COURSES

PUBLIC POLICY STUDIES (PPHA) COURSES

PPHA 30100. Pre-Orientation Math. 000 Units.
Non-credit pre-orientation math course for public policy students.

PPHA 30101. Math Methods for Public Policy: Algebra. 000 Units.
Math Methods for Public Policy: Algebra covers Algebra topics foundational to Calculus and intermediate microeconomics. The course focuses on improving students' understanding of mathematics used in Harris core courses and increasing the speed and accuracy with which students perform algebraic calculations. This is a non-credit course.

PPHA 30102. Math Methods for Public Policy: Calculus. 000 Units.
Math Methods for Public Policy: Calculus covers basic Calculus concepts including derivatives, implicit differentiation, limits, continuity of functions, concavity/convexity, and optimization. The course focuses on improving students' understanding of mathematics used in Harris core courses and increasing the speed and accuracy with which students perform algebraic calculations. This is a non-credit course.

PPHA 30105. Math Methods for Public Policy. 000 Units.
Must be a Harris masters student to enroll. No exceptions for non-Harris students, even by consent. Math Methods for Public Policy covers the Algebra and Calculus topics foundational for success in intermediate microeconomics. This course focuses on improving students' understanding of mathematics used in Harris core courses and increasing the speed and accuracy with which students perform algebraic calculations. This is a non-credit course.

PPHA 30110. Coding Lab for Public Policy. 000 Units.
Must be a Harris masters student to enroll. No exceptions for non-Harris students, even by consent. Coding Lab for Public Policy covers the Algebra and Calculus topics foundational for success in intermediate microeconomics. The course is designed for first year Harris students who were not able to participate in Math & Coding Camp. The course focuses on improving students' understanding of the statistical methods used in Harris core courses and increasing the speed and accuracy with which students perform data analyses using R. This is a non-credit course.

PPHA 30300. Philosophical Foundations of Public Policy. 100 Units.
Evidence-based policy making sounds like a slogan everyone can get behind. But its central components, cost-benefit analysis, and program evaluation, have each been subject to severe philosophical questioning. Does cost-benefit analysis ignore important ethical concerns? Does program evaluation ignore valuable kinds of knowledge? We will introduce each of these debates, and then take up the question of how evidence-based policy might be reconciled with democratic theory. Class discussion and assignments will consider these topics in the context of specific policy areas, including climate change, discrimination, and education.

PPHA 30320. Text Mining in Public Policy. 100 Units.
The purpose of the class is to provide the public policy student a set of skills that he or she can use in their professional career to compile and analyze unstructured data. If a public policy analyst is asked by the chief of staff to compile everything that is known about managed care for elderly patients, the analyst should be able to mine the available databases on the web to pull out a set of abstracts, data, information, or policy recommendations so that he or she can have report done in hours rather than weeks. If a congressman asks his aid to pull information on earmarks on a particular topic from the United State Public Laws, they should be able to do that in a few hours after taking this class. The first half of the class will include lectures on the importance of the techniques for public policy. Much of the remainder of class will be devoted to teach natural language text processing through a set of weekly exercises. The other focus of the class will be application of that programming to "real" datasets that reflect public policies. The class with jointly create a corpus from publicly available sources. The final weeks of the class will focus on student projects, individual or group, making use of the corpus. These projects will be presented to the entire class and a paper will be required.

PPHA 30321. Sociology of urban planning: cities, territories, environments. 100 Units.
This course provides a high-intensity introduction to the sociology of urban planning practice under modern capitalism. Building upon urban sociology, planning theory and history as well as urban social science and environmental studies, we explore the emergence, development and continual transformation of urban planning in relation to changing configurations of capitalist urbanization, modern state power, sociopolitical insurgency and environmental crisis. Following an initial exploration of divergent conceptualizations of "planning" and "urbanization," we investigate the changing sites and targets of planning; struggles regarding the instruments, goals and constituencies of planning; the contradictory connections between planning and diverse configurations of power in modern society (including class, race, gender and sexuality); and the possibility that new forms of planning might help produce more socially just and environmentally sane forms of urbanization in the future. Equivalent Course(s): KNOW 30521, ARCH 20521, PBPL 20521, CHST 20521, ENST 20521, PLSC 30521, SOCI 30521, GEOG 20521, PLSC 20521, SOCI 20521, CEGU 20521
PPHA 30525. Next Generation Data: Sources, Access. 100 Units.
This course is the first of a three-quarter data science sequence at Harris. This course is designed to train you to work in the rapidly-expanding field of data analytics in the public sector after graduation. Although the course is designed for students pursuing the Master of Public Policy degree, other Harris graduate programs, and undergraduates are welcome to enroll as well.

PPHA 30531. Data Skills for Public Policy. 100 Units.
This course is the second of a three-quarter data science sequence at Harris. This course is designed to train you to work in the rapidly-expanding field of data analytics in the public sector after graduation. Although the course is designed for students pursuing the Master of Public Policy degree, other Harris graduate programs, and undergraduates are welcome to enroll as well.

PPHA 30535. Data and Programming for Public Policy I - R Programming. 100 Units.
This course is the first of a three-quarter data science sequence at Harris. This course is designed to train you to work in the rapidly-expanding field of data analytics in the public sector after graduation. Although the course is designed for students pursuing the Master of Public Policy degree, other Harris graduate programs, and undergraduates are welcome to enroll as well. This course will be taught in the R programming language.

PPHA 30536. Data and Programming for Public Policy II - R Programming. 100 Units.
Students must have taken PPHA 30535 Data and Programming for Public Policy I-R or obtain instructor consent to enroll. This course is the second of a three-quarter data science sequence at Harris. This course is designed to train you to work in the rapidly-expanding field of data analytics in the public sector after graduation. Although the course is designed for students pursuing the Master of Public Policy degree, other Harris graduate programs, and undergraduates are welcome to enroll as well. This course will be taught in the R programming language.

PPHA 30537. Data and Programming for Public Policy I - Python Programming. 100 Units.
This course is the first of a three-quarter data science sequence at Harris. This course is designed to train you to work in the rapidly-expanding field of data analytics in the public sector after graduation. Although the course is designed for students pursuing the Master of Public Policy degree, other Harris graduate programs, and undergraduates are welcome to enroll as well. This course will be taught in the Python programming language.

PPHA 30538. Data and Programming for Public Policy II - Python Programming. 100 Units.
Must have taken PPHA 30537 Data and Programming for Public Policy I - Python or obtain instructor consent to enroll. This course is the second of a three-quarter data science sequence at Harris. This course is designed to train you to work in the rapidly-expanding field of data analytics in the public sector after graduation. Although the course is designed for students pursuing the Master of Public Policy degree, other Harris graduate programs, and undergraduates are welcome to enroll as well. This course will be taught in the Python programming language.

PPHA 30545. Machine Learning - R Programming. 100 Units.
Must have taken PPHA 30535 Data and Programming for Public Policy I-R and PPHA 30536 Data and Programming for Public Policy II-R or obtain instructor consent to enroll. The objective of the Data Science sequence is to train students to be successful and autonomous applied economists and data scientists in government and industry. In the first two courses of the sequence, students learned programming, as well as how to handle, summarize, and visualize modern datasets. The objective of this course is to train students to be insightful users of modern machine learning methods. The class covers regularization methods for regression and classification, as well as large-scale approaches to inference and testing. In order to have greater flexibility when analyzing datasets, both frequentist and Bayesian methods are investigated.

PPHA 30546. Machine Learning - Python Programming. 100 Units.
Must have taken PPHA 30537 Data and Programming for Public Policy I-Python and PPHA 30538 Data and Programming for Public Policy II-Python or obtain instructor consent to enroll. The objective of the Data Science sequence is to train students to be successful and autonomous applied economists and data scientists in government and industry. In the first two courses of the sequence, students learned programming, as well as how to handle, summarize, and visualize modern datasets. The objective of this course is to train students to be insightful users of modern machine learning methods. The class covers regularization methods for regression and classification, as well as large-scale approaches to inference and testing. In order to have greater flexibility when analyzing datasets, both frequentist and Bayesian methods are investigated. Students may request to waive the prerequisites by providing the instructor with evidence of equivalent programming experience.
PPHA 30547. TA Session: Machine Learning - Python Programming. 100 Units.
This is a non-credit discussion for PPHA 30546 Machine Learning - Python Programming. Students must register for a lecture and a discussion for this course.

PPHA 30550. Introduction to Programming for Public Policy. 100 Units.
The past decade has witnessed an explosion in the collection of ‘big data,’ and the sophistication and accessibility of the tools required to analyze those data. This has spurred government agencies and policy analysts to embrace novel, data-driven approaches to policy creation and evaluation. This is an introductory course in programming and data analysis for public policy students with no prior coding experience; it is the first in Harris’s new data science sequence. It is for anyone who wants to gather, explore, and share raw quantitative data - or work with others who do. The course has three goals: (1) We will first introduce students to the tools required to write and share code: text editors, the command line, the python shell, and version control (git). (2) Students will be asked to “think algorithmically,” translating self-contained questions into python programs. We will cover the fundamentals of the language including types, control, functions, input/output, and scripts. We will touch on debugging and (time-permitting) computability. (3) We will then cover tools and recipes for retrieving, cleaning, visualizing, and analyzing data.

PPHA 30560. Data Visualization. 100 Units.
Sometimes you just need a graph. Charts help policymakers explore data, clarify thinking and quickly explain complex ideas. This course will provide an overview of the latest tools used by people who do it for a living. This hand-on course will introduce theory, web programming and statistical programming to help students build a toolkit in data visualization for their careers in policy. Students will be introduced to basic cartography and interactive mapmaking, interactive graphics and static graphics Technologies used in this class will include Javascript, HTML, CSS and the R Tidyverse stack. All of the tools are open sourced and will not require the purchase of any specialized software. This class will require significant front-end programming which will likely be technically easy for students with a background in computer science but relatively challenging for students with a background only in statistical programming. The technical curriculum is designed for users of macOS, users of other operating systems may encounter additional hurdles.

PPHA 30561. Communicating and Storytelling Through Data Visualization. 100 Units.
Stories and visualizations too often are not built with the customer in mind. Data practitioners fail to define the audience and as a consequence build the story and visualization in a way that won’t create the change or persuasive story desired. To address this problem, this course focuses on how to build impactful visualizations and stories not with better graphics packages or software but by building a visualization product with the customer in mind.

PPHA 30562. Telling Stories with Data Visualization. 100 Units.
This course will teach students how to create a well-crafted data visualization that can tell a story or communicate an idea in an instant. In this course, students will learn data mining, chart construction, and most importantly, they will learn strategies for communicating a complex concept with a single image. Formerly called Chart Communications: Telling Stories with Data Visualization.

PPHA 30570. Quantitative Text Analysis for Public Policy. 100 Units.
Since the invention of the printing press, the written word is the most common format by which knowledge is transferred. Computational linguistics has seen dramatic changes and some tools are very useful for applied economics and public policy research. This course will introduce students to quantitative text analysis methods and concepts and illustrate their application using examples drawn from text corpora that may be commonly used in public policy analysis, such as legislative texts or political speeches. We will work with conventional statistical and heuristic methods to summarize and compare corpora of text and extract information. However, we will also draw on a range of supervised and unsupervised machine learning methods to perform clustering and classification tasks, and illustrate their application in applied public policy research. The course will introduce students to the art of programming with R.

PPHA 30580. Civic Technology. 100 Units.
When you build civic technology, it has the opportunity to touch millions of lives. But it is hard to do well. Getting access to the right data, understanding the existing infrastructure, and knowing what to build are nontrivial questions. In this class, we will go through the process of building good civic technology, and you’ll learn how to build technology that makes a difference in people’s lives. This class will provide a roadmap for making an idea for civic technology into a reality. This will involve learning how governments operate, how to access and connect to government databases (using Python), how to clean up and manage that data (ETLs), how to build web applications to address civic issues (using Javascript, Ruby, or Python), and how to deploy applications to users who need them. The goals of the course are as follows: to understand and identify opportunities for civic application development; to be able to connect to governmental data systems; to be able to manipulate data from governmental systems into actionable datastores; to build an application that uses civic/ governmental data that addresses a real need; and to articulate the value proposition of your application to stakeholders.
Equivalent Course(s): CAPP 30310
Courses

PPHA 30581. Data Science Clinic I. 100 Units.
In order to enroll in this class, students must first submit an application and be matched with a project. Visit the Data Science Clinic site for application deadlines, how to apply, and information session details: bit.ly/ds-clinic. The Data Science Clinic partners with public interest organizations to leverage data science research and technology to address pressing social and environmental challenges. The Clinic also provides students with exposure to real-world projects and problems that transcend the conventional classroom experience including: working with imperfect datasets, applying models and algorithms to real-world data, navigating security and privacy issues, communicating results to a diverse set of stakeholders (e.g., industry, public interest, government agencies), and translating information into actionable insights, policy briefs and software prototypes. The Clinic is an experiential project-based course where students work in teams as data scientists with real-world clients under the supervision of instructors. Students will be tasked with producing key deliverables, such as data analysis, open source software, as well as final client presentations, and reports.
Equivalent Course(s): MACS 30300, DATA 27100, CAPP 30300, MPCS 57300

PPHA 30590. Big Data and Public Policy. 100 Units.
This course examines the conceptual underpinnings of data science and social science approaches to policy analysis. We discuss epistemologies of quantification, data production and the phenomenon of "datafication," predictive versus causal analytic paradigms, algorithmic fairness, and issues of data ethics, regulation, and governance. The course is open to graduate and advanced undergraduate students who have taken at least one course in quantitative methods.
Equivalent Course(s): SSAD 40590

PPHA 30602. Child and Family Policy and Research. 100 Units.
What constitutes high-quality research in child and family policy, and how should research best inform policymakers who want to improve the lives of children and families in their communities? Focusing on child welfare, teen and unintended pregnancy, and comprehensive community human services reform, students will learn how to assess the quality of individual program evaluations; synthesize research results to extract and highlight principal themes; and apply research findings to real-world policy and program decisions.
Equivalent Course(s): SSAD 40590

PPHA 30800. Analytical Politics I: Strategic Foundation. 100 Units.
Must be a Harris masters student to enroll. No exceptions for non-Harris students, even by consent. This course is designed to serve three interrelated goals. It is an introduction to core concepts in the study of political economy. These concepts include collective action, coordination, and commitment problems; externalities and other forms of market failure; principal-agent relationships; problems of preference aggregation; and agenda setting and voting. The course also introduces basic concepts in game theory, including Nash equilibrium, subgame Perfection, and repeated games. It is not, however, a suitable substitute for a game theory course for doctoral students in the social sciences. Finally, the course provides an overview of some of the key insights from the field of political economy on how institutions shape and constrain the making of public policy, with special attention to various ways in which governments can and cannot be held accountable to their citizens.

PPHA 30802. TA Session: Analytical Politics I. 000 Units.
Must be a Harris masters student to enroll. This is a non-credit discussion for Analytical Politics I. Students must register for a lecture and a discussion for the course.

PPHA 30810. Political Economy of Natural Resources. 100 Units.
The main objective of the course is to provide MPP and other graduate students with a thorough overview of existing knowledge on the political and economic consequences of natural resource wealth. The course will combine theoretical models and empirical evidence in an attempt to disentangle what we know (and don't know) about the relationship between natural resources and various political and economic outcomes. It will also provide a setting for the discussion and evaluation of various policies for the management and use of natural resource wealth. Methodologically, the course aims to help students develop and refine their analytical and presentation skills.
Equivalent Course(s): PBPL 20810

PPHA 31001. Statistical Methods and Applications for Public Policy I. 100 Units.
This course aims to provide a basic understanding of statistical analysis in policy research. Fundamental to understanding and using statistical analysis is the realization that data does not emerge perfect and fully formed from a vacuum. An appreciation of the provenance of the data, the way it was collected, why it was collected, is necessary for effective analysis. Equally important is an understanding of the nature of the statistical inference being attempted the course will distinguish between model-based and design-based inference. There will be some emphasis placed on sampling from finite populations and on data from survey research. The emphasis of the course is on the use of statistical methods rather than on the mathematical foundations of statistics. Because of the wide variety of backgrounds of participating students, the course will make no assumptions about prior knowledge, apart from arithmetic. For students with a strong technical background, the aim of the course is to increase their understanding of the reasoning underlying the methods, and to deepen their appreciation of the kinds of substantive problems that can be addressed by the statistical methods described. PPHA 31001 or PPHA 31201 required of all first-year students.
PPHA 31002. Statistics for Data Analysis I. 100 Units.
Must be a Harris masters student to enroll. No exceptions for non-Harris students, even by consent. This course aims to provide a basic understanding of statistical analysis in policy research. Fundamental to understanding and using statistical analysis is the realization that data does not emerge perfect and fully formed from a vacuum. An appreciation of the provenance of the data, the way it was collected, why it was collected, is necessary for effective analysis. Equally important is an understanding of the nature of the statistical inference being attempted the course will distinguish between model-based and design-based inference. There will be some emphasis placed on sampling from finite populations and on data from survey research. The emphasis of the course is on the use of statistical methods rather than on the mathematical foundations of statistics. Because of the wide variety of backgrounds of participating students, the course will make no assumptions about prior knowledge, apart from arithmetic. For students with a strong technical background, the aim of the course is to increase their understanding of the reasoning underlying the methods, and to deepen their appreciation of the kinds of substantive problems that can be addressed by the statistical methods described.

PPHA 31004. TA Session: Statistics for Data Analysis I. 000 Units.
Must be a Harris masters student to enroll. This is a non-credit discussion for Statistics for Data Analysis I. Students must register for a lecture and a discussion for the course.

PPHA 31100. Statistics for Public Policy II. 100 Units.
A continuation of PPHA 31000, this course focuses on the statistical concepts and tools used to study the association between variables. This course will introduce students to regression analysis and explore its uses in policy analysis. PPHA 31100 or PPHA 31300 required of all first-year students.

PPHA 31102. Statistics for Data Analysis II: Regressions. 100 Units.
Must be a Harris masters student to enroll. No exceptions for non-Harris students, even by consent. This course is a continuation of PPHA 31002, focusing on the statistical concepts and tools used to study the association between variables. This course will introduce students to regression analysis and explore its uses in policy analysis.

PPHA 31104. TA Session: Statistics for Data Analysis II: Regressions. 000 Units.
Must be a Harris masters student to enroll. This is a non-credit discussion for Statistics for Data Analysis II: Regressions. Students must register for a lecture and a discussion for the course.

PPHA 31200. Mathematical Statistics for Public Policy I. 100 Units.
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 PPHA 31300. This course will assume a greater mathematical sophistication on the part of students than is assumed in PPHA 31000.

PPHA 31202. Advanced Statistics for Data Analysis I. 100 Units.
Must be a Harris masters student to enroll. No exceptions for non-Harris students, even by consent. Harris students must place into Advanced Statistics via the advanced placement exam and may not self-select this course. This course focuses on the statistical concepts and tools used to study the association between variables and causal inference. This course will introduce students to regression analysis and explore its uses in policy analyses. This course will assume a greater statistical sophistication on the part of students than is assumed in PPHA 31002.

PPHA 31204. TA Session: Advanced Statistics for Data Analysis I. 000 Units.
This is a non-credit discussion for Advanced Statistics for Data Analysis I. Students must register a lecture and discussion for the course.

PPHA 31250. Genetics for Social Science. 100 Units.
This course is a master level introduction to a growing field in the intersection between genetics and social science. To provide a background we will review traditional methods in behavioral genetics - such as measuring heritability of a trait through twin studies. Modern techniques will also be covered - such as genome wide association studies. Special attention will be dedicated to the way relatively recent developments in genetics can shed light on policy and social science questions - for example through using polygenic scores (an increasingly available variable in standard data sets). Ethical aspects of this historically charged topic will be discussed, including the distinction between race and genetics. No previous background in genetics is required.

PPHA 31300. Mathematical Statistics for Public Policy II. 100 Units.
A continuation of PPHA 31200, 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 PPHA 31100.

PPHA 31302. Advanced Statistics for Data Analysis II. 100 Units.
Must be a Harris masters student to enroll. No exceptions for non-Harris students, even by consent. Must have completed PPHA 31202 Advanced Statistics for Data Analysis I to enroll. A continuation of PPHA 31202, this course focuses on the statistical concepts and tools used to study the association between variables and causal
inference. This course will introduce students to regression analysis and explore its uses in policy analyses. This course will assume a greater statistical sophistication on the part of students than is assumed in PPHA 31102.

PPHA 31304. TA Session: Advanced Statistics for Data Analysis II. 000 Units.
This is a non-credit discussion for Advanced Statistics for Data Analysis II. Students must register a lecture and discussion for the course.

PPHA 31511. Education and International Development. 100 Units.
This course covers policy issues related to primary and secondary education in developed, middle-development and developing countries. It provides an overview of global and regional trends in schooling and a research-based critical assessment of major education policies and reforms as they are implemented world-wide. The course tries to answer the question, Why do schooling outcomes differ so much across countries? It addresses the extent to which the level of development, in countries, differences in culture and family background and differences in school policy and organization can account for the differences in educational outcomes. This is a seminar course and students are expected to be actively engaged in presenting and discussing course materials.

PPHA 31603. Analytical Politics II (Developing World) 100 Units.
This course is intended to introduce students to a set of analytical tools and concepts for understanding how political institutions and political agents generate public policy, and to apply these tools in examining the major institutions of democracy and non-democracy throughout the world. Lessons about political institutions and the policy making process will be understood from the perspective of a policy entrepreneur

PPHA 31604. Analytical Politics II (Developed World) 100 Units.
This course is intended to introduce students to a set of analytical tools and concepts for understanding how political institutions and political agents generate public policy, and to apply these tools in examining the major institutions of democracy and non-democracy throughout the world. Lessons about political institutions and the policy making process will be understood from the perspective of a policy entrepreneur

PPHA 31610. Analytical Politics II: Political Institutions. 100 Units.
Must be a Harris masters student to enroll. No exceptions for non-Harris students, even by consent. This course is intended to introduce students to a set of analytical tools and concepts for understanding how political institutions and political agents generate public policy, and to apply these tools in examining the major institutions of democracy and non-democracy throughout the world. Lessons about political institutions and the policy making process will be understood from the perspective of a policy entrepreneur

PPHA 31612. TA Session: Analytical Politics II: Political Institutions. 000 Units.
Must be a Harris masters student to enroll. This is a non-credit discussion for Analytical Politics II: Political Institutions. Students must register for a lecture and a discussion for the course.

PPHA 31720. The Science of Elections and Campaigns. 100 Units.
This course will provide students with an introduction to the science of political campaigns. What works, what doesn’t, and how can we develop and evaluate better techniques in the future. The course will discuss traditional campaigning techniques along with new techniques that rely on big data, social networking, new technologies, etc., and we will attempt to evaluate the effectiveness of these different approaches. The course will be targeted at students who may be interested in conducting or working on political campaigns as a practitioner. However, the course should also be of interest to students who simply want to learn more about campaigns, elections, or how to apply scientific thinking to politically-important or policy-relevant questions. The course will focus primarily on electoral campaigns, although many of the lessons will be applicable to other kinds of political campaigns (e.g., lobbying, issue advocacy). All non-MPP students should seek permission from the instructor before enrolling.

PPHA 31730. The Strategic Uses of Survey Research in Political Campaigns. 100 Units.
This course will provide the student with an introduction to the basic facets of survey research, from sampling (WHO gets interviewed), survey design (WHAT gets asked), data analysis techniques, and interpretation of results (WHAT does it mean). But the lion’s share of the course will focus on addressing the question; HOW does the data get used? We will reference actual case studies involving public opinion in political campaigns, with heavy emphasis on the current issues of the day and the use of public opinion research as the nation gears up for the next big election. We’ll also hear from campaign professionals and candidates, offering real-world examples of how opinion research made a difference in big campaigns. The course leader is an active polling consultant to dozens of campaigns (federal, state, and local) each cycle, helping guide strategy on winning campaigns across the country.

PPHA 31810. Lessons from Policies that Went Wrong. 100 Units.
Effective policies require a good understanding of the setting they aim to regulate. Knowing what are some of the possible unintended consequences can help to plan for them in the policy design stage. Behavioral responses of those that are affected by the policy can reduce its effectiveness, and even result in outcomes that are the opposite of the original goal. In this course, we will review different policies that did not succeed in achieving their intended targets because they did not fully consider what will happen in their aftermath. We will cover policies across a wide range of outcomes: health, energy and environment, development and aid, education, violence reduction, and labor markets. The goal is to understand what went wrong in each case, and to generalize lessons for future policy making. For each policy, we will start with the original problem it was trying to solve, cover
some general theory and intuition around its proposed approach, and study a paper that empirically evaluated its impact. No textbook is required for this course. Grading is based on short weekly assignments, a 2-pages midterm paper analyzing a currently discussed policy, and a final exam.

**PPHA 31920. Decisions and Organizations. 100 Units.**
The core course on management for public policy will cover two main topics: managerial decision making and incentives. Managerial decision making: We'll start with a comparison of the normative framework that economists use to think about rational choice and the experimental evidence that psychologists use to argue that real-world decision makers do not satisfy those normative criteria. This unit is useful both for guidance about ways to improve the students own decision making as practitioners, and as background for thinking about the currently fashionable “nudging” or “libertarian paternalism” approach to social policy. Incentives: In any organization, control over actions will be at least partly decentralized. And that immediately implies that the managers must design incentives so that these private decisions are made in ways that advance, rather than retard, the organization's goals. We will address this general theme in the context of designing incentives for agents who must work on several tasks, who work in teams, and who are concerned with pleasing outside audiences. Applications will be drawn from education, law enforcement, and agency level rule-making.

**PPHA 31940. Psychology for Policy Designers. 100 Units.**
Many policies are aimed at influencing people's behavior. The most well-intentioned policies can fail, however, if they are not designed to be compatible with the way people actually think and make decisions. This course will draw from the fields of cognitive, social, and environmental psychology to (1) examine the ways in which human behavior deviates from the standard rational actor model typically assumed by economics, and (2) provide strategies for improving the design, implementation, and evaluation of public-facing policies. The basic premise of this course is that a foundational understanding of human behavior can lead not only to more effective policies, but enhanced decision-making and well-being.

**PPHA 31941. Behavioral Science and Public Policy. 100 Units.**
Many policies are aimed at influencing people's behavior. The most well-intentioned policies can fail, however, if they are not designed to be compatible with the way people actually think and make decisions. This course will draw from the fields of cognitive, social, and environmental psychology to (1) examine the ways in which human behavior deviates from the standard rational actor model typically assumed by economics, and (2) provide strategies for improving the design, implementation, and evaluation of public-facing policies. The basic premise of this course is that a foundational understanding of human behavior can lead not only to more effective policies, but enhanced decision-making and well-being.

**PPHA 31950. Design for Social Impact. 100 Units.**
Human-Centered Design is an established approach to service and systems development in the private and public sectors alike. Chicago and neighboring communities have complex social issues that could be re-examined through the use of design methods that facilitate human-centered research, visualization of ideas, co-design, and prototyping new approaches. This course will focus on equipping students with Human-Centered Design skills applicable to public policy, by employing creative thinking. The most effective way to develop these skills is to apply them to existing projects - this course, ongoing Policy Labs initiatives. Broadly, this course will be structured as a workshop geared towards giving students practical experience planning and implementing (qualitative) design research, analyzing data, developing design concepts based on research insights and prototyping these with partner organizations.

**PPHA 32011. Data: History and Literature. 100 Units.**
Data is a notion that seems to characterize our contemporary world. Digital revolutions, artificial intelligence, and new forms of management and governance all claim to be data-driven. This course traces the origins of these trends to the nineteenth century, when new statistical knowledges and literary traditions emerged. Moving across disciplinary boundaries, we will analyze the ways in which practices of observation and calculation produced data on populations, crime, and economies. Likewise, the literature of this period reflected the ways that data shaped subjective experience and cultural life: the rise of the detective novel transformed the world into a set of signs and data points to interpret, while Balzac's Human Comedy classified individuals into types. Drawing on these historical and humanistic perspectives, students will have the opportunity to measure and analyze their own lives in terms of data-as well as think critically about the effects of these knowledge practices. Equivalent Course(s): HIPS 22011, SCTH 32011, KNOW 22011, STAT 36711, SOCI 30518, KNOW 32011, ENGL 32011, CHSS 32011, SOCI 20518

**PPHA 32100. State and Local Public Finance. 100 Units.**
This course uses basic microeconomic theory to analyze the taxing, spending, and programmatic choices of state and local governments in the United States, relying on the median voter and Tiebout models. On the revenue side, the course treats property, sales, and income taxation, as well as nontax revenue sources such as lotteries and user fees. On the spending side, the course covers several topics, including privatization, Medicaid, education finance, capital projects and debt finance, and, time permitting, local economic development tools used by state and local governments.

**PPHA 32300. Principles of Microeconomics and Public Policy I. 100 Units.**
Must be a Harris masters student to enroll. No exceptions for non-Harris students, even by consent. Principles of Microeconomics and Public Policy serves as the first course in a two-quarter sequence in microeconomic
theory. This course does not require prior training in economics, although prior courses will be helpful. This course provides a careful and rigorous presentation of the foundations of microeconomics. Applications will be discussed in tandem with the course material (examples might be discussion of minimum wages, labor supply and taxes, fixed costs and licensing restrictions with taxis and Uber) but the primary focus is on the tools and techniques of microeconomics and price theory. This course covers the theory of consumer choice and the theory of the firm. Moderately fast-paced, the course is designed for students lacking a background in economics. Students will have an opportunity to apply economics to policy issues such as food stamps, income taxation, housing subsidies, and labor markets. Extensive problem sets provide an opportunity for practical application and a deeper understanding of the material. Calculus is not required, but a good grasp of algebra is necessary.

PPHA 32302. TA Session: Principles of Microeconomics and Public Policy I. 100 Units.
Must be a Harris masters student to enroll. This is a non-credit discussion for Principles of Microeconomics and Public Policy I. Students must register for a lecture and a discussion for the course.

PPHA 32310. Advanced Microeconomics for Public Policy I. 100 Units.
Harris students must complete PPHA 32300 or pass the Principles of Microeconomics and Public Policy I waiver exam to enroll. PPHA 32310 Advanced Microeconomics and Public Policy I serves as the first course in a two-quarter sequence in microeconomic theory. This course requires a strong economics background (an economics major or equivalent). The course covers the fundamental issues of consumer theory and preferences, equilibrium, and some theory of the firm, but the course goals will be to two-fold: first to develop the foundational topics in greater depth; second to examine applications - examples might include the theory of unemployment, asymmetric information, capital markets and human capital investments; and self-selection (the Roy model).

PPHA 32312. TA Session: Advanced Microeconomics for Public Policy I. 100 Units.
This is a non-credit discussion for Advanced Microeconomics for Public Policy I. Students must register a lecture and discussion for the course.

PPHA 32400. Principles of Microeconomics and Public Policy II. 100 Units.
Must be a Harris masters student to enroll. No exceptions for non-Harris students, even by consent. A continuation of PPHA 32300, this course introduces the role of government in the economic system, explores market failures that undermine the useful characteristics of the competitive market, and considers the role of government in these failures. Issues of equity and efficiency and the governments role in influencing the distribution of income are explored. Important economic concepts in policy analysis such as time discounting, opportunities costs, and decision-making under uncertainty are also featured. Differential calculus is used extensively throughout this course.

PPHA 32402. TA Session: Principles: Microeconomics/Public Policy II. 000 Units.
Must be a Harris masters student to enroll. This is a non-credit discussion for PPHA 32400 Principles of Microeconomics and Public Policy II. Students must register for a lecture and a discussion for the course.

PPHA 32410. Advanced Microeconomics for Public Policy II. 100 Units.
Harris students must complete PPHA 32400 or pass the Principles of Microeconomics and Public Policy II waiver exam to enroll. It is highly recommended that all students have completed PPHA 32310 Advanced Microeconomics for Public Policy I prior to enrolling. This class builds on some of the concepts learned in Adv Micro I to study at a deeper level a variety of topics relevant to students of public policy. The class will build foundations for understanding risk, uncertainty, and market failures in the provision of public goods, externalities, and due to information asymmetries. Throughout the course, examples of how policy makers grapple with the theoretical issues will be discussed.

PPHA 32412. TA Session: Advanced Microeconomics for Public Policy II. 000 Units.
This is a non-credit discussion for Advanced Microeconomics for Public Policy II. Students must register a lecture and discussion for the course.

PPHA 32510. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.
The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.
Equivalent Course(s): ENST 26530, ECON 26530, PBPL 26530
Promotion, peacekeeping, and maybe even military intervention have promoted order and growth? If not why
Finally, we see poverty and violence despite 50 years of outside intervention. Shouldn’t foreign aid, democracy

Good examples to follow, why haven’t more countries followed these examples into peace and prosperity?
These countries’ leaders have not been able to make more progress in implementing good policies. If there are
remain poor, war-torn, or both. What explains why some countries have succeeded while others
Poor and violent, and unequal? Moreover, fifty years on, a lot of smart people are genuinely surprised that
Most countries in the world have been independent for about 50 years. Some are peaceful and have prospered,

This course will focus on African philosophy and religion and their inter-relationships. One major way to
articulate African philosophy is to make explicit the ideas implicit in its non-philosophical corpus. And one
those non-philosophical areas is religion. And the African scholar is lives among a people who are said to be

This course has two objectives. First, we will try to convince ourselves that the lenses through which economics
and political science have tried to explain “African” “development” are charged with presuppositions that have
limited our ability to grasp the logic of those societies. There is nothing specific to those disciplines in that regard,
they are part of a given cultural and historical context. In doing that, this course is also about the rich diversity
of the societies lumped in the term Africa. Second, we will try to undo the learnings weaved through that lens,
but at the same time engage with a fertile ground for research, with a focus on generating new research ideas that
carry less, we hope, the heavy veil of our assumptions. It is open to Masters students but it is primarily aimed at
PhD students who want to know about Africa and can imagine themselves doing research there. We hope that it
will help them identify new and interesting questions. The Masters students will be examined by an exam. The
PhD students will have to write a short research proposal on some question on Africa and the last two lectures
will be devoted to presentations. - This course is previously PPHA 37235 - African Development.
Equivalent Course(s): ECON 35585, PLSC 32736

This course is about imagining the future - and developing a plan to make it happen. We will combine the
theoretical and the practical. We will think creatively and philosophically about what could be, and work
concretely on how to build it. Government is, everywhere, an industry in serious trouble. Its consumers are
disenchanted and looking for alternatives, its products are failing the tests of quality and innovation, and its cost
structure is too high. If governments were private firms, they’d be facing the dual prospects of either a takeover
to “rescue” them or death in the competitive marketplace as their customer base migrates to newer alternatives.
And, in fact, governments today face precisely those challenges. The idea behind this course is to address the
government biz as exactly that: a mismanaged industry, business entity, or brand. We will study the history of
the modern state and theories of how it will evolve in coming decades. We will consider what this means for
the institution of government and what exactly “government” is. And we will look at what this means for the
potential of private-sector, non-profit, non-governmental and trans-governmental entities to compete with the
nation-state and take over its functions - and the possibilities that government can compete back and perhaps
expand its own “business” line.

This course has been replaced with PPHA 32736 - Economics, Politics and African Societies.

The course wants to study some central themes that generally relate philosophy to religion

This course will focus on the Field of comparative development through the lens
of the political economy of institutions. The first half of the course will focus on my book with Daron Acemoglu
Why Nations Fail and this will provide the core of the readings and topics. The second half of the course will
delve more deeply into the dynamics of political institutions and address some of the questions which were
perhaps not so well articulated in WNF.

This course has replaced with PPHA 32736 - Economics, Politics and African Societies.

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of the political economy of institutions. The first half of the course will focus on my book with Daron Acemoglu
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articulate African philosophy is to make explicit the ideas implicit in its non-philosophical corpus. And one
those non-philosophical areas is religion. And the African scholar is lives among a people who are said to be
naturally religious. The courses wants to study some central themes that generally relate philosophy to religion
in the context of African experience, both past and present. It is open to all levels of students, undergraduate and
graduate.

Most countries in the world have been independent for about 50 years. Some are peaceful and have prospered,
while some remain poor, war-torn, or both. What explains why some countries have succeeded while others
remain poor, violent, and unequal? Moreover, fifty years on, a lot of smart people are genuinely surprised that
these countries’ leaders have not been able to make more progress in implementing good policies. If there are
good examples to follow, why haven’t more countries followed these examples into peace and prosperity?
Finally, we see poverty and violence despite 50 years of outside intervention. Shouldn’t foreign aid, democracy
promotion, peacekeeping, and maybe even military intervention have promoted order and growth? If not why
not, and what should we do about it as citizens? This class is going to try to demystify what's going on. There are good explanations for violence and disorder. There are some good reasons leaders don't make headway, bureaucrats seem slothful, and programs get perverted. The idea is to talk about the political, economic, and natural logics that lead to function and dysfunction.
 Equivalent Course(s): PLSC 32740

PPHA 32741. Why We Fight. 100 Units.
Most countries in the world have been independent for about 50 years. Some are peaceful and have prospered, while some remain poor, war-torn, or both. What explains why some countries have succeeded while others remain poor, violent, and unequal? Shouldn't foreign aid, democracy promotion, peacekeeping, and maybe even military intervention have promoted order and growth? If not why not, and what should we do about it as citizens? This class is going to try to demystify what's going on. There are good explanations for violence and disorder. There are some good reasons leaders don't make headway, bureaucrats seem slothful, and programs get perverted. The idea is to talk about the political, economic, and natural logics that lead to function and dysfunction.

PPHA 32750. Hydropolitics: Water Policy and Conflict. 100 Units.
Water resources are increasingly contested in nearly all parts of the world. Available freshwater supplies have declined nearly 40% since 1970, and the UN predicts that, by 2025, 1.8 billion people will not have sufficient water to meet all of their daily needs. Water conflict is essentially a political problem because it reflects normative disagreements about who has the authority to define its value and appropriate uses. This course examines conflict over water and policy efforts to deal with inter-sectoral competition, international allocation, and the diplomatic and economic consequences of water resource depletion. The course begins with a discussion of water's status as an object of policy-as property, a commodity, entitlement, and natural good. It then turns to a series of policy challenges in context including agricultural water use, allocation treaties, development disputes, and preventing humanitarian crises. No knowledge of water policy is presumed, and students will leave the course with the issue background necessary to pursue more focused research projects in water policy topics.

PPHA 32760. Global Development and Social Welfare. 100 Units.
The persistence of disparities in social development across countries is one of the major problems societies struggle to understand and address. This course will critically examine the major theories of global development along with contemporary debates relating to international social welfare. Students will assess how political, economic, historical, and environmental factors influence different nations' development trajectories, and compare how alternative models of service delivery and social intervention serve or fail to serve their intended populations. The geographic focus of the course will be Latin America and Africa, though case studies may also be drawn from other regions of the world. The course will be useful for both students who have had previous international experience as well as students who are interested in international social work and/or development practice. This course fulfills the Specialized Diversity Requirement. This course is one of Crown Family School's global and international course offerings.
Equivalent Course(s): SSAD 62912

PPHA 32810. Winning Issue Campaigns. 100 Units.
Change does not roll in on the wheels of inevitability, but comes through continuous struggle." These words of Dr. Martin Luther King, Jr. were never more true than in today's gridlocked American political system. Smart public policy doesn't pass and implement itself - it comes as a result of well planned, hard fought, strategic issue campaigns, many of which span years and even decades. This course will teach students the theory and practice of strategic issue campaigns, from setting campaign objectives and targeting decision makers to planning effective tactics, designing a message frame, and winning the support of those who can further the cause. This course counts toward the Political Campaigns Certificate.

PPHA 33220. Poverty, Inequality, and Policy, 100 Units.
This course will address research on the causes and consequences of poverty and economic inequality and the public policies intended to promote economic well-being. The course covers the relationship between poverty, inequality and economic mobility and their influence on economic segregation, educational outcomes, political participation, economic growth, health and happiness. It takes an international perspective, primarily addressing these issues in middle income and rich countries. The course format is part lecture and part discussion with two class projects.

PPHA 33230. Inequality: Theory, Methods and Evidence. 100 Units.
Equivalent Course(s): ECON 34930

PPHA 33240. Intergenerational Mobility: Theory, Methods and Evidence. 100 Units.
Economic inequality is increasingly a top concern among both policy-makers and the public over the past decade. This course will examine how intergenerational mobility, or the lack thereof, potentially contributes to these concerns. Students in this course will learn about fundamental theories of distributive justice, learn how to evaluate different measures of mobility and persistence, and discuss the latest theories and empirical evidence on intergenerational mobility.

PPHA 33420. Contemporary US Intelligence. 100 Units.
The course examines the U.S. Intelligence Community and its role in national security. It will analyze the intelligence cycle including planning and direction, collection, processing, analysis and dissemination. It will
also focus on topics such as warning and surprise, denial and deception, covert action, oversight and the role of policy makers, civil liberties, ethics and accountability and intelligence reform. The course will also compare the organization and activities of foreign intelligence agencies with the U.S. model. Many of these topics will be analyzed in the context of current events including the congressional investigation into Russia’s interference with the 2016 presidential election. The course will also feature high ranking current and former intelligence officials as guest speakers.

PPHA 33510. Nuclear Policy. 100 Units.
While issues arising from technologies that have both military and civilian applications are not new, the nearly incomprehensible destruction from exploding nuclear weapons focuses the mind as few other dual-use technologies can. This course will examine the development of national policies and the international regimes on the uses of nuclear energy. We will review military doctrine and the plans for nuclear war-fighting as well as the effects on societies of developing and using nuclear weapons. We will review the history of international proliferation of nuclear technology and fissile material and examine efforts to curtail the spread of weapons. In the second part of the course, we will focus on the development of civilian nuclear power and on current policy to prevent accidents and dispose of nuclear waste materials. Political leaders often face policy dilemmas because nuclear technology and materials offer great benefit, as well as presenting great danger. We will explore these dilemmas throughout the course.
Equivalent Course(s): PBPL 29070

PPHA 33520. The Social Psychology of Behavior in Organizations. 100 Units.
Understanding others’ thoughts and behaviors is essential for professional and personal success. We all do our best to understand our co-workers and significant others on a daily. Most of us do so by putting on the cap of an “intuitive scientist.” In other words, most of us rely on our intuitions to identify others’ thoughts and motivations and to predict others’ behavior. Unfortunately, decades of psychological research suggest that our intuitions are often misguided in systematic ways. This course will enable you to have a more accurate understanding of others’ motivations, feelings, thoughts, and behaviors. This understanding is important to have because managing other people—be they competitors, customers, or co-workers—is critical for professional as well as personal success. At the start of your professional career, success may have required simply having the necessary technical expertise to produce excellent work product for your organization. As you progress in your career, however, success will increasingly require you to manage groups of people, to align their skills, solve interpersonal problems, and create well-functioning teams. This course is intended to provide the scientific knowledge of human thought and behavior that is critical for successfully managing others, and also for successfully managing yourself.

PPHA 33530. Strategies and Processes of Negotiations. 100 Units.
Being able to orchestrate successful social interactions is perhaps never more important than in negotiation situations. Negotiations are a particular kind of social interactions that are explicitly designed to determine which parties get their interests and goals fulfilled or thwarted. Negotiations are necessary whenever you cannot attain your goals without the cooperation of others. They happen every day—with co-workers, customers, competitors, friends, and spouses. Some negotiations might be small, such as what movie to watch tonight or who will wash the dishes this week—and some might involve large stakes, such as what price your client’s company will be sold for or what policy provisions will be implemented or dropped. This course will greatly expand your understanding of negotiations in several ways. First, you will experience various negotiation situations firsthand in the classroom. Second, you will learn how to analyze your experiences using insights collected from decades of psychological research on social judgment, social cognition, and decision-making. Third, and unlike most real-life situations, you will be able to receive feedback on your performance. Life, unfortunately, does not often offer the opportunity to compare your outcomes to other people’s outcomes. This course does, thereby enabling you to identify what you did right, what you did wrong, and improve your performance by evaluating your work compared to the rest of the class.

PPHA 33540. Contentious Policy Making. 100 Units.
This course explores avenues to influence public policy beyond the routine means of voting and elections, through disruptive methods. These methods include demonstrations, boycotts, strikes, social movements and revolutions, as well as foreign interventions, sanctions, and war. We discuss a variety of movements and conflicts, including the Civil Rights Movement and the Women’s Suffrage Movement in the United States, the American and Iranian Revolutions, and the Middle East conflicts. We explore the role of social movement organizations, ideologies, culture, information technology, leaders, tactical innovations and adaptation, and strategic decision-making in the political processes of contentious policy making.

PPHA 33610. The Social Entrepreneur. 100 Units.
This course specifically focuses on social business models spanning non-profit organizations, non-government organizations, hybrid enterprises and socially responsible for-profit businesses. The course takes a global perspective, focusing on organizations and ventures in both the US and abroad. Through course readings, case studies, articles and guest presenters, students will be exposed to the various approaches to social entrepreneurship and the strengths and weaknesses of different models and strategies, and the leadership characteristics required to found, build and run a successful social enterprise.
PPHA 33611. Foundations of Social Entrepreneurship. 100 Units.
This course aims to give students a comprehensive overview of the social entrepreneurship ecosystem and how they will contribute to it across their careers. Rather than focus purely on new venture creation, this course will give students experience in the three main roles within the ecosystem. Students will learn the roles of: Impact Investors/Foundations, Product Managers, and Social Entrepreneurs. As we explore each role in the ecosystem, students will learn the perspectives, mindsets, and tools that practitioners use to advance their declared impact. By the end of the course, students will have produced real-life deliverables for all three roles, be more confident in their future career choices, and understand how the mindsets, incentives, and values of each role constrain and influence the others.
Equivalent Course(s): SSAD 43610

PPHA 33620. Leading with Innovation. 100 Units.
This course will train students in how to initiate strategic innovation within large organizations (especially nonprofits and government). It is intended for students who want to build a career in organizational strategy and innovation in any sector, but specifically within an existing organization (not as founder of a new one). This course will teach a skillset, mindset, and team-based model for evolving and deploying innovation approaches within social sector organizations. Having learned this approach, students will address challenges in Chicago in a fast-paced, rotating team structure. Demands for out of class work will be high. Throughout the course, students will engage in strategic conversations on themes surrounding innovation including: the inclusion of data and AI systems, public-private partnerships, technology modernizations, and disruptive service contexts (healthcare, education, security, etc). We'll discuss how each of these conditions requires adapting the deployment of innovation practices and how to adapt strategies within such contexts.

PPHA 33650. Corporate Governance. 75-100 Units.
Through the production of goods and services, innovation, employment and occasional misbehavior, publicly-held corporations in the U.S. exert an enormous impact on the lives of individuals and the economy in general. How (and how well) corporations are governed greatly influences what that impact will be. Since the early 1990s, there has been a significant increase in the attention given to corporate governance by investors, lawyers, academicians, politicians and the press. This seminar will provide students with a deep understanding of applicable legal, regulatory and market influences on corporate governance, an appreciation for the historical development of the current system of governance and insights into current hot issues and the continuing evolution of governance. We will discuss critical issues such as for whose benefit is a corporation to be governed and what is the proper balance of decision-making authority between owners and managers. There will be a heavy emphasis on the role of counsel to the enterprise as a whole and on the practical aspects of advising officers and directors, including the coordination of multi-disciplinary teams.
Equivalent Course(s): ECON 39820

PPHA 33660. Government Program Oversight and Accountability. 100 Units.
This course surveys the role and function of inspection and oversight in the public sector (and related private contractor and not-for-profit sectors). It introduces the democratic theories of government accountability functions - investigative, audit, and evaluations/inspections. It also introduces techniques of investigation, policy oversight, and operational auditing, as well as fraud vulnerability and prevention and the performance auditor-agency relationship. It will examine historically evolving roles and functions of inspectors general at all levels of government - federal, state and local - in the identification and prevention of fraud, (including public corruption), waste, and inefficiencies. The efficacy of the inspector general public findings and recommendations modality in the promotion of economy, effectiveness, efficiency and integrity in public administration, and related impacts to the making of policy and regulation will also be explored.

PPHA 33740. Business and Society. 100 Units.
This course is designed to offer students an overview of the various roles businesses across the for profit, non-profit and governmental sectors play in improving the world. We will examine how companies are responding to social challenges using Corporate Social Responsibility (CSR) strategies and gain an understanding of the role government and philanthropist play in helping/hindering positive societal change. We will examine how to create organizational shared value through a Corporate Social Innovation (CSI) framework, explore specific examples of both successful and unsuccessful attempts to compete using a social purpose agenda and look at the role; the board of directors plays within an organization. Students also have a chance to hear first-hand from practitioners who are working at the forefront of business and societal change.

PPHA 33820. Democracy Hacked: Cyber Threats to Modern Governments in the Digital Age. 100 Units.
This course is designed to offer students an overview of the current cybersecurity landscape and the corresponding human rights implications. Students will hear first-hand insider perspectives from public and private sector cyber professionals and international experts across the cybersecurity and human rights fields. Divided into 3 parts, students will gain insight on Cyber Security Technology, Protecting Citizens From Governments Online, and Combating Cyber Predators.

PPHA 33830. Hacking for Defense. 100 Units.
The innovation toolkit (lean startup, human-centered design, prototyping) was developed to create new value under conditions of intense uncertainty. Typically, courses on innovation focus that effort on new venture creation, but our large institutions—both public and private—wield tremendous influence and power. We believe those organizations should be more responsive to changing conditions and that they deserve commitment from
the best and brightest when it comes to the application of innovation. All institutions within the Department of Defense and Intelligence Communities (DoD/IC) are large, complex, and as impactful on society as any that one can identify. They face intense pressure to adapt their missions to changing constituencies, evolving geopolitical demands, technology revolutions, social norms, and complex regulations. This course aims to train students in how to apply the innovation toolkit to such organizations and their challenges.

Equivalent Course(s): INRE 32002

PPHA 33840. The Changing Character of Conflict: Conflict in the Gray Zone. 100 Units.
Conflict has been a constant companion in human experience from time immemorial. Some argue that conflict is inherent in the human condition, or in human nature. Yet today something is different; something has changed. Conflict seems more omnipresent, more intractable, and more dangerous. This class examines the various new domains of conflict and the way they affect global power dynamics, showing that while conflict is a permanent feature of human society, it has evolved to occupy new spaces using a new toolbox. Paraphrasing Clausewitz, the nature of conflict remains constant, yet its character is eternally changing. The prevailing conflict paradigm continues to emphasize the familiar military or kinetic domain often neglecting other segments of the conflict spectrum. The unprecedented acceleration of digital and other technologies threatens a future evolution of conflict likely to outpace state capacity to mitigate and manage conflict. Conflict today and in the indefinite future is likely to be asymmetric, hybrid, and full-spectrum. The course is divided into five segments; 1) Introduction and context of contemporary conflict; 2) Differing world views as they relate to conflict; 3) New conflict domains and media; 4) Implications for national and multi-lateral policy; and 5) Projecting future conflict domains.

PPHA 33901. Matching, Efficiency, and Inequality. 100 Units.
Individual’s choice of an employer, a spouse, or a neighborhood to live in can be described in terms of matching. Individual’s aim at choosing the best possible match given their preferences. The course will explore the determinants of the efficiency of matching from the individual’s point of view: search costs, informational barriers, etc. It will then address the social and economic consequences of individual’s behavior. Thus, in the marriage market, matching tends to perpetuate human capital inequalities across generations, while in the housing market, matching often leads to racial segregation. Understanding matching mechanisms can thus help policymakers shape inequality-reducing policies in areas such as education or housing.

PPHA 33910. Digital Media in Policy and Politics: Practices, Problems and Policy Issues. 100 Units.
This course will teach students a theoretical framework for understanding digital media and communications, examining historical and modern examples of powerful messaging across politics, government, and issue-based organizations.

PPHA 34241. Household Finance: Theory and Applications. 100 Units.
This course will examine the choices households make about important financial decisions and how these individual choices can impact the aggregate economy. Each week, basic predictions from economic theory will be discussed and compared with empirical findings. Topics will include: asset market participation and household portfolio choice; human capital and student loans; housing and mortgages; retirement planning; credit card debt; payday loans; and the gig/sharing economy. Focus will also be placed on government policies affecting these topics, including so-called household financial engineering, the creation of Government Sponsored Enterprises (GSEs) like ‘Fannie’ and ‘Freddie,’ and regulatory agencies like the Consumer Financial Protection Bureau (CFPB). Students are expected to read assigned papers. Additional assignments include problem sets, an in-class presentation, and a replication and extension exercise of a published paper. These assignments will require students to work in R, Stata or other statistical package of the student’s choice.

PPHA 34330. Attaining Equity in K-12: Theory and Practice. 100 Units.
The purpose of this course will be to investigate practices for creating equity for disadvantaged students. Despite nearly half a century of 'school reform', troubling gaps in educational attainment persist between white and Asian and underrepresented minority students. Similarly, one of the surest predictors of educational outcomes is family income. What solutions are proven to reverse these inequities? The course will begin by using national and state data to understand the scope of the achievement, or opportunity, gap. We will then consider a framework for understanding why many promising reforms fail to result in improvement. After developing this framework, we will look at evidence behind a number of popular approaches, including standards based accountability, racial integration, and charter schools. Finally, we will look at detailed data behind case studies in Chicago area school districts.

PPHA 34410. Corporate Finance. 100 Units.
This course presents an introduction to the principles of corporate finance and its applications. These principles are critical to understanding the nature of how corporations and many government entities present their financial condition, finance themselves and manage their financial risks. The course will examine corporate structure, evaluation of new projects, financial planning and governance. There will be considerable attention to the analysis of financial statements and understanding free cash flow. The role of interest rates and the time value of money will be presented with many applications project evaluation and financing alternatives. The Modigliani and Miller theorems will be presented with their application to common corporate finance problems. The role of equity, bonds and loans in the capital structure will then be discussed. Finally, the course will introduce the role of corporate governance regarding financial matters.
PPHA 34500. Macroeconomics for Public Policy. 100 Units.
This course examines the working of the aggregate economy. It aims to understand the key determinants of business cycle fluctuations and of long-run economic development. This includes coverage of the role of employment, productivity, trade and fiscal deficits, inflation, and interest rates. The emphasis of the course is on the impact of monetary and fiscal policies on the macro economy. Students will be able to analyze and discuss important current economic issues, such as government spending and tax reforms, Social Security reforms, the conduct of monetary policy, and the impact of changing economic conditions around the world.

PPHA 34600. Program Evaluation. 100 Units.
Students must have completed PPHA 31102 Statistics for Data Analysis II or equivalent to enroll. The goal of the class is to familiarize students with principles and methods of program evaluation. The lectures will cover a mix of theory and applications; the problem sets will involve extensive data analysis and a fair bit of coding. The objective is for students to be able to evaluate program evaluation reports written by others and carry out basic program evaluations themselves.

PPHA 34601. TA Session: Program Evaluation. 000 Units.
This is a non-credit discussion for PPHA 34600 Program Evaluation. Students must register for a lecture and a discussion for this course.

PPHA 34720. Fair Housing. 75 Units.
This seminar will focus on the law and policy of fair housing, broadly construed. Significant attention will be devoted to antidiscrimination laws in housing, including the federal Fair Housing Act. We will also explore existing and proposed policies for improving access of lower-income people to housing. The dynamics of segregation and concentrated poverty will be examined, as well as the effects of zoning and other land use controls. Additional topics may include urban squatting, rent control, gentrification, subprime lending, the siting of locally undesirable land uses, and the use of eminent domain in "blighted" areas. The student's grade will be based on class participation and a series of short papers.

PPHA 34799. Race, Politics, and the Press in Chicago. 100 Units.
This course will examine the history of the African American press, especially The Chicago Defender, a newspaper which spanned the technological and political transformations of the 20th Century media. Founded as a weekly in 1905, The Defender became Black America’s first national communications vehicle using newly available mass printing machines as well as page design techniques pioneered by Hearst and Pulitzer. The news pages exposed the horrors of Jim Crow, while editorials inspired millions to come to Northern cities in what became known as the Great Migration. The Defender and its cohort, including The Pittsburgh Courier, wielded substantial political clout, providing the swing votes that elected Harry S. Truman and John F. Kennedy to the Presidency. But as the century wore on, black newspapers had to compete for audience as well as staff against a multitude of print, broadcast and, ultimately, on-line options. Taught by the author of the award-winning non-fiction book about The Defender, himself a veteran of the newspaper, the course includes guest lectures, field trips, and references to the substantial scholarship of the history of the South Side. There are no prerequisites.

PPHA 34810. Mixed Methods Approaches to Policy Research. 100 Units.
This course will provide students with an overview of mixed methods approaches to policy research. The course will cover a variety of qualitative and quantitative approaches to policy research including embedded experimental studies, ethnography, observational studies, biomarkers, and more typical econometric techniques. Topics will include residential mobility, crime, welfare, employment, paternal involvement, health, and education. We will examine what types of research questions lend themselves to different research methodological approaches and how qualitative and quantitative research can complement each other to give a better understanding of policy issues.

PPHA 34815. Research Methods in Development Contexts. 100 Units.
TBD

PPHA 35020. Women and Public Leadership. 100 Units.
U.S. women’s political leadership took the greatest leap forward since suffrage in the 2012 and 2014 federal elections. 104 women now serve in the U.S. Congress; six women are governors; and the historic 2016 presidential season is well underway, until recently featuring women candidates on both sides of the aisle. At the same time, thousands of women across the nation are seeking appointed and elected office, or to be influential public policy leaders in organizational and other roles. This course will examine this historic wave of activity and its implications for: policy making in general, as well as policy making on issues that particularly concern women and girls. The course will feature several guest speakers, including women who hold positions of public policy importance in Chicago, Cook County, the State of Illinois, and/or the federal government. Students will engage in a research and strategy development project, creating a campaign plan for a woman candidate.

PPHA 35120. Economic Demography. 100 Units.
This is a master’s-level survey course in economic demography: we will be concerned with the size, age structure, health, wealth, and abilities of human populations. The unifying perspective throughout the course will an
economic one: aside from issues of measurement, we will be interested mainly in explaining social behaviors as
the outcome of people's rational choices. Of course, theories need to explain facts, so we will spend much of our
time reading empirical work that documents the relationships between the above variables - both in the cross
section and over time - and understanding how the statistical evidence is constructed.

PPHA 35240. Education, Inequality, and Economic Development. 100 Units.
Previously named Education in Developing Contexts. This course covers policy issues related to education,
inequality, and economic development. We will analyze education policies and reforms from an economic
perspective, review relevant research on each topic, and examine implications of the findings to policy and
practice. Topics include understanding factors that influence educational decisions, provision of basic needs
in schools, teacher pay and incentives, school choice, early childhood education, and education in emergency
settings. Students must have completed PPHA 31102 Statistics for Data Analysis II as well as PPHA 32400
Principles of Microeconomics and Public Policy II or equivalent to enroll. It is also recommended that students
have completed PPHA 34600 Program Evaluation.
Equivalent Course(s): EDSO 35240

PPHA 35245. Violence in the Early Years. 100 Units.
This course will address issues related to children’s exposure to violence. Classes will cover topics including, but
not limited to, the history of violence against children (infanticide, etc), children’s literature, parental violence
towards children, school-related violence, practices such as female genital mutilation, and other policy-relevant
issues related to violence in children’s lives. We will analyze policies and reforms, review relevant research on
each topic, and examine implications of the findings to policy and practice.

PPHA 35301. Trade Policy and Policy Making. 100 Units.
This course on international trade will be divided into two parts. In the first part, the course will cover
theoretical and empirical research on international trade, thus providing the students with the analytical tools
needed to address trade-policy problems and challenges. In the second part, the students will be faced with
specific real-world trade-policy problems on which they will have to make policy analysis and prepare policy
recommendations for policy-makers or a policy-oriented audience. The objective of the course is thus twofold.
On one hand, the students will be equipped with the analytical frameworks necessary to think about trade policy
problems and challenges. On the other hand, the course will prepare the students to formulate evidence-backed
policy recommendations and present them in a persuasive way, thus developing professional skills needed in
policy-making contexts. The list of topics covered by the course may include: gains from trade, winners and
losers, trade and distribution, trade and growth, trade and the labor market, instruments of trade policy, political
economy of trade policy, trade policy as industrial policy, the world trading system. Suggested prerequisites: an
understanding of intermediate-level microeconomic theory.

PPHA 35310. International Trade, Banking and Capital Markets. 100 Units.
Over the past 50 years, the markets for goods and services have become dramatically globalized. The
internationalization of financial markets and the liberalization of trade have been critical to this growth. In
contrast to a few decades ago, today’s companies manage global supply chains and investment capital moves
quickly from market to market. International Trade, Banking and Capital Markets is an introduction to the
drivers of and issues behind these changes. This course does not assume an extensive knowledge of economics. Topics
covered begin with the gains from trade, the domestic instruments of trade policy such as tariffs and treaties, as
well as international trade bodies including the World Trade Organization. The course will then move on to how
trade is conducted between companies in different countries, covering topics such as foreign exchange, trade
documentation and instruments used to guarantee payment. The course will then cover aspects of international
banking, including the cross-border provision of corporate and investment banking, as well as investment
management services. The growth of international banking out of trade finance and the international expansion
of domestic businesses will be presented along with the issues these developments created.

PPHA 35311. International Trade Law. 100 Units.
This course focuses on the law governing international trade. It will specifically focus on the laws established by
the World Trade Organization. This will include an in-depth analysis of the treaties, regulations, and case law
that govern international trade. The course will both cover the basic principles governing trade law, as well as the
trade laws governing intellectual property, environmental regulation, food safety, trade in services, and technical
standards. The course will also examine the implications of the international trading regime for developing
countries, and the political economy of trade negotiations. This class has a final take-home exam.

PPHA 35400. Topics in U.S. Health Economics, Sociology, and Policy. 100 Units.
This seminar course will explore three topics: 1) Do physicians, hospitals, and health plans have a business
case for making investments to improve quality in healthcare? 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.
Equivalent Course(s): SOCI 50038, PBHS 35401
PPHA 35411. Political Feasibility Analysis: Winning Strategies in Public Policy. 100 Units.
This course will review and analyze various strategies and methods for assessing the political feasibility of successfully implementing public policies at the federal, state and local levels. Enacting public policy is a dynamic process because of the changing nature of the political environment. Developing and implementing successful public policies requires an array of strategic approaches, analytical tools and resources while understanding the importance of timing and key pressure points in the political system. This course will review and analyze successful and unsuccessful campaigns to bring about public policy and social change. We will examine key elements and variables to help develop and implement public policy strategies to win in the endgame. Students will analyze various types of policy domains at the legislative, executive and bureaucratic levels. They will evaluate indirect policy makers outside of government such as lobbyists, public interest groups, unions, media, public relations firms, business groups, faith-based organizations and individual activists, among others.

PPHA 35501. Poverty and Economic Development. 100 Units.
This course will focus on developing countries. We will study causes of poverty and underdevelopment, poverty measurement issues, and policies to improve wellbeing. We will concentrate on topics such as nutrition and health, education, labor markets, intra-household allocation of resources, and policies to alleviate poverty. Empirical evidence from developing economies will be used extensively.

PPHA 35540. How to Change the World: Science of Policymaking in International Policy and Development. 100 Units.
So you want to make the world a better place, but how? So much policy fails. So many good intentions go awry. Why? What makes for good policy? What makes it bad? This is a class on the social science of policy-making—the lessons from economics, political science, sociology, and anthropology, plus the practical experiences of practitioners. We will focus on policy-making in a global context, especially international policy and development. While we will look at international organizations, the focus is on national and local development strategies and domestic policymakers and institutions. This is also a course about learning to read and write well. Readings each week will be heavy and difficult, but rewarding. There will be also weekly writing assignments that involve critical reviews of books, papers, and ideas. There are no requirements for the class. Any Masters student or advanced undergraduate is welcome to join the class. A class on economic development is recommended.

PPHA 35550. Economic Development and Policy. 100 Units.
The course will introduce students to the main concepts in development economics, such as modern growth theories and their relevance for low-income countries, and major topics in policy and research within the field. In the first part of the course, we will concentrate on the development facts, the main explanations highlighted in the field of economics for differences in growth and income levels between rich and poor countries, and the concept and measurement of poverty. In the second part of the course we will study microeconomic fundamentals of economic development. We will concentrate on topics such as fertility, nutrition and health, education, labor markets, intra-household allocation of resources and infrastructure and the relation among them. Empirical evidence from developing economies will be employed extensively paying special attention to the methods used. Students who have previously taken PBPL 25550 may not enroll in this course for credit.

PPHA 35555. Political Development and Policy. 100 Units.
What explains why some countries enjoy growing economies, more order, and greater freedom, while other countries remain poor, violent, or unfree. This course will examine why some countries have moved along a path of "political development" while others have not, analyzing subtopics such as leadership, foreign aid, democracy promotion, military intervention, etc. This course will use theory and history to understand the political, economic, and other social scientific logics that lead to function and dysfunction.

PPHA 35556. Political Economics of Developing Countries. 100 Units.
What explains why some countries enjoy growing economies, more order, and greater freedom, while other countries remain poor, violent, or unfree. This course will examine why some countries have moved along a path of "political development" while others have not, analyzing subtopics such as leadership, foreign aid, democracy promotion, military intervention, etc. This course will use theory and history to understand the political, economic, and other social scientific logics that lead to function and dysfunction. Equivalent Course(s): PBPL 25595

PPHA 35560. Translating Evidence for Policy and Program Design. 100 Units.
The demand for the use of evidence in international development programs and policy continues to grow. However, policy makers’ often have questions about how to interpret and use evidence generated. How generalizable are these results? How to interpret null results? Mixed outcomes? Short and long term effects? Are these results scalable? Additionally, what are the political barriers to using evidence? In this course, we will explore how to think about these issues and others in relation to designing policies and programs in the international development sphere. We will examine these questions through various development sectors: economic development, governance, food security, refugees, education and peacebuilding. Students must have completed PPHA 34600 Program Evaluation or equivalent to enroll.
PPHA 35561. The Practicalities of Running Randomized Control Trials. 100 Units.
This course is designed for those who plan to run a randomized control trial. It provides practical advice about the trade-offs researchers face when selecting topics to study, the type of randomization technique to use, the content of a survey instruments, analytical techniques and much more. How do you choose the right minimum detectable effect size for estimating the sample size needed to run a high quality RCT? How do you quantify difficult to measure outcomes such as women’s empowerment or ensure people are providing truthful answers when you are asking questions on sensitive topics like sexual health? When should you tie your hands by pre-committing to your analysis plan in advance, and when is a pre-analysis plan not a good idea? This course will draw on lots of examples from RCTs around the world, most (though not all) from a development context. Alongside field tips, it will also cover the concepts and theory behind the tradeoffs researchers face running RCTs. The course is designed for PhD students but given its practical nature is open to and accessible to masters students who plan to work on RCTs.
Equivalent Course(s): ECMA 35550, ECON 35550

PPHA 35565. Infrastructure and Development. 100 Units.
This course will examine the role of infrastructure as a foreign policy tool, both historically as in the case of the Marshall Plan and contemporarily as in the case of the Belt and Road Initiative. This course will give particular attention to infrastructure development in Africa.

PPHA 35570. Conflict and Humanitarian Intervention: Blurring Humanitarian, Development, and Security Policy. 100 Units.
Humanitarian principles were instituted to ensure aid was used for life saving purposes, and not to support governments or a country’s foreign policy goals. While there was always some blurring, the lines between humanitarian, development and security policy began to blur to a greater degree during the Balkan wars; after 9/11, the lines became ever more faint, creating significant debates about civilian-military relations. Post-Syria there are questions if there are even lines anymore. In this course, we will examine this evolution, where aid, both humanitarian and development, is used to a greater and greater degree in support of a country’s security policy. We will examine how this has changed the nature of these programs, how it effects the ability of governments and INGOs to operate in these environments, and the moral and ethical dilemmas that arise.

PPHA 35575. Behavioral Experiments in International Development: From Theory to Practice. 100 Units.
Evidence-based policy is only as good as the data that underpins the evidence. However, current approaches to data-gathering often contribute to systematic exclusion and perpetuate existing power relationships in international development. Exclusive data can render whole groups of people-for example, women or minorities-invisible for the policy process. This is particularly true for so-called ‘hard-to-reach’ populations who are supposed to benefit most from international development. Identifying how unrepresentative and flawed data leads to exclusive policies requires data literacy that foregrounds a justice-based approach in data collection and analysis. This course offers students theoretical and hands-on practical learning to understand what is required to make data inclusive, how to engage with those whose data is collected in ethical ways and through what mechanisms inclusive data can create policies that support diversity and inclusion. The course is taught as a lab in collaboration with researchers and data scientists from the Busara Center for Behavioral Economics in Kenya and India.

PPHA 35577. Big Data and Development. 100 Units.
Big Data and Development is a seminar course focused on the use of innovative data capture and analysis techniques to investigate topics related to economic and political development. Microlevel data is increasingly used to target and evaluate development interventions. In this course, students will engage with cutting-edge theoretical and quantitative research, drawing on readings in economics, political science, and data science. The course is organized around a set of core topics, including political and economic development, community-driven aid interventions, causes and consequences of conflict, and climate change. Course assessments will include three short research briefs and a final paper.

PPHA 35578. Qualitative Methods for International Development Policy. 100 Units.
Qualitative research offers policy makers multifaceted, nuanced and rich insight into the issues they are seeking to impactfully address with their policies. A qualitative perspective helps to draw out complexities and connections that help identifying the trade-offs that come with all policy choices. Practical knowledge on how to conduct qualitative research, to evaluate it for its rigor, to assess what it can contribute to policy debates, and to package it for highest impact and evidence uptake are crucial skills in the policy sphere.

PPHA 35580. Doing Business in Africa. 100 Units.
This course will give an overview of key trends in the region (economic/political/demographic) to provide a frame as to how to think about Africa’s dynamic economic potential and diverse investment climates. It will include a focus on geopolitics, including how China’s involvement in Africa affects the landscape (including opportunities for American and other companies, etc.). There will be heavy emphasis on navigating political and policy risk (how to assess and mitigate the challenges related to governance, corruption, rule of law, etc. as they relate to doing business in emerging markets).

PPHA 35585. The Chinese Economy. 100 Units.
This course provides an overview of the Chinese economy, with two main focuses. First, we will review the significant reforms that happened in China in the past four decades, which fundamentally reshaped the modern
China as we see today. Second, we will discuss some of China’s key political and economic institutions, and their implications on China and the rest of the world. Throughout the course, special emphasis will be given to the role of the state in China’s growth experience, at both the central- and local-levels.

Equivalent Course(s): PBPL 25585, ECON 22030

**PPHA 35590. Global Governance. 100 Units.**
This course provides a detailed survey of global governance in both scholarship and policy. We will work together to understand the major players in international politics, and how they do (or do not) work together to govern issues of international concern. In particular, we will investigate the following players in global governance: individuals, states, international organizations, and non-governmental organizations and analyze how these actors impact, and produce, one key concept in international cooperation today: security.

**PPHA 35595. Program Evaluation for International Development. 100 Units.**
International aid, global health, global educational access and attainment, refugee resettlement, poverty are some examples of the pressing problems that require the attention of governments, governmental or non-governmental international organizations, and philanthropy. Yet, both attention and resources are finite. Every project undertaken requires careful assessments of what to undertake and what to expect. This class will introduce students to the tools to carefully assess development programs. This course serves as an introduction to the tools of the trade. The students will gain the ability to engage critically with the program evaluation reports and studies. Understand the logistics behind a program from its inception to its end or scaling-up. The students will learn experimental and quasi-experimental methods to propose and implement a program and evaluate the effectiveness of a program. We will draw on examples mainly from the area of international development with a wide variety of regional focus.

**PPHA 35700. Economics of Education Policy. 100 Units.**
Which education policies work and which do not? How are these policies evaluated? The main goal of this course is to familiarize students with the methods and research frontier in the economics of education, with an emphasis on policies designed to improve students’ outcomes. We will explore and discuss a wide range of educational policy issues, including the returns to schooling, student incentives, teacher labor markets, school choice, accountability, school funding, and higher education. Throughout the course, we will pay close attention to the methods employed to evaluate the effects of education policies. Students must have completed PPHA 31102 Statistics for Data Analysis II to enroll.

**PPHA 35710. Introduction to Economics of Education. 100 Units.**
Education is integral in the human capital production for the economy, distribution of income, economic growth and civic society. This course is an introduction to the economics of education. It introduces microeconomic theories of returns to education and econometric methods that are employed in investigating issues in education. The course pays attention to causal inference and predictions about impact of education policies. Primary focus is on early childhood and K-12 education in the US. It explores educational outcomes, effectiveness of school financing, teacher labor markets, accountability and school choice. It studies reforms and interventions to increase accountability and production in education.

**PPHA 35720. Higher Education Policy. 100 Units.**
This course will examine major policy issues in higher education in both the United States and abroad. Topics covered will include models of individuals’ educational investment decisions, rationale for government involvement in higher education markets, the effects of higher education on long-term social and economic outcomes, and the behavior of institutions that produce higher education. Students will use economic models and interpret experts’ empirical findings to analyze current issues in higher education policy such as free community college, financial aid and student loans, affirmative action, higher education accountability, and student debt relief.

**PPHA 35750. School Quality, Accountability, and Change Management in Chicago Public Schools. 100 Units.**
This course will offer students a chance to go into the weeds of one specific Chicago policy making initiative; namely Chicago Public Schools’s effort to redesign its approach to accountability since 2019. The complexity of the topic being tackled, the unprecedented (for the institution) level of stakeholder engagement informing the process, and the amount of consensus reflected in final policy make this a case study that should help students think through some of the key elements of effective policy making. Students will also be expected to research other instances of policy making in compare and contrast exercises in order to evaluate which of the lessons learned from the CPS case study are more widely applicable and to what extent.

**PPHA 35900. Constitutional Law VII: Parent, Child, and the State. 100 Units.**
This course considers the role that constitutional law plays in shaping children’s development. Among the topics discussed are children’s and parent’s rights of expression and religious exercise; parental identity rights including rights associated with paternity claims, termination proceedings, assisted reproduction, and adoption; the scope of the state’s authority to intervene to protect children, to regulate their conduct, or to influence their upbringing; and the role of race and culture in defining the family.

Equivalent Course(s): SSAD 67101

**PPHA 36012. Budgeting for State and Local Governments. 100 Units.**
This course is designed to test the thesis that good budgeting in the public sector incorporates all of the skills developed in public policy programs: policy analysis, analytics (economics, other quantitative evaluation),
Epidemiology is the basic science of public health. It is the study of how diseases are distributed across populations and how one designs population-based studies to learn about disease causes, with the object of identifying preventive strategies. Epidemiology is a quantitative field and draws on biostatistical methods.
Historically, epidemiology’s roots were in the investigation of infectious disease outbreaks and epidemics. Since the mid-twentieth century, the scope of epidemiologic investigations has expanded to a fuller range of non-infectious diseases and health problems. This course will introduce classic studies, study designs and analytic methods, with a focus on global health problems.
Equivalent Course(s): HLTH 20910, ENST 27400, PBHS 30910, STAT 22810

PPHA 36600. Writing for Public Policy Professionals. 100 Units.
Well-reasoned and thoughtful analysis of policy issues is a necessary but not sufficient requirement for implementing effective public policy. What is an equally important requirement is the ability to clearly and accurately relate complex policy ideas in easily understood narratives. The aim of this course, in turn, is to hone students’ professional policy writing skills and to familiarize them with the major written formats used throughout the policy-making process; from memos and briefs, to white-papers and op-eds. This course is organized as a collaborative, seminar-style discussion of policy writing strategies and techniques, with a substantial focus on the thinking behind effective communication.
Equivalent Course(s): SSAD 65000

PPHA 36620. Applied Policy Communications Lab. 100 Units.
To succeed in the field of public policy, it’s not enough for a practitioner to design sound, data-driven strategies. Successful public policy professionals also must convince others—elected officials, peers, staff and constituents—that their position is right, using communications to justify policy outcomes mathematically, economically and morally. In this lab-based course, students will work for a client, and, in small groups, simulate an office culture. Students will design and execute upon a strategic communications plan, write a speech and/or Op-Ed for a principal, draft a press release, draft policy briefs and create social media copy. Students will also work on traditional media pitches, learning the basics of how to interact with reporters and then doing so with the support of the instructor, a veteran policy journalism and communications professional. The course will include conversations with outside communications experts based in Chicago and Washington D.C., as well as policy reporters based in both cities to better understand how to write in a way that breaks through with media. At the end of the quarter, the goal for each student in this class is to feel better prepared to enter the real world of public policy, emerging with written portfolio items and practical experience that can help them ace job interviews with potential employers, from public affairs consulting firms to members of the U.S. Congress.

PPHA 36630. Trauma-Informed Policy Communication: Writing Effectively about War, Catastrophe & Crisis. 100 Units.
This course will introduce students to the special challenges and responsibilities of writing about trauma in public policy, from man-made and natural disasters to domestic gun violence and foreign wars. We will discuss the most effective strategies to communicate accurately and persuasively about social justice, genocide, the effects of climate change, famine, disease, violence against women, extreme poverty, gun violence, war, natural disasters, and other forms of catastrophe and crisis. Our primary concerns during these discussions will include: The ethical treatment of victims and survivors, the impact—both positive and negative—writing about trauma has on readers, how to work within the confines of survivor testimony and memory, how to conduct accurate and complete research and communicate its implications effectively under stress, how to write about trauma in a way that leads to connection and understanding, understanding and addressing the psychological hazards that come with researching and writing about trauma. While traumatic and catastrophic events and topics are inherently worthy of research and discussion, policy analysts can’t necessarily make what they find “good,” the world peaceful, or the public happy, but we can control how well we write about trauma and catastrophe. This course will explore how to do just that.

PPHA 36650. Persuasive Communication for Public Policy Professionals. 100 Units.
This writing-intensive course introduces students to evidence-based communication tools, frameworks and strategies they can use to craft persuasive policy narratives for audiences that need to be targeted and reached by policy professionals. Each week, students will have ample class time to experiment with and receive extensive feedback on their writing to ensure they are able to communicate public policy as clearly, concisely and compellingly as possible. Discussion attendance is mandatory for this course.

PPHA 36701. Poverty Inequality & Welfare St. 100 Units.
Poverty and inequality create critical challenges for contemporary democratic societies. This seminar examines responses to these conditions in the U.S. and compares its responses to those of other countries. This examination includes consideration of the relationship between politics and policymaking, the character of public debates about poverty and inequality, conflict over the state’s role in responding to these conditions, and specific efforts to address these conditions through public policy instruments. The seminar brings both historical and international perspectives to bear, taking up selected examples that highlight how political responses to poverty and inequality vary over time and in different national settings. It also draws attention to the strategic implications for policymaking and practice.
Equivalent Course(s): HMR 30401, SSAD 60400, SSAD 20400

PPHA 36800. Higher Education and Public Policy. 100 Units.
We are at a vital moment in American history in which the importance of access to and success in higher education has entered the political discourse on a national scale. Several states have proposed or passed “free college” plans. Total outstanding student loan debt has grown to over $1.5 trillion, surpassing in volume all other forms of debt except home loans. In addition, the most significant piece of higher education legislation
This course provides an overview of the economic, technological, and political forces that shape the global energy industry, the methods governments use to regulate the industry, and the business models that emerge. The course begins by framing the industry in its microeconomic context and uses that framework to explore the role of technology and innovation, global markets and geopolitics, and the regulation of externalities including climate change. The readings and coursework will use specific examples from the power, renewables, oil & gas, and environmental sectors from the United States and other select geographies to illustrate these forces in context. Students can tailor their final policy memo towards their topics of interest.

PPHA 36921. Energy Economics and Policy. 100 Units.
This course studies the strategic behavior and regulation of firms in oligopoly markets, where competition is imperfect. We will examine topics such as unilateral exercise of market power, mergers, price discrimination, collusion, and network economics. We will frequently investigate recent business and regulatory case studies, such as the California electricity crisis and net neutrality regulation. An important component of the course will be the Competitive Strategy Game, in which students will form firms that compete against one another in several simulated markets.

PPHA 36925. Utilities and Electricity Markets: Regulation in the United States. 100 Units.
In many other countries, government owns and operates utilities as a public service. The United States largely has chosen a different path, especially with respect to energy utilities: permitting private companies to provide these essential services, subject to extensive regulation. For many decades, exclusive monopolies dominated the space. The last several decades have seen the rise of competition in both the wholesale and retail space. But this shift has taken hold in only parts of the United States, while in other jurisdictions consumers still do not have the right to choose their supplier and the transmission and even the generation of power remains largely monopolized. The result has been a patchwork that evinces little uniform national policy, and still is largely regulated by state governments despite the regional, interstate characteristics of energy. This course explores the forms and institutions of utility regulation in the United States, with a focus on electricity. It provides a critical introduction to the design of electricity markets that were created in the twentieth century and iterated upon ever since. Along the way, students will hear first hand from practitioners and experts as guest lecturers, while learning how a once mundane field has become the cutting edge of emergent technologies and social mandates like decarbonization.

PPHA 36930. Environmental Economics: Theory and Applications. 100 Units.
This course presents a broad-based treatment of the theory and application of environmental economics. Topics are introduced in the context of real-world environmental policy questions (with special emphasis on energy policy), then translated into microeconomic theory to highlight the salient constraints and fundamental trade-offs faced by policymakers. Topics include property rights, externalities, Pigouvian taxes, command-and-control regulation, cap-and-trade, valuation of environmental quality, cost-benefit analysis, policymaking under uncertainty, and inter-regional competition. Students who have previously taken PBPL 28525 should not enroll in this course.

PPHA 36940. Industrial Organization & Regulation. 100 Units.
This course studies the strategic behavior and regulation of firms in oligopoly markets, where competition is imperfect. We will examine topics such as unilateral exercise of market power, mergers, price discrimination, collusion, and network economics. We will frequently investigate recent business and regulatory case studies, such as the California electricity crisis and net neutrality regulation. An important component of the course will be the Competitive Strategy Game, in which students will form firms that compete against one another in several simulated markets.

PPHA 36941. Strategic Behavior and Regulation of Firms. 100 Units.
Firm behavior is a critical aspect of any market-oriented economy. What strategies can firms employ to improve their bottom-lines, and when should regulators intervene? This course will address these questions using recent regulatory case studies, economic modeling, and a hands-on business strategy game.
PPHA 36945. Regulating Corporate Behavior for the Public Good. 100 Units.
The course is concerned with how corporations respond to regulations and other forms of policy incentives in order to understand how to align regulatory intent and outcomes. Corporations pose special challenges and opportunities for policymakers due to the extreme mutability of corporate organization and behavior. Products, target customers, production methods, services, locational structure, organizational design, legal formalizations and even corporate identity are all subject to rapid change. Further, policy that seeks specific social impact must deal not only with this wide range of potential corporate choice at the firm level, but also the external competitive forces that generate changes often against the will of corporate incumbents. The course will focus on understanding real-world corporate responses, which often frustrate regulators and how regulations could have been designed such that real world outcomes would have come closer to the regulator’s original intent. We will also carefully look at the inherent trade-offs in policy designs to help understand how regulators can set more realistic goals.

PPHA 37004. Political and Cultural History of Modern Mexico. 100 Units.
This course is not a survey of Mexican history but a discussion of the recent contributions to the cultural and political historiography of modern Mexico. It will blend lectures and discussion of such topics as the new meanings of citizenship, peace, war, national culture, violence, avant-garde art, and cinema.
Equivalent Course(s): HIST 26515, LACS 26515, LACS 36515, HIST 36515

PPHA 37005. Historical Sociology of Racism Latin America. 100 Units.
The course will examine the discourse on race, racism, and racial inequalities through the available sociological literature. Special emphasis will be placed on the emergency of social movements and collective agencies that have shaped the present racial order in the region. This course will first present how racialization processes intermingled with the formation of mestizo nation-states in Latin America, and, by doing so, establishing racial democracy as the corner stone of modern democracies (1920s to 1960s). Second, examine how authoritarian regimes promoted economic development but were incapable of curtailing social inequalities in the region, eventually dismantling the international perception of these countries as racial democracies (1960s to 1980s). And, finally, explore how processes of racial formation operated in the whole region, giving way to the formation of multiracial nations and to the visibility of racism as a structural component of these societies (1990s to 2010s).
Equivalent Course(s): LACS 25118, SOCI 20279, CRES 25118, LACS 35118, SOCI 30279

PPHA 37006. The United States and Latin America, a History from 1840s to Trump. 100 Units.
Over the second half of the twentieth century, it became a cliché that the United States was an empire and that the so-called Latin America was its backyard, the region where the empire paraded, with largesse, its mighty will. And yet, on one hand, over the last 150 years both the United States and “Latin America” have had variegated forms of interactions, which cannot be easily characterized as one single historical constant; on the other, in today’s world the question seems unavoidable: is “Latin America” still a homogenous unique region with which the United States interacts collectively in the same ways whether in political, economic, or military terms? Making use of historical analysis in tandem with constant discussions of current events in the United States and “Latin America,” the course seeks to invite students to add a disciplined historical imagination to the historian/political scientist/analyst toolbox. The course will consist of lectures, student presentations, and class discussions. Each student will be required to introduce readings in class at least once, depending on the number of students. In addition, there will be two take-home essays over the semester. The essay questions will be distributed a week in advance of the due dates.
Equivalent Course(s): HIST 26516, LACS 36516, LACS 26516, HIST 36516

PPHA 37008. State Formation in Latin America. 100 Units.
The focus of this course will be how to understand the long-run institutional development of Latin America. Our focus will be on the nature of the state and how Latin American states have diverged from those of North America. A recurrent issues will be whether Latin America is a failed version of the United States, as much of political economy seems to imply, or whether it is something conceptually and qualitatively different. If this latter situation is right, then the fact that Latin America has moved along different paths from North America is not surprising, or even a “failure”. It is true that Latin America states have been less good at providing order, law and basic public goods, and have also been far more prone to political instability, even revolution. Levels of income per-capita are far below (around 20% on average) North American levels. Autocracy, warlordism (“caudillismo”) and dictatorship has also stalked Latin American history for the last 200 years in a way which has not been true of North America. Concepts such as “bureaucratic authoritarianism” were innovated to describe Latin American political development, while North America inspired no such concept. But China had a very bad 200 years before the 1970s but it turned out to have all sorts of latent advantages which were not evidence until some key institutions were in place. Could the same be true of Latin America?
Equivalent Course(s): LACS 37008

PPHA 37040. Economic Growth and Development: Theory and Policy. 100 Units.
This is a capstone course that enables students to deploy a variety of analytical tools to process and interpret the data and formulate a coherent diagnostic that can make sense of simultaneous observations about growth and social outcomes within a particular context. It covers the theory and practice of the Economic Complexity and Growth Diagnostics frameworks, drawing on empirical research, case studies, and real world-data to map opportunities for productive diversification, identify the most binding constraints preventing them from materializing, and formulating data-driven policy strategies to overcome them.
PPHA 37103. Crime Prevention. 100 Units.
The goals of this course are to introduce students to some key concepts in crime policy and help develop their policy analysis skills, including the ability to frame problems and policy alternatives, think critically about empirical evidence, use cost-effectiveness and cost-benefit analysis to compare policy alternatives, and write effective policy memos. The course seeks to develop these skills by considering the relative efficacy of different policy approaches to controlling crime including imprisonment, policing, drug regulation, and gun-oriented regulation or enforcement, as well as education, social programs, and active labor market policies that may influence people’s propensity to commit crime or be victims of crime. While policy choices about punishment and crime prevention involve a range of legal and normative considerations, the focus in this class will be mostly on answering positive (factual) questions about the consequences of different policies. Equivalent Course(s): SSAD 63200

PPHA 37105. Crime, Conflict and the State. 100 Units.
Scholars of civil war emphasize the importance, and perhaps primacy, of criminal profits for insurgencies, especially in the post-cold war era. But theories of civil war generally rest on an assumption that insurgents aim to replace state power. This seminar approaches the issue from the other end of the spectrum: armed conflict between states and “purely” criminal groups—particularly drug cartels. Cartel-state conflict poses a fundamental puzzle: Why attack the state if you seek neither to topple nor secede from it? After a brief survey of the literature on civil war and organized crime, we will study recent work on criminal conflict, particularly in Latin America. We also consider the related topics of prison-based criminal networks and paramilitaries, and explore how crime and political insurgency interact in places like West Africa and Afghanistan. Throughout, we evaluate the concepts, questions and designs underpinning current research. Equivalent Course(s): PLSC 48700, LACS 48700

PPHA 37106. Police Reform and Police Legitimacy. 100 Units.
This course introduces students to the concept of legitimacy in policing, the related reform efforts implemented in police departments throughout the United States in recent years, and the challenges to reform from activist movements to defund or abolish the police. Policing in the United States is in crisis. Ubiquitous video records of police-civilian interactions have changed the relationships among the police, the public, local political authorities, and the media. At the same time, policing itself is changing in profound ways. New technological capabilities have increased public expectations of transparency and efficiency in policing while raising concerns about privacy and due process rights. Local police have taken on an expanding portfolio of responsibilities, including presence in public schools, mental health crisis response, and counter-terrorism. This course will equip students to understand the issues at stake in the contemporary policy debates surrounding policing and the foundational scholarly knowledge underpinning those debates. Course topics include: the organizational structure of policing, its functional purpose, the normative expectations of citizens and communities that rely on the police for protection and how police performance is measured.

PPHA 37107. The Politics of Punishment. 100 Units.
Voters elect nearly all local prosecutors, sheriffs, and trial judges in the United States. In this seminar, we will explore the influence of political institutions on the decisions of those law enforcement officials. To that end, the course will cover constitutional design, public opinion, racial disparities, electoral accountability, special interest politics, and the collateral consequences of incarceration. While rooted in recent phenomena, this course will also focus on historical perspectives. Likewise, while substantively focused, the class will provide insights into theoretically rigorous, empirically grounded social science research.

PPHA 37110. Competition Policy: Theory and Practice. 100 Units.
This course presents an economic analysis of monopoly power and efforts to limit monopoly power through competition policy. The course will focus on helping students understand the theoretical rationale for competition policy and on providing students with an understanding of the practice of competition policy by examining recent prominent public and private antitrust actions. The first part of the course is devoted to an economic analysis of the welfare implications of monopoly power. The second part provides an overview of the legal and institutional framework of competition policy enforcement with particular emphasis on how the framework differs between the US and the EU and other countries. The final part of the course will address three types of anticompetitive conduct that represent the bulk of competition policy enforcement: collusion, vertical contracting practices, and horizontal and vertical mergers. This section will present detailed studies of recent antitrust actions in the US including the enforcement actions against Apple, Google, and Facebook.

PPHA 37115. Crime and Policing. 100 Units.
This class covers recent empirical work in crime and policing, including the effects of arrests, bail, criminal records, and incarceration on long-term outcomes, as well as interactions between family formation and the criminal justice system. We also study the effects of officer diversity and police reforms, body cameras, and stop and frisk. We will examine both individual (e.g., officer, judge) racial discrimination as well as systemic racism in the justice system.

PPHA 37300. Health Law And Policy. 100 Units.
This course will explore various policies that underlie regulation of the provision of health care in the United States. We will begin with an examination of the principal government programs for financing the delivery of health care in America Medicare and Medicaid. This first third of the course will focus on how these programs seek to resolve the tension between controlling costs, promoting quality, and assuring access. We will then move
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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.

Equivalent Course(s): MEDC 79000

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

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

Equivalent Course(s): SSAD 46622

PPHA 37310. Racial Disparities in Health Care: A Trauma Surgeon’s Perspective. 100 Units.

Despite lockdowns, social distancing, and working from home, gun violence has not taken a hiatus during the COVID-19 pandemic. And like COVID-19, gun violence is a public health crisis with disproportionate impact on Black communities. Still, despite these challenging times, gun violence is preventable. This introductory course will examine race, violence, and medicine from the perspective of a frontline trauma surgeon and critical care specialist. Dr. Williams uses personal narratives from his twenty-year experience at some of the busiest urban trauma centers in the country to teach the intersection of gun violence, racial discrimination, and healthcare inequity.

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

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

Equivalent Course(s): SSAD 47411

PPHA 37412. The Power of People - Team, Organizational and Community Leadership. 100 Units.

Without people to propel their cause, leaders risk reducing themselves to “good idea fairies”, well intentioned people whose ideas often fail to produce any real results. This class will equip students to avoid the trap of the ‘good idea fairy’ and instead build strong teams and lead organizations that get things done. The course will be interactive, experiential, and will challenge students to apply the things they learn to real-world situations they face in and outside the classroom. To begin the course, students will learn how to read people and identify others’ gifts to recruit talent into the right roles on their teams. We will examine intangibles like team structure, norms, and culture that encourage high performance across diverse organizations. And finally, students will learn to ethically scale their influence across their broader communities so they can be effective leaders at Harris and beyond. Overall, students can expect to walk away with the frameworks and confidence to effectively lead as public policy professionals in the most complex organizations in the world. This class is especially helpful for students looking to: lead a student organization, enter a management role upon graduation, be a team player who develops into a critical team member or high potential employee (HiPo), or become more effective at gaining support for their ideas and delivering real results at work.

PPHA 37415. Exercising Leadership in the 21st Century. 100 Units.

At a time when rapid social, technological, and ecological shifts are forcing organizations to increase their capacity to adapt in order to survive, let alone thrive. Market shifts due to globalization, a population nearing 8 billion, and increasing scarcity of natural resources, are but a sampling of the complex challenges we face. These new and emerging realities requires the development of new skills in order to effectively lead others through complexity and enable change that is sustainable. The course is designed to build a student’s adaptive capacity, which starts with thinking differently about leadership. The course will apply a breadth of theory and research on leadership, management, and human behavior in organization in order to understand what skills and practices are needed to tackle the complex and tough challenges we face today.

PPHA 37420. Fundamentals of Leadership. 100 Units.

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

PPHA 37425. Leadership and Public Policy: Winning in the Endgame. 100 Units.
This course will examine how to provide effective leadership and oversight to successfully impact on public policy. With the use of the political feasibility model, students will be able to assess the strength a leader’s power base, evaluate risks and opportunities, explore historical precedents, and learn when to shift policy strategies. Importantly, students will learn the importance of maintaining an exit strategy to avoid going down in defeat. With the use of Harvard case studies and current events, students will learn how to effectively navigate constantly changing political environments to achieve success. Students will become adept at evaluating the political feasibility for bringing about policy changes at all levels of government, business, non-profit and community while providing effective leadership for winning in the endgame.

PPHA 37510. The U.S. Health Care System. 100 Units.
This course is a comprehensive examination of many of the key components of the U.S. health care system and how they work, intended for students from a wide range of backgrounds. Among others, topics may include public and private health insurance, the uninsured, health reform, hospitals, physicians, health care quality and costs, health information technology, pharmaceuticals, medical devices and diagnostics, long-term care, mental health services, and comparisons with health systems in developed and emerging markets.
Equivalent Course(s): SSAD 47512, PBHS 35411

PPHA 37520. U.S. Health System & Policy. 100 Units.
This course is an introduction to contemporary issues in U.S. healthcare financing and delivery, providing historical perspective on emergence of these issues and implications for the future. These policy issues include approaches for improving population health and eliminating health inequalities, expanding affordable health coverage, improving quality of care provided and the provision of services for behavioral health, chronic conditions and long-term care needs. We will consider major public programs-Medicare and Medicaid-as well as private and community-based initiatives and how structural racism is embedded in these programs as currently designed. Through the application of diverse and often conflicting perspectives, we will critique private and public sector approaches (or more often the combination of the two) to improve health care access and quality, and lower health care costs according to the values most people care about (though to varying degrees): equity, efficiency, efficacy (quality & value), choice, democratic inclusion and voice.
Equivalent Course(s): SSAD 47522

PPHA 37600. Theories of Justice and the Common Good: A Philosophical Approach to Public Policy. 100 Units.
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.

PPHA 37710. Medicaid: Understanding the Public Policy of a Federal-State Partnership. 100 Units.
This course will provide an understanding of the application of health policy and analysis through the lenses of the Medicaid program. The course will begin with an overview of health policy and public health policy analysis and evaluation as it relates to the administration of the Medicaid program, a federal-state partnership and the largest health insurance program in the U.S., covering millions of low-income individuals and families. State Medicaid programs have been an important locus of innovation and improvement in health care delivery and financing as well as health outcomes. This course will also provide in-depth view of Medicaid policies from birth to the end of life, covering maternal and child health, mental health, long-term care, among other topics. This will include highlights of many state program approaches and innovations with designing their programs, applying the policies and evaluating the outcomes.

PPHA 37720. Introduction to U.S. Health Policy and Politics. 100 Units.
The purpose of this course is to introduce students to the concepts needed to critically evaluate U.S. health policy issues. The course will 1) provide an overview of the U.S. health system including its institutions, stakeholders, and financing mechanisms, 2) describe the politics of health and illuminate how the structure of our political system shapes health policy outcomes, and 3) offer a framework for assessing the critical features central to health policy debates. Building upon this knowledge, the course will conclude with a discussion of strategies for influencing the health policy process and how they might be employed in future leadership roles within the health sector.
Equivalent Course(s): HLTH 25500, SSAD 45011, PBHS 35500, PBPL 25500

PPHA 37730. Global Health Policy. 100 Units.
There is no economic health without public health. The interdependencies between national and international health are growing in the face of persistent health inequities within and between countries. This course begins with an introduction to the research and measurement tools needed to inform good policies and programs.
We then examine the structures and institutions that influence global health, including the social determinants of health equity, global health governance and security, health behavior and incentives, and health systems and financing. We will also study several key topics for global health policy, including infectious diseases and immunization, nutrition and non-communicable diseases, and reproductive and maternal health. Many of the course readings are impact evaluations, and throughout the course students will be tasked with determining and defending what policy and programs recommendations they would make based on evidence.

PPHA 37820. Health Care Markets and Regulation. 100 Units.
This course analyzes the economics of health care markets and the way regulations impact those markets. We will study the unique institutional arrangements found in the health care sector (primarily, though not exclusively, in the United States) and examine how market forces manifest themselves in this setting. We will consider the behavior of health care providers, insurers’ roles both as intermediaries and risk managers, patients’ health care demand, and geographic differences in medicine. The study of government regulations, including their theoretical and empirical impacts on health care markets, will be integrated throughout these topics.
Equivalent Course(s): ECON 17710, PBPL 28335

PPHA 37900. Health Outcomes and the Quality of Medical Care. 100 Units.
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.
Equivalent Course(s): SSAD 49300, PBHS 37900

PPHA 37910. Race and Ethnic Differences in Health: Epidemiology, Behavior and Policy. 100 Units.
The course highlights the nature and extent of racial/ethnic disparities in health, how to place these disparities in a conceptual context, and it reviews representative descriptive and causal studies of possible explanations of disparities. The course will focus on health disparities between three racial/ethnic groups in the USA: non-Hispanic Black people, non-Hispanic white people and Hispanic people. These categories are imperfect and imprecise, and obscure important variation within each group, but are widely used by government statisticians, academic researchers and policymakers. The course will begin with a review of the human capital model of demand for health and healthcare over the life course. Conceptual models used by sociologists will also be reviewed and integrated into the human capital model. The course will review the extent and magnitude of health disparities by race and ethnicity, and how those disparities evolve over the life course from birth to old-age. The course will review and assess research intended to explain (identify causes of) racial and ethnic disparities at each age. Some major government interventions to reduce racial and ethnic disparities in health at each age will be reviewed and assessed in terms of efficacy. It is recommended that students have taken PPHA 38300 Health Economics and Public Policy prior to enrolling.

PPHA 38000. Health Status Assessment: Measurement and Inference. 100 Units.
This course will be an introduction to survey design and sampling methodology focused on health outcomes and the quality of medical care. We will address two central questions: 1) How do we measure health outcomes and the quality of medical care? 2) How do we insure that the study population is representative of the population of interest? Topics will include concepts of quality and health status assessment, scaling and scoring health status and quality of life measures, assessing validity and reliability of these measures, uses and limitations of outcomes data, sample design, sampling methodology, and survey implementation. Recommended: Multivariate statistics, epidemiology.
Equivalent Course(s): PBHS 38000

PPHA 38010. Health Services Research Methods. 100 Units.
The purpose of this course is to better acquaint students with the methodological issues of research design and data analysis widely used in empirical health services research. To deal with these methods, the course will use a combination of readings, lectures, problem sets (using STATA), and discussion of applications. The course assumes that students have had a prior course in statistics, including the use of linear regression methods.
Equivalent Course(s): SSAD 46300, HLTH 29100, PBHS 35100

PPHA 38030. Health Care Policy. 100 Units.
This class will cover the basics of health economics and U.S. health care policy. We will discuss the value of health, the productivity of health care and the role of health insurance. We will also review the major sources of US health care (physicians, hospitals, and drugs) and health insurance (including Medicaid and Medicare). We will discuss the drivers of health care innovation and health care costs. We will also take up timely policy topics such as Medicare for All, drug pricing, medical bankruptcy, racial disparities in health, and hospital mergers. My aim is to provide a survey of the many views of health care markets and reforms.

PPHA 38290. Economic Analysis of Health Policies. 100 Units.
This course covers the foundations of the economics of health care as applied to current issues of health care policy. Content includes demand for health, medical care, and insurance; supply of medical care and behavior of health care practitioners; and economic perspectives on measurement in health care research. Using a combination of lectures, readings, problem sets, and discussion of newspaper and journal articles, the
goal is for students to acquire a basic understanding of economic knowledge and thinking and to be able to apply that knowledge in analyzing policies. The course is open to graduate students and a limited number of undergraduates. A prior course in microeconomics is recommended; for those students without this preparation, the beginning of the course will include a short primer on key concepts in microeconomics.
Equivalent Course(s): HLT 28010, PBHS 38010

PPHA 38300. Health Economics and Public Policy. 100 Units.
This course analyzes the economics of health and medical care in the United States with particular attention to the role of government. The first part of the course examines the demand for health and medical care and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform. Must have completed PPHA 32300 Principles of Microeconomics and Public Policy I or equivalent to enroll.
Equivalent Course(s): PBPL 28300, CCTS 38300, ECON 27700

PPHA 38320. Health System Transformation. 100 Units.
The U.S. health care system is characterized by unsustainable costs, inconsistent quality, and unequal access. Health care leaders, managers and policy-makers must understand how to improve systems of care in a complex health care environment. This course will provoke critical thinking and address contemporary approaches to health care system change. Articles and case studies will be provided to illustrate how health care organizations improve quality, equity, and cost, and how policy incentivizes or hinders constructive system change. Examples will mainly be drawn from the health care field; however, system transformation knowledge is important for the business, non-profit, government, and social services sectors as well, and students from these disciplines may apply concepts taught in class to their sector interests. Students will reflect on their professional experience and internships and consider how systems around them can be improved. Students will review literature from a variety of academic and professional disciplines relating to health care quality, health equity, science of improvement, and transformation, and apply this knowledge to local, state, and national settings. Prerequisite - preferred but not required: The U.S. Health Care System, PPHA 37510/ SSAD 47512/HSTD 35411.

PPHA 38340. Money, Medicine, and Markets: The Financialization of the US Health System. 100 Units.
This class tracks the complex ways capital influences health and health care delivery in the United States, with extensions to other national contexts. Broadly, this course is designed to provide students with the tools to identify and examine the nature of capital in shaping the health of Americans and is divided into 3 Parts. In Part 1, we will review the macro changes in health care delivery in the US over the past century, with readings focusing on financialization and its application to health care privatization and consolidation. In Part 2, the course visits different topics of health care where tensions between profit maximization, health care quality, and health equity are most visible. These topics include nonprofit vs. for-profit actors, private-public partnerships, the pharmaceutical industry, private equity activity, the insurance industry, physician entrepreneurs, management consultants, and the women’s health industry. In Part 3, using concepts from political economy and epidemiology, we will grapple with embodiment and the link between capitalism and population health through financial lending, macroeconomic conditions, economic inequality, and the commercial determinants of health. This course will introduce students to cutting-edge scholarship across a range of fields, including health economics, public health, sociology, and political science.
Equivalent Course(s): PBPL 35600, HLT 25600, SSAD 45601

PPHA 38520. GIS Applications in the Social Sciences. 100 Units.
Geographic Information Systems (GIS) refers to tools and techniques for handling, analyzing, and presenting spatial data. GIS has become a powerful tool for social sciences applications over the past thirty years, permitting lines of scientific inquiry that would not otherwise be possible. This course provides an introduction to GIS with a focus on how it may be applied to common needs in the social sciences, such as economics, sociology, and urban geography, as distinct from physical or environmental sciences. Students will learn basic GIS concepts as applied to specific research questions through lectures, lab exercises, and in-class demonstrations. Examples of the kinds of topics we will pursue include how we can use GIS to understand population trends, crime patterns, asthma incidence, and segregation in Chicago.

PPHA 38530. City Lab. 100 Units.
This course offers students the opportunity to engage in guided research on selected public policy issues from a “data science” perspective. The course follows a lab model in which there are few assigned readings or formal lectures; rather, students work in teams of 3-4 people on applied projects.

PPHA 38550. Technology for Public Policy: Building Connected, Engaged, and Empowered Communities. 100 Units.
Technology has the power to connect people, quickly and widely distribute information, reduce waste and inefficiencies, and create accountably and transparency. This course will explore how governments, institutions, and engaged citizens can leverage the power of data and technology towards the public interest. This is not a course that teaches technical skills, rather a course that builds awareness, knowledge, and expertise in how technology works and how it can change the way governments and people operate in concert to make an impact in our communities.
PPHA 38615. Modern Political Communications. 100 Units.
I have yet to see a piece of writing, political or nonpolitical, that does not have a slant. All writing slants the way a writer leans, and no man is born perpendicular." -- E.B. White -- Smart public policy doesn't pass and implement itself. It's born out of the political environment surrounding it and often as a result of well-planned, strategic messaging campaigns from candidates, elected officials, and political organizations. The business of politics is largely the business of communication: politicians and policy-makers cultivate consent through effective messaging. To advance our own beliefs and policy ideas we must understand and implement political communication. This course will teach students a theoretical framework for understanding political communications, examining historical and modern examples of powerful messaging across politics, government, and issue-based organizations. Students will discuss and apply their knowledge through their regular coursework and final projects.

PPHA 38710. The Modern Urban Economic Development Playbook. 100 Units.
Over the course of the COVID-19 pandemic and its aftermath, city leaders from across the world faced unprecedented challenges - economic shutdowns, social unrest, rising crime, inflation, budgetary shortfalls, and shifts in working norms destabilizing the real estate market - just to name a few. The enduring vibrancy of cities has very much been in question. As the former Deputy Mayor of Chicago before, during and after the pandemic, the lecturer will share a framework for how urban leaders can generate inclusive development, create excitement, and pave the way for continued urban viability for the next generation.

PPHA 38712. Introduction to GIS and Spatial Analysis. 100 Units.
This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographic information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of "spatial" variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.
Equivalent Course(s): CEGU 28702, ENST 28702, ARCH 28702, GISC 28702, SOCI 30283, GISC 38702, SOCI 20283

PPHA 38715. Housing Policy in the United States. 100 Units.
This course will situate housing policy within a historical, economic, and political context. The course is designed to build on fundamentals of first year curriculum requirements in economics and political institutions and provide the background necessary to become informed participants in current debates over the future of U.S. housing policy. The first part of the course covers the overarching context for U.S. housing policy, including housing market dynamics, housing finance, taxation, and racial discrimination. The second part traces the evolution of federal, state and local housing programs, with emphasis given to low-income rental housing. The third part will focus on selected topics, including homelessness, evictions and equitable development practices. Throughout the course we will examine the impact of the pandemic and pandemic-era policies.

PPHA 38720. Urban Economics and Policy. 100 Units.
The course is devoted to understanding the economics of cities and regions. Applications to policy are an integral part of the course and will be analyzed along with urban theoretical models.

PPHA 38740. Conflict and Applied Data Science. 100 Units.
This course will examine why people fight, the effects of fighting, and possible solutions to prevent conflict in the future. The reasons people fight, and the ways in which they fight, depend on economics, politics and psychology; we will draw on all three disciplines throughout the course. Different forms of fighting, whether terrorism or civil wars, have typically been studied separately; we will bridge this divide and study them together, assessing common root causes and approaches for resolving these conflicts. Effective policymakers need to be able to discern whether evidence is credible. This course is designed to create effective policymakers by focusing on the latest research findings around the causes and consequences of conflict, and by teaching the data science methods used to derive those findings. A major emphasis of the course will be learning how to think critically about empirical evidence, and learning the methods used in quantitative empirical analysis, such as the use of fixed effects, differences-in-differences research designs, and instrumental variables estimation. Previous coursework in statistics is a requirement to enroll in this course. This methodological emphasis will occur through the examination of fundamental topics in conflict. Drawing on economics, political science, and psychology, we will examine the role of economic shocks and ethnic divisions on civil war. We will discern whether similar factors explain the rise of terrorism. In addition, we will study the consequences of
conflict on socio-economic development, and examine the role of foreign aid and post-conflict reconciliation in helping countries recover from conflict.

PPHA 38750. Refugees, Security and Forced Migration. 100 Units.
This course will explore the political economy of migration and security, drawing on literature from both political science and economics. The purpose of this course is to familiarize students with a selection of current, policy-relevant research on migration, focusing primarily on international migration and its implications for national security. Topics will include immigration and integration, strategic use of migration in foreign policy and war, links between mixed migration and transnational crime, and coordination across countries on asylum, borders and security. Emphasis will be placed on understanding the strategic incentives faced by migrants, policy makers and parties to war and linking these to realized policies and outcomes.

PPHA 38751. Human Trafficking and the link to Public Corruption. 100 Units.
This course provides a comprehensive, practical introduction to the history and present-day reality of human trafficking both domestically and internationally. In the year of the 20th anniversary of the Palermo Protocol, the course will look back on how far individual states have come in their efforts to fulfill their obligations under the Protocol. By reviewing the challenges to criminal prosecution first, the course will explore alternative paths to eradicating this transnational human rights crime that impacts over 40 million individuals annually. Reviewing the array of supply chain laws domestically and internationally first and then exploring industry-wide practices, students will learn to examine solutions from an array of laws that reach beyond merely criminal prosecution. Recognizing that public corruption plays a significant and powerful role in aiding the crime to continue with little societal repercussions, the course will explore ways in which the Foreign Corrupt Practices Act and the TVPRA have mechanisms to enforce these violations that provide billions of dollars to the traffickers. Taught by federal district court judge, Hon. Virginia M. Kendall.

PPHA 38752. International Human Rights. 100 Units.
This course is an introduction to international human rights law, covering the major instruments and institutions that operate on the international plane. It includes discussion of the conceptual underpinnings of human rights, the structure of the United Nations System, the major international treaties, regional human rights machinery, and the interplay of national and international systems in enforcing human rights. There are no prerequisites. Grading will be on the basis of a take-home exam at the end of the quarter. Students who wish to write, in lieu of the exam, a paper sufficient to satisfy the substantial writing requirement, may do so upon approval of the topic in advance.
Equivalent Course(s): HMRT 37700, PLSC 56101, LLSO 23262

PPHA 38753. Migration Trajectories: Ethnographies of Place and the Production of Diasporas. 100 Units.
Global movements of people have resulted in a substantial number of immigrant communities whose navigation of various facets of everyday life has been complicated by restrictive citizenship regimes and immigration policies, as well as linguistic and cultural differences. The experiences of a wide range of individuals involved in migration raise the following questions: what strategies do immigrants use to negotiate transnational identities and what are the implications of these strategies? How do future generations manage simultaneous and intersectional forms of belonging? To address these questions, we will draw on ethnographic texts that explore various facets of transnational migration, such as diasporas, place, citizenship, mobility, and identities. The term "trajectories," reflects different situations of migration that are not necessarily linear or complete. Moreover, term "place" is meant to capture the continuity between displacement and emplacement, and to critically analyze the durability associated with notions of 'sending' and 'receiving' countries. Lastly, rather than take diasporas as a given, we will explore the ways that they are produced and enacted in a variety of geographic contexts.
Equivalent Course(s): GLST 23406, CHDV 33406, GNSE 32835, GNSE 22835, CHDV 23406, CRES 23406, ANTH 22835

PPHA 38754. Global Forced Displacement: Policy and Practice. 100 Units.
This course will examine trends in forced displacement, including protracted displacement, shifting geopolitics and drivers, and growing polarization. We will consider impacts on the social and economic inclusion of forced migrants, as well as how forced migrants affect and contribute to host communities where they live and resettle. The course will engage legal and policy dimensions of different types of forced migration (e.g., linked to conflict, natural disasters, and/or climate) and also cover several case studies, including recent responses to those fleeing Afghanistan and Ukraine, and consider their implications for future policy and practice.

PPHA 38760. The Racialization Experiences of Immigrants and the Second Generation. 100 Units.
Public narratives often portray immigrants as outsiders. In the current environment of a global pandemic, economic recession, hyper-surveillance, and protests against police brutality, immigrants are continually constructed as the "Other". While the public is unlikely to recognize the distinctions between various immigrant groups, in reality, immigrants undergo a unique racialization experience as they adjust to life in the United States. It is therefore important to understand the racialization experiences of immigrants and their U.S.-born children. In light of the current political debate about immigration policy, which directly affects immigrants and the second generation, this course will cover this often-overlooked group. Although the course will deal with the United States as a whole, the experiences of immigrants in Chicago will also be highlighted.
PPHA 38765. Politics of Authoritarian Regimes. 100 Units.
This course provides an overview of topics related to politics in authoritarian regimes. We begin by introducing the concept of authoritarianism: how it differs from democracy and how authoritarian regimes differ from each other. We then investigate the tools authoritarian rulers employ to maintain power, including institutions, policies, and tactics, and we examine the effects and side effects of these tools. Finally, we study transitions of power and of institutions, both on the way out of authoritarianism (democratization) and on the way in (democratic backsliding). Students who take this course will acquire a broad understanding of authoritarian politics and how it is covered in the literature.
Equivalent Course(s): PLSC 38765

PPHA 38790. Introduction to Peacebuilding. 100 Units.
This course aims to provide students with a solid foundation in the theories and practices of contemporary peacebuilding operations, paying attention to the role of external actors, namely international organizations, bilateral donors and non-governmental organizations. Students will gain an understanding of the complex and multifaceted dimensions of peacebuilding, including liberal-democratic statebuilding, stabilization operations, economic restructuring and gender reforms. We will explore these diverse and intersecting themes as they relate to the broader goal of supporting lasting peace and rebuilding war-affected states and societies in meaningful and effective ways. This course pays special attention to the current policy initiatives and operational challenges in Afghanistan, examining the prospects for peace after over more than a decade of international interventions.
Without doubt, international peacebuilding endeavors are complicated, costly and fraught with structural limitations and shortcomings. Students will gain familiarity with these challenges and will learn about the various approaches used by the international community to monitor and evaluate the impact of peace processes. Finally, this course concludes with critical theoretical perspectives on liberal peacebuilding and highlights alternative frameworks proposed by scholars to help mitigate future failures and advance successes.

PPHA 38829. Artificial Intelligence for Public Policy. 100 Units.
It is hard to name a sector that will not be dramatically affected by artificial intelligence (or machine learning). There are many excellent courses that teach you the mechanics behind these innovations -- helping you develop an engineering skill set. This course takes a different approach. It is aimed at people who want to deploy these tools, either in business or policy, whether through start-ups or within a large organization. While this requires some knowledge of how these tools work, that is only a small part of the equation, just as knowing how an engine works is a small part of understanding how to drive. What is really needed is an understanding of what these tools do well, and what they do badly. This course focuses on giving you a functional, rather than mechanistic, understanding. By the end, you should be an expert at identifying ideal use-cases and thereby well-placed to create new products, businesses and policies that use artificial intelligence.

PPHA 38830. The Minds Behind the Machine: Artificial Intelligence in Modern Policy. 100 Units.
This course is designed to offer students an overview of the state of artificial intelligence technology and the implications it has for public policy. Students will hear first-hand insider perspectives from public and private sector professionals and international experts who both work on and with this cutting-edge technology. This course will explore how AI technology can be used, and abused, in creating public policy, and gain insight on AI technology, its role in governmental institutions, and ways it can be used in governance.

PPHA 38840. Addressing Technology’s Wake: Emerging Risks and the Public Policy Imperative. 100 Units.
For many, technology and social progress are highly correlated, if not synonymous. The salutary impact of technology is indisputable. But with technological advancement comes consequences in the form of new economic risks which are often significant and typically born unequally by individuals and groups in modern society. Policies, programs and contractual schemes to address such risks, the joint province of government and the private sector, usually significantly trail their emergence. The reason: a panoply of interests, both public and private, struggle to address questions of social responsibility, moral hazard, and actuarial probabilities in order to address new risks. In technology’s large wake, individuals and businesses face significant risk exposure while these interests negotiate and litigate what is both politically possible and commercially viable. This course applies a social science perspective to the problem of emerging risk in advanced, technologically driven societies and economies. It focuses on four broad risk domains that are both highly topical and inadequately addressed by either the private or public sector.

PPHA 38860. Technology, Ethics, and Politics. 100 Units.
In this course students will engage with critical debates surrounding technology, ethics, and politics. The course will: (1) introduce students to important philosophical frameworks that historically have driven debates over the impact of technology on politics and society; (2) provide students with intellectual tools for analyzing ethical dilemmas that may arise through the uses of particular forms of technology in which they have special interest or expertise; and (3) confront students with multiple examples of ethical and political predicaments raised recently by the employment of prominent forms of technology.

PPHA 38900. Environmental Science/Policy. 100 Units.
With a strong emphasis on the fundamental physics and chemistry of the environment, this course is aimed at students interested in assessing the scientific repercussions of various policies on the environment. The primary goal of the class is to assess how scientific information, the economics of scientific research, and the politics of science interact with and influence public policy development and implementation.
PPHA 39111. Intro to Geographic Information Systems. 100 Units.
This course introduces students to the concepts and applications of geographic information systems (GIS).
The course provides a basic foundation of spatial analysis and GIS with laboratory applications in particular
techniques and methodology utilizing ESRI’s ArcGIS 10. Students will learn to perform spatial analyses and
communicate their results through cartography, along with introduction to such concepts as spatial data
collection, remote sensing, and database design. Note(s): Graduate students will be allowed to enroll for section 2
Equivalent Course(s): GEOG 38201
Equivalent Course(s): GEOG 28201, GEOG 38201

PPHA 39201. Energy and Energy Policy. 100 Units.
This course shows how scientific constraints affect economic and other policy decisions regarding energy, what
energy-based issues confront our society, how we may address them through both policy and scientific study,
and how the policy and scientific aspects can and should interact. We address specific technologies, both those
now in use and those under development, and the policy questions associated with each, as well as with more
overarching aspects of energy policy that may affect several, perhaps many, technologies.
Equivalent Course(s): ENST 29000, PSMS 39000, CHSS 37502, BPRO 29000, PBPL 29000, ECON 26800

PPHA 39300. Bidwell’s Educ Organization/Social Inequality. 100 Units.
TBD
Equivalent Course(s): SOCI 20105, SOCI 30105

PPHA 39330. Education Reform and Policy. 100 Units.
This course examines the contemporary issues of school reform and the various and competing theories driving
change within the Chicago Public Schools, and beyond. Students will gain a breadth of theoretical perspectives
that will used to understand and debate the real-time events that are most likely to unfold during the term. The
context for this course is the premise that we are living in a time of massive change and that the twin challenges
of our times are to elevate our standards of education and accelerate the rate of improvement required for
virtually all students to attain those standards.

PPHA 39403. Taxes, Transfers, and Non-Profits. 100 Units.

PPHA 39404. Inequality, Household Finance, and Tax Policy. 100 Units.
The first component of this course will feature seminar discussions of inequality in the US, with respect to
income, gender and race, and how these interact with US tax policy. We will have a focus on income transfers
to low-income households such as the Earned Income Tax Credit. We will also review current policy topics in
Household Finance, the study of how households save, borrow, and/or use insurance to overcome unexpected
changes in household income. In addition, we will discuss the process of filing tax returns, the prevalence of
income tax refunds, and the various industries, both non-profit and for-profit, that have arisen around this
phenomenon. Next, students will go into the field, and work as volunteer tax preparers for a local, Chicago non-
profit, Ladder Up. Students will be trained as tax preparers (which requires a 3-hour training session), learn how
these services are delivered, and will also learn about the various social goals and public benefits that are often
coupled with this process. Tax season begins in late January, and the students will volunteer weekly for about 6
weeks, until the end of the quarter. Students are also encouraged, though not required, to continue to volunteer
until the end of the tax season, April 15th. Finally, students will produce a final project as a part of a group
project. This course counts towards the Finance & Policy Certificate, or the Markets & Regulation Certificate.

PPHA 39506. The Supreme Court and Public Policy. 100 Units.
Learning how courts interpret policy has become an important component of the policymaker’s toolkit. This
course aims to introduce students to how Constitutional interpretation touches upon pressing policy questions
of today. Students will engage with what courts expect to see from policymakers, while also learning how to read
cases from a lawyer’s perspective. Topics covered include federalism, LGBT rights, race and ethnicity, criminal
justice issues, voting rights, emoluments, and political questions and official immunity.

PPHA 39510. Food and Drug Law and Policy. 100 Units.
This course explores legal and policy issues in the federal regulation of foods, drugs, medical devices, and other
products coming within the jurisdiction of the FDA. It will examine substantive standards applicable to these
products and procedural issues in the enforcement of these standards. It will also address the tension between
state and federal regulation in this area, constitutional constraints on such regulation, the conflict between state
tort law and federal regulation, and a variety of other issues relating to the development and marketing of
regulated products. The student’s grade is based on class participation and a final examination or major paper.

PPHA 39518. Law and the Economics of Natural Resources Markets. 100 Units.
Market-based mechanisms such as emissions trading are becoming widely accepted as cost-effective methods
for addressing environmental concerns, especially as societies move towards a carbon-constrained future. In the
last decade, we have witnessed the expansion of environmental finance to new products - carbon dioxide spot
and futures contracts, sulfur dioxide futures and over-the-counter water contracts - that are now fully integrated
financial instruments for hedging and speculation. These mechanisms also have potential benefits to address
issues in other pressing matters such as water quality, fisheries and biodiversity protection. Non-law students
must apply by emailing a resume and a letter of interest Arthur Langlois at arthurlanglois@uchicago.edu. This
class will have 3 remote sessions April 5th, April 26th and May 3rd. Students may sit in the regular classroom
to attend these sessions remotely. This class requires a series of research papers (6000-7500 words). Participation may be considered in final grading.

PPHA 39519. Energy Law and Policy. 100 Units.
Energy markets and regulation have undergone significant changes in the past 20 years in the United States in attempts to improve reliability, to reduce costs, and to address environmental impacts, while meeting increased demand. Focusing primarily on electric power, this course will introduce students to energy economics and the principles and administration of public utility regulation. The class will trace the historical development of the regulated electric industry, review traditional sources of energy used to generate electricity (water, coal, and natural gas), and examine the current structure of the electric industry and emerging issues, including wholesale and retail competition, environmental effects (including climate change), renewable energy, conservation and efficiency.

PPHA 39525. Federalism and State Social Policy. 100 Units.
This seminar will examine the origins of federal and States' powers; how conflicts between the two have been resolved; how and why there has been an expansion or contraction of States' powers; and what political, policy,economic and other factors have affected these changes. Some of the substantive topics to be discussed include K-12 education, regulation of water quality and access, discrimination based on sexual orientation, labor laws, elections and voting rights, environmental laws, gun control, and the legalization of marijuana. Resources will include current news articles and commentaries. Guest lecturers to be invited will include practitioners and politicians.

PPHA 39530. Macroeconomic Policymaking. 100 Units.
This course is about economic policymaking, with a focus on fiscal and monetary policy. It is structured around six topics: (i) challenges of fiscal adjustment programs; (ii) implementing fiscal rules; (iii) interactions between fiscal and monetary policies; (iv) inflation targeting regimes; (v) adjusting to shocks through monetary policy; and, (vi) financial programming. For each section, we will begin with a review of some materials that give the student a broad perspective on the state-of-the-art knowledge in the particular topic, before turning to the specific and practical policy issues. The course aims to give students: (i) a good understanding on what policymakers should do in each policy area covered (the normative aspect); (ii) a sound explanation on why policies are not always optimal and, many times, deviate from the desirable course of action, emphasizing the obstacles for achieving optimality (for example, political constraints). Case studies will be drawn from recent country experiences.

PPHA 39611. Economics of Cultural Policy. 100 Units.
What are the public policy issues facing arts practitioners in the United States in the 21st century? How will the next generation of arts and culture leaders influence and shape policy beyond seeking appropriations of funds? How can the arts operate both as intrinsically valuable and as key creative tools to apply to tough community issues? Through a combination of lecture/discussion, engagement with leading voices from the field, and scholarly research, this course will provide an overview of cultural policy in the US and explore the evolving intersections of public policy and the arts in the current context.

PPHA 39710. Introduction to Cultural Policy. 100 Units.
Provides an overview of U.S. cultural policy, tracing the origins of the arts infrastructure from the late 19th century to the present, with a focus on the shaping of cultural organizations, taste, patronage systems and audiences. We will investigate a number of contemporary issues, including the much debated role of arts education; the viability of the arts as an engine of economic and community development; the consequences of the recent building boom -- museums, performing arts centers, theaters; and the role (both in fact and potential) of cultural diplomacy and international efforts to preserve cultural heritage. Among others, we will consider three basic policy questions: Who decides? Who pays? Who benefits?; and we will examine what a robust cultural policy for the U.S. might look like in the future.

PPHA 39711. Arts, Culture and Policy. 100 Units.
In this course, we will explore the evolving intersections of arts, culture and policy in the United States. We will investigate questions such as: How do government policies (or the lack thereof) shape the environment in which arts and culture are produced and shared? How have the distinctions between “arts” and “culture” influenced policy decisions in the past, particularly given the Eurocentric nature of many “arts” institutions in our country? As we move forward in a more multi-cultural world, what opportunities exist for evolving policies that can support both “culture” and the “arts”? How can policy solutions help create fertile conditions for culture to thrive, particularly in U.S. cities? Through a combination of lecture/discussion, engagement with leading voices from the field, scholarly readings and applied learning, this course will provide the resources necessary for students to create a series of current cultural policy objectives suitable for presentation to decision makers in Chicago and other major cities.

PPHA 39712. Big Art - Little Art. 100 Units.
Over the last 5 decades, art movements and people and policies that shape them have undergone considerable change. From performance practices, to the advent of place making initiatives, to large public works designed by architects and artists teams, the role artists play within the cultural/sculptural sphere continues to expand. This seminar/workshop will look closely at archival documents, artist writings and theory that have helped to shape our understanding of public art, public artists and public policy. Field trips required.
of non-traditional security threats. In this portion, we will discuss counterinsurgency, civil war, terrorism, of international relations in the 21st century. The second half of the seminar will explore the growing significance of the seminar is devoted to recent developments in the study of interstate security. We will contemplate the two general areas: (1) traditional (i.e., “state-centered”) and (2) non-traditional security issues. The first half close by discussing gaps in the literature and potential avenues for future research.

PPHA 39750. Politics and Public Policy in Latin America. 100 Units.
This course will cover the politics of policy making in Latin America. The first part will focus on understanding the problems of economic development in the region. It will address how and why Latin America is different by looking at its economic outcomes, economic and social policies and political institutions. It will also look at different examples of how political institutions shape policy outcomes. The second part will ground the distinctiveness of Latin America in its history, and show why understanding this is critical for comprehending why it is so different from the United States. It will explore how these historical factors persist, for example, how the legacy of authoritarianism shapes redistributive policies and how these historical foundations have created the weak Latin American states we see today. The third part of the course will look at how groups such as civil society or violent actors can also shape policymaking and welfare in this region. Finally, it will discuss some perspectives on whether some countries in the region have managed to find ways to change their political institutions and to subsequently shape social and economic policies with the prospect of creating a more prosperous society. The aim of this course is for students to gain empirical knowledge on the region’s politics and policies as well as a practical understanding of political factors that shape policy outcomes.
Equivalent Course(s): LACS 39750

PPHA 39760. Fiscal Policy in Latin America. 100 Units.
This course is about economic policymaking in practice, with emphasis in Latin America. It is structured around a set of topics with particularly salient challenges in the region in areas widely related to fiscal policy both from the income and from the expenditure side and its implications from the macroeconomic perspective as well as for subnational governments, firms, and households. During the course, students will learn and discuss some of the policy dilemmas in various areas ranging from fiscal rules and tax policy to mining royalties to subsidies for poverty alleviation and access to finance. In addition, one overarching question in the course will be: why are policies often not optimal in spite of a common (or at least widespread) understanding of the desirable course of action? From the policy maker’s perspective, the course examines different types of obstacles: political economy issues (conflicts between interested parties), lack of resources (financial, human), coordination problems within government (between regions, sectors, agencies, branches of government), tradeoffs between economic efficiency and distribution, etc. The instructor will draw extensively from her own first-hand experience in Colombia, but will bring examples from other countries in the region (and occasionally outside of it) as well. Students will prepare and present case studies to be discussed in class.

PPHA 39770. Introduction to Latin American Civilization II. 100 Units.
Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Equivalent Course(s): HIST 16102, CRES 16102, RDIN 16200, ANTH 23102, SOSC 26200, HIST 36102, LACS 16200, LACS 34700

PPHA 39780. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.
Equivalent Course(s): HIST 36103, LACS 16300, SOSC 26300, ANTH 23103, CRES 16103, LACS 34800, HIST 16103

PPHA 39801. International Organizations in Theory and Practice. 100 Units.
This seminar introduces students to the theoretical frameworks, empirical cases, and cutting-edge debates in the field of international organizations (IOs). The seminar is structured in three parts. First, we will focus on the different theoretical perspectives in International Relations scholarship for understanding international organizations. Second, the seminar will examine the effects of international organizations on world politics. Third, we will look at examples of different kinds of international organizations and how they work "in the real world". Overall the seminar will address key questions such as: How do IOs foster interstate cooperation and state compliance? How do IOs shape state interests and identities? Why do IOs often fail? How should we think about the pathologies of IOs as global bureaucracies? How do IOs influence NGOs and their strategies? We will close by discussing gaps in the literature and potential avenues for future research.

PPHA 39810. Advanced Topics in International Security. 100 Units.
This seminar is a graduate-level survey of recent scholarship in the study of international security, covering two general areas: (1) traditional (i.e., "state-centered") and (2) non-traditional security issues. The first half of the seminar is devoted to recent developments in the study of interstate security. We will contemplate the significance and durability of American unipolarity, the rise of some peer competitors, and the changing nature of international relations in the 21st century. The second half of the seminar will explore the growing significance of non-traditional security threats. In this portion, we will discuss counterinsurgency, civil war, terrorism,
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humanitarian intervention, among other developing security concerns. The ultimate goal of the seminar is to provide students with the opportunity to familiarize themselves with a sample of prominent recent thought on the nature of violence in the contemporary international system. This exploration will provide students with a foundation for the independent pursuit of academic and policy questions in international security of special interest to them.
Equivalent Course(s): SOSC 44901, INRE 44901

PPHA 39830. Quantitative Security. 100 Units.
Since Quincy Wright’s A Study of War, scholars of war and security have collected and analyzed data. This course guides students through an intellectual history of the quantitative study of war. The course begins with Wright, moves to the founding of the Correlates of War project in the late 1960s, and then explores the proliferation of quantitative conflict studies in the 1990s and 2000s. The course ends by considering the recent focus on experimental and quasi-experimental analysis. Throughout the course, students will be introduced to the empirical methods used to study conflict and the data issues facing quantitative conflict scholars. For students with limited training in methodological approaches, this course will serve as a useful introduction to such methods. For students with extensive experience with quantitative methods, this course will deepen their understanding of when and how to apply these methods.
Equivalent Course(s): PLSC 48401

The global energy and climate challenge is one of the most important and urgent problems society faces. Progress requires identifying approaches to ensure people have access to the inexpensive and reliable energy critical for human development, without causing disruptive climate change or unduly compromising health and the environment. The course pairs technical and economic analysis to develop an understanding of policy challenges in this area. Lecture topics will include the past, present, and future of energy supply and demand, global climate change, air pollution and its health consequences, selected energy technologies such as solar photovoltaics, nuclear power, unconventional oil and gas, and an analysis of theoretical and practical policy solutions in developed and emerging economies.
Equivalent Course(s): ECON 26730, BPRO 29200, ENST 28220, PBPL 29200

PPHA 39910. Environmental Analysis Methods I. 100 Units.
The course objective is to introduce and familiarize the students with the analytical approaches and methods of environmental analysis and assessment used to support decision-making and the development of policies and regulations at local, regional, national, and global scales. Beginning with the introduction of the "environment" as a complex system, an overview of the linkages among the various approaches for environmental analysis and assessment, and the discussion of climate change science as a complex system within the science-policy context, the course will then provide an introduction to pathway analysis of contaminant releases to the environment, and finally to lifecycle analysis as a method to assess energy, material inputs and environmental releases, and their impacts associated with all stages of a product/process's life.

PPHA 39911. Environmental Analysis Methods II. 100 Units.

PPHA 39922. Toxic States: Corrupted Ecologies in Latin America and the Caribbean. 100 Units.
Concepts of purity and danger, the sacred and profane, and contamination and healing constitute central analytics of anthropological inquiry into religion, medicine, and ecology. This course brings diverse theories of corporeal corruption to bare on contemporary ethnography of toxicity, particularly in order to examine the impact of political corruption on ecological matters in Latin America and the Caribbean. We will both historicize a growing disciplinary preoccupation with materiality, contamination, and the chemical, as well as conceptualize its empirical significance within neo-colonial/liberal states throughout the region.
Equivalent Course(s): LACS 26417, ANTH 23027, ANTH 32330, LACS 36417

PPHA 39925. Energy Policy and Human Behavior. 100 Units.
The success of many environmental and energy-related policies depends on the support and cooperation of the public. This course, drawing from multiple fields of behavioral science, will examine the psychological and social aspects of different energy-related behaviors, ranging from household energy conservation to public support and opposition for emergent energy technologies (e.g., wind farms, fracking, etc.). Through a mix of lecture and discussion, we will explore questions such as: what are potential motivations and barriers - beyond financial considerations - to the uptake of energy efficient and renewable energy technologies? How can policies be designed to enhance adoption? Why is climate change such a divisive issue and what are the psychological barriers that prevent concerned people from acting? Why do people support clean energy broadly but object to developments when proposed in their own communities? By taking a behavioral approach, the course aims to equip students with an enhanced framework for evaluating energy and environmental policies that goes beyond traditional economic and regulatory perspectives. There are no prerequisites.

PPHA 39930. International Climate Policy. 100 Units.
Anthropogenic climate change is one of the world’s most difficult challenges. Few aspects of society will remain untouched by its effects. A major barrier to making progress is that few people understand all of the disparate pieces of the puzzle - scientists, economists, and policy-makers frequently lack a common language to advance solutions. This interdisciplinary course covers the tools and insights from economics, environmental science, and statistics that inform our understanding of climate change impacts, as well as mitigation and adaptation policy
design and implementation. Our focus will be on the impacts of climate change upon society, and the necessity of solutions that deal with the global but unequal nature of the impacts. Students will begin with a grounding in the scientific realities of the future of the planet’s climate, and develop a mastery of key conceptual ideas from environmental economics and environmental policy relevant for climate change. They will also acquire tools for conducting analyses of climate impacts and policies that can inform how we face this global challenge. The latter parts of the course will hone students’ ability to apply and communicate these insights through practical analysis of national policies and writing op-eds about climate-related issues. The goal is to help students become informed and critically-minded practitioners of climate-informed policy making, able to communicate the urgency to any audience.

PPHA 40101. Policy Analysis: Meths/Apps. 100 Units.
This master’s-level course provides students with the basic tools of policy analysis. Students will learn and apply tools of decision analysis in written group assignments and in an accompanying computer lab. Students will also learn and apply concepts of cost-effectiveness, cost-benefit, and cost-utility analysis with social service, medical, public health applications. Doctoral students and master’s students who intend to take the course Advanced Applications of Cost-Effectiveness Analysis in Health will complete two additional laboratory assignments.

Topics to be covered include: Decision trees for structured policy analysis, the economic value of information, analysis of screening programs for HIV and child maltreatment, sensitivity analysis, cost-effectiveness analysis of life-saving interventions and programs to reduce behavioral risk, valuing quality of life outcomes, ethical issues in cost-benefit analysis, analysis of irrational risk behaviors. Substantive areas covered include: HIV/substance use prevention, school-based prevention of sexual risk, smoking cessation, and housing policy. In the associated learning lab, students will use computer decision software to build and analyze decision trees in policy-relevant examples. They will conduct one-way and two-way sensitivity analysis to explore the impact of key parameters on cost-effectiveness of alternative policies. Students will receive an introduction to dynamic modeling in the context of HIV prevention, cancer s
Equivalent Course(s): PBHS 45610, SSAD 45600

PPHA 40102. Political Economy I: Formal Models of Politics. 100 Units.
This course provides an overview of formal models of politics, including models of electoral competition, coalition formation, political agency, and nondemocracy. Students must have completed the three-quarter sequence in Formal Political Theory or analogous coursework in game theory and mathematical methods. Enrollment of master’s students is at the discretion of the instructor.
Equivalent Course(s): PECO 40102, PLSC 41105

PPHA 40103. Political Economy II: Theory and Evidence. 100 Units.
This course provides an overview of the methods and substantive findings of credible empirical research in political economy with special attention to the interplay between theory and empirical testing. Students are expected to have taken prior coursework in econometrics or statistical methods. Enrollment of master’s students is at the discretion of the instructor.
Equivalent Course(s): PECO 40103

PPHA 40104. Political Economy III: Advanced Topics. 100 Units.
This course provides coverage of advanced topics in political economy. Many students will have already completed Political Economy I and II, which assume substantial coursework in game theory and empirical methods. Those who have not should consult with the instructor before enrolling. Enrollment of master’s students is at the discretion of the instructor. In Spring 2024, the course will focus on the health of democracy. Specific topics will include electoral accountability, representation, voter competence, partisanship, polarization, democratic backsliding, public support for democracy, media bias, and campaign finance.
Equivalent Course(s): PECO 40104

PPHA 40110. Formal Political Theory I. 100 Units.
This is the first course in a three-quarter sequence in Formal Political Theory that introduces foundational concepts in decision theory and noncooperative game theory, the key mathematical tools needed for applied theory, and applications from political economy. This quarter focuses primarily on static games of complete and incomplete information and related solution concepts, including (Bayesian) Nash equilibrium and mixed-strategy Nash equilibrium. Students must have recently completed coursework in differential and integral calculus, optimization theory, and methods of mathematical proof. Enrollment of master’s students is at the discretion of the instructor.
Equivalent Course(s): PECO 40110, PLSC 40110

PPHA 40111. Formal Political Theory II. 100 Units.
This course follows on Formal Political Theory I, which it takes as a prerequisite. This quarter focuses on dynamic games of complete information and related solution concepts, including subgame-perfect Nash equilibrium and Markov perfect equilibrium. Applications include folk theorems for repeated games, bargaining models, and moral hazard.
Equivalent Course(s): PLSC 40111, PECO 40111
PPHA 40112. Formal Political Theory III. 100 Units.
This course follows on Formal Political Theory I and II, which it takes as prerequisite. This quarter focuses primarily on dynamic games of incomplete information and related solution concepts, including weak perfect Bayesian equilibrium and sequential equilibrium. Applications include models of costly signaling and cheap talk. Equivalent Course(s): PECO 40112, PLSC 40112

PPHA 40310. Poverty and Social Welfare Policy. 100 Units.
This course examines the causes and consequences of poverty in the United States and reviews the major social policies used to reduce poverty. It will emphasize U.S. policy approaches but will also include material on other countries for a comparative perspective. The course will emphasize research (both quantitative and qualitative) from a broad range of sources including economics, political science, sociology, developmental psychology, and public health. The types of questions to be addressed include the following: What is poverty? Why is poverty so persistent? Why are poverty rates for certain groups so high? What is the causal impact of poverty on children and adults? What is the effect of social policies on poverty? What are the interrelationships among poverty, family structure, parental behavior, neighborhoods, education, labor market conditions, and public policies? Is poverty passed on from generation to generation?

PPHA 40320. Nordic Model of Social Welfare. 100 Units.
In 2016, Denmark was the happiest country in the world according to a United Nations happiness report. Denmark, along with Sweden and Finland have shared 20 years of relative prosperity and now are among the wealthiest countries in the world in terms of GDP per capita. They are also ‘welfare states’ with very high levels of taxation and redistribution—policies at odds with traditional views on the power of incentives to encourage prosperity. The influence of the Nordic Model is evident in policy discussion in the US on issues ranging from educational subsidies to family-friendly workplaces. What can policy makers in other countries learn from the successes and failures of the Nordic Model? This class has three goals: 1. to familiarize you with Nordic taxes and subsidies, 2. to help you understand why these policies are successful (or appear to be successful), and 3. to give you the tools to critically evaluate suggestions for similar policy implementation in the US. You will be evaluated primarily on 2. and 3.

PPHA 40321. The Modern Welfare State. 100 Units.
In 2016, Denmark was the happiest country in the world according to a United Nations happiness report. Denmark, along with Sweden and Finland have shared 20 years of relative prosperity and now are among the wealthiest countries in the world in terms of GDP per capita. They are also ‘welfare states’ with very high levels of taxation and redistribution—policies at odds with traditional views on the power of incentives to encourage prosperity. The influence of this model is evident in policy discussion in the US on issues ranging from educational subsidies to family-friendly workplaces. What can policy makers in other countries learn from the successes and failures of the Welfare State? This class has three goals: 1. to familiarize you with Welfare State taxes and subsidies, 2. to help you understand why these policies are successful (or appear to be successful), and 3. to give you the tools to critically evaluate suggestions for similar policy implementation in the US.

PPHA 40700. Early Childhood: Human Capital Development and Public Policy. 100 Units.
The goal of this course is to introduce students to the literature on early child development and explore how an understanding of core developmental concepts can inform social policies. Our substantive foc will be on early childhood poverty, the role of parenting and the home environment in shaping children’s development, and the evidence base for intervention in early childhood for economically disadvantaged children. The course will cover evidence from neuroscience, psychology, economics, sociology, and public policy as it bears on these questions. In particular, we will explore how the principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will discuss the evidence on whether the contexts of children’s development are amenable to public policy intervention and the costs and benefits of different policy approaches. Equivalent Course(s): PSYC 40710, CHDV 40770

PPHA 40815. New Directions in Formal Theory. 100 Units.
In this graduate seminar we will survey recent journal articles that develop formal (mathematical) theories of politics. The range of topics and tools we touch on will be broad. Topics include models of institutions, groups, and behavior, and will span American politics, comparative politics, and international relations. Tools include game theory, network analysis, simulation, axiomatic choice theory, and optimization theory. Our focus will be on what these models are theoretically doing: What they do and do not capture, what makes one mathematical approach more compelling than another, and what we can ultimately learn from a highly stylized (and necessarily incomplete) mathematical representation of politics. The goal of the course is for each participant, including the professor, to emerge with a new research project. Equivalent Course(s): PLSC 40815, PLSC 20815, PBPL 40815, PECO 40815

PPHA 41020. Health Impacts of Transportation Systems. 100 Units.
Transportation systems affect human health through complex pathways. Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment and social well-being. The impact on population health is substantial: Globally, road
traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.

PPHA 41021. Health Impacts of Transportation Policies. 100 Units.
Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment and social well-being. The impact on population health is substantial: Globally, road traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.

PPHA 41102. Political Economy II: Intermediate Applied Theory. 100 Units.
In this course, students will delve into substantive debates in political economy and hone their empirical and analytical skills. We will focus on good research designs that answer important causal questions. In doing so, we will review the technical skills necessary to conduct credible empirical research such as differences-in-differences, instrumental variables, and regression discontinuity designs. More importantly, we will practice the thinking necessary to develop and evaluate good research designs. The class will also incorporate the theoretical training that students received in Political Economy I and devote attention to the interplay between theory and empirical testing. This course is not an introduction to statistics or econometrics. The course is intended for PhD students who have already received training in these areas, have been exposed to the econometric tools used in the course, and have taken Political Economy I. Everyone other than Harris School PhD and MACRM students should consult the instructor before enrolling. Class sessions will primarily be discussion, but will include some lecture review of material. Some sessions will review a particular set of empirical methods in detail, others will involve the detailed discussion of a single paper, and others will involve a mix of lecture and discussion revolving around a substantive topic in political economy. Students are expected to prepare for each class session and participate in the discussions.

PPHA 41103. Political Economy III: Testing Theories of Political Institutions. 100 Units.
In this course, students will delve into substantive debates in political economy and hone their empirical and analytical skills. We will focus on good research designs that answer important causal questions. In doing so, we will review the technical skills necessary to conduct credible empirical research such as differences-in-differences, instrumental variables, and regression discontinuity designs. More importantly, we will practice the thinking necessary to develop and evaluate good research designs. The class will also incorporate the theoretical training that students received in Political Economy I and II and devote attention to the interplay between theory and empirical testing. This course is not an introduction to statistics or econometrics. The course is intended for PhD students who have already received training in these areas, have been exposed to the econometric tools used in the course, and have taken Political Economy I and II. Everyone other than Harris School PhD and MACRM students should consult the instructor before enrolling. Class sessions will involve the detailed discussion of a single paper, and others will involve a mix of lecture and discussion revolving around a substantive topic in political economy. Students are expected to prepare for each class session and participate in the discussions.

PPHA 41120. Political Economy of Development. 100 Units.
This course is intended as an introduction for Ph.D. students to the research literature in the political economy of development. Its purpose is to give students both a sense of the frontier research topics and a good command of how social science methodological tools are used in the area. This class is for PhD and Harris MACRM students only, with no exceptions. Must have completed a PhD level Microeconomics course to enroll. Equivalent Course(s): PLSC 46600, ECON 35570

PPHA 41150. Advanced Topics in Political Economy: Comparing Societies. 100 Units.
The course will study the cultural, social, and institutional foundations of contemporary and historical societies around the world. Particular attention will be paid to factors that are typically taken for granted and presumed universal within the economics discipline. These include perceptions of reality (including birth, death, the afterlife, the spiritual world, nature, and the environment), and moral frameworks (including views about right/wrong, fairness, equality, and community membership). We will consider how these differences then affect and
are targeted by resulting cultural values, social structures, and formal political and legal institutions. The course is targeted to advanced (second-year or later) Ph.D. students with an interest in economic development, political economy, cultural economics, and/or economic history. Equivalent Course(s): PLSC 41150

PPHA 41210. Science and Technology for Future Policy Wonks. 100 Units.
We will cover the broad range of physics and technology topics that are at the heart of current local and national policy debates. The aim of the course will be to give you the tools for distinguishing between sense and nonsense when confronted by technology-based arguments - it is not to turn you into physicists! The course text - "Physics and Technology for Future Presidents", by Richard A. Muller - was written specifically with this aim in mind, and will be used as a general guide to the subject areas that we will cover. Most of the course topics will revolve around energy - its generation, distribution, use, and abuse - but depending on students' interests, we may also go into other areas, such as transportation and national security.

PPHA 41300. Cost-Benefit Analysis. 100 Units.
Must have completed PPHA 32400 Principles of Microeconomics and Public Policy II or equivalent to enroll. The goals of this course include learning (1) how to read, or judge, a cost-benefit analysis; (2) how to incorporate elements of cost-benefit analysis into policy work; and (3) when CBA is a good tool to use and when it isn’t. This class also presents an opportunity to reflect on big picture issues of how to treat uncertainty and risk; discount costs and benefits received in the future; value lives saved; and manage other difficult matters. In brief, this class offers a comprehensive treatment of the cost benefit analysis methodology, with attention devoted to the microeconomic underpinnings of the technique as well as applications drawn from many areas, including health, the environment, and public goods.

PPHA 41302. TA Session: Cost-Benefit Analysis. 100 Units.
This is a non-credit discussion for PPHA 41300 Cost-Benefit Analysis. Students must register for a lecture and a discussion for this course.

PPHA 41350. Global Risk Policy. 100 Units.
This course will provide the tools to analyze and evaluate various areas of public policy - including taxes, financial regulations, social safety nets, disaster preparedness and response, early warning systems, risk communications and education - through a risk management lens. Students will engage with questions including how policies encourage "good" risk taking and encourage "bad" risk-taking, how risk benefits and burdens are shared, and what trade-offs risk-related public policies must weigh. Participants will debate ways in which using a risk lens changes the way governments design policies and how favorably (or not) citizens view those policies. Through comparative analysis, case studies, class participation, and individual and group projects, and readings from practitioner and academic authors, students will gain a new understanding of and ability to discuss key aspects of risk policy issues and systems.

PPHA 41400. Applied Regression Analysis: Analysis of Microeconomic Data. 100 Units.
This course is based on the theory and practice of econometrics. Its intention is to provide hands-on experience with econometric analysis, without neglecting sound knowledge of econometric theory. It is designed to help students acquire skills that make them effective consumers and producers of empirical research in public policy, economics and related fields. Throughout the course, concepts will be illustrated with application in economics. Various aspects will be covered in the course, in particular: i) development of testable econometric models; ii) use of appropriate data, and; iii) specification and estimation of econometric models.

PPHA 41420. Multilevel Regression Modeling for Public Policy. 100 Units.
Grouped data, such as students within schools or workers within firms, are ubiquitous in public policy. Both to satisfy the assumptions of regression and to build realistic models that provide realistic inferences we should include group-level intercepts and slopes in our models. Traditionally this was accomplished using fixed effects and their interactions with covariates. However, as we commonly have few observations per group, this approach can yield noisy or degenerate estimates. We will introduce a Bayesian perspective on regression modeling and use it to develop multilevel regression models (also known as hierarchical or mixed-effects models). Under certain assumptions, these models allow us to partially pool information across groups in order to efficiently model the group structure even when the number of observations within each group is small. Recent advances in computing have made the estimation of multilevel models much more practical. Drawing on examples from the fields of epidemiology, education, and political science, we will study applications of multilevel models to heterogeneous treatment effects, small area estimation, longitudinal data, and prediction. Familiarity with R and linear regression are assumed.

PPHA 41501. Game Theory. 100 Units.
This course introduces students to games of complete information through solving problem sets. We will cover the concepts of dominant strategies, rationalizable strategies, Nash equilibrium, subgame perfection, backward induction, and imperfect information. The course will be centered around several applications of game theory to politics: electoral competition, agenda control, lobbying, voting in legislatures and coalition games.

PPHA 41600. Survey Research Methodology. 100 Units.
Scientific social surveys provide a substantial proportion of the data on which policy decisions in government are based. In health services research, child and family research, education, and much of social and economic statistics, the dominant data source is the survey. This course is designed to introduce participants to the key
components of the survey and how to evaluate them. The field of survey methodology draws on theories and practices from several academic disciplines - sociology, psychology, statistics, mathematics, computer science, and economics. This course will introduce the set of principles that are the basis of standard practice in the field. Topics include: inference in social research; survey design; coverage, sampling, and nonresponse; questionnaire and question design; modes of data collection; interviewing; post-collection processing; scientific integrity and ethics; history of survey research; evaluation of surveys. The course will include a quarter-long project in which small groups will design a survey to tackle a real-life survey issue and present the results at the end of the quarter. Students should have taken at least one course in statistics at the level of PPHA 31000 to enroll.

PPHA 41650. Field Experiments for Public Policy. 100 Units.
This course introduces students to core topics and concepts in the use of field experiments in politics and public policy. The course consists of two, interwoven parts. First, students will be introduced to the methodology of experimentation. They will learn how to conceive of the effects of treatments in the potential outcomes framework; methods for assigning treatment including clustered and blocked random assignment; why randomization facilitates unbiased estimation of treatment effects; and how to improve the power of experimental designs. The second part of the course covers how to interpret and consume experimental research. We will read experimental studies to discuss their designs and conclusions. Studies address questions including racial discrimination by lawmakers; the effectiveness of public advocacy campaigns; and the effects of public policies such as Medicaid on health and economic outcomes. Students who complete the course will become not only sophisticated consumers of experimental research, but will also have received training to conduct their own randomized control trials.

PPHA 41720. Discrimination in the Labor Market. 100 Units.
Must have completed PPHA 31102 Statistics for Data Analysis II or equivalent to enroll. In this class, we begin by exploring standard models of discrimination in the labor markets. We then introduce more modern theories of discrimination in the labor market. After presenting these models, we explore racial, ethnic, and sex differences in labor market outcomes. We then show how the empirical literature attempts to detect the presence of labor market discrimination. Discussion session attendance is required for this course.

PPHA 41740. Gender and Policy. 100 Units.
For the past 70 years, women have made remarkable advances in the labor market in the US—the experiences of women in past generations are almost unimaginable in today’s labor market. Women are now more educated than men. However, progress has stalled and the lifetime labor market outcomes of women are different from those of men on average. Why? What is the role for policy? In this course we will think about how differences in preferences, norms, and abilities potentially contribute to differences in outcomes by gender. If there are such differences, does policy intervention hurt or help, and whom does policy intervention hurt or help? What should be the aims of policy with respect to gender?
Equivalent Course(s): GNSE 41740

PPHA 41750. Women in the Labor Market. 100 Units.
Workers differ on many dimensions. In this course, we will focus on one: gender. This course is designed to provide students with a microeconomist’s toolbox to think about major themes related to women’s labor such as the gender wage gap, occupational segregation by gender, and trends in schooling completion by gender.

PPHA 41800. Survey Questionnaire Design. 100 Units.
The questionnaire has played a critical role in gathering data used to assist in making public policy, evaluating social programs, and testing theories about social behavior (among other uses). This course offers a systematic way to construct and evaluate questionnaires. We will learn to think about survey questions from the perspective of the respondent and in terms of cognitive and social tasks that underlie responding. We will examine the impact of questions on data quality and will review past and recent methodological research on questionnaire development. The course will help students to tell the difference between better and worse types of survey questions, find and evaluate existing questions on different topics, and construct and test questionnaires for their own needs. Prerequisites: Graduate standing (no undergraduate standing). Students enrolled in this class are expected to have completed at least one course on research methods. Some background in psychology is helpful, but it is not required.
Equivalent Course(s): PSYC 47500, SSAD 57500

PPHA 42000. Applied Econometrics I. 100 Units.
This course is the first in a three-part sequence designed to cover applied econometrics and regression methods at a fairly advanced level. This course provides a theoretical analysis of linear regression models for applied researchers. It considers analytical issues caused by violations of the Gauss-Markov assumptions, including linearity (functional form), heteroscedasticity, and panel data. Alternative estimators are examined to deal with each. Familiarity with matrix algebra is necessary.
Equivalent Course(s): PECO 42000

PPHA 42006. Decision Modeling for Health Economic Evaluation. 100 Units.
This course introduces decision science and economic evaluation that has been increasingly used to inform public health and health care decisions. With a specific focus on the development and application of decision-analytic models, students will learn the state of the current practice of economic evaluation, new tools and methodologies to conduct decision modeling, and emerging areas of research, including the value of information analysis. The
course will provide hands-on computer-based learning using the R programming language for data analysis and modeling. A prior experience in R is welcomed, but not required. Applying the concepts and techniques learned in the course, students will undertake a course project of their choice to conduct economic evaluation using decision-analytic models. By the end of this course, students will gain knowledge and practical skills in economic evaluation and decision modeling to help make informed decisions.

Equivalent Course(s): CCTS 42006, CCTS 22006

**PPHA 42100. Applied Econometrics II. 100 Units.**
Registration open to Harris PhD and MACRM students only. Must have completed PPHA 42000 Applied Econometrics I to enroll. PPHA 42100, the second in a three-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.

Equivalent Course(s): PECO 42100

**PPHA 42200. Applied Econometrics III. 100 Units.**
PPHA 42200, the final course in a three-part sequence, is a basic course in applied econometrics designed to provide students with the tools necessary to evaluate and conduct empirical research. Must have completed PPHA 42100 Applied Econometrics II to enroll.

Equivalent Course(s): PECO 42200

**PPHA 42401. Aging and Health Policy. 100 Units.**
This course is a seminar in aging and health policy and the relationships between policy, financing, access to care, and quality of care for the elderly. The focus is on health care systems and policy as opposed to demography and biological aspects of aging. Specific topics include Medicaid and Medicare policy; long-term care insurance and financing; workforce issues; dementia and end-of-life care; the culture change movement; work and retirement as it relates to health policy; and cross-national comparisons of health policy toward the elderly. Students will engage in an ongoing discussion of policy options and learn to evaluate their potential to improve quality and ensure access for the elderly to health care and long-term care.

Equivalent Course(s): SSAD 49022, PBHS 35301

**PPHA 42510. Applied Financial Management. 100 Units.**
This course will cover topics in both corporate finance and investments. The goal is to provide students with the tools to solve problems and the practical knowledge to understand financial decision-making and financial markets. The focus will be resolutely practical - how these tools are actually used in the markets - but is built on solid theory combined with over twenty years of industry experience.

**PPHA 42520. Risk Management and History of Financial Crisis. 100 Units.**
This course has an ambitious goal - to investigate both the tools of risk management at the firm level through hands-on training and practice, and the lessons of macroeconomic or systemic risk through examination of financial crises throughout history. These lessons are important - whether it is the South Sea Company crisis of 1700s or the mortgage debt crisis in the United States in the 2000s, financial crises have shaped our world. Understanding history is the first step towards intelligent policy. To examine the financial and economic history we will read some of the classic (and also some of the newer) texts in this area: A Monetary History of the United States, 1857-1960 by Milton Friedman & Anna Jacobson Schwartz; Manias, Panics, and Crashes by Charles P. Kindleberger (for a history of financial panics) Extraordinary Popular Delusions and the Madness of Crowds by Charles Mackay (for a history of the 18th century South Sea Bubble in Britain and the Sword Blade Bank and Mississippi Company in France) This Time is Different - Eight Centuries of Financial Folly by Carmen Reinhart & Kenneth Rogoff (for why this time is not different - financial folly has a long history) Fragile by Design by Charles Calomiris & Stephen Haber (for a cogent and disciplined analysis of banking systems across time and across countries - US, Canada, UK, Mexico, and Brazil)

**PPHA 42521. History of Financial Crises. 100 Units.**
This course has an ambitious goal - to investigate both the tools of risk management at the firm level through hands-on training and practice, and the lessons of macroeconomic or systemic risk through examination of financial crises throughout history. These lessons are important - whether it is the South Sea Company crisis of 1700s or the mortgage debt crisis in the United States in the 2000s, financial crises have shaped our world. Understanding history is the first step towards intelligent policy. To examine the financial and economic history we will read some of the classic (and also some of the newer) texts in this area: A Monetary History of the United States, 1857-1960 by Milton Friedman and Anna Jacobson Schwartz; Manias, Panics, and Crashes by Charles P. Kindleberger (for a history of financial panics); Extraordinary Popular Delusions and the Madness of Crowds by Charles Mackay (for a history of the 18th century South Sea Bubble in Britain and the Sword Blade Bank and Mississippi Company in France); This Time is Different - Eight Centuries of Financial Folly by Carmen Reinhart and Kenneth Rogoff (for why this time is not different - financial folly has a long history); and Fragile by Design by Charles Calomiris and Stephen Haber (for a cogent and disciplined analysis of banking systems across time and across countries - US, Canada, UK, Mexico, and Brazil).
PPHA 42525. Financial Risk Management Tools. 100 Units.
This course will be a small hands-on seminar focused on the tools and techniques traders and managers use to measure and manage market risk: Volatility, VaR, Contribution to Risk, Best Hedges, and Replicating Portfolios. The seminar will be built around the sample portfolio and risk reporting in Chapter 10 of Professor Coleman's book Quantitative Risk Management. Students will be required to translate from Mathematica into python the code for producing the risk reports. This will provide students with practical training in python coding. The financial theory behind the risk measures will also be covered to gain a deeper understanding of the ideas and quantitative foundations of financial risk reporting. Students must have taken PPHA 42510 Applied Financial Management to enroll. Instructor consent required.

PPHA 42535. Bank Regulation and Management. 100 Units.
This course counts toward the Economic Policy certificate. This course presents the basics of the banking business and the development of the current financial regulatory environment for the United States, the European Union, the UK, and China, as well as the role of the Bank for International Settlements (BIS) in setting global standards. Payment systems and bank management of financial risks, including credit, market and others, will be covered. The focus will be on the banking and money markets in each of these countries, with limited discussion of futures and equity exchanges, and unregulated financial activities. The course will provide an overview of the various regulatory bodies, which cover financial services in these countries. Further, the delineation of responsibilities and areas of overlap and potential conflict will be discussed. Major legislation in each country will be presented and some discussion of the underlying legal, economic and financial theories that led to these laws will be discussed.

PPHA 42540. Fiscal and Monetary Policy in the 21st Century. 100 Units.
This course discusses public policy from macroeconomic perspective. We will examine how public policy effects the macroeconomy both in theory and in practice. The first part of the course studies household labor, savings, and consumption behavior in the face of various government policies and how these aggregate in the macroeconomy. In particular, we will pay special attention to (1) taxes, (2) transfer programs, and (3) social insurance programs including both their cyclical and long-run effects. We will then turn to the empirical analysis of social safety net programs, paying attention to cross-state and cross-country comparisons. We will conclude this section of the course by discussing the tradeoffs the government faces in providing social insurance, reducing inequality, and promoting efficiency. The second part of the course will study monetary policy, touching on money and banking. We will study several models of monetary policy and their public policy implications. We will conclude with a discussion of the U.S. Financial Crisis.

PPHA 42550. Cryptocurrencies, DeFi and the Blockchain: Markets, Regulation and Policy. 100 Units.
Even in the depths of a "crypto winter," the fiery rhetoric of disruption stills burns bright. Cryptocurrency believers openly challenge the long-held monopoly of nation-states in the creation of money. Proponents of blockchain technology promise a world of decentralized finance (DeFi) unburdened by the intermediation of traditional financial institutions, central banks, and government regulators. While there is no doubt some hyperbole at work here, it is indisputable that in some form, the remaking of money and finance is very much upon us. How can and should financial institutions, national regulators, and global bodies respond? This course explores both the rhetoric and reality of cryptocurrency and DeFi as well as the challenges of creating new oversight protocols around a technology engineered to distribute governance and anonymize participation. Legacy finance infrastructures and regulatory protocols have been engineered to create and maintain systemic trust. How can such trust be created in the world of cryptocurrency and DeFi? Does it need to be?

PPHA 42560. Biopharmaceutical Technology: Innovation, Investment & Strategy. 100 Units.
This course is targeted to Masters level students in health services research, public policy, business and related disciplines with an interest in innovation in the biopharmaceutical, vaccine and diagnostic test markets. It aims to provide complementary economic and regulatory perspectives on supply, access and affordability of these consumer goods. We focus on issues that differentiate investments and strategic decision-making in these industries from most others and underlie current market dynamics in supply, demand and pricing. The course format will be a mix of lectures by the course instructor and presentations by guest speakers. Grading will be based on class participation, weekly written reading summaries and a final project. Attendance in all seminars is required.

PPHA 42715. Introduction to Law and Economics. 100 Units.
This class is an introduction to the economic analysis of law, an approach that has grown rapidly in the last thirty years and now exerts a profound influence on how law is taught and on how courts make decisions. The class will provide you with a set of tools for analyzing transactions and how they are shaped by legal rules, through systematic exposure to the economic way of thinking about law across a variety of legal contexts. These tools are intended to complement, not to challenge, the traditional doctrinal approach to law. The objective is to equip you to use economic reasoning in an informed and critical spirit to analyze cases and transactions of the sort you may encounter in practice. More generally, you should be able to understand and critically evaluate the use of economic analysis in legal scholarship, judicial opinions, and other legal contexts.

PPHA 42810. US Foreign Policy. 100 Units.
This course explores contemporary relations between the United States and the world. The primary goal is to give students conceptual and critical tools to understand and analyze how international relations theory, U.S. foreign policy outcomes, and current events fit together, especially in the post 9/11 world. It is designed to
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develop students' capacity both to explain the foreign policy-making process in the United States, and to better understand the underlying patterns, logic, and implications of American foreign policy in the world at large. The course is divided into three main topics. First, we will discuss International Relations theory that grounds U.S. foreign policy focusing on American international power and the goals for which this power is employed. The second part of the class will examine the institutions and processes that guide foreign policy formation and implementation. Questions will revolve around who are the important people setting the foreign policy agenda and what are the important institutions attempting to implement this agenda. Finally, the last third of the course will review some of the more salient foreign policy challenges facing the U.S. in the 21st century, including particular focus on geographic regions. Some of these issues include how the recent global economic crises may influence foreign policy, how terrorism and democracy promotion continue to shape U.S. foreign policy, and whether U.S. foreign policy towards Africa is undergoing significant change.

PPHA 42811. Foreign Relations Law. 100 Units.

This course examines the constitutional and statutory doctrines regulating the conduct of American foreign relations. Topics include the allocation of foreign relations powers between the three branches of the federal government, the status of international law in U.S. courts, the scope of the treaty power, the validity of executive agreements and the power to declare and conduct war. The course will also focus on the political question and other doctrines regulating judicial review in foreign relations cases. Where relevant, current events will be explored, such as ongoing controversies regarding individual rights during wartime, the post-September 11 war on terrorism, targeted killings, and drone strikes, among other topics. Grades will be based on a final examination.

PPHA 42820. Law and Economic Development. 100 Units.

Why do some nations perform better than others, whether measured by income, happiness, health, environmental quality, educational quality, freedom, etc.? We explore the proximate causes of inequality across countries, including the role of human capital, natural resources, technology and market organization. We also explore the root causes of long term differences in welfare. We will consider the role of geography (e.g., location in tropical areas) and technological development (e.g., the impact of plow agriculture) on welfare. We will spend a substantial amount of time on the role of institutions, broadly defined, on development. We will explore the value of state capacity, democracy, and the common law. We will study the impact of disruptions such as the slave trade, colonialism and war. Ultimately, we will try to understand the implications of each explanation for development policy. Time permitting, we will also consider consider optimal, second-best rules for countries with weak state capacity and limited rule of law. Students will be required to complete a review and critical analysis of the literature on a specific topic in development (20-25 pages). The topic must be approved by the professor. (cross-listed as LAWS 43232)

PPHA 43401. Diplomacy & Defense. 100 Units.

Despite noble efforts, neither the US government nor the world comes with a reliable user manual. Yet, policymakers, both young and senior, must navigate gigantic institutions like the Departments of State and Defense, develop a strategic perspective about their area of the world, and somehow fit institutional capabilities to strategy in their design of operations, policies, and plans. The skill of orchestrating other people’s minds within this mission is the key. Therefore, this course will develop skills around collaborative intelligence, like scenario-planning simulations (aka wargaming, table-top exercises, etc.), and explore exemplary cases in which the tensions between the Departments of Defense and State become clear, such as the United States’ involvement with reconstruction after war. We will also see how these skills are just as useful in other levels of government and business, and how cutting-edge tools like machine learning fit in.

PPHA 43420. How China is Changing the World. 100 Units.

China’s rise exerts an ever greater influence on global affairs. The country’s government, people, military, markets, firms, and ideas are reshaping the world. But there exists sharp disagreements about the nature of Chinese power. Is China an opportunity? Is China a threat? What does China want? What will China do? Policy professionals in any sphere need to be familiar with China and know how to think about its international profile. This course is a multidisciplinary study of China’s relationships with the world that synthesizes knowledge from international relations, political science, and economics to provide students with a holistic understanding of China’s rise and what it means for the world. The aim is to span the divide between scholarship and policymaking by using data, theory, primary sources, and secondary texts from various sides of key China debates. The course has three parts. First, we will learn about the historical experiences, geopolitical contexts, and institutional structures that shape China’s external affairs. Next, we will study China’s relationship with international economies, security, and governance. Finally, we will analyze important contemporary policy issues related to China’s rise.

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

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

PPHA 43650. The Scale-up Effect in Public Policy: Understanding and addressing threats to scalability. 100 Units.
In recent years, citizens and lawmakers have become increasingly enthusiastic about adopting evidence-based policies and programs. Social scientists have delivered evidence on countless interventions that positively impact people’s lives. And yet, most programs, when expanded, have not delivered the dramatic societal impacts promised. In order to truly reap the benefits of evidence-based interventions (practices, programs, and policies), researchers and practitioners must figure out how to take these programs from small-scale experiments and implement at scale in a way that enables population-level impacts. This course builds on an economic model (The science of using science: towards an understanding of threats to scalability by Omar Al-Ubaydli, John List, and Dana Suskind) to explore the threats to scalability i.e. phenomenon by which the magnitude of a treatment effect changes when an intervention moves from research setting to population-wide implementation. This course will examine some of the most critical questions of public policy: Why have we failed to bring evidence-based programs found to be effective in small-scale experiments to the population level? How can we scale such programs effectively? How can researchers, practitioners, and policymakers work together to bring fundamental changes in research and program design.
Equivalent Course(s): ECMA 31810

PPHA 44100. PhD Advanced Microeconomics for Policy Analysis I. 100 Units.
Students will learn the neoclassical theories of consumer behavior, production, and competitive equilibrium. Students will also be introduced to the selection problem and basic approaches to solving the selection problem.

PPHA 44200. PhD Advanced Microeconomics for Policy Analysis II. 100 Units.
Registration open to Harris PhD and MACRM students only. Must have completed PPHA 44100 Advanced Microeconomics for Policy Analysis I to enroll. The course provides a rigorous foundation of microeconomics and the mathematical tools necessary for students who want to take graduate level courses in economics and public policy and understand articles in economics journals. It covers classical consumer theory, choice under uncertainty, and theory of production; competitive markets and general equilibrium; and an introduction to game theory with applications to signaling and principle-agent problems. The course is intended for students with a solid understanding of intermediate microeconomics (e.g. PPHA 32300 and PPHA 32400) and facility in (single-variable) calculus. Further mathematical tools will be introduced as needed.

PPHA 44301. Labor Economics for Public Policy. 100 Units.
An analysis of labor demand, labor supply, and the structure of wages. This course focuses on topics in labor economics with particularly high salience to public policy such as unionization, the minimum wage, labor force participation, and wage inequality.
Equivalent Course(s): PBPL 26836

PPHA 44302. Labor Markets: a Global Perspective. 100 Units.
In this course we will explore standard models that form the core of labor economics including labor supply, labor demand, job search models, wage setting, discrimination, and migration. For each topic we will then examine empirical applications of these models with a focus on middle and low-income countries. We will discuss how these traditional models are useful, or not, in understanding labor market outcomes in these settings and how they can be expanded to better capture relevant features of labor markets outside high-income countries.

PPHA 44310. Public Policy and the Labor Market. 100 Units.
The field of labor economics explores how labor markets function. The course will cover 6 major themes in labor economics and their applications to public policy: (1) labor force participation (employment, unemployment, non-employment), (2) the wage structure (the earnings distribution, measuring inequality, superstar earnings, inter-generational mobility), (3) labor mobility (migration, immigration, job match, job turnover), (4) collective bargaining (unions), (5) incentive pay (piece rates, time rates, tournaments, efficiency wages), and (6) impacts of trade on employment and wages.

PPHA 44320. Energy and Environmental Economics I. 100 Units.
This course will emphasize the economics of natural resource production and problems associated with externalities and common property, with a focus on the energy sector. Most lectures will be theoretical in nature, but we will spend considerable time studying applications that have an empirical component. The course has several complementary objectives: (1) provide a solid foundation in concepts like Hotelling’s Rule and Pigouvian taxation that are a prerequisite for understanding modern environmental and resource economics; (2) develop proficiency with theoretical, computational, and empirical tools that will be valuable for future self-directed research; and (3) gain experience in reading, presenting, and discussing modern research in energy and environmental economics.
Equivalent Course(s): ECON 36730
PPHA 44330. Environmental and Energy Economics II. 100 Units.
This class is for Harris PhD and MACRM students or by instructor consent. This is a graduate field sequence
course focusing on energy and environmental economics. Must have completed a PhD level Microeconomics
course to enroll.
Equivalent Course(s): ECON 36740

PPHA 44340. Energy and Environmental Economics III. 100 Units.
Optimal environmental regulation requires an analysis of the trade between market and regulatory
imperfections. Market allocations are inefficient in the presence of imperfections such as externalities, market
power, and informational asymmetries. On the other hand, government intervention to mitigate these
imperfections is not costless, and can even make market performance worse. This course focuses on recent
empirical analysis of the costs and benefits of environmental and energy policies, including an introduction to
the relevant econometric methodologies such as randomized controlled trials, regression discontinuity designs,
bunching analysis, and structural estimation. Topics will include: energy demand and the energy efficiency
gap, fuel economy and appliance efficiency standards, non-linear and real-time electricity pricing, wholesale
electricity markets, renewable electricity policies, natural gas markets, retail gasoline markets, and technology
innovations. Must have completed PPHA 44330 Energy and Environmental Economics II to enroll.
Equivalent Course(s): ECON 36750

PPHA 44401. Development Economics. 100 Units.
This course covers theoretical models and empirical methods in development economics. Topics include health,
education, household economics, small and medium enterprise finance, technology adoption, corruption, and the
intersection of behavioral economics and development. The course will also review a range of research designs
including experiments, natural experiments, and structural approaches.
Equivalent Course(s): ECON 35600

PPHA 44402. Development Economics for Public Policy. 100 Units.
TBD

PPHA 44403. Development Economics for MA In Public Policy. 100 Units.
TBD

PPHA 44540. Politics in Weakly Institutionalized and Developing Countries. 100 Units.
This course introduces students to important topics and concepts in political institutions and policy process,
with a focus in developing countries. The course begins with a brief review of the fundamental tools acquired in
the core analytical politics sequence. Then the course focus on a specialized set of topics of particular relevance
to policy-making in developing countries. The course provides an overview on the functioning of politics in
weakly institutionalized settings, and explores the ways in which political institutions in these settings hinder
or contribute to economic development. Topics of this course include but are not limited to: State formation and
state capacity, political regimes and development, foreign influence, resource curse, and civil conflict. This course
aims at enhancing student’s understanding about politics from the perspective of a policy entrepreneur who
develops strategy in order to advance policy changes.

PPHA 44550. Weak States and International Relations. 100 Units.
The course will begin with a review of the development of the modern state and the international system based
on Westphalian concepts of state sovereignty. Then we will study the basic causes and consequences of weakness
or fragility of states, and we will consider how the international system has responded to the challenges of weak
states and failed states. The course will conclude with a focus on the search for better ways to support positive
political development in weak or fragile states. Students will be expected to write a paper that applies ideas from
the course to a current or historical situation.

PPHA 44610. Using Longitudinal Data for Policy Analysis. 100 Units.
This course will be an opportunity to get hands-on experience learning how to work with longitudinal survey
data (especially the National Longitudinal Survey of Youth, 1997 Cohort), formulate and conduct your own
empirical research, and become familiar with the substantial literature on the education policy that has been
written using the NLSY97 data.

PPHA 44650. Applications of Hierarchical Linear Models. 100 Units.
A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and
certain aspects of meta-analysis share a common feature—a hierarchical structure. The hierarchical linear model
offers a promising approach to analyzing data in these situations. This course will survey the methodological
literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems.
Equivalent Course(s): SOCI 30112, EDSO 30112, SOCI 20112

PPHA 44700. Separation of Powers and Public Policy. 100 Units.
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.
PPHA 44900. Methods of Data Collection: Social Experiments, Quasi-Experiments and Surveys. 100 Units.
The pressure in many fields (notably medicine, health research, politics, and education) for evidence-based results has increased the importance of the design and analysis of social investigations in providing a basis for policy decisions. This course will address: (i) the design of experiments, quasi-experiments, and surveys; and (ii) the use of these social investigations to provide data for generalization. Randomized clinical trials in medicine, field experiments in economics, psychology and political science, tests of quasi-experimental interventions, and national sample surveys will be among the examples. The course will explore the relative relevance of evidence from these different sources in formulating policy. Must have completed PPHA 31002 Statistics for Data Analysis I or equivalent to enroll.

PPHA 45100. Philanthropy and Public Policy. 100 Units.
Public Policy 45100 provides a framework within which to analyze and understand the changing nature of private philanthropy and its importance to society at large. This course will distinguish between charity, donations for immediate basic needs, and philanthropic giving for strategic policy oriented purposes. Special attention will be given to private philanthropy’s influence in social movements, including public school reform, public housing transformation, health care reform and community development. Discussions of leadership strategies, outcome measurement. It will examine historical case studies of philanthropic investments into public systems. It will also address turning points in public policy history, where philanthropic freedom was questioned due to its relationships with social movements. Finally it will review current trends and consider how strategic philanthropic investments have directly impacted advocacy for change, protections, or reforms of given public policies. Equivalent Course(s): SSAD 31112

PPHA 45210. Regional Innovation Strategies. 100 Units.
This course will familiarize students with the process for growing a regional innovation economy, as demonstrated in the Bay Area, Boston, Tel Aviv, and Dortmund, Germany, and Akron, Ohio, to name just a few. We will cover the importance of applied research, the process of technology transfer, clusters, and the role of government support and public policy. Using Chicago, a city that has struggled to compete in technology, as a case study, we will design an exportable process for supporting entrepreneurship, manufacturing, and job creation in new industries.

PPHA 45211. Regional Innovation and Growth. 100 Units.
This applied course will focus on the roles of research and innovation in driving regional economic growth. Learning from the successes of tech-driven "superstar" cities and the challenges of smaller cities, this course will prepare students to develop realistic, region specific development goals and strategies, whether coming from the private, public, or nonprofit sector perspective. Our discussions will also familiarize students with the critical and rapidly evolving technology market, and the proper role of government in managing that market and protecting citizens.

PPHA 45700. Environment and Development. 100 Units.
The course objective is to introduce and familiarize the students with the political approaches and methods of environmental analysis and assessment used to support decision-making and the development of policies and regulations at local, regional, national, and global scales.

PPHA 45710. Applied Microeconomics in Economic History. 100 Units.
TBD Equivalent Course(s): BUSN 33917, ECON 42400

PPHA 46350. Economics of Regulation. 100 Units.
This course is the required course in the Markets and Regulation track of the Economic Policy certificate at Harris. This course will examine the evaluation and implementation of economic policies. This course also examines the structure and properties of different markets and regulatory schema.

PPHA 46610. Workplace and Family Policy. 100 Units.
The topics covered in the course will include: the demographic transition, human capital accumulation, gender wage and employment gaps, discrimination in the workplace, family leave and childcare policies, tax policies including subsidies like the Earned Income Tax Credit (EITC), and related welfare policies. We will draw on the theory of static and dynamic labor supply, theories of labor demand, and labor market equilibrium to guide its investigation, and use empirical tools to answer research questions. For each topic covered in this course, I will introduce an elementary treatment of the canonical theoretical model and give examples of its empirical application. In studying empirical applications, we will often draw on analysis from international experience.

PPHA 47200. Islamic Law and Finance. 100 Units.
This seminar will provide students with an overview of the modern Islamic finance industry. We will review the basic sources of Islamic law and jurisprudence and consider the prohibitions on unjustified increase (riba) and excessive risk (gharar). We will explore the classical rules of Islamic contract and commercial law and their application in the modern context. The growth of the modern Islamic finance industry from the 1970's to the present will be examined. The main Islamic financial products will be reviewed. We will consider legal questions in structuring transaction documentation and enforcement. We will explore the ethical underpinnings of Islamic finance and the social justice questions highlighted by the intersection of religion and finance. Regulatory issues will be discussed. We will also consider the political environment in which Islamic finance currently operates.
The course is intended to familiarize students with the essential legal framework of the rapidly emerging market for highly technical and sophisticated Islamic financial products.

**PPHA 47400. Women, Development, and Politics. 100 Units.**
This course will explore the dominant and emerging trends and debates in the field of women and international development. The major theoretical perspectives responding to global gender inequities will be explored alongside a wide range of themes impacting majority-world women, such as free market globalization, health and sexuality, race and representation, participatory development, human rights, the environment and participation in politics. Course lectures will integrate policy and practitioner accounts and perspectives to reflect the strong influence development practice has in shaping and informing the field. Course materials will also include anti-racist, postcolonial and post-development interruptions to dominant development discourse, specifically to challenge the underlying biases and assumptions of interventions that are predicated on transforming “them” into “us”. The material will also explore the challenges of women participating in politics and what are the consequences when they do or do not.
Equivalent Course(s): GNSE 47400

**PPHA 47420. Women, Peace and Security. 100 Units.**
This course focuses on critical feminist theorizing and scholarship on militarization, war and masculinities, and on feminist articulations of peace and (demilitarized) security. Students will learn about the transnational feminist research, policy and advocacy network known as the Women, Peace and Security (WPS) agenda, and the important inroads this network has made in establishing international and national policies in the fields of gender, conflict, peace and development. The course highlights the background, history and policy significance of the historic Security Council Resolution 1325 on Women, Peace and Security, as well as subsequent and related UN resolutions. Students will also learn about alternative feminist approaches and visions for international peace and security, through powerful case study examples of feminist activism, solidarity and diplomacy.
Equivalent Course(s): PBPL 20115, GNSE 20115, GNSE 40115

**PPHA 47610. Intergenerational Mobility. 100 Units.**

**PPHA 47900. Fundamentals of Health Services Research: Theory, Methods and Applications. 100 Units.**
This course is designed to provide an introduction to the fundamentals of health services research. The basic concepts of health services research will be taught with an 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. Students prepare a grant proposal as the final assignment for this course.
Equivalent Course(s): CCTS 45200

**PPHA 48050. Economics of Healthcare. 100 Units.**
This is a PhD-level course in the economics of healthcare open to PhD students in Economics, Booth, Harris, and MACRM and other students with instructor’s consent. The goal is to prepare students to conduct independent research in the field, and to use tools from a variety of fields to study healthcare markets. Topics will include health insurance, the production and supply of healthcare, the economic geography of healthcare, regulations, and labor market connections. We will emphasize bridges to fields including public finance, labor economics, and industrial organization. We will cover econometric techniques, datasets, and institutional knowledge required to develop research ideas in the field, and help students develop such ideas. The course will cover the latest research and benefit from workshops in the field.
Equivalent Course(s): ECON 37710

**PPHA 48200. Analysis of Microeconomic Data -1. 100 Units.**
This course provides a theoretical analysis of linear regression models for applied researchers. Econometric topics include partial regression, the Gauss-Markov Theorem, estimation, and hypothesis testing. Alternative estimators and testing procedures are developed to deal with departures from the Gauss-Markov assumptions such as heteroskedasticity, panel data, endogenous regressors, and binary dependent variables. The course assumes familiarity with matrix algebra and mathematical statistics.
Equivalent Course(s): ECON 37200

**PPHA 48403. Optimization-Conscious Econometrics. 100 Units.**
This course studies the core optimization concepts underlying econometric estimation and inference. The objective is to both develop a deep understanding of how estimators are computed, and to get a better theoretical and geometrical understanding of classical econometric estimators through the prism of optimization theory. Each optimization concept or method is studied using a well established econometric estimator as the working example: linear programming is taught through the example of quantile regression, duality is taught via...
nonparametric inference, numerical linear algebra is taught via partial identification questions in OLS, integer programming is taught as a solution method for instrumental variables quantile regression, and so on.  
Equivalent Course(s): ECON 31740

PPHA 50000. Internship: Public Policy. 100 Units.  
Elective course credit may be received in conjunction with an internship if the student writes a paper of academic caliber under the supervision of a Harris School faculty advisor. Normally the advisor assigns readings, meets with the student, and conducts the course in the manner of an Individual Reading and Research course. Consent required to enroll.

PPHA 50101. Leadership in Chicago. 000 Units.  
This seminar will focus on Chicago and is described as "Eyes on Chicago: Individuals, Institutions and Initiatives that shape Chicago's future". The seminar will be taught by former Cook County Clerk, Found of Good Government Illinois, and Harris Senior Fellow, David Orr. Each week, the guest speakers will talk informally and off the record with students about careers, leadership and policy issues. Speakers generally allow plenty of time for student questions or comments. There are a few obligations incurred by signing up for the seminar. Students are expected to take on at least one task such as introducing a guest speaker, drafting thank you letters, and reviewing biographies. Most importantly, attendance is critical because the speakers are very busy and influential. A separate application process might be required to attend this seminar. A separate application process is required to attend this seminar.

PPHA 50200. Ph.D. Workshop. 25 Units.  
Open to Harris PhD students only.

PPHA 50201. PhD Presentation Workshop. 100 Units.  
This workshop is aimed at all PhD students and will actively involve those in the 3rd year or higher. The workshop will focus on the form of their PhD presentations - how to communicate and explain your research. This workshop will run parallel to the PhD workshop for all doctoral students. The format will be a discussion of presentation tools and tips, followed by student presentations. Students who present in the prior PhD workshop will present in this workshop. Students should consider this workshop a collaborative discussion of: 1) What went well in the prior PhD Workshop, 2) What went poorly during the presentation, and 3) How to modify and improve the presentation. The discussion will be on how to communicate and explain not the content of the presentation.

PPHA 50202. PhD Development Workshop. 100 Units.  
The PhD Development workshop is an internal and external speaker series on new topics in international development economics. Audit Only.

PPHA 50501. Chicago Urban Leadership. 000 Units.  
Application process.

PPHA 50900. International Policy Practicum. 000 Units.  
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.

PPHA 50910. International Policy Practicum. 100 Units.

PPHA 51200. Field Research. 000 Units.  
This a non-credit course open only to Harris international students who are pursuing a paid internship via CPT. Permission to be enrolled in this course must be granted by the student’s Harris academic advisor. They must complete a 3-4 page reflection paper at the end of the internship, which should be turned into their advisor. The employer will also be asked to complete an evaluation form.

PPHA 51500. Public Policy and Economics Workshop. 000 Units.  
This is a workshop; only open to PhD students and is an audit only course. Equivalent Course(s): ECON 56300

PPHA 51600. Workshop on Human Potential and Public Policy. 100 Units.  
The Workshop on Human Potential is one of the core intellectual activities of the Center for Human Potential and Public Policy. It is an interdisciplinary forum for graduate students, post docs, and faculty whose work concerns behavior, health, and well-being across the lifespan and the ways in which technology and public policy shape human potential and achievement. The Workshop has active members in the areas of the social, behavioral, health, and policy sciences. The Workshop on Human Potential alternates between two types of sessions. Not only do we regularly invite outside speakers for a traditional "workshop" presentation, but we also provide a forum for faculty, post-doctoral fellows, and graduate students to present research-in-progress in order to receive critical and constructive feedback. PhD students enrolling in this course should expect to be registered as an auditor.

PPHA 51700. Energy Policy Practicum. 100 Units.  
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
PPHA 51900. Center for Program Evaluation Workshop. 100 Units.
This course provides students with an opportunity to present their research to faculty and other PhD students. Faculty will also present their research.

PPHA 51901. Inequality Reading Group. 100 Units.
TBD

PPHA 51910. Inequality Reading Group. 100 Units.
This is a workshop; This course provides students with an opportunity to present their research to faculty and other PhD students. Faculty will also present their research. Open only to PhD students and is an audit only course.

PPHA 52000. Individual Reading and Research Course. 100 Units.
The instructor and the student determine the nature of each Reading and Research Course. It is expected that they meet at least three or four times during the quarter and that the student write a substantial original paper. Consent required to enroll.

PPHA 52500. Apprenticeship: Public Policy. 100 Units.
This course is for Harris MACRM students only. Students work with a faculty member as a research assistant. Students also develop ideas for a research paper and begin writing under the faculty supervisor’s direction. Consent required to enroll.

PPHA 52501. Energy and Environmental Policy Research Experience. 100 Units.
This course is only open to PhD students at the Harris School. Students work with a faculty member as a research assistant. They will also develop ideas for a research paper and begin writing under the faculty supervisor’s direction.

PPHA 55800. Perspectives in Social Welfare Politics. 100 Units.
This seminar introduces students to theoretical and empirical approaches to understanding the politics of poverty and inequality, the relationship between state and market structures, and the politics of social policy reform. Seminar readings highlight some of the seminal work on the politics and policies of the welfare state. They also bring historical and international perspectives to bear on contemporary policy problems in the U.S. Each year, the seminar will focus on selected problems or policies relevant to poverty and inequality. For example, discussion may take up questions concerning the role of social entitlements, conditioning benefits on work, inclusion of marginalized populations, and/or strategies for advancing social reform and administrative justice.
Equivalent Course(s): SSAD 55800

PPHA 56100. Workshop: Political Economy. 000 Units.
This is a non-credit workshop; open to PhD and MACRM students only.
Equivalent Course(s): PLSC 55300, ECON 56100

PPHA 56101. Seminar: Political Economy. 000 Units.
This is a PE lunch/workshop; This course provides students with an opportunity to present their research to faculty and other PhD students. Faculty will also present their research. Only open to PhD students and is an audit only course.
Equivalent Course(s): PECO 56101

PPHA 57000. Microeconomics for International Development. 100 Units.
This course is a required core course for the MA in International Development and Policy program and will discuss microeconomic principles required for economic development contexts.

PPHA 57100. Data Analysis for International Development. 100 Units.
This course is a required core course for the MA in International Development and Policy program and will discuss data analysis principles required for economic development contexts.

PPHA 57200. Analytical Politics for International Development. 100 Units.
This course is a required core course for the MA in International Development and Policy program and will analyze policy making principles required for international development contexts.

PPHA 57300. Economic Development and Policy (MAIDP) 100 Units.
This course is a required core course for the MA in International Development and Policy program and will discuss policy principles required for economic development contexts.

PPHA 57400. Political Development and Policy (MAIDP) 100 Units.
This course is a required core course for the MA in International Development and Policy program and will discuss political principles required for international development contexts.

PPHA 57500. Capstone in International Policy and Development. 100 Units.
This is a class about big questions and big ideas in international development. It’s designed for any Master’s student in the final quarter of their degree who have concentrated on international development. The course will involve heavy amounts of reading and writing, including weekly assignments that involve critical reviews.
methodology. policy debate, and a course project, helps students better understand priority-setting processes and research in allocating limited health resources. The course, involving didactic instruction, student-led discussion, and future monetary benefits of the project/policy; and then compare the benefits to costs. If benefits are greater than costs, then the project/policy is candidate to be implemented. Seems straightforward, right? Conceptually, it is pretty straightforward, although there are some thorny theoretical and philosophical issues that arise. The conceptual difficulties, while important, are few in comparison, however, to the practical difficulties associated with conducting a CBA. This course will review the theoretical/conceptual foundations of CBA as applied in the public sector. The course achieves these goals through the study of economic models and discussion of examples of how these models might apply to economic policy problems.

PPHA 58102. Economic Analysis II: Introduction to Cost Benefit Analysis. 100 Units. Harris EMP Students Only. The goal of Economic Analysis II is to continue the analysis of microeconomics with an emphasis on understanding cost benefit analysis. Cost-benefit analysis (CBA) is the primary tool used to provide quantitative evidence to inform public policy decisions. Ideally, CBA will improve the efficiency of public policy by identifying public policies/projects that create the most "value" for society. The concept of CBA is easily understood. For any project/policy under consideration (versus current state of the world), do the following: add up all of the current and future monetary costs of the project/policy; add up all of the current and future monetary benefits of the project/policy; and then compare the benefits to costs. If benefits are greater than costs, then the project/policy is candidate to be implemented. Seems straightforward, right? Conceptually, it is pretty straightforward, although there are some thorny theoretical and philosophical issues that arise. The conceptual difficulties, while important, are few in comparison, however, to the practical difficulties associated with conducting a CBA. This course will review the theoretical/conceptual foundations of CBA as applied in the public sector. The course will also review some of the philosophical issues central to the validity of CBA and practical difficulties in conducting CBA.

PPHA 58103. Public Finance and Budgeting. 100 Units. Harris EMP Students Only. This course is a required core course for the Evening MA program and will discuss microeconomic and statistical principles required for practitioners in policy making. Harris EMP Students Only.

PPHA 58201. Analytical Politics I: Foundations. 100 Units. This course is a required core course for the Evening MA program and will analyze the policy making principles required for practitioners in policy making. Harris EMP Students Only.

PPHA 58202. Analytical Politics II: Politics and Policy Making. 100 Units. This course is the second of a two course series required for the Evening MA program. This course will analyze the policy making principles required for practitioners in policy making. Harris EMP Students Only.

PPHA 58400. Policy Analysis and Priority Setting in Health and Medicine. 100 Units. This course introduces evidence-based priority-setting in health and medicine and its key quantitative methods, with particular attention to economic evaluation for health policy assessment. The course assesses the state of current practice in national and global priority setting, describes new tools and methodologies to establish health policy priorities, and tackle important ethical and distributional issues that decision-makers must consider in allocating limited health resources. The course, involving didactic instruction, student-led discussion, policy debate, and a course project, helps students better understand priority-setting processes and research methodology.
PPHA 58500. Microeconomics for Health Policy. 100 Units.
The first of a two-part sequence in microeconomic theory, this course covers the theory of consumer choice, the theory of the firm and the concept of equilibrium. Part of the Double Executive Masters Program with the London School of Economics.

PPHA 58600. Statistics for Health Policy. 100 Units.
This course aims to provide students with a basic understanding of statistical analysis for policy research and leadership. This course makes no assumptions about prior knowledge, apart from basic mathematics skills. Examples will draw on current events and global health debates when possible. Part of the Double Executive Masters Program with the London School of Economics.

PPHA 58700. Leadership, Negotiation and Advocacy in Health Policy: Strategies and Tactics. 100 Units.
Discusses two major 'soft skills' that are critical to drive successful health policy engagement and reform: Leadership and Negotiation. Part of the Double Executive Masters Program with the London School of Economics.

PPHA 58800. The Fix: Health Policy Project. 100 Units.
Led by Harris faculty, this is an intensive experiential learning initiative in which teams of students work under faculty supervision to apply their rigorous program education to resolve actual health policy challenges. Part of the Double Executive Masters Program with the London School of Economics.

PPHA 59100. Current Topics in Public Policy I. 25 Units.
This is the first course in a four-course current topics seminar on contemporary public policy issues for the Harris Evening MA program. Harris EMP Students Only.

PPHA 59200. Current Topics in Public Policy II. 25 Units.
This is the second course in a four-course current topics seminar on contemporary public policy issues for the Harris Evening MA program. Harris EMP Students Only.

PPHA 59300. Current Topics in Public Policy III. 25 Units.
Third course in a four-course current topics seminar on contemporary public policy issues for the Harris Evening MA program. Harris EMP Students Only.

PPHA 59400. Current Topics in Public Policy IV. 25 Units.
This is the fourth course in a four-course current topics seminar on contemporary public policy issues for the Harris Evening MA program. Harris EMP Students Only.

PPHA 59500. Analytical Politics: The Policymaking Process. 100 Units.
This course covers the normative foundations of policy making, how strategic interactions give rise to social dilemmas that create room for public policy to improve social welfare, and how technological, political and institutional factors constrain policymakers and sometimes prevent good policies from being enacted. Part of the Double Executive Masters Program with the London School of Economics.

PPHA 59501. Cost-effectiveness in Health Care. 100 Units.
This course will introduce students to the basic notions of economic evaluation including cost-benefit analysis, cost-utility analysis and cost-effectiveness analysis as applied to the health care sector. The course will discuss notions of welfare economics and extra-welfarism, the identification and measurement of resource costs when markets do not exist (shadow prices), the measurement of health outcomes (including life years gained and Quality Adjusted life-years gained (QALYs)), methods of discounting and the basic calculations involved in estimating the cost-effectiveness of new health care technologies, including Markov modelling. The definition of the incremental cost-effectiveness ratio (ICER) will be outlined, as will the treatment of uncertainty (including structural (model) uncertainty, sensitivity analysis, and multivariate, parameter uncertainty). The use of bootstrap elements to estimate standard errors for the ICER will be described. Presentation of results, including the use of Acceptability curves, will also be covered. Finally, the use of cost-effectiveness in pharmaceutical pricing and reimbursement will also be detailed.

PPHA 59600. Health Policy Research Methods. 100 Units.
Introduces students to a diverse range of mixed methods approaches to policy research and will provide them with a foundation in multiple disciplinary perspectives and methodological approaches. Part of the Double Executive Masters Program with the London School of Economics.

PPHA 59700. Microeconomics for Health Policy II. 100 Units.
This second part of a two-course sequence on microeconomics explores why markets and policies can fail to be efficient and what policies and markets may be used to correct these inefficiencies. Part of the Double Executive Masters Program with the London School of Economics.

PPHA 59801. Dissertation in Health Economics and Policy. 100 Units.
The dissertation could be on any topic in the field of health policy and economics. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health policy, economic issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should,
in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

**PPHA 60000. Policy Lab. 100 Units.**
Consent required to enroll. In Harris Policy Labs, students work under faculty supervision to apply their Harris training to help government agencies and non-profit organizations address public policy challenges. Students effectively serve as policy consultants, working in interdisciplinary teams to conduct research, analyze complex data, and engage with clients and other experts to produce a set of solution-oriented final deliverables. In addition to gaining first-hand experience on a specific policy issue, students hone other skills that prepare them for policy careers such as working with imperfect data, navigating team dynamics, and communicating complex analyses and policy recommendations to a client’s leadership. Each Lab will focus on a particular policy area or set of policy tools and engage two or three different client organizations. Clients will range from local to international organizations and are expected to include Metropolitan Planning Council, Chicago Park District, Oxfam America, Chicago Department of Family and Support Services, Advance Illinois, Illinois Department of Human Services, World Bank, NATO, Forefront, City of Gary, and others. Some projects may be of particular interest to students who are planning to complete Harris certificate programs.

**PPHA 65000. Current Topics in Public Policy Lecture Series. 000 Units.**
This course is a seminar on contemporary public policy issues for first-year Harris students enrolled in a full-time masters program. The seminar will illustrate how concepts and methods students study in their core curriculum can be applied to current public policy topics.

**PPHA 65100. Strategic Communications for Policy Leaders. 000 Units.**
This seminar will focus on developing the career communication skills you will need to pair with your academic and analytical skills. Over the course of four weekly sessions, we will cover the overall importance of communication, communicating with prospective employers, communicating at work with peers, superiors and subordinates, and communicating with the public and networking. It will be a small seminar with a specific focus on participation and discussion – not lectures. The course will especially be relevant to those students who are unsure about their own communication skills and want to find an open forum to practice, interact, and discuss!

**PPHA 65500. Topics in Academic Research Career Preparation. 000 Units.**
Current topics lecture seminar on preparing for academic research careers for first-year PhD students at Harris.

**PPHA 65501. Education & Society Certificate Seminar. 000 Units.**
Consent required to enroll. This course is a non-credit writing seminar for students admitted to the Education and Society Certificate.

**PPHA 65555. Introduction to ESG and Impact Investing. 000 Units.**
This seminar provides an overview of the principles and techniques that underpin various models of ESG (environmental, social, and governance) investing and impact investing from the investor perspective. Students will come away from the course with a broad understanding of strategies to generate positive, measurable social or environmental impact alongside a financial return. In addition to discussing these theories and strategies, the lectures will address the rapidly changing role of the corporation and recent shifts in the US and international regulatory environment. Furthermore, there will be discussion on the increasingly influential role non-governmental organizations (NGOs) play in the industry on a variety of issues ranging from climate change to human rights.

**PPHA 65560. Financial Statement Analysis for Governments and Non-Profits. 000 Units.**
This is a course on how to read, analyze, and discuss public sector organizations' financial statements. Financial statement analysis is a valuable skill for students interested in municipal finance and management consulting, but also for those interested in state and local government management, policy analysis, and many other fields. As such, this course is designed with all second year MPP students in mind, but is presented at the level of depth and sophistication that’s expected of candidates for analyst roles in the public sector divisions of the credit rating agencies, investment banks, management consulting firms, and similar employers.

**PPHA 65565. Data Storytelling: An Applied Short Course. 000 Units.**
By completing this seminar, students will improve their ability to develop and design professional quality visuals for presentations as well as convey their story to achieve maximum impact. Students will learn best practices and tools for designing effective visualizations and presentations. This seminar will include opportunities for students to work in teams on exercises to practice skills and techniques. Students will then work in teams to prepare short mock presentations for feedback. Enrolled students should be comfortable using SQL to access and manage data; R and R Studio to analyze data; and Tableau to depict and visualize data. Students should also expect to use tools from G Suite, including Docs, Sheets, Slides, and Drive. Seminar registration is by application only. Seminar is limited to Harris 2nd year students.

**PPHA 65570. Conversations on Inequality. 000 Units.**
In this inequality seminar we want to share with you four thoughts on inequality, four facts about the US that are not as widely known as they should be. These run somewhat counter to common narratives about inequality, and are all the more important for pushing us to critically examine both the evidence and our pre-conceived notions. This is a non-credit mini-course that will be recorded on your transcript (ungraded). The requirement for completion and entry on your transcript is attendance at three out of the four class sessions, and participation...
in class discussion. Each class will be 1 hour 20 minutes. The first 20 minutes will be discussion, the final hour standard lecture format.

**PPHA 65575. Translating Equitable and Sustainable Urban Policy to Action. 000 Units.**  
This seminar will expose Harris students to engaging examples of translating policy research into advocacy and ultimately into action. The instructor and expert guests will deconstruct the strategy process, revealing insights on how to overcome a lack of political will and how to create urgency for bold action. Students will learn about the synergies between data and storytelling, about the complexity of intersectional solutions, and about the power of a broadly diverse coalition of allies. The themes of equity and sustainability will be woven into each session. The content will be relevant to those interested in careers in the private sector as well as those pursuing civic or governmental roles.

**PPHA 70000. Advanced Study: Public Policy Studies. 300.00 Units.**  
Harris PhD students only. Consent required to enroll.