

# Public Policy Studies

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Department Website: <http://pbpl.uchicago.edu>  
 Program of Study

Public Policy Studies is a multidisciplinary major grounded in the social sciences, with substantial inputs from economics, sociology, political science, and law, among other disciplines. The major recognizes that public issues are not neatly contained within traditional disciplinary boundaries and that analysts possessing a broad range of social scientific understanding, quantitative expertise, and communication skills are well placed to contribute to improved public policies. Public Policy involves direct contact with policy problems, ensuring that academic speculations are well-informed and connected to real-world conditions.

The Public Policy Studies major strives to put analysis before advocacy, stressing that compelling policy analysis is a central component of effective advocacy. We aim to be open and helpful to students of all political persuasions and challenge students to rethink clichéd responses to policy problems. The program of study for the BA degree in Public Policy Studies is designed to introduce students to policy analysis and implementation, equip them to use quantitative and economic techniques and methods, train them in policy research, and give them a thorough grounding in one or more specific policy areas.

The program also encourages students to undertake an internship experience either during the academic year or during the summer: the course PBPL 29600 Internship: Public Policy offers academic credit for students completing an approved, policy-oriented internship.

Students with questions about meeting the requirements for the Public Policy Studies degree should contact the program administrator.

## Program Requirements

The suggested sequence described below is typical, but many other variations are possible. There is flexibility within the program regarding when required courses can be taken.

### First and Second Years

During their first or second year, students should take two quarters of calculus plus STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods.

Many students take the following required three-quarter sequence in their second year, although sometimes students defer one or more of these courses until later years. Taking the courses in the same year is *not required* and the courses may be taken in any order.

PBPL 22100	Politics and Policy	100
PBPL 22200	Public Policy Analysis	100
PBPL 22300	Policy Implementation	100

Students are required to take either PBPL 20000 Economics for Public Policy or ECON 20000 The Elements of Economic Analysis I; completion of one of these two courses is a prerequisite for the sequence course PBPL 22200 Public Policy Analysis. PBPL 20000 Economics for Public Policy assumes no prior economics training, whereas ECON 20000 The Elements of Economic Analysis I requires ECON 19800 Introduction to Microeconomics or other prior training in microeconomics.

### Third Year

Students typically complete the courses that follow in their third year.

PBPL 26400	Quantitative Methods in Public Policy	100
Three courses in an Area of Specialization		300
One of the following two-course combinations:		200
PBPL 26200-26300	Field Research Project in Public Policy I-II	
OR		
One course from the list of approved METHODS courses		
AND		
One course from the list of approved WINDOWS courses		

Total Units	600
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### Quantitative Methods

Students are required to take PBPL 26400 Quantitative Methods in Public Policy.

### Courses in an Area of Specialization

Students should identify their area of specialization and submit a proposal for their program of study to the program administrator by the end of Winter Quarter in their third year. Students are required to complete three substantive policy courses that make up a specialization in a public policy field. Students may meet the specialization requirement in one of two ways: (1) by taking three courses that thematically connect (e.g., courses in urban politics, urban economics, and urban society would count as an urban specialization; or courses in international relations, international finance, and history of the European Union might be an international specialty); or (2) by taking three courses beyond the introductory course in one discipline other than public policy (e.g., economics, political science, sociology, statistics). Courses that satisfy the area of specialization requirement do not have to be listed or cross-listed as public policy courses; however, these courses should involve a substantial policy component. Please see the Public Policy Studies website for examples of some specialization courses and to submit your own proposed specialization: [pbpl.uchicago.edu/page/areas-specialization](https://pbpl.uchicago.edu/page/areas-specialization).

### **Research Practicum**

Students must fulfill a two-quarter research program. One of the quarters must be drawn from a “Methods” course, and the other quarter must be drawn from a “Windows” course. Most students will fulfill this requirement through the two-quarter “practicum” sequence PBPL 26200-26300 Field Research Project in Public Policy I-II. The traditional practicum is designed to teach research methods (e.g., focus groups, community surveys, GIS mapping) in a hands-on way and provide a “window” from the ivory tower into the “real world.” Many of the practica in the past have involved collective work on a real-world policy problem with a community organization or government entity; see, for example, some final reports at <https://pbpl.uchicago.edu/cprt>.

Alternatives to the traditional two-quarter practicum PBPL 26200-26300 Field Research Project in Public Policy I-II can be drawn from the Methods and Windows courses listed below. A common option is the one-quarter practicum PBPL 26301 Field Research Project in Public Policy, which can count as a Methods or Windows course (or both, if taken twice). Students may petition the program director for permission to fulfill either their Methods or Windows requirement (or both) with courses that are not listed.

### **The Methods courses include:**

PBPL 26301 Field Research Project in Public Policy  
 PBPL 27040 Public Finance and Public Policy  
 ENST 26433 Practicum in Environmental Management  
 ENST 26444 Practicum in Campus Athletics and Environment  
 ENST 27150 Urban Design with Nature  
 ENST 27221 Sustainable Urbanism  
 ENST 27325 Urban Ecology in the Calumet Region  
 GEOG 28201 Intro to Geographic Information Systems  
 PLSC 22913 The Practice of Social Science Research  
 PPHA 34600 Program Evaluation  
 PPHA 34810 Mixed Methods Approaches to Policy Research  
 SOCI 20001 Sociological Methods  
 SOCI 20112 Applications of Hierarchical Linear Models  
 ENST 20500 Introduction to Population

### **The Windows courses include:**

PBPL 26301 Field Research Project in Public Policy  
 PBPL 24751 The Business of Non-Profits: The Evolving Social Sector  
 PBPL 29404 Inequality, Household Finance, and Tax Policy  
 CHDV 20305 Inequality in Urban Spaces  
 ENST 26433 Practicum in Environmental Management  
 ENST 26444 Practicum in Campus Athletics and Environment  
 ENST 27150 Urban Design with Nature  
 ENST 27221 Sustainable Urbanism  
 ENST 27325 Urban Ecology in the Calumet Region

## GEOG 26800 Geography Issues in Housing and Community Development

## SOCJ 20140 Qualitative Field Methods

The research practicum is generally taken by students in their third year. Students who plan to study abroad in Winter or Spring Quarter of their third year may opt to complete the research practicum in their second or fourth year. One of the goals of the practicum requirement is to prepare students to write excellent BA papers, so generally it is best if the practicum can be completed before the fourth year.

## Fourth Year

All students must write a BA paper in their fourth year. The process runs from Autumn through early Spring quarter. The composition of the project is supported by two required seminars taken with the same preceptor: PBPL 29800 BA Seminar: Public Policy I (credit) and PBPL 29801 BA Seminar: Public Policy II (no credit). PBPL 29800 BA Seminar: Public Policy I (credit) is a 100-unit course offered in Autumn and Winter. Students all participate in the same thesis process throughout the year, but only register for this course in one of those two quarters. In the other quarter, students will register for PBPL 29801. PBPL 29801 BA Seminar: Public Policy II (no credit) is a zero-unit course, meaning it has no impact on students' course load for that quarter. Students may register for either seminar first and follow it with the other seminar in Winter quarter.

The instructor of the courses, the Public Policy Preceptor, serves as the first reader for student BA papers. Students are encouraged (though not required) to choose a faculty adviser as a second reader for the project. Outstanding BA papers can earn an honors designation, and a select few will be nominated for the Richard P. Taub BA Thesis Prize in Public Policy. In early April, fourth-year students present their BA papers at a Public Policy undergraduate research symposium.

In addition to the BA Seminar sequence students may take up to two quarters of PBPL 29900 BA Paper Preparation: Public Policy for elective credit. For most students, PBPL 29800 BA Seminar: Public Policy I (credit) and PBPL 29801 BA Seminar: Public Policy II (no credit) will prove sufficient for producing a satisfactory BA paper.

Public Policy Studies may accept a BA paper that also is being used to satisfy the requirements of a second major. Approval from both program chairs is required to submit one BA paper for two majors. The Dual Major/One BA Petition Form ([https://college.uchicago.edu/sites/college.uchicago.edu/files/BA\\_Double\\_Major.pdf](https://college.uchicago.edu/sites/college.uchicago.edu/files/BA_Double_Major.pdf)), to be signed by both program chairs, is required to be completed and returned to the College adviser at the start of Autumn Quarter of the student's year of graduation.

## Courses outside Public Policy

Many courses in related disciplines (e.g., Anthropology; Economics; History; Law, Letters, and Society; Political Science; Sociology; Biological Sciences) count toward the major when used as "specialization" courses.

## Summary of Requirements

## GENERAL EDUCATION

MATH 13100-13200	Elementary Functions and Calculus I-II (or higher) *	200
Total Units		200

## MAJOR

PBPL 26400	Quantitative Methods in Public Policy	100
PBPL 22100 & PBPL 22200 & PBPL 22300	Politics and Policy and Public Policy Analysis and Policy Implementation	300
STAT 22000 or STAT 23400	Statistical Methods and Applications * Statistical Models and Methods	100
PBPL 20000 or ECON 20000	Economics for Public Policy The Elements of Economic Analysis I	100
Three courses in an area of specialization +		300
PBPL 26200-26300	Field Research Project in Public Policy I-II (or equivalent)	200
PBPL 29800	BA Seminar: Public Policy I (credit)	100
PBPL 29801	BA Seminar: Public Policy II (no credit)	000
BA paper		
Total Units		1200

\* Credit may be granted by examination. It is recommended that students take an additional course in statistics.

+ + Specialization must be approved by the department. Specialization proposals should be submitted via the department website (<https://pbpl.uchicago.edu/page/areas-specialization>).

## Grading

All courses counting toward the public policy major must be taken for quality grades.

### Honors

Fourth-year students are eligible for honors if their overall GPA is 3.4 or higher. Those students are recommended for honors if their BA papers are judged to be of superior quality. For additional information about qualifying for honors, visit the Public Policy Studies website ([pbpl.uchicago.edu](http://pbpl.uchicago.edu)).

### Study Abroad

The University of Chicago's Spring quarter Barcelona Public Policy program provides University of Chicago students with an opportunity to study comparative public policy in the exciting cultural and political capital of Catalonia in northeastern Spain. The program is designed to expose students to policymaking in a non-U.S. setting through a combination of courses and excursions that will allow students to learn how the political and policymaking system operates in other nations. The three-course Public Policy sequence will meet the requirement for three courses in an area of specialization within the Public Policy major (though students need not be Public Policy majors to participate in the program). In addition to the Public Policy sequence, participants take a fourth course in Spanish language. Students with sufficient knowledge of Catalan may substitute a Catalan language course in place of the Spanish language course. For more information, or to apply, visit the Study Abroad website (<http://study-abroad.uchicago.edu/programs/barcelona-public-policy>).

### Public Policy Studies (PBPL) Courses

#### **PBPL 20000. Economics for Public Policy. 100 Units.**

This course develops the microeconomic theories of consumer and producer choices, as well as demonstrates the application of these theoretical tools to policy problems. Supply, demand, and competitive markets are examined, along with the conditions under which government policy can increase efficiency.

Instructor(s): S. Shaikh, Staff Terms Offered: Autumn, Spring

Prerequisite(s): Completion of two quarters of calculus required; prior knowledge of economics not required. For ECON majors and students who have taken ECON 20000: consent of instructor required.

Note(s): PBPL 20000 or ECON 20000 is required of all students who are majoring in public policy. PBPL 20000 satisfies the ECON 20000 prerequisite for PBPL 22200. Students who have taken ECON 20000 require the instructor's consent to enroll in PBPL 20000.

#### **PBPL 20235. Computing for Social Sciences. 100 Units.**

Equivalent Course(s): SOCI 20235, SOCI 30235, PLSC 20235

#### **PBPL 20305. Inequality in Urban Spaces. 100 Units.**

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

Instructor(s): M. Keels Terms Offered: Autumn

Note(s): CHDV Distribution: B; 2\*

Equivalent Course(s): CHDV 20305, CHDV 40315, CRES 20305

#### **PBPL 21390. Philosophy of Poverty. 100 Units.**

Global poverty is a human tragedy on a massive scale, and it poses one of the most daunting challenges to achieving a just global order. In recent decades, a significant number of philosophers have addressed this issue in new and profoundly important ways, overcoming the disciplinary limitations of narrowly economic or public policy oriented approaches.

Recent theories of justice have provided both crucial conceptual clarifications of the very notion of 'poverty'-including new measures that are more informed by the voices of the global poor and better able to cover the full impact of poverty on human capabilities and welfare-and vital new theoretical frameworks for considering freedom from poverty as a basic human right and/or a demand of justice, both nationally and internationally. Moreover, these philosophers have pointed to concrete, practical steps, at both the level of institutional design and the level of individual ethical/political action, for effectively combating poverty and moving the world closer to justice. The readings covered in this course, from such philosophers as Peter Singer, Thomas Pogge, David Graeber, and Martha Nussbaum, will reveal, not only the injustice of global poverty, but also what is to be done about it.

Instructor(s): B. Schultz Terms Offered: Autumn, Spring

Equivalent Course(s): HMRT 21390, PHIL 21390, PLSC 21390

#### **PBPL 21425. Health in a Changing America: Social Context and Human Rights. 100 Units.**

In this interdisciplinary course, students will consider the social context of health and the social and political commitments necessary to protect health as a human right. We will analyze recent trends in population health, such as the obesity epidemic, the opioid crisis, and the large gaps in life expectancy between neighborhoods in urban centers. Using case studies, students will envision a human rights-based response to these and other health challenges. We will examine the ways that framing health as personal versus public responsibility is consequential for social policy.

Instructor(s): Alicia Riley, Graduate Lecturer in Human Rights Terms Offered: Spring

Equivalent Course(s): HMRT 21403

**PBPL 21501. Environmental Justice. 100 Units.**

The effects of environmental pollution are not evenly distributed and are more likely to be experienced by low-income and minority communities. The location of toxic waste sites (both manufacturing plants and dump sites), the persistence of brownfields locations, and a lack of parks and open space are some of the conditions that have led to an ongoing effort to expand the focus of environmental advocacy to the pursuit of equitable and just outcomes in disadvantaged neighborhoods. This course will examine the history of the environmental justice, the efforts to pursue more equitable outcomes, and the prospect for such efforts in the face of global challenges such as climate change. The course will include class visits to sites in Chicago where environmental justice efforts are being undertaken as well as speakers from environmental justice organizations.

Instructor(s): Raymond Lodato

Equivalent Course(s): ENST 21500

**PBPL 22100. Politics and Policy. 100 Units.**

This course has two fundamental aims. The first is to introduce students to a set of analytical tools and concepts for understanding how political institutions generate public policy. The second is to apply these tools in examining the major institutions of democracy in the United States. Note(s): Public Policy 22100-22200-22300 may be taken in any order.

Instructor(s): C. Berry Terms Offered: Autumn

Note(s): Public Policy 22100-22200-22300 may be taken in any order.

**PBPL 22200. Public Policy Analysis. 100 Units.**

This course reviews and augments the basic tools of microeconomics developed in ECON 20000 and applies these tools to policy problems. We examine situations in which private markets are likely to produce unsatisfactory results, suggesting a potential rationale for government intervention. Our goal is to allow students to comprehend, develop, and respond to economics arguments when formulating or evaluating public policy.

Instructor(s): J. Leitzel Terms Offered: Winter

Prerequisite(s): PBPL 20000 or ECON 20000

Note(s): PBPL 22100-22200-22300 may be taken in any order. PBPL 22200 is not intended for students majoring in public policy who are planning to specialize in economics or to take advanced economics courses; those students should meet with the program director or administrator to arrange an alternative.

**PBPL 22300. Policy Implementation. 100 Units.**

Good public policy has the potential to advance justice in society. However, once a policy or program is put in place, policymakers often face challenges in getting it carried out in the ways it was intended. This course explores some of the structural and cultural challenges that government and organizations face as they attempt to put policies into effect. Focusing on the United States, we will draw on organizational theory as well as case studies from education, policing, healthcare, and the corporate world in order to investigate the broader context of policy implementation.

Instructor(s): S. Brophy Terms Offered: Autumn Spring Winter

Prerequisite(s): Second-year standing is recommended; attendance on the first day of class is required or registration is dropped.

Note(s): PBPL 22100-22200-22300 may be taken in any order.

**PBPL 23000. Organizational Analysis. 100 Units.**

This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies. Social network analysis will inform much of the discussion.

Instructor(s): E. Laumann Terms Offered: Autumn

Equivalent Course(s): SOCI 20101, SOCI 30101

**PBPL 23100. Environmental Law. 100 Units.**

This lecture/discussion course examines the development of laws and legal institutions that address environmental problems and advance environmental policies. Topics include the common law background to traditional environmental regulation, the explosive growth and impact of federal environmental laws in the second half of the twentieth century, regulations and the urban environment, and the evolution of local and national legal structures in response to environmental challenges.

Instructor(s): R. Lodato Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

Equivalent Course(s): ENST 23100, LLSO 23100

**PBPL 23200. The Economics of Crime. 100 Units.**

This course uses theoretical and empirical economic tools to analyze a wide range of issues related to criminal behavior.

Topics include the police, prisons, gang behavior, guns, drugs, capital punishment, labor markets and the macroeconomy, and income inequality. We emphasize the analysis of the optimal role for public policy.

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

Prerequisite(s): ECON 20100 required; ECON 21020, STAT 23400 or ECON 21010 strongly recommended

Equivalent Course(s): ECON 28700

**PBPL 23550. Urban Ecology and the Nature of Cities. 100 Units.**

Urban ecology is an interdisciplinary field derived from the academic discipline of ecology. How well does classical ecological theory, typically formed from reductionist views of nature without humans, describe and predict patterns in human-dominated landscapes? Students will learn fundamental concepts in ecological theory, examine how these concepts apply to urban systems, and explore the paradigms of ecology in, of, and for cities. Readings and discussions will focus on classical research papers from the ecological literature, history of modern ecology, and contemporary approaches to studying biotic systems in cities.

Instructor(s): Alison Anastasio Terms Offered: Winter

Equivalent Course(s): ENST 23550

**PBPL 23606. Political Culture, Social Capital, and The Arts. 100 Units.**

Many analysts like Robert Putnam hold that bowling alone signals a decline in social capital, with major consequences for trust and legitimacy of the political system. But new work finds that certain arts and cultural activities are rising, especially among the young, in many countries. This course reviews core related concepts--political culture, social capital, legitimacy and how they change with these new developments. We lay out new concepts and related methods, such as a grammar of scenes, measured for 40,000+ U.S. zip codes. Scenes, nightlife, design, the internet, and entertainment emerge as critical drivers of the post-industrial/knowledge society. Older primordial conflicts over class, race, and gender are transformed with these new issues, which spark new social movements and political tensions. The course has two halves: first to read and discuss major works and complete a mid-term exam, second to continue as a seminar where the main requirement is writing a paper.

Equivalent Course(s): SOCI 20184, SOCI 30184

**PBPL 23610. Eating a Global Environment: Critical Perspectives of Agrofood Systems. 100 Units.**

This topics course looks at questions about the human dimensions of the globalization and localization of food production. Drawing sociological theories of labor and consumption, class, and capitalism into popular notions of taste, nutrition, and the "good farmer," this course aims to answer questions of agrofood systems in a globalizing world. We will bring social scientific theory to bear on a series of case studies centering on the United States and its relationships with other places. Our driving questions and interdisciplinary readings will be animated by four themes: 1) ideological roots of food and farming, 2) causes and consequences of agricultural globalization, 3) challenges facing urban and rural food access, and 4) power dynamics of sustainable land use.

Equivalent Course(s): ENST 23610

**PBPL 23650. Revolutionizing Agriculture: Early Modern Technologies for the New Millennium. 100 Units.**

Based on a wave of sustainable and organic farming technologies that have reinvented early modern growing practices, this course integrates USDA reports and modern field and lab studies into the historiography of The British Agricultural Revolution. Not all historical technologies were sustainable, and this course relies upon modern agronomy to evaluate the environmental costs and benefits of the farming improvements that defined the British Agricultural Revolution. We similarly explore primary historical sources and historiography to better understand the environmental limits of the technologies used by organic and sustainable farmers today. By bringing the science and history into discourse, we will take a critical look at the British Agricultural Revolution, which is thought to have facilitated the Industrial Revolution by accumulating capital for investment and by allowing England to feed a growing urban population and manufacturing sector without a significant increase in arable acres. We know that yields per acre per worker did increase, but this is the only aspect of the story that remains unquestioned. Some agricultural improvement technologies, like light plowing and enclosure, caused catastrophic environmental harms that ultimately lowered yields over time. Other technologies like The Norfolk Rotation may have had small and gradual impacts over time and cannot be easily correlated with increases in yields on a site-by-site basis in the historical literature or in modern field trials. Other early modern technologies have proven to be more beneficial than previously thought. How can a better understanding of this history inform farming practices today?

Equivalent Course(s): ENST 23650, HIST 25015

**PBPL 23700. Geographical Issues in Housing and Community Development. 100 Units.**

This course is part of the College Course Cluster, Urban Design.

Instructor(s): M. Conzen Terms Offered: Spring. This course offered in even years.

Prerequisite(s): Open to Chicago Studies Program students.

Equivalent Course(s): GEOG 33700, GEOG 23700

**PBPL 24102. Environmental Politics. 100 Units.**

This course examines the different theoretical underpinnings of environmental activism and elucidates the manner in which they lead to different ends. We explore several contrasting views of environmentalism, including the land ethic, social ecology, and deep ecology. Discussions are based on questions posed about the readings and the implications they suggest. Class participation is required.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): LLSO 24102, ENST 24102

**PBPL 24105. Urban Design: The Chicago Experience. 100 Units.**

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

Equivalent Course(s): GEOG 34100, GEOG 24100, SOSC 36001, SOSC 26001

**PBPL 24308. Reproductive Worlds. 100 Units.**

This course explores how human reproduction and the reproductive body is compelled, constrained, enabled, and narrated across the globe. The "natural" aspects of reproduction intersect in increasingly fraught and often surprising ways with its technological/ scientific, institutional/professional, religious/spiritual, and political/ideological aspects. The starting point for the course is that the reproduction of bodies is differently understood and politically contested among and for various groups of people. We will pay particular attention to the ways bodies, ideas, and technologies flow throughout global contexts, while exploring how inequalities at various levels (race, class, geographic region, nationality, gender, sexuality, practices of family making) impact the "nature" of the reproductive body, and how reproductive practices "reproduce" such inequalities. We will also explore how knowledge of the reproductive body is contested through biomedicine, law, and media, with particular attention to naturalizing discourse about gender and intuition. Finally, we will look at how ecology and reproduction are intertwined via concern about environmental toxicities and the impact of non-human actors.

Instructor(s): A. Ford Terms Offered: Spring

Equivalent Course(s): ANTH 24309, GNSE 24308

**PBPL 24600. Economic Development in the Inner City. 100 Units.**

This course will explore conceptually what the issues are around the economic position of cities in the early 21st century, and how to think creatively about strategies to generate economic growth that would have positive consequences for low-income residents. Community Development Corporations, empowerment zones, housing projects, and business development plans through credit and technical assistance will all be considered.

Instructor(s): R. Taub Terms Offered: Winter

Note(s): Not offered 2014-5

Equivalent Course(s): CHDV 30129, SOCI 20129, SOCI 30129

**PBPL 24605. Introduction to Urban Sciences. 100 Units.**

This course is a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization. It starts with a general outlook of current worldwide explosive urbanization and associated changes in social, economic and environmental indicators. It then introduces a number of historical models, from sociology, economics and geography that have been proposed to understand how cities operate. We will discuss how these and other facets of cities can be integrated as dynamical complex systems and derive their general characteristics as social networks embedded in structured physical spaces. Resulting general properties of cities will be illustrated in different geographic and historical contexts, including an understanding of urban resource flows, emergent institutions and the division of labor and knowledge as drivers of innovation and economic growth. The second part of the course will deal with issues of inequality, heterogeneity and (sustainable) growth in cities. We will explore how these features of cities present different realities and opportunities to different individuals and how these appear as spatially concentrated (dis)advantage that shape people's life courses. We will show how issues of inequality also have consequences at more macroscopic levels and derive the general features of population and economic growth for systems of cities and nations.

Instructor(s): Luis Bettencourt Terms Offered: Autumn

Prerequisite(s): STAT 22000

Equivalent Course(s): ENST 24600, GEOG 24600, SOCI 20285

**PBPL 24701. U.S. Environmental Policy. 100 Units.**

Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

Instructor(s): R. Lodato Terms Offered: Autumn

Equivalent Course(s): ENST 24701, LLSO 24901

**PBPL 24751. The Business of Non-Profits: The Evolving Social Sector. 100 Units.**

Led by an experienced practitioner, this course aims to provide both an intellectual and experiential understanding of the contemporary nonprofit sector. In addition to a seminar component examining the rapidly evolving social sector, students engage in a hands-on consulting project for an area nonprofit involving analysis, reporting, and presentation.

Instructor(s): C. Velasquez Terms Offered: Autumn Spring Winter

Prerequisite(s): Instructor consent required. During 6th and 7th week, students must submit an application to

CampusCATALYST, a nonprofit that assists in the coordination of consulting projects. Please see the quarterly time schedules for the CampusCATALYST application link.

**PBPL 24756. Exploring the Resilient City. 100 Units.**

In recent years, sub-national units of government have enacted meaningful policy plans in the wake of the ongoing failure of the international community to address global climate change. Cities in particular have shaped their plans to address the now-inevitable effects of climate change by adopting policies that emphasize resilience and environmental protection, without sacrificing economic growth, and with attention to the ongoing challenges of poverty and inequality. This course will take a comparative look at the policies adopted by cities on an international basis, while defining what it means to be a resilient city and how much the built environment can be adjusted to limit the environmental impact of densely populated metropolises. It will also consider what impact citizen activism and input had upon the shape of each plan and the direction that its policies took. Students will also be asked to consider what might be missing from each plan and how each plan could be improved to foster greater resiliency.

Instructor(s): R. Lodato Terms Offered: Winter

Equivalent Course(s): ENST 24756

**PBPL 24901. Trade, Development and Poverty in Mexico. 100 Units.**

With a focus on the past two decades, this interdisciplinary course explores the impact of economic integration, urbanization, and migration on Mexico and, to a lesser extent, on the United States—in particular, working class communities of the Midwestern Rust Belt. The course will examine work and life in the borderland production centers; agriculture, poverty, and indigenous populations in rural Mexico; evolving trade and transnational ties (especially in people, food products and labor, and drugs) between the U.S. and Mexico; and trade, trade adjustment, and immigration policy.

Instructor(s): C. Broughton Terms Offered: Winter

Note(s): This course is offered in alternate years.

Equivalent Course(s): LACS 24901, SOCI 20251

**PBPL 25003. Immigration, Law, and Society. 100 Units.**

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting, and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and social science research on the relationship between law and society, with an empirical focus on Latin American migration to the United States. We explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground," as well as types of immigrants, motivations behind migration, and national, state, and local immigration laws. The social impact of law is examined through the topics of liminal legality; children and families; policing, profiling, and raids; detention and deportation; and the mobilization for immigrants' rights. This course focuses on the social, political, economic, and cultural contexts of law as it relates to immigration issues. It is designed to give students the theoretical and analytical skills to critically examine the relationship between law, society, and immigration. This course is part of the College Course Cluster program, Inequality.

Instructor(s): Angela Garcia Terms Offered: Winter

Equivalent Course(s): SOCI 28079, SOSC 25003, HMRT 25003, CRES 25003

**PBPL 25004. Punishment and Social Theory. 100 Units.**

In this course, students examine the rise of the penal state, tracing its roots from the birth of the prison to the ascendance of mass imprisonment. The course is organized around four lines of inquiry—(1) How is the power to punish derived? (2) In what ways has the role of punishment in society been conceived? (3) What do the practices of punishment produce and tell us about ourselves? (4) Are there alternatives? Taking up these questions, students will outline the major theories of punishment advanced by classical political philosophers and penologists (Locke, Hume, Beccaria, Bentham, etc.), and trace the trajectory of our modern impulse to punish through the works of the "masters of suspicion," (Freud, Marx, and Nietzsche). We will interrogate the political economy, culture, and consequences of punishment through readings on the carceral state (i.e. Alexander, Allen, Dubois, Garland, Gilmore, Gottschalk, Foucault, Harcourt, Muhammad, Melossi and Pavarini, Rusche and Kirchheimer, Wacquant, Western, etc.), and conclude by raising new questions about the role, force, consequence and alternatives to punishment in an age of mass imprisonment.

Instructor(s): Reuben Miller Terms Offered: Winter

Equivalent Course(s): SOSC 25004

**PBPL 25120. Child 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. This goal will be addressed through an integrated, multidisciplinary approach. The course will emphasize research on the science of early child development from the prenatal period through school entry. The central debate about the role of early experience in development will provide a unifying strand for the course. Students will be introduced to research in neuroscience, psychology, economics, sociology, and public policy as it bears on questions about "what develops?," critical periods in development, the nature vs. nurture debate, and the ways in which environmental contexts (e.g., parents, families, peers, schools, institutions, communities) affect early development and developmental trajectories. The first part of the course will introduce students to the major disciplinary streams in the developmental sciences and the enduring and new debates and perspectives within the field. The second part will examine the multiple contexts of early development to understand which aspects of young children's environments affect their development and how those impacts arise. Throughout the course, 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 critically examine 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.

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

Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): PSYC 25120, CHDV 25120

**PBPL 25216. The American Presidency. 100 Units.**

This course examines the institution of the American presidency. It surveys the foundations of presidential power, both as the Founders conceived it, and as it is practiced in the modern era. This course also traces the historical development of the institutional presidency, the president's relationships with Congress and the courts, the influence presidents wield in domestic and foreign policymaking, and the ways in which presidents make decisions in a system of separated powers.

Instructor(s): W. Howell Terms Offered: Winter

Equivalent Course(s): AMER 25215, PLSC 35215, PLSC 25215, LLSO 25215



**PBPL 25220. Constructing a Society of Human Rights: A Psychological Framework. 100 Units.**

This course is designed to discuss the ways that cultural and social psychology contribute to understandings about human rights conceptually, and how human rights issues emerge from social dynamics. Over the course of the quarter, students will learn about theories on intergroup conflict and prejudice, how an individual's beliefs emerge from social contexts and shape their relationships with others, how obedience to authority is created and abused, and how social positioning and narratives influence conceptions of self and other. We will also discuss the relevance and impact of psychological study and data on human rights issues.

Equivalent Course(s): INRE 30600, HMRT 25220, CHDV 25220

**PBPL 25370. Social Justice and Social Policy. 100 Units.**

What is a fair policy? Policy makers often appeal to justice, fairness or rights to justify policy. Yet it is often unclear what exactly these concepts mean. This course will examine contemporary theories of justice and teach students how these theories can be applied to public policy issues. We will start with three general theories of justice: utilitarianism, liberal equality and libertarianism. We will then discuss more specific issues pertaining to marginalized groups such as immigrants or the disabled. Finally, we will examine empirical evidence about peoples' fairness beliefs in the US and abroad. This course will allow students to form a more coherent notion of what they think is fair, while understanding that rational people can legitimately disagree with each other about what is fair.

Instructor(s): I. Marinescu Terms Offered: TBD

**PBPL 25405. Child Poverty and Chicago Schools. 100 Units.**

This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as "turnaround" schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives-barriers that include social isolation, violence, and the educational system itself-will be identified and analyzed in-depth.

Instructor(s): C. Broughton Terms Offered: Spring

Prerequisite(s): 2nd year standing required; attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): CRES 25405

**PBPL 25630. Poverty, Work, and Family Policy. 100 Units.**

This course examines contemporary policy questions of concern to families, especially low-income working families. The course will consider demographic, labor market, and policy trends affecting family economic well-being and child outcomes; conceptual frameworks and policy debates concerning the responsibility of government, corporate, and informal sectors to address family needs; and specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Throughout the course, we will consider the ideological, conceptual, and empirical bases for the issues we study. Although our primary focus will be on issues affecting low-income families in the United States, relevant comparisons will be made throughout the course-cross-nationally, across race/ethnicity, and across income.

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

Prerequisite(s): Third- or fourth-year standing; second-year students require instructor consent.

**PBPL 25663. Urban Studies: Placemaking. 100 Units.**

This course considers the values that drive neighborhood transformation, how policy is shaped and implemented, and the role that arts and culture can play in mindful city-building. Classroom hours will be spent with Theaster Gates, professor, Department of Visual Art, in addition to other UChicago faculty, discussing key principles in guiding city redevelopment in mindful and equitable ways. Students will gain field experience working with Place Lab, Gates's multidisciplinary team that documents and demonstrates urban ethical redevelopment strategies initiated through arts and culture. Working across a variety of projects, students will be exposed to programming, data collection, development, community building, strategy, and documentation. Weekly site visits will give students the opportunity to see analogous projects and meet practitioners throughout Chicago.

Equivalent Course(s): ARTV 20663

**PBPL 25730. Social Justice and Social Policy. 100 Units.**

What is a fair policy? Policy makers often appeal to justice, fairness, or rights to justify policy. Yet it is often unclear what exactly these concepts mean. This course will examine contemporary theories of justice and teach students how these theories can be applied to public policy issues. We will start with three general theories of justice: utilitarianism, liberal equality, and libertarianism. We will then discuss more specific issues pertaining to marginalized groups such as immigrants or the disabled. Finally, we will examine empirical evidence about peoples' fairness beliefs in the US and abroad. The course will allow students to form a more coherent notion of what they think is fair, while understanding that rational people can legitimately disagree with each other about what is fair.

Instructor(s): I. Marinescu Terms Offered: TBD

**PBPL 25820. Pursuing Social Justice in the City. 100 Units.**

This community-based learning course examines the challenges of working on urban health, development, planning, and justice in cities like Chicago. The course has two major facets: seminar sessions addressing key concepts from the social sciences, and the community internship. As the course begins, each student will be placed in an internship within a Chicago-based service organization, coordinated by the University's Chicago Careers in Public and Social Service program. Students will work as interns for 4-6 hours a week, gaining firsthand knowledge and experience of urban policymaking and programming while also advancing the work of their host organizations.

**PBPL 25831. Comparative Politics and Policy. 100 Units.**

We will study the political economy of our host city and nation. The first module of the course introduces students to the political behavior and institutions of the location, set within the broader context of the European Union. Subsequent modules explore the politics of policymaking process in three specific areas: physical, social, and fiscal policy. The course complements PBPL 221, Politics and Policy, which is focused on the United States.

Instructor(s): A. Fourinaies Terms Offered: Spring

**PBPL 25832. Early Human Capital Development. 100 Units.**

We will study the social and policy contexts aimed at promoting the development, health, and well-being of young children, with an emphasis on our host nation and the European Union. Topics to be covered include family policies such as fertility and related family planning policies; marriage and family formation; policies targeting working parents (i.e. parental leave); income support policies for lone or low-income parents; as well as child care and early education programs targeted directly to children.

Instructor(s): A. Kalil Terms Offered: Spring

Prerequisite(s): Acceptance into the Barcelona Public Policy Program

**PBPL 25833. Comparative Social Policy Analysis. 100 Units.**

This course will teach students the tools for understanding inequality and redistribution in comparative perspective. The course does not require deep knowledge of econometrics. Topics to be covered include defining and measuring social welfare, tools of the social policy maker including redistribution, incentives, universal vs. targeted policies, conditionality in social policies and potentially important trade-offs (like economic growth and equality).

Instructor(s): S. Mayer

Prerequisite(s): Acceptance into the Barcelona Public Policy Program

**PBPL 25840. Odyssey Engaged Nonprofit Practicum. 100 Units.**

The Odyssey Engaged nonprofit practicum is a unique partnership between the Office of Civic Engagement, the Public Policy department of the College, Career Advancement, the campus CATALYST (cC) RSO and local nonprofit organizations. The Odyssey Engaged program integrates career development, public service, and innovation with academic work. This course presents a broad overview of the nonprofit sector and offers an opportunity to study the theory that underlies the hands-on work students are doing at local nonprofit organizations. Each student is required to complete a capstone project, which allows them to apply the knowledge that they will be receiving from the academic component of the program to their work at their host organization.

Instructor(s): C. Velasquez Terms Offered: Summer

Prerequisite(s): Acceptance into the Odyssey Engaged Program

**PBPL 25860. Crime, Justice, and Inequality in the American City. 100 Units.**

This course explores perspectives on street gangs and criminal activity; policing and the criminal justice system; and obstacles to securing housing, employment, and services for reentry after incarceration. Students will examine advances in the social science of adolescence and innovations in government policy and community-based programs aimed at encouraging public safety and youth development, improving policing and prisons, and promoting criminal desistance and decarceration. In addition, we will delve into the lived experience of adolescence and beyond in the context of racially-segregated, high-poverty neighborhoods, with a focus on Chicago. Our approaches will include discussion and lecture; ethnographic, autobiographical, and policy-oriented readings; panels and guest speakers; and documentary films and other media.

Instructor(s): Broughton, C. Terms Offered: Not offered 2018-2019

Equivalent Course(s): SOCI 20255

**PBPL 26075. Police and Citizen. 100 Units.**

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

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

Equivalent Course(s): PPHA 37104

**PBPL 26200-26300. Field Research Project in Public Policy I-II.**

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies. We will organize ourselves as a policy think tank working with various city agencies, non-profit organizations, and other corporations to design a research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the Public Policy Studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University.

**PBPL 26200. Field Rsch Proj-1: Pubpol. 100 Units.**

See sequence description.

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): Open only to public policy studies majors. Third year standing recommended. PBPL 26200-26300 must be taken in sequence.

**PBPL 26300. Field Research Project in Public Policy II. 100 Units.**

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies. We will organize ourselves as a policy think tank working with various city agencies, non-profit organizations, and other corporations to design a research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the Public Policy Studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University.

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): PBPL 26200; open only to public policy studies majors. Third year standing recommended. PBPL 26200-26300 must be taken in sequence.

**PBPL 26300. Field Research Project in Public Policy II. 100 Units.**

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies. We will organize ourselves as a policy think tank working with various city agencies, non-profit organizations, and other corporations to design a research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the Public Policy Studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University.

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): PBPL 26200; open only to public policy studies majors. Third year standing recommended. PBPL 26200-26300 must be taken in sequence.

**PBPL 26301. Field Research Project in Public Policy. 100 Units.**

This one-quarter, project-based research course introduces students to hands-on social and policy research in the service of a client. Students will engage in a variety of field research methods, both quantitative and qualitative, in order to gather data on sociological and policy-based questions related to the needs of our community-based, not-for-profit clients. Students will use the data they gather to practice their write-up and presentation skills, culminating in a final research-based client presentation and extended memo.

Instructor(s): C. Broughton, Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Open only to public policy studies majors. Third-year standing recommended.

Note(s): This course satisfies the Public Policy windows and methods practicum requirement and is intended only for that purpose.

**PBPL 26400. Quantitative Methods in Public Policy. 100 Units.**

Policy designers and policy analysts should understand the quantitative methods whereby social and economic reality can be described and policy outcomes evaluated; this course will introduce the basic methodologies used in quantitative social description. The underlying discipline is statistics, and this course will focus on statistical thinking and applications with real data sets. Students will be introduced to sampling, hypothesis testing, and regression, as well as other components of the basic toolkit of quantitative policy analysis.

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

**PBPL 26416. Latin American Extractivisms. 100 Units.**

This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current "neextractivisms" have unearthed unprecedented rates of profit as well as social conflict. Today's oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.

Equivalent Course(s): ANTH 23093, LACS 26416

**PBPL 26433. Practicum in Environmental Management. 100 Units.**

Students in this course will explore and evaluate aspects of environmental sustainability on campus, through scholarly research, interviews, surveys and data collection and analysis. Students will apply concepts and tools from environmental studies, public policy and economics to evaluate and make recommendations for enhancing the environmental performance of campus athletics operations and events. The research will be conducted in collaboration with the Office of Sustainability and Department of Physical Education and Athletics. Prerequisite: PBPL 200 or ECON 198 or equivalent

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

Prerequisite(s): Prerequisite: PBPL 200 or ECON 198 or equivalent

Equivalent Course(s): ENST 26433

**PBPL 26444. Practicum in Campus Athletics and Environment. 100 Units.**

The practicum course will engage students in economic and environmental research related to designing a system for waste diversion on campus. Students will develop hands-on experience by designing, implementing, measuring and reporting the impacts of a "zero-waste" campus athletics event. Students will explore different technologies and behavioral interventions for waste management, with a focus on reducing food waste at campus events. Students are expected to attend the zero-waste event on April 23-24th, 2017.

Equivalent Course(s): ENST 26444

**PBPL 26501. Social Demography. 100 Units.**

This course seeks to introduce important topics in social demography to master and upper-level undergraduate students. Social demography studies the social aspects influencing the population processes. Specifically, this course focuses on basic demographic concepts, fertility transition, extreme fertility regimes, epidemiological transition, differential health and mortality, health behaviors, population aging, migration, household formation, second demographic transition, and population and environment. Students are evaluated by their participation, leading discussions, reflection memos, and a final project.

Equivalent Course(s): MAPS 36500

**PBPL 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.**

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

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

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

Equivalent Course(s): ECON 26530, ENST 26530, PPHA 32510

**PBPL 26531. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.**

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

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

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

Equivalent Course(s): ECON 26540, ENST 26531, PPHA 32520

**PBPL 26690. The Politics of Health Care. 100 Units.**

In this course we will tackle some of the complexity of healthcare head-on, considering how cultural, legal and structural factors shape the delivery of care. Our goal will be to address foundational questions about how we as a society imagine healthcare, the professionals who work within the field, and the patients. We will draw on evidence from the United States to ask: How have shifts in the institutional context in which medical professionals work altered their task? How do we imagine patients and their choices? How do external and internal pressures shape what issues are prioritized and who receives care?

Instructor(s): S. Brophy Terms Offered: Autumn Spring

**PBPL 26705. Economics of Education. 100 Units.**

This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.

Instructor(s): D. Neal Terms Offered: TBD

Prerequisite(s): ECON 21020 or ECON 21030

Equivalent Course(s): ECON 26700

**PBPL 26988. The Politics of Organizational Ethics. 100 Units.**

In this seminar, we will investigate the often-contentious process of creating ethics policy. How do policymakers decide what is right or wrong for their organization or profession? We will draw on case studies from medicine, policing, technology, law, and the corporate world, investigating why organizations are motivated to create ethics, and what challenges they face when they do. We will consider the different political battles policymakers must engage in and investigate how ethics policies are actually used once they are put in place.

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

**PBPL 27000. International Economics. 100 Units.**

This course covers international economics with an emphasis on international trade. The basic theories of international trade are introduced and used to analyze welfare and distributional effects of international trade, government policies, and technology diffusion. In addition, this course also discusses the main empirical patterns of international trade and international investment.

Instructor(s): F. Tintelnot Terms Offered: Winter

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 27000

**PBPL 27040. Public Finance and Public Policy. 100 Units.**

This course analyzes the rationales for government intervention in the economy, the form that intervention takes, and the effects of government policy. We will review the economic tools of analysis used in public finance, including cost-benefit analysis, and apply them to government policies, largely at the federal level. The course will focus on policies to remedy externalities, the provision of public goods, social insurance, and the effects of taxes. Within social insurance, we will cover social security and health reform. We will also explore the role taxation plays in government policy. Tax topics include the effect of taxes on consumers and firms, savings and corporate decisions, and fundamental tax reform.

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

Prerequisite(s): PBPL 20000 or ECON 20000

**PBPL 27070. Philanthropy: Private Acts and Public Goods. 100 Units.**

Under what conditions do philanthropy and other forms of private action come to be significant elements of the provision of public goods? What are the consequences of organizing society in this way? In this course, we will address the social role of philanthropy, its historical development as a significant economic and political institution, and the place of philanthropy in contemporary public policy and civic projects.

Instructor(s): E. Clemens Terms Offered: Winter

Prerequisite(s): Completion of at least 2 quarters of SOSC

Equivalent Course(s): SOCI 20222

**PBPL 27150. China's Economic Development & Transition. 100 Units.**

Equivalent Course(s): ECON 25710

**PBPL 27156. Urban Design with Nature. 100 Units.**

This course will use the Chicago region as a laboratory for evaluating the social, environmental, and economic effects of alternative forms of human settlement. Students will be introduced to the basics of geographic information systems (GIS) and use GIS to map Chicago's "place types" - human habitats that vary along an urban-to-rural transect, as well as the ecosystem services provided by the types. They will then evaluate these place types using a range of social, economic and environmental criteria. In this way, students will evaluate the region's potential to simultaneously realize economic potential, protect environmental health, and provide social connectivity.

Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn

Note(s): Students who have taken ENST 27150: Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region in the Spring of 2018 may not enroll in this course.

Equivalent Course(s): ENST 27155, GEOG 27155

**PBPL 27325. Urban Ecology in the Calumet Region. 100 Units.**

This course will give students a strong foundation in the local ecology of the Calumet. Students will use local research and habitats to understand fundamental concepts in ecology and the scientific method. Students will explore some of these habitats during field trips with scientists and practitioners. The course focus will be on urban ecology in the region, whether these fundamental ecological concepts are applicable, what other factors need to be considered in the urban ecosystem, and the role humans have in restoring natural and managing novel ecosystems, among other topics.

Terms Offered: TBD

Equivalent Course(s): ENST 27325, GEOG 27325

**PBPL 27809. Violence in the Early Years. 100 Units.**

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

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

Prerequisite(s): Third- or fourth year standing required

**PBPL 27818. 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.

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

Prerequisite(s): ECON 20000, PBPL 20000, ECON 20100, or PBPL 22200.

**PBPL 27821. Urban Schools and Communities. 100 Units.**

This course focuses on urban communities and the contextual factors influencing the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, the influences on the character of their structure and organization (especially in urban areas), and the surrounding context, such as housing, policy, race and class. The topics detailed below provide essential intellectual perspectives on the history, work, and complexities of urban schools.

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

Equivalent Course(s): CHDV 27821, SOCI 20226

**PBPL 27822. Critical Issues in Urban Education. 100 Units.**

This course explores a set of critical issues in urban education. The areas of inquiry will explore both inside and outside of the school house, with a focus on topics that are critical to consider to promote effective schooling, particularly in urban schools that serve low income, students of color. In this respect, the course aims to push and deepen thinking on the levers we have at our disposal to influence student outcomes including the ways schools are organized, noncognitive factors in academic success, effective literacy practices, college access, successful approaches for diverse learners and dual language learners, trauma-informed practices, intersections with parents and the community, the role of technology and innovation, and partnerships and philanthropy. Multiple disciplinary lenses will be used to analyze and understand these topics including sociological, anthropological, historical, learning sciences, policy, and sociocultural.

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

Equivalent Course(s): CHDV 27822, SOCI 20270

**PBPL 27823. Urban School Reform: History and Policy. 100 Units.**

This course explores the goals, logic, and contradictions of the American education and school improvement efforts. We will consider the history of school reform and the processes that influence education policy implementation and enactment. Current school reform debates and policies will be analyzed from historical, contemporary, and divergent perspectives, considering theories of organizational change. The strengths and shortcomings of current school reform policies will be considered with a stress on understanding the wide range of goals for education, the process of policy-making, and the complexity of organizational and systemic change implied in reform policy.

Instructor(s): S. Stoelinga Terms Offered: Not offered 2017-2018

**PBPL 27905. Global Health Metrics. 100 Units.**

This course provides an overview of the causes of illness and injury in populations across the world and the most important risk factors. We will discuss how population health is measured using summary indicators that combine mortality and non-fatal health outcomes. We will use these indicators to compare and contrast the health of populations across global regions and in time. Sound measurement of the global burden of disease is essential for prioritizing prevention strategies. Therefore, there will be a strong emphasis on understanding how data sources in information-poor settings are used to generate estimates of population health.

Equivalent Course(s): PBHS 27900, PBHS 31900

**PBPL 28050. Remaking Chicago: The City That Works on Social Change. 100 Units.**

In this sociological and policy-oriented course, students interface with change-agents in Chicago-community residents, religious leaders, and social activists; not-for-profit and governmental actors; and educators and researchers. The course explores how these change-agents advance innovative and also tried-and-true approaches to social problems, especially those of low-income areas characterized by troubled schools and high rates of crime (and with a particular focus on South Side neighborhoods). Students are asked to think critically about how meaningful social change occurs, and why it so often does not. The central components of the course are Chicago-oriented readings, guest speakers and panels, Friday excursions, and independent field research.

Instructor(s): Broughton, C. Terms Offered: Spring

Prerequisite(s): Open to Study Chicago Quarter students.

**PBPL 28139. Society, Politics and Security in Israel. 100 Units.**

This graduate course examines Israel's unique DNA through a thorough examination of its history, society, politics and security challenges. We shall explore these traits as manifested in the defining chapters of Israel's history, since the early stages of the Zionist driven immigration of Jews to the Holy Land, through the establishment of the Jewish State in 1948, until present time. Students will work with primary sources, diverse theoretical perspectives, and rich historiographical material to better understand the Israeli experience, through domestic, regional and international perspectives. Particular attention will be given to the emergence of the Israeli vibrant society and functioning democracy in the background of continuous conflict and wars. The course will explore topics such as: How Israel reconciles between the imperatives and narratives of democracy and Jewishness, between collective ethos and heterogeneous tribalism, and between protracted security challenges and resilience. We will also discuss the multifaceted aspects of the changing Israeli security doctrine and practice, in light of regional threats and international involvement.

Instructor(s): M. Elran Terms Offered: Autumn

Equivalent Course(s): JWSC 28139, INRE 36001

**PBPL 28150. U.S. Foreign Policy: Inst & Decision making 21st Century. 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 decision-making processes, and current events fit together, especially in the post 9/11 world. It is designed to 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.

Instructor(s): F. Vabulas Terms Offered: TBD

**PBPL 28300. Health Economics and Public Policy. 100 Units.**

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

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

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

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

**PBPL 28310. Healthcare and Healthcare Reform. 100 Units.**

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

Instructor(s): STAFF Terms Offered: Winter

Equivalent Course(s): PPHA 38310

**PBPL 28350. Education and Development: Policy and Research. 100 Units.**

This course covers policy issues related to education in developing contexts. We will analyze education policies and reforms, 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, discrimination and inclusion in education, early childhood education, and education in emergency settings. We will often have guest speakers who are working in policy and practice share their on-the-ground experiences followed by a class-led discussion about related academic papers.

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

Prerequisite(s): A microeconomics course and a statistics course. This course is intended for third- and fourth-year students; first-year students not admitted; second-year students require instructor consent.

**PBPL 28375. Political Economy of Development. 100 Units.**

This course explores why some countries are poor and violent, and what (if anything) peaceful and prosperous countries can do to foster stability and development elsewhere in the world. The first half of the class looks at history and theory to understand the roots of violence and how order and development emerged in some places. The second half of the class looks at Western interventions in the last half century (and today), from aid to military intervention to democracy portion, to understand why some efforts succeed and fail.

Instructor(s): C. Blattman Terms Offered: TBD

**PBPL 28425. Strategic Behavior and Regulation of Firms. 100 Units.**

This course will examine the role of public policy in oligopoly markets, where competition is imperfect. We will examine the strategies that firms use to increase profits, the effects of those strategies on consumers, and the cases for and against regulatory intervention in markets. Topics will include issues such as mergers, predation, price discrimination, collusion, and network economics. Class discussions will frequently focus on the economics of recent business and regulatory case studies, such as the California electricity crisis, Google's use of its search engine, 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, allowing students to gain first-hand experience with some of the strategic decisions firms regularly face.

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

Prerequisite(s): PBPL 20000 or ECON 20000

**PBPL 28488. Politics and Public Policy in Latin America. 100 Units.**

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

Instructor(s): Maria Bautista Terms Offered: TBD

Prerequisite(s): PBPL 20000 or ECON 20000

**PBPL 28501. Process and Policy in State and City Government. 100 Units.**

This course consists of three interrelated sub-sections: (1) process and policy in city and state government; (2) the role played by influential, key officials in determining policy outcomes; and (3) policymaking during and after a political crisis. Issues covered include isolating the core principles driving policy at city and state levels; understanding how high level elected officials can shape the course of policy; and determining how a political crisis affects policy processes and outcomes. Most of the specific cases are drawn from Chicago and the State of Illinois.

Instructor(s): C. Harris III Terms Offered: Autumn Spring Winter

**PBPL 28510. Bombay/Mumbai: Urban Life/Urban Politics. 100 Units.**

The Indian city of Bombay and the Mumbai it has now become has been referred to as the "imagined" city, the "kinetic" city, the "cosmopolitan city," and "the city of slums." What do these labels mean to the practice of sociality and politics in Bombay/Mumbai; how does the urban experience in South Asia differ from that in other parts of the world; and how do gender, religion and class influence the different experiences of the city? Bombay/Mumbai: Urban Life/Urban Politics is an interdisciplinary course that will address these and several related issues. Using the city of Mumbai as its lens it introduces students to the ways in which urban subjects and urban life are constituted in a globalizing South Asia. The course explores the city of Mumbai through an urban-culturalist perspective and problematizes the ways in which the built environment of the city: its transportation, streets, slums, neighborhoods, tenements, markets, malls and businesses animate and are animated by the everyday life and politics in the metropolis. It encourages students to think about the ways in which Mumbai's past and present patterns of urban informality, capitalism, consumption, criminality and urban dislocations mediate very particular experiences of politics, sociality, class, gender and globalization. The course uses a range of historical, theoretical, literary, and ethnographic readings as well as films, photography, and music to highlight the connections between place, space and everyday life in Mumbai.

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

Equivalent Course(s): INST 28550, GNSE 23303, SALC 28510

**PBPL 28525. Missing Markets: The Economics of the Environment. 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.

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

Prerequisite(s): PBPL 22200 or ECON 20100

**PBPL 28538. Political Economy of Natural Resources. 100 Units.**

The aim of this course is to provide students with an understanding of the political and economic consequences of natural resource wealth. The course will combine theoretical models and empirical evidence on the relationship between natural resources and outcomes such as low economic growth, authoritarianism, corruption and conflict. We will look at the very different experiences of different resource-rich countries (e.g. Norway versus Venezuela) and will also explore the differences across resources (e.g. oil vs minerals). The course will provide a setting for the discussion of the merits and potential pitfalls of various policies for the management of natural resource wealth.

Instructor(s): Luis Martinez Terms Offered: TBD

Prerequisite(s): PBPL 20000 or ECON 20000 and PBPL 26400

**PBPL 28550. Social Experiments: Design and Experimentation. 100 Units.**

The pressure in many fields (notably medicine, health research, and education) for evidence-based results has increased the importance of the design and analysis of social investigations. This class will address two broad topics: (i) the design of experiments, quasi-experiments, and surveys; and (ii) the use of these social investigations for generalization in policy areas. The class will explore how the relationship between surveys and experiments can inform generalization from experiments. Randomized clinical trials in medicine, field experiments in economics and psychology, and the use of scientific evidence in policy formulation will be among the examples.

Instructor(s): C. O'Muircheartaigh Terms Offered: TBD



**PBPL 28605. Economic Analysis of Law. 100 Units.**

This course involves the application of the choice theory of economics to the opportunities obtainable within different legal environments. The likelihood that a person will choose to return a lost wallet, keep a promise, drive more carefully, or heed the terms in a will is partly a function of the applicable laws and regulations. Alternative rules, under the standard Law and Economics approach, are compared in terms of the economic efficiency of their subsequent outcomes. This efficiency lens of Law and Economics is applied to rules concerning property, torts, contracts, and criminal behavior.

Instructor(s): J. Leitzel Terms Offered: Winter

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 28600

**PBPL 28640. Mixed Methods Approaches to Policy Research. 100 Units.**

Course Description: This course will introduce students to a diverse range of mixed methods approaches to policy research. Students will learn about multiple disciplinary perspectives and methodological approaches to policy research. The course will expose students to different styles of mixed methods research, including a small project on qualitative data analysis. Students in this course will become critical consumers of both qualitative and quantitative research, specifically, what types of questions best lend themselves to quantitative, qualitative, and mixed methods studies.

Instructor(s): A. Claessens Terms Offered: TBD

**PBPL 28678. Massive Change: Finance & Economics. 100 Units.**

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

Equivalent Course(s): PPHA 36202

**PBPL 28702. Electoral Politics. 100 Units.**

This course involves the scientific study of elections in advanced democracies with a primary focus on the modern United States. We will address empirical and theoretical questions about voters, candidates, parties, and the electoral system as a whole. For example, who runs for political office? How do they choose their policy platforms? How do citizens form their vote choices? Who turns out to vote and why? Who is informed and why? Does it matter that many citizens abstain from politics and are uninformed? What roles do race, ethnicity, and prejudice play in elections? What role does the media play? What laws and policies could improve political participation and political representation? We will address these questions through the applications of game theory, microeconomic theory, and most importantly quantitative/statistical analysis.

Instructor(s): A. Fowler Terms Offered: TBD

Prerequisite(s): Basic familiarity with American politics and statistics is required.

**PBPL 28730. Insurgency in South and Southeast Asia. 100 Units.**

This course will trace the emergence, spread, and decline of insurgencies across South and Southeast Asia. We will use cutting-edge theoretical and quantitative research to examine the causes of each conflict--from the Naxal Insurgency in India to the varied separatist movements in Indonesia--and draw on in-depth case studies of various counterinsurgency strategies to assess how these conflicts were or might be resolved through cooperation between local and international actors. Students will engage with ongoing field data collection efforts in Thailand and the Philippines, and will use original microdata as a core feature of their final research paper.

Instructor(s): Wright, A. Terms Offered: TBD

**PBPL 28747. The Modern Welfare State. 100 Units.**

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

Instructor(s): Yana Gallen Terms Offered: TBD

Prerequisite(s): PBPL 26400 or equivalent

**PBPL 28750. Conflict: Root Causes, Consequences, and Solutions for the Future. 100 Units.**

This course will focus on understanding the causes and consequences of conflict, drawing on literatures from economics, political science and psychology. We will study why people join armed groups; and examine the role of ethnicity, religion and poverty in terrorism and civil war. We will also study whether conflict has lasting consequences on social cohesion and prospects for economic development. Finally, we will examine how individuals reconcile and rebuild in the aftermath of conflict.

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

**PBPL 28775. Poverty and Economic Development. 100 Units.**

This course focuses mainly on the microeconomic fundamentals of economic development. We will study causes of poverty and underdevelopment, poverty measurement issues, and policies to improve well-being. We will concentrate on topics such as fertility, nutrition and health, education, labor markets, intra-household allocation of resources and foreign aid. Empirical evidence from developing economies will be used extensively.

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

Prerequisite(s): A microeconomics course and a statistics/econometrics course is required. This course is recommended for third and fourth-year students.

**PBPL 28780. The Art and Science of Negotiations and Persuasion. 100 Units.**

The ability to influence other people and convince them to go along with your beliefs about what they should do is perhaps one of the most sought after, but misunderstood, professional skills. Those who appear to be successful at negotiation and persuasion are routinely built up as having unique traits like charisma, excellent leadership skills, and innate talent. However, this course will explain how success in influencing others depends not on innate or unique traits, but rather on knowledge and practice of basic psychological principles that govern interpersonal behavior. This course will increase your understanding of negotiations and persuasion in several ways. First, you will experience varied negotiation situations firsthand in the classroom on a weekly basis. Second, you will learn how to analyze your work using insights collected from decades of research in social psychology, decision-making, and behavioral science. 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. This course aims to provide you with negotiation experience, tools for persuading others to go along with your beliefs, and general knowledge of human psychology.

Instructor(s): Nadav Klein Terms Offered: TBD

**PBPL 28805. Behavioral Economics and Policy. 100 Units.**

The standard theory of rational choice exhibits explanatory power in a vast range of circumstances, including such disparate decision making environments as whether to commit a crime, have children, or seek to emigrate. Nonetheless, shortfalls from full rationality seem not to be uncommon, and are themselves, to some extent, systematic. Behavioral economics documents and tries to account for these departures from full rationality. This course looks at areas in which some modification of the traditional rational choice apparatus might most be warranted; these include decisions that unfold over time, involve low probability events, or implicate willpower. To what extent should public policy respond to shortfalls from rationality or concern itself with promoting happiness?

Instructor(s): J. Leitzel Terms Offered: Winter

Equivalent Course(s): ECON 26920

**PBPL 28820. Machine Learning and Policy. 100 Units.**

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

Instructor(s): J. Ludwig Terms Offered: TBD

Equivalent Course(s): PPHA 38820

**PBPL 28900. Environmental and 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.

Equivalent Course(s): ENST 28900

**PBPL 28920. Inequality: Origins, Dimensions, and Policy. 100 Units.**

For the last four decades, incomes in the United States and across the globe have grown more unequal. That fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In this interdisciplinary course, participating faculty members drawn from across the University and invited guest speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions, from economic, political, legal, biological, philosophical, public policy, and other perspectives. This course is part of the College Course Cluster program: Inequality.

Instructor(s): A. Sanderson and Staff Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): ECON 24720 or ECON 22410 may be used as an Economics elective, but only one of the two may be used toward Economics major requirements.

Equivalent Course(s): BPRO 28900, ECON 24720

**PBPL 28923. 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 wellbeing. 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 wellbeing 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. The course reviews the pathways through which road transport impacts population health and focuses on how to measure these impacts, and how to compare them with other leading causes of health loss.

Instructor(s): Kavi Bhalla Terms Offered: TBD

**PBPL 28957. The Social Psychology of Behavior in Organizations. 100 Units.**

Understanding others' thoughts and behaviors is essential for professional and personal success. Most of us try to understand others by putting on the cap of an "intuitive scientist," relying on our intuitions to identify others' thoughts and motivations and to predict others' behavior. However, decades of psychological research suggest that our intuitions about other people are often misguided in systematic ways. This course will enable you to have a more accurate understanding of others' motivations, feelings, thoughts, and behaviors by teaching you to think like a "psychological scientist" rather than an intuitive scientist. Relying on research in social psychology, judgment and decision-making, and behavioral science, this course will help you understand when your intuitions are likely to be reliable and when they are unlikely to be so, giving you important knowledge and tools to succeed professionally and interpersonally. Managing other people-be they co-workers, customers, constituents, or competitors-is critical for professional and personal success. At the very start of your professional career, your success will likely depend on 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.

Instructor(s): Nadav Klein Terms Offered: Spring

**PBPL 29000. Energy and Energy Policy. 100 Units.**

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

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

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

Equivalent Course(s): ENST 29000, CHSS 37502, PSMS 39000, PPHA 39201, BPRO 29000, ECON 26800

**PBPL 29050. Youth Law and Policy: Child Welfare and Juv. Just. in the U.S. 100 Units.**

This course explores how legal institutions protect and punish children in the United States. We will spend the first part of the course exploring the child welfare system, which purports to protect children from abuse and neglect through various mechanisms including foster care and the termination of parental rights. We will spend the second part of the course exploring the juvenile justice system, which purports to prosecute and rehabilitate children for their criminal acts in a system separate from the criminal justice system. In the final part of the course, we will consider special topics in this area of law and policy including "cross-over youth" (i.e. children involved in both systems), unaccompanied immigrant children, homeless and runaway youth, and the so-called "school-to-prison-pipeline." This course will place special emphasis on the judges, lawyers, law enforcement officers, and social workers that comprise these legal institutions.

Terms Offered: Autumn

Prerequisite(s): Course limited to 3rd and 4th year students only.

Equivalent Course(s): LLSO 29050, HMRT 29050

**PBPL 29070. Nuclear Policy: Dilemmas of unleashing Atomic Energy Nuclear Policy. 100 Units.**

With the unleashing of atomic energy, everything has changed save our way of thinking, and thus we drift toward catastrophe beyond comprehension." When Albert Einstein made this observation in 1953, the United States and the Soviet Union were pitted against each other in the most dangerous arms race in history with the potential, at its peak, to destroy human civilization and lay waste to the planet. At the same time, the United States and the Soviet Union were also developing peaceful uses of nuclear energy for life-saving medical treatments and for generating electricity. While issues arising from technologies that have both military uses and civilian applications are not new, the nearly incomprehensible damage from exploding nuclear weapons focuses the mind as few other dual-use technologies can. This course will examine the development of U.S. national and international policy on the uses of nuclear energy-both military and civilian. We will review military doctrine and the plans for nuclear war-fighting as well as the effects of developing and using them. We will briefly review the history of international proliferation of nuclear technology and fissile material and efforts to curtail the spread of nuclear weapons. In the second half of the course, we will examine the development of civilian nuclear power and current dilemmas focusing on regulatory policies that prevent accidents, secure nuclear materials, and dispose of radioactive waste materials. Because nuclear technology and materials offer great benefits as sources of power, as well as great dangers because of their enormous destructive power, policy and political leaders are often presented with dilemmas when it comes to nuclear energy. That is, they face choices between not very good options. This is often the case in policymaking, but with the stakes so high, nuclear energy presents especially hard choices. Throughout the course we will be asking how policies and institutions have addressed the special challenges of nuclear energy technologies-for both military and civilian applications. We will focus on outcomes and unintended consequences of policies.

**PBPL 29120. Poverty Law and Policy Reform. 100 Units.**

This seminar seeks to give students a comprehensive understanding of the major anti-poverty programs in the United States with an emphasis on current challenges and reform proposals. We will spend the first half of the course exploring the implementation and evaluation of the programs that make up the traditional safety net for poor Americans: income supports, health insurance, and housing assistance. We will spend the rest of the quarter exploring topics that complicate the traditional social policy regime, including how the safety net is more robust for some groups, such as the elderly and veterans, than others. We will explore how the legal systems of immigration and incarceration hamper anti-poverty policy and how safety net programs address the needs of rural and Native Americans. Finally, we will investigate two recent developments in the field: social entrepreneurship and the critique of procedural rights.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): No first year students; attendance on the first day of class is required.

Note(s): Not Offered in 2018-2019

Equivalent Course(s): HMRT 29120, LLSO 29120

**PBPL 29355. Leading Complex Organizations. 100 Units.**

In virtually any field of endeavor, individuals will find themselves operating within organizations - many of them quite complex. By studying leadership of such organizations at the outset of a career, individuals will learn how to better succeed within any organization and will attain a level of preparation for assuming leadership positions if they ultimately become available. The seminar will cover a number of critical subjects: the difference between leadership and management; the development of the organization's sense of mission and the strategy to achieve it; organizational culture; building and leading a team; entrepreneurial leadership; organizational transformation; leading an organization through crisis; how a leader relates to an organization's governing body and external constituencies; how leaders are held accountable.

Instructor(s): Thomas Cole Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing

**PBPL 29404. Inequality, Household Finance, and Tax Policy. 100 Units.**

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

Instructor(s): D. Jones Terms Offered: TBD

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

Equivalent Course(s): PPHA 39404

**PBPL 29411. Mediation, Moderation, and Spillover Effects. 100 Units.**

This course is designed for graduate students and advanced undergraduate students from social sciences, statistics, health studies, public policy, and social services administration who will be or are currently involved in quantitative research. Research questions about why an intervention works, for whom, under what conditions, and whether one individual's treatment could affect other individuals' outcomes are often key to the advancement of scientific knowledge yet pose major analytic challenges. This course introduces cutting-edge theoretical concepts and methodological approaches with regard to mediation of intervention effects, moderated intervention effects, and spillover effects in a variety of settings. The course content is organized around six case studies. In each case, students will be involved in critical examinations of a working paper currently under review. Background readings will reflect the latest developments and controversies. Weekly labs will provide supplementary tutorials and hands-on experiences with mediation and moderation analyses. All students are expected to contribute to the knowledge building in class through participation in discussions. Students are encouraged to form study groups, while the two written assignments are to be finished and graded on an individual basis.

Instructor(s): G. Hong Terms Offered: Spring

Note(s): CHDV Distribution, Methods

Equivalent Course(s): CCTS 32411, CHDV 32411, STAT 33211, PSYC 32411, SOCI 30318

**PBPL 29600. Internship: Public Policy. 100 Units.**

Students write a paper about their experience working for a government agency or nonprofit organization.

Instructor(s): J. Leitzel Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of the Program Director is required. Students must obtain consent before beginning the internship.

Note(s): The College Reading and Research Course Form is required. Must be taken for P/F grading.

**PBPL 29700. Reading and Research: Public Policy. 100 Units.**

This is a reading and research course for independent study not related to BA research or BA thesis preparation.

Instructor(s): STAFF Terms Offered: Autumn Spring Winter

Prerequisite(s): Open only to Public Policy majors. Must be taken for a letter grade.

Note(s): The College Reading and Research Course Form is required.

**PBPL 29701. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) 100 Units.**

This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.

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

Prerequisite(s): Registration by instructor consent only

Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.

Equivalent Course(s): ENST 29701

**PBPL 29702. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) II. 100 Units.****PBPL 29800. BA Seminar: Public Policy I (credit) 100 Units.**

This course is designed to assist students in developing and writing the required BA paper. The Autumn Quarter class informs students about sources, methods of research, and treatment of evidence.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Open only to fourth-year Public Policy majors.

Note(s): Must be taken for a letter grade.

**PBPL 29801. BA Seminar: Public Policy II (no credit) 000 Units.**

This seminar course focuses on the writing phase of the BA paper.

Instructor(s): STAFF Terms Offered: Autumn Winter

Prerequisite(s): PBPL 29800 or consent.

Note(s): Must be taken for a letter grade.

**PBPL 29900. BA Paper Preparation: Public Policy. 100 Units.**

This is a reading and research course for independent study related to BA research and BA thesis preparation.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Prerequisite(s): Open only to 4th year Public Policy majors. Must be taken for a letter grade.

Note(s): The College Reading and Research Course Form is required.





### Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.