

THE UNIVERSITY OF CHICAGO



IRVING B. HARRIS GRADUATE
SCHOOL *of* PUBLIC POLICY STUDIES

ANNOUNCEMENTS 2006-2007

THE UNIVERSITY OF CHICAGO

THE IRVING B. HARRIS GRADUATE SCHOOL
OF PUBLIC POLICY STUDIES

ANNOUNCEMENTS

Fall 2006



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

Or you may contact us at:

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Irving B. Harris Graduate School of Public Policy Studies
University of Chicago
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Chicago, Illinois 60637
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OFFICERS *and* FACULTY

OFFICERS OF THE UNIVERSITY OF CHICAGO

James Crown, Chairman of the Board of Trustees
Robert J. Zimmer, President of the University
Richard P. Saller, Provost

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

FACULTY

Christopher Berry, Ph.D., Assistant Professor in the Harris School
Norman M. Bradburn, Ph.D., Tiffany and Margaret Blake Distinguished Service
Professor Emeritus in the Department of Psychology, the Harris School, the
Graduate School of Business, and the College
Kerwin Charles, Ph.D., Associate Professor in the Harris School
Don L. Coursey, Ph.D., Ameritech Professor of Public Policy in the Harris School and
the College
Charles L. Glaser, Ph.D., Deputy Dean and Emmett Dedmon Professor in Public Policy
in the Harris School
Jeffrey Grogger, Ph.D., Irving Harris Professor in Urban Policy in the Harris School
William Howell, Ph.D., Associate Professor in the Harris School
*Ariel Kalil, Ph.D., Associate Professor in the Harris School
Robert J. LaLonde, Ph.D., Professor in the Harris School
Ofer Malamud, Ph.D., Assistant Professor in the Harris School
Willard G. Manning, Ph.D., Professor in the Department of Health Studies and the
Harris School
Howard Margolis, Ph.D., Professor in the Harris School and the College
Susan E. Mayer, Ph.D., Dean and Professor in the Harris School and the College
David O. Meltzer, M.D., Ph.D., Associate Professor in the Departments of Economics
and Medicine and the Harris School
Bruce Meyer, Ph.D., McCormick Tribune Professor in the Harris School
Robert T. Michael, Ph.D., Eliakim Hastings Moore Distinguished Service Professor in
the Harris School, the Committee on Demographic Training, and the College
Colm A. O'Muircheartaigh, Ph.D., Professor in the Harris School
Tomas J. Philipson, Ph.D., Professor in the Harris School
Marcos Rangel, Ph.D., Assistant Professor in the Harris School
C. Cybele Raver, Ph.D., Associate Professor in the Harris School
Raaj Sah, Ph.D., Professor in the Harris School
Diane Whitmore Schanzenbach, Ph.D., Assistant Professor in the Harris School
Boris Shor, Ph.D., Assistant Professor in the Harris School

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

*Wes Yin, Ph.D., Assistant Professor in the Harris School

AFFILIATED FACULTY

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

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

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

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

VISITING FACULTY

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

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

Ian Doughty, Director of the Office of Professional Development, Harris School

J. Frederick, Ph.D., Professor, Geophysical Sciences and the College

Frank Kruesi, President, Chicago Transit Authority

Ioana Marinescu, Ph.D., Assistant Professor in the Harris School

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

Ken Rasinski, Ph.D., Principal Research Scientist, NORC

Donald Stewart, Ph.D., Former CEO and President, Chicago Community Trust

Barry Sullivan, Partner, Jenner & Block

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

Zalman Usiskin, Ph.D., Professor of Education; Director, University of Chicago School of Mathematics Project (UCSMP); Co-Director, UCSMP Secondary Component

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

ADMINISTRATION

Susan E. Mayer, Ph.D., Dean and Professor

Charles L. Glaser, Ph.D., Deputy Dean and Emmott Dedmon Professor in Public Policy

Ellen Cohen, Dean of Students

Esty Gur, Associate Dean for Administration

Raja Kamal, Associate Dean for Resource Development

Madhu B. Anand, Director of Human Services and Facilities

Maggie DeCarlo, Director of Admission

Ian Doughty, Director of the Office of Professional Development

Nancy Goldstucker, Associate Director for Alumni Relations

Mirela Munteanu, Director of Accounting and Grants Management

James Pennington, Director of Information Technology

Jamie Rosman, Executive Director of Communications

Maureen Stimming, Director of External Affairs

Cynthia M. Taylor, Executive Assistant to the Dean

* on leave 2006-2007.



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

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

The University of Chicago is one of the world's preeminent research universities. It is home to internationally renowned scholars, researchers, and intellectual pioneers. Over the last century, the University has produced more than 70 Nobel laureates.

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

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

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

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

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

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

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

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

THE HYDE PARK COMMUNITY AND THE CITY OF CHICAGO

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

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

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

THE CURRICULUM

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

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

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

CORE COURSES

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

PP30800. Political Economy for Public Policy

PP31000 & 31100 (or PP31200 & 31300).

Statistical Methods for Policy Research I & II

PP31600. Political Institutions and the Policy Process

PP31900. Organization Theory and Public Management

PP32300 & 32400. Principles of Microeconomics and Public Policy I & II

DISTRIBUTION REQUIREMENTS

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

CONCENTRATIONS

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



ELECTIVES

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

A typical first-year schedule would be:

Fall	Winter	Spring
PP30800	PP31100	PP31900
PP31000	(or PP31300)	Elective
(or PP31100)	PP31600	Elective
PP32300	PP32400	

CONCENTRATIONS

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

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

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

CHILD AND FAMILY POLICY

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

Faculty members Ariel Kalil, Susan E. Mayer, Bruce Meyer, Robert T. Michael, Marcos Rangel, and C. Cybele Raver conduct research and offer courses in this concentration.

EDUCATION POLICY

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

Faculty members Christopher Berry, William Howell, Robert J. LaLonde, Ofer Malamud, Susan E. Mayer, Robert T. Michael, C. Cybele Raver, and Diane Whitmore Schanzenbach are particularly interested in education policy.

ENVIRONMENTAL POLICY

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

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

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

FINANCE AND PUBLIC FINANCE

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

Faculty members Christopher Berry, Bruce Meyer, and Raaj Sah specialize in this field.

HEALTH POLICY

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

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

Faculty members Willard Manning, David O. Meltzer, Bruce Meyer, Tomas J. Philipson, and Wes Yin have substantive research interest in this field.

INTERNATIONAL POLICY

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

In addition, the Harris School has numerous opportunities available for students interested in international policy, including a combined master's degree program with the Committee on International Relations (see description in the section on additional master's degrees), a cooperative program with the University of Chile (see description in the section on additional master's degrees), and internship opportunities in Mexico through the School's Center for Policy Practice (see the description in the program information section).

Faculty members Charles L. Glaser, Marcos Rangel, and Duncan J. Snidal study issues in this field.

ORGANIZATIONS, INSTITUTIONS, AND MANAGEMENT

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

Faculty members Christopher Berry, William Howell, Howard Margolis, Raaj Sah, Boris Shor, and Duncan J. Snidal conduct research on these and related areas.

POVERTY AND INEQUALITY

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

Faculty members Christopher Berry, Kerwin Charles, Jeffrey Grogger, Ariel Kalil, Robert J. LaLonde, Ofer Malamud, Ioana Marinescu, Susan E. Mayer, Bruce Meyer, Robert T. Michael, Marcos Rangel, C. Cybele Raver, and Diane Whitmore Schanzenbach conduct research related to this field.

ADDITIONAL MASTER'S DEGREES

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

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

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

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

ONE-YEAR A.M. DEGREE PROGRAM

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

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

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

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

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

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

COOPERATIVE PROGRAM WITH THE UNIVERSITY OF CHILE

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

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

JOINT DEGREE PROGRAMS

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

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

This joint degree program addresses the needs of students wishing to acquire a solid background in modern Middle Eastern languages, history, and civilization while developing their abilities in policy analysis in preparation for professional careers in scholarly, educational, governmental, non-governmental, and business environments in the United States and abroad. This program requires 14 courses to complete the requirements in Middle Eastern Studies and 13 courses to complete the public policy degree requirements. Students who wish to participate in this program must be admitted to both the Harris School and the Center for Middle Eastern Studies. A student who is already enrolled in one of the programs may apply during their first year for admission to the other school.

THE DIVINITY SCHOOL - M.P.P./M.DIV.

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

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

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

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

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

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

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

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

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

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

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

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

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

CERTIFICATE AND OTHER PROGRAMS

CERTIFICATE PROGRAM IN HEALTH ADMINISTRATION AND POLICY

The Harris School participates in the Graduate Program in Health Administration and Policy (GPHAP), which draws students and faculty from the graduate schools of business, social service administration, medicine, as well as public policy. The GPHAP is an accredited course of study that trains students for leadership as managers, planners, consultants, and regulators in public and private health services. Applicants must be enrolled in or admitted to one of the participating professional schools. For more information, visit gphap.uchicago.edu or call 773-834-3058.

CUSTOM PROFESSIONAL LEARNING (CPL) PROGRAM

The Harris School offers customized, non-degree training programs for working professionals in private, public and not-for-profit organizations. These training programs are designed specifically for each organization—and in partnership with each organization—to bring the rigorous, tools-based training of the Harris School directly to the organization's employees. For more information, visit harrisschool.uchicago.edu/academic/nondegree/custom.asp.

GRADUATE STUDENT-AT-LARGE PROGRAM

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

THE PH.D. PROGRAM

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

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

COURSEWORK

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

ADDITIONAL REQUIREMENTS

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

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

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

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

Dissertation Defense: The dissertation should be a significant public policy research project carried out under the supervision of the student's dissertation committee, composed of at least three qualified members approved by the director of doctoral studies. The dissertation defense is a public meeting of faculty and students directed by the chair of the dissertation committee. The dissertation is expected to constitute an original contribution to public policy knowledge and to demonstrate mastery of relevant theories and research methods.

HEALTH SERVICES RESEARCH TRAINING PROGRAM (NRSA)

This program is intended to support students already accepted to a University of Chicago Ph.D. program. The Health Services Research Training is appropriate for pre-doctoral trainees in health services research.

This AHCPR-funded program incorporates interdisciplinary training through collaborative efforts in Anthropology, Health Economics, Health Studies, Medical Sociology, Organizational Behavior and Health, Public Policy in Health, and Social Service Administration. While graduate students from any discipline are welcome to apply, students should desire to pursue academic careers in health services research. This training program is intended to support students from thesis development through the completion of their thesis.

The fellowships are for the period of one year with a possibility of renewal. Trainees must have United States citizenship. Fellowships pay a stipend of at least \$20,770, tuition (as determined by the division), fees, and a modest travel stipend.

Questions should be directed to the training grant director, Willard Manning, at 773-702-2067 or w-manning@uchicago.edu.

COURSES

COURSE DESCRIPTIONS 2006-2007

NOTE: The following list describes some of the courses offered at the Harris School. To find out which courses are being offered for the 2006-2007 academic year, consult the Harris School website (harrisschool.uchicago.edu/Academic/courses.asp). Students can also visit the University time schedule website (timeschedules.uchicago.edu) to view all University 2006-2007 course offerings.

30400. Applied Development Microeconomics: Theory, Policy and Evidence

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

Course Instructor: Rangel

30500. Education Policy and Reform

This course engages in an overview of current issues in primary and secondary education policy. We focus on two types of reform policies: those that seek to tinker with the current system to improve it, and those that seek to replace the current system with a market-based system. Topics include accountability, vouchers, small schools, class size, early childhood education, teacher recruitment, and achievement gaps.

Course Instructor: Schanzenbach

30600. Principles of Developmental Psychology for Public Policy I: The Child in Social Context

This course will introduce students to key principles in developmental psychology that have direct relevance for policies affecting children. Theories of growth (e.g. as stage vs. hierarchical integration) will be introduced through coverage of children's cognitive development and learning. Theories of continuity, early influence, and discontinuity in development will be examined through children's socioemotional development, including children's aggressive versus prosocial behavior. Principles regarding the role of person-context interactions will be examined through research on peer networks and classroom processes. Students will review a range of early interventions targeting child outcomes, as well as to policies pertaining to child health, welfare and education.

Course Instructor: Raver

30700. Principles of Developmental Psychology for Public Policy II: The Family

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

Course Instructor: Raver

30800. Political Economy for Public Policy (=INRE 30800, PLSC 30200)

This course introduces the political economy approach and the use of models to analyze public policy problems. Topics include strategic behavior in both political and economic situations; elementary game theory; the politics of collective action; market failure and the problems posed by externalities and public goods; cost/benefit analysis; the effectiveness of public policies working within and outside of the market; institutional mechanisms such as voting, agenda-setting, and political jurisdictions; and the limits of rational decision-making. The goal of the course is to explain how public policy can be understood within a common framework that considers the objectives of, and constraints imposed upon, individuals in political and economic situations, the decision rules consistent with these objectives and constraints, and the likely outcomes of various policy initiatives. Application of these tools to current public policy issues is emphasized in lectures, discussion sessions, and problem sets. Required of all first-year students.

Course Instructor: Snidal

31000. Statistical Methods for Policy Research I

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

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

Course Instructor: O'Muircheartaigh

31100. Statistical Methods for Policy Research II

A continuation of PP31000, this course focuses on the statistical concepts and tools used to study the association between variables. This course will introduce students to regression analysis and explore its uses in policy analysis. PP31100 or PP31300 required of all first-year students.

Course Instructor: Coursey

31200. Statistics for Public Policy I

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

Course Instructor: LaLonde

31300. Statistics for Public Policy II

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

Course Instructor: Meyer

31500. Risk and Risk Communication

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

Course Instructor: Margolis

31600. Political Institutions and the Policy Process

This course explores the importance of formal and informal institutions in democracies, with an emphasis on the American electoral and legislative systems. Topics covered include the relationship between political institutions and well-being and the role of political actors and institutional structure on policy formation. Prerequisite: PP30800 (political economics) and PP32300 (microeconomics) or equivalent course work. Required of all first-year students.

Course Instructor: Berry

31700. Politics of Policy Analysis

This course will cover aspects of the interaction between politics and policy not covered in Harris School core courses on politics: Political Economy for Public Policy (PP30800), and Political Institutions and the Policy Process (PP31600). The main concerns of the course turn on interactions among logic, interests, and cognition.

Course Instructor: Margolis

31900. Organization Theory and Public Management

Mixing theoretical approaches and case study applications, this course focuses on how organizations operate, their structure and performance, and the political control of public organizations by legislatures, courts, executives, and interest groups. Specific topics include decision-making and bounded rationality; incentives, motivation, and control problems; and the effects of transaction costs and information asymmetries. Required of all first-year students.

Course Instructor: Shor

32000. Finance

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

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

Course Instructor: Sah

32100. State and Local Public Finance

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

Course Instructor: Worthington

32200. Public Finance and Public Policy

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

Course Instructor: Meyer

32300. Principles of Microeconomics and Public Policy I

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

Course Instructor: Malamud

32400. Principles of Microeconomics and Public Policy II

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

Course Instructor: Grogger

32600. Analyzing and Communicating Public Policy

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

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

Course Instructor: Wheelan

32700. Persuasion & Policy Analysis

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

Course Instructor: Margolis

32800. Environmental Economics (= ECON 26500, ENST 26500)

This course applies theoretical and empirical economic tools to a number of environmental issues. The broad concepts discussed include externalities, public goods, property rights, market failure, and social cost-benefit analysis. These concepts are applied to a number of areas including nonrenewable resources, air pollution, water pollution, solid waste management, and hazardous substances. Special emphasis is devoted to analyzing the optimal role for public policy.

Course Instructor: Tolley, George/Shaiikh, Sabina

32900. Taxation and Public Finance

This course presents the economic analyses of and insights into a wide range of taxes, subsidies, and related government policies. The concepts and methods necessary for such analyses, which have quite general applications, are also presented. The course will highlight many institutional issues that are of special potential interest to students preparing for professional careers. Main topics include principles of taxation, incidence of taxation, taxation of goods and services (sales tax, excise tax, value-added tax), personal income tax, social security taxes, tax arbitrage, tax avoidance, and tax evasion. Within the context of these topics, the course will also discuss some of the characteristics of the tax systems of the United States and some other countries, as well as some current controversies regarding tax policies. Prerequisites: PP32300 and PP32400 or consent of the instructor.

Course Instructor: Sah

33000. Distributive Politics

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

Course Instructor: Shor

33200. Poverty, Inequality and Investments in Education

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

Course Instructor: Michael

33301. Welfare Policy

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

Course instructor: Grogger

33400. U.S. National Security Policy

This course introduces students to key issues in U.S. national security policy. We will examine U.S. interests in the post-cold war era, threats to these interests from states and terrorist organizations, and policies for minimizing the danger posed by these threats. Topics include the U.S. National Security Strategy and its emphasis on preventive action; prospects for peace in Europe and the future of the Atlantic alliance; the prospects for peace in Northeast Asia and the potential challenges posed by a rising China; roles and requirements for U.S. conventional forces; U.S. nuclear strategy and force requirements, and national missile defense; the dangers posed by the proliferation of weapons of mass destruction and terrorism, and policies for dealing with them; and Iraq. In addition, the course provides background on the challenges the United States faced during the cold war and the policies it pursued to meet them. While primarily concerned with policy questions, the course will explore theoretical issues that provide the foundation for U.S. security policy. The course should be valuable to students who plan to pursue careers in international relations and security policy. It is broad enough in scope to provide a useful introduction to students interested in security issues, but not preparing to work in this area.

Course Instructor: Glaser

33700. Cognitive Issues in Public Policy

In 2003, the Nobel Prize in economics was shared by a psychologist (Daniel Kahneman) for his leading role in establishing departures from narrowly rational choice as a recognized component of mainstream economics. The work by Kahneman and others has turned out to have application to many applied topics where judgment and intuition systematically departs from what might be expected in terms of formal logic. This course will survey a wide range of contexts in which cognitive issues have come to play a substantial role, with particular attention to public policy.

Course Instructor: Margolis

33800. *Politics & Policy in the States*

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

Course Instructor: Shor

33901. *Matching, Efficiency, and Inequality*

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

Course Instructor: Marinescu

34000. *Analysis of Regional Policy*

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

Course Instructor: Wheelan

34400. *Topics in Finance*

This course is taught at a significantly higher level than a typical master's level introductory courses on finance. Its primary emphasis is on the applications and the practice in some key areas of finance. The main components of this course are class discussions of readings and cases and a group project. Vigorous participation in class discussion is required. Submission of a typed project report and a class presentation of the project's findings are required. Key topics are fixed-income basics and applications, municipal securities and financing, securitization, and investment management. Additional topics

that might be covered are: capital allocation, valuation, market efficiency, and emerging global issues. Prerequisites: PP32000 or consent of the instructor.

Course Instructor: Sah

34500. Macroeconomics for Public Policy

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

Course Instructor: D. Sullivan

34600. Program Evaluation

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

Most of the course examines the strategies for evaluating the impact that government policies have on alternative outcomes. The key question here is what would have been the outcome had individuals, neighborhoods, state etc. not been exposed to the policy. The impact of the policy is the difference between the actual outcome and this counterfactual outcome. Much social science research demonstrates that obtaining credible estimates of these impacts can be difficult. During this part of the course, we discuss how to plausibly address some of the more common difficulties encountered by program evaluators. Prerequisites: PP31000 and PP31100 or equivalent statistics coursework.

Course Instructor: LaLonde

34901. Introduction to Developmental Psychology

This course is an introduction to developmental psychology that stresses the development and integration of cognitive, social, and perceptual skills.

Course Instructors: Raver, Levine

35100. Developmental and Policy Perspectives on Children's School Readiness

This course will introduce students to developmental theory and research underlying past and current policies designed to support children's academic achievement. Relevant theoretical and empirical approaches to children's cognitive development,

early onset and stability of antisocial behavior, and early social development will be introduced. Cumulative risk theory and models of family and neighborhood disadvantage will be considered. Students will be introduced to a number of methods with which to review and critique a range of early childhood care and education interventions.

Course Instructor: Raver

35300. International Trade Theory and Policy

This course examines the impact of trade policies using the theory of international trade. The first part of the course is devoted to a survey of theory, beginning with traditional competitive trade theory and concluding with more recent advances of the theory of trade in imperfectly competitive markets. The next section examines the economic impact of unilateral trade policy instruments such as tariffs, export subsidies and anti-dumping provisions. The effect of multilateral trading arrangements such as the WTO and NAFTA are examined next. The final section is devoted to the application of the theory to the international movement of factors of production with an emphasis on immigration.

Course Instructor: Durkin

35400. Topics in Health Economics, Sociology and Policy (=HSTD 35401; LAWS 97002; SOCI 50038)

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

Course Instructor: Casalino

35600. Public and Private Sector Collective Bargaining

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

Course Instructor: LaLonde

35700. Economics of Education Policy

This course explores current issues in elementary and secondary education from an economic perspective. Topics include accountability, charter schools, vouchers, standards, class size, policies to increase educational attainment, and school finance reforms. Tools of economic theory and econometric analysis will be used extensively. Prerequisites: PP32300 and PP32400, and PP31000 and PP31100 or equivalent coursework in statistics and economic theory.

Course Instructor: Schanzenbach

35801. The Political Economy of Cities and Metropolitan Areas

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

Course Instructor: Berry

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

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

Course Instructor: Buss

36000. Budgeting & Financial Planning

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

Course Instructor: Miranda

36100. Accounting and Financial Information Systems

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

Course Instructor: Miranda

36200. The Youth Gang Problem (=SSAD 46500)

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

Course Instructor: Kane

36301. High Performance Government

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

Course Instructor: Miranda

36400. Principles of Epidemiology (=HSTD 30900)

Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis and interpretation, through lectures, assignments, and critical appraisal of both classic and contemporary research articles. The course objectives include: (1) To be able to critically read and understand epidemiologic studies; (2) To be able to calculate and interpret measures of disease occurrence and measures of disease-exposure associations; and (3) To understand the contributions of epidemiology to clinical research, medicine and public health.

Course Instructor: Kurina

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

This is a course in population aging and its social, economic and political ramifications. It will examine basic models of demographic and health transitions, trends in aging and health status, characteristics of medical care and long-term care, and the implications of these for the development of public policy. Emphasis will be placed on life course approaches to the study of aging. Specific topics include health, functional status, and well-being; socioeconomic status and inequality; family structure and living arrangements; formal and informal long-term care; early life predictors of health and longevity; generational equity; neighborhood social context. We will begin with micro-level considerations such as health and functional status, then shift the unit of analysis to family formation and social networks, then to neighborhood effects. We will use the City of Chicago as case study. We will examine the extent to which age, and aging neighborhoods, shape political and social forces in our community. To extend this theme, we will explore in depth the 1995 Chicago heat wave; we will pay particular attention to the roles that social isolation and neighborhood social context play in the lives of older adults.

Course Instructor: Cagney

36600. Writing for Public Policy Professionals

Well-reasoned and thoughtful analysis of public issues is a necessary but not sufficient requirement for implementing “good” public policy. The ability to clearly and accurately relate complex policy ideas in a variety of written formats is as important as sound analysis in the professional public policy environment. The aim of this course is to hone students’ professional public policy writing skills and to familiarize them with the major written formats used throughout the policy-making process; from white-papers and background memos, to legislative histories and one-pagers for political decision-makers. This course is organized as a collaborative, seminar-style discussion of public policy writing techniques and methodology, with a substantial focus on strategic thinking in the writing process. This class has a weekly memo-writing component.

Course Instructor: Doughty

36800. The Economics of Higher Education

This course covers issues in higher education from an economic and public policy perspective. We will begin by examining the individual’s decision to attend college and discussing the main reasons for government intervention in higher education. We will review estimates of both private and social returns to college and consider the difficulties associated with measuring these returns. We will also examine the history of the American system of higher education and briefly compare it to other systems around the world. After reviewing 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, as well as state and institutional merit aid. We will examine whether these policies make sense from both an economic and an educational perspective, and look at their effect on enrollment. We will then review differences in educational attainment

by race and discuss 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 include the importance of peer effects, graduate and professional education, and for-profit higher education. Prerequisites: PP32300 and PP31000 or equivalent coursework in statistics and economic theory.

Course Instructor: Malamud

36901. Federalism and Decentralization

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

Course Instructor: Berry

37200. The Domestic Politics of War

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

Course Instructor: Howell

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

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

Course Instructor: Bierig

37401. Labor Market Institutions and Unemployment

Europe's "sclerotic" high unemployment labor markets are often contrasted with "dynamic", low unemployment U.S. labor markets. This course explores institutional differences between American and typical European labor markets and asks to what extent these differences can empirically account for the unemployment gap. We will focus on four fundamental institutional arrangements: firing costs, unemployment insurance, minimum wages and union coverage and bargaining power.

Course Instructor: Marinescu

37600. Theories of Justice and the Common Good: A Philosophical Approach to Public Policy

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

Course Instructor: Marinescu

37700. Topics in Health Policy

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

Course Instructor: Philipson

37800. Law and Economics of Health and Health Care Markets (=LAWS 71800)

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

Course Instructor: Philipson

37900. Health Outcomes and the Quality of Medical Care (=SSAD 49300; HSTD 37900)

This course will be an intensive introduction to the assessment and improvement of health outcomes and the quality of medical care. We will address two central questions:

1) How do you measure health outcomes and the quality of care? 2) How do you effect and evaluate change? Topics will include the outcomes movement and concepts of quality; scaling and scoring health status and quality of life measures and assessing validity and reliability of these measures; explicit and implicit quality measures; preventable morbidity; patient satisfaction; physician behavior; practice guidelines; physician profiling; and total quality management. Prerequisites: (Required) Descriptive and bivariate statistics, (Recommended) Multivariate statistics, Epidemiology, PP46100.

Course Instructors: Cagney, Chin

38101. The Economics and Public Policy Perspectives of Science and Innovation

The focus of this course is to provide a conceptual foundation for understanding how economic forces affect the innovative process, and how science and new technologies, in turn, affect the economy, and more generally, social welfare. Central to both is the role of government policy. This course examines the role—in concept and in practice—of public policy in stimulating and securing basic and private research and promoting social welfare. Key topics include market failures of R&D, IP protection, private- public joint ventures, government incentives, and the impact of innovation on economic growth. Applications will be drawn from the high tech, health, pharmaceutical, energy and communications sectors.

Course Instructor: Yin

38200. Cost Effectiveness Analysis (=HSTD 37100)

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

Course Instructor: Manning

38300. Health Economics and Public Policy (=ECON 27700; PBPL 28300)

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

Course Instructor: Meltzer

38600. Development Economics

This course presents an economic analysis of policy issues in developing countries. Its main focus is on helping students understand both the sources of differences in the levels of development across countries and the likely impact of policies designed to foment growth and well-being. General aspects of the theory of and evidence on economic development from a policy-oriented perspective are discussed. Topics covered include: economic growth and cross-country convergence of development patterns; productivity and technological change; macro-level analysis of institutions and governance; health and education as human capital; poverty and inequality, population growth, and; international integration.

Course Instructor: Rangel

38800. Environmental Policy

This course begins with a brief survey of the formal institutions and processes that are involved in the consideration, passage, and implementation of environmental policy, with some emphasis on Environmental Impact Statement review processes. It focuses on a critical review of alternative theoretical models that explain public attitudes, particularly the values and ethics of the public, towards environmental protection, and research data that documents these attitudes. Students will choose an environmental policy of interest, investigate its legislative history, and develop their skills in documenting attitudinal research towards that policy. The course includes consideration of how environmental policy processes affect democratic capacity building, environmental education, and the treatment of animals, as broader aspects of environmental policy.

Course Instructor: Coursey

38900. Environmental Science and Policy

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

Course Instructors: Coursey, Frederick

39000. Topics in Environmental Policy

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

Course Instructor: Coursey

39101. Public Policy in a General Equilibrium Context

No course description available.

Course Instructor: Coursey

39500. Law & Policymaking

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

Course Instructor: B. Sullivan

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

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

Course Instructors: Coursey, Rothfield

39702. The Politics of Culture

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

Course Instructor: Rothfield

40000. Policy Analysis: Policy Design (=SSAD 45501)

In the real world, people are trying to answer the question: “What is to be done?” The main purpose of this course is to provide students with general approaches for asking and answering that question in the policy world. Although we will consider several key components of the policy analysis process—define problems, construct policy design alternatives, select criteria to evaluate alternatives, and confront the trade-offs—we will devote a substantial portion of the course to constructing policy designs and selecting criteria for evaluation. Students will write four critical analyses pertaining to different components of the policy analysis framework. These analyses build on one another into a final policy position paper.

Course Instructor: Bertelli

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

Examines both the conceptual and analytic requirements of policy planning and evaluation. Students will gain experience in structuring and defining policy problems, establishing criteria for policy choices, mapping alternative strategies, applying appropriate analytic methods, and effectively communicating their results. These skills will be developed through analysis of several current policy issues. For each topic, students will locate and analyze appropriate data; prepare written analysis; and make formal presentations of their findings. The course will emphasize the judicious use of models and evidence in forming sound policy arguments and will develop analytical, writing, and presentation skills.

Course Instructor: Worthington

40200. Race, Wealth, and Public Policy

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

Course Instructor: Charles

40300. Migration and Immigration: Social Economic Causes and Effects (=SOC1 20152/30152)

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.

Course Instructor: Bogue

40500. Transitions to Adulthood

The transition to adulthood takes place in an economic landscape characterized by a widening gap between rich and poor. Changing economic conditions have made jobs scarce in many areas, especially inner cities. Delays in marriage and parenthood are increasingly common. Cohabitation and prolonged residence with parents characterize the life choice of many young adults. How are young people's early family experiences related to the paths they take in early adulthood? What role does adolescent employment play in youths' subsequent development? How do teenage child bearers navigate the "transition to adulthood?" How do young men and women combine work and close relationships? Who are the winners and losers at this critical life transition? What role can public policy play? This seminar will explore these and other related questions through readings and the discussion of empirical research drawn primarily from developmental psychology, sociology, and demography.

Course Instructor: Kalil

40600. Economics of Child & Family Policy

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

Course Instructor: Michael

40700. Psychological Perspective on Child & Family Policy

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

Course Instructor: Kalil

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

This multidisciplinary course will draw from research in sociology, psychology, demography, and economics to examine the conditions shaping America's working families and the public policies that can help to improve the quality of child and adolescent development in working families. Among other topics, we will examine the growing population of working mothers with young children, the use and effects of non-parental child care, welfare reform and the low-wage labor market, the emergence of a 24/7 economy, job loss and underemployment, the effectiveness of job training programs, and the availability and utilization of paid family leave and other public policies to support working parents.

Course Instructor: Kalil

41000. Health Human Capital

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

Course Instructor: Philipson

41200. Excavating Cultural Policy

This course introduces students to the topic of cultural policy and qualitative methods. We will examine what it is and how it is made. Students will be introduced to qualitative research methods including: interviewing, content analysis of documents, producing field notes, and analyzing the data captured through these methods. We will examine policy as a range of interventions from the state to the local level that involve public and/or private funding. Through a comparison of policy in Washington State and Illinois, we will examine how variations in state government structure, state resources, and demographic composition, might result in variations in their cultural policy. We will examine the role of cultural entrepreneurs in shaping policy. Students will get first-hand experience interviewing guest speakers who have played key roles in Chicago's cultural life. Students will use skills learned in the class to complete a research project in which they investigate some aspect of local cultural life and identify its implications for cultural policy. This course will be valuable to students who plan to pursue careers in the cultural sector, including government agencies, private foundations, nonprofit organizations, or in community development. It will also provide useful tools to students interested in policy innovation. The topics are broad enough in scope to provide a useful introduction to students interested in drawing connections between cultural and other forms of policy.

Course Instructor: Grams

41300. Cost Benefit Analysis

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

Course Instructor: Worthington

41400. Applied Regression Analysis

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.

Course Instructor: Rangel

41500. Intermediate Microeconomics

This course covers basic concepts of demand and supply analysis in economics. The course is intended to be taken by students who have taken the economics core, but is at a lower degree of difficulty than the PhD courses in economics offered.

Course Instructor: Philipson

41600. Survey Research Methodology

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

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

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

Course Instructor: O'Muircheartaigh

41700. Labor Markets and Public Policy

This is a course on the economics of labor markets and the regulations that affect them. Students will focus on several sets of public policies aimed at increasing the earnings of low-income families, reducing discrimination in the labor market, and increasing workers' well being. Students will have the opportunity to use and analyze several influential policy studies using economic, empirical, and policy skills developed in the first year core courses and in the workshop course. Prerequisite: PP 32300 and PP 32400 or consent of the instructor.

Course Instructor: LaLonde

41800. Survey Questionnaire Design

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

Course Instructor: Rasinski

41900. Formal Models in the Politics of Policymaking

In this course we will focus on noncooperative game theory and its application to the study of the political process in which public policy is made. Models and tests from current literature will be used extensively to solidify development of theoretical tools. Some applications we will cover include legislative-executive interaction, the design and behavior of bureaucracies, and the organization of legislatures. The course objectives are to make the outcomes of the policy process intelligible in terms of goal-seeking individual behavior (and therefore allow us to analyze implications of different ways of structuring the policy process), and to enable students to draw on game theory and political economy in their own work. Some background in math and data analysis (at the level of algebra, elementary probability, and basic regression analysis) and intermediate microeconomics is required.

Course Instructor: Staff

42000. Applied Econometrics I

This course is the first in a two-part sequence designed to cover applied econometrics and regression methods at a fairly advanced level. The focus in this course is primarily on variants of least squares for linear models. The course reviews the fundamentals of econometrics using matrix algebra. It considers analytical issues caused by violations of linearity (functional form), influence and outliers, heteroscedasticity and auto-correlation. Alternative estimators are examined to deal with each. In addition, the course addresses issues that arise from data that are missing at random or partially complete,

as well as measurement error. The course concludes with implications for research design. Prerequisites: This course is intended for first or second-year Ph.D. students or advanced master's-level students who have taken an intermediate or advanced course in statistics (such as Statistics 23400 or 24400) and an introductory or intermediate course in regression methods or econometrics such as Public Policy 31100. Some familiarity with matrix algebra is recommended.

Course Instructor: Manning

42100. Applied Econometrics II

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

Course Instructor: LaLonde

42200. Financing State and Local Government

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

Course Instructor: Worthington

42300. Service Provision by the Local Public Sector

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

Course Instructor: Worthington

42400. Measuring Public Value

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

Course Instructor: Coursey

42500. Public Finance I (=ECON 36000)

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

Course Instructor: Sah

43100. Public Welfare Policy: Means-Tested Transfer Programs

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

Course Instructor: Grogger

43200. Political and Campaign Strategy

Public Policy, at least the kind that has an impact on people's lives, gets played out in a public arena with intervening factors, such as: politicians who want to be re-elected, publishers who want to sell newspapers, and lobbyists who want to show results for their clients. These people—and this thing called democratic politics—can throw a monkey wrench into the most elegantly reasoned policy proposal or sophisticated statistical model. A successful public policy entrepreneur needs to be a good political

strategist and political communicator. This course endeavors to discuss how to become both—that is, how to work effectively in the hothouse of politics and media through which public policy emerges. We will look at the role of paid and earned media, pollsters and focus groups. We will also consider how special interests and the public interest are weighed, and what leadership and courage in the public sector really mean. The goal of this course is to provide students with a framework for thinking strategically in order to make a positive social difference. Through the presentations of various policy experts, politicians, business and labor leaders, this course will provide tools by which politics can become the friend, rather than the enemy, of good ideas and approaches to public policy.

Course Instructor: Staff

43300. The Policing of Culture (=ENGL 52401)

We will discuss a) the historical rationales for governmental intervention in culture; b) the objects of policing action (producers, distributors, consumers, products, practices, etc.); c) the objectives of policing; d) the tools of governmental policing (negative tools such as regulation, prohibition/censorship, etc., but also positive tools such as incentives, allocation of property rights; information); and d) the political economy of cultural policy (how does one measure the impact of a governmental action on institutions, artists, audiences, or art works?). We will focus on three very different efforts at policing: the National Endowment for the Humanities' programs; attempts to develop cultural districts; and initiatives to stem the looting of archaeological sites.

Course Instructor: Rothfield

43400. Analyzing International Policy

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

Course Instructor: Glaser

43500. Educational Policies Regarding Curriculum and Testing

This course emphasizes three school policy domains that directly affect students: curriculum, tracking, and testing. In each of these areas, policy setting and implementation exists at a variety of levels—national, state, school district, school, and classroom. We examine the belief systems underlying policies in these domains, the methods by which these policies are formulated, the individuals who help set policies and who have to implement them, the consequences of implementation, and the kinds of evidence employed to justify the policies and determine their consequences.

Course Instructor: Usiskin

43600. Developing and Implementing Policy in the Real World

This class will use current examples of federal, state and local (not international) policymaking to illustrate the various forces that influence the outcomes of the policy development and policy implementation processes. It will emphasize the intersection between politics and policy as well as explore the myriad variables—legal, financial, public relations, etc.—that cause issues to be resolved in a particular way. The course is designed to assist students in developing skills in research, analysis, writing and policy strategy to impact policy including preparing decision memoranda and making presentations under conditions similar to those experienced in the Real World. Course limited to 30 students

Course Instructors: Wolff, Kruesi

43800. Empirical Analysis I (=ECON 31000)

This course introduces students to the basics of probability and statistics and decision theory, before presenting the basic OLS regression model, including hypothesis testing and generalized least squares.

Course Instructor: Staff

43801. Empirical Analysis II (=ECON 31100)

This course will explore decision theory as it applies to econometric problems. It will develop time series methods pertinent for the analysis of dynamic economic models. Vector autoregressive methods for identifying shocks and their transmission and related filtering methods for models with hidden states will be investigated. Generalized method of moments and indirect inference methods will be studied. These econometric methods will be applied to models from macroeconomics and financial economics.

Course Instructor: Staff

43802. Empirical Analysis III (=ECON 31200)

This course will train students in the basic principles of good empirical work: data quality, replication and interpretability. Students will be asked to replicate several major studies on important economic and social problems. The goal is to train students to understand what is credible empirical work and separate it from work driven by considerations other than empirical honesty and integrity. Statistical concepts will be introduced as needed but the emphasis is on data and interpretation of data using economic theory.

Course Instructor: Staff

43900. Basic Demographic Analysis (=SOC1 40101)

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.

Course Instructor: Staff

44000. Public Economics

This course, which is primarily designed for Ph.D. students, covers areas of active empirical research on the effects of taxes and government spending programs. The areas covered are welfare economics, quasi-experimental and structural estimation methods, income taxation and labor supply, the effects of welfare and social insurance programs including AFDC/TANF, social security, unemployment insurance, workers' compensation, and disability insurance. The emphasis will be mostly empirical. Those who are not Ph.D. students must have instructor's permission.

Course Instructor: Meyer

44200. Advanced Microeconomics

The course provides a rigorous foundation of microeconomics and the mathematical tools necessary for students who want to take graduate level courses in economics and public policy and understand articles in economics journals. It covers classical consumer theory, choice under uncertainty, and theory of production; competitive markets and general equilibrium; and an introduction to game theory with applications to signaling and principle-agent problems. The course is intended for students with a solid understanding of intermediate microeconomics (e.g. PP32300 and PP32400) and facility in (single-variable) calculus. Further mathematical tools will be introduced as needed. Required of all Ph.D. students.

Course Instructor: Philipson

44300. Labor Economics

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

Course Instructor: Charles

44400. Development Economics: Latin American Topics

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

Course Instructor: Menendez

44500. Seminar on Military Policy and International Relations

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

Course Instructor: Glaser

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

The NLSY97 is one of the major social science data sets in the U.S. The survey includes a random sample of America's teenagers at the beginning of the 21st Century, some 9000 youths age 12 -16 in 1997 who have been interviewed annually over the past decade. The content of the survey includes the youth's schooling, earnings, family formation, and many social behaviors, attitudes and expectations. The course will acquaint students with the nature of large-scale, omnibus, national, longitudinal data sets; will review the substantive findings from the NLSY97 to date; and will provide opportunity to undertake analyses using this data resource.

Course Instructor: Michael

44700. Separation of Powers and Public Policy

This course will delve into the complex interrelationships of the constitutional branches (primarily the presidency and Congress, but some attention paid to courts), as they bargain over policy. Several theoretical tools are introduced and used to explain recent and historical policy change (and stasis). These include ideal point theory, simple spatial models, delegation, bargaining theory, political party issues, and historical institutional development.

Course Instructor: Shor

44800. Advanced Applications of Cost-Effectiveness Analysis in Health

The objective of this advanced graduate course is to prepare highly motivated students to perform cutting edge applications of cost-effectiveness methods to the study of medical and public health interventions. Lectures will review classic theoretical and empirical papers in cost-effectiveness analysis with a major focus on the application of advanced methods to practical problems in medical care and public health. Topics to be covered will include: the theoretical basis of cost-effectiveness analysis in utility theory, utility assessment, Bayesian methods for meta-analysis, probabilistic sensitivity analysis and cost-effectiveness acceptability curves, and value of research methods.

Course Instructors: Basu, Meltzer

44900. Social Experiments: Design and Generalization

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

Course Instructors: O'Muircheartaigh, Hedges

45000. The Nonprofit Sector: Behavior and Viability of Civil Society Organizations

Not government, not business, but sharing characteristics and relationships with both centers of power, the nonprofit organizations which comprise civil society nationally and internationally as CSOs and NGOs require an analytical framework of their own to understand how they work and what they contribute to the formation and execution of public policy and social change. This course is about the so-called Third Sector and its many diverse parts spanning fields of human endeavor as varied as health, housing, education, welfare, arts and humanities, religion and economic development. Theories that will help explain why certain nonprofit or civil society organizations (CSOs) exist domestically while other non-governmental organizations (NGOs) exist on a global front as well as what they do and how they function will be the main focus of this learning exercise. The course will be taught from the perspective of senior management with an emphasis on leadership and strategy development. Issues of governance, accountability and transparency will arise along with the pitfalls of implementation. We wish to meld theoretical constructs with practical knowledge to explain the dynamics of the "third sector" at the nexus of government and the market, but against a backdrop of organizational mission and a commitment to serving the common good. The course will be taught as a seminar through class discussions based on required readings, lectures,

case studies and field observations. A term paper of reasonable length based on empirical research will be required. Class attendance will be assumed and class participation is essential.

Course Instructor: Stewart

45100. The Future of Philanthropy in the United States

Earned income and government contracts have altered funding and behavior patterns of nonprofit organizations significantly since the beginning of the 1970s in the United States, but private philanthropy in the form of individual, foundation and corporate giving provides 20% of Third Sector revenues thus providing a major impetus to its growth and creativity. In a democracy that spawns a civil society which seeks to solve human problems outside of government and business, often on a volunteer basis, philanthropy in the words of scholar Peter Frumkin "...is a central part of the engine that drives the nonprofit sector forward..." This course is about philanthropy, its institutions, values, strategies, challenges and hope for a democratic society. Issues of government legislation, regulation and accountability will be discussed against a backdrop of current efforts at the federal level to impose all three. Longer term issues will be discussed, however, that take us beyond matters of tax exemption and planning to review the impact of philanthropy and how it should be measured. Evaluation is an important topic in this still somewhat inchoate academic field. Information and power asymmetry issues in relationships between donor and grantee will be reviewed to better understand the quality of giving and receiving. Strategic thinking, planning and management with appropriate case studies will form the core of the course, but always set within historical, operational and policy contexts which illuminate the impediments to philanthropic effectiveness. Given the professional experience of the instructor, there will be a special emphasis on community foundations and the trust form of philanthropy, but special consideration will be given to the latest Buffett/Gates contribution to global philanthropy in order to assess its probability of success. Classes will be conducted in seminar fashion and there will be a mid-term and final take home exam of research quality required for course credit. Following the mid-term and before the final individual student meetings with the instructor should be requested. Attendance at all classes is expected and full participation in class discussion encouraged. Visiting lecturers, required readings including case studies and the instructor's lectures will be part of the mix. Student questions and comments are always welcome.

Course Instructor: Stewart

45300. Cultural Retention and Social Assimilation: Hispanics in the U.S. (=SSAD 45300)

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

Course Instructor: Cafferty

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

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

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

Course Instructor: Staff

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

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

Course Instructor: Staff

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

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

Course Instructor: Staff

47000. Advanced Health Economics

Most developed economies spend substantial fractions of their incomes on improving health through investments in health enhancing activities, in health care markets, and other means. In particular, in the last half century there has been substantial growth in the amount of income devoted to health care expenditures. Also, in developed and developing countries alike the public sector is heavily involved in the both the financing and production of health care; about two thirds of health expenditures on average are made by the public sector.

This course will discuss advanced topics in the economic aspects of health and health care markets. The discussion will be focused on, but not limited to, health care markets in the United States. Particular attention will be paid to the effects and role of public sector interventions in health care markets including the subsidization of health

care demand and the regulation of health care production. The course is mainly aimed at doctoral students but also open to master's students with an economics background.

Course Instructor: Philipson

47700. Advanced Political Economy: Methods and Applications

This is a graduate course designed for Harris Ph.D. students taking the Political Economy core exam. The course will cover basic game theory techniques with an emphasis on applications of game theoretical models to social and political problems. It is open to Harris Ph.D. students; M.P.P. students and others need consent of instructor. Political Economy of Public Policy (PP30800) is a prerequisite.

Course Instructor: Snidal

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

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

Course Instructor: Burnet

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

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

Course Instructors: Chin, Meltzer

48000. Health Promotion Economics: Theory, Methods, and Applications (=SSAD 46122)

The purpose of this course is to provide an introduction to health promotion from the perspectives of social scientists, and clinical and public health researchers. Concepts will be taught with an emphasis on their behavioral and social scientific foundations and their practical applications to real public health problems. Covered methodological topics will include economic models of health capital, cost-effectiveness, social psychology of behavior change, measurement and interpretation of health disparities, analysis of health care technology, systems and markets. Substantive topics will include substance abuse and dependence, obesity prevention, HIV/STI prevention, and the value of research.

Course Instructors: Meltzer, Pollack

49000. Political Economics of Institutions

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

Course Instructor: Snidal

50000. Public Policy Internship

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

Course Instructor: Staff

50001. M.A. Paper Course

Course Instructor: Staff

50100. M.P.P. Paper Course

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

Course Instructor: Staff

50200. Ph.D. Workshop

Course Instructor: Staff

*50500. McCormick Tribune**Course Instructor: Michael**50800. Practicum**Course Instructor: Worthington**50900. International Policy Practicum*

This course will enable selected students to participate in seminar on a specific international topic during the fall quarter. At the conclusion of the quarter, participating students will take a faculty-led visit to the country of study. The expectation is that students will meet with and interview relevant policy actors during their international visit. Students will be responsible for organizing and analyzing the information gathered into a case study on the seminar topic. The country studied in 2006-2007 will be Brazil.

*Course Instructor: Wheelan**52000. Independent Reading/Research*

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

Course Instructor: Staff

HARRIS SCHOOL PROGRAM INFORMATION

THE STUDENT BODY

The Harris School is strongly committed to supporting a student body that includes diverse cultural and ethnic backgrounds, educational and work experiences, and professional training. The current student body is comprised of students who received undergraduate degrees in such fields as American studies, economics, education, engineering, English, environmental studies, international relations, philosophy, physics, political science, psychology, and sociology. The Class of 2006 is 60 percent female; 18 percent American minorities; and 25 percent international students, representing 18 countries. The age of current students ranges from 21 to 51, with over 230 master's students and 27 Ph.D. students enrolled.

CAMPUS LIFE

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

Every year, the Harris School hosts a wide variety of events—from free public lectures to small student-oriented events, from serious policy discussions to pure entertainment.

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

- Richard M. Daley, Mayor of Chicago
- John Edwards, Former U.S. Senator and Vice Presidential candidate
- Gunnar Lund, Ambassador of Sweden to the United States
- Jamil Mahuad, former President of Ecuador
- Najib Mikati, former Prime Minister of Lebanon
- Friis Arne Petersen, Ambassador of Denmark to the United States
- Elías Antonio Saca González, President of El Salvador

In 2005, the Harris School established the King Abdullah II Annual Leadership Lecture, which brings to the University of Chicago distinguished world leaders, former

leaders, and leading experts to discuss international affairs. The inaugural speaker was King Abdullah II of Jordan.

The Office of Alumni Relations hosts an assortment of social and substantive events for alumni to which students are often invited. Recent events have included an evening of wine tasting and networking, talks by alumni and faculty, and summer movies in the park.

The Office of Career Services offers a wide range of networking and informational events geared towards helping students find a career (see description below).

During orientation week, the Dean of Students Office has brought The Second City to campus for a customized show that gives new students a humorous look at life at the Harris School.

Students and student groups sponsor or co-sponsor a number of events during the year. In 2005-2006, these events covered such topics as "Privatization in Latin America: Fixing What Went Wrong," "How to End America's Dependence on Foreign Oil," "Human Trafficking," and "Credit System in the Development of China's Economy." The Public Policy Students Association (PPSA) sponsors the Amy Marie Bosman Annual Auction, the proceeds of which fund a fellowship to help support Harris School students who receive unpaid, public service internships in the summer between their first and second years. In 2003, the auction and fellowship was renamed in honor of Amy Marie Bosman (entering class of 2002).

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

In 2005, a group of students organized the first student-run Harris School Policy Summit with the theme "Emerging Trends in Education Reform."

BEYOND THE CLASSROOM

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

CENTER FOR POLICY PRACTICE

The Center for Policy Practice bridges students' classroom experience with the policy experience of the real-world, and connects the larger policymaking community with the School's programs and activities. The Harris School believes that practical application of skills is an essential aspect of public policy training, enabling students to become effective leaders and to make a difference in the world around them. The Center thus provides the programming and structure for activities that offer private, public, and non-profit organizations policy analysis services by Harris students; and increase students' professional development through interaction with practicing policymakers.

The Center's activities include group internships and practica, the Mentor Program, and speaker events.

Practica and Group Internships

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

Practica are faculty-supervised projects initiated by client organizations undertaken during the school year by groups of students who receive course credit for the project's completion. In group internships, students work for a client agency, are mainly supervised by that agency, and receive a stipend but not course credit. Most, but not all, of the Center's group internships take place during the summer, and are distinct from the individual summer or academic-year internships that many students arrange, often with the help of the School's Office of Career Services. Previous practica and group internships have addressed a variety of policy issue areas for public agencies, private corporations, and non-profit organizations, both nationally and internationally.

Speaker Events

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

- Susan V. Berresford, President of the Ford Foundation
- David S. Broder, Pulitzer-Prize winning reporter and columnist for *The Washington Post*
- Laurent Fabius, Member of the French Parliament, former Prime Minister of France, and former President of the French National Assembly
- George H. Atkinson, Science & Technology Advisor to the U.S. Secretary of State
- Andrea Mitchell, Chief Foreign Affairs Correspondent for *NBC News*

Mentor Program

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

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

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

THE PROGRAM FOR URBAN AND COMMUNITY LEADERSHIP

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

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

CAREER SERVICES

The Office of Career Services equips our students with the knowledge and skills that are valuable across many disciplines. Personalized career guidance is provided to each student and they are encouraged to develop a well-defined sense of their abilities, interests and motivation to identify specific job opportunities and organizational settings of interest. Because students enter with diverse backgrounds and levels of experience, Career Services focuses on working with students to define and achieve their individual goals. Specifically, the Career Services strives to:

- train and motivate students to refine career development skills such as goal-setting; communicating the value of a policy degree; networking; resume and cover letter writing; interviewing, decision-making and negotiating.
- educate students on policy-oriented career paths.
- communicate relevant job and internship opportunities.
- facilitate career connections between students, alumni, and potential employers.

To accomplish these goals, Career Services offers one-to-one career consultations, practice interviews, a series of career development training workshops and reviewing of resumes and other application materials. Career Services also organizes events with employers both on- and off-campus, career panel presentations with alumni and other experts, networking events, and career fairs. Additional resources include a career library; a searchable database of job, internship, and fellowship opportunities; an online resume database marketed to employers; and a list of alumni contacts who have volunteered to serve as resources to current Harris School students and to other alumni.

Using the rigorous training, relevant practical experience and innovative interdisciplinary problem solving skills obtained as students at the Harris School, graduates take positions as analysts, budget analysts, directors, managers, consultants, researchers, advocates and journalists. They work for federal, state and local government agencies, private firms, NGOs and nonprofit organizations.

RESEARCH OPPORTUNITIES

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

CENTER FOR HUMAN POTENTIAL AND PUBLIC POLICY

Anchored in developmental psychology and economics, the Center's primary mission is to integrate research and policy perspectives on improving the health, welfare, and development of children, youth, and families. Under the direction of Harris School Associate Professor C. Cybele Raver, a developmental psychologist, the Center is guided by three broad objectives:

- **Research:** To bring the best social science research available to bear on the development of effective social policy geared toward children, youth, and families;
- **Training:** To train a new generation of leaders in child, youth and family research and policy, building local and national expertise; and
- **Communication and Outreach:** To assist researchers in translating and disseminating their findings into language that both researchers and policy professionals can understand.

Few organizations bridge the gap between developmental psychology and economics in addressing policy issues related to education, poverty and inequality, and child health and well-being. The Center for Human Potential and Public Policy is well suited to take a leading role in this area of research through rigorous, multidisciplinary, and innovative scholarship.

The Center supports faculty research by offering Innovative Research Program Awards to faculty affiliates as well as smaller research grants to hire graduate research assistants. Examples of recent research conducted by Center faculty affiliates include studies on the outcome of parental investments in children; employment effects of incarceration for mothers; how early marriage impacts HIV infection rates in sub-Saharan Africa; and how children's emotional and social development affects their school readiness.

The Center also supports academic training in child, youth, and family policy by providing fellowships for master's students with interests in this area. In addition, the Center organizes a quarterly "Careers in Child and Family Policy" series to provide all interested Harris School students with opportunities to network with local policy professionals and gain insights into how research is communicated and utilized outside of the academy. At the Spring 2006 luncheon, Sara Slaughter, Bela Pandya, and Lindsay Alvis, of the McCormick Tribune Foundation's program in education, shared their experiences in the work of funding child and family policy research at the foundation level.

During the Center's quarterly "Conversations in Human Potential" academic workshop series, scholars share findings from their research with an audience of faculty and graduate students, and policy professionals. The theme for the 2005-06 "Conversations" was Marriage, Cohabitation, Family Structure, and Child Well-Being. The fall

workshop series is coupled with the Center's annual Public Lecture series, an event targeted to local policy professionals and the media. In Fall 2005, the Urban Institute's Gregory Acs discussed his research on the effects of marriage and cohabitation on child well-being, with comments by Center faculty affiliate and School of Social Service Administration Associate Professor, Waldo Johnson, Jr.. Bonnie Miller Rubin of the Chicago Tribune moderated the discussion.

In spring 2006, the Center held its annual conference and co-sponsored a public lecture with the Harris School's Center for Policy Practice. The conference was held at the University of Chicago Gleacher Center, downtown, and focused on the fate of children and families a decade after the welfare reform efforts of 1996. Prominent scholars, including the Harris School's Jeff Grogger and Ariel Kalil, shared findings with a room strategically filled with the nation's leading scholars on this topic. The conference format allows ample time for thorough and rigorous discussion across multiple disciplines, and is so designed to push the field forward through these intense, one-day interactions. The spring lecture featured Children's Defense Fund President and founder, Marion Wright Edelman, who urged local policy professionals to "Stand Up for Children Now" by investing in America's schools and the students who rely on them.

To learn more about the Center for Human Potential and Public Policy, please visit harrisschool.uchicago.edu/centers/chppp/.

CULTURAL POLICY CENTER

The Cultural Policy Center provides research and informs policy that affects the arts, humanities and cultural heritage. We achieve this by:

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

The Center serves as an incubator for new ways of understanding what the arts and culture are, as well as what they do, and how they can be affected by a range of policies in the public and private sectors. Its work addresses research, policy and evaluation in seven areas: arts and economic development, cultural and civic engagement, cultural heritage and landmark preservation, cultural industries and globalization, cultural valuation, freedom of expression issues, intellectual property rights.

In addition to its annual course offerings for graduate students across the University, the Center hosts on-campus symposia and workshops during the academic year, downtown forums designed to engage practitioners and policymakers in the cultural sector, and public conferences on cultural policy themes. Among the policy themes recently examined are the protection of cultural heritage during wartime, the future of public television, freedom of expression, cultural participation, balancing historic preservation and development, state policies for the arts and humanities, and the use of economic impact analysis in the cultural sector. As part of its effort to support graduate

student education, the Center awards Graduate Research Assistantships to students working on a range of faculty-run research projects.

The executive director of the Cultural Policy Center is D. Carroll Joynes, formerly an associate dean of the Humanities Division of the University; the faculty director is Professor Lawrence Rothfield, Department of English. For more information on our current and past activities, check the cultural policy website at <http://culturalpolicy.uchicago.edu>.

PRITZKER CONSORTIUM ON EARLY CHILDHOOD DEVELOPMENT

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

To develop its groundbreaking research, the Consortium assembles and rigorously compares data from numerous studies conducted by experts across the globe. It then leverages the data to provide policymakers, non-profits, and the business community with more comprehensive and accurate research on the value of public investment in early childhood programs. Through this work, the business community is likely to gain new insight into the economic benefit and fiscal responsibility of supporting programs designed to help children five years old and under.

Support is provided by the Harris School and The Children's Initiative, a project of the J.B. and M.K. Pritzker Family Foundation, which seeks to enhance the early learning capabilities of infants and toddlers with a special focus on at-risk children. Inspired by the early childhood development work of the late philanthropist Irving Harris and motivated by the belief that all children are born with great potential, The Children's Initiative supports policies, programs, research, and advocacy to allow at-risk children to achieve better economic, educational, and social outcomes. For more information, visit harrisschool.uchicago.edu/consortium/.

AFFILIATED CENTERS

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

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

HARRIS SCHOOL INFORMATION TECHNOLOGY

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

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

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

In addition to providing and maintaining computing infrastructure, the Harris Information Technology group is responsible for training graduate students in the use of equipment and applications. Staff works closely with faculty instructors, advanced graduate students and the Dean of Students to develop mini-courses and other training materials to facilitate use of supported software applications. A 18-seat training room is configured with the latest technology

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

For more information, visit harrisschool.uchicago.edu/resources/HSIT/ or send email to hsit@listhost.uchicago.edu.





ADMISSION *and* FINANCIAL AID

APPLICATION PROCEDURES AND REQUIREMENTS

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

ADMISSION AND FINANCIAL AID

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

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

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

APPLICATION DEADLINES

Ph.D. candidates

January 3: All application materials for admission must be postmarked by January 3, 2007. We will announce admission decisions by mid-March.

Master's candidates

January 3: Priority deadline. All application materials for admission and scholarship must be postmarked by January 3, 2007. We will announce admission and scholarship decisions by March 15.

April 15: Late deadline. Provided the class limit has not been reached, we will consider completed applications postmarked by April 15, 2007 for admission but not necessarily for scholarship.

CAMPUS VISITS

The Harris School welcomes prospective students to visit the School, meet current students and faculty, and attend classes. Classes are held Monday through Thursday, although you are welcome to visit at any time. Generally, school is in session from October through late May. Contact the Director of Admission at 773-834-0136, or via e-mail, at mdecarlo@uchicago.edu to schedule a visit. There will be visit days and information sessions scheduled throughout the Fall Quarter. Dates and times will be posted on the website. On the MaPP: Discover the Harris School, the annual on-campus program for newly admitted students, will be held on Friday, March 30, 2007. Invitations and details about this program will be mailed to admitted students by March 15.

EXPENSES

Tuition for master's students and Ph.D. students in scholastic residence enrolled full-time in the program during the 2006-2007 academic year is \$30,897. An estimate of expenses a student will incur during the course of the school year (based on a nine month budget) is as follows:

Tuition	\$30,897
Student Health and Wellness fee	\$483
Student Activities fee	\$129
Student Accident & Illness Insurance	\$1,749
Room & Board	\$13,455
Personal expenses	\$3,560
Books and supplies	\$2,200
Transportation	\$2,380
Total	\$52,818

QUARTERLY TUITION AND FEES

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

The fees listed below are for the 2006-2007 academic year. Fees for subsequent years are subject to change.

1. Tuition fees per quarter

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

Scholastic Residence	\$10,299
Advanced Residence	\$4,280

b. For terminal or professional master's programs:

one course	\$4,280
two courses	\$7,397
three courses	\$10,299
four courses	\$13,199

2. Active File or Pro Forma Fee, each quarter

\$213

3. Student Accident & Illness Insurance (each of three quarters—estimated)
—Basic Plan (student only)\$583
4. Student Health Fee, each quarter.....\$161
5. Student Activity Fee, each quarter\$43

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

Note 2: A Ph.D. student under the course registration plan who is engaged in research or is working on a dissertation (or other formal piece of writing required for a degree) must register and pay tuition each quarter, whether or not course requirements for the degree have been met.

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

FINANCIAL AID

MASTER'S CANDIDATES

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

DOCTORAL CANDIDATES

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

APPLICATION PROCESS

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

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

In addition to the FAFSA, applicants must submit the University of Chicago Application for Student Loans and Federal Work-Study (www.uchicago.edu/student/loans/). Once submitted, inquiries about FAFSA and loan applications should be directed to the University of Chicago Office of Student Loan Administration at 773-702-6061.

SCHOLARSHIPS

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

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

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

- *McCormick Tribune Foundation Scholarship*. For students with exemplary academic and extracurricular records, who are interested in community development and community leadership. Award varies in value and is renewable for a second year.
- *Dean's Scholarship*. For students with exemplary academic and extracurricular records. Award varies in value and is renewable for a second year.
- *Knoll Scholarship*. For returned Peace Corps volunteers or for students interested in Federal education policy or international policy. Award varies in value and is renewable for a second year.

STUDENT LOANS

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

Federal Subsidized Stafford Loan

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

Federal Perkins Loan

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

Federal Unsubsidized Stafford Loan

Students may borrow a maximum of \$18,500 minus any Federal Subsidized Stafford Loan amount per academic year through the Federal Unsubsidized Stafford Loan program. Unlike the two programs above, the interest is not subsidized while the student is enrolled in school. Depending on the lender, students may choose to defer

the interest payments. The unpaid interest accrues and capitalizes during the in-school period. Payment of principal and interest begins six months after the student ceases to be at least a half-time student.

Alternative Loan Program

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

STUDENT EMPLOYMENT OPTIONS

Assistantships

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

Federal Work-Study Program

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

Other Employment

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

INTERNATIONAL STUDENTS

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

FURTHER INFORMATION

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



FACULTY

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

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

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

A social psychologist, Bradburn has been at the forefront in developing theory and practice in the field of sample survey research. He has focused on psychological well-being and assessing the quality of life, particularly through the use of large-scale sample surveys; non-sampling errors in sample surveys; and research on cognitive processes in responses to sample surveys. His book, *Thinking About Answers: The Application of Cognitive Process to Survey Methodology* (co-authored with Seymour Sudman and Norbert Schwarz; Jossey-Bass, 1996), follows three other publications on the methodology of designing and constructing questionnaires: *Polls and Surveys: Understanding What They Tell Us* (with Seymour Sudman; Jossey-Bass, 1988); *Asking Questions: A Practical Guide to Questionnaire Construction* (with Seymour Sudman; Jossey-Bass, 1982; 2nd edition with Brian Wansink, 2004) and *Improving Interviewing Method and Questionnaire Design* (Jossey-Bass, 1979).

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

Kerwin Charles is an associate professor in the Harris School and a Research Associate at the National Bureau of Economic Research. His research focuses on a range of subjects in the broad area of empirical labor economics. His work has examined the effect of abortion legalization on outcomes for children born around the time of legalization; how the racial composition of neighborhoods affects the social connections people make; causes for the dramatic convergence in completed schooling between recent generations of American men and women; the effect of retirement on subjective well being; how wealth is propagated across generations within a family; and many dimensions of the effect of health shocks, including the effect on family stability and labor supply. In ongoing work, he is studying how beliefs, opinions, and expectations determine outcomes in the labor market and elsewhere.

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

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

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

Charles L. Glaser, the Emmett Dedmon Professor of Public Policy and deputy dean, focuses on international relations, especially issues of international security and defense policy. His current policy-oriented research examines U.S. nuclear strategy and forces. Glaser is studying recent changes in U.S. strategy that call for employing nuclear weapons in preemptive strikes against rogue-state nuclear forces, as well as against other weapons of mass destruction. He has also published articles that are critical of current U.S. national missile defense policies. Glaser's theory-oriented research continues to focus on the impact of the international system on states' behavior. His most recent publication addresses the question of whether arms races are dangerous. Glaser explains that the key is to distinguish between rational and sub-optimal arms races, develops a theory of when a state's best option is to build up its arms, and examines a number of the past century's key arms races. He has published articles on structural realism, the security dilemma, and the offense-defense balance, maintaining that, contrary to the standard realist argument, adversaries can sometimes best achieve their security goals through cooperative, rather than competitive, policies. Much of Glaser's earlier work focused on American Cold War nuclear weapons policy. Glaser's work focused on key questions of U.S. nuclear weapons policy, including strategy, force posture, and arms control. This work culminated in his book, *Analyzing Strategic Nuclear Policy*, which was followed by articles that assessed how U.S. nuclear policy should be modified at the end of the Cold War. Responding to enthusiasm for nuclear disarmament, Glaser questioned whether the United States should pursue nuclear disarmament as a long-term goal. Glaser also studied European security, focusing on how to transform security arrangements in Europe in response to the dissolution of the Warsaw Pact and the Soviet Union.

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

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

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

William Howell, associate professor, has written widely on separation-of-powers issues and American political institutions, especially the presidency. His recent research examines how domestic political institutions constrain the president's ability to exercise military force abroad.

Howell 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); and editor of *Besieged: School Boards and the Future of Education Politics* (Brookings Institution Press, 2005). His research also has appeared in numerous professional journals and edited volumes.

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

Ariel Kalil, associate professor, is a developmental psychologist who studies how economic conditions affect child and family functioning. Her projects have examined the how transitions from welfare to work affect mothers and children, barriers to the employment of welfare recipients, as well as family processes and child development in female-headed, teenage-parent, and cohabiting-couple households. With funding from a William T. Grant Faculty Scholars Award, she is currently conducting a multi-method study of the effects of parental job loss on child development. A second major project, funded by the Foundation for Child Developments Changing Faces of Americas Children Young Scholars Program, focuses on how parental labor market experiences and welfare program participation affect children's development in immigrant families. Finally, she is studying how job insecurity and job displacement affect mental and physical health and stress among older workers.

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

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

He received his Ph.D. in economics from Princeton University and joined the University of Chicago in 1985, where he first taught for ten years at both the Graduate School of Business and the Harris School. Previously, LaLonde was an associate professor of economics at Michigan State University. He has been a research fellow at the National Bureau of Economic Research since 1986 and served as a senior staff economist at the Council of Economic Advisers during the 1987–1988 academic year. He is also a Research Fellow at the Institute for the Study of Labor (IEA).

Ofer Malamud, assistant professor, primarily conducts research in the fields of labor economics and economics of education. His recent work focuses on the labor market outcomes associated with general and specific education. In particular, he has examined the relative returns to general and vocational education in Romania and the tradeoff between early specialization and the gains from delaying the choice of a major field of study in Britain. He has also studied the effect of education on regional mobility using the unintended effect of college-going to avoid the Vietnam draft.

Malamud received his Ph.D. in economics from Harvard University in 2004, where he also graduated magna cum laude with a B.A. in economics and philosophy. Malamud was previously a research assistant at the National Bureau of Economic Research and a Spencer Foundation Dissertation Fellow during 2003–2004.

Willard G. Manning is a professor in the Department of Health Studies, Division of the Biological Sciences, and the Harris School. Manning's primary area of interest is the effects of health insurance. He has studied the demand for various health services under both fee-for-service cost-sharing and prepaid insurance, as well as the impact on the appropriateness of care and health status. Recent work has examined the effect of a prepaid mental health carve-out on the use of mental health services and mental health status on the Medicaid population; and an empirical determination of optimal health insurance coverage by considering the trade-off between the costs from moral hazard and the gains from risk-pooling in health insurance. He is currently examining the effects of insuring the formerly uninsured. The study takes advantage of a natural experiment that occurs when the uninsured near-elderly become Medicare eligible at age 65.

Manning has also examined statistical, measurement, and economic issues in modeling the use of health services and health care expenditures. His research interests further include the economics of poor health habits, such as smoking and heavy drinking, and the labor market impacts of illness and impairment. Manning is a member of the Institute of Medicine.

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

Prior to his academic career, Margolis worked in Washington, D.C. as a journalist, official, and consultant. He was the founder of the "News & Comment" section of

Science, a correspondent for *The Washington Post* and the *Bulletin of the Atomic Scientists*, speechwriter for the Secretary of Defense, and consultant to the National Academy of Sciences on studies of major public policy issues. In 2005-2006, Margolis was a Woodrow Wilson Fellow.

Susan E. Mayer is a professor and dean of the Harris School. She has published numerous articles and book chapters on the measurement of poverty, the effect of growing up in poor neighborhoods, and the effect of parental income on children's well-being. Recent articles include, "How Did the Increase in Economic Inequality between 1970 and 1990 Affect Children's Educational Attainment?" (*American Journal of Sociology*) and "How Economic Segregation Affects Children's Educational Attainment" (*Social Forces*). She is currently doing research on intergenerational economic mobility, having just published "Has the Intergenerational Transmission of Economic Status Changed" (*Journal of Human Resources*) among other papers on this topic, and the social and political consequences of the increase in economic inequality in the United States.

Mayer is a member of the Board of Directors of Chapin Hall Center for Children, the General Accounting Office Educators, Advisory Panel. She has been a member of 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 its Committee on Standards of Evidence and the Quality of Behavioral and Social Sciences Research. Mayer is the past director and deputy director of the Northwestern University/University of Chicago Joint Center for Poverty Research. She has served as an associate editor for the *American Journal of Sociology*.

David O. Meltzer is an associate professor in the Department of Medicine, and an associated faculty member in the Harris School and the Department of Economics. Meltzer's research explores problems in health economics and public policy, with a focus on the theoretical foundations of medical cost-effectiveness analysis, as well as the effects of managed care and medical specialization on the cost and quality of care, especially in teaching hospitals. Meltzer is currently completing a randomized trial comparing the use of doctors who specialize in inpatient care ("hospitalists") with traditional physicians in six academic medical centers.

Meltzer received his M.D. and Ph.D. in economics from the University of Chicago and completed his residency in internal medicine at Brigham and Women's Hospital in Boston. He is Director of the Center for Health and the Social Sciences at the University of Chicago and also Co-Director of the Program on Outcomes Research Training and the M.D./Ph.D. program in the social sciences, and serves on the faculty of the Graduate Program in Health Administration and Policy, the Population Research Center, and the Center on Aging. Meltzer is the recipient of numerous awards, including the National Institute of Health Medical Scientist Training Program Fellowship, the National Science Foundation Graduate Fellowship in Economics, the University of Chicago Searle Fellowship, the Lee Lusted Prize of the Society for Medical Decision Making, the Health Care Research Award of the National Institute for Health Care Management, the Eugene Garfield Award from Research America, and the Robert Wood Johnson Generalist Physician Award. He is also a research associate of the National Bureau of Economic Research and has served on panels examining the future of Medicare for the National Academy of Social Insurance and the Department of Health and Human Services and U.S. organ allocation policy for the Institute of

Medicine (IOM). He is currently serving on an IOM panel examining the effectiveness of the U.S. drug safety system. He is also President-elect of the Society for Medical Decision Making.

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

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

Robert T. Michael, the Eliakim Hastings Moore Distinguished Service Professor, chaired the National Academy of Sciences/National Research Council Panel on Poverty and Family Assistance, which recommended major changes in the official measure of poverty in the United States. Michael's current research focuses on parental investments in children, and on adolescent and adult sexual behavior in the United States. Michael has written on the causes of divorce, the reasons for the growth of one-person households, the impact of inflation on families, and the consequences of the rise in women's employment for the family, especially children, teenage fertility, sexually transmitted disease, and abortion. Michael has helped to design and conduct the National Longitudinal Survey of Youth (NLSY), 1979; the Children of the NLSY; the NLSY97; and the Children of the National Child Development Study (NCDS). Michael is the director of the Population Research Center at NORC/University of Chicago. He is a former dean of the Harris School and a former CEO of the National Opinion Research Center (NORC). He has also directed the West Coast office of the National Bureau of Economic Research. Michael has been at the University of Chicago since 1980, having previously taught economics at Stanford University and the University of California at Los Angeles. He serves on the Board of Trustees of NORC, Western Reserve Academy, and serves on the Federal Advisory Committee to the National Children's Study. In 2005, Michael received the Robert J. Lapham Award from the Population Association of America in recognition of his many contributions during his career blending research with the application of demographic knowledge to policy issues.

Colm A. O'Muircheartaigh is a professor in the Harris School and Senior Fellow in the National Opinion Research Center (NORC). O'Muircheartaigh's research encompasses survey sample design, measurement errors in surveys, cognitive aspects of question wording, and latent variable models for nonresponse. He is Principal Investigator on the National Science Foundation's (NSF) Internet Panel recruitment survey, and co-Principal Investigator on NSF's Data Research and Development Center and the

National Institute on Aging's National Social Life and Health in 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 US.

He joined the School from the London School of Economics and Political Science (LSE), where he was the first director of the Methodology Institute, the center for research and training in social science methodology. He has also taught at a number of other institutions, having served as a visiting professor at the Universities of 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 chair of the Social Statistics Section of the American Statistical Association, a fellow of the Royal Statistical Society, a fellow of the American Statistical Association, and an elected member of the International Statistical Institute. He has served as a consultant to a wide range of public and commercial organizations in the United States, the United Kingdom, Ireland, Italy, and the Netherlands. Through his work with the United Nations (FAO, UNDP, UNESCO), OECD, the Commission of the European Communities, the International Association for Educational Assessment (IEA), and others, O'Muircheartaigh has also worked in China, Myan Mar, Kenya, Lesotho, and Peru.

Tomas J. Philipson is a professor in the Harris School and a faculty member in the Department of Economics and the Law School. His research focus is on health economics and he teaches master's- and doctoral-level courses in microeconomics and health economics.

Philipson obtained his undergraduate degree in mathematics at Uppsala University, and his master's and Ph.D. in economics from the Wharton School, The University of Pennsylvania. He joined the University of Chicago as a postdoctoral fellow in 1989, the faculty in 1990, and received tenure in 1998. He was a visiting faculty member at Yale University in 1994-95, and a visiting fellow at the World Bank in 2003. He was on leave to serve in the Bush Administration as the Senior Economic Advisor to the head (commissioner) of the Food and Drug Administration (FDA) in 2003-04 and subsequently as the Senior Economic Advisor to the head (administrator) of the Centers for Medicare and Medicaid Services (CMS) in 2004-05.

Philipson is the recipient of numerous national and international research awards. He has twice (in 2000 and 2006) received the highest honor of his field, The Kenneth Arrow Award of the International Health Economics Association (for best paper in the field of health economics). In 2003, he was awarded the Distinguished Economic Research Award of the Milken Institute (for best paper in any field of economics). He has also received grants and awards from both public and private agencies, including the National Institutes of Health, the National Science Foundation, the Rockefeller Foundation, the Alfred P. Sloan Foundation, the John M. Olin Foundation, and the Royal Swedish Academy of Sciences. Philipson is a co-editor of the journal *Forums in Health Economics and Policy* (Berkeley Electronic Press) and on the Editorial Board of the journal *Health Economics*. His research has been published widely in all leading academic journals of economics. He is affiliated with a number of professional organizations and his research expertise has made him a highly demanded consultant in the US and abroad, for private corporations and governments, domestically and internationally including multi-lateral organizations such as the World Bank. Coverage of

Philipson's research has appeared in numerous popular media outlets such as CNN, CBS, FOX News, National Public Radio, *The New York Times*, *The Wall Street Journal*, *Business Week*, *Washington Post*, *Investor's Business Daily*, and *The Chicago Tribune*. Philipson was selected for inclusion into *The International Who's Who* in 2003.

Marcos A. Rangel, assistant professor, researches topics on development economics, population economics, and applied econometrics. His work focuses on the nature of decision-making within families in developing and developed countries. He has recently published a study suggesting that alimony rights granted to women living in consensual unions in Brazil had a dramatic effect on the patterns of investment in children. This result indicates that mothers allocate more resources to investment in the human capital of children than their male partners. Rangel also researched decisions of agricultural households in West African, finding evidence that husbands and wives cooperate in the allocation of scarce resources (a result contrary to early evidence in the literature). His most recent research focuses on the decision-making within mixed race families, on the expansion of female rights in 19th-century America, on the impact of child support enforcement in the United States, and on the economics of domestic violence.

At the University of Chicago, Rangel is also associated to NORC's Population Research Center and to the Center for Latin American Studies. Rangel received his Ph.D. in economics from the University of California at Los Angeles in 2004, where he was also affiliated to the California Center of Population Research (CCPR) and to the Center for Health and Development (CenterHEAD). Both his undergraduate (1997) and master's (1999) degrees were received from the Pontifical Catholic University-Rio de Janeiro (PUC-Rio), Brazil. He was awarded a William and Flora Hewlett Population Studies Fellowship for 2002-2003 and a University of California Dissertation Fellowship for 2003-2004. Rangel's 1999 M.A. Thesis was awarded the best Master Thesis in Economics by the Brazilian Development Bank (BNDES) in 2003.

C. Cybele Raver is associate professor and director of the Center for Human Potential and Public Policy at the Harris School. Raver received her Ph.D. in psychology from Yale University in 1994. Before coming to the University of Chicago, Raver served as an assistant professor of human development at Cornell University and as a research fellow at the National Center for Children in Poverty, at Columbia University. She has won a William T. Grant Foundation Faculty Scholars Award (1999-2004), support from the McCormick Tribune Foundation, and is currently principal investigator of an NIH-funded randomized trial examining classroom-based interventions supporting preschoolers' school readiness in Head Start classrooms. As part of the Chicago School Readiness Project, Raver and her research team examine the impact of teacher training and mental health consultation on classroom climate and on children's emotional, behavioral, and early learning outcomes. Other federally-funded work includes consideration of low-wage employment as a predictor of optimal parenting processes among low-income families; examination of whether measures and models of poverty-related risk and child outcomes fit differently or similarly for African American, Hispanic, and White children; innovative methodological approaches to assessing children's emotions and behavior in field-based settings.

Raver serves as a faculty affiliate of the University of Chicago's Center for the Study of Race, Politics and Culture. In addition, she serves as a member of the Psychosocial Development, Risk and Prevention Study Section at NIH and on a number of advisory

councils and boards such as the Illinois Family Impact seminars, the Policy and Communications Committee of the Society for Research in Child Development, and the Illinois Children's Mental Health Task Force. Raver was recently appointed by Governor Rod Blagojevich to the Illinois Early Learning Council, which coordinates education and care for children from birth to age 5.

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

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

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

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

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

Diane Whitmore Schanzenbach, assistant professor, is a labor economist with research interests in poverty policy and the economics of education. Her current research focuses on the interaction between schooling and student health. In recent work, she has studied the effect of the Federal school lunch program on childhood obesity, on food stamps' impact on household consumption. In addition, she has studied the effect of class size reductions in the early grades on students' long-term outcomes. Schanzenbach is affiliated with the Center on Human Potential and Public Policy and the Population Research Center and at the University of Chicago. From 2002-04, she was a post-doctoral fellow in the Robert Wood Johnson Foundation's Scholars in Health Policy Research Program at the University of California at Berkeley. She graduated magna cum laude from Wellesley College in 1995 with a B.A. in economics and religion, and received a Ph.D. in economics in 2002 from Princeton University. She served on the President's Council of Economic Advisers in 1996-1997.

Boris Shor, assistant professor, focuses on the empirical analysis of the policy consequences of enduring political institutions in the United States. Specifically, his recent work explored the politics of the patterns of geographic distribution of federal spending. His institutional interests include the presidency, Congress, political parties, bureaucracy, and state governmental organization. In other research, he focuses on the so-called blue-red state divide in the U.S.

Methodologically, he is interested in the applicability of multilevel models in analyzing complex data sets. Finally, Shor is interested in leveraging advanced computer technology in addressing substantive political questions. He has been involved in the Voteview/Voteworld project for more than a decade, as well as a fifty state roll call database project more recently. A new project of his explores the utility of text processing of massive text archives to build data sets.

Boris Shor received his A.B. from Princeton University, and his M. Phil and Ph.D. in Political Science from Columbia University. In 2004-2005, he was a visiting scholar in residence at Princeton University's Center for the Study of Democratic Politics.

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

He is Director of the Program on International Politics, Economics and Policy (PIPES) and is currently Chair of the Committee on International Relations at the University of Chicago.

Wes Yin, assistant professor, received his Ph.D. in economics from Princeton University before coming to the University of Chicago. He has broad research interests in public finance, the economics of innovation, health and development economics, and behavioral economics. He focuses on the role of public policy on innovation, technology diffusion, and the welfare and behavioral implications of innovation. His recent research in public finance examines rent-seeking behavior of firms as a response to R&D policy in the pharmaceutical industry. Yin's work in development economics focuses on behavioral issues of financial savings. His current projects examine the behavioral health response to technological advances and their effects on health inequality.

His work has been supported by grants and fellowships from the National Institutes of Health and the Social Science Research Council. Yin teaches statistics in the advanced econometrics sequence for policy students, and a course on the economics of innovation. Yin is also a faculty affiliate of the Population Research Center.

AFFILIATED FACULTY

James Heckman received his B.A. in mathematics from Colorado College in 1965 and his Ph.D. in economics from Princeton University in 1971. He is currently the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago where he has served since 1973 and where he directs the Economics Research Center and the Center for Social Program Evaluation at the Harris School. He is also a Senior Research Fellow at the American Bar Foundation, and is affiliated with University College London, Peking University and University College Dublin. Heckman's work has been devoted to the development of a scientific basis for economic policy evaluation, with special emphasis on models of individuals and disaggregated groups, and to the problems and possibilities created by heterogeneity, diversity, and unobserved counterfactual states. In the early 1990s, his pioneering research on the outcomes of people who obtain the GED certificate received national attention. His findings, which questioned the alleged benefits of the degree, spurred debates across the country on the merits of obtaining the certificate. His recent research focuses on human development and lifecycle skill formation, with a special emphasis on the economics of early childhood. His research has given policymakers important new insights into such areas as education, job-training programs, minimum-wage legislation, anti-discrimination law and civil rights. Heckman has published over 200 articles and several books.

His most recent books include: *Inequality in America: What Role for Human Capital Policy?* (with Alan Krueger) and *Evaluating Human Capital Policy, and Law and Employment: Lessons From Latin America and the Caribbean* (with C. Pages).

Heckman has received numerous awards for his work, including the John Bates Clark Award of the American Economic Association in 1983, the 2000 Nobel Memorial Prize in Economic Sciences (with Daniel McFadden), the 2005 Jacob Mincer Award for Lifetime Achievement in Labor Economics, the 2005 Dennis Aigner Award for Applied Econometrics from the *Journal of Econometrics*, and the 2005 Ulysses Medal from the University College Dublin.

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

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

Charles Wheelan is a lecturer in the Harris School. He received a M.P.A. from Princeton University's Woodrow Wilson School in 1993 and a Ph.D. in public policy from the Harris School in 1998. Since then, he has served as the Midwest correspondent for *The Economist*, as an economics and finance correspondent for WBEZ radio, as an adjunct lecturer at Northwestern University's Medill School of Journalism, and most recently as Director of Policy and Communications for Chicago Metropolis 2020. During

the summer of 2006, he was a visiting assistant professor at Dartmouth College. In addition, Wheelan previously served as the speechwriter for Maine Governor John R. McKernan, Jr. He wrote *Naked Economics: Undressing the Dismal Science* (2002), which, according to the W.W. Norton catalog, "makes up for all of those Econ 101 lectures you slept through (or avoided) in college, demystifying key concepts, laying bare the truths behind the numbers, and answering those questions you have always been too embarrassed to ask." An Introduction to Public Policy is under contract and due to be completed in 2006.

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

VISITING FACULTY

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

Ian Doughty, Director of the Office of Professional Development, Harris School

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

J. Frederick, Ph.D., Professor, Geophysical Sciences and the College

Frank Kruesi, President, Chicago Transit Authority

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

Ioana Marinescu, Ph.D., Assistant Professor in the Harris School

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

Donald Stewart, Ph.D., Former CEO & President, Chicago Community Trust

Barry Sullivan, Partner, Jenner & Block

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

Zalman Usiskin, Ph.D., Professor of Education; Director, University of Chicago School Mathematics Project (UCSMP); Co-Director, UCSMP Secondary Component

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





RESOURCES *and* SERVICES

LIBRARY

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

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

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

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

The University's collections of over 1.4 million volumes in the sciences, technology, biomedicine, and the history of science and medicine are housed in the John Crerar Library and in the Eckhart, Chemistry, and Yerkes Observatory libraries. The Crerar Library includes most of the University's science and biomedical collections. It has more than 1.3 million bound volumes and 4,700 current serials. Also, more than 3,000 science serial titles are available electronically. The Crerar Library's collections in the history of

science and medicine are distinguished, and combined with the rest of the University Library's, are among the strongest in the country.

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

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

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

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

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

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

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

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

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

LIVING ACCOMMODATIONS

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

NEIGHBORHOOD STUDENT APARTMENTS

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

NEW GRADUATE RESIDENCE HALL

New Graduate Residence Hall is home to more than 120 students, primarily in the business and law schools. Housing at New Graduate Residence Hall is available only for students in their first year of study at the University. Students who wish to remain in University housing after their first year should make arrangements with Neighborhood Student Apartments or with International House. Inquiries about New Graduate Residence Hall should be addressed to Neighborhood Student Apartments Assignment Office, 5316 South Dorchester Avenue, Chicago, IL 60615, 773-753-2218.

INTERNATIONAL HOUSE

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr., in the aim of fostering understanding and friendship among students of diverse national, cultural and social backgrounds. It is a coeducational residence for students from about fifty countries. Each year, the House accommodates over 500 graduate and advanced undergraduate (third and fourth year) residents—about one third from the USA—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. In addition to providing affordable rooms in a gracious building, International House sponsors a rich variety of activities throughout the year and serves as a dynamic center of cultural exchange between international students and the greater Chicago community. The community kitchen equipped with ranges, microwaves, toasters, and walk-in refrigerators and freezers enables students to cook their own foods and serves as a lively crossroads of international cuisine and fellowship. International House also offers a dining service featuring a moderately priced à la carte menu in its Tiffin Café (no meal plan). The building itself is designed to encourage informal daily interactions among residents—in the House's main lounge, kitchen, dining room, café, courtyard, library, computer labs, and television lounge. Residential fellowships are available. For

further information about International House or for an application, please visit the website: ihouse.uchicago.edu. Students with additional questions may call the Residence Office at 773-753-2270, or send an email to: i-house-housing@uchicago.edu.

PRIVATE HOUSING

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

CAMPUS BUS SERVICE

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

The Midway Shuttle runs Monday through Friday during rush periods only. It serves the University buildings south of the main quadrangles, including the Harris School, the Law School, and the School of Social Service Administration. Buses run every 20 minutes.

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

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

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENT

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

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

AUTOMATIC ENROLLMENT

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

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

*INELIGIBILITY

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

STUDENT HEALTH AND WELLNESS FEE

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

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

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

SUMMER HEALTH AND WELLNESS FEE

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

IMMUNIZATION REQUIREMENTS

By State of Illinois law, all new students* are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three

shots required for international students). The Student Care Center (scc.uchicago.edu) notifies all new students of the requirement and provides instructions for compliance. Forms will be mailed to all incoming students and are available to be downloaded from the web. They must be returned by mail or in person. They cannot be returned electronically.

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

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

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

DAY-CARE AND SCHOOLS

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

Action for Children is a private, not-for-profit agency, which operates a resource and referral service. Action for Children can be reached at 312-823-1100. Their website is www.daycareaction.org.

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

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

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

For further information on nursery, elementary, and secondary schools, write to Office of Graduate Affairs, Admin. RM 221-A, 5801 Ellis Avenue, Chicago, IL 60637, 773-702-7813.

SECURITY

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

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

There are approximately 135 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

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

Common Sense is distributed to members of the University community and is available on request by writing to the University Office of the Dean of Students, 5801 South Ellis Avenue, Chicago, Illinois 60637. The University also annually distributes its Drug and Alcohol policy to all students and employees.

UNIVERSITY POLICIES

STATEMENT OF NON-DISCRIMINATION

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

STATEMENT OF SEXUAL HARASSMENT

The University of Chicago is committed to maintaining an academic environment in which its members can freely work together, both in and out of the classroom, to further educate and research. The University cannot thrive unless each member is accepted as an autonomous individual and is treated civilly, without regard to his or her sex or, for that matter, any other factor irrelevant to participation in the life of the University.

Members of the University should understand that this standard must shape our interactions regardless of whether it is inappropriate even though not “illegal”; speech can be offensive even though allowed.

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

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

ASSISTANCE FOR DISABLED STUDENTS

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

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

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

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

LEARNING DISABILITIES

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

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

DOMESTIC PARTNERSHIP POLICY

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

Privileges will be extended to a student's domestic partner and partner's child(ren) for the Student Accident and Sickness Insurance plan, housing, athletic facilities, and libraries. Students who wish to enroll their domestic partner and/or his or her child(ren) for these privileges should contact the Benefits Office, 970 East 58th Street, 3rd floor, (773-702-9634) to request a Statement of Domestic Partnership form. Once approved by the Benefits Office, the statement will certify that the student's partnership meets the University's requirements.

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

- Student Accident and Sickness Insurance plan - Administration Building room 231-2, 5801 South Ellis Avenue
- Athletic and Recreational Sports - Ratner Athletic Center, 5530 South Ellis Avenue, Front Desk
- Library - Regenstein Privileges Office, 1100 East 57th Street, 1st floor (bring partner)
- Housing - Graduate Students Assignment Office, 5316 South Dorchester Avenue

UNIVERSITY REPORTS

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

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

- information regarding transportation on and around campus;
- safety tips and information on security and crime prevention programs;
- campus policy regarding the sale, possession, and use of alcohol and illegal drugs;

- information regarding drug and alcohol education programs;
- crime statistics for the three most recent calendar years;
- campus programs to prevent sex offenses and procedures to follow when sex offenses occur; and
- information regarding reporting of criminal activity.

Common Sense is available, upon request, from the University of Chicago Police Department, 5555 S. Ellis Ave., Chicago, IL 60637 (773-702-8181); and from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637 (773-702-7770). It also can be accessed on the Internet at www.uchicago.edu/commonsense.

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

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

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

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

6. For information on financial aid programs, contact the Student Loan Administration, 970 East 58th Street, 4th Floor, Chicago, IL 60637, or the Harris School Office of Admission, 1155 East 60th Street, Chicago, IL 60637 (773-702-8401).

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

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

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

STUDENT REGULATIONS AND DISCIPLINE

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

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



Handwritten notes on a chalkboard:

- Top right: 0.00
- Top left: 28
- Center: 3.81 (enclosed in a hand-drawn box)
- Bottom left: $=$
- Bottom right: 19

ACADEMIC CALENDAR

AUTUMN QUARTER 2006

Aug. 21-Sept. 1	Summer English Language Institute
Aug. 28-Sept. 15	Math Camp
Sept. 18	Math Placement Exam
Sept. 18-22	Orientation
Sept. 25	Classes begin
Nov. 13	New Applicant Visit Day
Nov. 23-24	Thanksgiving
Dec. 8	Autumn Quarter Convocation

WINTER QUARTER 2007

Jan. 3	Application Deadline
Jan. 3	Classes begin
March 15	Master's Admission Notification
Mid-March	Ph.D. Admission Notification
March 16	Winter Quarter Convocation

SPRING QUARTER 2007

March 26	Classes begin
March 30	On the MaPP, open house for newly admitted master's students
April 15	Late Application Deadline
May 28	Memorial Day
June 8	Spring Quarter Convocation and Hooding Ceremony

SUMMER QUARTER 2007

June 18	Classes begin
July 4	Independence Day
Aug. 24	Summer Quarter Convocation





