to different research methodological approaches and how qualitative and quantitative research can complement each other to give a better understanding of policy issues. (Autumn 2009)
Course Instructor: Claessens

35201. Economics and Public Health in the Developing World
This course uses the tools of applied microeconomics to explore major public health issues in the developing world. After establishing an economic approach to disease and health behavior we consider several topics including HIV, malaria, diarrhea, and air pollution. The course will also examine how patients interact with doctors and pharmacists in health care markets. Each topic will feature several papers that illustrate a modern approach to the issue and highlight useful empirical strategies. Along the way, we will weigh the merits of common policy responses to these problems. (Winter 2010)
Course Instructor: Bennett

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. (Autumn 2009)
Course Instructor: Durkin

35501. Poverty and Economic Development
This course will focus on developing countries. We will study causes of poverty and underdevelopment, poverty measurement issues, and policies to improve wellbeing. We will concentrate on topics such as nutrition and health, education, labor markets, intra-household allocation of resources, and policies to alleviate poverty. Empirical evidence from developing economies will be used extensively. (Spring 2010)
Course Instructor: Menendez

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. (Spring 2010)

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

Course Instructor: Schanzenbach

35801. The Political Economy of Cities and Metropolitan Areas
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

36110. Poverty, Inequality, and Government Policy
This course will examine the patterns, causes, and consequences of poverty and inequality and the government programs that address these problems. We will examine the distribution of income, consumption, wealth, and other measures of material circumstances in the United States. We will particularly focus on the distribution of resources of those near the bottom of the various measures. We will then examine many of the government programs that are intended to ameliorate poverty and inequality. We will focus on the design and effects of cash welfare, food stamps, unemployment insurance, disability insurance, social security, and other programs
as well as state and federal tax systems. Prerequisites: PP31100 or equivalent and PP32400 or equivalent. (Winter 2010)

Course Instructor: Meyer

36800. Higher Education and Public Policy

This course covers issues in higher education from an economic and public policy perspective. We begin by examining the individual’s decision to attend college and the main reasons for government intervention in higher education. We then review estimates of both private and social returns to college and consider the difficulties associated with measuring these returns. We also examine the history of the American system of higher education and compare it to other systems around the world. After summarizing the differences in educational attainment by income, the course will analyze the main forms of financial aid currently used in the American system of higher education: means-tested grants (Pell Grant program), subsidized loans (Stafford loans), direct subsidies to public institutions, recent tax reforms to encourage saving for college (Hope and Life-Long Learning credits), as well as state and institutional merit aid. We will discuss whether these policies make sense from both an economic and an educational perspective, and look at their effect on enrollment. After summarizing differences in educational attainment by race, we will consider affirmative action policy past and present. Finally, we will examine the market for college education and the increasing price of college in recent years. Other topics may include the importance of peer effects, graduate and professional education, and for-profit higher education. Prerequisites: PP32300 and PP31000 or equivalent coursework in statistics and economic theory. (Winter 2010)

Course Instructor: Malamud

36901. Federalism and Decentralization

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

Course Instructor: Berry

37102. Crime Policy

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

Course Instructor: Ludwig

37200. The Domestic Politics of War
This course examines how legislatures, courts, the media, and the public define the range of options available to presidents who contemplate military action. It also examines how features of the crises themselves—the governing structure of foreign nations, the location of a crisis, and the levels of trade and diplomatic relations between the United States and foreign states—influence the likelihood of military action. Special attention will be paid to the “war on terror” and recent military operations in Afghanistan and Iraq.

Course Instructor: Howell

37300. Health Law and Policy (=LAWS 78801)
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. 

Course Instructor: Bierig

37600. Theories of Justice and the Common Good: A Philosophical Approach to Public Policy
Economic analysis of public policy typically presumes that we know which ultimate objectives the legislator is pursuing. This course explores the philosophical foundations of such objectives: what is justice, what is the common good? Drawing on the works of philosophers from Antiquity (Plato, Aristotle) to the contemporary era (Rawls, Dworkin), the course will spell out fundamental philosophical views and debates. These philosophical debates are relevant to public policy choices in areas such as taxation, crime repression, etc.

Course Instructor: Marinescu

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)*

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

*Course Instructor: Philipson*

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. *(Autumn 2009)*

*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 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. *(Spring 2010)*

*Course Instructor: Manning*

38401. *Labor Market Institutions and Unemployment*

Labor market institutions such as the minimum wage have ambiguous effects on welfare. On the one hand, these institutions can increase workers’ incomes and insure them against adverse shocks. On the other hand, they may backfire against the very workers they were trying to protect, in particular by increasing unemployment. In the developed world, Europe’s “generous” labor market institutions are often blamed for high unemployment rates relative to the United States. This course will examine whether this claim is supported empirically. In developing countries, labor market institutions could play an important role in protecting poor workers, especially in the context of economic shocks stemming from globalization. This course asks to what extent what we learned from the experience of developed countries applies to the developing world. In particular, we will be exploring whether labor market institutions in developing countries have an adverse impact on employment, with a focus on the Latin American case. The analysis of labor market institutions will concentrate on four fundamental institutional arrangements: firing costs, unem-
ployment insurance, minimum wages, and union coverage and bargaining power. (Spring 2010)

Course Instructor: Marinescu

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 well-being. General aspects of the theory of and evidence on economic development from a policy-oriented perspective are discussed. Topics covered include: economic growth and cross-country convergence of development patterns; productivity and technological change; macro-level analysis of institutions and governance; health and education as human capital; poverty and inequality, population growth; and international integration.

Course Instructor: Rangel

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. (Autumn 2009)

Course Instructors: Coursey, Frederick

39000. Topics in Environmental Policy

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 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

39101. Public Policy in a General Equilibrium Context

No course description available.

Course Instructor: Coursey

39301. Organizations and Leaderships

This course focuses on internal aspects of organizations. The study of these aspects necessarily takes into account the outside environments and forces within which an organization is located. The course will combine practices and experiences with concepts and theories. It will draw from all social sciences, including economics, and from various management sciences. Several examples and illustrations which I will use in the course will be from large for-profit modern corporations, though we will also discuss other types of organizations including nonprofits. A part of the course will be devoted to “leadership” of organizations. This course is at a level higher than typical master’s-level introductory courses on organizations. Vigorous participation in class discussions is expected from students. You will also do a project, with a presentation to the class, and then with a written report on the project. You will have many choices concerning the nature of the project, including, but not limited to, an insightful literature review in a particular area, or an assessment of one or another set of current practices in organizations.

Course Instructor: Sah

39402. Topics in U.S. Tax Policy

Even before the financial crisis of 2008, the federal government faced a bleak fiscal future of rising deficits due to Social Security and Medicare costs. Now, the grave budgetary outlook, along with the popular view that the tax code is overly complex and inefficient, will necessitate significant changes in tax policy in the near future. Against this backdrop, this course describes the basic economics of taxation, examines the major features of the United States federal tax system, and analyzes the most important reform proposals. The course aims to give students a comprehensive view of how the federal government raises revenue and to provide substantive knowledge about tax policy proposals that are likely to dominate debate over the next decade. (Autumn 2009)

Course Instructor: Sallee

39500. Law and Policymaking

Law both constrains and facilitates policymaking. Administrators are both empowered and limited by law in their creation and implementation of public policy. This course will examine the intersection of law and policy in the modern administrative state and the respective roles played by legislative bodies, executive and “independent” agencies, and the courts, in the articulation, implementation, and enforcement of policy. The course will also consider the ways in which policy determinations become more or less authoritative as a legal matter, how the various branches of government contribute to that process, and the means by which that process occurs. Because agencies manifest policy determinations principally
through enforcement, agency adjudication, and rulemaking procedures, the course
will examine these phenomena and will pay particular attention to the respective
roles and responsibilities of the three branches of government with respect to them.
(Spring 2010)
Course Instructor: Sullivan

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 problem-
atic issues that require a combination of theoretical reflection and empirical research.
(Autumn 2009)
Course Instructors: Coursey, Rothfield

39702. 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

39801. International Organizations in Theory and Practice
This course examines the theory, process, and policy outcomes surrounding interna-
tional organizations (IOs), including international non-governmental organizations
(INGOs). The course begins with a discussion of the structural challenges facing IOs,
then moves to discuss various theories describing the operation of a wide range of
IOs. Finally, the course examines several particular cases of IOs and INGOs, high-
lighting debates concerning their ability to achieve their stated goals.
Course Instructor: Pevehouse

39901. Policy Approaches to Mitigating Climate Change
This course analyzes current policy options for addressing long-term climate change
from an economic perspective. The focus of the course is on understanding the two
main alternatives for a comprehensive market based environmental policy: cap-
and-trade and carbon taxation. These policies will be compared to each other and
to regulatory approaches, and the various design details necessary to implement
such a system will be discussed. The course will also analyze existing policies in the transportation, agricultural, and energy sectors. The course focuses on U.S. domestic policy, but there will be some attention to international issues. (Autumn 2009)

Course Instructor: Sallee

40200. Race, Wealth, and Public Policy

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

Course Instructor: Charles

40500. Transitions to Adulthood

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. (Spring 2010)

Course Instructor: Kalil

40600. Economics of Child and 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); fertility behavior; and investments in children. The principal objective of the course is to foster a heightened understanding of the tools and approaches of economics and how they can be used in analyzing social policy issues. Dr. Rebecca Ryan will participate in teaching the course, bringing the
perspective of developmental psychology to the topics in family and child policy. Prerequisites: PP32300 and PP32400 or permission of the instructor. *(Winter 2010)*

**Course Instructor:** Michael

**40700. Psychological Perspective on Child and Family Policy**

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. *(Spring 2010)*

**Course Instructor:** Kalil

**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**

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. Formal Models in the Politics of Policymaking I**

No description available. *(Autumn 2009)*

**Course Instructor:** Ashworth

**41300. Cost-Benefit Analysis**

The goals of this course include learning (1) how to “read,” or judge, a cost-benefit analysis; (2) how to incorporate elements of cost-benefit analysis into policy work; and (3) when CBA is a good tool to use and when it isn’t. This class also presents an opportunity to reflect on “big picture” issues of how to treat uncertainty and risk; discount costs and benefits received in the future; value lives saved; and manage other difficult matters. In brief, this class offers a comprehensive treatment of the cost
benefit analysis methodology, with attention devoted to the microeconomic underpinnings of the technique as well as applications drawn from many areas, including health, the environment, and public goods. (Autumn 2009/Spring 2010)

Course Instructor: Worthington

41500. Intermediate Microeconomics
This course covers basic concepts of demand and supply analysis in economics. The course is intended to be taken by students who have taken the economics core, but is at a lower degree of difficulty than the Ph.D. courses in economics offered. (Spring 2010)

Course Instructor: Philipson

41600. Survey Research Methodology
Scientific social surveys provide a substantial proportion of the data on which policy decisions in government are based. In health services research, child and family research, education, and much of social and economic statistics, the dominant data source is the survey. This course is designed to introduce participants to the key components of the survey and how to evaluate them.

The field of survey methodology draws on theories and practices from several academic disciplines—sociology, psychology, statistics, mathematics, computer science, and economics. This course will introduce the set of principles that are the basis of standard practice in the field. Topics include: inference in social research; survey design; coverage, sampling, and nonresponse; questionnaire and question design; modes of data collection; interviewing; post-collection processing; scientific integrity and ethics; history of survey research; and evaluation of surveys.

The course will include a quarter-long project in which small groups will design a survey to tackle a real-life survey issue and present the results at the end of the quarter. Prerequisites: At least one course in statistics at the level of PP31000.

Course Instructor: O’Muircheartaigh

41800. Survey Questionnaire Design
This course covers principles related to the writing of survey questions and the design of survey questionnaires in order to optimize the collection of useful information, minimize response bias, and reduce total survey error. The approach to questionnaire design will hinge on the psychological tasks respondents engage in when confronted with a survey question. The construction of questions in all areas of social and behavioral science and to be used in all survey modalities (including web surveys) will be considered. Important theoretical and research articles in survey methodology, and a book on the psychology of survey responding, will comprise the readings. Students will engage in a small survey methodology project. Grades will be based on a mid-term examination and a final project involving the construction of a questionnaire. (Spring 2010)

Course Instructor: Rasinski

41900. Formal Models in the Politics of Policymaking II
This course will build on the material in PP41100. We will develop more advanced topics in noncooperative game theory, including repeated games, static games of incomplete information, and dynamic games of incomplete information. The
course will also cover applications of formal theory to a variety of topics in political economy. Topics covered will likely include ethnic conflict, legislative bargaining, democratization, deliberation, revolutions, electoral politics, and legislative organization. The course assumes that students have a working knowledge of some foundational mathematics and basic game theory, as taught in PP41100. (Winter 2010)

Course Instructor: Bueno de Mesquita

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. This course provides a theoretical analysis of linear regression models for applied researchers. It considers analytical issues caused by violations of the Gauss-Markov assumptions, including linearity (functional form), heteroscedasticity, and panel data. Alternative estimators are examined to deal with each. Prerequisites: This course is intended for first or second-year Ph.D. students or advanced master’s-level students who have taken the Statistics 24400/24500 sequence. Familiarity with matrix algebra is necessary. (Winter 2010)

Course Instructor: Grogger

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. (Spring 2010)

Course Instructor: LaLonde

42200. Financing State and Local Government

First part of a two-quarter sequence in the economics of state and local governments; students can take either one or both of the courses. Goals of class: Use applied tools of microeconomics to analyze taxes and other revenues raised by state and local governments in the United States. Assess the efficiency and equity properties of income, sales and excise, and property taxes. Consider tax alternatives such as user fees, impact fees, and lotteries. Evaluate effectiveness of various tax-related programs such as tax increment financing. Prerequisites: the two-quarter core sequence in microeconomics, PP32300 and PP32400, or their equivalent.

Course Instructor: Worthington

42300. Service Provision by the Local Public Sector

Second part of a two-quarter sequence in the economics of state and local governments; students can take either one or both of the courses. Goals of class: Use applied tools of microeconomics to analyze the expenditure and service provision decisions of state and local governments in the United States. Apply the theory of market failure to analyze public sector spending decisions. Evaluate privatization and/or outsourcing decisions on efficiency and equity grounds, drawing examples from parks and recreation, transportation, and/or other sectors. Use economic theory of
fiscal federalism to analyze role of intergovernmental grants, with focus on Medicaid and public education. Analyze use of debt finance for capital projects. Investigate effectiveness of economic development programs. Prerequisites: the two-quarter core sequence in microeconomics, PP32300 and PP32400, or their equivalent.

Course Instructor: Worthington

42400. Measuring Public Value

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)

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

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

A public policy initiative ultimately gets played out in the public arena, where it is subjected to a variety of intervening factors that can overwhelm even the most elegantly reasoned policy proposal. Politicians seeking re-election, publishers looking to sell papers, lobbyists trying to show results for their clients, all have a serious
impact on the eventual success or failure of a plan no matter how well conceived or
crafted. This course uses the political campaign as a model for approaching public
policy implementation. We will examine the infrastructure and mechanics of suc-
cessful campaigns, components of effective media strategies, both paid and earned,
and the use lobbying and coalition-building to achieve public policy goals. Through
presentations by various policy experts, politicians, business and labor leaders, this
course will provide students with a working knowledge of the fundamentals of a
political campaign as well as the ability to apply this knowledge to success in the
public policy sphere. (Spring 2010)
Course Instructors: Conlon, O’Keefe

43300. The Policing of Culture (=ENGL 52401)
We will discuss (1) the historical rationales for governmental intervention in culture;
(2) the objects of policing action (producers, distributors, consumers, products,
practices, etc.); (3) the objectives of policing; (4) the tools of governmental policing
(negative tools such as regulation, prohibition/censorship, etc., but also positive
tools such as incentives, allocation of property rights, information); and (5) the
political economy of cultural policy (how does one measure the impact of a gov-
ernmental action on institutions, artists, audiences, or art works?). We will focus on
three very different efforts at policing: the National Endowment for the Humanities’
programs; attempts to develop cultural districts; and initiatives to stem the looting
of archaeological sites.
Course Instructor: Rothfield

43600. Developing and Executing Policy in the Real World
This class will use current examples of federal, state, and local (not international)
policymaking to illustrate the various forces that influence the outcomes of the policy
development and policy execution processes. It will emphasize the intersection
between politics and policy as well as explore the myriad variables—legal, financial,
public relations, etc.—that cause issues to be resolved in a particular way. Outside
speakers who are currently players in the policy process in Illinois will be featured in
many of the classes. The course is designed to assist students in developing skills in
research, analysis, writing, and policy strategy to impact policy, including preparing
decision memoranda and making presentations under conditions similar to those
experienced in the Real World. Course limited to 30 students. (Autumn 2009)
Course Instructors: Wolff, Kruesi

44000. Public Economics
This course, which is primarily designed for Ph.D. students, covers areas of active
empirical research on the effects of taxes and government spending programs. The
areas covered are welfare economics, quasi-experimental and structural estimation
methods, income taxation and labor supply, the effects of welfare and social insurance
programs including AFDC/TANF, social security, unemployment insurance,
workers’ compensation, and disability insurance. The emphasis will be mostly
empirical. Those who are not Ph.D. students must have instructor’s permission.
Course Instructor: Meyer
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. PP32300 and PP32400) and facility in (single-variable) calculus. Further mathematical tools will be introduced as needed. Required of all Ph.D. students. (Spring 2010)

Course Instructor: Philipson

44300. Labor Economics

In both rich and developing countries, the economic resources on which people live come principally from their labor market earnings. Labor economics is concerned with such questions as: (1) What determines the circumstances under which individuals sell their leisure endowments as labor market work, and the returns they receive by working? (2) What determines firms' demand for the labor as opposed to other productive inputs? (3) How do institutional and policy considerations, like the imposition of minimum wages rules, unionization, or free trade affect how workers fare in the labor market? This class addresses these and other questions. It will introduce and formally assess the major modern theoretical insights about the functioning of the labor market. In addition, it will critically assess empirical work on these themes.

Course Instructor: Charles

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.

Course Instructor: Menendez

44600. The National Longitudinal Survey of Youth (NLSY): A Social Policy and Demographic Research Tool

The NLSY97 is one of the major social science data sets in the United States. The survey includes a random sample of America’s teenagers at the beginning of the twenty-first century, some 9,000 youths age 12-16 in 1997 who have been interviewed annually since 1997. The content of the survey includes the youth’s schooling, earnings, family formation, and many social behaviors, attitudes and expectations. The course will acquaint students with the nature of large-scale, omnibus, national, longitudinal data sets; it will discuss many of the challenges of fielding such a survey; it will review the substantive findings from the NLSY97 to date; and it will provide opportunity to undertake analyses using this data resource.

Course Instructor: Black
44900. Social Experiments: Design and Generalization

The pressure in many fields (notably medicine, health research, and education) for evidence-based results has increased the importance of the design and analysis of social investigations. This course will address two broad issues: the design of social experiments and quasi-experiments, and the analysis of data generated by such investigations. The course will tackle the issues of generalization with social data from three different perspectives: (1) the classic statistical design of experiments (developed by statisticians between the 1910s and the 1950s) that can be found in the texts by Fisher, Cox, Snedecor, Cochran, and others; (2) the social science approach to experimental and quasi-experimental design best presented in Campbell and Stanley in the 1950s and extended by Cook, Shadish, and others; (3) the design and analysis of sample surveys, in particular multi-stage clustered designs, and experiments embedded in them, as presented by Cochran, Kish, and others. The analytic part of the course will try to integrate the treatment of group randomized designs and multi-stage surveys by drawing on the structural similarities between the data sets generated by the different designs.

Course Instructors: O’Muircheartaigh, Hedges

45100. Philanthropy and Public Policy

The course focuses on the private, philanthropic component of the nonprofit sector as defined and regulated by government. While there have been growing infusions into the revenue streams of nonprofit organizations from dues, fees, and charges, as well as government grants and contracts, private financial support from individuals, foundations, and corporations is of great importance to those organizations and institutions that occupy “civic space” between government and business in our open society. Many nonprofit organizations depend on these sources for their survival. Yet many of these donors and donor organizations are suffering from reduced donor capacity due to the 2008 Wall Street decline with serious consequences for their grantees and prospective grantees. According to GIVING USA, total contributions declined by 5.7 percent in 2008 and as suggested by Paul Light, a professor at New York University’s Wagner School of Public Service, this drop in charitable contributions could shutter as many as 100,000 nonprofits in 2009. While giving from these sources in 2008 amounted to approximately $307.7 billion, this was down from $314.1 billion in 2007. There are approximately 65,000 foundations in the United States today with estimated total budgets of $875 billion and combined assets of an estimated $2 trillion, but many have seen their asset bases erode by as much as 35 percent. Two years ago, it was predicted by Boston College’s Center for Corporate Philanthropy that $45 trillion in individual and family assets would change hands over the next two generations, with at least $6 trillion going to charity, a claim no longer made by anyone in the field of philanthropy. This course provides a public policy framework within which to analyze and understand the changing nature of private philanthropy and its importance to society at large. Philanthropy’s evolving structure, programs, and patterns of giving, not to exclude the value of evaluation and performance measurement, bear close examination in light of new donor and government demands for effectiveness (impact), accountability, and legitimacy. Old and new forms of private philanthropy (such as the recent Warren Buffett/Bill and Melinda Gates “merger”) will be discussed and documented with an emphasis on strategic planning, management outcomes, and leadership. Several classes will be led
by distinguished outside speakers from the worlds of law, business, philanthropy, and public service followed by short written assignments based on these presentations and the required readings. Values, questions of mission, and thoughts about the nature of the public good versus private interest will be embedded in many class discussions. Special attention will be given to private philanthropy’s role in public school reform in Chicago, reflecting the current research and writing interests of the instructor. The course will meet twice weekly in seminar format with full class participation and completed required reading the expected class norm. There will be a take home final exam. (Spring 2010)
Course Instructor: Stewart

45200. Comparative Regional Integration
Movements towards regional integration across the globe have a long but mixed history. While early attempts to emulate the success of the European Union in coordinating economic, military, and political policies failed in Latin America, Africa, and Asia, the past two decades have brought renewed attempts to integrate all or parts of these regions. This course will examine successful and failed attempts at regional integration from economic, military, and political perspectives, with particular emphasis on the economic and political aspects. We will discuss both general issues relating to regional integration (e.g., trade diversion, domestic political institutions, military cooperation) as well as particular regional arrangements (e.g., the EU, MERCOSUR, ASEAN, GCC).
Course Instructor: Pevehouse

46000. Applied Medical Cost-Effectiveness Analysis
Medical cost-effectiveness analysis is increasingly used internationally in decisions about the funding and development of medical technologies and public health interventions. This master’s-level course provides students with an intensive introduction to the theoretical and empirical tools of cost-effectiveness analysis and its application to health. Topics to be covered will include quality of life and cost measurement, model development and parameter estimation, and cost-effectiveness methods, including sensitivity analysis. Advanced concepts such as value of research methods will be introduced. Students will have weekly problem sets and instruction in a computer lab that will provide them with hands on experience performing medical cost-effectiveness analyses. Students taking this course will be prepared to take Advanced Applications of Cost-Effectiveness Analysis, which provides doctoral-level training in this area, which will next be offered in Spring 2009. (Winter 2009)
Course Instructor: Staff

47000. Advanced Health Economics
Most developed economies spend substantial fractions of their incomes on improving health through investments in health enhancing activities, in health care markets, and other means. In particular, in the last half century there has been substantial growth in the amount of income devoted to health care expenditures. Also, in developed and developing countries alike the public sector is heavily involved in both the financing and production of health care; about two-thirds of health expenditures on average are made by the public sector.
This course will discuss advanced topics in the economic aspects of health and health care markets. The discussion will be focused on, but not limited to, health care markets in the United States. Particular attention will be paid to the effects and role of public sector interventions in health care markets including the subsidization of health care demand and the regulation of health care production. The course is mainly aimed at doctoral students but also open to master’s students with an economics background.

Course Instructor: Philipson

47300. Empirical Implications of Theoretical Models

This course will examine how scholars go about testing theories—many, but not all, formal—of political institutions. We will survey a broad array of models of legislatures, executives, courts, and the inter-relationships between and among them. Most of the theory will be drawn from American politics, but literatures from international relations and comparative politics will also be consulted. The primary intention of the course, meanwhile, is to critically examine scholars’ efforts to derive comparative statics from these various theories and then, vitally, to construct datasets that permit tests of them. Familiarity with basic principals in game theory and statistics is presumed.

Course Instructor: Howell

47500. Advanced Topics in Political Economy

This course, co-taught between the Economics Department and the Harris School, will examine some recent advances in the applied game theoretic literature on political economy. Topics covered will likely include legislative and electoral institutions, democratization and nation building, legislative bargaining, and information aggregation. The course assumes that students have a familiarity with core concepts in game theory, equivalent to that introduced in PP41900.

Course Instructor: Bueno de Mesquita, Myerson

47900. Fundamentals of Health Services Research: Theory, Methods, and Applications (=HSTD 35000)

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
48200. Analysis of Microeconomic Data I
This course provides a theoretical analysis of linear regression models for applied researchers. Econometric topics include partial regression, the Gauss-Markov Theorem, estimation, and hypothesis testing. Alternative estimators and testing procedures are developed to deal with departures from the Gauss-Markov assumptions such as heteroskedasticity, panel data, endogenous regressors, and binary dependent variables. The course assumes familiarity with matrix algebra and mathematical statistics. (Autumn 2009)
Course Instructor: Grogger

48300. Analysis of Microeconomic Data II
This course will cover methods for program and policy evaluation using panel data. In the first half of the course we will discuss longitudinal models. In the second half of the course, we will discuss hazard models. (Winter 2010)
Course Instructor: Black/Heckman

48400. Analysis of Microeconomic Data III
No course description available. (Spring 2010)
Course Instructor: LaLonde

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 Harris School faculty advisor. Normally the advisor assigns readings, meets with the student, and conducts the course in the manner of an individual reading and research course.
Course Instructor: Staff

50001. M.A. Paper Course
The instructor and the student determine the nature of the paper/course. It is expected that they meet at least three or four times during the quarter and that the students write a substantial original paper.
Course Instructor: Staff

50100. M.P.P. Paper Course
The instructor and the student determine the nature of each paper/course. It is expected that they meet at least three or four times during the quarter and that the students write a substantial original paper.
Course Instructor: Staff

50200. Ph.D. Workshop
No course description available.
Course Instructor: Malamud

50501. Chicago Urban Leadership Application process. (Winter 2010)
Course Instructor: Michael
50800. Practicum
Practica are faculty-supervised group projects initiated by client organizations. Practica are typically designed for three to four students, providing each student eight to ten hours of work per week on their particular project. To be considered for the practicum, students must submit a statement of interest, resume, and list of relevant coursework. Criteria for selection includes academic performance at the Harris School, ability to work independently and in small groups, and likely capacity to benefit from the practicum experience.
Course Instructor: Worthington

50900. International Policy Practicum
This course will enable selected students to participate in seminar on a specific international topic during the fall quarter. At the conclusion of the quarter, participating students will take a faculty-led visit to the country of study. The expectation is that students will meet with and interview relevant policy actors during their international visit. Students will be responsible for organizing and analyzing the information gathered into a case study on the seminar topic. The country studied in 2009–2010 will be Cambodia. (Autumn 2009)
Course Instructor: Wheelan/Vabulas

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 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. The incoming class is 55 percent female and 22 percent international students, representing 20 countries. The age of current students ranges from 21 to 52, with approximately 250 master’s students and 45 Ph.D. students enrolled.

CAMPUS LIFE
Academic life is enriched by a variety of extracurricular activities and organizations. The Public Policy Student Association (PPSA), the Harris School student government, provides a voice for students and works with administrators at the Harris School on many issues and opportunities. Students may also participate in the Chicago Policy Review, the School’s student-run academic journal; Chicago Environmental Policy Group (CEPA); Minorities in Public Policy Studies (MIPPS); Community and Economic Development Organization (CEDO); Women in Public Policy (WIPP); Out in Public Policy (OIPP); the Committee on International Affairs and Public Policy (CIAPP); Latin America(n) Matters (LAM); Education Policy Interest Coalition (EPIC); IBH Consulting; and other groups organized by Harris School students. In addition, Harris School students are able to take part in many University-sponsored activities, including intramural sports, University Theater, Chicago Maroon (the student-run newspaper), Chicago Debate Society, Minority Graduate Student Association, and Student Government.

Every year, the Harris School hosts a wide variety of events—from free public lectures to small student-oriented events, from serious policy discussions to pure entertainment. In October 2008, faculty members Robert LaLonde, Raaj Sah, and Charles Wheelen participated in a panel discussion on “The 2008 Financial Crisis: The Next Great Depression or Just Uncertain Times?” In November 2008, the Harris School, in association with the U.S. Consulate in Jedda, Saudi Arabia, hosted a post-election town hall style meeting with panelists speaking in Chicago and via satellite from Jedda.

In addition, the School has brought a diverse range of speakers to address public policy issues on both domestic and international topic areas. Recent speakers include:

- Shirin Ebadi, human rights activist and the recipient of the 2003 Noble Peace Prize
- Peter Galbraith, former U.S. Ambassador to Croatia
• Steve Hurst, Associated Press bureau chief in Iraq
• Jamil Mahuad, former president of Ecuador
• Najib Mikati, former prime minister of Lebanon
• Dalia Rabin, chairperson of the board of The Yitzhak Rabin Center
• Kenneth Roth, executive director of Human Rights Watch
• David Walker, comptroller general of the United States
• Jim Warren, former deputy managing editor of the Chicago Tribune
• Franck Weibe, chief economist at the Millennium Challenge Corporation
• Corinne Wood, lieutenant governor of Illinois

In 2005, the Harris School established the King Abdullah II Annual Leadership Lecture, which brings to the University of Chicago distinguished world leaders, former leaders, and leading experts to discuss international affairs. The inaugural speaker was King Abdullah II of Jordan.

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

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

During orientation week, the Dean of Students Office has taken the entering class to see “Wait Wait…Don’t Tell Me!” the nationally acclaimed NPR news quiz show.

Students and student groups sponsor or co-sponsor a number of events during the year. Recent events have covered such topics as “The Cultural & Political Use of Latino & Hispanic Labels,” “Sexual Orientation and Gender Politics,” “Russia: Partner or Adversary.” In addition, John Easton, executive director of the Consortium on Chicago School Research, has discussed the Consortium’s studies and Robert Engleman has signed copies of his book, *More: Population, Nature, and What Women Want*. The Public Policy Students Association (PPSA) sponsors the Amy Marie Bosman Annual Auction, the proceeds of which fund a fellowship to help support Harris School students who receive unpaid, public service internships in the summer between their first and second years. In 2003, the auction and fellowship was renamed in honor of Amy Marie Bosman (entering class of 2002).

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

**BEYOND THE CLASSROOM**

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

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

Practica and Group Internships

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

Mentor Program

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

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

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

PROFESSIONAL DEVELOPMENT

The Harris School equips students with the knowledge and skills that are valuable across many disciplines. Career Services staff provides students and alumni with the resources and strategies for development of their career plans and offers revision of resumes and cover letters attuned to career pursuits. Programming is geared to assist with refining professional skills while personalized career guidance is provided to assist students with developing their career goals and objectives. Resources include career consultations, mock interviews, case prep, career development training
workshops, and reviewing of resumes and other application materials. There are also events with employers, both on- and off-campus; career panel presentations with alumni and other experts; and networking events. Other resources include a career library; a searchable database of job, internship, and fellowship opportunities; an online resume database marketed to employers; and access to the Alumni Careers Network. During orientation students are provided with Career Services Student Policies, which outline the roles and responsibilities of both the student and Office of Career Services. Students are expected to adhere to these polices during their tenure.

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

RESEARCH OPPORTUNITIES

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

CENTER FOR HUMAN POTENTIAL AND PUBLIC POLICY

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

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

CULTURAL POLICY CENTER

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

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

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

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

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

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

PROGRAM ON POLITICAL INSTITUTIONS
The Program on Political Institutions (PPI) is the newest programmatic initiative at the Harris School of Public Policy Studies. PPI focuses on the domestic and international institutions that create and implement public policy. Through the support of workshops, conferences, student training, and scholarship, PPI establishes an intellectual hub at the University of Chicago for faculty and graduate students who are interested in the political economy of institutions. For more information, visit harrischool.uchicago.edu/centers/ippi/.

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

To develop its groundbreaking research, the Consortium assembles and rigorously compares data from numerous studies conducted by experts across the globe. It then leverages the data to provide policymakers, nonprofits, and the business community with more comprehensive and accurate research on the value of public investment in early childhood programs. Through this work, the business community is likely to gain new insight into the economic benefit and fiscal responsibility of supporting programs designed to help children five years old and under.
Support is provided by the Harris School and The Children’s Initiative, a project of the J.B. and M.K. Pritzker Family Foundation, which seeks to enhance the early learning capabilities of infants and toddlers with a special focus on at-risk children. Inspired by the early childhood development work of the late philanthropist Irving Harris and motivated by the belief that all children are born with great potential, The Children’s Initiative supports policies, programs, research, and advocacy to allow at-risk children to achieve better economic, educational, and social outcomes. For more information, visit harrisschool.uchicago.edu/consortium/.

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

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

HARRIS SCHOOL INFORMATION TECHNOLOGY
The Harris School Information Technology (HSIT) division supports the school’s educational and research agenda by providing the technological infrastructure necessary to promote efficient research programs and provide a rich learning environment for its students. HSIT is responsible for developing and maintaining a shared computing infrastructure and for providing access to and training in the use of statistical applications and databases commonly used in public policy research.

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

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

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

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

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

For more information, visit harrisschool.uchicago.edu/resources/HSIT/ or send email to hsit@listhost.uchicago.edu.
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
- $50 non-refundable application fee
- TOEFL scores (international applicants only use institution code 1849) or IELTS scores
- Official GRE or GMAT scores, or LSAT scores (if a joint M.P.P./J.D. applicant).
  If submitting GRE scores, use code 1849; if submitting GMAT scores, use code 1849.

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

The Harris School currently accepts only electronic applications. Contact the Office of Admission at 773-702-8401 or HarrisSchool@uchicago.edu for more information.

APPLICATION DEADLINES

Ph.D. Program
December 3: All application materials for admission must be postmarked by December 3, 2009. We will announce admission decisions by mid-March.

Master’s Program
January 3: Priority deadline. All application materials for admission and scholarship must be postmarked by January 3, 2010. We will announce admission and scholarship decisions by mid-March.

April 15: Late deadline. Provided the class limit has not been reached, we will consider completed applications postmarked by April 15, 2010 for admission but not necessarily for scholarship.
CAMPUSS VISITS

The Harris School welcomes prospective students to visit the School, meet current students and faculty, and attend classes. Classes are held Monday through Thursday, although you are welcome to visit at any time. Generally, school is in session from October through late May. Contact the Director of Admission (773-834-0136 or mdecarlo@uchicago.edu) to schedule a visit. There will be visit days and information sessions scheduled throughout the Fall Quarter. Dates and times 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 9, 2010. Invitations and details about this program will be mailed to admitted students with their admission letter.

EXPENSES

Tuition for master’s students and Ph.D. students in scholastic residence enrolled full-time in the program during the 2009–2010 academic year is $35,100. An estimate of expenses a student will incur during the course of the school year (based on a nine-month budget) is as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$35,100</td>
</tr>
<tr>
<td>Student Life Fee</td>
<td>$714</td>
</tr>
<tr>
<td>One-time Transcript Fee</td>
<td>$39</td>
</tr>
<tr>
<td>University of Chicago Student Health Insurance Plan (Basic Student)</td>
<td>$2,025</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$14,000</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$3,000</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$2,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,785</td>
</tr>
<tr>
<td>Total</td>
<td>$58,663</td>
</tr>
</tbody>
</table>

QUARTERLY TUITION AND FEES

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

The fees listed below are for the 2009–2010 academic year. Fees for subsequent years are subject to change. There is a one-time lifetime transcript fee for matriculating students of $39.

1. Tuition fees per quarter
   a. For Ph.D. programs where tuition is assessed by residence status:
      Scholastic Residence ................................................. $11,700
      Advanced Residence ................................................. $4,494
   b. For terminal or professional master’s programs:
      one course .......................................................... $4,861
      two courses ......................................................... $8,402
      three courses ...................................................... $11,700
      four courses ....................................................... $14,992

2. Active File or Pro Forma Fee, each quarter ..................................... $247
3. Student Accident & Illness Insurance
   (each of three quarters—Basic Plan, student only) ......................... $675
4. Student Life Fee, each quarter ......................................................... $238

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

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

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

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

FELLOWSHIPS AND SCHOLARSHIPS
The All Harris School scholarships and fellowships are awarded on a competitive, merit basis. The following are available for master’s students:
The following fellowship is available for doctoral students:

- **Health Services Research Training Program (NRSA).** This traineeship is available to students working toward a Ph.D. with a thesis topic in health services research, including health economics, health policy, medical sociology, organizational behavior in health, social services administration, and other disciplines relevant to health services research. Students must be U.S. citizens in the third or subsequent year of their Ph.D. program at the University of Chicago. Questions should be directed to the training grant director, Willard Manning, at 773-702-2067 or w-manning@uchicago.edu.
STUDENT LOANS

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

Federal Subsidized Stafford Loan

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

Federal Perkins Loan

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

Federal Unsubsidized Stafford Loan

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

Alternative Loan Program

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

STUDENT EMPLOYMENT OPTIONS

Assistantships

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

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

Other Employment

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

INTERNATIONAL STUDENTS

International students can apply for alternative loan programs available through private U.S. agencies or through the Citibank Custom Private Loan Program. Loans available through private U.S. agencies require the applicant to have a co-signer who is a U.S. citizen or permanent resident residing in the United States. The value of these loans ranges from $2,000 to the cost of education, less other financial assistance. The Citibank Custom Private Loan Program is one loan option for international students that does not require a co-signer. For more information, visit sla.uchicago.edu/gradapp/.

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 or visit sla.uchicago.edu/.
Scott Ashworth is an associate professor in the Harris School. His research uses game-theoretic models to study a variety of issues in political science, with a special emphasis on campaigns and elections.

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

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

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


Christopher R. Berry is an assistant professor in the Harris School. Previously, he was a postdoctoral 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.


Before joining the Harris School, he was on faculty at the University of Kentucky and Syracuse University, held visiting appointments at the University of Chicago, Australian National University, and Carnegie Mellon University, and was a senior fellow at the Carnegie Mellon University Regional Census Data Center. Black’s work has been funded by the National Science Foundation, National Institutes of Health, Bureau of Labor Statistics of the Department of Labor, Employment and Training Administration of the Department of Labor, Small Business Administration, Social Security Administration, Department of Defense, Environmental Protection Agency, Appalachian Regional Commission, the governments of Australia and New Zealand, and various state governments, foundations, and private firms. Black holds a B.A. and M.A. in history from the University of Kansas and an M.S. and Ph.D. in economics from Purdue University.

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

A social psychologist, Bradburn has been at the forefront in developing theory and practice in the field of sample survey research. He has focused on psychological well-being and assessing quality of life, particularly through the use of large-scale sample surveys; non-sampling errors in sample surveys; and research on cognitive processes in responses to sample surveys. His book, Thinking About Answers: The Application of Cognitive Process to Survey Methodology (co-authored with Seymour Sudman and Norbert Schwarz; Jossey-Bass, 1996), follows three other publications on the methodology of designing and constructing questionnaires: Polls and Surveys: Understanding What They Tell Us (with Seymour Sudman; Jossey-Bass, 1988); Asking Questions: A Practical Guide to Questionnaire Construction (with Seymour Sudman; Jossey-Bass, 1982; 2nd edition with Brian Wansink, 2004) and Improving Interviewing Method and Questionnaire Design (Jossey-Bass, 1979).
Bradburn serves on the board of directors of the Chapin Hall Center for Children. He was chair of the Committee on National Statistics of the National Research Council/National Academy of Sciences (NRC/NAS) from 1993 to 1998, and is past president of the American Association of Public Opinion Research (1991–1992). Bradburn chaired the NRC/NAS panel to advise the Census Bureau on alternative methods for conducting the 2000 Census. The report, published as *Counting People in the Information Age*, was presented to the Census Bureau in October 1994. He was a member of the NRC/NAS panel to review the National Assessment of Educational Progress and the panel to assess the 2000 Census. He is currently a member of the Board on Research Data Integrity at the National Academy of Sciences. Bradburn was elected to the American Academy of Arts and Sciences in 1994. In 1996, he was named the first Wildenmann Guest Professor at the Zentrum für Umfragen, Methoden. und Analysen in Mannheim, Germany.

**Ethan Bueno de Mesquita** is an associate professor in the Harris School and co-director of the Program on Political Institutions. His research applies game theoretic models to a variety of political phenomena including terrorism, elections and representation, and law and politics.

Bueno de Mesquita’s current research focuses on how terrorists use violence to coordinate mass publics to mobilize against a government. He has also studied terrorist recruitment, the sources of internal division and internecine violence within terrorist organizations, government-terrorist negotiations, and counterterrorism policy.

In the areas of elections and representation, Bueno de Mesquita’s ongoing work examines how changes in institutional and electoral environments affect electoral and policy outcomes including local public goods provision, the incumbency advantage, corruption, and party strength. He is also concerned with more foundational questions regarding the nature of representation and accountability in democratic systems.

Bueno de Mesquita has written on several topics in law and politics, including the emergence of judicial norms such as deference to precedent, the effect of formal legal institutions on informal economic and social networks, and judicial oversight of the bureaucracy.

Before coming to the Harris School, Bueno de Mesquita was an assistant professor in the department of political science at Washington University in St. Louis and spent a year as a Lady Davis Fellow in political science and visiting fellow in the Center for the Study of Rationality at the Hebrew University of Jerusalem. His work has been funded by the National Science Foundation and the United States Institute of Peace. Bueno de Mesquita received his B.A. in political science from the University of Chicago and his M.A. and Ph.D. in political science from Harvard.

**Kerwin Kofi Charles** is the Edwin and Betty L. Bergman Distinguished Service Professor in the Harris School and a research associate at the National Bureau of Economic Research. His research focuses on a range of subjects in the broad area of applied microeconomics. His work has examined such questions as how mandated minimum marriage ages affects young people’s marriage and migration behavior; the effect of racial composition of neighborhoods on the social connections people make; the causes for the dramatic convergence in completed schooling between recent generations of American men and women; differences in visible consumption
across racial and ethnic groups; the effect of retirement on subjective well being; the propagation of wealth across generations within a family; and many dimensions of the effect of health shocks, including on family stability and labor supply. Recent work has studied the degree to which prejudice can account for wages and employment differences by race and gender. In ongoing work, he is studying the connection between economic outcomes and various aspects of voting behavior.

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

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

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

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

Coursey led an investigation of environmental equity in Chicago, documenting the prevalence of hazardous industrial sites in poor, minority neighborhoods. He has examined public expenditures on endangered species. He has also consulted with the National Oceanic and Atmospheric Administration in the wake of the Exxon Valdez oil spill to develop federal response guidelines for environmental disasters.

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

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

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

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

Heckman’s investigation into the outcomes of individuals who earn a high school equivalency degree, or general educational development certificate (GED), found that GEDs are not more economically successful than high schooldropouts. Heckman is currently completing a book summarizing this research, which has sparked debate across the country on the value of the GED program and the value of exam-based credentials. He has also examined evidence on the effectiveness of government training compared to private training, and assessed the merits of different research methodologies. His current research explores the impact of cognitive and noncognitive skills on various lifecycle outcomes and the technology of skill formation. He is formulating and estimating life cycle models of skill formation to provide an integrated approach to evaluation of public policies targeted at different stages of the life cycle. He is investigating the role of the family and the market in producing life cycle outcomes.

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

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

**William Howell** is the Sydney Stein Professor in American Politics in the Harris School and co-director of the Program on Political Institutions. He has written widely on separation-of-powers issues and American political institutions, especially the presidency. His current research examines how foreign wars impact the exercise of presidential power at home.


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

**Ariel Kalil** is an associate professor in the Harris School and director of the Center for Human Potential and Public Policy. She is a developmental psychologist who studies how economic conditions affect child and family functioning. Her projects have examined how transitions from welfare to work affect mothers and children, barriers to the employment of welfare recipients, as well as family processes and child development in female-headed, teenage-parent, and cohabiting-couple households. With funding from a William T. Grant Faculty Scholars Award, she is currently conducting a multi-method study of the effects of parental job loss on child development. A second major project, funded by the Foundation for Child Development’s Changing Faces of America’s Children Young Scholars Program, focuses on how parental labor market experiences and welfare program participation affect children’s development in immigrant families. Finally, she is studying how job insecurity and job displacement affect mental and physical health and stress among older workers.
Kalil received her Ph.D. in developmental psychology from the University of Michigan in 1996. Before joining the Harris School faculty in 1999, she completed a postdoctoral fellowship at the University of Michigan’s Poverty Research and Training Center (now the National Poverty Center). She is also affiliated with the University of Chicago’s Population Research Center, the Center for Cognitive and Social Neuroscience, and the Sloan Center on Working Families. In 2003, she was awarded the Society for Research in Child Development’s first Award for Early Research Contributions.

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

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

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

In the area of urban poverty, Ludwig has participated since 1995 on the evaluation of a HUD-funded randomized residential-mobility experiment known as Moving to Opportunity (MTO), which provides low-income public housing families the opportunity to relocate to private-market housing in less disadvantaged neighborhoods. Ludwig’s research on education covers a range of topics from early education to school-to-work transition. His study of the long-term effects of Head Start (co-authored with Douglas Miller) was published in the Quarterly Journal of Economics, and he recently served on the National Academy of Science’s Committee on Strengthening Benefit-Cost Methodology for the Evaluation of Early Childhood Interventions. His co-authored article on race, peer norms, and education with Philip Cook was awarded the 1997 Vernon Prize for best article by the Association of Public Policy Analysis and Management (APPAM). Ludwig has also been actively involved in research on a variety of crime issues, particularly on the topic of gun violence. He is the co-author with Duke University Professor Philip J. Cook of an evaluation of the

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

**Laurence E. Lynn, Jr.**, is the Sydney Stein Jr. Professor of Public Management Emeritus in the Harris School and the School of Social Service Administration (SSA). He taught at the University of Chicago from 1983 to 2002 (serving as dean of SSA from 1983-1988). He chaired the Harris School Ph.D. Committee and directed the SSA Management Institute and the Harris School’s Center for Urban Research and Policy Studies and its biannual policy conference, the Chicago Assembly. Lynn is a former professor of public policy and chairman of the Public Policy Program at Harvard University’s John F. Kennedy School of Government and former George H. W. Bush Chair and Professor of Public Affairs in the Bush School of Government and Public Service at Texas A&M University. He has also held faculty positions at the Graduate School of Business at Stanford University and been a senior fellow at the Brookings Institution and an academic visitor at the London School of Economics and Political Science. Lynn currently holds part-time appointments as the Sid Richardson Research Professor at the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin and as Professor of Public Management at Manchester Business School, University of Manchester in the United Kingdom.

For ten years Lynn held senior positions with the U.S. federal government, including deputy assistant secretary of defense; director of program analysis at the National Security Council; assistant secretary at the Department of Health, Education and Welfare; and assistant secretary at the Department of the Interior. For his public service, he received the Secretary of Defense Meritorious Civilian Service Medal and a Presidential Certificate of Distinguished Achievement. Subsequently, he has been a consultant to federal, state, and local agencies and foundations and to the World Bank. He has served on the boards of community nonprofit organizations and been an expert witness in litigation involving child welfare administration. Lynn has also organized and served on the faculties of executive and management development institutes and seminars in the United States, Mexico, Europe, and Asia. He has also chaired National Academy of Sciences/National Research Council committees on Child Development Research and Public Policy and on National Urban Policy and
was a member of the NRC Committee on Education Finance: Equity, Adequacy and Productivity.

Lynn is the first recipient of the H. George Frederickson award for career contributions to public management scholarship of the Public Management Research Association (2005). He is also the recipient of the American Society for Public Administration’s Dwight Waldo Award (2006) and Paul Van Riper Award (2007) and of the American Political Science Association’s John Gaus Riper Lectureship (2007) for lifetime contributions to public administration and management research and service. He received the Journal of Policy Analysis and Management’s Vernon Prize and has been a “teacher of the year” at both the Harris School and the Bush School.

Lynn is the author of several books, including, The State and Human Services; Designing Public Policy; Managing the Public’s Business; Managing Public Policy; Public Management as Art, Science, and Profession (which was named best book of 1997 by the Public and Nonprofit Sector Division of the Academy of Management); Teaching and Learning With Cases: A Guide Book (which has been translated into Chinese), and Public Management: Old and New. He is co-author of The President as Policy Maker and Improving Governance: A New Logic for Empirical Research (coauthored with Harris School alumnae Carolyn Hill, Ph.D.’01. and Carolyn J. Heinrich, A.M.’91, Ph.D.’95), Madison’s Managers: Public Administration and the Constitution, and a textbook Public Management: A Three-Dimensional Approach (coauthored with Hill), and editor or coeditor of the National Research Council’s publications, Knowledge and Policy: The Uncertain Connection, Urban Change and Poverty, and Inner-City Poverty in the United States, of Governance and Performance: New Perspectives, The Art of Governance: Analyzing Management and Administration, and of The Oxford Handbook of Public Management. He has published extensively in academic journals and edited volumes on his primary research interests: governance and public management, public policy analysis and planning, and social welfare policy and administration. Current projects include essays on governance, bureaucracy, and public administration theory and research on the determinants of government performance.

Lynn is a Phi Beta Kappa graduate (with honors) of the University of California at Berkeley and holds a Ph.D. in economics from Yale University. He is past president of the Association for Public Policy Analysis and Management (APPAM) and former book review editor of its journal, a fellow of the National Academy of Public Administration, and a member of the Council on Foreign Relations, the American Society of Public Administration, the American Political Science Association, the Public Management Research Association, and the International Research Society for Public Management. He has served on the editorial boards of numerous academic journals and professional associations.

Ofer Malamud, an assistant professor in the Harris School, primarily conducts research in the fields of labor economics and the economics of education. His work focuses on the labor market outcomes associated with general and specific education. In particular, he has examined the relative returns to academic and vocational education in Romania and the trade-off between early specialization and the gains from delaying the choice of a major field of study in Britain. He has also studied the effect of education on regional mobility using the unintended effect of attending college to avoid the Vietnam draft, and most recently, the effect of home computer use on child and adolescent outcomes.
Malamud received his Ph.D. in economics from Harvard University in 2004, where he also graduated magna cum laude with a B.A. in economics and philosophy. He is a faculty research fellow at the National Bureau of Economics Research and a faculty affiliate at the University of Chicago’s Population Research Center and the Center for Human Potential and Public Policy. He was also a Spencer Foundation Dissertation Fellow during 2003–2004.

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

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

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

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

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

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

Mayer is a member of the Board of Directors of Chapin Hall Center for Children and the General Accounting Office Educators’ Advisory Panel. She has been a
member of the National Academy of Sciences Committee on National Statistics Panel to Review U.S. Department of Agriculture’s Measurement of Food Insecurity and Hunger, and the Committee on Standards of Evidence and the Quality of Behavioral and Social Sciences Research. Mayer is the past director and deputy director of the Northwestern University/University of Chicago Joint Center for Poverty Research. She has served as an associate editor for the *American Journal of Sociology*.

**David O. Meltzer** is an associate professor in the Department of Medicine and an associated faculty member 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 and the determinants of the cost and quality of care, especially in teaching hospitals. Meltzer is currently completing a randomized trial comparing the use of doctors who specialize in inpatient care (“hospitalists”) with traditional physicians in six academic medical centers.

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

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

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

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

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

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

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

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

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

**Jon Pevehouse**, an associate professor in the Harris School, has written widely on international organizations and international political economy issues in the field of international relations. His most recent work focuses on American foreign policy and how domestic political institutions constrain the president’s ability to exercise military force abroad. He also is involved in an ongoing project on the political implications of regional trade integration.

Pevehouse’s previous work has examined reciprocity within regional political conflicts, democratization and regional organizations, the political-military implications of international organizations, and economic interdependence. He is the author of *Democracy from Above? Regional Organizations and Democratization* (Cambridge University Press, 2005) and (with William Howell) *While Dangers Gather: Congressional Checks on Presidential War Powers* (Princeton University Press, 2007). He is also the author (with Joshua Goldstein) of *International Relations* (Longman Press), the leading undergraduate text on international relations.

Before coming to the Harris School, Pevehouse was in the political science department at the University of Wisconsin, where he received the Chancellor’s Distinguished Teaching Award. Pevehouse received his B.A. in political science,
with honors and highest distinction, from the University of Kansas and received his Ph.D. in political science from Ohio State University.

**Tomas J. Philipson** is the Daniel Levin Professor of Public Policy Studies in the Harris School and a faculty member in the Department of Economics and the Law School. His research focus is on health economics and he teaches master’s- and doctoral-level courses in microeconomics and health economics.

Philipson obtained his undergraduate degree in mathematics at Uppsala University, and his master’s and Ph.D. in economics from the Wharton School of the University of Pennsylvania. He joined the University of Chicago as a postdoctoral fellow in 1989, the faculty in 1990, and received tenure in 1998. He was a visiting faculty member at Yale University in 1994–1995, and a visiting fellow at the World Bank in 2003. He was on leave to serve in the Bush Administration as the senior economic advisor to the commissioner of the Food and Drug Administration in 2003-2004 and as the senior economic advisor to the administrator of the Centers for Medicare and Medicaid Services (CMS) in 2004–2005.

Philipson is the recipient of numerous national and international research awards. He has twice (in 2000 and 2006) received the highest honor of his field, The Kenneth Arrow Award of the International Health Economics Association for best paper in the field of health economics. In 2003, he was awarded the Distinguished Economic Research Award of the Milken Institute for best paper in any field of economics. He has also received grants and awards from both public and private agencies, including the National Institutes of Health, the National Science Foundation, the Rockefeller Foundation, the Alfred P. Sloan Foundation, the John M. Olin Foundation, and the Royal Swedish Academy of Sciences. Philipson is a co-editor of the journal *Forums in Health Economics and Policy* (Berkeley Electronic Press) and on the editorial board of the journal *Health Economics*. His research has been published widely in all leading academic journals of economics. He is affiliated with a number of professional organizations and his research expertise has made him a highly demanded consultant in the United States and abroad for private corporations and governments, including multi-lateral organizations such as the World Bank. Coverage of Philipson’s research has appeared in numerous popular media outlets such as CNN, CBS, FOX News, National Public Radio, *New York Times*, *Wall Street Journal*, *Business Week*, *Washington Post*, *Investor’s Business Daily*, and *Chicago Tribune*. Philipson was selected for inclusion into the *International Who’s Who* in 2003.

**Marcos A. Rangel**, an assistant professor in the Harris School, researches topics on development economics, population economics, and applied econometrics. His work focuses on the nature of decision making within families in developing and developed countries. He recently published a study suggesting that alimony rights granted to women living in consensual unions in Brazil had a dramatic effect on the patterns of investment in children. This result indicates that mothers allocate more resources for investment in their children than their male partners. This work was chosen as the article of the year in 2006 by the Royal Economic Society.

Rangel has also researched decisions of agricultural households in West Africa, finding that husbands and wives cooperate in the allocation of scarce resources, contrary to earlier evidence. His most recent research focuses on: decision making within mixed race families, the expansion of female rights in 19th-century America, the influence of the size and characteristics of extended Mexican families on public
policy, the impact of child support enforcement in the United States, the proliferation of family business, and the economics of domestic violence.

At the University of Chicago, Rangel is associated with the National Opinion Research Center’s Population Research Center and the Center for Latin American Studies. Rangel received his Ph.D. in economics from the University of California at Los Angeles in 2004, where he was also affiliated with the California Center of Population Research and the Center for Health and Development. Rangel received both his B.A. and M.A. from the Pontifical Catholic University-Rio de Janeiro, Brazil. His 1999 master’s thesis was named the best master thesis in economics by the Brazilian Development Bank in 2003. He was awarded a William and Flora Hewlett Population Studies Fellowship for 2002–2003 and a University of California Dissertation Fellowship for 2003–2004.

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

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

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

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

James M. Sallee, an assistant professor in the Harris School, researches various topics in the area of public economics, with an emphasis on taxation and environmental policy. His current research is focused on evaluating how firms and consumers react to public policies aimed at improving the fuel economy of new vehicles. This work includes empirical investigations of the effects of tax subsidies, fuel economy standards, and gasoline prices.

Sallee teaches courses on climate change policy, U.S. tax policy, and empirical methods at the Harris School. He was the 2008 recipient of the National Tax Association Dissertation Award and the 2009 recipient of the John V. Krutilla Research Award. He completed his Ph.D. in economics at the University of Michigan in 2008. He also holds a B.A. in economics and political science from Macalester College.
Diane Whitmore Schanzenbach, an assistant professor in the Harris School, studies education policy, child health, and food consumption. Her most recent work investigates the impact of school accountability policies (like the Federal No Child Left Behind Act) and school reform policies (such as small schools and charter schools) on student performance and other outcomes. In addition, she has used the Project STAR experiment to study the impact of classroom composition and class size on student outcomes. In current projects, she is studying the impact of school policies such as school lunches and availability of recess and gym class on child obesity.

Her work on food stamps has measured how households alter their consumption of food and other goods when they receive food stamp benefits, and whether increased benefits improve the health of recipients.

Schanzenbach is a member of the University’s Committee on Education, is affiliated with the Center on Human Potential and Public Policy and the Population Research Center at the University of Chicago, and is a research consultant at the Federal Reserve Bank of Chicago. From 2002 to 2004, she was a postdoctoral fellow in the Robert Wood Johnson Foundation’s Scholars in Health Policy Research Program at the University of California at Berkeley. She 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 worked for the President’s Council of Economic Advisers in 1996 and 1997.

Boris Shor, an assistant professor in the Harris School, focuses on two primary research programs. The first is the empirical analysis of the policy consequences of enduring political institutions in the United States. Specifically, he is examining the politics of the geographic distribution patterns of federal spending. The second area is the analysis of state legislative ideology in comparative context and the connection to cross-state policy differences. His institutional interests include the presidency, Congress, political parties, bureaucracy, and state governmental organization. In other research, he is focusing on the causes and consequences of the blue-red state divide in the U.S. Methodologically, he is interested in the applicability of multi-level models in analyzing complex data sets. Finally, Shor is interested in leveraging advanced computer technology in addressing substantive political questions. He has been involved in the Voteview/Voteworld project for more than a decade and, more recently, in a fifty-state roll call database project.

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

Duncan J. Snidal is an associate professor in the Harris School and the Department of Political Science. He is director of the Program on International Politics, Economics, and Security (PIPES) and also chair of the Committee on International Relations. Snidal’s research focuses on international relations with an emphasis on political economy and institutional theory. He has worked on problems of international cooperation, including the role of international institutions such as law and formal organizations, in promoting cooperation. Snidal is currently working on questions surrounding institutional change and the transnational regulation of business firms.

Matthew W. Stagner is the executive director of Chapin Hall at the University of Chicago and a senior lecturer in the Harris School. Prior to joining Chapin Hall in
2006, Stagner directed the Center on Labor, Human Services, and Population at the Urban Institute in Washington, D.C. He also served as director of the Division of Children and Youth Policy, Office of the Assistant Secretary for Planning and Evaluation, in the U.S. Department of Health and Human Services.

Stagner is an expert on youth risk behaviors, child welfare services, and program evaluation. He is currently conducting research with Mark Courtney on the effectiveness of programs for children aging out of foster care and conducting research for the Gates Foundation on the transition to adulthood for vulnerable youth. He is a member of the board and chair of the Research Advisory Panel for the National Campaign to Prevent Teen and Unplanned Pregnancy.

Stagner holds a Ph.D. from the Harris School and an M.P.P. from Harvard University’s John F. Kennedy School of Government.

**Donald M. Stewart**, a visiting professor in the Harris School since 2005, previously served as CEO and president of the Chicago Community Trust. Prior to joining the Trust, Stewart was a senior program officer and special advisor to the president at the Carnegie Corporation. He is also the former president and CEO of the College Board and the former president of Spelman College. He spent several years at the University of Pennsylvania serving on the faculty and in several administrative positions. He also has had numerous overseas assignments in the Middle East and Africa as a member of the Overseas Development Division of the Ford Foundation. He is a board member and advisor to numerous organizations.

Stewart earned a B.A. from Grinnell College, an M.A. from Yale University, and Master of Public Administration and Doctor of Public Administration degrees from the Kennedy School of Government at Harvard University.

**Charles Wheelan** is a senior lecturer in the Harris School. He received an 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*, an economics and finance correspondent for WBEZ Chicago Public Radio, an adjunct lecturer at Northwestern University’s Medill School of Journalism, and most recently as director of policy and communications for Chicago Metropolis 2020. He is also a visiting assistant professor at Dartmouth College during the summer quarter. 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.” He is also the author of an introductory public policy textbook to be published by W.W. Norton and Company in 2010. In March of 2009, Wheelan ran unsuccessfully for Congress as the representative from the Illinois 5th District in the special election to replace Rahm Emanuel.

**Paula R. Worthington** is a senior lecturer in the Harris School, where she teaches classes in state and local public finance and cost-benefit analysis. She received her 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. Previous 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 in the economics department at Northwestern University. Her recent service activities include membership on the Chicago Metropolitan Agency for Planning’s Financial Plan Resource Group, Evanston/Skokie School District 65’s Strategic Planning Advisory Committee, and the District 65 Citizens’ Budget Committee. Worthington is a four-time recipient of the Harris School Public Policy Student Association’s Best Teacher in a Non-Core Class Award.

**ADJUNCT FACULTY**

Jack Bierig, Partner, Sidley Austin Brown & Wood, LLP  
Kevin Conlon, President, Conlon Public Strategies  
Sean Durkin, Ph.D., Senior Consultant, Chicago Partners, LLC  
Frank Kruesi, Former President, Chicago Transit Authority  
Kevin O’Keefe, Partner, O’Keefe, Lyons & Hynes  
Ken Rasinski, Ph.D., Research Associate, Department of Medicine  
Barry Sullivan, Partner, Jenner & Block, LLP  
Daniel Sullivan, Ph.D., Senior Economist and VP, Federal Reserve Bank of Chicago  
Paula Wolff, Ph.D., Senior Executive, Chicago Metropolis 2020
The University of Chicago Library serves the primary research and study interests of faculty, students, and staff. One of the country’s foremost research libraries, it is a vital center in the intellectual culture of the University and a rich academic resource for the scholarly community.

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

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

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

The University’s collections of over 1.4 million volumes in the sciences, technology, biomedicine, and the history of science and medicine are housed in the John Crerar and Eckhart libraries. The Crerar Library includes most of the University’s science and biomedical collections. It has more than 1.3 million bound volumes and 4,700 current serials. Also, more than 3,000 science serial titles are available electronically. The Crerar Library’s collections in the history of science and medicine are distinguished, and combined with the rest of the University Library’s, are among the strongest in the country.
The 55,000-volume Eckhart Library holds the University’s collections in mathematics, mathematical statistics, and computer science.

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

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

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

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

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

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

The Library’s web site provides both a wide variety of information about the Library’s collections and services and access to a growing array of networked information resources. The subject guides on the Web offer an overview of both print and electronic resources and provide a useful starting place when beginning your research. A comprehensive list of electronic resources on the network with links to a variety of subject guides is available at lib.uchicago.edu/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: 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 Assignment Office, 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 Assignment Office, 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 up to 500 graduate and advanced undergraduate (third and fourth year) residents—nearly half from the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. In addition to providing affordable rooms in a gracious building, International House sponsors a rich variety of activities throughout the year and serves as a dynamic center of cultural exchange between international students and the greater Chicago community. The community kitchen equipped with ranges, microwaves, toasters, and walk-in refrigerators and freezers enables students to cook their own foods and serves as a lively crossroads of international cuisine and fellowship. International House also offers a dining service featuring a moderately priced à la carte menu in its Tiffin Café (no meal plan). The building itself is designed to encourage informal daily interactions among residents—in the House’s main lounge, kitchen, dining room, café, courtyard, library, computer labs, and television lounge. Residential fellowships are available. For further information about International House or for an application, please visit the website: ihouse.uchicago.edu. Students with additional questions may call the Residence Office at 773-753-2280, or send an email to: i-house-housing@uchicago.edu.
PRIVATE HOUSING

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

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.

The SafeRide program is an on-call shuttle system serving University students, faculty, and staff during the late-night hours. The shuttles do not follow a route, but operate on a first call, first serve basis. SafeRide hours and coverage can be found at rh.uchicago.edu/bus.

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 bus.uchicago.edu.

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENT

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

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

**AUTOMATIC ENROLLMENT**

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

The open enrollment period ends at 5 pm on Friday of the second week of the first quarter of registration during the plan year (October 9 for fall 2009). 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 Chicago Booth Evening and Weekend, SSA Evening and the MLA programs are not eligible to enroll in U-SHIP. Doctoral students in Extended Residence are also not eligible to enroll in U-SHIP. Students excluded from this requirement are NOT eligible to purchase the University Student Health Insurance Plan.

**STUDENT 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 ($238 per quarter for 2009–2010) 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: Chicago Booth Evening and Weekend, SSA Evening and the MLA programs. Doctoral students in Extended Residence are also excluded.

**SUMMER HEALTH AND WELLNESS FEE**

Students and June graduates who remain in the Chicago area during the summer but are not enrolled in classes have the option to 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 312-823-1100. Their website is 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, 956 East 58th Street, 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, Administration Building, 5801 Ellis Avenue, RM 226-A, 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 325 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

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

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

UNIVERSITY POLICIES

STATEMENT OF NON-DISCRIMINATION

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

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

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

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

ASSISTANCE FOR DISABLED STUDENTS

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

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

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

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

LEARNING DISABILITIES

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

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

DOMESTIC PARTNERSHIP POLICY

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

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

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

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

UNIVERSITY REPORTS

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

- 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 South Ellis Avenue, Chicago, IL 60637 (773-702-8190); and from the Office of the Vice President and Dean of Students in the University, 5801 South Ellis Avenue, Chicago, IL 60637 (773-702-7770). It also can be accessed on the Internet at commonsense.uchicago.edu.

2. The University of Chicago Department of Physical Education and Athletics’ report for the Equity in Athletics Disclosure Act is available, upon request, from the Department at 5530 South Ellis Avenue, Chicago, IL 60637 (773-702-7684).

3. The University’s policy concerning privacy and the release of student records is published annually in the University’s Student Manual of Policies and Regulations. The policy explains the rights of students with respect to records maintained by the University and outlines the University’s procedures to comply with the requirements of the Family Educational Rights and Privacy Act. Copies of the Manual are available, upon request, from the Office of the Vice President and Dean of Students in the University, 5801 South Ellis Avenue, Chicago, IL 60637 (773-702-7770). The information is also available on the Internet at 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 South Ellis Avenue, Chicago, IL 60637 (773-702-7770). The information is available on the Internet at 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, Room 411, Chicago, IL 60637 (sla.uchicago.edu, 773-702-6061), or the Harris School Office of Admission, 1155 East 60th Street, Chicago, IL 60637 (773-702-8401).

7. Information regarding student graduation rates, tuition and loan refunds, and withdrawals can be obtained from the Offices of the Registrar and the Bursar, 5801 South Ellis Avenue, 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 South Ellis Avenue, Chicago, IL 60637 (773-702-8810).
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 2009

Aug. 17–28  Language Camp
Aug. 31–Sept. 18  Math Camp
Sept. 21  Math Placement Exam
Sept. 21–25  Orientation
Sept. 29  Classes begin
Nov. 9  New Applicant Visit Day
Nov. 26–27  Thanksgiving
Dec. 3  Ph.D. Application Deadline
Dec. 11  Autumn Quarter Convocation

WINTER QUARTER 2010

Jan. 3  Master’s Application Deadline
Jan. 4  Classes begin
Jan. 18  Observance of Martin Luther King Jr. Day
Mid-March  Master’s Admission Notification
Mid-March  Ph.D. Admission Notification
March 19  Winter Quarter Convocation

SPRING QUARTER 2010

March 29  Classes begin
April 9  On the MaPP, open house for newly admitted master’s students
April 15  Late Application Deadline
May 31  Memorial Day
June 11  Spring Quarter Convocation and Hooding Ceremony

SUMMER QUARTER 2010

June 21  Classes begin
July 5  Observance of Independence Day
Aug. 27  Summer Quarter Convocation