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

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## ANNOUNCEMENTS AUTUMN 2018

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

Or you may contact us at:

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

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). For additional information regarding the University of Chicago's Policy on Harassment, Discrimination, and Sexual Misconduct, please see: <http://harassmentpolicy.uchicago.edu/page/policy>.

The content of these Announcements is accurate as of September 1, 2017. It is subject to change.



# THE UNIVERSITY, THE SCHOOL, AND THE CITY

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## THE UNIVERSITY OF CHICAGO

The University of Chicago is one of the world's preeminent research universities. It is home to internationally renowned scholars, researchers, and intellectual pioneers. In the last century, the University produced more than 80 Nobel laureates (<http://www.uchicago.edu/about/accolades>) in fields of study that include medicine, economics and physics—including eight current faculty members.

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

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

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

## HARRIS PUBLIC POLICY

Established in 1988, the University of Chicago Harris School of Public Policy emerged from an interdepartmental Committee on Public Policy Studies. Harris, one of six professional schools at the University of Chicago, is part of a world-class intellectual community that continues the University's tradition of scholarship to address real-world problems.

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

Starting with just five PhD students and 36 Master's students in 1988, the school has grown to have class sizes of over 400 Master's students, in varying programs from the Master's in Public Policy, to Computational Analysis and Public Policy, Environmental Science and Policy, and more. (<http://harris.uchicago.edu/degrees>)

From its inception, Harris has sought to enhance the University's role in shaping and understanding public life by conducting policy-relevant research and preparing talented individuals to become leaders and agents of social change.

## A DYNAMIC SETTING

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

Chicago (<http://www.cityofchicago.org/city/en.html>) is an education in itself. It is the birthplace of community organizing. It is a center of international finance and trade. It is also home to numerous national and international foundations, policy research centers, government agencies, nonprofit organizations, and businesses.

In the Loop, the heart of downtown Chicago, key decisions are made affecting the welfare and economic health of people worldwide. One of the world's great cities, with a world-renowned symphony and arts community, a spectacular waterfront, a rich architectural heritage, and an unparalleled selection of restaurants and vibrant neighborhood culture, Chicago is a dynamic training ground for public policy. It is a blend of big city and small town, tradition and innovation, history and progress. Chicago offers endless options for discovery.



# ADMISSION AND FINANCIAL AID

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## APPLICATION REQUIREMENTS

The University of Chicago seeks candidates with the academic preparation, intellectual ability, experience, and motivation to undertake a rigorous program in public policy. While no specific experience is required, students with a strong liberal arts background and sound quantitative and analytical skills will be best prepared for the program. The Committee on Admission and Aid evaluates all official transcripts of academic work, personal essays, letters of recommendation, extracurricular activities and community service, performance on standardized tests, and special factors brought to its attention. The Committee considers each application on the basis of all materials submitted and does not automatically eliminate applications based on grade point averages or test scores. The application requirements and admissions process is the same for each Masters program (MPP, MA, MSEP, MSCAPP, MACRM).

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

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

## APPLICATION DEADLINES

Application deadlines are published on the Harris website at <http://harris.uchicago.edu/admissions/requirements-and-deadlines>.

# FINANCIAL AID

Here at Harris, we recognize the significant investment you will be making in your degree; we are committed to helping you identify financial resources to assist with managing the cost. Financial aid is calculated based on a standardized cost of attendance: tuition, room and board, books, transportation, and personal/miscellaneous expenses for three academic quarters (nine months). Harris Admission notifies you of any merit scholarship award at the time of your admission. At that time, we also provide you with information on applying for loans and employment opportunities at the university.

## FURTHER INFORMATION

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



## ACADEMIC CALENDAR

### Summer 2018

Description	Date(s)
Summer Quarter begins	Monday, June 18
Independence Day (University closed)	Tuesday, July 4
Academic English Pre-Matriculation Program (AEPP)/ Language Camp	Thursday, August 9-Friday August 31
Summer Degrees conferred	Friday, August 24
Summer Quarter ends	Saturday, August 25
Harris Math Camp Program	Tuesday, September 4 - Friday, September 21
Pre-Registration for Autumn Harris Courses	Wednesday, September 12 - Friday, September 14 (5:00 pm)
New student orientation	Monday, September 24 - Friday, September 28

### Autumn 2018

Description	Date(s)
Autumn Quarter course information for all graduate departments viewable on my.uchicago	Tuesday, September 4
Registration opens for Autumn courses	Monday, September 24 (8:30 am)
Autumn Quarter begins	Monday, October 1
Deadline to apply for December degree conferral	Friday, October 5 (Friday of week 1)
Last day that students can make change to course registrations in my.uchicago	Friday, October 5 (Friday of week 1)
Add/Drop deadline: last day to change Autumn course registrations. In week 2 all changes must be made through advisor)	Friday, October 12 (5:00 pm) (Friday of week 2)
Pass/Fail deadline Autumn	Monday, October 29 (9:00 am) (Monday of week 5)
Pre-registration for Winter Quarter Harris courses	Monday, November 12 - Wednesday, November 13 (week 6)
Academic Showcase - learn about Winter Harris Courses	Tuesday, November 6 (11:30 am - 1:30 pm)
Winter course info for all departments visible on mu.uchicago	Monday, November 12 (Monday of week 7)
Registration opens for Winter courses	Monday, November 19 (8:30 am) (Monday of week 8)
Thanksgiving Holiday (University closed)	Thursday, Nov. 22 and Friday Nov. 23
Autumn Quarter degrees conferred	Friday, December 14
Autumn Quarter ends	Saturday, December 15

### Winter 2019

Description	Date(s)
Winter Quarter begins	Monday, January 7
Deadline to apply for March degree conferral	Friday, January 11 (Friday of week 1)
Last day that students can make changes to course registration in my.uchicago	Friday, January 11 (Friday of week 1)
Add/Drop deadline: last day to change Winter course registrations (In week 2 all changes must be made through advisor)	Friday, January 18 (5:00 pm) (Friday of week 2)
Martin Luther King, Jr. Day (University closed)	Monday, January 21
Pass/Fail deadline Winter	Monday, February 4 (9:00 am) (Monday of week 5)
Academic Showcase - learn about Spring Harris courses	Tuesday, February 12 (11:00 am - 1:00 pm)
Spring course info for all departments visible on my.uchicago	Friday, February 15 (Monday of week 7)
Pre-registration for Spring Quarter Harris courses	Monday, February 18 (8:30 am) - Tuesday, February 19 (5:00 pm)
Registration opens for Spring courses	Monday, February 25 (8:30 am) (Monday of week 8)

Winter Quarter degrees conferred	Friday, March 22
Winter Quarter ends	Saturday, March 23

Spring 2019

<b>Description</b>	<b>Date(s)</b>
Spring Quarter begins	Monday, April 1
Deadline to apply for June degree conferral	Friday, April 5 (Friday of week 1)
Last day that students can make changes to course registration in my.uchicago	Friday, April 5 (Friday of week 1)
Add/Drop deadline: last day to change Spring course registrations. (In week 2 all change must be made through advisor)	Friday, April 12 (5:00 pm) (Friday of week 2)
Pass/Fail deadline	Monday, April 29 (9:00 am) Monday of week 5)
Memorial Day (University closed)	Monday, May 27
Spring Quarter Convocation	Friday, June 15
Spring Quarter ends	Saturday, June 16



## COURSES

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### PUBLIC POLICY STUDIES (PPHA) COURSES

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

Math Methods for Public Policy: Algebra" covers Algebra topics foundational to Calculus and intermediate microeconomics. The course focuses on improving students' understanding of mathematics used in Harris core courses and increasing the speed and accuracy with which students perform algebraic calculations. This is a non-credit course.

Instructor(s): Laverde, M Terms Offered: Fall

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

#### **PPHA 30102. Math Methods for Public Policy: Calculus. 000 Units.**

Math Methods for Public Policy: Calculus" covers basic Calculus concepts including derivatives, implicit differentiation, limits, continuity of functions, concavity/convexity, and optimization. The course focuses on improving students' understanding of mathematics used in Harris core courses and increasing the speed and accuracy with which students perform calculations. This is a non-credit course.

Instructor(s): Laverde, M Terms Offered: Fall

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

#### **PPHA 30520. Text Mining in Public Policy. 100 Units.**

The purpose of the class is to provide the public policy student a set of skills that he or she can use in their professional career to compile and analyze unstructured data. If a public policy analyst is asked by the chief of staff to compile everything that is known about managed care for elderly patients, the analyst should be able to mine the available databases on the web to pull out a set of abstracts, data, information, or policy recommendations so that he or she can have report done in hours rather than weeks. If a congressman asks his aid to pull information on earmarks on a particular topic from the United State Public Laws, they should be able to do that in a few hours after taking this class. The first half of the class will include lectures on the importance of the techniques for public policy. Much of the remainder of class will be devoted to teach natural language text processing through a set of weekly exercises. The other focus of the class will be application of that programming to "real" datasets that reflect public policies. The class will jointly create a corpus from publicly available sources. The final weeks of the class will focus on student projects, individual or group, making use of the corpus. These projects will be presented to the entire class and a paper will be required.

Instructor(s): Goerge, R / Ozik, J Terms Offered: Spring

#### **PPHA 30525. Next Generation Data: Sources, Access. 100 Units.**

: For decades, sample surveys have produced the data that provide the basis for decisions of policy makers and decision makers in both the public and the private sectors. Traditional surveys are however coming under a dual threat: decreasing response rates and increasing costs. At the same time a wide array of new sources of data is emerging. Although survey researchers and methodologists are actively seeking to adapt to an ever changing social and technological environment, it is increasingly difficult to maintain the desired relevance, accuracy, and timeliness of survey-based statistics. At the same time, there are many potentially valuable non-survey data sources, such as federal, state, and local government administrative records, credit card and store transactions, sensor data, and a wide and growing variety of web-based data, such as social media, price data, etc. This class will discuss the new forms of data that are being collected to conduct social, economic, behavioral, and policy research, while at the same time addressing innovations in traditional methods, such as survey research. Issues of access, quality, ethics/privacy, analysis, and storage will be discussed. A range of policy domains will be addressed, including education, finance, transportation, welfare programs, and health care. We hope to invite guest speakers to present the perspective of data generators, data providers, and data users. This course counts toward the Survey Research Certificate.

Instructor(s): Omuirchartaigh, C Terms Offered: Spring

#### **PPHA 30531. Data Skills for Public Policy. 100 Units.**

This course is the second of a three-quarter data science sequence at Harris. This sequence is designed to train you to work in the rapidly-expanding field of data analytics in the public sector after graduation. Although the course is designed for students pursuing the Master of Public Policy degree, other Harris graduate programs, and undergraduates are welcome to enroll as well.

Instructor(s): Ganong, P Terms Offered: Autumn

#### **PPHA 30545. Machine Learning. 100 Units.**

The objective of the Data Science sequence is to train students to be successful and autonomous applied economists and data scientists in government and industry. In the first two courses of the sequence, students learned programming, as well as how to handle, summarize, and visualize modern datasets. The objective of this course is to train students to be insightful users of modern machine learning methods. The class covers regularization methods for regression and classification, as well as large-scale approaches to inference and testing. In order to have greater flexibility when analyzing datasets, both frequentist and Bayesian methods are investigated.

Terms Offered: Autumn

**PPHA 30550. Introduction to Programming for Public Policy. 100 Units.**

The past decade has witnessed an explosion in the collection of 'big data,' and the sophistication and accessibility of the tools required to analyze those data. This has spurred government agencies and policy analysts to embrace novel, data-driven approaches to policy creation and evaluation. This is an introductory course in programming and data analysis for public policy students with no prior coding experience; it is the first in Harris's new data science sequence. It is for anyone who wants to gather, explore, and share raw quantitative data - or work with others who do. The course has three goals: (1) We will first introduce students to the tools required to write and share code: text editors, the command line, the python shell, and version control (git). (2) Students will be asked to "think algorithmically," translating self-contained questions into python programs. We will cover the fundamentals of the language including types, control, functions, input/output, and scripts. We will touch on debugging and (time-permitting) computability. (3) We will then cover tools and recipes for retrieving, cleaning, visualizing, and analyzing data.

Instructor(s): Saxon, J Terms Offered: Spring

**PPHA 30800. Analytical Politics I: Strategic Foundation. 100 Units.**

This course is designed to serve three interrelated goals. It is an introduction to core concepts in the study of political economy. These concepts include collective action, coordination, and commitment problems; externalities and other forms of market failure; principal-agent relationships; problems of preference aggregation; and agenda setting and voting. The course also introduces basic concepts in game theory, including Nash equilibrium, subgame Perfection, and repeated games. It is not, however, a suitable substitute for a game theory course for doctoral students in the social sciences. Finally, the course provides an overview of some of the key insights from the field of political economy on how institutions shape and constrain the making of public policy, with special attention to various ways in which governments can and cannot be held accountable to their citizens.

Terms Offered: Autumn

**PPHA 31000. Statistics for Public Policy I. 100 Units.**

This course aims to provide a basic understanding of statistical analysis in policy research. Fundamental to understanding and using statistical analysis is the realization that data does not emerge perfect and fully formed from a vacuum. An appreciation of the provenance of the data, the way it was collected, why it was collected, is necessary for effective analysis. Equally important is an understanding of the nature of the statistical inference being attempted the course will distinguish between model-based and design-based inference. There will be some emphasis placed on sampling from finite populations and on data from survey research. The emphasis of the course is on the use of statistical methods rather than on the mathematical foundations of statistics. Because of the wide variety of backgrounds of participating students, the course will make no assumptions about prior knowledge, apart from arithmetic. For students with a strong technical background, the aim of the course is to increase their understanding of the reasoning underlying the methods, and to deepen their appreciation of the kinds of substantive problems that can be addressed by the statistical methods described. PPHA 31000 or PPHA 31200 required of all first-year students.

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

**PPHA 31002. Statistics for Data Analysis I. 100 Units.**

This course aims to provide a basic understanding of statistical analysis in policy research. Fundamental to understanding and using statistical analysis is the realization that data does not emerge perfect and fully formed from a vacuum. An appreciation of the provenance of the data, the way it was collected, why it was collected, is necessary for effective analysis. Equally important is an understanding of the nature of the statistical inference being attempted the course will distinguish between model-based and design-based inference. There will be some emphasis placed on sampling from finite populations and on data from survey research. The emphasis of the course is on the use of statistical methods rather than on the mathematical foundations of statistics. Because of the wide variety of backgrounds of participating students, the course will make no assumptions about prior knowledge, apart from arithmetic. For students with a strong technical background, the aim of the course is to increase their understanding of the reasoning underlying the methods, and to deepen their appreciation of the kinds of substantive problems that can be addressed by the statistical methods described. PPHA 31002 or PPHA 31201 required of all first-year students.

Terms Offered: Autumn

**PPHA 31003. Discussion: Statistics for Data Analysis I. 000 Units.**

This is a non-credit discussion for Statistics for Data Analysis I. Students must register a lecture and discussion for the course.

Terms Offered: Autumn

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

A continuation of PPHA 31001, this course focuses on the statistical concepts and tools used to study the association between variables. This course will introduce students to regression analysis and explore its uses in policy analysis. PPHA 31101 or PPHA 31301 required of all first-year students.

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

**PPHA 31103. Discussion: Statistics for Data Analysis II: Regressions. 000 Units.**

This is a non-credit discussion for Statistics for Data Analysis II: Regressions. Students must register a lecture and discussion for the course.

Terms Offered: Winter

**PPHA 31202. Advanced Statistics for Data Analysis I. 100 Units.**

This course focuses on the statistical concepts and tools used to study the association between variables and causal inference. This course will introduce students to regression analysis and explore its uses in policy analyses. This course will assume a greater statistical sophistication on the part of students than is assumed in PPHA 31002.

Terms Offered: Winter

**PPHA 31203. Discussion: Advanced Statistics for Data Analysis I. 000 Units.**

This is a non-credit discussion for Advanced Statistics for Data Analysis I. Students must register a lecture and discussion for the course.

Terms Offered: Autumn

**PPHA 31302. Advanced Statistics for Data Analysis II. 100 Units.**

A continuation of PPHA 31202, this course focuses on the statistical concepts and tools used to study the association between variables and causal inference. This course will introduce students to regression analysis and explore its uses in policy analyses. This course will assume a greater statistical sophistication on the part of students than is assumed in PPHA 31102.

Terms Offered: Winter

**PPHA 31303. Discussion: Advanced Statistics for Data Analysis II. 000 Units.**

This is a non-credit discussion for Advanced Statistics for Data Analysis II. Students must register a lecture and discussion for the course.

Terms Offered: Winter

**PPHA 31603. Analytical Politics II (Developing World) 100 Units.**

This course is intended to introduce students to a set of analytical tools and concepts for understanding how political institutions and political agents generate public policy, and to apply these tools in examining the major institutions of democracy and non-democracy throughout the world. Lessons about political institutions and the policy making process will be understood from the perspective of a policy entrepreneur

Terms Offered: Winter

Prerequisite(s): Completion of PPHA 30800: Analytical Politics I

**PPHA 31604. Analytical Politics II (Developed World) 100 Units.**

This course is intended to introduce students to a set of analytical tools and concepts for understanding how political institutions and political agents generate public policy, and to apply these tools in examining the major institutions of democracy and non-democracy throughout the world. Lessons about political institutions and the policy making process will be understood from the perspective of a policy entrepreneur

Terms Offered: Winter

**PPHA 31605. Discussion: Analytical Politics II: Developing World. 000 Units.**

This is a non-credit discussion for Analytical Politics II: Developing World. Students must register a lecture and discussion for the course.

Terms Offered: Winter

**PPHA 31606. Discussion: Analytical Politics II: Developed World. 000 Units.**

This is a non-credit discussion for Analytical Politics II: Developed World. Students must register a lecture and discussion for the course.

Terms Offered: Winter

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

This course will provide students with an introduction to the science of political campaigns. What works, what doesn't, and how can we develop and evaluate better techniques in the future. The course will discuss traditional campaigning techniques along with new techniques that rely on big data, social networking, new technologies, etc., and we will attempt to evaluate the effectiveness of these different approaches. The course will be targeted at students who may be interested in conducting or working on political campaigns as a practitioner. However, the course should also be of interest to students who simply want to learn more about campaigns, elections, or how to apply scientific thinking to politically-important or policy-relevant questions. The course will focus primarily on electoral campaigns, although many of the lessons will be applicable to other kinds of political campaigns (e.g., lobbying, issue advocacy). This course is open to second-year MPP students and required for those who plan to earn a Certificate in Political Campaigns. All non-MPP students should seek permission from the instructor before enrolling.

Instructor(s): Fourmaies, A Terms Offered: Autumn

**PPHA 31730. The Strategic Uses of Survey Research in Political Campaigns. 100 Units.**

This course will provide the student with an introduction to the basic facets of survey research, from sampling (WHO gets interviewed), survey design (WHAT gets asked), data analysis techniques, and interpretation of results (WHAT does it mean). But the lion's share of the course will focus on addressing the question; HOW does the data get used? We will reference actual case studies involving public opinion in political campaigns, with heavy emphasis on the current issues of the day and the use of public opinion research as the nation gears up for the next big election. We'll also hear from campaign professionals and candidates, offering real-world examples of how opinion research made a difference in big campaigns. The course leader is an active polling consultant to dozens of campaigns (federal, state, and local) each cycle, helping guide strategy on winning campaigns across the country.

Instructor(s): J. McGrath Terms Offered: Spring

**PPHA 31810. Lessons from Policies that Went Wrong. 100 Units.**

Effective policies require a good understanding of the setting they aim to regulate. Knowing what are some of the possible unintended consequences can help to plan for them in the policy design stage. Behavioral responses of those that are affected by the policy can reduce its effectiveness, and even result in outcomes that are the opposite of the original goal. In this course, we will review different policies that did not succeed in achieving their intended targets because they did not fully consider what will happen in their aftermath. We will cover policies across a wide range of outcomes: health, energy and environment, development and aid, education, violence reduction, and labor markets. The goal is to understand what went wrong in each case, and to generalize lessons for future policy making. For each policy, we will start with the original problem it was trying to solve, cover some general theory and intuition around its proposed approach, and study a paper that empirically evaluated its impact. No textbook is required for this course. Grading is based on short weekly assignments, a 2-pages midterm paper analyzing a currently discussed policy, and a final exam.

Instructor(s): Frank, E Terms Offered: Autumn

**PPHA 31950. Design for Social Impact. 100 Units.**

Human-Centered Design is an established approach to service and systems development in the private and public sectors alike. Chicago and neighboring communities have complex social issues that could be re-examined through the use of design methods that facilitate human-centered research, visualization of ideas, co-design, and prototyping new approaches. This course will focus on equipping students with Human-Centered Design skills applicable to public policy, by employing creative thinking. The most effective way to develop these skills is to apply them to existing projects - this case, ongoing Policy Labs initiatives. Broadly, this course will be structured as a workshop geared towards giving students practical experience planning and implementing (qualitative) design research, analyzing data, developing design concepts based on research insights and prototyping these with partner organizations.

Instructor(s): Pulik, L Terms Offered: Spring

**PPHA 32100. State and Local Public Finance. 100 Units.**

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

Instructor(s): Worthington, P Terms Offered: Autumn

**PPHA 32200. Public Finance and Public Policy. 100 Units.**

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

Prerequisite(s): PPHA 32300 and PPHA 32400 or their equivalent; the course uses economic theory.

**PPHA 32300. Principles of Microeconomics and Public Policy I. 100 Units.**

PPHA 32300 (Principles of Microeconomics and Public Policy I) serves as the first course in a two-quarter sequence in microeconomic theory. PPHA 32300 (Principles of Microeconomics and Public Policy I) does not require prior training in economics, although prior courses will be helpful. PPHA 32300 provides a careful and rigorous presentation of the foundations of microeconomics. Applications will be discussed in tandem with the course material (examples might be discussion of minimum wages, labor supply and taxes, fixed costs and licensing restrictions with taxis and Uber) but the primary focus is on the tools and techniques of microeconomics and price theory. This course covers the theory of consumer choice and the theory of the firm. Moderately fast-paced, the course is designed for students lacking a background in economics. Students will have an opportunity to apply economics to policy issues such as food stamps, income taxation, housing subsidies, and labor markets. Extensive problem sets provide an opportunity for practical application and a deeper understanding of the material. Calculus is not required, but a good grasp of algebra is necessary.

Terms Offered: Autumn Spring

**PPHA 32301. Discussion: Principles of Microeconomics and Public Policy I. 000 Units.**

This is a non-credit discussion for Principles of Microeconomics and Public Policy I. Students must register a lecture and discussion for the course.

Terms Offered: Autumn

**PPHA 32310. Advanced Microeconomics for Public Policy I. 100 Units.**

Advanced core course in micro economics. Provides students with advanced work in preference theory, welfare inference, intertemporal choice, human capital, and theories of unemployment.

Instructor(s): D. Black Terms Offered: Autumn

**PPHA 32311. Discussion: Advanced Microeconomics for Public Policy I. 000 Units.**

This is a non-credit discussion for Advanced Microeconomics for Public Policy I. Students must register a lecture and discussion for the course.

Terms Offered: Autumn

**PPHA 32400. Principles of Microeconomics and Public Policy II. 100 Units.**

A continuation of Public Policy 32300, this course introduces the role of government in the economic system, explores market failures that undermine the useful characteristics of the competitive market, and considers the role of government in these failures. Issues of equity and efficiency and the governments role in influencing the distribution of income are explored. Important economic concepts in policy analysis such as time discounting, opportunities costs, and decision-making under uncertainty are also featured. Differential calculus is used extensively throughout this course. Required of all first-year students.

Terms Offered: Winter

**PPHA 32401. Discussion: Principles: Microeconomics/Public Policy II. 000 Units.**

This is a non-credit discussion for Principles:Microeconomics / Public Policy II. Students must register a lecture and discussion for the course.

Terms Offered: Winter

**PPHA 32410. Advanced Microeconomics for Public Policy II. 100 Units.**

This course is a continuation of PPHA 32310, Advanced Microeconomics for Public Policy I. This is a Harris core course.

Terms Offered: Winter

**PPHA 32411. Discussion: Advanced Microeconomics for Public Policy II. 000 Units.**

This is a non-credit discussion for Advanced Microeconomics for Public Policy II. Students must register a lecture and discussion for the course.

Terms Offered: Winter

**PPHA 32510. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.**

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to [pge@uchicago.edu](mailto:pge@uchicago.edu).

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400  
Equivalent Course(s): ECON 26530, ENST 26530, PBPL 26530

**PPHA 32520. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.**

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to [pge@uchicago.edu](mailto:pge@uchicago.edu).

Instructor(s): S. Shaikh Terms Offered: Spring

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400  
Equivalent Course(s): ENST 26531, ECON 26540, PBPL 26531

**PPHA 32530. Fundamentals of Municipal Bonds. 100 Units.**

This course will provide students with an overview of the municipal bond market and how it facilitates the development of infrastructure needed for economic development and the provision of public services. There are close to \$2.6 trillion dollars in outstanding bonds in this market. Of 87,500 state and local governments in the U.S., 55,000 have bonds outstanding. Each year 10,000 new issues of municipal bonds come to market valued on average at \$350 billion a year. All of this helps states, cities, counties, and not for profit organizations such as universities and hospitals fund capital assets including roads, bridges, water and sewer plants, airports, and school buildings. Students will come to understand: the continuum of a bond sale from government to end investor; who the key players are in the process; how credit ratings and credit analysis is performed; the public policy drivers of capital investment; the regulatory policy framework relating to the bond industry; and what sort of career opportunities are available for Public Policy Graduate Students. The course will have a text book supplemented by articles and industry reports. Attendance will be critical. The course will have a mid-term and final oriented toward providing a work product that would actually be utilized in the municipal bond industry. Guest speakers will also be utilized from time to time.

Instructor(s): M. Belsky

**PPHA 32735. African Development. 100 Units.**

This class provides an introduction to, and interpretation of the social scientific and historical research on African development. The focus is on economic and political development in the *longue durée* and trying to understand how Africa fits into the comparative picture. The focus of much research on contemporary African development is of course on poverty, famine, civil war and the immense economic challenges that the continent has faced since independence. We shall study these and their roots and also many of the political correlates that go along with them, such as the weakness of African states, their corruption and problems of autocracy and democracy. But to get a deep understanding of these phenomena entails understanding Africa society, how it is organized, why it is organized as it is, and how it has come into collision with global forces in the past 500 years.

Instructor(s): Robinson, J Terms Offered: Spring

**PPHA 32740. Order and Violence. 100 Units.**

Most countries in the world have been independent for about 50 years. Some are peaceful and have prospered, while some remain poor, war-torn, or both. What explains why some countries have succeeded while others remain poor, violent, and unequal? Moreover, fifty years on, a lot of smart people are genuinely surprised that these countries' leaders have not been able to make more progress in implementing good policies. If there are good examples to follow, why haven't more countries followed these examples into peace and prosperity? Finally, we see poverty and violence despite 50 years of outside intervention. Shouldn't foreign aid, democracy promotion, peacekeeping, and maybe even military intervention have promoted order and growth? If not why not, and what should we do about it as citizens? This class is going to try to demystify what's going on. There are good explanations for violence and disorder. There are some good reasons leaders don't make headway, bureaucrats seem slothful, and programs get perverted. The idea is to talk about the political, economic, and natural logics that lead to function and dysfunction.

Instructor(s): Blattman, C Terms Offered: Spring

**PPHA 32750. Hydropolitics: Water Policy and Conflict. 100 Units.**

Water resources are increasingly contested in nearly all parts of the world. Available freshwater supplies have declined nearly 40% since 1970, and the UN predicts that, by 2025, 1.8 billion people will not have sufficient water to meet all of their daily needs. Water conflict is essentially a political problem because it reflects normative disagreements about who has the authority to define its value and appropriate uses. This course examines conflict over water and policy efforts to deal with inter-sectoral competition, international allocation, and the diplomatic and economic consequences of water resource depletion. The course begins with a discussion of water's status as an object of policy-as property, a commodity, entitlement, and natural good. It then turns to a series of policy challenges in context including agricultural water use, allocation treaties, development disputes, and preventing humanitarian crises. No knowledge of water policy is presumed, and students will leave the course with the issue background necessary to pursue more focused research projects in water policy topics.

Instructor(s): Tiboris, M Terms Offered: Autumn

**PPHA 32810. Winning Issue Campaigns. 100 Units.**

Change does not roll in on the wheels of inevitability, but comes through continuous struggle." These words of Dr. Martin Luther King, Jr. were never more true than in today's gridlocked American political system. Smart public policy doesn't pass and implement itself - it comes as a result of well planned, hard fought, strategic issue campaigns, many of which span years and even decades. This course will teach students the theory and practice of strategic issue campaigns, from setting campaign objectives and targeting decision makers to planning effective tactics, designing a message frame, and winning the support of those who can further the cause. This course counts toward the Political Campaigns Certificate.

Instructor(s): M. Batzel Terms Offered: Winter

**PPHA 33230. Inequality: Theory, Methods and Evidence. 100 Units.**

Equivalent Course(s): ECON 34930

**PPHA 33420. Contemporary US Intelligence. 100 Units.**

The course examines the U.S. Intelligence Community and its role in national security. It will analyze the intelligence cycle including planning and direction, collection, processing, analysis and dissemination. It will also focus on topics such as warning and surprise, denial and deception, covert action, oversight and the role of policy makers, civil liberties, ethics and accountability and intelligence reform. It will also compare the organization and activities of foreign intelligence agencies with the U.S. model. Many of these topics will be analyzed through the context of current events including the congressional investigation into Russia's interference with the 2016 presidential election. The course will also feature high ranking current and former intelligence officials as guest speakers. No prior study of intelligence issues is required.

Instructor(s): Quigley, M Terms Offered: Autumn

**PPHA 33510. Nuclear Policy. 100 Units.**

This course will review the development of U.S. national policy and of international institutions intended to control and harness nuclear energy. We will examine military doctrine and the plans for nuclear war-fighting with special attention to changes in national security policy since 1945, to the role of scientists, as well as military and political leaders in formulating policy, and to bureaucratic routines and interests in shaping the implementation of plans and military doctrine. We will also review issues of civilian nuclear power and its regulation in the United States focusing on the effectiveness of public policies in preventing accidents, in securing nuclear fuel, and in dealing with radioactive materials left over from burning nuclear fuel. The discussion will also consider current proposals for strengthening oversight of civilian nuclear power in all countries. Finally, we will seek to understand the role of international institutions in channeling nuclear energy for peaceful purposes, in preventing proliferation of nuclear weapons, and in harmonizing national regulations to address the growing international trade in nuclear technology and materials.

Instructor(s): Benedict, K Terms Offered: Winter

**PPHA 33600. Inequality, Poverty, and American Politics. 100 Units.**

No description available.

**PPHA 33610. The Social Entrepreneur. 100 Units.**

This course specifically focuses on social business models spanning non-profit organizations, non-government organizations, hybrid enterprises and socially responsible for-profit businesses. The course takes a global perspective, focusing on organizations and ventures in both the US and abroad. Through course readings, case studies, articles and guest presenters, students will be exposed to the various approaches to social entrepreneurship and the strengths and weaknesses of different models and strategies, and the leadership characteristics required to found, build and run a successful social enterprise.

Instructor(s): Gossin, W Terms Offered: Winter

**PPHA 33650. Corporate Governance. 75-100 Units.**

Through the production of goods and services, innovation, employment and occasional misbehavior, publicly-held corporations in the U.S. exert an enormous impact on the lives of individuals and the economy in general. How (and how well) corporations are governed greatly influences what that impact will be. Since the early 1990s, there has been a significant increase in the attention given to corporate governance by investors, lawyers, academics, politicians and the press. This seminar will provide students with a deep understanding of applicable legal, regulatory and market influences on corporate governance, an appreciation for the historical development of the current system of governance and insights into current #hot# issues and the continuing evolution of governance. We will discuss critical issues such as for whose benefit is a corporation to be governed and what is the proper balance of decision-making authority between owners and managers. There will be a heavy emphasis on the role of counsel to the enterprise as a whole and on the practical aspects of advising officers and directors, including the coordination of multi-disciplinary teams.

Equivalent Course(s): ECON 39820

**PPHA 33820. Democracy Hacked: Cyber Threats to Modern Governments in the Digital Age. 100 Units.**

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

Instructor(s): Braun, J Terms Offered: Autumn

**PPHA 34500. Macroeconomics for Public Policy. 100 Units.**

This course examines the working of the aggregate economy. It aims to understand the key determinants of business cycle fluctuations and of long-run economic development. This includes coverage of the role of employment, productivity, trade and fiscal deficits, inflation, and interest rates. The emphasis of the course is on the impact of monetary and fiscal policies on the macro economy. Students will be able to analyze and discuss important current economic issues, such as government spending and tax reforms, Social Security reforms, the conduct of monetary policy, and the impact of changing economic conditions around the world.

Instructor(s): Sullivan, D Terms Offered: Winter

**PPHA 34600. Program Evaluation. 100 Units.**

This course introduces you to the tools used by social scientists and policymakers to evaluate the impact of government policies. The course objective is to teach you how to use these tools well enough to feel comfortable evaluating the quality of program evaluations that you are likely to review during your careers. The course begins by examining the elements of a cost/benefit analysis. Some of the principles we discuss during this part of the course are identical to those used by managers in a private firm when they consider whether to invest in new plant or equipment, to train their workers, or to initiate new human resource practices. But it also is important to recognize the differences between cost-benefit analyses of social programs and of private sector investments. Here we examine how the concepts of consumer and producer surplus discussed in your economics courses guide us in formulating evaluation questions and choosing appropriate outcome measures. Most of the course examines the strategies for evaluating the impact that government policies have on alternative outcomes. The key question here is what would have been the outcome had individuals, neighborhoods, state, etc., not been exposed to the policy. The impact of the policy is the difference between the actual outcome and this counterfactual outcome. Much social science research demonstrates that obtaining credible estimates of these impacts can be difficult. During this part of the course, we discuss how to plausibly address some of the more common difficulties encountered by program evaluators.

Terms Offered: Autumn Spring Winter

Prerequisite(s): PPHA 31000 and PPHA 31100 or equivalent statistics coursework.

**PPHA 34799. Race, Politics, and the Press in Chicago. 100 Units.**

This course will examine the history of the African American press, especially The Chicago Defender, a newspaper which spanned the technological and political transformations of the 20th Century media. Founded as a weekly in 1905, The Defender became Black America's first national communications vehicle using newly available mass printing machines as well as page design techniques pioneered by Hearst and Pulitzer. The news pages exposed the horrors of Jim Crow, while editorials inspired millions to come to Northern cities in what became known as the Great Migration. The Defender and its cohort, including The Pittsburgh Courier, wielded substantial political clout, providing the swing votes that elected Harry S. Truman and John F. Kennedy to the Presidency. But as the century wore on, black newspapers had to compete for audience as well as staff against a multitude of print, broadcast and, ultimately, on-line options. Taught by the author of the award-winning non-fiction book about The Defender, himself a veteran of the newspaper, the course includes guest lectures, field trips, and references to the substantial scholarship of the history of the South Side. There are no prerequisites.

Instructor(s): Michaeli, E Terms Offered: Autumn

**PPHA 34801. Advanced Topics in International Political Economy. 100 Units.**

This course studies many topics in international political economy in detail. The topics include for example the politics of international trade, intro to the new institutional economics, variety of capitalism and welfare state, and China's political economy. The goal of this course is to acquaint students with more advanced political economy topics and the tools of research, as well as to help students work on their research papers.

Equivalent Course(s): INRE 44801, SOSOC 44801

**PPHA 35221. Family Law. 100 Units.**

Equivalent Course(s): SSAD 69002, GNSE 45001

**PPHA 35240. Education in Developing Contexts. 100 Units.**

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

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

**PPHA 35245. Violence in the Early Years. 100 Units.**

This course will address issues related to children's exposure to violence. Classes will cover topics including, but not limited to, the history of violence against children (infanticide, etc), children's literature, parental violence towards children, school-related violence, practices such as female genital mutilation, and other policy-relevant issues related to violence in children's lives. We will analyze policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice.

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

**PPHA 35400. Topics in U.S. Health Economics, Sociology, and Policy. 100 Units.**

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

Terms Offered: Winter 2007

Equivalent Course(s): PBHS 35401, SOCI 50038

**PPHA 35501. Poverty and Economic Development. 100 Units.**

This course will focus on developing countries. We will study causes of poverty and underdevelopment, poverty measurement issues, and policies to improve wellbeing. We will concentrate on topics such as nutrition and health, education, labor markets, intra-household allocation of resources, and policies to alleviate poverty. Empirical evidence from developing economies will be used extensively.

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

**PPHA 35600. Public and Private Sector Collective Bargaining. 100 Units.**

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.

Terms Offered: Winter 2006

Prerequisite(s): PPHA 32300 and PPHA 32400 or equivalent microeconomics coursework.

**PPHA 35700. Economics of Education Policy. 100 Units.**

This course explores the central themes in K-12 education with some consideration of higher education issues at the end of the course. We will begin with an overview of government provision of public schooling and major policy initiatives, followed by a review of econometrics and data issues. Specific topics in K-12 education include the effects of class-size, peer effects, teachers, accountability, and charter schools. Topics in higher education include the decision to invest in human capital, returns to schooling, and the theory of signaling. Students will leave the course with a strong understanding of econometric analysis of education topics and the elements of good research design.

Instructor(s): Sartain, L Terms Offered: Spring

Prerequisite(s): PPHA 32300 and PPHA 32400, and PPHA 31000 and PPHA 31100 or equivalent coursework in statistics and economic theory.

**PPHA 35801. Political Economy of Cities. 100 Units.**

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

Instructor(s): Ierulli, K Terms Offered: Fall

**PPHA 36202. Massive Change: Finance & Economics. 100 Units.**

The pervasiveness and the speed of change are increasing in almost every imaginable way, along with their implications. The central prism throughout this course is change: across time, societies, and circumstances. We draw from economics and finance, from other social sciences, and from history. The course focuses on ideas and concepts and not on methods and techniques. Among the topics are the following: (i) An overview of 500+ years of coevolution of finance and economics. (ii) A taxonomy of the sources of massive changes. (iii) Predictability and unpredictability. Fallibilities of forecasters. Incentives of forecasters. Noise. (iv) Wealth of nations. Growth, hyper-growth, and stagnation. Low income traps; middle income traps; other traps. (v) Economic and financial crises. Bubbles and busts. Frameworks for understanding crises. (vi) Demographic and related transitions. Exploding, stagnant and declining populations. (vii) Some classical perspectives on change; for example, Braudel, Kuznets, Marx, Polanyi, and Schumpeter.

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

Prerequisite(s): PPHA 32300 or consent

**PPHA 36332. South Asia: Democracy, Progress and Disruption. 100 Units.**

This elective course for which there is no prerequisite will address domestic and foreign policies of South Asia. It will offer a framework for assessing public policy issues and the drivers of change in evolving democracies. Some content related to China is presented for comparison. Issues will be examined from perspectives that affect public policy: regional history; religion; central planning versus deregulation; national development needs (education, public health, infrastructure, agriculture, and manufacturing); governance; foreign relations and national security; and private enterprise. While modern India is the principal focus, historically that country and Pakistan are inseparable and are necessarily reviewed as one in certain lectures.

**PPHA 36410. Epidemiology and Population Health. 100 Units.**

This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.

Instructor(s): B. Lahey Terms Offered: Autumn

Prerequisite(s): Introductory statistics recommended or Consent of Instructor

Equivalent Course(s): STAT 22810, PBHS 30910, ENST 27400

**PPHA 36701. Poverty Inequality & Welfare St. 100 Units.**

Poverty and inequality create critical challenges for contemporary democratic societies. This seminar examines responses to these conditions in the U.S. and compares its responses to those of other countries. This examination includes consideration of the relationship between politics and policymaking, the character of public debates about poverty and inequality, conflict over the state's role in responding to these conditions, and specific efforts to address these conditions through public policy instruments. The seminar brings both historical and international perspectives to bear, taking up selected examples that highlight how political responses to poverty and inequality vary over time and in different national settings. It also draws attention to the strategic implications for policymaking and practice.

Equivalent Course(s): HMRT 30401, SSAD 60400

**PPHA 36800. Higher Education and Public Policy. 100 Units.**

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

Instructor(s): J. Delaney Terms Offered: Spring

Prerequisite(s): PPHA 32300 and PPHA 31000 or equivalent coursework in statistics and economic theory.

**PPHA 36921. Energy Economics and Policy. 100 Units.**

This course provides an overview of the economic, technological, and political forces that shape the global energy industry, the methods governments use to regulate the industry, and the business models that emerge. The course begins by framing the industry in its microeconomic context and uses that framework to explore the role of technology and innovation, global markets and geopolitics, and the regulation of externalities including climate change. The readings and coursework will use specific examples from the power, renewables, oil & gas, and environmental sectors from the United States and other select geographies to illustrate these forces in context. Students can tailor their final policy memo towards their topics of interest.

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

**PPHA 36922. Environment and Development. 100 Units.**

There is a remarkably clear relationship between the national income of countries across the globe and their energy consumption. The developed world uses more electricity. Meanwhile developing countries consume orders of magnitude less. Even today, there are about as many people alive who do not use electricity to light their homes as there were when Edison invented the light bulb. This course examines the nature of the energy-development relationship and selectively reviews recent research to investigate topics such as how access to electricity influences welfare, the reasons why many rural households lack power, whether decentralized renewables truly represent a solution to the energy access problem, the nature of consumer demand for electricity, and how social norms influence electricity markets in the developing world. Developing country settings are frequently characterized by dysfunctional domestic energy markets, high theft, low state capacity, widespread rationing, and subsidized tariffs. We will investigate how policy is framed in these settings and what we know about the factors that determine electricity supply and demand. The course includes space for detailed discussions with policy-makers to understand how energy policy is framed in practice and the extent to which academic research interacts with, and informs, state decision-making.

Instructor(s): Sudarshan, A Terms Offered: Spring

**PPHA 36930. Environmental Economics: Theory and Applications. 100 Units.**

This course presents a broad based introduction to the theory and application of environmental economics. Topics are introduced in the context of real world environmental policy questions (with special emphasis on energy policy), then translated in to microeconomic theory to highlight the salient constraints and fundamental tradeoffs faced by policymakers. Topics include property rights, externalities, Pigouvian taxes, command and control regulation, cap and trade, valuation of environmental quality, cost benefit analysis, policymaking under uncertainty, and interregional competition.

Instructor(s): Cicala, S Terms Offered: Winter

**PPHA 36941. Strategic Behavior and Regulation of Firms. 100 Units.**

Firm behavior is a critical aspect of any market-oriented economy. What strategies can firms employ to improve their bottom-lines, and when should regulators intervene? This course will address these questions using recent regulatory case studies, economic modeling, and a hands-on business strategy game.

Instructor(s): Kellogg, R Terms Offered: Autumn

**PPHA 37003. Territorial Identities, State Formation, and the Experience of Modernity in the Modern World. 100 Units.**

During the last twenty years, scholars interested in the history of the crisis of the Spanish Monarchy focused on the development of the idea of nation and nationhood in the Spanish and Portuguese Atlantic. Criticizing the idea of the birth of post-colonial Latin American republics as the triumph of a national sentiment, historians reconceptualized the nation as a result of the imperial crisis. However, considerably less attention has been paid to the parallel process of state building in the Iberian World. This course will offer an introductory overview of the process that led from imperial monarchy to national republics from the point of view of statehood formation. It will focus on the complexity of the process of emancipation as a transition from monarchical tutelage to the birth of modern "Administración," while also addressing territorial identities as forms of non-national self-recognition that transited from colonial monarchy to post-colonial state.

Instructor(s): J. Portillo Valdés Terms Offered: Winter

Equivalent Course(s): LACS 35120, HIST 26221, LACS 25120, HIST 36221

**PPHA 37004. Political and Cultural History of Modern Mexico. 100 Units.**

This course is not a survey of Mexican history but a discussion of the recent contributions to the cultural and political historiography of modern Mexico. It will blend lectures and discussion of such topics as the new meanings of citizenship, peace, war, national culture, violence, avant-garde art, and cinema.

Instructor(s): M. Tenorio Terms Offered: Winter

Equivalent Course(s): LACS 36515, LACS 26515, HIST 36515, HIST 26515

**PPHA 37005. Historical Sociology of Racism Latin America. 100 Units.**

The course will examine the discourse on race, racism, and racial inequalities through the available sociological literature. Special emphasis will be placed on the emergency of social movements and collective agencies that have shaped the present racial order in the region. This course will first present how racialization processes intermingled with the formation of mestizo nation-states in Latin America, and, by doing so, establishing racial democracy as the corner stone of modern democracies (1920s to 1960s). Second, examine how authoritarian regimes promoted economic development but were incapable of curtailing social inequalities in the region, eventually dismantling the international perception of these countries as racial democracies (1960s to 1980s). And, finally, explore how processes of racial formation operated in the whole region, giving way to the formation of multiracial nations and to the visibility of racism as a structural component of these societies (1990s to 2010s).

Instructor(s): Antonio Sergio Guimarães Terms Offered: Spring

Equivalent Course(s): LACS 25118, SOCI 30279, CRES 25118, LACS 35118, SOCI 20279

**PPHA 37102. Crime Policy. 100 Units.**

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

Instructor(s): J. Ludwig

Equivalent Course(s): SSAD 65300

**PPHA 37103. Crime Prevention. 100 Units.**

The goals of this course are to introduce students to some key concepts in crime policy and help develop their policy analysis skills, including the ability to frame problems and policy alternatives, think critically about empirical evidence, use cost-effectiveness and cost-benefit analysis to compare policy alternatives, and write effective policy memos. The course seeks to develop these skills by considering the relative efficacy of different policy approaches to controlling crime including imprisonment, policing, drug regulation, and gun-oriented regulation or enforcement, as well as education, social programs, and active labor market policies that may influence people's propensity to commit crime or be victims of crime. While policy choices about punishment and crime prevention involve a range of legal and normative considerations, the focus in this class will be mostly on answering positive (factual) questions about the consequences of different policies.

Equivalent Course(s): SSAD 63200

**PPHA 37104. Police and Citizen. 100 Units.**

This course explores perspectives on street gangs and criminal activity; the street-level practice of policing and efforts at police reform; the youth experience of policing; advances in the social science of adolescence, trauma, and victimization; community-based anti-violence action and "community policing," and efforts to promote criminal desistance at the individual level and decarceration at the structural level. Complementing excursions and internships, students will engage with in-class informants with wide-ranging vantage points on these topics including police officers, community organization leaders, former gang members, scholars, and policy-makers and administrators. Our approaches will include discussion and lecture; ethnographic, journalistic, and policy-oriented readings; and documentary films and other media, with much of our focus trained on Chicago. The course was designed by, and will be co-taught by, two sociologists in the Public Policy Studies program at the University of Chicago, Sorcha Brophy and Chad Broughton, who will each offer one class per week over the six-week summer session. (This is the 2018 course for the Urban Studies program.)

Instructor(s): C. Broughton, S. Brophy Terms Offered: Summer

Equivalent Course(s): PBPL 26075

**PPHA 37105. Crime, Conflict and the State. 100 Units.**

Scholars of civil war emphasize the importance, and perhaps primacy, of criminal profits for insurgencies, especially in the post-cold war era. But theories of civil war generally rest on an assumption that insurgents aim to replace state power. This seminar approaches the issue from the other end of the spectrum: armed conflict between states and "purely" criminal groups—particularly drug cartels. Cartel-state conflict poses a fundamental puzzle: Why attack the state if you seek neither to topple nor secede from it? After a brief survey of the literature on civil war and organized crime, we will study recent work on criminal conflict, particularly in Latin America. We also consider the related topics of prison-based criminal networks and paramilitaries, and explore how crime and political insurgency interact in places like West Africa and Afghanistan. Throughout, we evaluate the concepts, questions and designs underpinning current research.

Equivalent Course(s): PLSC 48700, LACS 48700

**PPHA 37110. Competition Policy: Theory and Practice. 100 Units.**

This course presents an economic analysis of monopoly power and efforts to limit monopoly power through competition policy. The course will focus on helping students understand the theoretical rationale for competition policy and on providing students with an understanding of the practice of competition policy by examining recent prominent public and private antitrust actions. The first part of the course is devoted to an economic analysis of the welfare implications of monopoly power. The second part provides an overview of the legal and institutional framework of competition policy enforcement with particular emphasis on how the framework differs between the US and the EU and other countries. The final part of the course will address three types of anticompetitive conduct that represent the bulk of competition policy enforcement: collusion, exclusive contracting, and horizontal and vertical mergers. This section will present detailed studies of recent antitrust actions in the US including the US case against Microsoft and the Whole Foods and Wild Oats merger.

Instructor(s): Durkin, S Terms Offered: Autumn

**PPHA 37225. Chicago by Design. 100 Units.**

This course examines the theory and practice of urban design at the scale of block, street and building - the pedestrian realm. Topics include walkability, the design of streets, architectural style and its effect on pedestrian experience, safety and security in relation to accessibility and social connection, concepts of urban fabric, repair and placemaking, the regulation of urban form, and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as first hand interaction with the urbanism of Chicago.

Instructor(s): E. Talen Terms Offered: Spring

Prerequisite(s): Offered at the Graduate level only

Equivalent Course(s): GEOG 34300, SOSC 36003

**PPHA 37230. Seminar in City Planning. 100 Units.**

This is a graduate seminar devoted to the topic of city planning history. Through visual and textual analysis, we will explore the history of physical plans, drawing from all time periods and cultures. Students will have the opportunity to contrast competing theories of good city-making, relating cultural and temporal variations to social, political, cultural and economic forces. Students will also explore the question of plan implementation and whether plans have had any tangible effect on urban pattern and form.

Instructor(s): E. Talen Terms Offered: Autumn  
Equivalent Course(s): GEOG 36005, SOSC 36005

**PPHA 37300. Health Law And Policy. 100 Units.**

This course will explore various policies that underlie regulation of the provision of health care in the United States. We will begin with an examination of the principal government programs for financing the delivery of health care in America Medicare and Medicaid. This first third of the course will focus on how these programs seek to resolve the tension between controlling costs, promoting quality, and assuring access. We will then move to a consideration of policy issues relating to managed care organizations, including the functioning of these organizations and the impact of ERISA on their actions. Next, we will explore issues relating to the behavior of physicians, hospitals, and nursing homes. This exploration will focus on the impact of the antitrust, labor, and tax laws on these entities.

Instructor(s): Berig, J Terms Offered: Autumn  
Equivalent Course(s): MEDC 79000

**PPHA 37302. Key Issues in Healthcare: An Interdisciplinary Case Studies Approach. 100 Units.**

This is a capstone course for the graduate program in health administration and policy. The course will explore how to approach persistent administrative and policy problems from an interdisciplinary approach. It will draw from the disciplinary skills and knowledge of students in the course and challenge students to use that knowledge in collaborative and creative ways to solve real world problems. Students will take on an administrative, strategy, or policy problem in interdisciplinary teams. Building on each disciplinary strength--social welfare frameworks, policy analysis, and business (management, financial, etc.) strategy--students will provide an action plan and set of recommendations to approach the health problem. Topics will be chosen by students, but provided by instructor. Course will examine numerous case studies of interdisciplinary projects and consider how common challenges and pitfalls can be avoided.

Equivalent Course(s): SSAD 46622

**PPHA 37401. Organizations, Management, and Social Policy. 100 Units.**

The public's business is often performed by street-level bureaucracies, those public and private organizations directly responsible for policy delivery. This course examines how these complex organizations operate in a dynamic political environment and what that means for social policy. This course introduces students to alternative models for analyzing these types of organizations, using examples from a variety of social policy areas to assess organizational practices and management strategies. The course explores how organizations influence the production of social policy as well as the broader relationship between citizen and state.

Equivalent Course(s): SSAD 44612

**PPHA 37411. Management Matters: Leadership, Strategy, and Getting Things Done. 100 Units.**

More than ever before, the central role of a leader is to formulate objectives, organize to achieve those objectives, and convey such in a form attractive to employees and other stakeholders, whether investors, donors, customers, partners, or politicians. The leader and leadership team have point responsibility, but middle managers too are expected to play a role, and most certainly expected to shape their personal business responsibilities to broad organizational strategy. Leaders are less often trained to perform these responsibilities than they are simply expected to meet them. This course is about bringing people together to create and deliver value. It is about identifying opportunities, mobilizing resources around opportunities, and organizing to deliver on opportunities. In short: this course is about getting things done.

**PPHA 37420. Fundamentals of Leadership. 100 Units.**

Fundamentals of Leadership explores the nature and challenge of leadership in a wide variety of settings and for a wide range of purposes. It reviews classical thinking on leadership; compares analytical perspectives on leadership; defines leadership and management and explains why both are necessary and important, how they differ and how they resemble each other; sheds light on the ambiguity and confusion around leadership and tyranny; looks at successful leadership in dozens of contexts; offers a multi-stage process for understanding and planning the work of leadership; exposes numerous myths and misconceptions around leadership; finds the kinetic energy of leadership in clear, coherent, credible, consistent, and compelling communication; examines the similarities and differences between the kinds of communication that support leadership and the kinds of communication that support management, and considers the emotional intelligence required for exceptional, service-oriented leadership. On successfully completing this course, students will have a foundational mastery of the subject.

Instructor(s): Lee, T Terms Offered: Autumn

**PPHA 37510. The U.S. Health Care System. 100 Units.**

This course is a comprehensive examination of many of the key components of the U.S. health care system and how they work, intended for students from a wide range of backgrounds. Among others, topics may include public and private health insurance, the uninsured, health reform, hospitals, physicians, health care quality and costs, health information technology, pharmaceuticals, medical devices and diagnostics, long-term care, mental health services, and comparisons with health systems in developed and emerging markets

Instructor(s): F. Smieliauskas Terms Offered: Spring

Note(s): GPHAP student requirement.

Equivalent Course(s): PBHS 35411, SSAD 47512

**PPHA 38010. Health Services Research Methods. 100 Units.**

The purpose of this course is to better acquaint students with the methodological issues of research design and data analysis widely used in empirical health services research. To deal with these methods, the course will use a combination of readings, lectures, problem sets (using STATA), and discussion of applications. The course assumes that students have had a prior course in statistics, including the use of linear regression methods.

Instructor(s): P. Sanghavi Terms Offered: Spring

Prerequisite(s): At least one course in linear regression and basic familiarity with STATA; or consent of instructor.

Equivalent Course(s): PBHS 35100, SSAD 46300

**PPHA 38200. Cost Effectiveness Analysis. 100 Units.**

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.

Equivalent Course(s): PBHS 37100

**PPHA 38290. Introduction to Health Economics. 100 Units.**

This course covers the foundations of the economics of health care. Content includes demand for health, medical care, and insurance; supply of medical care and behavior of health care practitioners; and economic perspectives on measurement in health care research. Using a combination of lectures, readings, and problem sets, the goal is for students to acquire a basic understanding of economic knowledge and thinking that can be applied to current challenges in health care policy and practice. The course is open to undergraduate and graduate students with at least one prior course in microeconomics.

Equivalent Course(s): PBHS 38010, PBHS 28010

**PPHA 38300. Health Economics and Public Policy. 100 Units.**

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.

Instructor(s): Meltzer, D Terms Offered: TBD

Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor

Equivalent Course(s): CCTS 38300, PBHS 38300, ECON 27700, PBPL 28300

**PPHA 38310. Healthcare and Healthcare Reform. 100 Units.**

This course analyzes the economics of health and medical care in the United States with particular attention to the role of government and the rationale and effects of recent health care reforms. These reforms will be evaluated in how they relate to the basic workings of the US health care sector. The course will examine these underpinnings in terms of the demand and supply for health care. This includes both the structure and the consequences of public and private insurance as well as market structures in professional training, specialization and compensation, among providers, as well as the determinants and consequences of technological change in medicine. The course then examines the recent proposals and initiatives for health care reform in light of these more basic features affecting the US health care market place.

Instructor(s): STAFF Terms Offered: Winter

Equivalent Course(s): PBPL 28310

**PPHA 38520. GIS Applications in the Social Sciences. 100 Units.**

Geographic Information Systems (GIS) refers to tools and techniques for handling, analyzing, and presenting spatial data. GIS has become a powerful tool for social sciences applications over the past thirty years, permitting lines of scientific inquiry that would not otherwise be possible. This course provides an introduction to GIS with a focus on how it may be applied to common needs in the social sciences, such as economics, sociology, and urban geography, as distinct from physical or environmental sciences. Students will learn basic GIS concepts as applied to specific research questions through lectures, lab exercises, and in-class demonstrations. Examples of the kinds of topics we will pursue include how we can use GIS to understand population trends, crime patterns, asthma incidence, and segregation in Chicago.

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

**PPHA 38720. Urban Economics and Policy. 100 Units.**

This course will discuss the policy implications of economic and financial decisions in urban governance.

Instructor(s): Ierulli, K Terms Offered: Spring

**PPHA 38740. Conflict: Root Causes, Consequences, and Solutions for the Future. 100 Units.**

This course will examine why people fight, the effects of fighting, and possible solutions to prevent conflict in the future. The reasons people fight, and the ways in which they fight, depend on economics, politics and psychology; we will draw on all three disciplines throughout the course. Different forms of fighting, whether terrorism or civil wars, have typically been studied separately; we will bridge this divide and study them together, assessing common root causes and approaches for resolving these conflicts.

Instructor(s): Dube, O Terms Offered: Winter

**PPHA 38750. Refugees, Security and Forced Migration. 100 Units.**

This course will explore the political economy of migration and security, drawing on literature from both political science and economics. The purpose of this course is to familiarize students with a selection of current, policy-relevant research on migration, focusing primarily on international migration and its implications for national security. Topics will include immigration and integration, strategic use of migration in foreign policy and war, links between mixed migration and transnational crime, and coordination across countries on asylum, borders and security. Emphasis will be placed on understanding the strategic incentives faced by migrants, policy makers and parties to war and linking these to realized policies and outcomes.

Instructor(s): Ross-Camarena, K Terms Offered: Winter

**PPHA 38820. Machine Learning and Policy. 100 Units.**

The goal of this course is to make students better producers and consumers of machine learning tools designed to help solve public policy problems. One thing this goal requires is some understanding of the basics of machine learning: how it works, what makes it different from the usual sort of statistical and econometric tools that we tend to use in social science studies of public policy problems, and how to implement these prediction models (which we will be doing in R, a free statistical program that now includes many machine learning packages). But this goal also requires some understanding of issues that are outside the usual machine learning toolkit, such as: what sorts of public policy problems are right for these tools, and which are not; how do we know whether a new prediction tool is capable of actually improving policy decisions, not just predicting outcomes accurately within some hold-out set; what additional considerations around fairness and other normative values may arise in using machine learning tools for public policy applications; and what challenges are associated with getting policymakers, front-line practitioners or individual citizens to make use of prediction tools and resulting decision aids.

Equivalent Course(s): PBPL 28820

**PPHA 38900. Environmental Science/Policy. 100 Units.**

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

Instructor(s): Coursey, D Terms Offered: Autumn Spring

**PPHA 39201. Energy and Energy Policy. 100 Units.**

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

Instructor(s): S. Berry, G. Tolley Terms Offered: TBD. May be offered 2018-2019

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

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

**PPHA 39300. Bidwell's Educ Organization/Social Inequality. 100 Units.**

No description available.

Equivalent Course(s): SOCI 30105, SOCI 20105

**PPHA 39330. Education Reform and Policy. 100 Units.**

This course examines the contemporary issues of school reform and the various and competing theories driving change within the Chicago Public Schools, and beyond. Students will gain a breadth of theoretical perspectives that will be used to understand and debate the real-time events that are most likely to unfold during the term. The context for this course is the premise that we are living in a time of massive change and that the twin challenges of our times are to elevate our standards of education and accelerate the rate of improvement required for virtually all students to attain those standards.

Instructor(s): T. Mazany Terms Offered: Spring

**PPHA 39404. Inequality, Household Finance, and Tax Policy. 100 Units.**

The first component of this course will feature seminar discussions of income inequality and US tax policy, with a focus on income transfers such as the Earned Income Tax Credit. We will also review current policy topics in Household Finance, the study of how households save, borrow, and/or use insurance to overcome unexpected changes in household income. In addition, we will discuss the process of filing tax returns, the prevalence of income tax refunds, and the various industries, both non-profit and for-profit, that have arisen around this phenomenon. Next, students will go into the field, and work as volunteer tax preparers for a local, Chicago non-profit, the Center for Economic Progress (CEP). Students will be trained as tax preparers (which requires a 3-hour training session), learn how these services are delivered, and will also learn about the various social goals and public benefits that are often coupled with this process. Tax season begins in late January, and the students will work on site at some steady frequency, until the end of the quarter. Students are also encouraged, though not required, to continue to volunteer until the end of the tax season, April 15th. Finally, students will produce one of three deliverables. They can prepare an evaluation of CEP or they can produce a policy brief, or they can produce a research proposal. This course satisfies the Public Policy windows practicum requirement.

Instructor(s): Jones, D Terms Offered: Winter

Note(s): This course satisfies the Public Policy windows practicum requirement.

Equivalent Course(s): PBPL 29404

**PPHA 39506. The Supreme Court and Public Policy. 100 Units.**

Learning how courts interpret policy has become an important component of the policymaker's toolkit. This course aims to introduce students to how Constitutional interpretation touches upon pressing policy questions of today. Students will engage with what courts expect to see from policymakers, while also learning how to read cases from a lawyer's perspective. Topics covered include federalism, LGBT rights, race and ethnicity, criminal justice issues, voting rights, emoluments, and political questions and official immunity.

Instructor(s): Spencer, D Terms Offered: Spring

**PPHA 39510. Food and Drug Law and Policy. 100 Units.**

This course explores legal and policy issues in the federal regulation of foods, drugs, medical devices, and other products coming within the jurisdiction of the FDA. It will examine substantive standards applicable to these products and procedural issues in the enforcement of these standards. It will also address the tension between state and federal regulation in this area, constitutional constraints on such regulation, the conflict between state tort law and federal regulation, and a variety of other issues relating to the development and marketing of regulated products. The student's grade is based on class participation and a final examination or major paper.

**PPHA 39519. Energy Law and Policy. 100 Units.**

Energy markets and regulation have undergone significant changes in the past 20 years in the United States in attempts to improve reliability, to reduce costs, and to address environmental impacts, while meeting increased demand. Focusing primarily on electric power, this course will introduce students to energy economics and the principles and administration of public utility regulation. The class will trace the historical development of the regulated electric industry, review traditional sources of energy used to generate electricity (water, coal, and natural gas), and examine the current structure of the electric industry and emerging issues, including wholesale and retail competition, environmental effects (including climate change), renewable energy, conservation and efficiency.

**PPHA 39611. Economics of Cultural Policy. 100 Units.**

What are the public policy issues facing arts practitioners in the United States in the 21st century? How will the next generation of arts and culture leaders influence and shape policy beyond seeking appropriations of funds? How can the arts operate both as intrinsically valuable and as key creative tools to apply to tough community issues? Through a combination of lecture/discussion, engagement with leading voices from the field, and scholarly research, this course will provide an overview of cultural policy in the US and explore the evolving intersections of public policy and the arts in the current context.

Instructor(s): Coursey, D Terms Offered: Autumn Spring

**PPHA 39711. Arts, Culture and Policy. 100 Units.**

In this course, we will explore the evolving intersections of arts, culture and policy in the United States. We will investigate questions such as: How do government policies (or the lack thereof) shape the environment in which arts and culture are produced and shared? How have the distinctions between "arts" and "culture" influenced policy decisions in the past, particularly given the Eurocentric nature of many "arts" institutions in our country? As we move forward in a more multi-cultural world, what opportunities exist for evolving policies that can support both "culture" and the "arts"? How can policy solutions help create fertile conditions for culture to thrive, particularly in U.S. cities? Through a combination of lecture/discussion, engagement with leading voices from the field, scholarly readings and applied learning, this course will provide the resources necessary for students to create a series of current cultural policy objectives suitable for presentation to decision makers in Chicago and other major cities.

Instructor(s): Gahl-Mills, K Terms Offered: Autumn

**PPHA 39712. Big Art - Little Art. 100 Units.**

Over the last 5 decades, art movements and people and policies that shape them have undergone considerable change. From performance practices, to the advent of place making initiatives, to large public works designed by architects and artists teams, the role artists play within the cultural/sculptural sphere continues to expand. This seminar/workshop will look closely at archival documents, artist writings and theory that have helped to shape our understanding of public art, public artists and public policy. Field trips required.

Instructor(s): T. Gates Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): PBPL 26205, ARTV 36205, ARTV 26205

**PPHA 39750. Politics and Public Policy in Latin America. 100 Units.**

This course will cover the politics of policy making in Latin America. The first part will focus on understanding the problems of economic development in the region. It will address how and why Latin America is different by looking at its economic outcomes, economic and social policies and political institutions. It will also look at different examples of how political institutions shape policy outcomes. The second part will ground the distinctiveness of Latin America in its history, and show why understanding this is critical for comprehending why it is so different from the United States. It will explore how these historical factors persist, for example, how the legacy of authoritarianism shapes redistributive policies and how these historical foundations have created the weak Latin American states we see today. The third part of the course will look at how groups such as civil society or violent actors can also shape policymaking and welfare in this region. Finally, it will discuss some perspectives on whether some countries in the region have managed to find ways to change their political institutions and subsequently their social and economic policies with the prospect of creating a more prosperous society. The aim of this course is for students to gain empirical knowledge on the region's politics and policies as well as a practical understanding of political factors that shape policy outcomes.

Instructor(s): Bautista, M Terms Offered: Spring

**PPHA 39770. Introduction to Latin American Civilization II. 100 Units.**

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): M. Tenorio Terms Offered: Winter

Equivalent Course(s): SOSC 26200, HIST 36102, LACS 34700, LACS 16200, ANTH 23102, CRES 16102, HIST 16102

**PPHA 39780. Introduction to Latin American Civilization III. 100 Units.**

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

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

Equivalent Course(s): HIST 16103, LACS 34800, HIST 36103, SOSC 26300, ANTH 23103, LACS 16300, CRES 16103

**PPHA 39810. Advanced Topics in International Security. 100 Units.**

This seminar is a graduate-level survey of recent scholarship in the study of international security, covering two general areas: (1) traditional (i.e., "state-centered") and (2) non-traditional security issues. The first half of the seminar is devoted to recent developments in the study of interstate security. We will contemplate the significance and durability of American unipolarity, the rise of some peer competitors, and the changing nature of international relations in the 21st century. The second half of the seminar will explore the growing significance of non-traditional security threats. In this portion, we will discuss counterinsurgency, civil war, terrorism, humanitarian intervention, among other developing security concerns. The ultimate goal of the seminar is to provide students with the opportunity to familiarize themselves with a sample of prominent recent thought on the nature of violence in the contemporary international system. This exploration will provide students with a foundation for the independent pursuit of academic and policy questions in international security of special interest to them.

Equivalent Course(s): SOSC 44901, INRE 44901

**PPHA 39830. Quantitative Security. 100 Units.**

Since Quincy Wright's *A Study of War*, scholars of war and security have collected and analyzed data. This course guides students through an intellectual history of the quantitative study of war. The course begins with Wright, moves to the founding of the *Correlates of War* project in the late 1960s, and then explores the proliferation of quantitative conflict studies in the 1990s and 2000s. The course ends by considering the recent focus on experimental and quasi-experimental analysis. Throughout the course, students will be introduced to the empirical methods used to study conflict and the data issues facing quantitative conflict scholars. For students with limited training in quantitative methods, this course will serve as a useful introduction to such methods. For students with extensive experience with quantitative methods, this course will deepen their understanding of when and how to apply these methods.

Equivalent Course(s): PLSC 48401

**PPHA 39921. The Brazil-Argentina Nuclear Cooperation Agreement and Thermoelectric Transition in Brazil. 100 Units.**

The course will be developed in a series of theory-practice based sessions. Due to the richness that the University offers, in terms of faculties and other resources, some of the sessions will be accompanied by scholars from other faculties to address a particular topic or expertise relevant to the session.

Instructor(s): Ramos, Alexandre Terms Offered: Autumn

Note(s): Tinker Visiting Professor Autumn 2018

Equivalent Course(s): LACS 35121, LACS 25121, CHSS 35121, HIPS 25121

**PPHA 39922. Toxic States: Corrupted Ecologies in Latin America and the Caribbean. 100 Units.**

Concepts of purity and danger, the sacred and profane, and contamination and healing constitute central analytics of anthropological inquiry into religion, medicine, and ecology. This course brings diverse theories of corporeal corruption to bare on contemporary ethnography of toxicity, particularly in order to examine the impact of political corruption on ecological matters in Latin America and the Caribbean. We will both historicize a growing disciplinary preoccupation with materiality, contamination, and the chemical, as well as conceptualize its empirical significance within neo-colonial/liberal states throughout the region.

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

Equivalent Course(s): ANTH 23027, LACS 26417, LACS 36417, ANTH 32330

**PPHA 39925. Energy Policy and Human Behavior. 100 Units.**

The success of many environmental and energy-related policies depends on the support and cooperation of the public. This course, drawing from multiple fields of behavioral science, will examine the psychological and social aspects of different energy-related behaviors, ranging from household energy conservation to public support and opposition for emergent energy technologies (e.g., wind farms, fracking, etc.). Through a mix of lecture and discussion, we will explore questions such as: what are potential motivations and barriers - beyond financial considerations - to the uptake of energy efficient and renewable energy technologies? How can policies be designed to enhance adoption? Why is climate change such a divisive issue and what are the psychological barriers that prevent concerned people from acting? Why do people support clean energy broadly but object to developments when proposed in their own communities? By taking a behavioral approach, the course aims to equip students with an enhanced framework for evaluating energy and environmental policies that goes beyond traditional economic and regulatory perspectives. There are no prerequisites.

Instructor(s): Wolske, K Terms Offered: Autumn

**PPHA 40101. Policy Analysis: Meths/Apps. 100 Units.**

This master's-level course provides students with the basic tools of policy analysis. Students will learn and apply tools of decision analysis in written group assignments and in an accompanying computer lab. Students will also learn and apply concepts of cost-effectiveness, cost-benefit, and cost-utility analysis with social service, medical, public health applications. Doctoral students and master's students who intend to take the course *Advanced Applications of Cost-Effectiveness Analysis in Health* will complete two additional laboratory assignments. Topics to be covered include: Decision trees for structured policy analysis, the economic value of information, analysis of screening programs for HIV and child maltreatment, sensitivity analysis, cost-effectiveness analysis of life-saving interventions and programs to reduce behavioral risk, valuing quality of life outcomes, ethical issues in cost-benefit analysis, analysis of irrational risk behaviors. Substantive areas covered include: HIV/substance use prevention, school-based prevention of sexual risk, smoking cessation, and housing policy. In the associated learning lab, students will use computer decision software to build and analyze decision trees in policy-relevant examples. They will conduct one-way and two-way sensitivity analysis to explore the impact of key parameters on cost-effectiveness of alternative policies. Students will receive an introduction to dynamic modeling in the context of HIV prevention, cancer screening, and transportation programs.

Equivalent Course(s): PBHS 45610, SSAD 45600

**PPHA 40300. Migration and Immigration: Causes and Consequences. 100 Units.**

This course reviews basic concepts, research methodology, and theories (i.e., economic, demographic, sociological, social-psychological) for all forms of spatial mobility (i.e., local moving, internal migration, immigration). Equal emphasis is given to the United States and to other world regions. The goal is to prepare students for independent research and/or policy investigation on a wide range of topics and issues pertaining to the voluntary and involuntary spatial movement of people in the modern world.

Instructor(s): D. Bogue Terms Offered: Spring  
Equivalent Course(s): SOCI 20152, SOCI 30152

**PPHA 40321. The Modern Welfare State. 100 Units.**

In 2016, Denmark was the happiest country in the world according to a United Nations happiness report. Denmark, along with Sweden and Finland have shared 20 years of relative prosperity and now are among the wealthiest countries in the world in terms of GDP per capita. They are also "welfare states" with very high levels of taxation and redistribution---policies at odds with traditional views on the power of incentives to encourage prosperity. The influence of the Nordic Model is evident in policy discussion in the US on issues ranging from educational subsidies to family-friendly workplaces. What can policy makers in other countries learn from the successes and failures of the Nordic Model? This class has three goals: 1. to familiarize you with Nordic taxes and subsidies, 2. to help you understand why these policies are successful (or appear to be successful), and 3. to give you the tools to critically evaluate suggestions for similar policy implementation in the US.

Instructor(s): Gallen, Y Terms Offered: Winter

**PPHA 40700. Early Childhood: Human Capital Development and Public Policy. 100 Units.**

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

Instructor(s): Kalil, A Terms Offered: Winter  
Equivalent Course(s): CHDV 40770, PSYC 40710

**PPHA 40900. Work/Family: Policy to Promote Family Well-Being & Child Development. 100 Units.**

The landscape of work has changed dramatically in recent decades and numerous demographic trends are transforming family life. Perhaps most important is the greatly increased number of mothers in the labor force (including middle class and also low-income mothers). At the same time, job loss and instability remain permanent features of the U.S. economy and this also affects families across the socioeconomic spectrum. This multidisciplinary course will draw from research in demography, economics, and developmental psychology to examine the conditions shaping America's working families, and how research can inform public policies to promote parent and child well-being in working families. An important focus will be on the intersection between parental work, family processes, and child development, and the way these perspectives can help policy analysts and policy makers evaluate policies related to work and family. Among other topics, we will examine the growing population of working mothers with young children, the use and effects of non-parental child care, welfare reform and the low-wage labor market, the emergence of a 24/7 economy, the effects of job loss and unemployment on parent and child well-being, and the availability and utilization of paid family leave and other public policies to support working families.

Instructor(s): A. Kalil

**PPHA 41021. Health Impacts of Transportation Policies. 100 Units.**

Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment and social well-being. The impact on population health is substantial: Globally, road traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.

Instructor(s): Bhalla, K Terms Offered: Spring

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

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

Instructor(s): Ashworth, S Terms Offered: Autumn

**PPHA 41102. Political Economy II: Intermediate Applied Theory. 100 Units.**

This course follows up on Political Economy I: Introduction to Applied Game Theory (PPHA 41101). It will continue to introduce foundational concepts in noncooperative game theory and the key mathematical tools needed for to do applied theory. We will also look at a variety of applications from both political science and economics.

Instructor(s): Buisseret, P Terms Offered: Winter

**PPHA 41103. Political Economy III: Testing Theories of Political Institutions. 100 Units.**

In this course, students will delve into substantive debates in political economy and hone their empirical and analytical skills. We will focus on good research designs that answer important causal questions. In doing so, we will review the technical skills necessary to conduct credible empirical research such as differences-in-differences, instrumental variables, and regression discontinuity designs. More importantly, we will practice the thinking necessary to develop and evaluate good research designs. The class will also incorporate the theoretical training that students received in Political Economy I and II and devote attention to the interplay between theory and empirical testing. This course is not an introduction to statistics or econometrics. The course is intended for PhD students who have already received training in these areas, have been exposed to the econometric tools used in the course, and have taken Political Economy I and II. Everyone other than Harris School PhD and MACRM students should consult the instructor before enrolling. Class sessions will involve a combination of lecture and discussion. Some sessions will review a particular set of empirical methods in detail, others will involve the detailed discussion of a single paper, and others will involve a mix of lecture and discussion revolving around a substantive topic in political economy. Students are expected to prepare for each class session and participate in the discussions.

Instructor(s): Fowler, A Terms Offered: Spring

**PPHA 41120. Political Economy of Development. 100 Units.**

This course is intended as an introduction for Ph.D. students to the research literature in the political economy of development. Its purpose is to give students both a sense of the frontier research topics and a good command of how social science methodological tools are used in the area.

Instructor(s): Blattman, C Terms Offered: Spring

Equivalent Course(s): ECON 35570

**PPHA 41300. Cost-Benefit Analysis. 100 Units.**

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

Terms Offered: Autumn Spring Winter

**PPHA 41400. Applied Regression Analysis: Analysis of Microeconomic Data. 100 Units.**

This course is based on the theory and practice of econometrics. Its intention is to provide hands-on experience with econometric analysis, without neglecting sound knowledge of econometric theory. It is designed to help students acquire skills that make them effective consumers and producers of empirical research in public policy, economics and related fields. Throughout the course, concepts will be illustrated with application in economics. Various aspects will be covered in the course, in particular: i) development of testable econometric models; ii) use of appropriate data, and; iii) specification and estimation of econometric models.

Instructor(s): Black, D Terms Offered: Autumn

**PPHA 41501. Game Theory I. 100 Units.**

This is a course for graduate students in Political Science. It introduces students to games of complete information through solving problem sets. We will cover the concepts of equilibrium in dominant strategies, weak dominance, iterated elimination of weakly dominated strategies, Nash equilibrium, subgame perfection, backward induction, and imperfect information. The course will be centered around several applications of game theory to politics: electoral competition, agenda control, lobbying, voting in legislatures and coalition games.

Equivalent Course(s): PLSC 29102, PLSC 30901

**PPHA 41600. Survey Research Methodology. 100 Units.**

Scientific social surveys provide a substantial proportion of the data on which policy decisions in government are based. In health services research, child and family research, education, and much of social and economic statistics, the dominant data source is the survey. This course is designed to introduce participants to the key components of the survey and how to evaluate them. The field of survey methodology draws on theories and practices from several academic disciplines - sociology, psychology, statistics, mathematics, computer science, and economics. This course will introduce the set of principles that are the basis of standard practice in the field. Topics include: inference in social research; survey design; coverage, sampling, and nonresponse; questionnaire and question design; modes of data collection; interviewing; post-collection processing; scientific integrity and ethics; history of survey research; evaluation of surveys. The course will include a quarter-long project in which small groups will design a survey to tackle a real-life survey issue and present the results at the end of the quarter.

Instructor(s): Davern, M Terms Offered: Winter

Prerequisite(s): At least one course in statistics at the level of PPHA 31000.

**PPHA 41750. Women in the Labor Market. 100 Units.**

Workers differ on many dimensions. In this course, we will focus on one: gender. This course is designed to provide students with a microeconomist's toolbox to think about major themes related to women's labor such as the gender wage gap, occupational segregation by gender, and trends in schooling completion by gender.

Instructor(s): Sloane, C Terms Offered: Spring

Equivalent Course(s): PBPL 26885

**PPHA 41800. Survey Questionnaire Design. 100 Units.**

The questionnaire has played a critical role in gathering data used to assist in making public policy, evaluating social programs, and testing theories about social behavior (among other uses). This course offers a systematic way to construct and evaluate questionnaires. We will learn to think about survey questions from the perspective of the respondent and in terms of cognitive and social tasks that underlie responding. We will examine the impact of questions on data quality and will review past and recent methodological research on questionnaire development. The course will help students to tell the difference between better and worse types of survey questions, find and evaluate existing questions on different topics, and construct and test questionnaires for their own needs. Prerequisites: Graduate standing (no undergraduate standing). Students enrolled in this class are expected to have completed at least one course on research methods. Some background in psychology is helpful, but it is not required.

Instructor(s): Rene Bautista Terms Offered: Spring

Equivalent Course(s): SSAD 57500, PSYC 47500

**PPHA 42000. Applied Econometrics I. 100 Units.**

This course is the first in a two-part sequence designed to cover applied econometrics and regression methods at a fairly advanced level. This course provides a theoretical analysis of linear regression models for applied researchers. It considers analytical issues caused by violations of the Gauss-Markov assumptions, including linearity (functional form), heteroscedasticity, and panel data. Alternative estimators are examined to deal with each. Familiarity with matrix algebra is necessary.

Instructor(s): Grogger, J Terms Offered: Winter

Prerequisite(s): This course is intended for first or second-year Ph.D. students or advanced masters-level students who have taken the Statistics 24400/24500 sequence.

**PPHA 42100. Applied Econometrics II. 100 Units.**

Public Policy 42100, the second in a two-part sequence, is a basic course in applied econometrics designed to provide students with the tools necessary to evaluate and conduct empirical research. It will focus on the analysis of theoretical econometric problems and the hands-on use of economic data. Topics will include non-linear estimation, multi-variate and simultaneous systems of equations, and qualitative and limited dependent variables. Some familiarity with linear algebra is strongly recommended. Required of all first-year Ph.D. students.

Instructor(s): Ito, K Terms Offered: Spring

**PPHA 42401. Aging and Health Policy. 100 Units.**

This course is a seminar in aging and health policy and the relationships between policy, financing, access to care, and quality of care for the elderly. The focus is on health care systems and policy as opposed to demography and biological aspects of aging. Specific topics include Medicaid and Medicare policy; long-term care insurance and financing; workforce issues; dementia and end-of-life care; the culture change movement; work and retirement as it relates to health policy; and cross-national comparisons of health policy toward the elderly. Students will engage in an ongoing discussion of policy options and learn to evaluate their potential to improve quality and ensure access for the elderly to health care and long-term care.

Equivalent Course(s): SSAD 49022, PBHS 35301

**PPHA 42500. Public Finance I. 100 Units.**

This Ph.D.-level course provides the conceptual and theoretical foundations of public finance by dealing with a large number of concepts, models, and techniques that are used in the research on public finance. A command of the positive analysis of the incidence of government policies is fundamental to the study of most problems of public finance; positive analysis is emphasized throughout the course. Among the topics are: measurements of changes in welfare; economy-wide incidence of taxes; effects of taxation on risk-taking, investments, and financial markets; corporate taxation; taxation of goods and services; taxation of income; taxation and savings; positive problems of redistribution; and tax arbitrage, tax avoidance, tax evasion, and the underground economy. Prerequisite(s): Open to Ph.D. students; other students may enroll with consent of the instructor. Equivalent Course(s): ECON 36000

**PPHA 42510. Applied Financial Management. 100 Units.**

This course will cover topics in both corporate finance and investments. The goal is to provide students with the tools to solve problems and the practical knowledge to understand financial decision-making and financial markets. The focus will be resolutely practical - how these tools are actually used in the markets - but is built on solid theory combined with over twenty years of industry experience. Instructor(s): Coleman, T Terms Offered: Spring

**PPHA 42520. Risk Management and History of Financial Crisis. 100 Units.**

This course has an ambitious goal - to investigate both the tools of risk management at the firm level through hands-on training and practice, and the lessons of macroeconomic or systemic risk through examination of financial crises throughout history. These lessons are important - whether it is the South Sea Company crisis of 1700s or the mortgage debt crisis in the United States in the 2000s, financial crises have shaped our world. Understanding history is the first step towards intelligent policy. To examine the financial and economic history we will read some of the classic (and also some of the newer) texts in this area: A Monetary History of the United States, 1857-1960 by Milton Friedman & Anna Jacobson Schwartz Manias, Panics, and Crashes by Charles P. Kindleberger (for a history of financial panics) Extraordinary Popular Delusions and the Madness of Crowds by Charles Mackay (for a history of the 18th century South Sea Bubble in Britain and the Sword Blade Bank and Mississippi Company in France) This Time is Different - Eight Centuries of Financial Folly by Carmen Reinhart & Kenneth Rogoff (for why this time is not different - financial folly has a long history) Fragile by Design by Charles Calomiris & Stephen Haber (for a cogent and disciplined analysis of banking systems across time and across countries - US, Canada, UK, Mexico, and Brazil)

**PPHA 42521. History of Financial Crises. 100 Units.**

This course has an ambitious goal - to investigate both the tools of risk management at the firm level through hands-on training and practice, and the lessons of macroeconomic or systemic risk through examination of financial crises throughout history. These lessons are important - whether it is the South Sea Company crisis of 1700s or the mortgage debt crisis in the United States in the 2000s, financial crises have shaped our world. Understanding history is the first step towards intelligent policy. To examine the financial and economic history we will read some of the classic (and also some of the newer) texts in this area: A Monetary History of the United States, 1857-1960 by Milton Friedman & Anna Jacobson Schwartz; Manias, Panics, and Crashes by Charles P. Kindleberger (for a history of financial panics); Extraordinary Popular Delusions and the Madness of Crowds by Charles Mackay (for a history of the 18th century South Sea Bubble in Britain and the Sword Blade Bank and Mississippi Company in France); This Time is Different - Eight Centuries of Financial Folly by Carmen Reinhart & Kenneth Rogoff (for why this time is not different - financial folly has a long history); Fragile by Design by Charles Calomiris & Stephen Haber (for a cogent and disciplined analysis of banking systems across time and across countries - US, Canada, UK, Mexico, and Brazil) Instructor(s): T. Coleman Terms Offered: Spring

**PPHA 42535. Bank Regulation and Management. 100 Units.**

This course counts toward the Economic Policy certificate. This course presents the basics of the banking business and the development of the current financial regulatory environment for the United States, the European Union, the UK, and China, as well as the role of the Bank for International Settlements (BIS) in setting global standards.. Payment systems and bank management of financial risks, including credit, market and others, will be covered. The focus will be on the banking and money markets in each of these countries, with limited discussion of futures and equity exchanges, and unregulated financial activities. The course will provide an overview of the various regulatory bodies, which cover financial services in these countries. Further, the delineation of responsibilities and areas of overlap and potential conflict will be discussed. Major legislation in each country will be presented and some discussion of the underlying legal, economic and financial theories that led to these laws will be discussed.

Instructor(s): Schabes, D Terms Offered: Winter

Note(s): Economic Policy Certificate course; Students pursuing certificate receive priority.

**PPHA 43401. Diplomacy & Defense. 100 Units.**

Despite many noble efforts, neither the US government nor the world comes with a reliable user manual. Using the tools of defense and diplomacy varies drastically based on policy area, administration, and banalities like managerial personalities. So, this course will focus on developing durable, versatile skills, like designing a simulation. To that end, the course will explore a few exemplary cases in which the tensions between the Departments of Defense and State become clear, such as the United States' involvement with reconstruction after war. At the course's end, equipped with skills, lessons learned, and a bit of theory, the course will return to synthesizing lessons around defense & diplomacy as a class.

**PPHA 43450. Seminar on China Macro Policy. 100 Units.**

During this seminar under the aegis of professor Thomas Coleman, students will explore a topic of their choosing on Chinese macroeconomic policy. Students will conduct guided research on a topic approved by the instructor at the beginning of the quarter. Students must submit to the instructor a proposal by the third week. Students must develop and submit to the instructor the reading list for their chosen topic. (Students must use a citation management system such as Zotero, EndNote, Mendeley.) Students should view this as a seminar where they teach other students (and faculty) about their topic, rather than as a course where the faculty teach the students. Thomas Coleman from Harris together with colleagues from the Paulson Institute will direct and supervise the independent study. The class will meet each week and students will present a critical summary of the most relevant reading and news on their topic and discuss their research progress with fellow students and the instructors. Students' weekly presentations can include own info-graphics and charts to explain or summarize concepts and trends.

Instructor(s): Coleman, T Terms Offered: Autumn

**PPHA 43900. Basic Demographic Analysis. 100 Units.**

This course is an introduction to the concepts and methods of demographic analysis. It is intended to provide students with a general understanding of the processes that shape population size, structure, and dynamics and with the logical bases for the most frequent measures of these processes. The emphasis will be on measurement issues in human population while making clear the broader relevance of demographic analysis to the study of any population or system.

Terms Offered: Spring 2006

Equivalent Course(s): SOCI 40101

**PPHA 44100. Advanced Microeconomics for Policy Analysis I. 100 Units.**

Students should learn the neoclassical theories of consumer behavior, production, and competitive equilibrium. Students will also be introduced to the selection problem and basic approaches to the solving the selection problem.

Instructor(s): Ashworth, S Terms Offered: Fall

**PPHA 44200. Advanced Microeconomics for Policy Analysis II. 100 Units.**

The course provides a rigorous foundation of microeconomics and the mathematical tools necessary for students who want to take graduate level courses in economics and public policy and understand articles in economics journals. It covers classical consumer theory, choice under uncertainty, and theory of production; competitive markets and general equilibrium; and an introduction to game theory with applications to signaling and principle-agent problems. The course is intended for students with a solid understanding of intermediate microeconomics (e.g. PPHA 32300 and PPHA 32400) and facility in (single-variable) calculus. Further mathematical tools will be introduced as needed. Required of all Ph.D. students.

Instructor(s): Jones, D Terms Offered: Winter

**PPHA 44301. Labor Economics for Public Policy. 100 Units.**

An analysis of labor demand, labor supply, and the structure of wages. This course focuses on topics in labor economics with particularly high salience to public policy such as unionization, the minimum wage, labor force participation, and wage inequality.

Instructor(s): Sloane, C Terms Offered: Spring

Equivalent Course(s): PBPL 26836

**PPHA 44320. Energy and Environmental Economics I. 100 Units.**

This course will emphasize the economics of natural resource production and problems associated with externalities and common property, with a focus on the energy sector. Most lectures will be theoretical in nature, but we will spend considerable time studying applications that have an empirical component. The course has several complementary objectives: (1) provide a solid foundation in concepts like Hotelling's Rule and Pigouvian taxation that are a prerequisite for understanding modern environmental and resource economics; (2) develop proficiency with theoretical, computational, and empirical tools that will be valuable for future self-directed research; and (3) gain experience in reading, presenting, and discussing modern research in energy and environmental economics.

Equivalent Course(s): ECON 36730

**PPHA 44330. Environmental and Energy Economics II. 100 Units.**

Graduate field sequence course focusing on energy and environmental economics.

Instructor(s): Kellogg, K Terms Offered: Winter

Equivalent Course(s): ECON 36740

**PPHA 44340. Energy and Environmental Economics III. 100 Units.**

Optimal environmental regulation requires an analysis of the trade-offs between market and regulatory imperfections. Market allocations are inefficient in the presence of imperfections such as externalities, market power, and informational asymmetries. On the other hand, government intervention to mitigate these imperfections is not costless, and can even make market performance worse. This course focuses on recent empirical analysis of the costs and benefits of environmental and energy policies, including an introduction to the relevant econometric methodologies such as randomized controlled trials, regression discontinuity designs, bunching analysis, and structural estimation. Topics will include: energy demand and the energy efficiency gap, fuel economy and appliance efficiency standards, non-linear and real-time electricity pricing, wholesale electricity markets, renewable electricity policies, natural gas markets, retail gasoline markets, and technology innovations.

Instructor(s): Ito, K Terms Offered: Spring

Equivalent Course(s): ECON 36750

**PPHA 44900. Social Experiments: Design and Generalization. 100 Units.**

The pressure in many fields (notably medicine, health research, and education) for evidence-based results has increased the importance of the design and analysis of social investigations. This course will address three broad issues: the design and analysis of social experiments and quasi-experiments; the design and analysis of sample surveys; and how the interrelationships between the two approaches can inform generalization from experiments. There are two parallel streams in the course. First, the course will tackle the issues of generalization from three different perspectives: (i) the classic statistical design of experiments; (ii) the design of experiments and quasi-experiments in the social sciences; (iii) the design and analysis of sample surveys. Second, using a set of readings on research design in a variety of settings, we will consider how evidence from research is gathered and used. Randomized clinical trials in medicine, tests of interventions in education and manpower planning, and the use of scientific evidence in policy formulation will be among the examples.

Instructor(s): Omuirheartaigh, C Terms Offered: Winter

**PPHA 45400. Longitudinal Data Analysis I. 100 Units.**

This course acquaints students with the basic tools for analyzing panel and longitudinal data on individual event histories and life cycle trajectories. Students will become acquainted with the wealth of panel and longitudinal data, the basic methods for analyzing these data, and relevant analysis program and software tools. The topics covered include: basic demographic analysis; single state and multi-state duration analysis for discrete time and continuous time models; issues of sampling frames; panel data econometric methods (random effects and fixed effects and their generalizations for general forms of heterogeneity); the Heckman analysis of treatment effects and Heckman econometric policy evaluation including propensity score matching and new extensions; and dynamic discrete choice. Methods for computation and hands-on experience will be stressed. Credit for the course will be based on empirical projects. The pace of coverage will be dictated by student interest and research questions. The course will operate as a weekly seminar with lectures and interaction.

Equivalent Course(s): ECON 41901

**PPHA 45700. Environment and Development. 100 Units.**

The course objective is to introduce and familiarize the students with the political approaches and methods of environmental analysis and assessment used to support decision-making and the development of policies and regulations at local, regional, national, and global scales.

Terms Offered: Autumn

**PPHA 46100. Health Services System. 100 Units.**

This course provides an intensive overview of health services finance, economics, organization, and policy for students in health administration. The course also focuses on applied problems of health services management and policy, drawing on theory and concepts developed in core courses. The course is required for all students in the Graduate Program in Health Administration and Policy. Non-GPHAP students with permission of instructor.

Equivalent Course(s): PBHS 35410, SSAD 47500

**PPHA 46350. Economics of Regulation. 100 Units.**

This course is 1 of 2 required courses in the Markets and Regulation track of the Economic Policy certificate at Harris. This course will examine the evaluation and implementation of economic policies. This course also examines the structure and properties of different markets and regulatory schema.

Instructor(s): Ierulli, K Terms Offered: Winter

**PPHA 46500. Race and Ethnicity in American Political Life. 100 Units.**

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

Equivalent Course(s): SSAD 46900

**PPHA 47900. Fundamentals of Health Services Research: Theory, Methods and Applications. 100 Units.**

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

Instructor(s): D. Meltzer, M. H. Chin Terms Offered: Summer

Equivalent Course(s): PBHS 35000, CCTS 45200

**PPHA 48200. Analysis of Microeconomic Data -1. 100 Units.**

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

Equivalent Course(s): ECON 37200

**PPHA 48400. Analysis of Microeconomic Data 3. 100 Units.**

Equivalent Course(s): ECON 37400

**PPHA 48403. Optimization-Conscious Econometrics. 100 Units.**

Equivalent Course(s): ECON 31740

**PPHA 50000. Internship: Public Policy. 100 Units.**

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

**PPHA 50200. Ph.D. Workshop. 25 Units.**

This course provides students with an opportunity to present their research to faculty and other PhD students.

**PPHA 50201. PhD Presentation Workshop. 100 Units.**

This workshop is aimed at all PhD students and will actively involve those in the 3rd year or higher. The workshop will focus on the form of their PhD presentations - how to communicate and explain your research. This workshop will run parallel to the PhD workshop for all doctoral students. The format will be a discussion of presentation tools and tips, followed by student presentations. Students who present in the prior PhD workshop will present in this workshop. Students should consider this workshop a collaborative discussion of: 1) What went well in the prior PhD Workshop, 2) What went poorly during the presentation, and 3) How to modify and improve the presentation. The discussion will be on how to communicate and explain not the content of the presentation.

**PPHA 51200. Field Research. 000 Units.**

This a non-credit course open only to Harris international students who are pursuing a paid internship via CPT. Permission to be enrolled in this course must be granted by the student's Harris academic advisor. They must complete a 3-4 page reflection paper at the end of the internship, which should be turned into their advisor. The employer will also be asked to complete an evaluation form.

**PPHA 51500. Public Policy and Economics Workshop. 100 Units.**

This is a workshop; Only open to PhD students and is an audit only course

Equivalent Course(s): ECON 56300

**PPHA 51600. Workshop on Human Potential and Public Policy. 100 Units.**

The Workshop on Human Potential is one of the core intellectual activities of the Center for Human Potential and Public Policy. It is an interdisciplinary forum for graduate students, post docs, and faculty whose work concerns behavior, health, and well-being across the lifespan and the ways in which technology and public policy shape human potential and achievement. The Workshop has active members in the areas of the social, behavioral, health, and policy sciences. The Workshop on Human Potential alternates between two types of sessions. Not only do we regularly invite outside speakers for a traditional "workshop" presentation, but we also provide a forum for faculty, post-doctoral fellows, and graduate students to present research-in-progress in order to receive critical and constructive feedback. PhD students enrolling in this course should expect to be registered as an auditor.

**PPHA 51700. Energy Policy Practicum. 100 Units.**

Course Search

Equivalent Course(s): BUSN 33701

**PPHA 51900. Center for Program Evaluation Workshop. 100 Units.**

This course provides students with an opportunity to present their research to faculty and other PhD students. Faculty will also present their research.

**PPHA 51910. Inequality Reading Group. 100 Units.**

This is a workshop; This course provides students with an opportunity to present their research to faculty and other PhD students. Faculty will also present their research. Open only to PhD students and is an audit only course.

**PPHA 52000. Individual Reading and Research Course. 100 Units.**

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

**PPHA 52500. Apprenticeship: Public Policy. 100 Units.**

This course is only open to MA CRM students at the Harris School. Students work with a faculty member as a research assistant. They will also develop ideas for a research paper and begin writing under the faculty supervisor's direction.

**PPHA 56100. Workshop: Political Economy. 100 Units.**

This is a workshop; Only open to PhD students and is an audit only course.

Terms Offered: Autumn Spring Winter

Equivalent Course(s): ECON 56100, PLSC 55300

**PPHA 56101. Seminar: Political Economy. 100 Units.**

This is a PE lunch/workshop; This course provides students with an opportunity to present their research to faculty and other PhD students. Faculty will also present their research. Only open to PhD students and is an audit only course.

**PPHA 57000. Microeconomics for International Development. 100 Units.**

This course is a required core course for the MA in International Development and Policy program and will discuss microeconomic principles required for economic development contexts.

Terms Offered: Autumn

**PPHA 57100. Data Analysis for International Development. 100 Units.**

This course is a required core course for the MA in International Development and Policy program and will discuss data analysis principles required for economic development contexts.

Terms Offered: Autumn

**PPHA 57200. Analytical Politics for International Development. 100 Units.**

This course is a required core course for the MA in International Development and Policy program and will analyze policy making principles required for international development contexts.

Terms Offered: Autumn

**PPHA 57300. International Development and Policy. 100 Units.**

This course is a required core course for the MA in International Development and Policy program and will discuss policy principles required for economic development contexts.

Terms Offered: Winter

**PPHA 57400. Political Development and Policy. 100 Units.**

This course is a required core course for the MA in International Development and Policy program and will discuss political principles required for international development contexts.

Instructor(s): Blattman, C Terms Offered: Spring

**PPHA 58001. Data Analytics I: Quantitative Analysis. 100 Units.**

This course is a required core course for the Evening MA program and will discuss microeconomic and statistical principles required for practitioners in policy making.

Terms Offered: Autumn

Prerequisite(s): Fowler, A

**PPHA 58002. Data Analytics II: Introduction to Program Evaluation. 100 Units.**

The goal of this course is to introduce students to program evaluation and provide an overview of current issues and methods in impact evaluation. We will focus on estimating the causal impacts of programs and policy using social experiments, panel data methods, instrumental variables, regression discontinuity designs, and matching techniques.

**PPHA 58050. Leadership, Negotiations & Management. 100 Units.**

This course is a required core course for the Evening MA program and will discuss leadership principles required for practitioners in policy making.

Terms Offered: Autumn

**PPHA 58101. Economic Analysis I: Microeconomics. 100 Units.**

The goal of Economic Analysis I: Microeconomics is to introduce microeconomics with an emphasis on understanding market, market failures, and welfare analysis.

**PPHA 58102. Economic Analysis II: Introduction to Cost Benefit Analysis. 100 Units.**

Second of two course series. The goal of Economic Analysis II is to continue the analysis of microeconomics with an emphasis on understanding cost benefit analysis.

Terms Offered: Autumn Spring

**PPHA 58103. Economic Analysis III: Public Finance and Budgeting. 100 Units.**

This course is a required core course for the Evening MA program and will discuss public finance principles required for practitioners in policy making.

Terms Offered: Autumn

**PPHA 58201. Analytical Politics I: Foundations. 100 Units.**

This course is a required core course for the Evening MA program and will analyze the policy making principles required for practitioners in policy making.

Terms Offered: Autumn Spring

**PPHA 58202. Analytical Politics II: Politics and Policy Making. 100 Units.**

This course is the second of a two course series required for the Evening MA program. This course will analyze the policy making principles required for practitioners in policy making.

Terms Offered: Winter

**PPHA 58500. Microeconomics for Health Policy. 100 Units.**

The first of a two-part sequence in microeconomic theory, this course covers the theory of consumer choice, the theory of the firm and the concept of equilibrium. Part of the Double Executive Masters Program with the London School of Economics.

Terms Offered: Spring

Prerequisite(s): Admission to the Double Executive Masters Program.

**PPHA 58600. Statistics for Health Policy. 100 Units.**

This course aims to provide students with a basic understanding of statistical analysis for policy research and leadership. This course makes no assumptions about prior knowledge, apart from basic mathematics skills. Examples will draw on current events and global health debates when possible. Part of the Double Executive Masters Program with the London School of Economics.

Terms Offered: Spring

Note(s): Admission to the Double Executive Masters Program.

**PPHA 58700. Leadership, Negotiation and Advocacy in Health Policy: Strategies and Tactics. 100 Units.**

Discusses two major 'soft skills' that are critical to drive successful health policy engagement and reform: Leadership and Negotiation. Part of the Double Executive Masters Program with the London School of Economics.

Terms Offered: Spring

Note(s): Admission to the Double Executive Masters Program.

**PPHA 58800. The Fix: Health Policy Project. 100 Units.**

Led by Harris faculty, this is an intensive experiential learning initiative in which teams of students work under faculty supervision to apply their rigorous program education to resolve actual health policy challenges. Part of the Double Executive Masters Program with the London School of Economics.

Terms Offered: Summer

Prerequisite(s): Admission to the Double Executive Masters Program

**PPHA 59100. Current Topics in Public Policy I. 25 Units.**

First of four course current topics seminar on contemporary public policy issues for the Harris Evening MA program.

Terms Offered: Autumn

**PPHA 59200. Current Topics in Public Policy II. 25 Units.**

Second of four course current topics seminar on contemporary public policy issues for the Harris Evening MA program.

Terms Offered: Winter

**PPHA 59300. Current Topics in Public Policy III. 25 Units.**

Third of four course current topics seminar on contemporary public policy issues for the Harris Evening MA program.

Terms Offered: Spring

**PPHA 59400. Current Topics in Public Policy IV. 25 Units.**

Fourth of four course current topics seminar on contemporary public policy issues for the Harris Evening MA program.

Terms Offered: Spring

**PPHA 59500. Analytical Politics: The Policymaking Process. 100 Units.**

This course covers the normative foundations of policy making, how strategic interactions give rise to social dilemmas that create room for public policy to improve social welfare, and how technological, political and institutional factors constrain policymakers and sometimes prevent good policies from being enacted. Part of the Double Executive Masters Program with the London School of Economics.

Terms Offered: Spring

Prerequisite(s): Admission to the Double Executive Masters Program.

**PPHA 59600. Health Policy Research Methods. 100 Units.**

Introduces students to a diverse range of mixed methods approaches to policy research and will provide them with a foundation in multiple disciplinary perspectives and methodological approaches. Part of the Double Executive Masters Program with the London School of Economics.

Terms Offered: Spring

Prerequisite(s): Admission to the Double Executive Masters Program.

**PPHA 60000. Policy Lab. 100 Units.**

In Harris Policy Labs, students work under faculty supervision to apply their Harris training to help government agencies and non-profit organizations address public policy challenges. Students effectively serve as policy consultants, working in interdisciplinary teams to conduct research, analyze complex data, and engage with clients and other experts to produce a set of solution-oriented final deliverables. In addition to gaining first-hand experience on a specific policy issue, students hone other skills that prepare them for policy careers such as working with imperfect data, navigating team dynamics, and communicating complex analyses and policy recommendations to a client's leadership. In 2018-19, Policy Labs will be offered in Autumn, Winter and Spring Quarters. Each Lab will focus on a particular policy area or set of policy tools and engage two or three different client organizations. Clients will range from local to international organizations and are expected to include Metropolitan Planning Council, Chicago Park District, Oxfam America, Chicago Department of Family and Support Services, Advance Illinois, Illinois Department of Human Services, World Bank, NATO, Forefront, City of Gary, and others. Some projects may be of particular interest to students who are planning to complete Harris certificate programs.

Terms Offered: Autumn Spring Winter

**PPHA 60031. Policy Lab II: Human Services Innovation. 100 Units.****PPHA 70000. Advanced Study: Public Policy Studies. 300.00 Units.**

Advanced Study: Public Policy Studies



# THE CURRICULUM

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## COURSE OVERVIEW

### THE CORE

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

### ELECTIVES

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

## THE MASTER OF PUBLIC POLICY (MPP)

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

### DEGREE REQUIREMENTS

- Successful completion of 18 graduate-level courses (1800 units of credit) to earn the degree, not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of the following seven core courses with a C- or better (No core courses may be taken pass/fail):
  - PPHA 30800 Analytical Politics I: Strategic Foundations
  - Statistics Sequence I. Choose one of the following:
    - PPHA 31002 Statistics for Data Analysis I
    - PPHA 31200 Mathematical Statistics for Public Policy I
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Statistics Sequence II. Choose one of the following:
    - PPHA 31102 Statistics for Data Analysis II: Regressions
    - PPHA 31300 Mathematical Statistics for Public Policy II
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Analytical Politics II: The Policymaking Process. Choose from one of the following:
    - PPHA 31603 Analytical Politics II: Developing World
    - PPHA 31604 Analytical Politics II: Developed World
  - Microeconomics Sequence I. Choose one of the following:
    - PPHA 32300 Principles of Microeconomics and Public Policy I
    - PPHA 32310 Advanced Microeconomics for Public Policy I
    - PPHA 44100 Principles of Microeconomics and Public Policy I (PhD sequence)
  - Microeconomics Sequence II. Choose one of the following:
    - PPHA 32400 Principles of Microeconomics and Public Policy II
    - PPHA 32410 Advanced Microeconomics for Public Policy II
    - PPHA 44200 Principles of Microeconomics and Public Policy II (PhD sequence)
- Completion of a minimum of 12 Public Policy (PPHA) courses
- A cumulative grade point average of 2.7 for all courses used toward the MPP degree, based on a 4.0 scale
- Completion of the math requirement
  - Pass algebra exam
  - Pass calculus exam
- No more than 2 reading/research, independent study, or internship courses
- No more than 2 courses taken pass/fail

## MASTER OF SCIENCE IN COMPUTATIONAL ANALYSIS AND PUBLIC POLICY (MSCAPP)

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

### DEGREE REQUIREMENTS

- Completion of eighteen graduate-level courses (1800 units of credit), not including any courses with grades of F, I, W, or courses with no reported grade
- Completion of the following required courses with a C- or better (No core courses may be taken pass/fail:
  - CAPP 30121 Computer Science with Applications I
  - CAPP 30122 Computer Science with Applications II
  - CAPP 30235 Databases for Public Policy
  - CAPP 30271 Mathematics for Computer Science and Data Analysis
  - CAPP 30524 Machine Learning for Public Policy
  - PPHA 30800 Analytical Politics I: Strategic Foundations
  - Statistics Sequence I. Choose one of the following:
    - PPHA 31002 Statistics for Data Analysis I
    - PPHA 31200 Mathematical Statistics for Public Policy I
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Statistics Sequence II. Choose one of the following:
    - PPHA 31102 Statistics for Data Analysis II: Regressions
    - PPHA 31300 Mathematical Statistics for Public Policy II
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Microeconomics Sequence I. Choose one of the following:
    - PPHA 32300 Principles of Microeconomics and Public Policy I
    - PPHA 32310 Advanced Microeconomics for Public Policy I
    - PPHA 44100 Principles of Microeconomics and Public Policy I (PhD sequence)
  - Microeconomics Sequence II. Choose one of the following:
    - PPHA 32400 Principles of Microeconomics and Public Policy II
    - PPHA 32410 Advanced Microeconomics for Public Policy II
    - PPHA 44200 Principles of Microeconomics and Public Policy II (PhD sequence)
  - PPHA 34600 Program Evaluation
  - 1 Policy Elective (PPHA prefix)
  - 1 Computer Science elective
- A cumulative grade point average of 2.7 or above for all courses used toward the degree, based on a 4.0 scale
- Completion of the Math Requirement
  - Pass algebra exam
  - Pass calculus exam
- No more than 2 reading/research, independent study, or internship courses
- No more than 2 courses taken pass/fail.

## MASTER OF SCIENCE IN ENVIRONMENTAL SCIENCE AND POLICY (MSESP)

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

### DEGREE REQUIREMENTS

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

- Completion of the following required courses with a C- or better (no required courses can be taken pass/fail):
  - PPHA 30800 Analytical Politics I: Strategic Foundations
  - Statistics Sequence I. Choose one of the following:
    - PPHA 31002 Statistics for Data Analysis I
    - PPHA 31200 Mathematical Statistics for Public Policy I
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Statistics Sequence II. Choose one of the following:
    - PPHA 31102 Statistics for Data Analysis II: Regressions
    - PPHA 31300 Mathematical Statistics for Public Policy II
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Microeconomics Sequence I. Choose one of the following:
    - PPHA 32300 Principles of Microeconomics and Public Policy I
    - PPHA 32310 Advanced Microeconomics for Public Policy I
    - PPHA 44100 Principles of Microeconomics and Public Policy I (PhD sequence)
  - Microeconomics Sequence II. Choose one of the following:
    - PPHA 32400 Principles of Microeconomics and Public Policy II
    - PPHA 32410 Advanced Microeconomics for Public Policy II
    - PPHA 44200 Principles of Microeconomics and Public Policy II (PhD sequence)
  - GEOS 24750 - Earth and Human System Science: Food, Energy and Water Cycle
  - PPHA 36930 Environmental Economics: Theory and Applications OR PPHA 38900 Environmental Science and Policy
  - PPHA 41210 Physics, Technology, and Public Policy
- Completion of a minimum of 10 Public Policy (PPHA) courses
- Completion of three science courses (physical or biological sciences or other relevant coursework)
- A cumulative grade point average of 2.7 for all courses used toward the degree, based on a 4.0 scale
- Completion of the math requirement
  - Pass algebra exam
  - Pass calculus exam
- No more than 2 reading/research, independent study, or internship courses
- No more than 2 courses taken pass/fail

## MASTER OF ARTS IN PUBLIC POLICY (MA)

A one-year program for students with significant work experience or who already possess another graduate degree.

### DEGREE REQUIREMENTS

- Completion of nine graduate-level courses (900 units of credit), not including any courses with grades of F, I, W, or courses with no reported grade
- Completion of **any five** of the following six core courses with a C- or better (no core course can be taken pass/fail):
  - PPHA 30800 Analytical Politics I: Strategic Foundations
  - Statistics Sequence I. Choose one of the following:
    - PPHA 31002 Statistics for Data Analysis I
    - PPHA 31200 Mathematical Statistics for Public Policy I
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Statistics Sequence II. Choose one of the following:
    - PPHA 31102 Statistics for Data Analysis II: Regressions
    - PPHA 31300 Mathematical Statistics for Public Policy II
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Analytical Politics II: The Policymaking Process. Choose from one of the following:
    - PPHA 31603 Analytical Politics II: Developing World
    - PPHA 31604 Analytical Politics II: Developed World
  - Microeconomics Sequence I. Choose one of the following:
    - PPHA 32300 Principles of Microeconomics and Public Policy I
    - PPHA 32310 Advanced Microeconomics for Public Policy I
    - PPHA 44100 Principles of Microeconomics and Public Policy I (PhD sequence)

- Microeconomics Sequence II. Choose one of the following:
  - PPHA 32400 Principles of Microeconomics and Public Policy II
  - PPHA 32410 Advanced Microeconomics for Public Policy II
  - PPHA 44200 Principles of Microeconomics and Public Policy II (PhD sequence)
- Completion of a minimum of 7 Public Policy (PPHA) courses
- A cumulative grade point average of 2.7 for all courses used toward the degree, based on a 4.0 scale
- Completion of the math requirement
  - Pass algebra exam
  - Pass calculus exam
- No more than 2 reading/research, independent study, or internship courses
- No more than 1 course taken pass/fail

## MASTER OF ARTS EVENING PROGRAM

The Evening Master of Arts in Public Policy program is a four quarter program that is intended for working mid-career professionals. Courses are offered during the autumn, winter, and spring 11-week quarters primarily in the evenings but with 1 weekend session per quarter. This allows students the opportunity to maintain a full-time work schedule and earn their degree over approximately 1 year and 3 months.

The course curriculum consists of eight 100-unit courses and four 25-unit short courses on current topics in public policy. Students will gain a foundation in data analytics, economic analysis, leadership, and the strategic foundations of public policy.

### DEGREE REQUIREMENTS

- Completion of nine graduate-level courses (900 units of credit), not including any courses with grades of F, I, W, or courses with no reported grade
- Completion of the following courses with a C- or better:
  - Data Analytics I: Quantitative Analysis
  - Data Analytics I: Introduction to Program Evaluation
  - Economic Analysis I: Microeconomics
  - Economic Analysis II: Introduction to Cost Benefit Analysis
  - Economic Analysis II: Public Finance and Budgeting
  - Analytical Politics I: Foundations
  - Analytical Politics II: Politics and Policy Making
  - Current Topics in Public Policy I-IV
  - A cumulative grade point average of 2.7 for all courses used toward the degree, based on a 4.0 scale

## MASTER OF ARTS WITH A CERTIFICATE IN RESEARCH METHODS (MACRM)

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

### DEGREE REQUIREMENTS

- Successful completion of 12 graduate-level courses (1200 units of credit) to earn the degree, not including any courses with grades of F, I, W, or courses with no reported grade
- Completion of the following core courses with a C- or better (no core courses may be taken pass/fail):
  - PPHA 41101 Political Economy I: Introduction to Applied Game Theory
  - PPHA 41102 Political Economy II: Intermediate Applied Theory
  - PPHA 41103 Testing the Theories of Political Institutions
  - PPHA 42000 Applied Econometrics I
  - PPHA 42100 Applied Econometrics II
  - PPHA 44100 Principles of Microeconomics for Public Policy I
  - PPHA 44200 Advanced Microeconomics for Policy Analysis II
  - PPHA 52500 MACRM Apprenticeship (2 quarters, 200 units of credit total. Register for first course in spring of first year and second in autumn of second year.
- Completion of a minimum of 7 Public Policy (PPHA) courses

- Completion of the Mathematical Methods for PhD and MACRM program prior to orientation
- A cumulative grade point average of 2.7 for all courses used toward the degree, based on a 4.0 scale
- No more than 1 course taken pass/fail

## DUAL DEGREE PROGRAMS

### THE CENTER FOR MIDDLE EASTERN STUDIES - MPP/AM

Chicago Harris and the Center for Middle Eastern Studies at the University of Chicago offer students an opportunity to earn both a M.P.P. and an A.M. degree. Upon completion, students graduate with both a Master of Public Policy from Chicago Harris and a Master of Arts in Middle Eastern Studies from the University of Chicago. This joint degree program addresses the needs of students wishing to acquire a solid background in modern Middle Eastern languages, history, and civilization while developing their abilities in policy analysis in preparation for professional careers in scholarly, educational, governmental, non-governmental, and business environments in the United States and abroad.

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

### PROGRAM REQUIREMENTS

- Successful completion of 27 graduate-level courses (2700 units of credit) to earn both degrees
- For the AM in Middle Eastern Studies degree, successful completion of 14 graduate-level courses (1400 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- For the MPP degree, successful completion of 13 graduate-level courses (1300 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of the following seven core courses with a C- or better:
  - PPHA 30800 Analytical Politics I: Strategic Foundations
  - Statistics Sequence I. Choose one of the following:
    - PPHA 31002 Statistics for Data Analysis I
    - PPHA 31200 Mathematical Statistics for Public Policy I
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Statistics Sequence II. Choose one of the following:
    - PPHA 31102 Statistics for Data Analysis II: Regressions
    - PPHA 31300 Mathematical Statistics for Public Policy II
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Analytical Politics II: The Policymaking Process. Choose from one of the following:
    - PPHA 31603 Analytical Politics II: Developing World
    - PPHA 31604 Analytical Politics II: Developed World
  - Microeconomics Sequence I. Choose one of the following:
    - PPHA 32300 Principles of Microeconomics and Public Policy I
    - PPHA 32310 Advanced Microeconomics for Public Policy I
    - PPHA 44100 Principles of Microeconomics and Public Policy I (PhD sequence)
  - Microeconomics Sequence II. Choose one of the following:
    - PPHA 32400 Principles of Microeconomics and Public Policy II
    - PPHA 32410 Advanced Microeconomics for Public Policy II
    - PPHA 44200 Principles of Microeconomics and Public Policy II (PhD sequence)
- Completion of a minimum of 10 Public Policy (PPHA) courses.
- A cumulative grade point average of 2.7 for all courses used toward the M.P.P. degree, based on a 4.0 scale
- Completion of the math requirement
  - Pass algebra exam
  - Pass calculus exam
- No more than 2 reading/research courses/independent study/internship
- No more than 1 course taken pass/fail

Students who wish to participate in this program must be admitted to both Harris and the Center for Middle Eastern Studies. A student who is already enrolled in one of the programs may apply during their first year for admission to the other school.

### THE DIVINITY SCHOOL - MPP/M.DIV

Chicago Harris and the Divinity School (<http://www2.uchicago.edu/divinity>) offer a combined degree program that enables students to graduate with both a Master of Public Policy and a Master of Divinity.

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. The program allows students to complete both degrees within a total of four academic years; both degrees must be awarded in the same quarter. Students who wish to participate in this program must be admitted to both Harris and the Divinity School. Students already admitted to one of the Schools may apply during their first year for admission to the other.

#### PROGRAM REQUIREMENTS

- Successful completion of 36 graduate-level courses (3600 units of credit) to earn both degrees, not including any courses with grades of F, I, W, or courses with no reported grade
- For the MDiv degree, successful completion of 22 graduate-level courses (instead of the usual 27)
- For the MPP degree, successful completion of 14 graduate-level courses (instead of the usual 18)
- Completion of the following seven core courses with a C- or better:
  - PPHA 30800 Analytical Politics I: Strategic Foundations
  - Statistics Sequence I. Choose one of the following:
    - PPHA 31002 Statistics for Data Analysis I
    - PPHA 31200 Mathematical Statistics for Public Policy I
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Statistics Sequence II. Choose one of the following:
    - PPHA 31102 Statistics for Data Analysis II: Regressions
    - PPHA 31300 Mathematical Statistics for Public Policy II
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Analytical Politics II: The Policymaking Process. Choose from one of the following:
    - PPHA 31603 Analytical Politics II: Developing World
    - PPHA 31604 Analytical Politics II: Developed World
  - Microeconomics Sequence I. Choose one of the following:
    - PPHA 32300 Principles of Microeconomics and Public Policy I
    - PPHA 32310 Advanced Microeconomics for Public Policy I
    - 44100 Principles of Microeconomics and Public Policy I (PhD sequence)
  - Microeconomics Sequence II. Choose one of the following:
    - PPHA 32400 Principles of Microeconomics and Public Policy II
    - PPHA 32410 Advanced Microeconomics for Public Policy II
    - PPHA 44200 Principles of Microeconomics and Public Policy II (PhD sequence)
- Completion of a minimum of 10 Public Policy (PPHA) courses
- A cumulative grade point average of 2.7 for all courses used toward the MPP degree, based on a 4.0 scale
- Completion of the math requirement:
  - Pass algebra exam
  - Pass calculus exam
- No more than 2 reading/research, independent study, or internship courses
- No more than 1 courses taken pass/fail

### THE UNIVERSITY OF CHICAGO BOOTH SCHOOL OF BUSINESS - MPP/MBA

Chicago Harris and Chicago Booth School of Business at the University of Chicago offer a combined degree program leading to the MPP and MBA degrees. Upon completion, students graduate with both a Master of Public Policy from Chicago Harris and a Master of Business Administration from the Graduate School of Business. The joint degree program allows students who are interested in policy issues and business administration to have an integrated and comprehensive course of study. Students already admitted to one of the schools may apply during their first year for admission to the other.

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

#### PROGRAM REQUIREMENTS

- Successful completion of 27 graduate-level courses (2700 units of credit) to earn both degrees, not including any courses with grades of F, I, W, or courses with no reported grade

- For the M.B.A. degree, successful completion of 14 graduate-level courses (1400 credits)
- For the M.P.P. degree, successful completion of 13 graduate-level courses (1300 credits)
- Completion of the following seven core courses with a C- or better (no core course can be taken pass/fail):
  - PPHA 30800 Analytical Politics I: Strategic Foundations
  - Statistics Sequence I. Choose one of the following:
    - PPHA 31002 Statistics for Data Analysis I
    - PPHA 31200 Mathematical Statistics for Public Policy I
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Statistics Sequence II. Choose one of the following:
    - PPHA 31102 Statistics for Data Analysis II: Regressions
    - PPHA 31300 Mathematical Statistics for Public Policy II
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Analytical Politics II: The Policymaking Process. Choose from one of the following:
    - PPHA 31603 Analytical Politics II: Developing World
    - PPHA 31604 Analytical Politics II: Developed World
  - Microeconomics Sequence I. Choose one of the following:
    - PPHA 32300 Principles of Microeconomics and Public Policy I
    - PPHA 32310 Advanced Microeconomics for Public Policy I
    - PPHA 44100 Principles of Microeconomics and Public Policy I (PhD sequence)
  - Microeconomics Sequence II. Choose one of the following:
    - PPHA 32400 Principles of Microeconomics and Public Policy II
    - PPHA 32410 Advanced Microeconomics for Public Policy II
    - PPHA 44200 Principles of Microeconomics and Public Policy II (PhD sequence)
- Completion of a minimum of 10 Public Policy (PPHA) courses
- A cumulative grade point average of 2.7 for all courses used toward the MPP degree, based on a 4.0 scale
- Completion of the math requirement
  - Pass algebra exam
  - Pass calculus exam
- No more than 2 reading/research, independent study, or internship courses
- No more than 1 courses taken pass/fail

### THE LAW SCHOOL - MPP/JD

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

The dual degree program allows students who are interested in the application of the law to public policy issues to have a comprehensive course of study. All 14 courses required for the MPP are taken during the four quarters of registration at Harris. Students may apply one academic quarter of up to four 100 unit courses taken within Harris toward the hours required to obtain their law degree. This enables students to earn both degrees in four years. Both degrees must be awarded in the same quarter.

Students who wish to participate in this program must complete the separate admission processes to both Harris and the Law School. Students already admitted to Harris may apply during their first year to the Law School; those admitted to the Law School may apply during their first or second year to Harris.

### PROGRAM REQUIREMENTS

- For the MPP degree, successful completion of 14 graduate-level courses (1400 units of credit) not including any courses with grades of F, I, W, or courses with no reported grade.
- Completion of the following seven core courses with a C- or better:
  - PPHA 30800 Analytical Politics I: Strategic Foundations
  - Statistics Sequence I. Choose one of the following:
    - PPHA 31002 Statistics for Data Analysis I
    - PPHA 31200 Mathematical Statistics for Public Policy I
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Statistics Sequence II. Choose one of the following:

- PPHA 31102 Statistics for Data Analysis II: Regressions
- PPHA 31300 Mathematical Statistics for Public Policy II
- Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
- Analytical Politics II: The Policymaking Process. Choose from one of the following:
  - PPHA 31603 Analytical Politics II: Developing World
  - PPHA 31604 Analytical Politics II: Developed World
- Microeconomics Sequence I. Choose one of the following:
  - PPHA 32300 Principles of Microeconomics and Public Policy I
  - PPHA 32310 Advanced Microeconomics for Public Policy I
  - PPHA 44100 Principles of Microeconomics and Public Policy I (PhD sequence)
- Microeconomics Sequence II. Choose one of the following:
  - PPHA 32400 Principles of Microeconomics and Public Policy II
  - PPHA 32410 Advanced Microeconomics for Public Policy II
  - PPHA 44200 Principles of Microeconomics and Public Policy II (PhD sequence)
- PPHA 32300, 32310 or 44100 Principles of Microeconomics and Public Policy I
- PPHA 32400, 32410 or 44200 Principles of Microeconomics and Public Policy II
- Completion of a minimum of 10 Public Policy (PPHA) courses.
- A cumulative grade point average of 2.7 for all courses used toward the M.P.P. degree, based on a 4.0 scale
- Completion of math requirement
- No more than 2 reading/research courses/independent study/internship
- No more than 1 course taken pass/fail

#### THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION - MPP/AM WITH SSA

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

The joint degree program is intended for students who are interested in social welfare policy, and social policy more broadly, and students who want to be social workers involved in the public policy issues that influence their profession. Students who wish to participate in this program must be admitted to both Harris and the School of Social Service Administration. A student who is already enrolled in one of the Schools may apply during their first year for admission to the other school.

#### PROGRAM REQUIREMENTS

- Successful completion of 27 graduate-level courses (2700 units of credit) to earn both degrees, not including any courses with grades of F, L, W, or courses with no reported grade
- For the MA in SSA degree, successful completion of 13 graduate-level courses (1400 units of credit)
- For the MPP degree, successful completion of 14 graduate-level courses (1300 units of credit)
- Completion of the following seven core courses with a C- or better (no core courses can be taken pass/fail):
  - PPHA 30800 Analytical Politics I: Strategic Foundations
  - Statistics Sequence I. Choose one of the following:
    - PPHA 31002 Statistics for Data Analysis I
    - PPHA 31200 Mathematical Statistics for Public Policy I
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Statistics Sequence II. Choose one of the following:
    - PPHA 31102 Statistics for Data Analysis II: Regressions
    - PPHA 31300 Mathematical Statistics for Public Policy II
    - Any course in the PhD econometrics sequence (STAT 24400, PPHA 42000, or PPHA 42100)
  - Analytical Politics II: The Policymaking Process. Choose from one of the following:
    - PPHA 31603 Analytical Politics II: Developing World
    - PPHA 31604 Analytical Politics II: Developed World
  - Microeconomics Sequence I. Choose one of the following:
    - PPHA 32300 Principles of Microeconomics and Public Policy I
    - PPHA 32310 Advanced Microeconomics for Public Policy I
    - PPHA 44100 Principles of Microeconomics and Public Policy I (PhD sequence)
  - Microeconomics Sequence II. Choose one of the following:

- PPHA 32400 Principles of Microeconomics and Public Policy II
- PPHA 32410 Advanced Microeconomics for Public Policy II
- PPHA 44200 Principles of Microeconomics and Public Policy II (PhD sequence)
- PPHA 32300, 32310 or 44100 Principles of Microeconomics and Public Policy I
- PPHA 32400, 32410 or 44200 Principles of Microeconomics and Public Policy II
- Completion of a minimum of 10 Public Policy (PPHA) courses
- A cumulative grade point average of 2.7 for all courses used toward the MPP degree, based on a 4.0 scale
- Completion of the math requirement
  - Pass algebra exam
  - Pass calculus exam
- No more than 2 reading/research, independent study, or internship courses
- No more than 1 courses taken pass/fail

## COOPERATIVE MASTERS PROGRAMS

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

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

#### PROGRAM REQUIREMENTS

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

### LONDON SCHOOL OF ECONOMICS (LSE)-UCHICAGO DOUBLE EXECUTIVE MASTERS PROGRAM IN HEALTH POLICY – MA/MSC

Chicago Harris and the London School of Economics and Political Science (LSE) offer a degree program leading to a Master of Arts in Public Policy from Chicago Harris and a Master of Science in Health Economics and Policy from LSE.

Designed for working executives, the double masters program is taught evenly between Chicago and London in compressed, executive-style teaching modules. The two-year program consists of four two-to-three-week modules completed in person and two summer practicums completed remotely.

In each year of the two-year program, participants spend two to three weeks in London in the fall and two to three weeks in Chicago in the spring, working through an intensive curriculum that covers foundations in global health policy and health care economics, including health care finance, measuring health system performance, pharmaceutical economics, health policy analysis, and negotiation and advocacy in health policy, among other topics.

The first year of the program culminates in a health policy project, and the second year concludes with a written dissertation. Both degrees are awarded in the autumn after completion of the second year.

Select courses offered by LSE will be counted toward the Harris degree requirements and vice versa. Learn more at [lse.uchicago.edu](http://lse.uchicago.edu).

#### PROGRAM REQUIREMENTS

Successful completion of 14 graduate-level courses to earn both degrees. 7 of these courses are administered by UChicago and 7 are administered by LSE.

- 9 of these courses will count toward the MA in Public Policy degree
- 9 of these courses will count toward the MSc in Health Economics and Policy degree

Completion of the following courses, organized by module:

Autumn I at London School of Economics

- PPHA 58501/HP4E1E Global Health Policy
- PPHA 58601/HP4E2E Paying for Health Care
- PPHA 58701/HP4E3E Evidence Review and Synthesis

Spring I at Chicago Harris

- PPHA 58500 Microeconomics for Health Policy
- PPHA 58600 Statistics for Health Policy

- PPHA 58700 Leadership, Negotiation, and Advocacy in Health Policy: Strategies and Tactics

Summer I – administered by Chicago Harris, completed remotely

- PPHA 58800 The Fix: Health Policy Project

Autumn II at London School of Economics

- PPHA 59501/HP4E4E Cost-effectiveness in Health Care
- PPHA 59601/HP4E5E Economics of the Pharmaceutical Sector
- PPHA 59701/HP4E6E Measuring the Performance of Health Services and Systems

Spring II at Chicago Harris

- PPHA 59700 Analytical Politics: The Policymaking Process
- PPHA 59600 Health Policy Research Methods
- PPHA 59500 Microeconomics for Health Policy II

Summer II – administered by London School of Economics, completed remotely

- PPHA 59801/HP4E7E Dissertation in Health Economics and Policy

## PH.D. PROGRAM

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

### Director, PhD Program

Scott Ashworth ([http://harrisschool.uchicago.edu/directory/faculty/scott\\_ashworth](http://harrisschool.uchicago.edu/directory/faculty/scott_ashworth)), *associate professor*

### PhD Program Coordinator and PhD Student Academic Advisor

Cynthia Cook-Conley ([clcook@uchicago.edu](mailto:clcook@uchicago.edu))

### COURSE WORK

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

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

### ADDITIONAL REQUIREMENTS

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

#### Qualifying Examinations

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

#### Qualifying Paper

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

#### Dissertation Proposal

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

#### Dissertation Defense

The dissertation should be a significant public policy research project carried out under the supervision of the student's dissertation committee, composed of at least three qualified members approved by the director of

doctoral studies. The dissertation defense is a public meeting of faculty and students directed by the chair of the dissertation committee. The dissertation is expected to constitute an original contribution to public policy knowledge and to demonstrate mastery of relevant theories and research methods.

Required courses:

- PPHA 41101 Political Economy I: Introduction to Applied Game Theory
- PPHA 41102 Political Economy II: Intermediate Applied Theory
- PPHA 41103 Testing the Theories of Political Institutions
- PPHA 42000 Applied Econometrics I
- PPHA 42100 Applied Econometrics II
- PPHA 44100 Principles of Microeconomics for Public Policy I
- PPHA 44200 Advanced Microeconomics for Policy Analysis II
- STAT 24400

## CERTIFICATES

### CERTIFICATE IN DATA ANALYTICS

**Faculty Director:** Dan Black

**Program Description:** In recent years, the movement toward open data has made data sets available that have enormous potential value for policymakers, governments, and think tanks. But the ability to sift through all that data and analyze it in a way that is useful for organizations has lagged behind, leading to new staff roles for data analytics.

With the Certificate in Data Analytics, students will acquire sought-after skills in programming, manipulating data sets, and creating insightful visualizations. Students will also learn to harness the power of machine learning to optimize their analysis. Hands-on experience is key to the curriculum, and students will have the opportunity to work with real data sets to tackle important and current public policy questions.

### APPLICATION PROCESS

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

### PLANNING FOR THE CERTIFICATE

For information on which quarter(s) each course will be offered see the Harris Courses (<http://harris.uchicago.edu/academics/programs-degrees/courses>) page and filter by certificate. For courses offered by other divisions the typical quarter(s) offered has been indicated.

### CERTIFICATE REQUIREMENTS

The Certificate in Data Analytics for Public Policy will be awarded to students who complete the following.

- Introduction to Programming for Public Policy (PPHA 30550)
- Data Skills for Public Policy (PPHA 30531)
- Machine Learning (PPHA 30545)

And at least one of the following:

- PPHA 34600 Program Evaluation
- PPHA 41400 Applied Regression Analysis
- PBPL 28820 Machine Learning and Policy
- PPHA 42000 Applied Econometrics I
- PPHA 42100 Applied Econometrics II
- Policy Labs projects, with permission of certificate head

Students must pass the three required courses and the elective with a grade of at least a B-, without the option of pass/fail.

### CERTIFICATE IN ECONOMIC POLICY AND REGULATION

**Faculty Director:** Tom Coleman

**Center Name:** Center for Economic Policy

**Program Description:** The Certificate in Economic Policy and Markets offered by the Center for Economic Policy integrates the study of financial markets with public policy and regulation. The certificate curriculum provides students with required and elective courses focused on Economic Policy, Financial Markets, and

Regulation. The Center for Economic Policy also undertakes targeted research programs relevant to finance and public policy in the University of Chicago tradition that ties education closely with rigorous and disciplined research. The Center aims to train certificate holders for positions at government agencies and private institutions that operate at the intersection of economic policy-making and financial markets, positions that require a combination of strong economic training, technical skills, and an understanding of financial markets. The Economic Policy Certificate currently offers two course sequences that provide students with training in particular domains of expertise.

### CERTIFICATE REQUIREMENTS

**Finance Track** (Thomas Coleman, Track Director): Financial markets and government policy have always been central to economic growth, social welfare, and civil society. Whether it is the government debt consolidation undertaken by the South Sea Company (and Bank of England) in the early 1700s or the rise in mortgage debt in the United States in the early 2000s, policy decisions and the legal framework in which we operate have always been inextricably linked with financial markets and economic outcomes.

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

PPHA 42510 Applied Financial Management (may substitute BUS 25000 Investments or BUS 35001 Introductory Finance)  
PPHA 34410 Corporate Finance (may substitute BUS 35200 Corporate Finance)

And one of the following courses:

PPHA 42520 History of Financial Crises  
PPHA 34500 Macroeconomics for Public Policy (may substitute BUS 33040 Macroeconomics)  
PPHA 42535 Banking Regulation and Management (formerly titled Financial Regulation)  
PPHA 35310 International Trade, Banking and Capital Markets  
PPHA 39404 Practicum on Inequality, Household Finance, and Tax Policy  
A Harris Policy Labs PPHA 60000 project (with the approval of the Director)

**Markets and Regulation Track** (Kathryn Ierulli, Track Director): Evaluating and implementing economic policy requires a deep knowledge of structure and properties of different markets, analysis of characteristic inefficiencies of market structures, tools for welfare-improving policies, and knowledge of the advantages and disadvantages of policy alternatives.

With this track students can prepare to work in a variety of policy areas that affect economies and markets, and to analyze the anticipated (and unanticipated) effects policy initiatives have on markets, firms, and individuals.

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

PPHA 36940: Strategic Behavior and Regulation of Firms.  
PPHA 46350: Economics of Regulation

And one of the following courses:

PPHA 37110, Competition Policy: Theory and Practice  
BUS 33923, Advanced Industrial Organization III (Dennis Carlton, Booth School of Business)  
Econ 26020, Public Sector Economics  
PPHA 42535 Banking Regulation and Management (formerly titled Financial Regulation)

Students must earn at least a B- in each of the courses to earn the certificate

No course required for the certificate may be taken pass/fail

### APPLICATION PROCESS

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

### CERTIFICATE IN GLOBAL CONFLICT

**Faculty Director:** James Robinson

**Program Description:** While past generations witnessed world wars, current generations have grappled with the phenomena of violent extremism, large-scale displacement, and failed nations. In a world where global conflict has evolved from involving not only superpowers but also state, sub-state and non-state groups, future leaders must also evolve their empirical approach to understanding conflict.

By enrolling in the Certificate in the Study of Global Conflicts, offered through the Harris School of Public Policy in conjunction with The Pearson Institute for the Study and Resolution of Global Conflicts, students will engage in analysis that moves beyond the headlines toward a deeper understanding of how data-driven solutions can be applied toward ever-evolving issues that global conflicts present.

By focusing on comparative development, political economy, and applied methodology, this interdisciplinary course of study will prepare graduate students of diverse interests for careers in government, NGOs, international organizations, or multi-national corporations.

#### CERTIFICATE REQUIREMENTS:

The certificate will be awarded to students who complete any three of the following courses:

- PPHA 30810 The Political Economy of Natural Resources
- PPHA 32735 African Development
- PPHA 32740 Order and Violence
- PPHA 32750 Hydropolitics
- PPHA 33510 Nuclear Policy
- PPHA 35245 Violence in the Early Years (not offered in 2018-2019)
- PPHA 38740 Conflict: Root Causes, Consequences, and Solutions for the Future
- PPHA 38750 Refugees, Security and Forced Migration
- PPHA 39750 Politics and Public Policy in Latin America
- PPHA 60000 Global Conflict Policy Lab
- PLSC 48401 Quantitative Security
- PLSC 48700 Crime, Conflict and the State

Students must pass each course with a grade of at least a B-.

No classes taken toward the certificate can be taken pass/fail.

#### APPLICATION PROCESS

Certificate open to any University of Chicago student. Harris should contact their academic advisor to indicate intention to pursue certificate. Other UofC students should contact Rebecca Rosen at [rosenr@uchicago.edu](mailto:rosenr@uchicago.edu)

### CERTIFICATE IN HEALTH POLICY

**Faculty Director:** David Meltzer

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

#### CERTIFICATE REQUIREMENTS

Complete three of the following courses, including at least one survey course.

#### SURVEY COURSES

- PPHA 37510 The U.S. Health Care System (cross listed as SSAD 47512 Only open to GPHP students. Typically offered in Winter)
- PPHA 38300 Health Economics

#### ELECTIVE COURSES

- HMRT 31400 Health and Human Rights
- PBHS 30910 Epidemiology and Population Health (previously PBHS 30900)
- PBHS 38400 Advanced Topics in Health Economics
- PPHA 37300 Health Law and Policy (cross-listed with Law and Medicine)
- PPHA 39510 Food and Drug Law and Policy
- SSAD 46622 Key Issues in Health Care: An Interdisciplinary Case Studies Approach (cross listed as PPHA 37302)
- SSAD 65600 Special Issues in Health Care Management: Health Systems Transformation
- SSAD 63300 International Perspectives on Social Policy & Practice

#### APPLICATION PROCESS

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

### CERTIFICATE IN INTERNATIONAL DEVELOPMENT

**Faculty Director:** James Robinson

**Program Description:** In many ways, our world is becoming increasingly interconnected. At the same time, many in the global North as well as the global South have come to question traditional relationships and dynamics of power. In this context, it is crucial for students across disciplines to develop not only a robust understanding of these changing international structures, but also the tools with which to evaluate these issues.

By enrolling in the Certificate in the Study of International Development, offered through The Harris School of Public Policy in conjunction with The Pearson Institute for the Study and Resolution of Global Conflicts, students will learn to seek data-driven solutions to development issues across multiple sectors including but not limited to economy, education, energy, security, and the environment.

By focusing on comparative development, political economy, and applied methodology, this interdisciplinary course of study will prepare graduate students of diverse interests for careers in government, NGOs, international organizations, or multi-national corporations.

#### CERTIFICATE REQUIREMENTS

The certificate will be awarded to students who complete any three of the following courses:

- PPHA 30810 The Political Economy of Natural Resources
- PPHA 32735 African Development
- PPHA 32740 Order and Violence
- PPHA 32750 Hydropolitics
- PPHA 35240 Education in Developing Contexts
- PPHA 35245 Violence in the Early Years
- PPHA 35501 Poverty and Economic Development
- PPHA 38740 Conflict: Root Causes, Consequences, and Solutions for the Future
- PPHA 38750 Refugees, Security and Forced Migration
- PPHA 60000 Global Conflict Policy Lab

Students must pass each course with a grade of at least a B-.

No course taken toward the certificate can be taken Pass/Fail.

#### APPLICATION PROCESS

Certificate open to any University of Chicago student. Harris should contact their academic advisor to indicate intention to pursue certificate. Other UofC students should contact Rebecca Rosen at rosenr@uchicago.edu

#### CERTIFICATE IN MUNICIPAL FINANCE

**Faculty Director(s):** Paula Worthington, Chris Berry

**Center Name:** Center for Municipal Finance

##### **Program Description:**

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

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

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

#### APPLICATION PROCESS

- Students interested in completing the certificate must declare their intentions to Mike Belsky (mbelsky@uchicago.edu) in the fall of their second year. This letter of intent will include a course plan for the fall, winter, and spring quarters, listing the planned coursework for the certificate. Details will be shared before the start of the fall quarter.

#### CERTIFICATE REQUIREMENTS

To earn the certificate students must complete three courses, including:

- **Two** courses from this list:
  - PPHA 32100 State and Local Finance (not offered in 2017-18)
  - PPHA 35801 Political Economy of Cities (not offered in 2017-18)
  - PPHA 36050 Public Budgeting and Financial Planning (not offered in 2017-18)
  - PPHA 39403 Practicum on Inequality, Household Finance, and Tax Policy (formerly titled Taxes, Transfers, and Nonprofits)
  - PPHA 42510 Applied Financial Management
  - BUS 30116 Accounting and Financial Analysis
- And PPHA 32530 Fundamentals of Municipal Bonds (should be taken in the spring on second year)

Students must earn at least a B- in each of the courses to earn the certificate

No course in the track may be taken as pass/fail

Participation in the co-curricular activities, which may include:

- the annual CFO Forum
- two alumni networking events
- conferences in the spring and fall on topics to be decided

Students are also encouraged to enroll for a Harris Policy Labs project related to municipal finance and to explore relevant coursework in other schools, e.g., ECON 26020 Public Sector Economics (Spring); SSAD 49600 Financial Management for Nonprofit Organizations (Autumn); LAWS 43228 Local Government Law (Winter); or LAWS 53193 Topics in State and Local Finance (Autumn).

## CERTIFICATE IN POLICY ANALYSIS

**Faculty Directors:** Dan Black

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

### CERTIFICATE REQUIREMENTS

- PPHA 41300 Cost-Benefit Analysis
- PPHA 34600 Program Evaluation
- Choose one Harris Policy Lab
- Students must take either Program Evaluation or Cost Benefit Analysis before enrolling in the Policy Lab.
- No courses can be taken pass/fail.

### APPLICATION PROCESS

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

## CERTIFICATE IN POLITICAL CAMPAIGNS

**Faculty Director:** Ethan Bueno de Mesquita

**Center Name:** Center for Policy Entrepreneurship

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

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

### CERTIFICATE REQUIREMENTS

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

- PPHA 31720 The Science of Elections and Campaigns
- And at least two of the following:
  - PPHA 30545 Machine Learning
  - PPHA 38615 Modern Political Communications

- PPHA 31730 The Strategic Uses of Survey Research in Political Campaigns
- PPHA 32810 Winning Issue Campaigns
- Courses do not have to be taken in any particular order.

#### APPLICATION PROCESS

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

#### CERTIFICATE IN SURVEY RESEARCH

**Faculty Directors:** Colm O'Muircheartaigh, Marc Farinella

**Center Name:** Center for Survey Methodology

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

**Program Description:** The Chicago Harris Center for Survey Methodology was established in 2014. The center supports research projects on the methodology of data collection and evaluation, hosts guest speakers, organizes small group meetings and conferences, and manages the Chicago Harris Certificate in Survey Research, which will be offered for the first time in 2015. The Center for Survey Methodology works closely with other academic units in the University as well as with the National Opinion Research Center at the University of Chicago (NORC). The oldest university-based social research organization in the United States, NORC engages in research and data analysis in numerous public policy fields including health, education, economics, crime, justice, energy, security, and the environment.

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

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

#### CERTIFICATE REQUIREMENTS

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

- PPHA 41600 Survey Research Methods and Analysis

and at least two of the following courses:

- PPHA 38520 GIS Applications in the Social Sciences
- PPHA 41800 Survey Questionnaire Design
- PPHA 31730 The Strategic Uses of Survey Research in Political Campaigns
- PPHA 44600 Using Longitudinal Data for Policy Analysis
- PPHA 30525 Next Generation Data: Sources, Access, Analytics
- STAT 33100 Sample Surveys

#### APPLICATION PROCESS

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

#### GRADUATE PROGRAM IN HEALTH ADMINISTRATION AND POLICY

The Graduate Program in Health Administration and Policy (GPHAP), trains student to guide health care organizations through various economic, ethical, and social issues, as well as the financial demands of this complex field. Students can earn either a Certificate in Health Administration and Policy or a Certificate in Health Administration and Policy with a Concentration in Global Health.

Applicants must be enrolled in or admitted to one of the participating professional schools. For more information, visit [gphap.uchicago.edu](http://gphap.uchicago.edu) or contact Laura Botwinick, Director, GPHAP at [lbotwinick@uchicago.edu](mailto:lbotwinick@uchicago.edu).

# HONORS

Any master's student who has a 3.75 or better cumulative GPA in the quarter prior to graduation will earn honors. Students in joint degree programs will use only the courses/grades counted toward the MPP portion of the joint degree for the purposes of determining honors.



## FACULTY

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

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

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

**Scott Ashworth** is an associate professor and associate director of the Chicago Harris Ph.D. program. His research uses game-theoretic models to study a variety of issues in political science, with a special emphasis on campaigns and elections.

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

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

### **Katherine Baicker**

Katherine Baicker, a leading scholar in the economic analysis of health care policy, commenced as Dean and the Emmett Dedmon Professor at the University of Chicago Harris School of Public Policy in August 15, 2017.

Baicker's research focuses primarily on the factors that drive the distribution, generosity, and effectiveness of public and private health insurance, with a particular focus on health insurance finance and the effect of reforms on the distribution and quality of care. She is currently one of the leaders of a research program investigating the many effects of expanding health insurance coverage in the context of a randomized Medicaid expansion in Oregon. Her research has been published in journals such as the *New England Journal of Medicine*, *Science*, *Health Affairs*, and the *Quarterly Journal of Economics*.

Before coming to the University of Chicago, Baicker was the C. Boyden Gray Professor of Health Economics in the Department of Health Policy and Management at the Harvard T.H. Chan School of Public Health. She holds appointments as a research associate at the National Bureau of Economic Research; as an affiliate of the Abdul Latif Poverty Action Lab; and serves on the Congressional Budget Office's Panel of Health Advisers; on the Board of Directors of Eli Lilly; and on the editorial boards of *Health Affairs* and the *Journal of Health Economics*. Baicker is an elected member of the National Academy of Medicine (IOM) and the National Academy of Social Insurance.

Baicker has been a member of the faculty of the Department of Public Policy in the School of Public Affairs at the University of California, Los Angeles; the Economics Department at Dartmouth College; and the Center for the Evaluative Clinical Sciences and the Department of Community and Family Medicine at Dartmouth Medical School. She has served as Chair of the Massachusetts Group Insurance Commission; Chair of the Board of Directors of AcademyHealth; Commissioner on the Medicare Payment Advisory Commission and a nonresident senior fellow of the Brookings Institution. From 2005-2007, she served as a Senate-confirmed Member of the President's Council of Economic Advisers, where she played a leading role in the development of health policy. Baicker earned her B.A. in economics from Yale and her Ph.D. in economics from Harvard.

**Maria Bautista** is an Assistant Professor at the University of Chicago Harris School of Public Policy. Maria's research focuses on the political, economic and social consequences of state-led repression. Her PhD dissertation

studied the case of military dictatorship in Chile based on a unique dataset she collected and explores the extent to which repression affected individual political preferences, behavior and economic outcomes by comparing subjects who were victims of political torture or imprisonment by the state to subjects who did not. She also studies the heterogeneous effects and the intergenerational consequences of repression.

**Christopher R. Berry** is an associate professor at Chicago Harris. His research interests are in the political economy of American local government and the politics of federal spending. He is currently engaged in two major lines of research. The first explores how the institutional design of local government influences political accountability and public policy. The second is an analysis of the ways in which executive and legislative politics influence the geographic distribution of federal outlays. Professor Berry is the author of *Imperfect Union: Representation and Taxation in Multilevel Governments*, published by Cambridge University Press, as well as many other scholarly publications. For access to Professor Berry's writings, please visit his research web page.

Prior to joining Chicago Harris, Berry was a post-doctoral fellow at Harvard University in the Department of Government's Program on Education Policy and Governance. He received his BA from Vassar College, Master of Regional Planning (MRP) from Cornell University, and PhD from the Department of Political Science at the University of Chicago. Professor Berry is also active in community development and was formerly a director in the MetroEdge division of ShoreBank, America's oldest and largest community development financial institution.

**Dan A. Black** is a professor and director of the Chicago Harris Ph.D. program.

He also serves as a senior fellow at the National Opinion Research Center. Black is the project director for the National Longitudinal Survey of Youth and is on the editorial board of the *Journal of Labor Economics*, *Labour Economics*, and *Journal of Urban Economics*. His research focuses on labor economics and applied econometrics. His papers have appeared in the top journals in economics, statistics, and demography. He has served on panels for the Census Bureau, the Department of Education, the Environmental Protection Agency, the National Science Foundation, and the National Academy of Science and has served as a consultant for the New Zealand and Australian governments.

Before joining Chicago Harris, he was on faculty at the University of Kentucky and Syracuse University, held visiting appointments at the University of Chicago, Australian National University, and Carnegie Mellon University. Black holds a BA and MA in history from the University of Kansas and an MS and PhD in economics from Purdue University.

**Christopher Blattman** is the Ramalee E. Pearson Professor of Global Conflict studies. Additional summary forthcoming; for current information please visit the Harris Faculty Directory (<http://harris.uchicago.edu/directory/faculty>).

**Norman Bradburn** - additional information at <https://harris.uchicago.edu/directory/norman-bradburn>

**Ethan Bueno de Mesquita** is a professor and deputy dean for the faculty at Chicago Harris. He is an applied game theorist whose research focuses on political violence—especially terrorism and insurgency—and on democratic accountability. His writing in these areas appears in numerous leading scholarly journals in both political science and economics.

Bueno de Mesquita's current research focuses on two aspects of insurgency and counterinsurgency. One project considers the determinants of insurgent tactical choice. In particular, it asks when insurgents employ terrorist and other guerrilla tactics and when they focus on more traditional forms of war fighting. A second project examines the implications of internal divisions within insurgent organizations for government-insurgent negotiations. He has also studied terrorist recruitment, the sources of internal division and internecine violence within terrorist organizations, the use of terrorism to spark large-scale revolutionary mobilization, peace processes, and counter-terrorism policy.

Bueno de Mesquita's work on accountability examines how changes in institutional and electoral environments affect political and policy outcomes including public goods provision, the quality of fiscal management, the incumbency advantage, corruption, and party strength. He is also concerned with more foundational questions regarding the nature of representation and accountability in democratic systems. Bueno de Mesquita has also written on several topics in law and politics, including the emergence of judicial norms such as deference to precedent, the effect of formal legal institutions on informal economic and social networks, and judicial oversight of the bureaucracy.

Before coming to Chicago Harris, Bueno de Mesquita taught in the department of political science at Washington University in St. Louis and was a Lady David Fellow in political science and visiting fellow in the Center for the Study of Rationality at the Hebrew University of Jerusalem. His research has been funded by the National Science Foundations, the Office of Naval Research, and the United States Institute of Peace. Bueno de Mesquita received his BA in political science from the University of Chicago and his MA and PhD in political science from Harvard.

**Peter Buisseret** is an assistant professor at the University of Chicago Harris School of Public Policy. His research is focused on political economy theory, and understanding how political institutions—such as legislative

process and electoral rules—affect collective decision-making in societies. To date, his work has focused on the relative performance of parliamentary and presidential systems, designing reform strategies when there is uncertainty about who will hold future political power, and the durability of international agreements in the shadow of domestic elections. He studies these questions using game-theoretic models that can produce empirical predictions as produce concrete policy prescriptions. His work has been published in *The American Journal of Political Science*, *The Journal of Politics* and *Games and Economic Behavior*.

Peter received his BA (Hons) from Oxford University, in the United Kingdom, and his PhD from Princeton University. Previously, he was a member of the economics faculty at the University of Warwick, and worked in investment banking for two years before attending graduate school.

**Fiona Burling** - see more info at <https://harris.uchicago.edu/directory/fiona-burling>

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

**Steve Cicala** is an assistant professor at Chicago Harris, and a Faculty Research Fellow at the National Bureau of Economic Research. His work focuses on the economics of regulation, particularly with respect to environmental and energy policy. His current research examines recent deregulatory initiatives in the United States' electricity sector, and uses the observed changes in operations at power plants to draw conclusions regarding the importance of competing theories of regulatory inefficiency. His ongoing research compares the performance of markets against command-and-control systems in the context of wholesale electricity markets.

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

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

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

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

**Oeindrila Dube** is the Philip K. Pearson Professor of Global Conflict Studies. Oeindrila Dube's research focuses on understanding the causes and consequences of conflict and crime in the developing world.

Dube's current research interests include studying the role of employment opportunities in engaging at-risk Muslim youth, understanding the role of trauma in post-conflict recovery, and analyzing the role of gender in conflict. Through this research agenda, she aims to help advance the Pearson Institute's goal of incubating new strategies for curbing violence worldwide.

In past work, Dube has examined how commodity price shocks influence civil war in Colombia, documented how the availability of guns from the US promotes violent crime in Mexico, and experimentally evaluated the effects of post-conflict reconciliation in Sierra Leone. (<http://science.sciencemag.org/content/352/6287/787>)

Dube's research affiliations include the National Bureau of Economic Research, the Bureau for Research and Economic Analysis of Development, the Centre for Economic Policy Research, the International Growth Center, and the University of Chicago Crime Lab.

Previously, Dube was an assistant professor of politics and economics at New York University and a post-doctoral fellow at the Center for Global Development. She holds a PhD in public policy from Harvard University, an MPhil in economics from the University of Oxford, and a BA in public policy from Stanford University. She also received a Rhodes Scholarship in 2002.

**Steven Durlauf** is a Professor at the Harris School. Steven's research spans many topics in microeconomics and macroeconomics. His most important substantive contributions involve the areas of poverty, inequality and economic growth. Much of his research has attempted to integrate sociological ideas into economic analysis. His major methodological contributions include both economic theory and econometrics. He helped pioneer the application of statistical mechanics techniques to the modelling of socioeconomic behavior and has also developed identification analyses for the empirical analogs of these models. Other research has focused on techniques for monetary policy evaluation. Durlauf is also known as a critic of the use of the concept of social capital by economists and other social scientists and has also challenged the ways that agent-based modelling and complexity theory have been employed by social and natural scientists to study socioeconomic phenomena.

Prior to joining Harris, Steven was the William F. Vilas Research Professor and Kenneth J. Arrow Professor of Economics at the University of Wisconsin-Madison. Durlauf is also a research associate at the National Bureau of Economic Research. He has held previous positions at Stanford University; University of California, Los Angeles; Pontifical Catholic University of Rio de Janeiro; the Santa Fe Institute; and Federal Reserve, among others.

Durlauf graduated magna cum laude with a BA in economics from Harvard in 1980. He went on to earn his doctorate from Yale in 1986.

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

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

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

**Alexander Fourinaies** is an assistant professor at the University of Chicago Harris School of Public Policy. His work concentrates on the political economy of elections. Most of his research focuses on how money and the media shape elections and affect representation and accountability. Methodologically, Fourinaies has an interest in causal inference and applied econometrics. Most of his projects use natural experiments to uncover causal relations between political and economic variables. Prior to joining Harris, Fourinaies was a Prize-Postdoctoral Research Fellow at Nuffield College, Oxford University. He earned his PhD at the London School of Economics.

**Anthony Fowler** is an assistant professor at Chicago Harris. His research focuses on difficult causal questions about political representation. When and to what extent do advanced democracies represent or fail to represent the preferences of their citizens? What policy interventions can improve representation? He designs randomized experiments, searches for natural experiments, and develops new tools to address these questions.

**Eyal Frank** - see more information at <https://harris.uchicago.edu/directory/eyal-frank>

**Ingvil Gaarder** is an Assistant Professor at the University of Chicago Harris School of Public Policy. Her research applies microeconomic theory and microdata to study the differential effects of government policies on individuals. In one paper, she uses a natural experiment in Norway to examine the incidence and distributional effects of consumption taxes across households. A second strand of research has studied the effect on wage and employment outcomes resulting from the interaction of new technology with different worker skill levels.

Ingvil graduated in 2014 from the European University Institute in Florence with a Ph.D. in Economics. She earned her MSc from University of Oslo. Prior to Harris, Ingvil held positions as Visiting Researcher at the Institute for Fiscal Studies in London and Research Associate at the Department of Economics, University of Chicago.

**Yallen Gallen** Yana Gallen is an assistant professor at the University of Chicago Harris School of Public Policy. She received a PhD in economics from Northwestern University in 2016. Her research fields of interest include labor economics, applied microeconomics, and public economics.

**Peter Ganong** is an Assistant Professor at Chicago Harris. He studies how households manage difficult financial circumstances such as unemployment and having an underwater mortgage. He also helped start [immigrantdoctors.org](http://immigrantdoctors.org) (<http://immigrantdoctors.org>). He received a BA in 2009 and a PhD in 2016, both in economics from Harvard. He worked at the White House Council of Economic Advisers from 2009 to 2010 and helped to start the City of Boston's Citywide Analytics Team from 2014 to 2015. He was a postdoctoral fellow at the National Bureau of Economic Research from 2016 to 2017.

**Theaster Gates** - see more info at <https://harris.uchicago.edu/directory/theaster-gates>

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

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

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

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

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

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

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

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

Heckman has received numerous honors, including the John Bates Clark Medal from the American Economic Association in 1983 and the Dennis J. Aigner Award in 2005 and 2007 for the best empirical paper in the *Journal of Econometrics*. He received the Ulysses medal from University College Dublin in 2005. He received the Mincer Award for Lifetime Achievement from the Society of Labor Economics in 2005. In 2008, he was awarded the Gold Medal of the President of the Italian Republic by the International Scientific Committee of the Pio Manzù Centre. He also received the Distinguished Contributions to Public Policy for Children Award from the Society for Research in Child Development in 2009. He was president of the Midwest Economics Association in 1998 and president of the Western Economic Association from 2006-2007. In 2000, Heckman was awarded the Nobel Memorial Prize in Economic Sciences for his development of theory and methods for analyzing selective samples and the evaluation of public policy.

**William Howell** is the Sydney Stein Professor in American Politics at Chicago Harris and a professor in the Department of Political Science and the College. He has written widely on separation-of-powers issues and American political institutions, especially the presidency. He currently is working on research projects on Obama's education initiatives, distributive politics, and the normative foundations of executive power.

William recently published two books, one with coauthors Saul Jackman and Jon Rogowski entitled *The Wartime President: Executive Influence and the Nationalizing Politics of Threat* (University of Chicago Press,

2013); and the other, with David Brent, entitled Thinking about the Presidency: The Primacy of Power (Princeton University Press, 2013). He also is the co-author (with Jon Pevehouse) of While Dangers Gather: Congressional Checks on Presidential War Powers (Princeton University Press, 2007); author of Power without Persuasion: The Politics of Direct Presidential Action (Princeton University Press, 2003); co-author (with Paul Peterson) of The Education Gap: Vouchers and Urban Schools (Brookings Institution Press, 2002); co-author (with John Coleman and Ken Goldstein) of an introductory American politics textbook series; and editor of additional volumes on the presidency and school boards. His research also has appeared in numerous professional journals and edited volumes.

Before coming to Chicago Harris, William taught in the government department at Harvard University and the political science department at the University of Wisconsin. In 2000, he received a PhD in political science from Stanford University.

**Koichiro Ito** is an Assistant Professor at Harris School of Public Policy at University of Chicago. He received a BA from Kyoto University, a MA from University of British Columbia, and a PhD from UC Berkeley. Prior to joining University of Chicago, he was a SIEPR Postdoctoral Fellow at Stanford University and an Assistant Professor at Boston University.

His research interests lie at the intersection of environmental and energy economics, industrial organization, and public economics. These include analyses of how consumers respond to nonlinear pricing, dynamic pricing, and rebate programs in electricity markets, how intrinsic and extrinsic motivation affects their economics decisions, how firms strategically react to attribute-based regulation such as fuel economy standards, and how firms respond to dynamic incentives in sequential forward markets in wholesale electricity markets. His research uses randomized field experiments and quasi-experimental designs to address policy relevant questions in energy and environmental policy.

Professor Ito is also a Faculty Research Fellow at the National Bureau of Economic Research, a Faculty Affiliate at the E2e Project, a Faculty Fellow at Abdul Latif Jameel Poverty Action Lab, a Research Fellow at the Research Institute of Economy, Trade and Industry, and a Research Fellow at the Graduate School of Economics at Kyoto University.

**Amir Jina** is an Assistant Professor at Harris Public Policy. An environmental and development economist, his research focuses on the role of the environment and environmental change in the shaping how societies develop. He uses applied economic techniques combined with methods from climate science and remote sensing to understand the impacts of climate in both rich and poor countries, and has conducted fieldwork related to climate change adaptation with communities in India, Bangladesh, Kenya, and Uganda.

Prior to University of Chicago, Amir was a visiting scholar at the University of California, Berkeley where he worked on the economic analysis of the Risky Business initiative, an independent assessment of the economic risks posed by a changing climate in the U.S. He is a founding member of the Climate Impact Lab - an interdisciplinary collaboration examining the socioeconomic impacts of climate change around the world. Amir was also a Postdoctoral Scholar at the Economics Department of University of Chicago, and a Senior Fellow at the Energy Policy Institute of Chicago (EPIC).

Amir received his Ph.D. in Sustainable Development and M.A. in Climate and Society both from Columbia University, B.A.s in Mathematics and Theoretical Physics from Trinity College, Dublin, and previously worked with the Red Cross/Red Crescent in South Asia.

**Damon Jones** conducts research at the intersection of public finance, household finance and behavioral economics. In his current research, he examines how the timing of income taxation affects household income flows and by extension household consumption patterns and financial decisions. These findings are in turn used to test models of behavioral biases in decision making, such as impatience and self-control.

At Chicago Harris, Jones currently teaches a course on public finance and public policy, and a course in advanced microeconomics. He was a post doctoral fellow at the Stanford Institute for Economic Policy Research (2009-2010) and is a Faculty Research Fellow at the National Bureau of Economic Research. Jones received his PhD in Economics from the University of California, Berkeley and also holds a BA in Public Policy with a minor in African and African-American Studies from Stanford University, which he received in 2003.

**Ariel Kalil** is a Professor in the Harris School of Public Policy at the University of Chicago, where she directs the Center for Human Potential and Public Policy. She also holds an appointment as an Adjunct Professor at the University of Stavanger, Norway, in the Department of Business Administration. She is a developmental psychologist who studies how economic conditions and parents' socioeconomic status affect child development and parental behavior. Her recent projects have examined the relationship between parental education and time with children, the effects of the Great Recession on parental behavior and child development, and the association between income inequality and children's educational attainment. Kalil received her PhD in developmental psychology from the University of Michigan. Before joining Chicago Harris's faculty in 1999, she completed a postdoctoral fellowship at the University of Michigan's National Poverty Center. Kalil has received the William T. Grant Foundation Faculty Scholars Award, the Changing Faces of America's Children Young Scholars Award from the Foundation for Child Development, the National Academy of Education/Spencer Postdoctoral Fellowship, and in 2003 she was the first-ever recipient of the Society for Research in Child Development (SRCD)

Award for Early Research Contributions. Her current work is funded by NICHHD and by the MacArthur and Russell Sage Foundations.

**Ryan Kellogg** is a professor at the University of Chicago Harris School of Public Policy and is a research associate at the National Bureau for Economic Research. His research bridges industrial organization, energy economics, and environmental policy, focusing on the economics of resource extraction and on the transportation sector. Kellogg's publications examine topics such as the response of investment to uncertainty, the economic consequences of the shale gas boom, the effectiveness of policies to reduce emissions from the transportation sector, factors affecting households' vehicle demand, and the nature of firms' and households' beliefs about future oil and refined product prices. In ongoing work, he is studying the economics of private mineral leases for shale gas and the economics of fuel economy standards when future gasoline prices are uncertain.

Kellogg earned a PhD in Agricultural and Resource Economics from the University of California, Berkeley, in 2008. Prior to his graduate studies, he worked for BP in Houston, TX, and Anchorage, AK, for four years as an engineer and economic analyst. Kellogg earned a BS in Chemical Engineering and a BA in Economics from Rice University in 1999. He grew up outside of Cleveland, OH.

**Dmitri Koustas** - see more at <https://harris.uchicago.edu/directory/dmitri-koustas>

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

In the area of urban poverty, Ludwig has participated since 1995 on the evaluation of a HUD-funded randomized residential-mobility experiment known as Moving to Opportunity (MTO), which provides low-income public housing families the opportunity to relocate to private-market housing in less disadvantaged neighborhoods. In the area of crime, Ludwig has written extensively about gun-violence prevention. Through the Crime Lab he is also involved in partnering with policymakers in Chicago and across the country to carry out large-scale policy experiments to identify effective (and cost-effective) ways to help prevent crime and violence. In the area of education he has written extensively about early childhood interventions, and about the role of social conditions in affecting children's schooling outcomes.

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

Prior to coming to Chicago Harris, Ludwig was a professor of public policy at Georgetown University. He is currently on the editorial boards of *American Economic Journal: Policy*, the *Journal of Quantitative Criminology*, and the *Journal of Policy Analysis and Management*, and was formerly co-editor of the *Journal of Human Resources*. In 2012 he was elected vice president of the Association for Public Policy Analysis and Management (APPAM), the professional society for public policy schools. Ludwig received his BA in economics from Rutgers College and his MA and PhD in economics from Duke University. In 2006 he was awarded APPAM's David N. Kershaw Prize for Contributions to Public Policy by Age 40. In 2012 he was elected to the Institute of Medicine of the National Academies of Science.

**Luis Martinez** is an assistant professor at the University of Chicago Harris School of Public Policy. He is mainly interested in topics related to the political economy of development, particularly the relationship between taxation, accountability, and governance.

His current research uses sub-national data from Colombian municipalities to study the way in which the source of government revenue (taxes v.s. oil royalties) affects public good provision and the misbehavior of local public officials. In previous related work, he has provided laboratory evidence on people's tendency to make riskier choices when handling easily-gotten windfall income. He is also currently studying the effects on conflict intensity of increased access to Venezuelan territory by Colombian insurgent groups during the administration of Hugo Chávez.

Martinez received a BA in economics and philosophy (summa cum laude) from Los Andes University and an MRes (with distinction) and PhD in economics from the London School of Economics.

**Susan E. Mayer**, a professor at Chicago Harris and the College, served as dean of Chicago Harris from 2002 to 2009. She has published numerous articles and book chapters on the measurement of poverty, the effect of growing up in poor neighborhoods, and the effect of parental income on children's well-being. She is currently

doing research on intergenerational economic mobility and on using behavioral insights to help low-income adults become better parents.

Mayer has been a member of the Institutes of Medicine, National Research Council, Board on Children, Youth and Families, the Board of Directors of Chapin Hall Center for Children and the Board of Advisors, for the Pew Charitable Trust Economic Mobility Project. She has also been a member of the General Accounting Office Educators' Advisory Panel, the National Academy of Sciences Committee on National Statistics Panel to Review U.S. Department of Agriculture's Measurement of Food Insecurity and Hunger, and the Committee on Standards of Evidence and the Quality of Behavioral and Social Sciences Research. Mayer has an honorary Doctor of Laws degree conferred by Lake Forest College. Mayer is the past director and deputy director of the Northwestern University/University of Chicago Joint Center for Poverty Research. She has served as an associate editor for the *American Journal of Sociology*.

**David O. Meltzer** is Chief of the Section of Hospital Medicine, Director of the Center for Health and the Social Sciences, and Chair of the Committee on Clinical and Translational Science at The University of Chicago, where he is Associate Professor in the Department of Medicine, and affiliated faculty of Chicago Harris and the Department of Economics. Meltzer's research explores problems in health economics and public policy with a focus on the theoretical foundations of medical cost-effectiveness analysis and the cost and quality of hospital care. Meltzer has performed randomized trials comparing the use of doctors who specialize in inpatient care ("hospitalists"). He is currently leading a Centers for Medicaid and Medicare Innovation Challenge award to study the effects of improved continuity in the doctor patient relationship between the inpatient and outpatient setting on the costs and outcomes of care for frequently hospitalized Medicare patients. He led the formation of the Chicago Learning Effectiveness Advancement Research Network (Chicago LEARN) that helped pioneer collaboration of Chicago-Area academic medical centers in hospital-based comparative effectiveness research and the recent support of the Chicago Area Patient Centered Outcomes Research Network (CAPriCORN) by the Patient Centered Outcomes Research Institute (PCORI).

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

**Alicia S. Menendez** is a Research Associate (Associate Professor) at Chicago Harris and the Department of Economics, and a Principal Research Scientist at the NORC. At Harris, she also leads the International Policy Practicum (<http://harrisschool.uchicago.edu/applied-experience/international-policy-practicum>), which provides real-world international policy experience to a select group of Chicago Harris students.

Menendez's research interests include development economics, education and health, labor markets, and household behavior. She is particularly interested in Latin America and sub-Saharan Africa. She is currently engaged in a project that collects and analyzes data on individuals' health and economic status, the costs associated with illness and death, and the impact of adult deaths on households and children's well being in a series of household surveys in South Africa.

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

**Bruce Meyer**, the McCormick Foundation Professor at Chicago Harris, studies poverty and inequality, tax policy, government safety net programs such as unemployment insurance, workers' compensation, food stamps, and Medicaid, and the accuracy of household surveys. His most recent work includes research on trends in poverty and inequality, the consequences of disability, the effects of Medicaid, and the reporting in surveys of government programs such as food stamps.

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

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

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

Myerson is the author of *Game Theory: Analysis of Conflict* (1991) and *Probability Models for Economic Decisions* (2005). He also has published numerous articles in *Econometrica*, the *Journal of Economic Theory*, *Games and Decisions*, and the *International Journal of Game Theory*, for which he served as an editorial board member for 10 years.

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

**Sam Norris** - see more at <https://harris.uchicago.edu/directory/sam-norris>

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

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

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

**Tomas J. Philipson** is the Daniel Levin Professor of Public Policy Studies in the Irving B. Harris Graduate School of Public Policy at The University of Chicago. He is an associate member of the Department of Economics

and a former senior lecturer at the Law School. His research focuses on health economics, and he teaches Masters and PhD courses in microeconomics and health economics at the University.

Philipson was born and raised in Sweden where he obtained his undergraduate degree in mathematics at Uppsala University. He received his MA and PhD in economics from the Wharton School and the University of Pennsylvania. He was a visiting faculty member at Yale University in the academic year 1994-95 and a visiting fellow at the World Bank in the winter of 2003.

Philipson has served in several public sector positions. He served in the second Bush Administration as the senior economic advisor to the head of the Food and Drug Administration (FDA) during 2003-04 and subsequently as the senior economic advisor to the head of the Centers for Medicare and Medicaid Services (CMS) in 2004-05. He served as a senior health care advisor to Senator John McCain during his 2008 campaign for President of the United States. In December of 2010, he was appointed by the Speaker of the US House of Representatives to the Key Indicator Commission ([http://www.nytimes.com/2010/05/16/magazine/16GDP-t.html?\\_r=1&th&emc=th](http://www.nytimes.com/2010/05/16/magazine/16GDP-t.html?_r=1&th&emc=th)) created by the recent health care reform.

Philipson is the recipient of numerous international and national research awards. He has twice (in 2000 and 2006) been the recipient of the highest honor of his field: the Kenneth Arrow Award of the International Health Economics Association (for best paper in the field of health economics). In addition, he was awarded the Garfield Award by Research America in 2007 (for best paper in the field of health economics), The Prêmio Haralambos Simeonidisand from the Brazilian Economic Association in 2006 (for best paper in any field), and the Distinguished Economic Research Award from the Milken Institute in 2003 (for best paper in any field of economics). Philipson has been awarded numerous grants and awards from both public and private agencies, including the National Institutes of Health, the National Science Foundation, the Rockefeller Foundation, the Alfred P. Sloan Foundation, the John M. Olin Foundation, and the Royal Swedish Academy of Sciences.

Philipson is a founding editor of the journal *Forums for Health Economics & Policy* of Berkeley Electronic Press and has been on the editorial board of the journal *Health Economics and The European Journal of Health Economics*. His research has been published widely in all leading academic journals of economics such as the *American Economic Review*, *Journal of Political Economy*, *Quarterly Journal of Economics*, *Journal of Economic Theory*, *Journal of Health Economics*, *Health Affairs*, and *Econometrica*.

Philipson is a fellow, board member, or associate of a number of other organizations outside the University, including the National Bureau of Economic Research, the American Enterprise Institute, the Manhattan Institute (where he is chairman of Project FDA (<http://www.manhattan-institute.org/projectfda>)), the Heartland Institute, the Milken Institute, the RAND Corporation, and the USC Shaeffer Center for Health Economics and Policy. At the University of Chicago, he is affiliated with the John M. Olin Program of Law & Economics, the George J. Stigler Center for the Study of the Economy and the State, the Northwestern/University of Chicago Joint Center for Poverty Research, the Population Research Center, and the National Opinion Research Center (NORC). He was a member of the University-wide Council on Research in 2000-02 and is currently a member of the Advisory Committee to the University's Office of Intellectual Property and Technology Transfer (UCTech).

Philipson has done executive consulting for both private corporations, including many U.S. Fortune 100 companies, as well as government organizations domestically and internationally. This has included work for the President's Council on Science and Technology, the National Academy of Sciences, and the UK National Health Service. It has also included work for multi-lateral organizations such as the World Bank, the World Intellectual Property Organization, and the OECD. He is the co-founder of Precision Health Economics LLC, on the honorary board of directors of the internet-based consulting firm the Round Table Group, on the board of directors of MedErr Inc, on the board of the Center for Medicine in the Public Interest, on the council of advisors for the Gerson-Lehrman Group, and a consultant for Compass-Lexecon, Bates White, and Analysis Group.

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

Philipson is a dual citizen of the United States and Sweden and before leaving Sweden served in its army and played volleyball at the national team level.

**Guillaume Poulriot** is an Assistant Professor at Chicago Harris. His research focuses on developing statistical methods for nonstandard problems in public policy and economics, the extension of machine learning methods for applications in public policy, and problems at the interface of econometrics and optimization.

Poulriot received his PhD from Harvard University. Previously, he received his B.A. (Honors) in economics as well as his M.S. (concurrent) in statistics from the University of Chicago.

**James Robinson** is a University Professor at the Harris School of Public Policy at the University of Chicago. He was formerly the Wilbur A. Cowett Professor of Government at Harvard University. He studied economics at the London School of Economics, the University of Warwick and Yale University. He previously taught in

the Department of Economics at the University of Melbourne, the University of Southern California and before moving to Harvard was a Professor in the Departments of Economics and Political Science at the University of California at Berkeley. His main research interests are in comparative economic and political development with a focus on the long-run with a particular interest in Latin America and Sub-Saharan Africa. He is currently conducting research in the Democratic Republic of the Congo, Sierra Leone, Haiti and in Colombia where he has taught for many years during the summer at the University of the Andes in Bogotá.

**Robert Rosner** is a theoretical physicist, on the faculty of the University of Chicago since 1987, where he is the William E. Wrather Distinguished Service Professor in the departments of Astronomy & Astrophysics and Physics, as well as in the Enrico Fermi Institute and the Harris School of Public Policy Studies. He served as Argonne National Laboratory's Chief Scientist and Associate Laboratory Director for Physical, Biological and Computational Sciences (2002-05), and was Argonne's Laboratory Director from 2005-09; he was the founding chair of the U.S. Department of Energy's National Laboratory Directors' Council (2007-09). His degrees are all in physics (BA, Brandeis University; PhD, Harvard University). He was elected to the American Academy of Arts and Sciences in 2001, and to the Norwegian Academy of Science and Letters (as a Foreign Member) in 2004; he is also a Fellow of the American Physical Society. Most of his scientific work has been related to fluid dynamics and plasma physics problems, as well as in applied mathematics and computational physics, especially in the development of modern high-performance computer simulation tools, with a particular interest in complex systems (ranging from astrophysical systems to nuclear fission reactors). Within the past few years, he has been increasingly involved in energy technologies, and in the public policy issues that relate to the development and deployment of various energy production and consumption technologies, including especially nuclear energy, the electrification of transport, and energy use in urban environments. He is the founding director of the Energy Policy Institute at Chicago (EPIC), located at the Harris School of Public Policy Studies and Booth School of Business of the University of Chicago.

**Raaj Sah** is a professor at Chicago Harris and the College, and an associated faculty member in the Department of Economics. He has previously taught at the Massachusetts Institute of Technology, Yale University, Princeton University, and the University of Pennsylvania. He received a PhD in economics from the University of Pennsylvania, and an MBA from the Indian Institute of Management, Ahmedabad.

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

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

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

**Michael Schnabel** is a Research Associate and Assistant Professor at the University of Chicago Harris School of Public Policy. He applies methods and ideas of statistical physics and neuroscience to model collective decision-making in social systems. His current research topics include opinion formation, deliberative democracy, and cognitive models of decision-making.

Michael received his PhD in physics from Goettingen University in Germany. Prior to joining the University of Chicago, he was a research scholar at Northwestern University where he worked in the areas of systems biology and complex networks.

**Konstantin Sonin** is John Dewey Distinguished Service Professor at the Harris School of Public Policy Studies. His research interests include political economics, development, and economic theory. His papers have been published in leading academic journals in economics such as the *Quarterly Journal of Economics*, *American Economic Review*, *Journal of Political Economy*, *Review of Economic Studies* and political science such as *American Political Science Review* and *American Journal of Political Science*.

In addition to his academic work, Sonin writes a blog on Russian political and economic issues and a fortnightly column for the Russian-language newspaper *Vedomosti*, and contributed to all major Russian media. In 2012, he was an economic advisor to the presidential campaign of Mikhail Prokhorov.

Sonin earned an MSc and PhD in mathematics from Moscow State University and an MA in economics at Moscow's New Economic School, was a postdoctoral fellow at Harvard University's Davis Center for Russian and Eurasian Studies, served on the faculty of the New Economic School (NES) and Higher School of Economics (HSE) in Moscow, and was also a member of the Institute for Advanced Study in Princeton.

As an NES and then HSE vice-rector, Sonin was a founder of the HSE-NES joint undergraduate program, and overseen HSE international recruitment effort in 15 disciplines. Now he is affiliated with HSE and Stockholm Institute of Transition Economics as a visiting professor and adviser.

**Kim Wolske** is a research associate and assistant professor at the University of Chicago Harris School of Public Policy and a fellow with the Energy Policy Institute at the University of Chicago (EPIC). Her work draws on the fields of environmental, social, and cognitive psychology to examine the behavioral dimensions of energy issues, with an eye toward improving the design of public-facing policies and programs. Most recently she collaborated with the National Renewable Energy Laboratory as part of the Department of Energy's Sunshot Initiative to investigate strategies for lowering the soft costs of residential rooftop solar. Other research examines how different ways of framing climate change solutions may influence public perceptions of the issue and support for mitigation and adaptation policies.

Wolske previously worked as a researcher with the Erb Institute for Global Sustainable Enterprise and as an independent consultant to Opower. She received a BA in environmental studies from Connecticut College, an MS in natural resource policy and behavior from the School of Natural Resources & Environment at the University of Michigan, and a PhD in environmental psychology, also from the University of Michigan.

**Paula R. Worthington** is a senior lecturer at Chicago Harris, where she teaches classes in state and local public finance and cost-benefit analysis. At Harris, she is actively involved in teaching, advising, and programming as part of the Municipal Finance Certificate program and related initiatives. She received her PhD in economics from Northwestern University in 1988; has served as an economist at the Federal Reserve Bank of New York and as a research officer, economic advisor, and senior research economist at the Federal Reserve Bank of Chicago; and has published articles in academic journals, Federal Reserve publications, and other outlets. Immediately prior to joining Chicago Harris, Worthington taught as a lecturer in the economics department at Northwestern University. Her recent service activities include membership on the Metropolitan Planning Council's Regional Planning and Investments Committee (2010-present); the Illinois Tax Foundation's Research Advisory Council (2009-present); the Chicago Metropolitan Agency for Planning's Financial Plan Resource Group (2008-2009); and Evanston/Skokie School District 65's Citizens' Budget Committee (2003-2004). Worthington is an eight-time recipient of the Chicago Harris Public Policy Student Association's Best Teacher in a Non-Core Class Award.

**Austin Wright** is an assistant professor of public policy at the University of Chicago Harris School of Public Policy. He is a faculty affiliate of The Pearson Institute for the Study and Resolution of Global Conflicts, the Empirical Studies of Conflict Project, and non-resident fellow of the Liechtenstein Institute. His research leverages microlevel data to study the political economy of conflict and crime in Afghanistan, Colombia, Indonesia, and Iraq. His work is supported by the National Science Foundation, Niehaus Center for Global Governance, The Asia Foundation, and World Bank. He received his BA in Government and Sociology and BS in Communication Sciences from The University of Texas at Austin and his MA and PhD in Politics from Princeton University.



## ADMINISTRATION AND FACULTY

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### **Academic Administration**

Katherine Baicker, Ph.D, Dean

Ryan Kellogg, Ph.D., Deputy Dean and Professor at Chicago Harris

Ethan Bueno de Mesquita, Ph.D., Deputy Dean and Professor at Chicago Harris

Jeremy Edwards, Senior Associate Dean, Academic and Student Affairs

Kate Shannon Biddle, Dean of Students and Director of Student Affairs

Katie Meyer, Associate Director of Faculty Affairs

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

### **Faculty, Lecturers, Senior Fellows, and Emeritus Professors**

Please visit the Harris directory for the most current listing of Lecturers, Senior Fellows, and Emeritus Professors.



# HARRIS SCHOOL PROGRAM INFORMATION

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## BEYOND THE CLASSROOM

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

### PRACTICAL EXPERIENCE

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

### POLICY LABS AND PRACTICA

Policy Labs and practica provide students with firsthand experience of the institutional, economic, and political forces that shape public policy. Through team projects, students are able to analyze and evaluate programs, develop and administer surveys, conduct needs assessments, and engage in other policy relevant research programs. In addition to practical experience, the projects provide a valuable service for the sponsoring agencies. Policy Labs are faculty-supervised team projects completed for a client organization during the school year. Students are selected through an application process and earn course credit.

### MENTOR PROGRAM

Since its founding in 1988, the Harris School of Public Policy has featured a unique Mentor Program that matches graduate students with leading policy professionals. The program serves master's students throughout their entire enrollment - first in group mentoring and then in individual mentor matches. All Harris master's students are eligible to sign up for the mentor program.

### RESEARCH OPPORTUNITIES

Faculty and student research at Harris is guided not only by theoretical interests, but also by a strong commitment to solving enduring public policy problems. Students are frequently involved in faculty research through research assistantships, coursework, independent studies, and research centers housed at the School and throughout the campus.



## RESOURCES AND SERVICES

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

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

### UCHICAGO GRAD

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

### THE GRADUATE COUNCIL

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

### CAMPUS AND STUDENT LIFE

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

### COMPUTING

Much of the work at Harris requires a computer, including statistical software, Microsoft Excel, Stata, and R. For students who would like to purchase a new computer, the University of Chicago's TechStore (<http://itservices.uchicago.edu/ostore>) has a number of recommended Dell and Apple bundles that can be purchased at a discount. CNet ID and password is necessary to log in.

### CAMPUS JOBS

Students who have been awarded federal work study or are interested in on-campus student employment, can apply for a job through the student jobs board. CNet ID and password is required for login. Browse jobs » (<https://studentemployment.uchicago.edu>)

### MAPS

Getting around campus:

- UChicago Maps (<http://maps.uchicago.edu/index.shtml>)

Getting around Chicago:

- Neighborhood and city map ([http://www.cityofchicago.org/city/en/depts/doi/supp\\_info/citywide\\_maps.html](http://www.cityofchicago.org/city/en/depts/doi/supp_info/citywide_maps.html))



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