THE UNIVERSITY *of* CHICAGO

THE IRVING B. HARRIS GRADUATE SCHOOL

of PUBLIC POLICY STUDIES

ANNOUNCEMENTS

Fall 2001

More information regarding The Irving B. Harris Graduate School of Public Policy Studies or materials and application forms for admission to either the master's of public policy or doctoral program can be found on the World Wide Web, URL www.HarrisSchool.uchicago.edu/.

Or you may contact us using the following address and telephone number:

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2001-2002
VOLUME XXI

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

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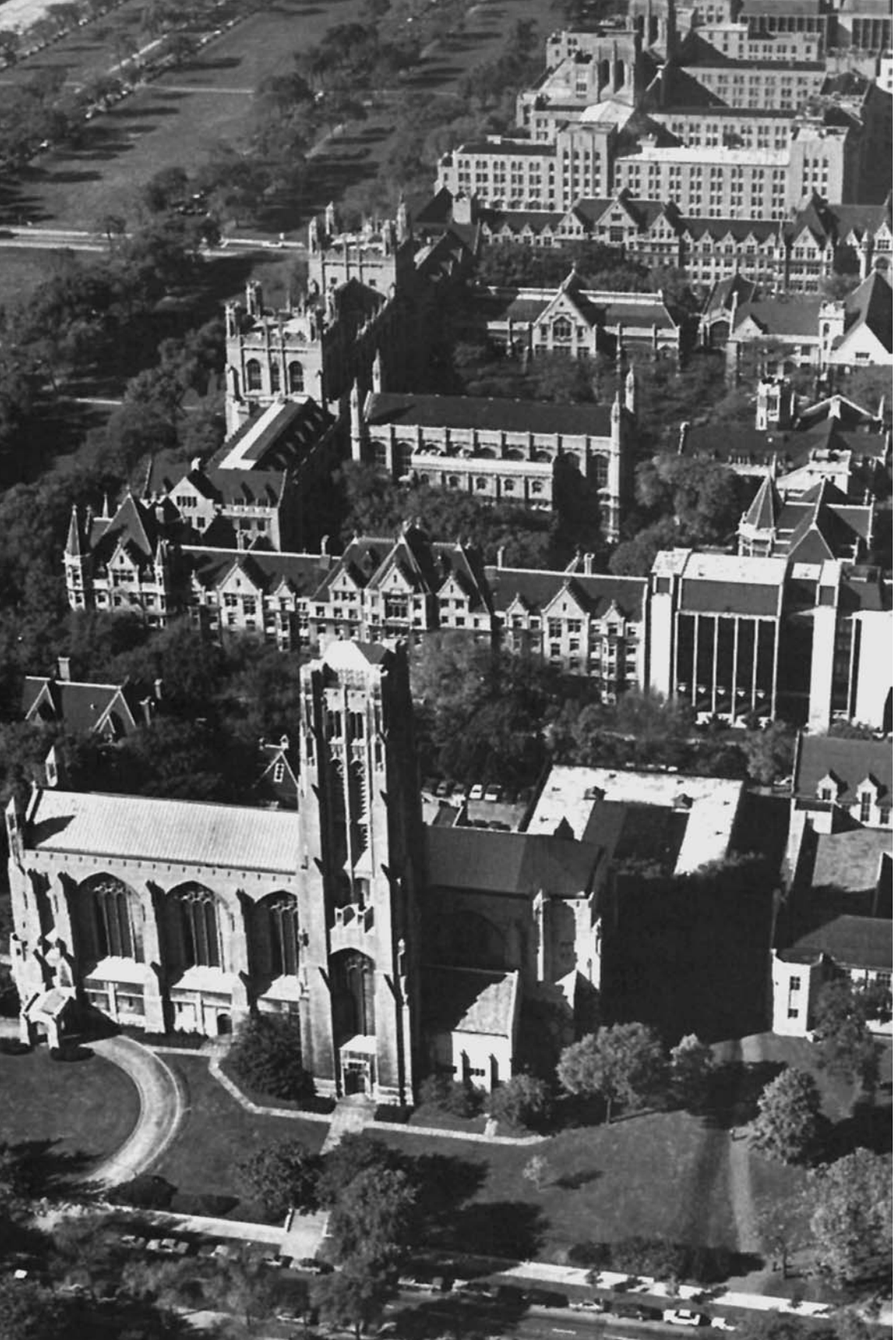

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Edgar D. Jannotta, Chairman of the Board of Trustees
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Faculty and Administration

of the Irving B. Harris Graduate School of Public Policy Studies

Faculty

Norman M. Bradburn, Ph.D., Tiffany and Margaret Blake Distinguished Service Professor Emeritus in the Department of Psychology, the Harris School, the Graduate School of Business, and the College

Shelley Clark, Ph.D., Assistant Professor in the Harris School

Don L. Coursey, Ph.D., Ameritech Professor of Public Policy in the Harris School and the College

Thomas C. DeLeire, Ph.D., Assistant Professor in the Harris School

Sven E. Feldmann, Ph.D., Assistant Professor in the Harris School

Sean Gailmard, Ph.D., Assistant Professor in the Harris School

Charles L. Glaser, Ph.D., Deputy Dean and Professor in the Harris School

Lloyd G. Gruber, Ph.D., Associate Professor in the Harris School

Larry V. Hedges, Ph.D., Stella M. Rowley Professor in the Department of Sociology, the Harris School, and the College

Ariel Kalil, Ph.D., Assistant Professor in the Harris School

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Robert J. LaLonde, Ph.D., Professor in the Harris School

Edward F. Lawlor, Ph.D., Associate Professor in the Harris School and Dean and Associate Professor in the School of Social Service Administration

Helen G. Levy, Ph.D., Assistant Professor in the Harris School

Erzo F. P. Luttmer, Ph.D., Assistant Professor in the Harris School

Laurence E. Lynn, Jr., Ph.D., Sydney Stein, Jr., Professor of Public Management in the Harris School and School of Social Service Administration

Willard G. Manning, Ph.D., Professor in the Department of Health Studies and the Harris School

Howard Margolis, Ph.D., Professor in the Harris School and the College

Susan E. Mayer, Ph.D., Associate Professor in the Harris School and the College

David O. Meltzer, M.D., Ph.D., Associate Professor in the Department of Medicine and the Harris School

Robert T. Michael, Ph.D., Dean and Eliakim Hastings Moore Distinguished Service Professor in the Harris School, the Department of Education, and the College

Jeffrey Milyo, Ph.D., Assistant Professor in the Harris School

Colm A. O'Muircheartaigh, Ph.D., Professor in the Harris School

Tomas J. Philipson, Ph.D., Professor in the Harris School

C. Cybele Raver, Ph.D., Associate Professor in the Harris School

Raaj K. Sah, Ph.D., Professor in the Harris School

Duncan J. Snidal, Ph.D., Associate Professor in the Harris School, the Department of Political Science, and the College

Affiliated Faculty

Robert Goerge, Ph.D., Associate Director of the Chapin Hall Center for Children

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

Ellen Meara, Ph.D., Assistant Professor of Health Economics in the Department of Health Care Policy at Harvard Medical School

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

Casey B. Mulligan, Ph.D., Associate Professor in the Department of Economics and the Harris School

Kenneth A. Rasinski, Ph.D., Principal Research Scientist at the National Opinion Research Center

J. Mark Schuster, Ph.D., Professor at the Massachusetts Institute of Technology

Yoram Weiss, Ph.D., Visiting Professor in the Graduate School of Business

Administration

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Charles L. Glaser, Ph.D., Deputy Dean

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Madhu B. Anand, Director of Administrative Services

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Ellen Cohen, Director of Admission

Johanna R. Owens-Ream, Publications Coordinator

Cynthia M. Taylor, Executive Assistant to the Dean

Joel M. Williams, Senior Director of Communications

The University *and the* School

The University of Chicago

The University of Chicago is a private, nondenominational, coeducational institution of higher learning and research. The University includes the undergraduate College; four graduate divisions (the Biological Sciences, the Humanities, the Physical Sciences, and the Social Sciences); six professional schools (the Graduate School of Business, the Divinity School, the Law School, the Irving B. Harris Graduate School of Public Policy Studies, the School of Social Service Administration, and the Pritzker School of Medicine); libraries, laboratories, museums, theaters, clinics, and institutes; the Graham School of General Studies; and the University of Chicago Press. A leader in higher education, the University has had a major impact on the nation's colleges and universities. Currently, more than 100 University alumni serve as presidents or provosts of colleges and universities around the country.

Since its founding, the University has earned a reputation for offering distinguished graduate education and for attracting a faculty committed to scholarly distinction and intellectual innovation. Today, of approximately 12,800 students, about 8,500 are in graduate programs. The faculty numbers approximately 1,250. Seventy-one Nobel Prize winners have been associated with the University as students, teachers, or researchers.

The University's small size and the emphasis on graduate studies have encouraged unusual interaction among disciplines. While traditional departments exist here, almost all academic programs embrace specialists from different disciplines. Some members of the Harris School faculty hold appointments in other departments or schools. Close relationships among the many divisions and professional schools exist throughout the University, and students are encouraged to take courses and to pursue research in areas outside the Harris School.

Our 190-acre campus is located in the residential, lakefront community of Hyde Park, just seven miles south of downtown Chicago. There are more than 175 buildings on the campus. The main campus, north of the tree-lined Midway, retains the quadrangular concept set by architect Henry I. Cobbs in 1890. Gray limestone buildings displaying gargoyles, ivy, and spires characteristic of collegiate, Gothic-defined, tree-shaded quadrangles. South of the Midway, Eero Saarinen's Law School and Ludwig Mies van der Rohe's School of Social Service Administration add distinguished contemporary design to the campus. The University's buildings also include Frank Lloyd Wright's Robie House, a national historic landmark, as well as a new science quadrangle. Works of major sculptors dot the campus, perhaps the most famous being Henry Moore's "Nuclear Energy," commemorating the spot where, in 1942, University scientists achieved the first self-sustaining nuclear chain reaction.

Students visiting the University for the first time are delighted by the campus and by the charm of Hyde Park, a residential community with a long tradition of independent thinking and social action. Beginning in the 1950s, a renewal effort of historic proportions, achieved through the cooperation of the University, the Southeast Chicago

Commission, and federal agencies, has produced a stable, integrated community. The Hyde Park-Kenwood District was placed on the national register of historic places in 1979.

Apart from the intellectual and cultural stimulation provided by the University, Hyde Park has a rich, homegrown cultural life, complemented by its natural surroundings of parklands to the west and southeast and throughout the neighborhood. Art galleries, museums, theaters, bookstores and the nation's oldest juried art fair contribute to the pleasures of life.

The Irving B. Harris Graduate School *of* Public Policy Studies

Throughout history, societies have sought solutions to the problems that threaten their welfare. These crucial searches continue today. Education, economic development, poverty, international turmoil, and health care reform are just some of the difficult public policy issues facing nations. Moreover, as our world becomes increasingly interdependent, the problems of one part of the world can frequently affect the policies and concerns of the rest.

The University of Chicago established the Irving B. Harris Graduate School of Public Policy Studies in 1988 to address the need for talented individuals who can meet these major challenges. Building on the Chicago tradition of exceptional strength in the social sciences, the Harris School pursues a dual mission to conduct policy-relevant research meeting the highest scholarly standards and to train talented men and women for leadership roles as public policy professionals. The School's distinctive multi-disciplinary program provides an outstanding opportunity for dedicated individuals to prepare for rewarding careers in public policy analysis and implementation.

The Harris School offers the degrees of master of public policy (M.P.P.), master of arts (A.M.) in public policy studies, master of environmental science and policy (M.S.E.S.P.), and doctor of philosophy (Ph.D.) in public policy studies, and joint degrees with the Divinity School (M.P.P./M.Div.), the Graduate School of Business (M.P.P./M.B.A.), the Law School (M.P.P./J.D.), the School of Social Service Administration (M.P.P./M.A.), and the College (B.A./M.P.P.) The School's one-year A.M. program allows for combined degrees with the Pritzker School of Medicine and all graduate departments in the University.

The Harris School's academic program has been designed to help students develop the critical analytic skills needed by effective public policy professionals to devise approaches for evaluating different policy strategies and their implications, including identifying criteria for weighing the benefits and costs to society as a whole, and to various stakeholders or affected groups. These skills include the following: (a) use of appropriate theories and models to comprehend and explain substantive, political and administrative implications of public policy problems; (b) identification of alternative strategies for addressing such problems; (c) measurement and evaluation of the costs and benefits of proposed alternatives; (d) concise presentation of the consequences of various choices. The training program's emphasis on critical analysis and communication rather than administrative functions or specialized roles/knowledge reflects the faculty's belief that mastery of these fundamental skills better prepares our graduates to work effectively as public policy professionals, whether in government, private or non-profit organizations.

The core curriculum draws upon a variety of disciplines and fields, including economics, sociology, statistics, political economy, organizational theory and program evaluation. The diversity of these foundations is intended to enable Harris School graduates to (1) recognize and integrate the substantive, political, and organizational aspects of policymaking, and (2) create arguments that are both conceptually sound and appropriate to the real world in which policy issues arise and must be resolved. Our graduates leave the program with a deep understanding of the policymaking process and of a particular public policy area.

Our faculty's research is distinctly problem-driven, striving to address some of our nation's most urgent policy questions. The results of their research are often used by national and local policy makers and practitioners. One of the School's key strengths is its location within a University that emphasizes and facilitates the exchange of ideas and research findings among the social sciences. The Harris School works with faculty, departments, and research centers throughout the University, and is housed within the same building as the National Opinion Research Center (NORC), one of the world's foremost social survey research institutions.

Program Overview

For students at the Harris School, intellectual life centers around the following components:

- *core courses (required)*, in which students acquire technical and analytical skills for their professional growth;
- *the concentration (optional)*, which exposes students to the content and complexity of at least one policy domain;
- *ancillary skill training (optional)*, in which students acquire the necessary skills and abilities for a professional position in public policy and administration. These include skills in budgeting, accounting, principles of management, and survey methods;
- *leadership training (required)*, in which students participate in group projects, acquire experience by working in teams, attend workshops, learn professional writing and oral presentation skills, take part in special interest forums, and enroll in a policy discussion series.

Two fundamental characteristics underlie all of the aspects of the program: the integration of research and practical training and a multi-disciplinary approach to problem-solving.

The Curriculum

The Master of Public Policy Program

The Irving B. Harris Graduate School of Public Policy Studies offers a two-year program of professional study leading to the master of public policy (M.P.P.) degree. There are five components of this curriculum: core courses, distribution requirements, concentrations, electives, and LEAD.

Core Courses

During the two-year program, students enroll in a set of eight core courses that focus on the various methods of analysis used in the disciplines of economics, statistics, political science, and sociology. The core course work is designed to help students develop fundamental quantitative and analytical skills necessary for effective policy analysis. The core consists of the following courses:

PP308. Political Economy for Public Policy: Formal Models
PP310 & 311. Statistical Methods for Policy Research I & II
PP316. Policy Analysis and Political Choice
PP319. Organizational Theory and Public Management
PP323 & 324. Principles of Microeconomics and Public Policy I & II
PP325. Public Policy Workshop (MPP students only)

LEAD

LEAD (Learning, Exploration, and Development) is a year-long experiential learning seminar required of entering students at the Harris School. LEAD complements the analytic classroom training students receive with skills in group process and professional communication. LEAD is a challenging, active, participant-centered process. Through LEAD, students share and learn from personal experiences, and learn how to maximize their workplace effectiveness and that of those working around them. LEAD helps students develop a repertoire of skills to bridge the transition from academic life to professional careers, encourages students to assess their work styles and preferences, and improves students' ability to evaluate a task environment, and to use group process skills to complete tasks.

Distribution Requirements

Students fulfill distribution requirements 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. This distribution provides students with a broad background in policy analysis and aids them in choosing a concentration area.

Concentrations

Concentrations at the Harris School could more easily be described as "areas of interest," for they reflect the primary areas in which our faculty do research. A student is not required to have a Harris School concentration, nor any particular concentration at all, but is expected to put together a set of courses that make academic sense.

Electives

Elective courses are an ideal means to explore special academic interests and fields, internships, independent research, and ancillary skill training (e.g., courses in accounting and budgeting, survey methods, and public management). Electives offer students an opportunity to acquire training both in the theoretical and applied analysis of public policy issues, and to develop the skills necessary for a professional position in policy analysis.

A typical first-year schedule would be:

	Fall	**Winter**	**Spring**
	PP308	PP310	PP311
	PP323	PP324	PP319
	Elective	PP316	Elective
	LEAD	LEAD	

To complete the M.P.P. requirements, students in the two-year program must: successfully complete 18 courses (six quarters of residency) with quality grades; take a minimum of eight courses in the Harris School; earn at least a C- in all core courses and distributional requirements; and have a cumulative grade point average of at least 2.7 at the time of graduation.

CONCENTRATIONS

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

child and family policy
education policy
environmental policy
health policy
international policy
poverty and inequality
finance and public finance
public management

Students are encouraged to build concentrations in other areas of interest as well. Alternative areas of study available at the Harris School include social program evaluation, urban political economy, and social choice.

Child and Family Policy

Public policy regarding children and families has become a major focus of debate and activity at the federal, state, and local levels. Topics are many and diverse, including welfare reform, child care, intervention programs, contraception and abortion, economic resources and poverty, teenage pregnancy, and child support enforcement. Important domains of study are as follows: the economics of the family, child and adolescent development, demography, gerontology, family functioning, sociology and social services. In a typical year, the Harris School offers four courses in child and family policy.

Ariel Kalil, Robert Michael, and C. Cybele Raver conduct research and offer courses in this concentration.

Education Policy

Education is an important determinant of life-cycle earnings, distribution of income and economic growth. This concentration examines the broad range of topics in education—from education's impact on society and individuals to the effects of public policies on education itself. Students enroll in courses that discuss federal policy development, reform at the state and local levels, achieving racial equity, public/private school differences, the organization of school systems and classrooms, family finance vs. public finance, voter support, demographic change, and theories of human capital and alternative choices. Each year, the Harris School offers approximately two courses in education policy.

Larry Hedges, Laurence Lynn, Susan Mayer, and Robert Michael are particularly interested in education policy.

Environmental Policy

Growth in national and international demand for environmental quality has been fueled by changes in income, prices, consumer demographics, and information dissemination. Since the 1960s, the percentage of bills submitted and laws passed by the United States Congress has increased, with the total number of considered environmental bills reaching approximately 20 percent and the total number of laws passed reaching almost 25 percent. Students within the environmental concentration will be exposed to the broad range of issues, which they may address as future managers and policy makers. This concentration builds upon practical theoretical and empirical tools that can be used to address the relationship between government, business, special interests, ethics and the law in the determination of environmental policy.

The Harris School and the Physical Sciences Department also offer a two-year program leading to a master of science degree in Environmental Science and Policy, which is described in the other master's degrees' section. Each year, the Harris School offers approximately two courses in environmental policy.

Don Coursey and Howard Margolis specialize in this area.

Finance and Public Finance

Taxation and other public finance activities of governments pervade our economic landscape. They affect the lives of individuals, families, small businesses, large corporations, non-profit organizations, and virtually every other type of institution on a daily basis. The media, the public, and experts debate these activities widely and continuously, with the focus of the debates shifting from one set of issues to another over time. For example, simplification of the tax code and across-the-board reductions in income tax rates were central issues during the 1980s; whereas in the early 1990s, taxation of the rich, value-added taxes, and public funding of parts of the health sector were considered to be the controversial issues. Electoral outcomes are also increasingly influenced by competing views on public finance. Recall, for example, the role of George Bush's record on his earlier "read my lips" pledge in his reelection bid. In the 1996 elections, the Republican presidential strategy appeared to be predicated very significantly on a dramatic proposal to reduce the overall level of taxation.

Finance is a key part of economics, in terms of both powerful ideas and methods as well as in the importance of these ideas and methods in the world of practice. Virtually every organization, public or private, is concerned about its financial foundations. A significant sector of a modern economy exists solely to mediate the flow of financial resources across different parts of the economy. Among these mediators are banks, underwriters and other companies that deal with various aspects of securities, and investment management institutions. This sector often initiates innovations that create lasting and far-reaching effects on the functioning of other parts of the economy. Recent innovations include derivative securities (futures and options) and the creation of traded securities (such as mortgage-backed securities) from assets that are more difficult to trade. In a typical year, the Harris School offers eight courses in finance and public finance.

Thomas DeLeire, Sven Feldmann, and Raaj Sah specialize in this field.

Health Policy

Concerns centering around access, costs, and quality of health care have generated a widespread interest in designing, financing, and implementing health policy. To effectively participate in the debate, one must understand the health services system, medical economics, and the clinical and administrative domains of health care. Specific topics include the problems of allocating resources, reimbursement policy, dilemmas of biomedical ethics, and measuring and analyzing effectiveness in health care.

Health policy issues range from theoretical (health care as a public good, the meaning of health to society) to empirical (studies of the economics and efficacy of various health care financing strategies). The role of federal, state, and local governments in health care are the subject of extensive scrutiny and debate.

Currently, major emphasis is placed on research approaches to evaluating the outcomes of health care interventions and the effect of an aging population upon the delivery of health care. Each year, the Harris School offers approximately nine courses in health policy.

The School is a formal participant in the Graduate Program in Health Administration and Policy (GPHAP) at the University of Chicago. The GPHAP is an accredited course of study designed to train students for leadership positions as managers, planners, consultants, and regulators in public and private health services. Students in the program take three required courses in health services and two electives to earn the certificate. Students must complete a separate application to be admitted to the program. To obtain more information about the program, please call the Center for Health Administration Studies (CHAS) at (773) 753-8220.

Edward Lawlor, Helen Levy, Willard Manning, David Meltzer, and Tomas Philipson have substantive research interest in this field.

International Policy

International policy at the Harris School addresses three major areas: international security, international political economy, and international development. Harris School faculty teaches courses and conducts research within these areas.

The field of international security focuses on questions of war and peace, and on the military and diplomatic tools available to states to increase and to maintain their security. The dissolution of the Soviet Union has revived debate of the most basic questions of U.S. national security policy: should the United States retain or even expand its Cold-War alliances, or instead choose to adopt isolationist policies and withdraw from Asia and Europe? Should the United States pursue nuclear disarmament, or only more incremental arms control agreements? If key threats to U.S. security now stem from proliferation of weapons of mass destruction and terrorists, is the United States allocating its defense dollars correctly? Is the defense budget—which has been cut dramatically but is still approximately $300 billion per year—too large or too small? Should the United States intervene in ethnic conflicts for humanitarian purposes and, if so, under what circumstances? Thorough analysis and debate is required to reach sound answers to these questions, which will determine the broad outlines of American security policy for decades to come.

The field of international political economy includes policy areas such as international trade and finance. Economic interdependence among nations has increased dramatically over the past 50 years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. Foreign economic policy makers are in need of a coherent analytical framework for thinking about when and/or how government intervention might be used to ease the dislocations created by the continuing spread of market forces, if at all. What are the political causes and consequences of market integration? How does it constrain the policy choices and behavior of foreign economic policy makers? Is globalization "good" for the U.S. economy? What steps can the United States and other countries take to encourage greater cooperation among the major (and minor) players in the world economic system? More specifically, what policies should the United States adopt regarding international organizations, and how should it exert its leadership in the international economic system? Should the U.S. widen the North American Free Trade Agreement to include additional members, or should the emphasis be placed on deepening the agreement? How actively should the U.S. pursue cooperative economic relations with the European Union, Japan, China, and other countries outside the western hemisphere?

The field of international development has traditionally focused on issues relating to economic, political, and social change in the third world. However, in the last 15 years, a great deal of attention has been devoted to the parallel shift taking place in the developing world from authoritarian rule and state-centered economic models to democratic rule and market-oriented reform. Questions raised by this dual transformation include: How do these twin processes interact with one another? Are they mutually reinforcing trends or do they conflict? What sorts of political obstacles do LDC governments face as they approach the implementation of market-oriented reforms in a democratic political setting? What role, if any, should the United States and other international lending agencies play in supporting these reform processes? Finally, what is the impact of democratization and marketization on other "non-traditional" development issues, such as ethnic and religious diversity, environmental sustainability, and gender?

In a typical year, the Harris School offers seven courses in international policy. In addition to the resources of the School, students can take advantage of rich resources within the University: centers covering many regions of the world, workshops on a broad range of international topics and faculty interested in a wide array of international issues.

Charles Glaser, Lloyd Gruber, Erzo Luttmer, and Duncan Snidal study issues in this field.

Public Management

Achieving the goals of public policy is impossible without effective implementation. For a regulation to be enforced, a check to be written to a qualified recipient, or changes to occur in socially-condemned behaviors, resources must be appropriately allocated, public agencies must be effectively organized and managed, and accountability must be insured. This is the domain of public management. The growing complexity of the problems governments are called upon to address through a dispersed network of public and private agencies and firms is raising the premium on implementation knowledge and skills. Students of public management may enroll in courses that prepare them for positions in public and non-profit budgeting, policy planning and analysis, program development, financial management and accounting, and other areas, such as regulation and public finance, that cut across substantive policy domains. The Harris School offers three courses in public management in a typical year.

Edward Lawlor, Laurence Lynn, Susan Mayer, and Duncan Snidal conduct research on these and related areas.

Poverty and Inequality

Economic inequality has increased over the last two decades and poverty rates have remained high, even during periods of rapid economic growth. In addition, poverty

has become more prevalent in many large cities and more geographically concentrated in poor neighborhoods. A concentration in poverty and inequality fosters an understanding of the causes and consequences of economic inequality and poverty and the policies that affect them. Courses appropriate for this concentration include those that focus on the historical and political aspects of social welfare policies, evaluations of such policies, and theoretical and empirical research of culture, macroeconomic conditions, labor force participation, race and ethnic relations, and family structure. Each year, the Harris School offers four classes in poverty and inequality.

Thomas DeLeire, Ariel Kalil, Erzo Luttmer, Susan Mayer, and Robert Michael conduct research related to this field.

Other Master's Degrees

One-Year A.M. Degree Program

This one-year program provides students with the fundamental skills of quantitative policy analysis, skills which enable them to examine the policy problems associated with their primary areas of study. The program augments the student's preparation in standard academic or professional fields and increases employment opportunities. It is open to students who successfully complete at least one year of graduate work (nine courses with quality grades) at the University of Chicago in any graduate degree program outside of public policy studies, or to those who hold a J.D., M.B.A., M.D., or Ph.D. degree from any accredited university.

The curriculum consists of six of the seven core courses available to M.A., Public Policy 301 when appropriate, and three electives for a total of nine courses (plus LEAD). 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. Ideally, each student's program accommodates previous coursework and career interests.

After successfully completing the requirements described above, students receive the master of arts degree in public policy studies. Some doctoral candidates use the one-year program to lend an interdisciplinary policy perspective to their thesis research; others enroll in the program to acquire practical skills and to increase their employment options.

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.

The program makes one-year degrees possible with all graduate departments in the University. When combined with another one-year master's degree, both degrees must be awarded during the same quarter.

One-Year A.M. Fellowship Program in Child Development and Public Policy

The Harris School offers a special one-year A.M. to students with a Ph.D., M.D., or J.D. degree with an emphasis in early childhood development or a related field. It is uniquely designed for individuals preparing for professional careers that require a combination of an advanced degree in child development (or related field) and skills in public policy analysis. This program carries a full-tuition fellowship and a $10,000 stipend.

Fellows take the basic core policy curriculum; course requirements are the same as the standard one-year degree. As an integral part of the Harris School community, Fellows interact with faculty and students in the School and participate in policy-relevant research and seminars. In addition, each Fellow has the opportunity to work with a mentor from the Chicago policy arena, which may initiate a connection to the policy world.

Those Fellows who have sufficient background in the School's core areas may be eligible to enroll in higher-level policy concentration courses and/or may petition to take the advanced core course, Public Policy Workshop, to fulfill a core requirement. Ideally, each Fellow's program accommodates previous coursework and career interests.

Two-Year M.S. Degree in Environmental Science and Policy

The Harris School and the Division of the Physical Sciences at the University of Chicago offer a two-year program leading to a master of environmental science and policy. The environmental science and policy 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 (plus LEAD) from the Harris School and from the Division of the Physical Sciences. Applicants to this program must satisfy all prerequisites for the environmental sciences curriculum. Students who enter the program must have had previous training in the physical sciences at the undergraduate level. Desirable undergraduate majors for entering students include physics, chemistry, and applied mathematics; students with a strong science background will be considered for admission as well. The faculty of the Harris School and the Physical Sciences Division must approve all admissions.

Joint Degrees

The Joint M.P.P./J.D. Degree Program with the Law School

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

The joint degree program allows students who are interested in the application of the law to public policy issues to have a comprehensive course of study. Students in this program take the eight required Harris School core courses, plus five electives for a total of 13 courses (plus LEAD) instead of the usual 18, with the Harris School. Students may apply one academic quarter of up to four 100 unit courses, excluding LEAD, 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 Joint M.P.P./M.B.A. Degree Program with the Graduate School of Business

The Harris School and the Graduate School of Business (GSB) at the University of Chicago offer a combined degree program leading to the M.P.P. and M.B.A. degrees. Upon completion, students graduate with both a master of public policy from the Harris School and a master of business administration from the Graduate School of Business.

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

The Joint M.P.P./M.A. Degree with the School of Social Service Administration

The Harris School and the School of Social Service Administration offer a combined degree program leading to the M.P.P. and M.A. degrees. Upon completion, students graduate with both a master of public policy from the Harris School and a master of arts from the School of Social Service Administration.

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

The Joint M.P.P./M.Div. Degree Program with the Divinity School

The Harris School and the Divinity School offer a combined degree program that enables students to graduate with both a master of public policy and a master of divinity. Students in this program take the eight required core courses, plus six electives for a total of 14 courses in public policy (plus LEAD), 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 master of divinity 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.

Students already admitted to one of the Schools may apply during their first year for admission to the other.

The Professional Option Program with the College at the University of Chicago

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 9 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.

The Ph.D. Program

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

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

Course Work

Ph.D. students should expect to complete their program of study after a minimum of four to five years in residence. Ph.D. students must complete a minimum of 27 courses, including demonstrated mastery of the School's core subjects, unless they enter the program with a master's degree in the same or a related field, in which case the number of required courses may be reduced by up to 9 courses. Following completion of their coursework and examinations, Ph.D. students will be able to take advantage of opportunities to obtain financial support for their doctoral research from internal and external sources and to participate in research projects in the School and the University. Students receiving internal financial support will also serve as course assistants beyond their first year of study.

Additional Requirements

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

Qualifying Examinations: Ph.D. students are required to pass three qualifying examinations offered by the Harris School: in methods (statistics and econometrics), theory (microeconomics and political economy), and 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 2001-2002

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

301. Analysis for Public Policy: Mathematical Preliminaries

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

Course Instructor: Staff

308. Political Economy for Public Policy

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

Course Instructors: Feldmann, Snidal

310. Statistical Methods for Policy Research I

This course aims to provide a basis understanding of statistical analysis in policy research. Fundamental to understanding and using statistical analysis is the realization that data does not emerge perfect and fully-formed from a vacuum. An appreciation of the provenance of the data, the way it was collected, why it was collected, is necessary for effective analysis. Equally important is an understanding of the nature of the statistical inference being attempted—the course will distinguish between model-based and design-based inference. There will be some emphasis placed on sampling from finite populations and on data from survey research.

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

Course Instructor: O'Muircheataigh

311. Statistical Methods for Policy Research II

A continuation of PP310, this course focuses on the statistical concepts and tools used to study the association between variables. This course will introduce students to regression analysis and explore its uses in policy analysis. Required of all first-year students.

Course Instructor: Hedges

315. Risk and Risk Communication

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

Course Instructor: Margolis

316. Politics and the Policy Process

This course explores the opportunities and constraints that exist in political systems. The objective of the course is to enhance the student's ability to assess the political feasibility of alternative plans of action and to assess strategies for achieving specific policy objectives. The course will consider the role of power, ideas, organizational interaction, individual cognitive processes, interest groups, policy analysis, the media, and party politics in determining policy outcomes.

Course Instructor: Milyo

318. Topics in Politics and Policy

This course will cover aspects of the interaction between politics and policy not covered in Harris School core courses on politics, "Formal Models" (PP308), and "Politics and Policy" (PP316). The main topics of the course are as follows: how organizations make decisions (using Allison's Essence of Decision); cognition and politics; trade-offs in politics; key arguments for policy analysis; pitfalls of policy analysis. Students who have not taken the Harris core courses may enroll with permission of the instructor.

Course Instructor: Margolis

319. Organizational Theory and Public Management

The purpose of this course is to give students an analytical foundation for understanding how formal organizations such as public bureaucracies, nonprofit organizations, and interorganizational networks affect the creation and implementation of public policy. The principal theoretical approaches discussed in class will be applied to actual cases of policy making and implementation. The goal is for students to acquire skill in evaluating policy proposals from an organizational perspective. Required of all first-year students.

Course Instructor: Lynn

320. Finance

Public policy positions are increasingly requiring an expertise in finance. This expertise includes the ability to analyze investments and projects, to participate in borrowing operations and portfolio management, and to deal with financial instruments, markets, and institutions in a variety of ways. The content level of this course is somewhat deeper than typical entry-level finance courses in MBA programs. Although it is nearly impossible to learn modern finance without the use of some analytical tools, this should not be a concern for students that have fulfilled the prerequisites described below.

This course will thoroughly cover the central ideas and tools of finance. These ideas and tools are largely independent of whether the context of application is the public or private sector. The policy orientation of the course is clearly reflected in the choice of the contexts and examples. The development of financial intuition is emphasized in every part of the course. Regular and vigorous class participation is expected. Prerequisites: PP323 and PP324, or equivalent; and consent of the instructor.

Course Instructor: Sah

323. Principles of Microeconomics and Public Policy I

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

Course Instructor: Levy

324. Principles of Microeconomics and Public Policy II

A continuation of PP323, this course has several functions: to introduce the role of government in the economic system; to explore market failures that undermine the useful characteristics of the competitive market; and to consider the role of government in these failures. Issues of equity and efficiency and the government's role in influencing the distribution of income are explored. Important economic concepts in policy analysis, such as time discounting, opportunity costs, and decision making under uncertainty are also featured. Differential calculus is used extensively throughout this course. Required of all first-year students.

Course Instructor: Coursey

325. Public Policy Workshop

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

Course Instructor: LaLonde

327. Policy Analysis without Regressions

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

Course Instructor: Margolis

329. Taxation

This course presents the economic analyses of and insights into a wide range of taxes and related government policies. The concepts and methods necessary to such analyses, which have quite general applications, will also be 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 current controversies surrounding these systems. Prerequisites: PP323 and PP324, or equivalent; and consent of the instructor.

Course Instructor: Sah

331. Poverty and Public Policy

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

Course Instructor: Mayer

334. U.S. National Security Policy

This course introduces students to the key issues in U.S. national security policy. We will examine U.S. interests in the post-Cold War era, the threats to these interests (if any), and policies for minimizing the danger posed by these threats. Topics will include the prospects for peace in Europe, the U.S. role in establishing a new European security order, and NATO expansion; U.S. options for dealing with the emergence of China as a great power and, more generally, for influencing relations between Japan, China and other states in the region; ethnic conflict and humanitarian intervention; U.S. nuclear weapons policy, including the need for ballistic missile defenses and the desirability of disarmament; roles and requirements for U.S. conventional forces; the dangers posed by proliferation of nuclear weapons, other weapons of mass destruction and ballistic missiles; and the options for dealing with

proliferation. The course will provide background on the challenges that faced the U.S. during the Cold War and the policies it pursued to meet them; it will also assess how U.S. policy must be fundamentally revised to adapt to the end of the Cold War. While primarily concerned with policy questions, the course will explore theoretical issues that provide the foundation for U.S. security policy. This course should be valuable to students who plan to pursue careers in international relations and security policy. It also is broad enough in scope to provide a useful introduction to students interested in security studies, but not preparing for work in this area.

Course Instructor: Glaser

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

This course will focus on theoretical questions about the role of military policy in both managing and generating international conflict. The course provides a thorough examination of topics such as the key issues in deterrence literature, including deterrence of motivated aggressors, tacit bargaining, crisis stability and arms race stability; the debate over the effectiveness of deterrence threats; and specific issues in nuclear and conventional deterrence. We then broaden our perspective, considering the political consequences of military policy, addressing issues related to the security dilemma, political spirals, and debates over offensive and defensive strategies. Drawing upon these theories, the course moves on to explore the consequences of arms races and policies for reducing the dangers generated by military forces, including, but not limited to, arms control. Students should be familiar with some of these issues prior to enrolling in this course.

Course Instructor: Glaser

339. Public Policy: Information Systems and E-Government

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

Course Instructor: Goerge

342. Principle of Social Welfare Policy

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

Course Instructor: Mayer

344. Topics in Finance

This course is taught at a significantly higher level than a typical master's introductory course 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 expected from students. Submission of a typed project report in addition to a class presentation of the project's findings are required. Key topics are fixed-income basics and applications, municipal securities, securitization, and investment management. Additional topics that might be covered are as follows: capital allocation, valuation, market efficiency, and emerging global issues. Prerequisites: Public Policy 320, and consent of the instructor.

Course Instructor: Sah

346. Program Evaluation

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

Most of the course examines the strategies for evaluating the impact that government 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: PP310 and PP311 or equivalent statistics coursework.

Course Instructor: LaLonde

347. Ethics and Public Policy

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

The course will employ readings from political and moral philosophy, examples of which include Machiavelli, John Rawls, Max Weber, and Bernard Williams. A case

study approach will be used in tandem to illustrate and highlight the theoretical dimensions of these issues. Examples may include the conflict of values within the Abortion and Affirmative Action controversies, hard decisions including those to drop the Atomic Bomb and the circumstances surrounding the Space Shuttle Challenger catastrophe, and what it meant when Janet Reno accepted "responsibility" for what happened at Waco. Assignments will emphasize the development of moral reasoning as a robust tool of public policy analysis.

Course Instructor: Rehfeld

348. Public Policy in Metropolitan Chicago (=SSA 348)

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

Course Instructor: Joseph

349. Seminar on Human Potential

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

Course Instructor: Mayer

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

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

Course Instructor: Raver

351. Developmental and Policy Perspectives on Children's School Readiness

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

Course Instructor: Raver

353. 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 subsides and anti-dumping provisions. The effect of multilateral trading arrangements such as the WTO and NAFTA are examined next. The final section is devoted to the application of the theory to the international movement of factors of production with an emphasis on immigration.

Course Instructor: Durkin

356. 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: PP323 and PP324 or equivalent microeconomics coursework.

Course Instructor: LaLonde

358. Seminar: Historical Themes in Social Welfare and Social Work (=SSA 555; Soc. 552; Law 730)

This seminar focuses on historical issues which dominate social policy related to income maintenance and social services. The goal of the course is to show how public response to social problems has taken shape during selected periods of Anglo-American history and what concepts of need and distributive justice appear to influence social policy. The periods chosen for study include: the Elizabethan era; the nineteenth and early twentieth centuries in Britain and the United States; the New Deal; and the era of the Great Society and the Contract With America. Topics for discussion in each period include: the contemporary public understanding of causes of

dependency; categorization and the principle of worthiness; the relationship of work to income support; and characteristics of the helping agents who implement social policy. Specific attention will be given to the growth of the social work profession.

Course Instructor: Rosenheim

360. Budgeting & Financial Planning

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

Course Instructor: Miranda

361. Accounting and Financial Information Systems

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

Course Instructor: Miranda

362. The Youth Gang Problem: Policy, Program, and Research (=SSA 465; Soc. 568)

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

Course Instructor: Kane

368. Clinical Social Work Issues in Health Care (=SSA 407/519)

This course explores clinical issues confronting patients and families as they interact with health care systems, as well as how these issues affect social workers and other health care providers. Considered are the dynamics of interprofessional health care teams, recognizing cultural biases in medicine and how they affect social work and other clinical practice, and understanding the determinants of health behavior via theories of individual and group health behavior (e.g., the Health Belief Model, the Theory of Reasoned Action, and Social Action Theory). Attention will be directed to problems inherent in communication between health care professionals and patients and families, with emphasis on situations in which the two groups have different cultural constructions of reality. The link between health care communication and outcomes is emphasized as is the importance of eliciting personal and group health belief models to achieve positive health care outcomes. An effort is made to provide an understanding of the complexities inherent in the application and use of clinical interventions in different health care settings and systems of health care delivery. Value and ethical conflicts inherent in clinical practice in health care are considered, with special attention to issues related to women, minorities, the aged, and the poor.

Course Instructor: Vincson

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

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

Course Instructor: Sewell

378. Economics of Health and Health Care Markets (=Law 718)

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

Course Instructor: Philipson, Posner

379. Health Outcomes and the Quality of Medical Care (=HS 379, Med. 614; SSA 493)

This course will be an intensive introduction to the assessment and improvement of health outcomes and the quality of medical care. We will address two central questions: 1) How do you measure health outcomes and the quality of care?; 2) How do you effect and evaluate change? Topics will includeS the outcomes movement and concepts of quality; scaling and scoring health status and quality of life measures and assessing validity and reliability of these measures; uses and limitations of outcomes data, case-mix adjustment; appropriateness of care; explicit and implicit quality measures; preventable morbidity; patient satisfaction; physician behavior; practice guidelines; physician profiling; and total quality management. Prerequisites: (Required) Descriptive and bivariate statistics; (Recommended) Multivariate statistics, Epidemiology, PP461.

Course Instructor: Cagney, Chin

380. Health Status Assessment: Measurement and Inference

This course will be an introduction to survey design and sampling methodology focused on health outcomes and the quality of medical care. We will address two central questions: 1) How do we measure health outcomes and the quality of medical care?; 2) How do we insure that the study population is representative of the population of interest? Topics will include concepts of quality and health status assessment, scaling and scoring health status and quality of life measures, assessing validity and reliability of these measures, uses and limitations of outcomes data, sample

design, sampling methodology, and survey implementation. Course prerequisites: descriptive and bivariate statistics required; multivariate statistics, epidemiology, PP 461 "Introduction to the Health Services System" recommended.

Course Instructors: Cagney, O'Muircheartaigh

381. Applied Regression: Using Small Areas Variation

Course Instructor: Manning

382. Cost Effectiveness Analysis (=HS 371)

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

Course Instructor: Manning

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

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

Course Instructor: Meltzer

384. Policy Analysis in Education (=Edu 366; Pol. Sci. 336)

This course will serve as the analytical foundation for graduate students who are interested in education policy. It introduces various analytical perspectives in the study of public policy, with particular emphasis on education. Among the major approaches covered are the institutional analysis, bargaining model, the rational actor paradigm, organizational-bureaucratic model, and the policy typology school. The models' conceptual strengths and weaknesses will be critically examined. Students are required to use one or more of these approaches in their research projects.

Course Instructor: Wong

389. Environmental Science and Policy

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

Course Instructors: Coursey, Frederick

390. 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 with environmental policy. Special emphasis is placed on evaluating the Clean Air and Water Acts, Superfund legislation, the Resource Conservation and Recovery Act, and Federal legislation regulating the toxicity of hazardous substances. Other specific areas of policy may also be examined if current legislative and student interests apply.

Course Instructor: Coursey

396. Introduction to Cultural Policy Studies (=Eng 446)

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

Instructors: Coursey, Rothfield

400. Policy Analysis: Policy Planning (=SSA 455)

This course is concerned with processes and tools for the systematic planning and development of policies for governments and organizations. Conceptual foundations for the study and practice of policy planning (as distinct from policy analysis) are established. Analytic tools distinctively associated with policy planning (conceptual modeling, needs assessment, impact analysis, risk assessment, implementation analysis, forecasting) are discussed and their applications illustrated. Students will complete short written assignments on the readings and a course paper on a topic chosen in consultation with the instructor.

Course Instructor: Bertelli

401. Policy Analysis: Methods and Applications (=SSA 456)

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

Course Instructor: Lawlor

403. Urban Political Economy and Resource Allocation (=SSA 482; Soc. 222)

This course draws from a broad disciplinary literature to create analytic frameworks for understanding how urban institutions function and how public policies are formed. Using the city of Chicago as a laboratory for empirical study, the course examines the economic, political, and sociological perspectives of cities; analyzes the role of government and the private sector in creating and implementing public policies; and discusses the role of political influence in forming and administering policy. Questions of real and symbolic allocation, race and poverty, and political empowerment are examined to enable the student to better design and implement strategies for social change.

Course Instructor: Sites

405. 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 youth's subsequent development? How do teenage childbearers navigate the "transition to adulthood?" How do young men and women combine work and close relationships? Who are the winners and losers at this critical life transition? What role can public policy play? This seminar will explore these and other related questions through readings and the discussion of empirical research drawn primarily from developmental psychology, sociology, and demography.

Course Instructor: Kalil

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

This is a course in applied intermediate micro-economic theory. The tools and perspectives of economics will be applied to topics in family behavior and family and child policy. Four topic areas will be covered, including: family structure (cohabitation, marriage, and divorce); sexual behavior; investments in children; and poverty. The principal objective of the course is to foster a heightened understanding of the tools and approaches of economics and how they can be used in analyzing social policy issues. Prerequisites: PP323 and PP324 or permission of the instructor.

Course Instructor: Michael

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

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

Course Instructor: Kalil

410. 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 which 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

415. Game Theory and Decisions for Public Policy

Many policy issues involve decisions under uncertainty and the interaction of divergent interests and actors. The course provides the tools to analyze such situations by introducing students to decision theory and game theory. It is analytical in content, with applications to practical decision problems that arise in economics and policy analysis. An additional goal the course teaches you to think in strategic terms and to analyze decision problems. Concepts covered are: decision under risk and uncertainty; behavioral biases in decision making; strategic and dynamic games in policy making, and games of incomplete information; bargaining; signaling, learning, expert advice, and informational cascades. Prerequisites: PP308.

Course Instructor: Feldmann

416. Social Programs in Theory and Practice

The course studies positive and normative models of social programs drawn mainly, although not exclusively, from economics. Students and professor will select particular social programs, examine how they work in practice, and compare theory and practice. Topics include optimal taxation, tax incidence, paternalism, externalities, public pensions, welfare, and measuring program incentives. Grading in the course will emphasize student-group projects which examine a particular social program in some detail.

Course Instructor: Mulligan

417. Labor Markets and Public Policy

This is a course on the economics of labor markets and the regulations that affect them. Students will focus on several sets of public policies aimed at increasing the earnings of low-income families, reducing discrimination in the labor market, and increasing workers' well-being. Students will have the opportunity to use analyze several influential policy studies using economic, empirical, and policy skills developed in the first year core courses and in the workshop course. Prerequisite: PP323 and PP324 or consent of the instructor.

Course Instructor: DeLeire

418. Survey Questionnaire Design

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

Course Instructor: Rasinski

420. Applied Econometrics I

This course is the first in a two-part sequence designed to cover applied econometrics and regression methods at a fairly advanced level. The focus in this course is primarily on linear models. The first part of the course reviews the fundamentals of econometrics using matrix algebra. It considers issues of estimation and inference, the effects of heteroscedasticity and auto-correlation. The second part of the course considers more advanced topics: endogenous explanatory variables; instrumental variables and two-stage least squares; measurements error; and estimation with missing/incomplete data. Prerequisites: This course is intended for first or second-year Ph.D. students or advanced master's-level students who have taken an intermediate or advanced course in statistics (such as Statistics 244) and an introductory or intermediate course in regression methods or econometrics such as PP311. Some familiarity with matrix algebra is recommended.

Course Instructor: Manning

421. Applied Econometrics II

Public Policy 421, the second in a two-part sequence, is a basic course in applied econometrics designed to provide students with the tools necessary to evaluate and conduct empirical research. It will focus on the analysis of theoretical econometric problems and the "hands-on" use of economic data. Topics will include non-linear estimation, multi-variate and simultaneous systems of equations, and qualitative and limited dependent variables. Some familiarity with linear algebra is strongly recommended. Required of all first-year Ph.D. students.

Course Instructor: DeLeire

423. Public Expenditure

This course analyzes a wide range of public expenditure programs. It provides students with an analytic framework to examine the rationale for government expenditure and introduces tools that are useful for the evaluation and design of expenditure programs. The first part of the course focuses on cost-benefit analysis. The second part of the course discusses government expenditure on income redistribution and social insurance. In particular, the course will consider welfare, workfare, food stamps, mandated benefits, social security, worker's compensation and unemployment benefits. This course forms an excellent complement to PP329. Prerequisites are PP323 and PP324.

Course Instructor: Luttmer

424. 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

425. Public Finance I (=Econ. 425)

This is a basic Ph.D.-level course that addresses a large number of concepts, models, and techniques that are widely used in the research and applications of public finance. Rather than focusing exclusively on one or two topics, it covers a collection of topics that are considered to be key sub-areas of 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 covered are: measurements of changes in welfare; economy-wide incidence of taxes; taxation, risk-taking, and investments; corporate taxation; effects of taxation on financial markets; 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

426. Public Finance III (=Econ. 362)

This course focuses on the expenditure side of public finance. It presents theoretical analyses and empirical evidence on a number of expenditure programs. Topics covered include: welfare, workfare, EITC, mandated benefits, unemployment insurance, disability insurance and social security.

Course Instructor: Luttmer

427. Managing Globalization (=Pol. Sci. 535)

Economic interdependence among nations has increased dramatically during the past 50 years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. This course offers an analytical framework for thinking about whether, when, and how government intervention might be used to ease the dislocations created by the continuing spread of market forces. The course begins by exploring alternative theoretical approaches and then proceeds through a series of empirical cases. Topics to be covered include: the growing enthusiasm for supranational trade and monetary institutions; the merits of shock therapy vs. gradualism; and the effects of market integration on the autonomy of individual countries as well as the balance of power among different societal and political actors within them.

Course Instructor: Gruber

428. U.S. Foreign Economic Policy

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

between global economic liberalization and the creation of regional trade blocs, the emergence and design of supranational dispute resolution mechanisms, and the institutional politics of the USTR.

Course Instructor: Gruber

429. Seminar: Foundations of International Policy Economy

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

Course Instructor: Gruber

430. The Political Economy of Law

This course provides a survey of the rational choice approach to analyzing legal institutions. Topics include property, contracts, torts, crime and the determinants of judicial decisions. Prerequisite: PP311 or consent of the instructor.

Course Instructor: Milyo

433. American Democratic Processes and Reform

This course designed to be an exploration of the relationship between democratic ideals and democratic procedures in American politics. The course will cover the positive analysis of existing and proposed electoral and legislative institutions; topics include voter turnout, redistricting, open primaries, ballot access, campaign finance, term limits, congressional organization, the budget process and the item veto. Prerequisites: PP311 or consent of the instructor.

Course Instructor: Milyo

434. Analyzing International Policy

This course is designed to help students improve their ability to analyze international policy. This type of analysis is usually "soft"—that is, does not require sophisticated technical methods—but is nevertheless quite difficult to perform well. We will begin by exploring the qualities of good arguments and analysis, the role of international relations theory in this type of work, and the uses of analysis in the formulation and implementation of international policy. The majority of the course will be spent examining interesting real-world examples of analysis, identifying their strengths and weaknesses, learning how to clarify why different analysts disagree, and considering what additional information and/or analysis is required to resolve these disputes. The examples will be chosen from a spectrum of sources, including popular and scholarly journals, think-tank studies, and government reports. All of these analyses will focus on current issues in international political economy and national security, including the formation of regional trading blocs, the involvement of the United States in the WTO, NATO expansion, U.S. policy toward China, and nuclear disarmament.

Course Instructors: Glaser, Gruber

435: Collective Choice and Institutions

The course introduces students to the theory of aggregating preferences via the political process rather than the market. Starting from Arrow's impossibility theorem, the course studies approaches to solve the problem of social decision making from a rational choice perspective. The course covers social choice theory, voting theory, and institutional social choice theory. A moderate background in math and at the minimum intermediate microeconomics are required (PP442 or equivalent recommended). Required of all Ph.D. students (recommended in the first year).

Course Instructor: Feldmann

442. 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 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. PP322 and PP323) and facility in (single-variable) calculus. Further mathematical tools will be introduced as needed. Required of all Ph.D. students.

Course Instructor: Feldmann

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

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

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

Course Instructor: Merrell

462. Special Problems in Health Care Management (=Bus 851; SSA 466)

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

Course Instructor: Bacon

463. Economics of Regulation and Deregulation (=Bus 306)

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

Course Instructor: Peltzman

465. The Diverse Society: Race and Ethnicity in the Political Process (=SSA 469; Soc. 225)

This course addresses issues of race, ethnicity, and gender in the context of diversity of American society through readings in the sociology of individual and group identity as well as fiction, history and autobiography. Questions raised by a multicultural society for social policy and practice will be explored.

Course Instructor: Cafferty

468. Policy Processes in Policy Formulation and Implementation (=SSA 468; Soc. 239)

This course is an introduction to the politics of the policy-making process. It will focus on political analysis of public policy in the United States, especially at the national level. Major topics will include how the policy-making process is shaped by American political institutions and American political culture; the impact of interest-group politics and electoral politics on public policy; the political consequences of public policy (especially social welfare policy); and contemporary political debates about the welfare state.

Course Instructors: Grogan, Sites

471. Urban Health Care (=SSA 487)

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

Course Instructor: Staff

473. Nonprofit Organizations: Theory and Practice (=Bus. 855; SSA 470)

This course examines the rationale for and distinctive role of non-profit (or non-governmental) organizations in achieving social goals. The course will explore why we should choose (or not choose) non-profit organizations over other forms of organizing social production. Issues in the design and management of non-profit organizations, with emphasis on human service organizations, will be explored from both the theoretical and practical perspectives. Students will complete a course paper requiring field work.

Course Instructor: Lynn

481. Applied Regression Using Small Area Variations (=HS 451)

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

Course Instructor: Manning

490. Political Economics of Institutions

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

course assumes a proficiency with relevant methodological tools taught in the political economy sequence. Enrollment is limited to policy students preparing for the Ph.D. political economy comprehensive exam; a limited number of other students may be admitted.

Course Instructor: Snidal

500. Public Policy Internship

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

Course Instructor: Staff

520. Independent Reading/Research

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

Course Instructor: Staff

554. Theory in Research (=SSA 566)

This advanced seminar is designed for doctoral students who are planning their dissertation research. Discussion will focus on interdisciplinary approaches to bringing theory to bear on research questions. The emphasis will be on identifying and comparing the logic and implications for research designs of various theories that purport to explain the behavior of social actors. Topics will include scientific method and "ways of knowing;" the logic of theory construction; interrelationships between models, methods, and data in research design; and the interpretation and application of results.

Course Instructor: Lynn

555. Political Economy of Bureaucracy

Bureaucratic organizations and institutions are central to the formation and implementation of public policies. This seminar will seek to understand bureaucracy as an enduring feature of democratic governance by analyzing theories that account for its existence, character, influence, and performance. In addition to rational choice theories and empirical applications, seminar participants will explore socialized and cognitive/emotional choice models and applications and critically evaluate their implications for designing and carrying out research in which bureaucratic actors and organizations are units of analysis.

Course Instructor: Lynn

558. Perspectives on Social Welfare Policies (=Pol. Sci. 448, SSA 558)

This advanced seminar explores alternative theoretical explanations for the dynamics of American welfare politics. Readings focus on historical and current issues in the development of the AFDC program. Emphasis is placed on critiquing major analytical approaches used in studying welfare politics, and the policy implications of various analyses.

Course Instructor: Brodkin

560. Seminar on Social Policy (=Pol. Sci. 565, SSA 560)

This is a two-quarter seminar that provides a basic introduction to alternative political and sociological approaches used to study public policies and the policy process, with an emphasis on issues of social policy. It is designed to prepare students planning to conduct advanced policy research, first, by providing an opportunity to discuss and critique some of the seminal theoretical literature that informs policy research. Second, students will examine the application of theory to policy questions, drawing on examples from selected social policy areas. Building on the literature reviewed in the first quarter of the seminar, the second quarter extends this review to include the development of individual student research proposals and projects. The second quarter is particularly appropriate for students preparing to develop or conduct thesis research.

Course Instructor: Brodkin

Harris School Program Information

The Student Body

The multi-disciplinary nature of the field of public policy studies appeals to students with a variety of interests. The Harris School is strongly committed to supporting a student body that encompasses a diversity of cultural and ethnic backgrounds, educational and work experiences, and professional aims. The current student body is comprised of students who received undergraduate degrees in such fields as American studies, economics, education, engineering, environmental studies, international relations, philosophy, political science, psychology, and sociology. In academic year 2000-2001, 48 percent of Harris School students were female; 20 percent were minorities; and 21 percent were international students. Approximately 191 master's students and 22 Ph.D. students were enrolled in the program last year.

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

The Mentor Program

The Mentor Program at the Harris School presents a unique and extraordinary opportunity for students to work with highly successful and influential professionals in the field of public policy. Each student is matched with a particular Mentor, who has expertise in the student's area of interest. Through the advice and insight of the Mentor, students are better able to channel their aspirations and interests into more definable career goals.

Such a "match" also provides students with a practical dimension to their academic coursework and helps with the transition from the academic life to a career in public policy. Students have found that participation in the Mentor Program is an extremely valuable and important part of the educational process, one that provides them with a rare opportunity to build a professional network with those who work in the public, non-profit, and private sectors.

Policy Discussion Series

The Policy Discussion Series allows practitioners and policy makers to explore policy areas that are of special interest to Harris School students and/or faculty, but are not addressed by the formal curriculum. Policy Discussions are non-credit courses that offer several hours of classroom instruction, but are not designed to be as comprehensive as a full 30-hour credit course. Policy Discussions are offered to students at no cost. Past Policy Discussions have included "Affordable Housing Development," "Foreign Policy and the Policy Process," "Effective Contemporary Leadership in the Public Sector," and "Careers in the Advocacy Arena."

Research Briefing Series

This monthly presentation series communicates the findings of current policy-related research to an audience of policy makers, representatives from social service agencies, foundations, staffers from federal and city offices/agencies, and members of the media. The Harris School's Research Briefing series is designed to offer full time and affiliated faculty members a forum to present current academic research and its possible policy implications.

Internships

Internships complement formal classroom training. They provide students with valuable opportunities to gain professional skills and to develop career contacts in a practical setting. The Office of Career Services is a clearinghouse that provides students with information about how to obtain internships and advertises listings sent by prospective employers. We also advise organizations as to how to develop internships for Harris School students. Harris School students have accepted internships from across the country, overseas and in all business sectors. Organizations that have recently hosted a Harris School intern include:

American Enterprise Institute
The Brookings Institution
Chicago Interfaith Committee for Worker Justice
Deloitte & Touche
Deloitte Consulting
El Valor
The Federal Reserve Bank of Chicago
I.E.S.A. (Instituto de Estudios Superiores de Administracion-Venezuela)
John D. & Catherine T. MacArthur Foundation
Shorebank Advisory Services
United Nations Development Programme
U.S. Office of Management and Budget
U.S. Department of State
U.S. General Accounting Office
The World Bank

Internships are equally important for students who have previous experience in their fields of interest as well as those who are changing careers. Both groups find that the analytical curriculum of the Harris School enables them to contribute greatly to their employers.

Career Services

Students at the Harris School achieve positions at all levels of government, non-profit, and private sector organizations. The Harris School Office of Career Services provides students with a variety of resources to aid them throughout their job search and career development.

To help students secure jobs and internships, the Office of Career Services arranges on-campus recruitment visits, coordinates presentations and speakers, and provides individual counseling. The Office also conducts workshops on resume and cover letter writing, interviewing techniques, networking, and developing effective job search strategies. In addition, our fall career conference/job fair on campus and our spring recruiting event in Washington, D.C. are two highly anticipated and well-received events.

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 at the School and throughout the campus.

The Harris School houses several research centers, including the Center for Human Potential and Public Policy; the Northwestern University/University of Chicago Joint Center for Poverty Research; the Center for Social Policy Evaluation, the Center for Urban Research and Policy Studies, and the Cultural Policy Center.

Each performs cutting edge, policy-oriented research on such compelling issues as the ways in which policy is influenced by governments, cultural institutions, and policy makers; the creation of effective social policy geared towards children; the causes of poverty and inequality in America, and the effectiveness of policies to reduce poverty; and urban policy issues.

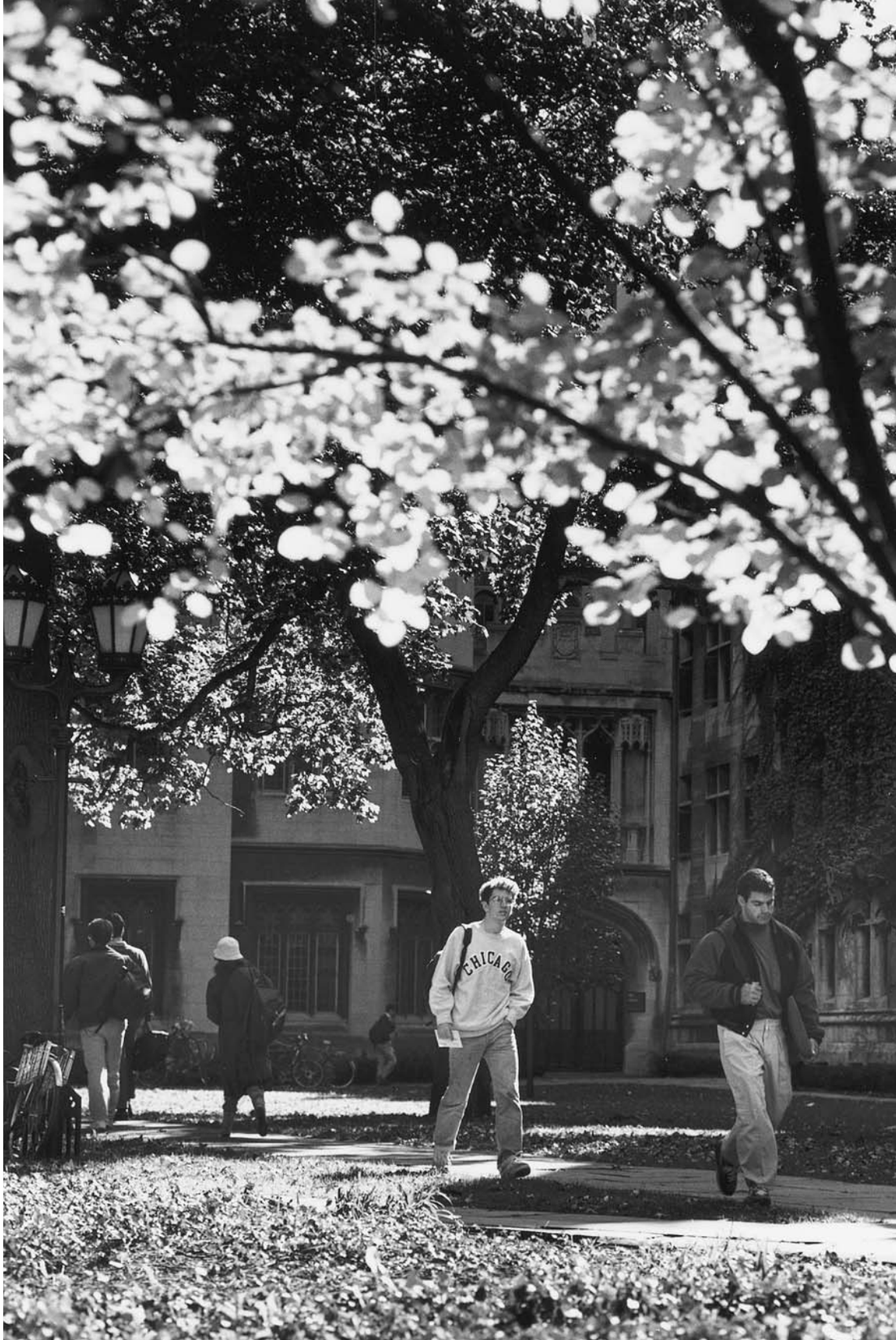
The interdisciplinary nature of the centers allows for broad participation by students and faculty. The School works closely with other research centers and programs throughout the University, including:

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

Social Science Research Computing

Social Science Research Computing (SRC) is the main computing center for the University of Chicago's social sciences research community. SRC supports and fosters social science research and instruction through education and training, instructional support, data management, research consultation services, management of shared Unix workstations, and the provision of public computing clusters.

Additional information about Social Science Research Computing may be obtained at www.src.uchicago.edu and www.spc.uchicago.edu/DATALIB, or by calling (773) 702-0793.



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 eliminate applications based on grade point averages or test scores.

ADMISSION AND FINANCIAL AID

To be considered for admission, applicants must submit the following materials:

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

*if submitting the GRE, use code 1849; if submitting GMAT scores, use code 1849.

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

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

APPLICATION DEADLINES

Ph.D. candidates

January 15: All application materials for admission must be postmarked by January 15, 2001. We will announce admission decisions by late March.

Masters candidates

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

Early Notification Option—December 15:

The Harris School will consider applications to the masters program only, for an early decision. To be considered for early notification, you must submit all application materials by December 15. We will announce admission decisions by January 15 and scholarship decisions by March 15.

Campus Visits

The Harris School welcomes prospective students to visit the School, meet current students and attend classes. Contact Ellen Cohen, Director of Admission at (773) 834-2576, or via e-mail, at eb-cohen@uchicago.edu to schedule a visit. On the MaPP: Discover the Harris School, the annual on-campus program for admitted students, will be held on Friday, April 12, 2002. Invitations and details about this program will be mailed to admitted students by March 15.

Expenses

Tuition for master's students and Ph.D. students in scholastic residence enrolled full-time in the program during the 2001-2002 academic year is $26,250. An estimate of expenses a student will incur during the course of the school year is as follows:

Tuition	$26,250
Health Service fee (estimated)	$334
Student Activities fee (estimated)	$95
Student Accident & Illness Insurance (estimated)	$1,073
Room	$7,090
Board	$4,015
Personal expenses	$1,890
Books and supplies	$1,575
Transportation	$395
Total	$42,717

Quarterly Tuition and Fees

The Office of the Bursar issues a bill for tuition (and room and board charges for those students residing in the University Housing System) approximately 1 1/2 months prior to the beginning of each quarter. Failure to pay by the due date shown on the bill will result in the assessment of a $50 late payment fee.

The fees listed below are for the 2001–2002 academic year. Fees for subsequent years are subject to change.

1. Tuition fees per quarter

a. For Ph.D. programs where tuition is assessed by residence status:

Scholastic Residence	$8,750
Advanced Residence	$3,624

b. For terminal or professional master's programs:

one course	$3,624
two courses	$6,260
three courses	$8,750

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.

2. Active File or Pro Forma Fee, each quarter $159
3. Student Accident & Illness Insurance (each of three quarters—estimated)

Basic Plan (student only)	$315
Comprehensive Plan (student only)	$360
(spouse/domestic partner)	$455
(1 or more children)	$455

4. University Health Service Fee, each quarter $111
5. Student Activity Fee, each quarter $32

Financial Aid

Masters Candidates

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

Doctoral Candidates

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

Application Process

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

To apply for Federal Loan Assistance and Federal Work-Study, applicants must complete and submit the Free Application for Federal Student Aid (FAFSA). This form is available in late November and can be obtained from a local educational institution or from Federal Student Aid Programs at (800) 433-3243. Students may also apply on-line at the Federal Student Aid Programs website, www.fafsa.ed.gov. Please complete all sections of this document except sections requiring parental income information. The FAFSA form should be mailed directly to Federal Student Aid Programs.

In addition to the FAFSA, applicants must submit the University of Chicago Application for Student Loans and Federal Work-Study. The Harris School Office of Admission will forward the University of Chicago application materials to all admitted students. More information is available at www.uchicago.edu/student/loans.

SCHOLARSHIPS

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

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

Irving B. Harris Fellowship in Child Development and Public Policy. This fellowship offers a one-year Master of Arts in Public Policy Studies for students with a graduate degree in early childhood development or a related field. Tuition and a $10,000 stipend are provided.

McCormick Tribune Foundation Scholarship. For students with exemplary academic and extracurricular records, who are interested in early childhood development and/or education policy. Award varies in value and is renewable for a second year.

Dean's Scholarship. For students with exemplary academic and extracurricular records. Award varies in value and is renewable for a second year.

Knoll Scholarship. For returned Peace Corps volunteers or for students interested in Federal education policy or international policy. Award varies in value and is renewable for a second year.

Levin Scholarship. For students with exemplary academic and extracurricular records. Award varies in value and is renewable for a second year.

STUDENT LOANS

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

Federal Subsidized Stafford Loan

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

Federal Perkins Loan

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

Federal Unsubsidized Stafford Loan

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

Alternative Loan Program

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

STUDENT EMPLOYMENT OPTIONS

Assistantships

Teaching and research assistantships are available at the Harris School. Appointments are made by individual faculty members 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. At the Harris School, teaching positions are not available to first-year students.

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. Interested students may approach the College s dean of students or individual professors regarding this opportunity. These are salaried positions and carry no tuition remission. In addition, the University's Student Housing Office has resident assistant positions in the undergraduate dormitories available each year. These positions offer room and board.

International Students

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

Further Information

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

Faculty

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

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

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

Shelley D. Clark joined the faculty of the Irving B. Harris Graduate School of Public Policy Studies in 2001 as an assistant professor. Clark is a demographer whose interests include the causes and consequences of gender inequality; child well-being; reproductive health policy; and fertility decisions; all with particular attention to developing countries. She has written on the effects of son preference on fertility decisions, family structures and childhood well-being in India. Her work in health policy has included articles on medical abortion, misoprostol for reproductive health indications, and emergency contraception in a number of countries. She has extensively studied the safety and efficacy of these drugs and has worked with the FDA on the drug approval process. Her other studies of these reproductive health technologies have focused on their acceptability, their delivery systems, and the knowledge and attitudes of providers and women. She has also been involved with a longitudinal study on transitions to adulthood in South Africa.

Clark received a Ph.D. in public and international affairs from Princeton University. Prior to joining the Harris School, Clark served as program associate in both the Policy and Research Division and the International Programs Division of the Population Council in New York.

During the 2001–2002 school year Clark will hold an NICHD fellowship at the Population Research Center at the University of Chicago.

Don L. Coursey is the Ameritech Professor of Public Policy Studies at the Irving B. Harris Graduate School of Public Policy Studies. From 1996 to 1998, Coursey served as dean of the Harris School. Coursey is an experimental economist whose research is concerned largely with eliciting reliable measures of preferences and monetary values for public goods, such as environmental quality. Coursey's research has focused on comparisons of 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 recently led an investigation of environmental equity in Chicago by examining the relationship between the location of older hazardous industrial sites and the racial composition of the surrounding neighborhoods. In 1996, Coursey co-authored a report that examined the relationship between active hazardous sites (such as incinerators or landfills), minority populations, and public health concerns. The report, *The Locality of Waste Sites Within the City of Chicago: A Demographic, Social and Economic Analysis*, shows that the city's patterns of industrialization and settlement play a key role in the site's locations, and found little historical evidence that waste-generating industries were deliberately placed in minority neighborhoods.

Coursey's 1994 report, *The Revealed Demand for a Public Good: Evidence from Endangered and Threatened Species*, was widely noted for its analysis of public expenditures per animal on the endangered species list. His research indicated that Federal expenditures reflect public preferences for large, familiar animals such as panthers, bald eagles or grizzly bears rather than animals such as spiders, snails or insects, regardless of each species' biological value in the ecosystem. Using experiments in which participants risk real money, rather than hypothetical situations, Coursey has researched how people make decisions about what they are willing to pay for certain environmental outcomes, such as increasing the number of trees in a public park. Coursey has also consulted with the National Oceanic and Atmospheric Administration in the wake of the Exxon Valdez oil spill to develop guidelines for Federal response to environmental disasters.

Coursey joined the faculty of the Harris School in 1993. He received both a B.A. in mathematics and a Ph.D. in economics from the University of Arizona, and has previously taught at the University of Wyoming and Washington University in St. Louis, Missouri. He has received the Burlington-Northern Foundation Award for Distinguished Achievement in Teaching; the Greater St. Louis Award for Excellence in University Teaching; and the John M. Olin School of Business Teacher of the Year Award in 1989 and 1990.

Thomas C. DeLeire is an assistant professor in the Irving B. Harris School of Public Policy Studies. He graduated magna cum laude from Princeton University with distinction in economics and received his Ph.D. in economics from Stanford University. DeLeire is the recipient of the Sloan Foundation Doctoral Dissertation Fellowship and the Olin Foundation Fellowship awards and has served as a research analyst for a number of agencies and departments including the Federal Reserve Board of Governors, the U.S. Congressional Budget Office, and the Federal Reserve Bank of New York. He also serves as a faculty affiliate with the University's Center for Human Potential and Public Policy.

DeLeire's research interests encompass labor economics, public finance, and the evaluation of government programs and regulations. His most recent work has examined the likely effects of relaxing California overtime regulations on earnings, hours of work, and the flexibility of work schedules. Prior to this research, DeLeire investigated the Americans with Disabilities Act of 1990 and the effects that its requirements have had on the wages and employment levels of disabled citizens. In other work, he has examined the role that tax-favored savings accounts, such as individual retirement accounts, play in increasing national savings.

Sven E. Feldmann is an assistant professor in the Irving B. Harris Graduate School of Public Policy Studies. He graduated summa cum laude from the University of Zurich with distinctions in economics and political science and received his Ph.D. in political economy and government from Harvard University. He is the recipient of numerous awards, including the Harvard/Massachusetts Institute of Technology Dissertation Fellowship, the Swiss National Science Foundation Research Fellowship, and was supported as a Fulbright Scholar.

Feldmann's research interests cover the areas of formal political theory, American politics, game theory, and econometrics. He has researched and published studies in institutional analysis, including topics of legislative bargaining, the interaction of legislature and bureaucracy, political interest group behavior and campaign finance, and direct legislation. His most recent work explores legislative bargaining, political competition and direct democracy.

Sean Gailmard joined the faculty of the Irving B. Harris Graduate School of Public Policy Studies in 2001 as an assistant professor. Gailmard received a B.S. with high distinction in public policy and an M.P.A. in policy analysis from Indiana University, and earned his M.S. and Ph.D. degrees in social science at the California Institute of Technology (CIT). He completed his dissertation, "Incentives, Asymmetric Information, and Public Projects," in August of 2001. During his doctoral studies, Gailmard was awarded a John Randolph Haynes and Dora Haynes Foundation Dissertation Fellowship and an Institute Fellowship from Caltech.

Gailmard's areas of interest include formal political economy, American politics and policy, game theory, and experimental methods. His current research covers legislative-bureaucratic interaction, the politics of the policy process, and the design of political institutions, as well as laboratory experiments on legislative and group bargaining. Gailmard has also recently studied public goods provision in laboratory experiments, and has published work on the regional economic consequences of global climate change.

Charles L. Glaser is deputy dean and a professor at the Irving B. Harris Graduate School of Public Policy Studies, and co-director of the Program on International Security Policy (PISP). From 1994 to 1996, Glaser served as acting dean of the Harris School, and the following year he was a fellow at the Center for International Security and Arms Control at Stanford. After earning his Ph.D. at the John F. Kennedy School of Government at Harvard University, Glaser was a post-doctoral fellow at the Center for Science and International Affairs, Harvard University, and a research associate at the Center for International Studies, Massachusetts Institute of Technology. Before joining the University of Chicago, Glaser taught political science at the University of Michigan (1987–1991) and served on the Joint Staff in the Pentagon (1990–1991).

Glaser researches international relations, focusing on issues of international security and defense policy. He is currently studying whether the United States should deploy a national missile defense (NMD). Most recently, Glaser co-authored an article in *International Security* (Summer 2001) that argues NMD is likely to generate international political costs that will exceed its benefits and explores cooperative approaches for reducing these costs.

Glaser is also studying the question of whether arms races are dangerous. Glaser's recent publications address some of the basic issues related to arms races. In "The Security Dilemma Revisited," which appeared in the 50th anniversary issue of *World Politics,* he explores why rational states that are pursuing only security sometimes cannot avoid military competition and war. In "Realists as Optimists: Cooperation as Self Help" (*International Security,* Winter, 1994/95) Glaser maintains that, contrary to the standard realist argument, adversaries can sometimes best achieve their security goals through cooperative, rather than competitive, policies. In addition, Glaser co-authored an article in *International Security* (Spring 1998) that explores the foundations of what is commonly termed "offense-defense theory" and helps support the argument that states are often better off foregoing arms races.

Much of Glaser's earlier work focused on questions of American nuclear weapons policy. He has recently returned to nuclear issues, responding to current enthusiasm for nuclear disarmament by questioning whether the United States should pursue nuclear disarmament as a long-term goal. During the Cold War, Glaser's published work focused on key questions of U.S. nuclear weapons policy, including strategy, force posture, and arms control. This work culminated in his book, *Analyzing Strategic Nuclear Policy* (Princeton University Press, 1990), which was followed by articles that assessed how U.S. nuclear policy should be modified in reaction to the end of the Cold War.

Another subject of Glaser's research is European security. He has published on how to transform security arrangements in Europe in response to the dissolution of the Warsaw Pact and the Soviet Union. Glaser's comparison of the key alternatives—which include a continent-wide collective security system, a purely Western European alliance, and a concert of Europe's major powers—finds that the NATO alliance is still most capable of meeting Western Europe's security requirements.

Lloyd G. Gruber is an associate professor in the Irving B. Harris Graduate School of Public Policy Studies. He joined the University after receiving an M.Phil. in politics from Oxford University and an M.A. and Ph.D. in political science from Stanford University. Gruber has also served as a post-doctoral research associate at the

Department of Political Science and Center for International Studies at MIT, and he spent last year as a Guest Scholar in the Foreign Policy Studies division of the Brookings Institution.

Gruber's work focuses on problems of international cooperation. His recent book, *Ruling the World: Power Politics and the Rise of Supranational Institutions* (Princeton University Press, 2000), explores the "supranationalization" of exchange-rate and monetary policy in Western Europe since the inauguration of the European Monetary System in the late 1970s, as well as the political and economic forces behind NAFTA and other regional trade agreements now proliferating throughout the Americas. Whereas most international relations scholars emphasize the efficiency gains afforded by these new cooperative structures, Gruber suggests that some member states have actually been incurring substantial losses relative to the original, non-cooperative status quo. So what, then, keeps these participants from withdrawing? Gruber's answer, in a word, is power—specifically, the "go-it-alone power" exercised by the regime's beneficiaries, many of whom would continue to benefit even if their partners, the losers, were to opt out. What emerges from this line of work is a broader understanding of how power politics really operates and why, for better or worse, it is fueling much of the supranational activity we see today.

Building upon some of the themes in *Ruling the World*, Gruber's current work examines the conditions for democratic stability in an age of globalization. Is a globalization "backlash" looming just over the horizon? If so, where will it strike, how far will it spread, and what impact will it have on the internal stability and integrity of democratic societies in the years and decades ahead? Finally—and, from a policy standpoint, most importantly—how might governing elites alter their current foreign economic policies so as to prevent, or at least mitigate, the political and economic turmoil that such a backlash could leave in its wake?

Larry V. Hedges is the Stella M. Rowley Professor of Education, Psychology, and Sociology and in the Irving B. Harris Graduate School of Public Policy Studies at the University of Chicago. His primary research interests are the application of statistical methods to problems in education, the social sciences, and policy studies, particularly the combination of results of replicated empirical research studies (meta-analysis), statistical models in cognitive science, and educational and psychological measurement. He has served as chairman of the Department of Education and chairman of the Measurements Evaluation and Statistical Analysis (MESA) program at the University of Chicago. He is editor of the *Journal of Educational and Behavioral Statistics*, was quantitative methods editor of *Psychological Bulletin*, and currently serves on the editorial board of *Psychological Methods*, the *American Journal of Sociology*, and the *Review of Educational Research*. He also serves as a faculty affiliate with the University's Center for Human Potential and Public Policy.

Hedges is a member of the National Academy of Education, a Fellow of the American Statistical Association, a Fellow of the American Psychological Association, an elected member of the Society for Multivariate Experimental Psychology, and was a visiting fellow of the Russell Sage Foundation. He has served on numerous professional boards and panels including several National Research Council committees, the Alexander-James Panel on the National Assessment of Educational Progress (NAEP), the NAEP Technical Review Panel on validity issues, the NAEP Validity Studies Panel, the United States Steering Committee on the Third International Mathematics and Science Study (TIMSS), the technical advisory committee of the International Education Association, and the technical advisory committee of the OECD Program of Indicators of Student Achievement (PISA).

His recent books include *Statistical Methods for Meta-analysis* (with Ingram Olkin) and *The Handbook of Research Synthesis* (with Harris Cooper). In addition, he has published numerous research articles in psychology, the social sciences, and statistics.

Ariel Kalil is an assistant professor in the Irving B. Harris Graduate School of Public Policy Studies. She 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. At present, she serves as a faculty affiliate with the Harris School's Center for Human Potential and Public Policy. She is also affiliated with the University's Sloan Center on Working Families, the Population Research Center, and the University of Chicago/Northwestern University Joint Center for Poverty Research.

Kalil's research focuses primarily on child and family functioning in low-income families. Past and current projects have examined the effects of welfare and the transition from welfare to work on mothers and children, barriers to the employment of welfare recipients, as well as family processes and adolescent development in female-headed families. Currently, she directs a longitudinal study of the transition to adulthood for adolescent mothers.

Robert J. LaLonde is a professor in the Irving B. Harris Graduate School of Public Policy Studies. He received his Ph.D. in economics from Princeton University in 1985. LaLonde first joined the University of Chicago in 1985, where he taught for ten years at the Graduate School of Business and the Harris School. From 1995 to 1998, LaLonde served as an associate professor of economics at Michigan State University. He has been research fellow at the National Bureau of Economic Research since 1986, and served as a senior staff economist at the Council of Economic Advisors during the 1987–1988 academic year.

His research focuses on five areas: program evaluation; education and training of the work force; economic impacts of immigration on developed countries; the costs of worker displacement; and the impact of unions and collective bargaining in the United States. He also serves as a faculty affiliate with the University's Center for Human Potential and Public Policy.

LaLonde's publications include, "The Economics and Econometrics of Active Labor Market Policies," (with J. Heckman and J. Smith), *The Handbook of Labor Economics*, eds. Orley Ashenfelter and David Card. Amsterdam: North-Holland, 1999; "Job Stability and Job Change Among Less Skilled Workers," (with H. Holzer), *Labor Markets and Less-Skilled Workers*, eds. D. Card and R. Blank, New York: Russell Sage Foundation, 2000; "The Impact of Classroom Training on the Employment Histories of Disadvantaged Women: Evidence from Experimental Data" (with Curtis Eberwein and John Ham), *Review of Economic Studies*, 1997; "The Effect of Sample Selection and Initial Conditions in Duration Models: Evidence from Experimental Data on Training" (with J. Ham), *Econometrica*, 1996; "Using Longitudinal Survey Data on Establishments to Analyze the Effects of Union Organizing Campaigns in the United States" (with K. Troske), *Annales D'Economie et de Statistique*, 1996; "The Promise of U.S. Employment

and Training Programs," *Journal of Economic Perspectives*, 1995; "Earning Losses of Displaced Workers," (with L. Jacobson and D. Sullivan), *American Economic Review*, 1993; "Immigrants in the American Labor Market: Quality, Assimilation, and Distributional Effects," *American Economic Review Papers and Proceedings*, 1991; "Labor Market Adjustments to Increased Immigration" (with R. Topel), *Immigration, Trade, and Labor*, ed. J. Abowd and R. Freeman. Chicago: University of Chicago Press for NBER, 1991; and "Hard Times for Unions: Another Look at the Significance of Employer Illegalities," *University of Chicago Law Review*, 1991.

Edward F. Lawlor is the dean of the School of Social Service Administration and an associate professor in the Irving B. Harris Graduate School of Public Policy Studies.

Lawlor's research focuses on the interactions between policy design and the performance of health services. His current research projects include the design of payment and administrative systems in Medicare and the design of health systems in Central and Eastern Europe. He is also engaged in a number of evaluation research projects that test the effectiveness of health services for the aged and the poor.

Since joining the University of Chicago in 1984, Lawlor has been very active in city and state health policy and administration. He has chaired the City of Chicago's Advisory Panel on Aging, the Chicago Advisory Committee on AIDS, and the Governor's Medical Payment Policy Committee and served as a member and secretary of the Chicago Board of Health.

Helen G. Levy is an assistant professor in the Irving B. Harris Graduate School of Public Policy Studies. Her research interests include the areas of health economics, public finance and labor economics. Her most recent work explores the financial consequences of poor health for households without health insurance and the determinants of men's and women's occupational choices.

Levy received a B.A. in mathematics and history from Yale University and a Ph.D. in economics from Princeton University. From 1998 to 2000, she was a Robert Wood Johnson Foundation Scholar in Health Policy Research at the University of California at Berkeley. She has served as a research analyst for the Robert Wood Johnson Foundation and is a faculty research fellow of the National Bureau of Economic Research.

Erzo F. P. Luttmer is an assistant professor in the Irving B. Harris Graduate School of Public Policy Studies. His research interests include public economics, labor economics, and applied econometrics. Within these fields, his research focuses on income redistribution programs and the role of social effects on economic outcomes. In recent research, he has examined income mobility in transition economies, mechanisms for privatized income redistribution, and the influence of interpersonal effects such as racial group loyalty on preferences for income redistribution.

Luttmer received his Ph.D. in economics from Harvard University, where he served as a teaching fellow. From 1999 to 2000, he worked as an economist at the World Bank. He is the recipient of numerous awards, including the Olin Dissertation Fellowship in Economic Policy and the Harvard University Certificate of Distinction in Teaching Award.

Laurence E. Lynn, Jr., is the Sydney Stein, Jr., Professor of Public Management in the Irving B. Harris Graduate School of Public Policy Studies and the School of Social Service Administration (where Lynn served as dean of SSA from 1983 to 1988). He chairs the Harris School Ph.D. Committee and directs the 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. He has also served on the faculty of the Graduate School of Business at Stanford University, as a senior fellow at the Brookings Institution, and as an academic visitor at the London School of Economics and Political Science.

Lynn has held senior positions with the Federal government, including deputy assistant secretary of defense; director of program analysis at the National Security Council; assistant secretary, Department of Health, Education and Welfare; and assistant secretary, Department of the Interior. He received the Secretary of Defense Meritorious Civilian Service Award and a Presidential Certificate of Distinguished Achievement Award. Subsequently, he has been a consultant to a number of Federal, state, and local agencies and foundations, and to the World Bank. Lynn has organized and served on the faculties of executive and management development institutes and seminars in the United States, Europe and Asia. He has also chaired the 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 a winner of the Journal of Policy Analysis and Management's Vernon Prize and was the journal's book review editor.

Lynn is the author of several books, including, *The State and Human Services; Designing Public Policy; 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); and *Teaching and Learning With Cases: A Guide Book*. He is co-author of *The President as Policy Maker* and *Improving Governance: A New Logic for Research*, and editor or co-editor of the National Research Council's publications, *Knowledge and Policy: The Uncertain Connection; Urban Change and Poverty; Inner-City Poverty in the United States*; and *Governance and Performance: New Perspectives*. He has published extensively on his primary research interests: governance public management, public policy analysis and planning, and social welfare policy and administration. He recently led a research project on models and methods for the empirical study of governance and public management that produced two books and several papers. Other projects are concerned with public choice and institutional theories as applied to the management of public bureaucracies, to the executive function in government, and to the government's role in human service provision.

Lynn is a graduate 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), a fellow of the National Academy of Public Administration, and a member of the Council on Foreign Relations.

Willard G. Manning is a professor in the Department of Health Studies and in the Irving B. Harris Graduate School of Public Policy Studies. He received his Ph.D. in economics from Stanford University. He is a member of the Institute of Medicine/National Academies of Science.

His primary research efforts have been to examine the effects of insurance and alternative health care delivery settings on the use of health care services and health status. Manning was one of the primary researchers on the Health Insurance Experiment (HIE), a large-scale randomized study of the effect of alternative health insurance arrangements on the health status and the use of health services by a non-aged population. In addition to his interest in health insurance, he has been examining the economic impact of poor health habits, which include smoking, abusive drinking, and lack of exercises, as well as the determinants of such behavior.

Manning has been involved in a number of other studies, including issues of compensation and loss for accidental injury, compromises between community and experience in rating health insurance premiums, statistical issues in cost-effectiveness analysis, and small area variations in hospital discharge rate and appropriateness of care.

Howard Margolis is a professor in the Irving B. Harris Graduate School of Public Policy Studies and the College. He has taught at the University of California-Irvine, and has held research positions at the Institute for Advanced Study, the Russell Sage Foundation, and the Massachusetts Institute of Technology.

Margolis' major research interest is in social theory, particularly the underpinnings of individual choice and judgment, which shape aggregate social outcomes. The principal results of his work has been five books: *Selfishness, Altruism & Rationality* (Cambridge University Press, 1982; University of Chicago Press, 1984); *Patterns, Thinking & Cognition* (University of Chicago Press, 1987); *"Paradigms and Barriers"* (University of Chicago Press, 1993); *Dealing with Risk: Why the Public and the Experts Disagree on Environmental Issues* (University of Chicago Press, 1996); and *The Discovery of Discovery: What Was Revolutionary About the Scientific Revolution* (McGraw-Hill, 2002).

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

Susan E. Mayer is an associate professor at the Irving B. Harris Graduate School of Public Policy Studies and at the College at the University of Chicago, and is the past director and current deputy director of the Northwestern University/University of Chicago Joint Center for Poverty Research. She also serves as a faculty affiliate with the University's Center for Human Potential and Public Policy.

Mayer received her Ph.D. in sociology from Northwestern University in 1986. She was a research associate at the Institute for Policy Studies at Northwestern University before joining the faculty of the Harris School in 1989.

Mayer is the author of several articles and book chapters on the measurement of poverty, the consequences for poor children of growing up in poor neighborhoods, and the effect of income on children's well-being and the social and political consequences of economic inequality and segregation. She is the author of the book, *What Money Can't Buy: Family Income and Children's Life Chances* (Harvard University Press) and co-editor with Paul Peterson of the book, *Earning and Learning: How Schools Matter* (Brookings Institution Press). Mayer's current research is on the effect of economic mobility across generations and the role of non-cognitive skills on social and economic success.

David O. Meltzer is an assistant professor in the Department of Medicine and an associated faculty member of the Harris School and the Department of Economics. 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. Meltzer serves on the faculty of the Robert Wood Johnson Clinical Scholars Program, the Graduate Program in Health Administration and Policy, the Population Research Center and the Center on Aging.

Meltzer's research explores problems in health economics and public policy. A major area of his research examines the theoretical foundations of medical cost-effectiveness analysis, including issues such as accounting for future costs due to the extension of life and the empirical validity of quality of life assessment, which he has examined in the context of diabetes and prostate cancer. Another major area of study examines the effects of managed care and medical specialization on the cost and quality of care, especially in teaching hospitals. Dr. Meltzer is currently principal investigator for a randomized trial examining the use of doctors who specialize in inpatient care ("hospitalists") compared to traditional academic physicians in six academic medical centers. Other work examines the role of mortality decline in the economic growth and the demographic transition of developing countries; the effects of prospective payment systems on the cost and quality of care, and the effects of FDA regulation on innovation in the pharmaceutical industry.

Meltzer is the recipient of numerous awards, including the National Institutes 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 John M. Olin Faculty Fellowship, and the Robert Wood Johnson Generalist Physician Award. He is also a faculty research fellow for the National Bureau of Economic Research and has served on a panel that is examining the "Future of Medicare" for the National Academy of Social Insurance and a panel examining U.S. organ allocation policy for the Institute of Medicine.

Robert T. Michael is the Eliakim Hastings Moore Distinguished Service Professor in the Irving B. Harris Graduate School of Public Policy Studies, the Committee on Demographic Training, and the College. Michael is currently serving his second term as dean of the Harris School, a position he held from 1989 to 1994. From 1984 to 1989, Michael was the director of the National Opinion Research Center (NORC), and from 1978 to 1980 he directed the West Coast office of the National Bureau of Economics Research, Inc. Michael has been at the University of Chicago since 1980, having previously taught economics at Stanford University and the University of California at Los Angeles.

Michael chaired the National Academy of Sciences/National Research Council (NAS/NRC) Panel on Poverty and Family Assistance, which recommended major changes in the official measure of poverty in the United States. The panel's report, Measuring Poverty: A New Approach, was published in 1995 by the National Academy Press. Michael also recently completed an analysis of a large-scale survey

of adult sexual behavior in the United States, which focuses on the risks of AIDS and general patterns of sexual conduct. With University of Chicago colleague Edward O. Laumann and sociologist John H. Gagnon, he is co-author of two books on this research; *Sex in America: A Definitive Survey* (with Gina Kolata; Little, Brown and Co., 1994), and T*he Social Organization of Sexuality* (with Stuart Michaels; University of Chicago Press, 1994). He and Laumann have edited a third book on sexual behavior published in 2001, entitled, *Sex, Love and Health in America: Private Choices and Public Policies.*

In the area of family economics, Michael has written on the causes of divorce, the reasons for the growth of one-person households, the impact of inflation on families, and the consequences of the rise in women's employment for the family, especially children. He chaired a NAS/NRC panel on pay equity in the United States, a project that investigated the size of and explanations for differences in pay between women and men. He has also written on expenditure patterns in the household, including a book on the factors that determine parental spending on children in various types of households, entitled, *Allocation of Income Within the Household* (with Edward P. Lazear; University of Chicago Press, 1988).

From 1995 through spring 1998, Michael was the project director for the National Longitudinal Survey of Youth-1997, "NLSY97," the new cohort of the NLS Program funded by the Bureau of Labor Statistics of the U.S. Department of Labor and conducted by NORC. This new cohort of 9,000 young men and women ages 12–16 was surveyed for the first time in 1997, with annual surveys planned for years to come. In 1996–1997, Michael served as the deputy director of the Northwestern/University of Chicago Joint Center for Poverty Research, a multi-year research center funded through the Assistant Secretary for Planning and Evaluation in the U.S. Department of Health and Human Services.

He serves on the Boards of the Chapin Hall Center for Children and NORC and co-chairs the Board of Visitors of Western Reserve Academy in Hudson, Ohio. Michael was elected a fellow of the American Association for the Advancement of Science in 1994. He also serves as a faculty affiliate with the University's Center for Human Potential and Public Policy.

Jeffrey Milyo is an assistant professor in the Irving B. Harris School of Public Policy Studies. He received his Ph.D. in economics and business from Stanford University. Milyo was a political economy fellow at both Washington University in St. Louis and jointly at Harvard/MIT; he was also named a Salvatori Fellow by the Heritage Foundation and has served as a Robert Wood Johnson Health Policy Scholar at Yale University.

Milyo's research areas are positive political economics and American public policy; topics of interest include congressional elections, campaign finance and the Federal budget process. In recent work, he has also examined the economics of advertising and the health consequences of social status.

Professor Milyo currently teaches Political Economy of Law, American Democracy and Reform, and Policy Process and Political Choice.

Colm A. O'Muircheartaigh is a professor in the Irving B. Harris Graduate School of Public Policy Studies and vice president for statistics and methodology in the National Opinion Research Center.

O'Muircheartaigh's research encompasses measurement errors in surveys, cognitive aspects of question wording, and latent variable models for nonresponse. He has served as a consultant to a wide range of public and commercial organizations in the United States, the United Kingdom, Ireland, Italy, the Netherlands and elsewhere. Through his work with the United Nations (FAO, UNDP, UNESCO), OECD, the Commission of the European Communities, International Association for Educational Assessment (IEA), and others, O'Muircheartaigh has worked in China, Myan Mar (Burma), Kenya, Lesotho, and Peru. Currently he is sampling coordinator for the IEA's Second Information Technology in Education Survey. He has published widely, most recently in the *Public Opinion Quarterly*, the *Journal of Statistical Planning and Inference*, the *Journal of the Royal Statistical Society*, the *Journal of Official Statistics, and Quality and Quantity.*

O'Muircheartaigh is an associate editor of the Journal of the Royal Statistical Society (Series A), and a member of the editorial committee of the *Journal of Applied Statistics*, *Statistics in Transition*, and the *Journal of Official Statistics*. 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. A fellow of the Royal Statistical Society since 1968, he was elected a fellow of the American Statistical Association in 1992, and is currently an elected member of its Council of Sections.

O'Muircheartaigh joined the School from the London School of Economics and Political Science (LSE); he was the first director of the Methodology Institute, the center for research and training in social science methodology at the LSE. He has also taught at a number of other institutions, having served as a visiting professor at the Universities of Padua, Perugia, Florence, and Bologna, and, since 1975, taught at the Summer Institute of the University of Michigan's Institute for Social Research.

Tomas J. Philipson is a professor in the Irving B. Harris Graduate School of Public Policy Studies and a faculty member in the Department of Economics and the Law School at the University of Chicago. He joined the University in 1990, after receiving his Ph.D. in economics from the University of Pennsylvania. He was a visiting faculty member at Yale University in the 1994–1995 academic year. His research expertise and teaching is in health economics and he is a member of the University-wide Council on Research.

Philipson is affiliated with a number of professional organizations, including the National Bureau of Economic Research, the George J. Stigler Center for the Study of the Economy and the State, the Robert Wood Johnson Clinical Scholars Program, the Northwestern/University of Chicago Joint Center for Poverty Research, and the National Opinion Research Center.

Philipson is the recipient of numerous international and national awards and fellowships, including those from the International Health Economics Association, the National Institutes of Health, the National Science Foundation, the Alfred P. Sloan Foundation and the John M. Olin Foundation. Philipson has been a consultant to numerous public and private organizations in the US and abroad.

C. Cybele Raver is an associate professor in the Irving B. Harris Graduate School of Public Policy Studies at the University of Chicago. She also serves as a faculty affiliate at the University's Center for Human Potential and Public Policy.

Raver conducts two programs of research on normative developmental processes among families facing economic hardship. Her first program of research focuses on young children's emotional regulation as a central mechanism through which optimal parenting may have a positive impact on low-income children's competence with peers. Her second program of research examines the individual, environmental and structural predictors of optimal parenting among low-income families with infants and young children. In pursuing this line of inquiry, Raver is particularly interested in the impact of job entry and job quality on low-income mothers' mental health and parenting skills, within the context of Welfare Reform.

Before joining the faculty of the University of Chicago, she was an assistant professor in Cornell University's Department of Human Development. Raver earned her Ph.D. in developmental psychology from Yale University.

Raaj K. Sah is a professor in the Irving B. Harris Graduate School of Public Policy Studies. Sah joined the University of Chicago in 1991, after having visited the University's Department of Economics during the 1989–1990 academic year. Previously, Sah taught at the Massachusetts Institute of Technology and at Yale University; and he has been a visiting faculty member at the University of Pennsylvania and at Princeton University.

Sah's research spans several areas. In the area of public finance, he has written on the extent to which incomes cannot be redistributed through conventional taxes and subsidies. He has studied the effects and designs of various public finance policies in less developed countries, the subject of his book, *Peasants versus City-Dwellers: Taxation and the Burden of Economic Development* (Oxford University Press, 1992), co-authored with Joseph E. Stiglitz. Another part of Sah's research has attempted to explain important social patterns, such as crime in the United States and the persistence and pervasiveness of corruption in many countries. In this vein is his study, "Social Osmosis and Patterns of Crime," published in the *Journal of Political Economy* (December 1991).

In addition, Sah has researched fertility and mortality changes in less developed countries in an attempt to understand long-term demographic transitions. Sah has served as an advisor to several corporations, financial institutions, international organizations, and governments.

Duncan J. Snidal is an associate professor in the Irving B. Harris Graduate School of Public Policy Studies, the Department of Political Science, the Committee on International Relations, and the College. He is co-director of the Program on International Politics, Economics and Security (PIPES).

Snidal's research focuses on international relations with an emphasis on international political economy and rational choice. He has worked on problems of international cooperation, including how the distribution of capability and interests affect outcomes. He is currently working on the role of international institutions—including law and formal organizations—in promoting cooperation.

In addition to his substantive interest in international affairs, Snidal is interested in applying formal techniques to policy analysis. Snidal was one of the first recipients of the Burlington Northern Foundation Award for excellence in graduate teaching.

Affiliated Faculty

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

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

Heckman is associate editor of *Econometric Reviews* and the *Review of Economics and Statistics*. He has served on the National Academy of Science Panel on the State of Black Americans, the Board of Overseers of the Michigan Panel Survey of Income Dynamics, and the National Academy's Science Panel on Statistical Assessments. He is a fellow of the Econometric Society and of the American Academy of Arts and Sciences. Heckman has received numerous honors, including the John Bates Clark Medal from the American Economic Association. Heckman was elected to the National Academy of Sciences in 1992. He was president of the Midwest Economics Association in 1998.

Rowan Miranda (A.M. '87, Ph.D. '92) is director of research and consulting for the Government Finance Officers Association and an affiliated faculty member of the Irving B. Harris Graduate School of Public Policy Studies. He is also editor-in-chief of *Government Finance Review*, the main practioner journal in financial management for state and local government. Miranda's research areas include public finance and management, urban policy, electronic commerce and information technology. He has published articles in scholarly and professional journals on privatization, budgeting, and technology. He has held several public service positions including chief financial officer of the City of Pittsburgh and budget and finance director of Allegheny County, PA. He has consulted for more than fifty state and local governments on financial management and information technology topics.

Casey B. Mulligan is an associate professor in the Department of Economics, currently on leave at the Irving B. Harris Graduate School of Public Policy Studies. Mulligan first joined the University of Chicago in 1991 as a graduate student, and received his Ph.D. in Economics from the University of Chicago in 1993.

Mulligan is author of the 1997 book *Parental Priorities and Economic Inequality*, which studies economic models of, and statistical evidence on, the intergenerational transmission of economic status. His recent research is concerned with labor supply and public programs, with particular emphasis on tax incidence and positive theories of public policy.

Mulligan is affiliated with a number of professional organizations, including the National Bureau of Economic Research, the George J. Stigler Center for the Study of the Economy and the State, and the Population Research Center. He is also the recipient of numerous awards and fellowships, including those from the National Science Foundation, the Alfred P. Sloan Foundation and the John M. Olin Foundation.

Kenneth A. Rasinski is principal research scientist at the National Opinion Research Center (NORC) at the University of Chicago. He has conducted surveys on public opinion, education, health, substance abuse, and media effects. His particular methodological interest is in constructing surveys about sensitive topics. His work on cognitive aspects of survey responding has appeared in many journals, and he is also co-author of a book about the psychology of survey responding.

J. Mark Schuster is Professor of Urban Cultural Policy in the Department of Urban Studies and Planning at the Massachusetts Institute of Technology. The Harris School's 2001–2002 Visiting Professor of Cultural Policy, Schuster is a public policy analyst who specializes in the analysis of government policies and programs with respect to the arts, culture, and environmental design. He is the author of numerous books, articles, and reports including: *Preserving the Built Heritage: Tools for Implementation*, with John de Monchaux and Charles Riley (University Press of New England); *Patrons Despite Themselves: Taxpayers and Arts Policy*, with Michael O'Hare and Alan Feld (New York University Press); *Supporting the Arts: An International Comparative Study* (National Endowment for the Arts); *Who's to Pay for the Arts? The International Search for Models of Arts Support*, with Milton Cummings (American Council for the Arts); *The Audience for American Art Museums*, and *The Geography of Participation in the Arts and Culture* (Seven Locks Press). Schuster is a founding member of the Association for Cultural Economics and is co-editor of the *Journal of Cultural Economics*. He also serves on the editorial board of the *International Journal of Cultural Policy*.

RESOURCES *and* SERVICES

LIBRARY

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

The University Library is a unified system consisting of eight libraries that house resources in a variety of formats: approximately 6.5 million catalogued and classified volumes; 39,000 active serials titles (and a total of approximately 136,000 active and inactive serials titles); 2.7 million microforms units; 26,000 linear feet of manuscript and archival material; 255,000 rare book volumes; 408,000 maps and aerial photographs; 26,000 sound recordings; and a variety of electronic information sources and many other items and collections. For more information about the University of Chicago Library—its collections, services, and electronic resources—please see the Library's web server, at URL, www.lib.uchicago.edu, or call the Library Administrative Office at (773) 702-8740.

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

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

The University's collections of over 1.1 million volumes in the sciences, technology, biomedicine, and the history of science and medicine are housed in the John Crerar Library and in the Eckhart, Chemistry, and Yerkes Observatory libraries. The Crerar Library includes most of the University's science and biomedical collections. It has approximately one million volumes and 4,700 current serials. The Crerar Library's collections in the history of science and medicine are distinguished, and combined with the rest of the University Library's, may be unequaled in the world.

The 55,000-volume Eckhart Library holds the University's collections in mathematics, mathematical statistics, and computer science; the 30,000-volume Chemistry Library, organic, inorganic, physical, analytical, and theoretical chemistry; and the 20,000-volume Yerkes Observatory Library (in Williams Bay, Wisconsin), astronomy and astrophysics.

The D'Angelo Law Library holds a print collection numbering over 630,000 volumes complemented by sophisticated access to electronic information. Along with comprehensive collections of Federal and state law, the collections are especially strong in foreign and international law.

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

Graduate-level research is promoted by long loan periods before materials have to be brought back to a library. Interlibrary loan service is available in all libraries. The Library participates in two international bibliographic computer networks that provide access to materials held in libraries and information centers throughout the world.

Reference librarians are available in all the libraries to provide orientation to library collections, services, and facilities. The Reference staff is available for individual and group consultation, and can be contacted by electronic mail, as well as in person and by telephone. Subject bibliographers are available by appointment for specialized reference services. See www.l.b.uchicago.edu/e/using/reference/ for additional information.

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. For married students or students with a domestic partner (see page 77), Neighborhood Student Apartments offers housing arrangements suitable for couples and families.

Neighborhood Student Apartments

The University owns and operates over 1200 apartments in 29 buildings located around and within the campus area. Graduate students who are single, married, or in a domestic partnership (see page 77), and who are registered and making normal progress towards their degrees are eligible to live in Neighborhood Student Apartments. Apartment sizes range from efficiency units to large three-bedroom apartments, furnished or unfurnished, in walk-up or elevator buildings. Parking lots are available at some buildings. Options for single students include single occupancy and shared apartments. Couples with children are given priority for the two and three bedroom apartments. Inquiries should be addressed to the Neighborhood Student Apartments at 5316 South Dorchester Ave., Chicago, Illinois 60615. The telephone number is (773) 753-2218.

International House

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr. It is a coeducational residence for students from around the world. Each year, the House accommodates over 500 graduate and advanced undergraduate (third and fourth year students) residents—about half from countries other than 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. International House promotes understanding and friendship among students of diverse national, cultural and social backgrounds, provides facilities that can benefit social and cultural development of its residents, and serves as a center of cultural exchange between international students and the greater Chicago community. The building is designed to facilitate informal daily interactions among residents—in the House's dining room, Tiffin Room, courtyard, library, computer labs, and television lounges. These interactions make a major contribution to achieving the goals of the House. International House seeks residents who are willing to share their time and talent with the House community through its programs and activities. Scholarships and fellowships are available. All inquiries should be addressed to the Registrar of the International House at 1414 East 59th Street, Chicago, Illinois 60637. The telephone number is (773) 753-2280, fax number is (773) 753-1227, and e-mail address is pmaslows@uchicago.edu.

Private Housing

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

Campus Bus Service

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

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

A free evening bus service is also available for University students, faculty, and staff. Evening buses run throughout the Hyde Park-Kenwood neighborhood on 30-minute schedules departing from Regenstein Library and the Main Quadrangle. Drivers will stop upon signal to either pick-up or discharge passengers along any of the established routes. Maps and schedules are available at a number of campus locations, including the University Bookstores (campus and Gleacher Center), the Reynolds Club, Regenstein Library, Billings Hospital cashiers' station, the bursar's office, and the Chicago Card office (Administration, Room 102).

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

For automated bus information 24 hours a day, call 702-3988, e-mail bus@uchicago.edu, or visit www.rh.uchicago.edu/bus.

Medical Care

Two types of health coverage are required of University of Chicago students.

Student Health Fee

All registered students are required to pay a quarterly health service fee. This fee covers costs of primary health care at the Student Care Center (SCC) and counseling services at the Student Counseling and Resource Service (SCRS). The student health fee will be waived only for those students who live and study over 100 miles from campus and who will not be on campus during the quarter.

Students covered by UCHP will be assessed 50% of the health fee. These students must provide the name of the policyholder and the policy number to the Registrar's Office. The fee will not be reduced for participants of any other group or individual health plan.

Health fee services include unlimited visits to a personal physician, student mental health services, access to medical advice twenty-four hours a day, a health education program, and other services. The health service fee does not cover specialized care, emergency services, or routine physicals, nor does the fee include the cost of outside referrals, laboratory tests, x-rays, or hospitalization.

Health Insurance

As the student health fee covers only primary health care, the University requires all students to carry adequate medical insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. All students must be covered by either the University's Student Accident and Sickness Insurance (SASI) plan or by a health insurance policy comparable to that offered by the University.

The SASI plan provides both inpatient and outpatient health care coverage. It covers major medical and hospitalization expenses, including those relating to maternity, but has a 90-day waiting period for pre-existing conditions. The annual insurance premium for 2001–2002 is $1,134 per year for the basic plan and $1,497 per year for the comprehensive plan. The basic plan, with identical benefits and coverage, is available to students' spouses, University-registered domestic partners, and dependents at a rate of $1,797 per year.

Students who have comparable group insurance coverage may request that their participation in the SASI plan be waived by filling out the waiver form available at registration. If a student decided to waive the plan, the student's signature certifies that the insurance coverage meets the University's requirement and that the information is true and correct. If questions about coverage arise at any time, the University may ask for documentation of enrollment in an alternative insurance program.

Enrollment or waiver of the SASI plan is for the entirety of the plan year. Students who fail to complete an insurance application/waiver form by the requisite deadline will be automatically enrolled in the SASI plan and will be billed for that enrollment.

For further information about enrollment, contact the Registrar's Office, Room 103, 5801 Ellis Ave., Chicago, IL 60637, (773) 702-7891. For information about benefits under the plan, contact the On-Campus Insurance Coordinator at (773) 834-4543 or Chickering Claims Administrators, Inc., at (800) 294-9410. Students may also submit questions via e-mail to sasi@chickering.uchicago.edu or by e-mail via Chickering's Web site at www.chickering.com. Click on "The Student Connection," select "Customer Service," and enter the University of Chicago plan number, 724543.

Immunization Requirements

The State of Illinois requires all students entering a college or university to show proof of immunization against certain vaccine-preventable diseases before registration. All registered students must show proof of immunity to the following diseases: measles (rubeola), German measles (rubella); mumps; diphtheria; and tetanus. Two measles shots given no less than one month apart are required. The diphtheria/tetanus shot must be given within the past 10 years, and for all international students, 3 diphtheria/tetanus shots are required with at least one given in the past ten years. The information presented on the immunization record card must be in English, or accompanied by a certified translation. The Student Care Center will administer vaccines for a fee.

Day-Care and Schools

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

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

On-Campus Child Care Coordinator. The On-Campus Childcare Coordinator can assist you with your childcare needs. The coordinator works in the Benefits Office as a liaison between the University and DCAC. The coordinator also maintains a list of members of the University community who are interested in providing childcare. The coordinator is located in the Benefits Counseling Office, Bookstore Building 3rd floor, and can be reached by phone at (773) 702-9634 or by e-mail at benefits@uchicago.edu.

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

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

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

Security

The University Police Department operates 24 hours a day, seven days a week, on campus and throughout the Hyde Park-South Kenwood neighborhood—the area bounded by 47th Street, 61st Street, Cottage Grove Avenue, and Lake Shore Drive. (The University and the City are discussing plans to expand the boundaries in fall 2001.) 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 242 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

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

Disclosure Statement

The University of Chicago annually makes several reports and statistics 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 available on the Internet, the University will provide copies upon request.

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

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

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

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

3. The University's policy concerning privacy and the release of student records is published annually in the University's *Student Manual of Policies and Regulations*. The policy explains the rights of students with respect to records maintained by the University and outlines the University's procedures to comply with the requirements of the Family Educational Rights and Privacy Act. Copies of the *Manual* are available, upon request, from the Office of the Dean of Student Services, 5801 S. Ellis Ave., Chicago, IL 60637, (773) 702-7770. The information is also available on the Internet at www.uchicago.edu/docs/studentmanual.

4. Information on accommodations for persons with disabilities can also be found in the *Student Manual of Policies and Regulations* which is available from the Office of the Dean of Student Services, 5801 S. Ellis Ave., Chicago, IL 60637, (773) 702-7770. The information is available on the Internet at www.uchicago.edu/docs/studentmanual.

5. Information regarding student graduation rates, tuition and loan refunds, and withdrawals can be obtained from the Offices of the Registrar and the Bursar, 5801 S. Ellis Ave., Chicago, IL 60637, (773) 702-7891 and (773) 702-8000 respectively. This information is also available on the Internet at http://registrar.uchicago.edu under the section entitled *Times Schedules*. The *Times Schedules* is a University-wide catalog that details current course offerings as well as administrative policies.

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

University Policies

Statement of Non-Discrimination

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

Assistance for Students with Disabilities

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.

This 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 be directed to contact their area dean of students and the Associate Dean of Student Services, 5801 S. Ellis Ave., Room 222, (773) 702-7773, in as timely a fashion as possible to request assistance and coordination of accommodations at the University.

Once the appropriate documentation is received, professionals will review it to clarify the nature and extent of the problem. Ordinarily the Associate Dean of Student Services and area dean of students will then 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 work 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 evaluation. The Associate Dean of Student Services 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 the Associate Dean of Student Services. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.

Domestic Partnership

A domestic partnership is defined as two individuals of the same gender who live together in a long-term relationship of indefinite duration, with an exclusive mutual commitment in which the partners agree to be jointly responsible for each other's common welfare and share financial responsibilities. The partners may not be related by blood to a degree of closeness that would prohibit legal marriage in the state in which they legally reside. Benefits will be extended to a student's domestic partner and partner's dependents for the Student Accident and Sickness Insurance Plan, housing, athletic facilities, and libraries. Students who wish to enroll their domestic partner and/or his or her dependents should contact the Benefits Counseling Office, 970 E. 58th Street, 3rd floor, (773) 702-9634, to request a Statement of Domestic Partnership form. Once approved by the Benefits Counseling Office, the Statement will certify that the student's partnership meets the University's requirements.

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

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

Academic Calendar

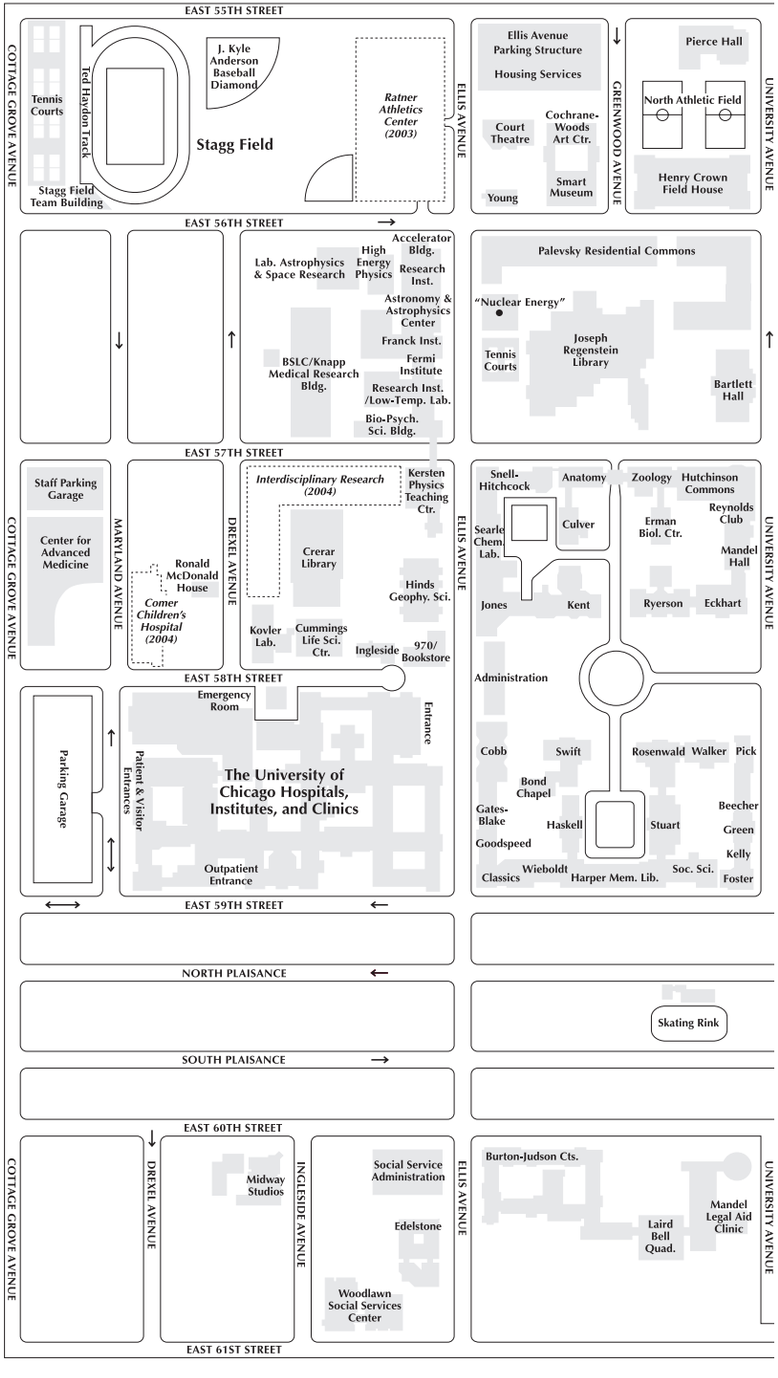
2001	Autumn Quarter	2002
Wed, Sept 19	Registration begins	Wed, Sept 25
Mon, Sept 24	Classes meet	Mon, Sept 30
Thur/Fri, Nov 22/23	Thanksgiving	Thur/Fri, Nov 28/29
Fri, Dec 7	Autumn Convocation	Fri, Dec 13
Sat, Dec 8	Autumn Qtr ends	Sat, Dec 14

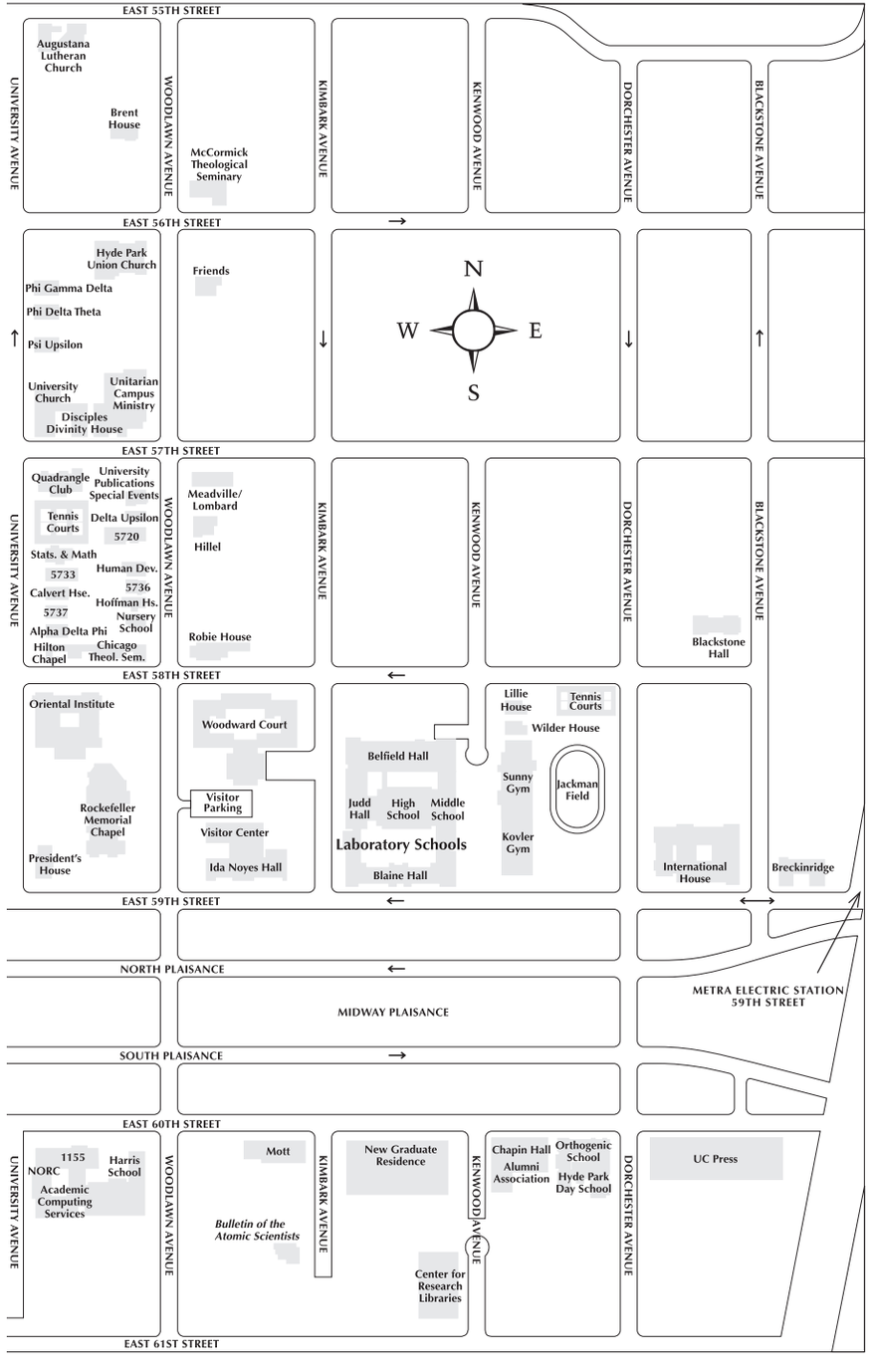
2002	Winter Quarter	2003
Thur, Jan 3	Registration for new students	Mon, Jan 6
Thur, Jan 3	Classes meet	Mon, Jan 6
Fri, Mar 15	Winter Convocation	Fri, Mar 21
Sat, Mar 16	Winter Qtr ends	Sat, Mar 22

2002	Spring Quarter	2003
Mon, Mar 25	Registration for new students	Mon, Mar 31
Mon, Mar 25	Classes meet	Mon, Mar 31
Mon, May 27	Memorial Day	Mon, May 26
Fri, Jun 7	Spring Convocation: 1st/2nd sessions	Fri, Jun 13
Sat, Jun 8	Spring Convocation: 3rd session	Sat, Jun 14
Sat, Jun 8	Spring Qtr ends	Sat, Jun 14
Sun, Jun 9	Spring Convocation: 4th session	Sun, Jun 15

2002	Summer Quarter	2003
Mon, Jun 24	Registration for Summer Qtr	Mon, Jun 23
Mon, Jun 24	Classes meet	Mon, Jun 23
Mon, Jul 1	Classes begin for Pritzker	Mon, Jun 30
Thur, Jul 4	Independence day	Fri, Jul 4
Fri, Aug 30	Summer Convocation	Fri, Aug 29
Sat, Aug 31	Summer Qtr ends	Sat, Aug 30
Fri, Sep 6	Classes end in Pritzker	Fri, Sep 5

*All dates are subject to change without notice.


EAST 55TH STREET
COTTAGE GROVE AVENUE
Tennis Courts
Ted Haydon Track
J. Kyle Anderson Baseball Diamond
Stagg Field
Stagg Field Team Building
Ratner Athletics Center (2003)
ELLIS AVENUE
Ellis Avenue Parking Structure
Housing Services
Court Theatre
Cochrane-Woods Art Ctr.
Young
Smart Museum
GREENWOOD AVENUE
Pierce Hall
North Athletic Field
Henry Crown Field House
UNIVERSITY AVENUE
EAST 56TH STREET
Accelerator Bldg.
Lab. Astrophysics & Space Research
High Energy Physics
Research Inst.
Astronomy & Astrophysics Center
Franck Inst.
Fermi Institute
BSLC/Knapp Medical Research Bldg.
Research Inst. /Low-Temp. Lab.
Bio-Psych. Sci. Bldg.
Palevsky Residential Commons
"Nuclear Energy"
Tennis Courts
Joseph Regenstein Library
Bartlett Hall
EAST 57TH STREET
Staff Parking Garage
Center for Advanced Medicine
MARYLAND AVENUE
Ronald McDonald House
Comer Children's Hospital (2004)
DREXEL AVENUE
Interdisciplinary Research (2004)
Kersten Physics Teaching Ctr.
Crerar Library
Hinds Geophy. Sci.
Kovler Lab.
Cummings Life Sci. Ctr.
Ingleside
970/ Bookstore
Snell-Hitchcock
Anatomy
Zoology
Hutchinson Commons
Reynolds Club
Searle Chem Lab.
Culver
Erman Biol. Ctr.
Mandel Hall
Jones
Kent
Ryerson
Eckhart
EAST 58TH STREET
Administration
Emergency Room
Entrance
Parking Garage
Patient & Visitor Entrances
The University of Chicago Hospitals, Institutes, and Clinics
Outpatient Entrance
Cobb
Swift
Rosenwald
Walker
Pick
Bond Chapel
Gates-Blake
Haskell
Stuart
Beecher
Green
Goodspeed
Kelly
Classics
Wieboldt
Harper Mem. Lib.
Soc. Sci.
Foster
EAST 59TH STREET
NORTH PLAISANCE
Skating Rink
SOUTH PLAISANCE
EAST 60TH STREET
Midway Studios
Social Service Administration
Edelstone
Woodlawn Social Services Center
Burton-Judson Cts.
Laird Bell Quad.
Mandel Legal Aid Clinic
EAST 61ST STREET


EAST 55TH STREET
UNIVERSITY AVENUE
Augustana Lutheran Church
Brent House
WOODLAWN AVENUE
McCormick Theological Seminary
KIMBARK AVENUE
KENWOOD AVENUE
DORCHESTER AVENUE
BLACKSTONE AVENUE
EAST 56TH STREET
Hyde Park Union Church
Phi Gamma Delta
Phi Delta Theta
Psi Upsilon
University Church
Unitarian Campus Ministry
Disciples Divinity House
Friends
N
W
E
S
EAST 57TH STREET
Quadrangle Club
University Publications Special Events
Tennis Courts
Delta Upsilon
5720
Stats. & Math
5733
Human Dev.
Calvert Hse.
5736
5737
Hoffman Hs.
Nursery School
Alpha Delta Phi
Hilton Chapel
Chicago Theol. Sem.
Meadville/ Lombard
Hillel
Robie House
Blackstone Hall
EAST 58TH STREET
Oriental Institute
Rockefeller Memorial Chapel
President's House
Woodward Court
Visitor Parking
Visitor Center
Ida Noyes Hall
Lillie House
Tennis Courts
Wilder House
Belfield Hall
Sunny Gym
Jackman Field
Judd Hall
High School
Middle School
Laboratory Schools
Kovler Gym
Blaine Hall
International House
Breckinridge
EAST 59TH STREET
NORTH PLAISANCE
METRA ELECTRIC STATION 59TH STREET
MIDWAY PLAISANCE
SOUTH PLAISANCE
EAST 60TH STREET
1155
NORC
Academic Computing Services
Harris School
Mott
Bulletin of the Atomic Scientists
New Graduate Residence
Center for Research Libraries
Chapin Hall
Alumni Association
Orthogenic School
Hyde Park Day School
UC Press
EAST 61ST STREET