PROGRAM OR 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 methods, train them in policy research, enhance their spoken and written policy communication skills, and provide them with a thorough grounding in one or more specific policy areas.

PROGRAM REQUIREMENTS

Two quarters of calculus, one quarter of statistics, five “core” Public Policy courses, one “Methods” and one “Windows” course, three related courses constituting an area of specialization, a BA paper preparation course, and a successful BA paper (senior thesis): these are the necessary components for completing the Public Policy Studies major. The calculus and statistics requirements, and frequently some courses constituting an area of specialization, too, are generally fulfilled through courses offered in programs outside of Public Policy Studies. Students have considerable flexibility in terms of when in their undergraduate career they take the required courses. One useful precept, however, is that it is helpful (though not required) to have taken Methods and Windows courses, as well as most of the core courses, before embarking on the BA paper.

Calculus and Statistics: Public Policy Studies students take two quarters of calculus (typically MATH 13100-13200 Elementary Functions and Calculus I-II or MATH 15100-15200 Calculus I-II), and one quarter of statistics (either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods).

Five Public Policy Core Courses: Students are required to take PBPL 20000 Economics for Public Policy; an acceptable substitute for PBPL 20000, however, is ECON 20000 The Elements of Economic Analysis I. Completion of PBPL 20000 (or ECON 20000) is a prerequisite for the required course PBPL 22200 Public Policy Analysis. With the exception of PBPL 20000 Economics for Public Policy (which must be taken prior to PBPL 22200), the core courses can be taken in any order, and the core requirements can be fulfilled over multiple academic years.

The five core courses are listed in the table below. Except for PBPL 22300 Policy Implementation, the core courses typically are offered only one quarter each academic year: for instance, PBPL 22100 Politics and Policy is offered in the Autumn Quarter, and PBPL 22200 Public Policy Analysis is offered in the Winter Quarter. This standard timing, however, is subject to change, so students should check with their academic adviser before committing to a plan that necessitates, for instance, taking a specific core course in the quarter just before graduation.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tr>
<td>PBPL 20000</td>
<td>Economics for Public Policy</td>
<td>100</td>
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<tr>
<td>PBPL 22100</td>
<td>Politics and Policy</td>
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<td>PBPL 22200</td>
<td>Public Policy Analysis</td>
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<td>PBPL 22300</td>
<td>Policy Implementation</td>
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<tr>
<td>PBPL 26400</td>
<td>Quantitative Methods in Public Policy</td>
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Methods and Windows

Students must take one “Methods” course and one “Windows” course to fulfill the practicum requirement of the major. The practicum requirement is designed to help students to learn research methods (e.g., demography, interviewing, GIS mapping, survey design) and then apply their methodological skills in a “real world” context, opening a “window” from the ivory tower into the outside world. Some Windows courses, in particular, involve collective work on a substantive policy problem with a community organization or government entity.

A sample of approved Methods and Windows courses are listed in the tables below; for a more complete list, please see our website at harris.uchicago.edu/academics/undergraduate-program. Students can also petition to fulfill their Methods or their Windows requirement with an appropriate course that is not listed.

Some approved Methods courses:
PBPL 26302  Public Policy Practicum: Interview Project on Gun Violence 100
PBPL 26303  Public Policy Practicum: Interview Project on Urban Education 100
PBPL 26433  Practicum in Environmental Management 100
SOCI 20140  Qualitative Field Methods 100
GEOG 20273  Urban Spatial Archaeology I 100
GEOG 28202  Geographic Information Science I 100
PPHA 34600  Program Evaluation 100
CHDV 20100  Human Development Research Design 100
MACS 20500  Computing for the Social Sciences 100
PBPL 28829  Artificial Intelligence for Public Policy 100

Some approved Windows courses:
PBPL 24751  The Business of Non-Profits and The Evolving Social Sector 100
PBPL 26302  Public Policy Practicum: Interview Project on Gun Violence 100
PBPL 26303  Public Policy Practicum: Interview Project on Urban Education 100
PBPL 26255  Environmental Justice Field Research Project I (also PBPL 26355) 100
PBPL 26433  Practicum in Environmental Management 100
ENST 27155  Urban Design with Nature 100
ENST 27221  Sustainable Urbanism 100
CHDV 20305  Inequality in Urban Spaces 100
SOCI 20140  Qualitative Field Methods 100

Area of Specialization
Students are required to complete three related, policy-relevant courses that together constitute their area of specialization. The specialization courses can be related either with respect to academic discipline (for example, three statistics courses could form a statistics specialization) or with respect to policy sub-field, such as urban policy or environmental policy. Area of specialization courses can be drawn from any academic department; they do not have to be listed as Public Policy Studies courses. Please see the Public Policy Studies website for examples of some specialization courses: harris.uchicago.edu/academics/undergraduate-program/areas-specialization (https://harris.uchicago.edu/academics/undergraduate-program/areas-specialization/). Proposed Areas of Specialization can be pre-approved, before some or all of the constituent courses have been taken.

The BA Prep Course and the BA Paper
All Public Policy Studies majors must produce a substantial piece of policy-relevant research, their BA paper (or senior thesis), which is intended to serve as a capstone experience for students within the major. The BA paper-creating process covers almost an entire academic year, from the Autumn Quarter through the early Spring Quarter. As part of the process, students are required to take PBPL 29800 BA Seminar: Public Policy in the Autumn quarter of their final (typically fourth) year. A public presentation of the BA paper at the annual BA Paper Symposium is also required for Public Policy Studies majors.

Email List
Students majoring in Public Policy Studies should subscribe to our e-mail list publicpolicy-ugrad@lists.uchicago.edu, which disseminates announcements concerning courses, internships, fellowships, and other information connected with the major. You can subscribe at publicpolicy-ugrad-request@uchicago.edu.

SUMMARY OF REQUIREMENTS
GENERAL EDUCATION
MATH 13100-13200  Elementary Functions and Calculus I-II (or higher) 200

MAJOR
STAT 22000  Statistical Methods and Applications 100
or STAT 23400  Statistical Models and Methods
PBPL 20000  Economics for Public Policy 100
PBPL 22100  Politics and Policy 100
PBPL 22200  Public Policy Analysis 100
PBPL 22300  Policy Implementation 100
PBPL 26400  Quantitative Methods in Public Policy 100
Approved Methods Course 100
Approved Windows Course 100
Three Courses in an Area of Specialization  
PBPL 29800  
BA Seminar: Public Policy  
BA Paper and Public Presentation  
Total Units  
1200

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. Qualifying students are recommended for honors if their BA papers are judged to be of superior quality. For additional information about honors, please visit the Public Policy Studies website (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): R. Kellogg  
Terms Offered: Autumn  
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 20150. Sustainable Urban Development. 100 Units.  
The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective.  
Instructor(s): Evan Carver  
Terms Offered: Spring Winter  
Note(s): ENST 21201 and 20150 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.  
Equivalent Course(s): ARCH 20150, ENST 20150, GLST 20150

PBPL 20170. Pandemics, Urban Space, and Public Life. 100 Units.  
Much of the cultural vibrance, economic strength, and social innovation that characterizes cities can be credited to their density. Put simply, cities bring people together, and togetherness allows for complex and fruitful exchange. But togetherness also brings risks, notably from infectious disease. A pandemic feeds on propinquity. “Social distance,” while a short-term public health imperative, is antithetical to the very idea of the urban. In this seminar, we will explore these competing tensions in light of current and past disease outbreaks in urban settings. Drawing on a range of texts from history, design theory, sociology, and anthropology, as well as cultural artifacts like film, graphic memoir, and photography, we will engage questions like: How are the risks of contagion balanced with the benefits of density? How are such risks distributed throughout society? What creative responses have architects, urban designers, and planners brought to this challenge? Most importantly, how can we respond constructively to the challenge of pandemic to create cities where the benefits of togetherness are maximized, perhaps even improved on compared with the pre-outbreak condition? Students will have the opportunity to propose design or policy interventions to help their own communities cope with the present coronavirus/COVID-19 crisis as it is unfolding and to return to post-pandemic life more vibrant than ever.  
Instructor(s): Evan Carver  
Terms Offered: Spring  
Equivalent Course(s): HLTH 20170, ENST 20170, GEOG 20170
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): EDSO 40315, EDSO 20305, CRES 20305, CHDV 20305

PBPL 20702. Introduction to Environmental Ethics. 100 Units.
This course will examine answers to four questions that have been foundational to environmental ethics: Are religious traditions responsible for environmental crises? To what degree can religions address environmental crises? Does the natural world have intrinsic value in addition to instrumental value to humans, and does the type of value the world has imply anything about human responsibility? What point of view (anthropocentrism, biocentrism, theocentrism) should ground an environmental ethic? Since all four of the above questions are highly contested questions, we will examine a constellation of responses to each question. During the quarter we will read texts from a wide variety of religious and philosophical perspectives, though I note that the questions we are studying arose out of the western response to environmental crises and so often use that language. Some emphasis will be given to particularly influential texts, thinkers, and points of view in the scholarship of environmental ethics. As the questions above indicate, the course prioritizes theoretical issues in environmental ethics that can relate to many different applied subjects (e.g. energy, water, animals, climate change) rather than emphasizing these applied issues themselves. Taking this focus will give you the background necessary to work on such issues.
Instructor(s): Sarah Fredericks Terms Offered: Autumn
Equivalent Course(s): RLST 24106, KNOW 30702, LLSO 24106, ENST 24106, KNOW 20702, RETH 30702

PBPL 21220. Cities Through Space and Time. 100 Units.
This course introduces you to cities. What are cities? Where do they come from? How do they work? In Calvino’s words, what are the “invisible reasons that make cities live”? And, crucially, how can cities be better than they are today? In investigating these questions, we will explore the spatial, economic, cultural, political, and social aspects of cities, including topics like industrialization, transportation technologies, social movements, gentrification, and environmental design. We will examine case studies drawn from both the Global North and South that will help us see how the ideas we explore are being worked out in actual practice in cities, and we will also explore the qualitative, quantitative, and spatial tools used for studying cities. Class sessions will involve a mix of (interactive) lectures, discussion, and exercises. Outside class, the primary work will be reading selected texts and writing responses. There will also be a midterm and a final exam.
Instructor(s): Evan Carver Terms Offered: Autumn
Equivalent Course(s): GEOG 21221, ENST 21220

PBPL 21310. Water: Economics, Policy and Society. 100 Units.
Water is inextricably linked to human society. While modern advances in technology and new economic and policy mechanisms have emerged to address water stressors from overconsumption, development pressures, land use changes and urbanization, challenges continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. In addition to water quality impairments, droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and duration under climate change. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Qualitative and quantitative approaches to examining how humans use and affect water will be considered, and a case study using visualizations of campus water data will be conducted by students in the course.
Instructor(s): Sabina Shaikh Terms Offered: Spring
Note(s): No prerequisites but the following courses are recommended prior to enrollment in ENST 21310: one economics course and ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020) ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020)
Equivalent Course(s): LLSO 21310, ECON 16510, ENST 21310, GLST 21310
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 prospects 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 Terms Offered: Autumn
Equivalent Course(s): ENST 21500

PBPL 21800. Economics and Environmental Policy. 100 Units.
This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.
Instructor(s): S. Shaikh Terms Offered: Autumn
Prerequisite(s): ECON 19800 or higher, or PBPL 20000
Equivalent Course(s): LLSO 26201, ECON 16520, ENST 21800

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: 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 23001. Organizational Theory in Public Policy. 100 Units.
In this course, we will draw on the tools of organizational theory in order to better understand organizational
dynamics in nonprofits, social service, and government organizations. We will pair organizational theory texts
with contemporary case studies and interviews with class guests in order to develop conclusions about how
change is created in organizations, how conflict impacts their success, and how they are impacted by the external
environment.
Instructor(s): Brophy, Sorcha Terms Offered: Winter
PBPL 23007. Clinical and Health Services Research: Methods and Applications. 100 Units.
This course will introduce the interdisciplinary field of clinically-oriented health services research with a focus
on policy-related implications. Through exposure to theoretical foundations, methodologies, and applications,
students without significant investigative experience will learn about the design and conduct of research
studies. We will cover the integration of research within the stages of translational medicine, and how science
conducted across the translational medicine spectrum informs policy through purveyors of clinical services
(e.g. physicians, hospitals), government, insurers, and professional societies. We will use the examples of
postmenopausal hormone replacement therapy and autologous bone marrow transplantation to illustrate pitfalls
in the progression from basic science research to clinical trials leading to diffusion in clinical medicine that can
complicate the creation of logical, evidence-based practice guidelines, reimbursement, and clinical practice.
Instructor(s): Greg Ruhnke Terms Offered: Spring
Equivalent Course(s): BIOS 29329, CCTS 43007, CCTS 21007, HLTH 21007
PBPL 23100. Environmental Law. 100 Units.
This course will examine the bases and assumptions that have driven the development of environmental law,
as well as the intersection of this body of law and foundational legal principles (including standing, liability, and
the Commerce Clause). Each form of lawmaking (statutes, regulations, and court decisions) will be examined,
with emphasis on reading and understanding primary sources such as court cases and the laws themselves. The
course also analyzes the judicial selection process in order to understand the importance of how the individuals
who decide cases that determine the shape of environmental law and regulations are chosen.
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
Prerequisite(s): ECON 20100 required; STAT 23400, ECON 21010, or ECON 21020 strongly recommended
Equivalent Course(s): ECON 28700
PBPL 23420. Introduction to Intergenerational Mobility. 100 Units.
The gap between top income percentiles and bottom income percentiles has increased in many countries,
including the US, over the last decades. Income distribution is placed back at the center of economics and has
become a prominent part of media and policy discussions. Empirical findings suggest that there exists a positive
correlation between inequality and immobility. To provide deeper insight in mechanisms underlying the latter
phenomenon the course covers theories of persistent inequality and intergenerational mobility. Students in
this course will learn about the fundamental theories of distributive justice, theory of measures of mobility and
persistence, empirical evidence on intergenerational mobility, theories of intergenerational mobility. Assignments
include regular class participation and several home assignments (in particular, students will be asked to choose
1 paper to master and to write an essay on it; there will be also offered sets of problems and practical questions).
Instructor(s): Aleksandra Lukina Terms Offered: Spring
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,
study 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 23600. Political Sociology. 100 Units.
This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology Ph.D. Prelim exam in political sociology.
Instructor(s): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in the social sciences
Equivalent Course(s): SOCI 30106, SOCI 20106, ENST 23500

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 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. We 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.
Note(s): Prize lecture for 17-18 AY.
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 23700, GEOG 33700

PBPL 24102. Environmental Politics. 100 Units.
Politics determines not only which particular faction holds power, but the parameters upon which contests for power are conducted. At present, the desirability of economic growth is the universal consensus principle that actors across the political spectrum and national borders agree upon despite their disagreement on the shape that this should take and the beneficiaries of it. This principle overrides any other consideration, including environmental protection and restoration, regardless of the political beliefs of the leader or party in question. This course undertakes a term-long discussion of how the assumptions and practices of politics, policy, and activism would be changed if the protection of the environment was the central organizing principle of the international system, with particular attention to theories that challenge conventional ways of organizing society, economics, and politics.
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 24100, GEOG 34100, SOSC 36001, SOSC 26001
PBPL 24520. Gender and Policy. 100 Units.
This course seeks to familiarize undergraduate students with historic and current policy in the US and in other developed countries concerning various aspects of women's lives at work and in the home. We will begin by discussing the reasons for the rise in female labor force participation between the 50s and the 80s. We will discuss the role of male deployment in WWII, the role of technological change in both fertility planning and in the invention of household appliances, and the role of changes in the demand for skilled labor. With this backdrop in mind, we will discuss the historic development of maternity leave policies in many European countries and evaluate the impact of these developments on female labor force participation. We will then turn to understanding the relative stagnation in female advancement in the past twenty-five years. The focus of this portion of the course will be to summarize recent trends in female labor force participation.
Instructor(s): Yana Gallen Terms Offered: Spring
Equivalent Course(s): GNSE 20109

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, SOCI 20285, GEOG 24600, GEOG 34600

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 24702. Political Anthropology. 100 Units.
This course introduces students to the anthropological study of politics and the political. Classes are seminar-style discussions with a mix of group discussions, mini-lectures, writing workshops, and in-class small group activities. In addition to reading major theoretical and empirical contributions to the field, students will also learn how to conduct meeting- and event-based ethnography and to compose ethnographic writing. Major assignments include conducting fieldwork, handing in periodic field notes journals, and a final paper assignment that weaves together field data with course readings. Authors include, but are not limited to the following: Abrams, Anderson, Aretxaga, Comaroff and Comaroff, Evans-Pritchard, Foucualt, Mbembé, McGovern, Mitchell, Mosse, Nelson, Povinelli, Rabinow, Ramirez, Scott, Sharma and Gupta, Silverstein, Taussig, Trouillot, and Weber.
Instructor(s): Erin McFee Terms Offered: Winter. Course offered Winter 2020
Equivalent Course(s): GLST 24701, ANTH 34701, ANTH 24701

PBPL 24751. The Business of Non-Profits and 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. This course satisfies the Public Policy practicum WINDOWS requirement.
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 24752. Impact investing: Using Impact Capital to Address Social Problems. 100 Units.
While modern-day impact investing (investing with the goal of generating both financial and positive social/environmental returns) has been around for fifty years, only in the last decade has this movement really caught on achieving mainstream levels of attention and awareness. Investors of all types are seeking to align their values with their investments and every day we see more examples of companies being held accountable (either by themselves or by their stakeholders) for the social and/or environmental externalities of their operations. Through a combination of readings, case studies, class discussion and projects, the course provides an introduction to and overview of the impact investing landscape, the range of investment opportunities across asset classes, and the opportunities and challenges for investors seeking meaningful impact investment vehicles. Students will learn the entire impact investment process from deal sourcing, financial and programmatic due diligence, to investment structuring to monitoring financial and social returns. Led by an experienced practitioner and supplemented by guest speakers, this course will provide both an intellectual and experiential understanding of double-bottom-line investing.
Instructor(s): Christa Velasquez Terms Offered: Spring
Prerequisite(s): PBPL 24751 The Business of Non-Profits and The Evolving Social Sector
Note(s): Registration only with instructor consent

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: Course was not offered 2019-2020
Equivalent Course(s): ENST 24756

PBPL 24776. International Environmental Policy. 100 Units.
Environmental issues have become a prominent part of the work of international organizations and their member nations. The international community has recognized the efficacy of multi-national agreements as a method for comprehensive solutions to problems that were once dealt with on a nation-by-nation basis. This course will address such topics as the Montreal Protocol, climate change agreements, and the Law of the Sea treaty, as well as the efforts being undertaken by some leading nations to address present-time environmental challenges.
Instructor(s): R. Lodato Terms Offered: Spring
Equivalent Course(s): ENST 24776

PBPL 24800. Urban Policy Analysis. 100 Units.
This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.
Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): SOCI 30120, GEOG 30120, SOCI 20120, GEOG 20120

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): SOCI 20251, LACS 24901
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 sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground." The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a "law in action" approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.
Terms Offered: TBD
Equivalent Course(s): HMRT 25003, SSAD 25003, LACS 25003, CRES 25003, SOCI 28079

PBPL 25004. Punishment and Social Theory. 100 Units.
How is the power to punish derived? How has the role of punishment been conceived? What do the practices of punishment produce? What do they tell us about ourselves? Are there alternatives? Taking up these questions, the course outlines major theories of punishment advanced by political philosophers, penologists and scholars who study the role of punishment in society, tracing the trajectory of our modern impulse to punish "wrong doers." We will interrogate the shifting terrain of crime control policy and attend to the ways that prison reformers, scholars, and activists have sought to bring about change. We examine the political economy, culture, and consequences of punishment through readings on the carceral state and conclude by raising new questions about punishment and its alternatives in the age of mass incarceration.
Terms Offered: TBD
Equivalent Course(s): SSAD 25004, HMRT 25004

PBPL 25005. Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement. 100 Units.
This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be analyzed to provide insights into the changing nature of work and workplace inequality for the majority of Americans -- who do not hold a four-year college degree. Although the course will consider ways to ready workers for good jobs in the economy, the emphasis will be on improving jobs themselves, through voluntary employer behavior, collective action, and public policy. The assignment for the course involves observing and/or interviewing workers in an occupation chosen by the student.
Instructor(s): Susan Lambert Terms Offered: TBD
Equivalent Course(s): LLSO 25005, SSAD 25005

PBPL 25006. How Things Get Done in Cities and Why. 100 Units.
Innovation. Prosperity. Democracy. Diversity. Cities long have been lauded as unique incubators of these social features. In contrast to the national level, the smaller scale and dense diversity of cities is thought to encourage the development of civic solutions that work for the many. But cities are inhabited by distinct groups of people with divergent interests and varied beliefs about how to address countless urban issues, such as creating jobs, delivering education, ensuring safe neighborhoods, promoting environmental sustainability, and taking care of the vulnerable. Many groups and organizations have an interest in the outcomes of these processes. Some take action to try to shape them to their own advantage, while others have few chances to make themselves heard. This course examines the social and political dynamics that undergird possible avenues for creating social change in cities, including interest representation, decision-making, and inclusion/exclusion. We will draw insights from multiple disciplines and explore a variety of substantive areas, such as housing, public safety, economic development, education, and the provision of social welfare. This course is part of the College Course Cluster program: Urban Design.
Terms Offered: TBD
Equivalent Course(s): ENST 25006, LLSO 21100, SOCI 20294, SSAD 21100
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): EDSO 25120, PSYC 25120, CHDV 25120

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): CHDV 25220, HMRT 25220, INRE 30600

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 25550. Economic Development And Policy. 100 Units.
This course focuses on the micro-economic fundamentals of economic development, by drawing on empirical evidence from developing economies and literature from fields of development economics and other academic fields.
Instructor(s): Miguel Santos Terms Offered: Spring

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 25695. Workplace and Family Policy. 100 Units.
The topics covered in the course will include: the demographic transition, human capital accumulation, gender wage and employment gaps, discrimination in the workplace, family leave and childcare policies, tax policies including subsidies like the Earned Income Tax Credit (EITC), and related welfare policies. We will draw on the theory of static and dynamic labor supply, theories of labor demand, and labor market equilibrium to guide its investigation, and use empirical tools to answer research questions. For each topic covered in this course, I will introduce an elementary treatment of the canonical theoretical model and give examples of its empirical application. In studying empirical applications, we will often draw on analysis from international experience.
Instructor(s): Y. Asai
Terms Offered: Spring
Equivalent Course(s): GNSE 25695

PBPL 25704. Environmental Justice in Chicago. 100 Units.
This course will examine the development of environmental justice theory and practice through social scientific and ethical literature about the subject. We will focus on environmental justice issues in Chicago including, but not limited to waste disposal, toxic air and water, the Chicago heat wave, and climate change. Particular attention will be paid to environmental racism and the often understudied role of religion in environmental justice theory and practice.
Instructor(s): Sarah Fredericks
Terms Offered: Autumn
Equivalent Course(s): RLST 25704, RETH 35704, KNOW 25704, ENST 25704

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. Fouirnaies
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 25834. Independence Movements. 100 Units.
This course will examine independence movements around the world. We will primarily focus on the politics of secession while also discussing its ethics, legality, economics, violence, and aftermath. Many different movements will be discussed including Scotland, Quebec, Northern Ireland, and South Sudan, although particular attention will be paid to Catalonia.
Instructor(s): Anthony Fowler
Terms Offered: Spring, Barcelona Pub Pol Program
Prerequisite(s): Admission to Barcelona Pub Pol 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 campusCATALYST (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: Autumn
Equivalent Course(s): SOCI 20255

PBPL 26003. Chicago by Design. 100 Units.
This course examines the theory and practice of urban design at the scale of block, street, and building-the pedestrian realm. Topics include walkability; the design of streets; architectural style and its effect on pedestrian experience; safety and security in relation to accessibility and social connection; concepts of urban fabric, repair, and placemaking; the regulation of urban form; and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as firsthand interaction with the urbanism of Chicago. This course is part of the College Course Cluster, Urban Design.
Instructor(s): E. Talen Terms Offered: Spring
Equivalent Course(s): ENST 26003, GEOG 24300, SOSC 26003

PBPL 26005. Cities by Design. 100 Units.
This course examines the theory and practice of city design-how, throughout history, people have sought to mold and shape cities in pre-determined ways. The form of the city is the result of myriad factors, but in this course we will hone in on the purposeful act of designing cities according to normative thinking-ideas about how cities ought to be. Using examples from all time periods and places around the globe, we will examine how cities are purposefully designed and what impact those designs have had. Where and when has city design been successful, and where has it resulted in more harm than good?
Instructor(s): Emily Talen Terms Offered: Autumn
Equivalent Course(s): ENST 26005, GEOG 26005, ARCH 26005

PBPL 26255. Environmental Justice Field Research Project I. 100 Units.
This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies to design an environmentally based 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 26255 and PBPL 26355 satisfy the Public Policy practicum Windows and Methods requirements.
Instructor(s): Lodato, R. Terms Offered: Autumn
Prerequisite(s): Students taking this course to meet the Public Policy practicum requirement must take both courses.
Equivalent Course(s): ENST 26255

PBPL 26302. Public Policy Practicum: Interview Project on Gun Violence. 100 Units.
This one-quarter practicum in qualitative methods aims to develop interview research skills, including instrument design, questioning, transcription, thematic analysis, and write-up, in the context of a mini-BA thesis trial run. The topic of this version of the practicum is gun violence in Chicago. Students will engage in weekly in-class interviews with informants with wide-ranging vantage points on gun violence as a social and policy problem including community members, scholars, and policy-makers. Meant to prepare Public Policy Studies students for the BA thesis process, each student, using the weekly in-class interviews conducted by students, and supplemented by interviews and observations of their own, will formulate a question related to gun violence and construct the component parts of their own research paper, which they will submit at the end of the quarter.
Instructor(s): Broughton, Chad Terms Offered: Spring
Prerequisite(s): Open only to Public Policy Studies majors.
Note(s): Can fulfill either the “Methods” or “Windows” major requirement. Recommended for third-year students.
PBPL 26303. Public Policy Practicum: Interview Project on Urban Education. 100 Units.
This one-quarter practicum in qualitative methods aims to develop interview research skills, including instrument design, questioning, transcription, thematic analysis, and write-up, in the context of a mini-BA thesis trial run. The topic of this version of the practicum is urban education. Students will engage in weekly in-class interviews with informants with wide-ranging vantage points on education as a social and policy issue including community members, scholars, and policy-makers. Meant to prepare Public Policy Studies students for the BA thesis process, each student, using the weekly in-class interviews conducted by students and supplemented by interviews and observations of their own, will formulate a question related to urban education and construct the component parts of their own research paper, which they will submit at the end of the quarter.
Instructor(s): Broughton, Chad Terms Offered: Spring
Note(s): Open only to Public Policy Studies majors. Can fulfill either the “Methods” or “Windows” major requirement. Recommended for third-year students.

PBPL 26355. Environmental Justice Field Research Project II. 100 Units.
This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies to design an environmentally based 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 26255 and PBPL 26355 satisfy the Public Policy practicum Windows and Methods requirements.
Instructor(s): Lodato, R. Terms Offered: Winter
Prerequisite(s): Students taking this course to meet the Public Policy practicum requirement must take both courses.
Equivalent Course(s): ENST 26355

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: Winter

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 “neo-extractivisms” 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): LACS 26416, ANTH 23093

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
Note(s): Not offered in 19-20
Equivalent Course(s): ENST 26433
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.
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): PPHA 32510, ECON 26530, ENST 26530

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.
Instructor(s): S. Shaikh Terms Offered: Spring
Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
Equivalent Course(s): ENST 26531, PPHA 32520, ECON 26540

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
Equivalent Course(s): HLTH 26690

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, EDSO 26700

PBPL 26830. Medical Ethics. 100 Units.
In this course we will tackle some of the complex ethical challenges faced in health care. We will discuss the broad philosophical frameworks used in health care settings to make decisions around hot-button issues like: abortion, organ donation, and withdrawing care at the end of life. We will also investigate how legal and cultural factors complicate decision-making around these topics. Class time will be divided between debates over real case studies, class guests, field trips to hospitals and ethics committees, and a mock policy forum, in which students will represent the perspectives of different interest groups in order to develop medical ethics policy.
Instructor(s): Brophy, S. Terms Offered: Summer

PBPL 26843. Public Policy and the Labor Market. 100 Units.
The field of labor economics explores how labor markets function. The course will cover 6 major themes in labor economics and their applications to public policy: (1) labor force participation (employment, unemployment, non-employment), (2) the wage structure (the earnings distribution, measuring inequality, superstar earnings, inter-generational mobility), (3) labor mobility (migration, immigration, job match, job turnover), (4) collective bargaining (unions), (5) incentive pay (piece rates, time rates, tournaments, efficiency wages), and (6) impacts of trade on employment and wages.
Instructor(s): Sloane, C. Terms Offered: Autumn
Prerequisite(s): PBPL 20000 or ECON 20000
PBPL 26886. Women and Labor Markets. 100 Units.
Workers differ on many dimensions. In this course, we will focus on one: gender. Students will develop a microeconomist's toolbox to consider six major themes related to women's labor: (1) Human capital-Understanding why and how people invest in themselves and how these investments have differed by gender over time. (2) Aggregate labor market- Understanding where wages come from. (3) Occupational choice-Thinking about why people sort into occupations and how occupational sorting by gender has varied over time. (4) Discrimination- Considering the effects of prejudice and discrimination on wages and productivity. (5) Family as an economic unit- Family formation/dissolution, time use, and fertility decisions. (6) Public policy-Considering the effects of public programs, regulations, taxes, and transfers on female labor force participation, family size, and family stability.
Instructor(s): Sloane, C. Terms Offered: Spring
Prerequisite(s): PBPL 20000 or ECON 20000

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

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 27101. Sustainable Urbanism in Context. 100 Units.
Sustainable urbanism presents a great range of challenges at conceptual, practical, and spatial levels. But solutions to these challenges are only meaningful insofar as they can be implemented at local scales and in a context-appropriate manner. This hands-on seminar-studio takes students into the heart of the Calumet, a region with complex environmental, industrial, and urban histories. Students will learn to assess the conditions of the built environment, to identify needs, and, working in concert with local stakeholders, to propose design solutions to help reinvigorate a sense of place and restore a fragmented landscape.
Instructor(s): Evan Carver Terms Offered: Spring
Prerequisite(s): Acceptance is based on enrollment in the Chicago Studies Quarter: Calumet in Spring 2020.
Equivalent Course(s): GEOG 27101, ENST 27101

PBPL 27103. Planning for Land and Life. 100 Units.
The collaborative plan to create a Calumet National Heritage Area that touches aspects of environmental conservation, economic development, cultural heritage, recreation, arts, and education will ground this course’s exploration of landscape history and landscape planning in the Calumet region. Students will investigate this planning process and its relationship to other local and regional plans. A strong focus of the course is on the opportunities and challenges this complex and richly textured industrial region faces in its transition to a more sustainable future.
Instructor(s): Mark Bouman Terms Offered: Spring
Equivalent Course(s): GEOG 27103, ARCH 27103, ENST 27103
PBPL 27125. Voices of Alterity and the Languages of Immigration. 100 Units.
This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?
Instructor(s): Angelina Ilieva Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.
Equivalent Course(s): HIST 27710, ENST 27125, ENGL 27125, REES 29025, CMLT 27125

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. This course is part of the College Course Cluster program: Urban Design.
Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn
Prerequisite(s): Third or fourth-year standing
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): GEOG 27155, ENST 27155, BPRO 27155

PBPL 27210. Where We Come From: Methods & Materials in the Study of Immigration. 100 Units.
This course provides an interactive survey of methodologies that engage the experiences of immigrants in Chicago. Exploring practices ranging from history to fiction, activism to memorialization, this course will introduce students to a variety of the ways that immigrants and scholars have approached the Second City.
Instructor(s): William Nickell Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.
Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.
Equivalent Course(s): ENST 27210, REES 24417, HIST 27712

PBPL 27307. Schools and Space: A Chicago History. 100 Units.
This course fuses urban and educational history into a two-century case study of Chicago. When the Chicago Public Schools closed fifty schoolhouses in 2013, many stressed the links between public education, uneven neighborhood investment, and racial segregation. But this episode was part of a longer regional history of how metropolitan development, labor markets, and anxieties over migration affected educational policy. The course stresses the relationship between educational policy and the politics of urban development, gender, and race. Schools were sites of gendered work, for the women who operated them and for the children who navigated the moral and vocational paths laid for their futures; meanwhile, the rise of racial ghettos had an enduring impacts on educational inequity and the shape of African American political life. Over the time span covered by the course, the United States became an indisputably “schooled” society, and Chicago was a leading indicator of national trends. Key historic episodes in American education-the rise of the modern high school, the birth of progressive education, the origins of teachers' unions, the Catholic encounter with race, the fragmentation of suburban school districts, the civil-rights critique of de facto school segregation, the pronounced “failure” of urban education, and the triumph of choice-and-accountability reforms, and the teacher-led resistance that followed-are especially well-illustrated by this course’s focus on Chicago.
Instructor(s): N. Kryczka Terms Offered: Winter
Note(s): This course combines lecture with discussions of primary sources and secondary literature each week, beginning with the one-room, log-stable schoolhouses of the antebellum Illinois prairie and ending with the nation's first charter-school teacher strikes in 2018. In addition to composing a research paper on a chosen school or school policy, students will take a field trip to local schoolhouses, reading the city's urban history through its educational architecture.
Equivalent Course(s): GNSE 27307, EDSO 27307, ARCH 27307, HIST 27307, AMER 27307
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.
Instructor(s): Alison Anastasio Terms Offered: Spring
Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter: Calumet program for Spring 2020. Equivalent Course(s): GEOG 27325, ENST 27325

PBPL 27330. Spaces of Hope: The City and Its Immigrants. 100 Units.
The city is the site where people of all origins and classes mingle, however reluctantly and agonistically, to produce a common if perpetually changing and transitory life.” (David Harvey) This course will use the urban studies lens to explore the complex history of immigration to Chicago, with close attention to communities of East European origin. Drawing on anthropological theory and ethnographic materials, we will study the ways in which the city and its new citizens transform one another.
Instructor(s): Nada Petkovic Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.
Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program. Equivalent Course(s): REES 21500, ENST 27330, HIST 27713

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: TBD

PBPL 27900. Global-Local Politics. 100 Units.
Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.
Instructor(s): T. Clark Terms Offered: Winter
Equivalent Course(s): HMRT 30116, GEOG 30116, GEOG 20116, SOCI 20116, HMRT 20116, LLSO 20116, SOCI 30116

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.
Instructor(s): Kavi Bhalla Terms Offered: Spring
Prerequisite(s): N/A
Equivalent Course(s): PBHS 31900, PBHS 27900

PBPL 27919. Research in School Improvement. 100 Units.
Research evidence and data play an increasingly important and complex role in efforts to reform underperforming school systems in the United States. Both education policy and practice increasingly rely on sophisticated understandings of a dynamic interplay of complex organizations, systems, and policymaking. This course introduces students to cutting edge models for using research and data public school reform efforts, including examples of randomized control trials, district-based research, research-practice partnerships, and quality improvement strategies. The course includes concrete illustrations of research that reshaped educational practice drawn from the UChicago Consortium on School Research.
Instructor(s): David Johnson Terms Offered: Winter. Offered 2020-21
Equivalent Course(s): EDSO 27919
PBPL 28029. Education Policy. 100 Units.
Which education policies work and which do not? How are these policies evaluated? The main goal of this course is to familiarize students with the methods and research frontier in the economics of education, with an emphasis on policies designed to improve students’ outcomes. We will explore and discuss a wide range of educational policy issues, including the returns to schooling, student incentives, teacher labor markets, school choice, accountability, school funding, and higher education. Throughout the course, we will pay close attention to the methods employed to evaluate the effects of education policies.
Instructor(s): Delgado, W Terms Offered: Spring
Note(s): PBPL 26400 recommended

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 care and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform.
Instructor(s): Meltzer, D Terms Offered: Spring
Equivalent Course(s): PPHA 28000, ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor

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

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: Spring
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: Spring
Prerequisite(s): PBPL 20000 or ECON 20000
Equivalent Course(s): LACS 28488

PBPL 28498. Women, Development and Politics. 100 Units.
This course will explore the dominant and emerging trends and debates in the field of women and international development. The major theoretical perspectives responding to global gender inequities will be explored alongside a wide range of themes impacting majority-world women, such as free market globalization, health and sexuality, race and representation, participatory development, human rights, the environment and participation in politics. Course lectures will integrate policy and practitioner accounts and perspectives to reflect the strong influence development practice has in shaping and informing the field. Course materials will also include anti-racist, postcolonial and post-development interruptions to dominant development discourse, specifically to challenge the underlying biases and assumptions of interventions that are predicated on transforming “them” into “us”. The material will also explore the challenges of women participating in politics and what are the consequences when they do or do not.
Instructor(s): Bautista, M. and Chishti, M. Terms Offered: Autumn
Equivalent Course(s): GNSE 28498

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 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: Spring
Prerequisite(s): PBPL 22200 or ECON 20100
Note(s): PQ: PBPL 22200 or ECON 20100

PBPL 28528. Household Finance: Theory and Applications. 100 Units.
This course will examine the choices households make about important financial decisions and how these individual choices can impact the aggregate economy. Each week, basic predictions from economic theory will be discussed and compared with empirical findings. Topics will include: asset market participation and household portfolio choice; human capital and student loans; housing and mortgages; retirement planning; credit card debt; payday loans; and the gig/sharing economy. Focus will also be placed on government policies affecting these topics, including so-called household financial engineering, the creation of Government Sponsored Enterprises (GSEs) like "Fannie" and "Freddie," and regulatory agencies like the Consumer Financial Protection Bureau (CFPB). The course will provide an introduction to structural modeling for conducting policy counterfactuals. Assessment will be based on problem sets, a midterm and a final. These problem sets will require students to work in R, Stata or other statistical package of the student’s choice (with permission of instructor).
Instructor(s): D. Koustas Terms Offered: Spring
Prerequisite(s): PBPL 20000 or ECON 20000 required; PBPL 22200 preferred.
Equivalent Course(s): ECON 13110

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 Generalization. 100 Units.
The pressure in many fields (notably medicine, health research, and education) for evidence-based results has increased the importance of the design and analysis of social investigations. This course will address 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 course 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. This course satisfies the Public Policy practicum METHODS requirement.
Instructor(s): C. O'Muircheartaigh Terms Offered: Winter

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: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 28600

PBPL 28633. Introduction to Program Evaluation. 100 Units.
This course will teach students how to answer public policy questions using regression analysis. We will discuss applications from the fields of education, health, job training, and others. Students will learn the statistical foundations of regression as well as its practical implementation using the R programming language. They will study the interpretation of regression results including causal inference through experimental as well as quasi-experimental designs. No previous programming experience is assumed. This course satisfies the Public Policy practicum METHODS requirement.
Instructor(s): Potash, E. Terms Offered: Winter
Prerequisite(s): PBPL 26400; third and fourth year standing
PBPL 28640. Mixed Methods Approaches to Policy Research. 100 Units.
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 qualitative, quantitative, and mixed methods studies. This course satisfies the Public Policy practicum METHODS requirement.
Instructor(s): A. Claessens Terms Offered: TBD

PBPL 28681. Applied Investments for Public Policy. 100 Units.
Central banks, Treasury departments, the IMF, and sovereign wealth funds use financial data and tools to inform their decisions. This class covers the main concepts of finance theory for stocks, bonds, and investment portfolios and applies them in the public policy context. Topics covered include the following: present value, real and nominal interest rates, optimal portfolio choice, Value-at-Risk and Growth-at-Risk, risk and return, the Capital Asset Pricing Model, performance evaluation, market efficiency, and return predictability.
Prerequisite(s): PBPL 24000, PBPL 26400, and Statistics 22000 or 23400 or higher

PBPL 28683. Introduction to Corporate Finance. 100 Units.
This course presents an introduction to the principles of corporate finance and its applications. These principles are critical to understanding the nature of how corporations and many government entities present their financial condition, finance themselves and manage their financial risks. We will examine corporate structure, evaluation of new projects, financial planning and governance. Perspectives will include those of the debt the shareholders and key management members, including the Chief Executive Officer, Chief Financial Officer and Treasurer. Additional material relating to the public policy issues that certain corporate decisions create will be considered. There will be problem sets, graded and ungraded, to support most areas.
Prerequisite(s): Schabes, D. Terms Offered: Winter

PBPL 28685. Fiscal and Monetary Policy in the 21st Century. 100 Units.
This course discusses public policy from macroeconomic perspective. We will examine how public policy effects the macroeconomy both in theory and in practice. The first part of the course studies household labor, savings, and consumption behavior in the face of various government policies and how these aggregate in the macroeconomy. In particular, we will pay special attention to (1) taxes, (2) transfer programs, and (3) social insurance programs including both their cyclical and long-run effects. We will then turn to the empirical analysis of social safety net programs, paying attention to cross-state and cross-country comparisons. We will conclude this section of the course by discussing the trade offs the government faces in providing social insurance, reducing inequality, and promoting efficiency. The second part of the course will study monetary policy, touching on money and banking. We will study several models of monetary policy and their public policy implications. We will conclude with a discussion of the U.S. Financial Crisis.
Instructor(s): Gallen, T. Terms Offered: Spring
Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 28728. Climate Change and Society: Human Impacts, Adaptation, and Policy Solutions. 100 Units.
Anthropogenic climate change is one of the most difficult challenges faced by modern society. A revolution in socioeconomic and environmental data, along with new and old insights from economics, can inform how we face this global challenge. During the course, our focus will be on the impacts of climate change upon society, and the necessity of solutions that deal with the global scope, local scales, and often unequal nature of the impacts. This interdisciplinary course covers the tools and insights from economic analysis, environmental science, and statistics that inform our understanding of climate change impacts, the design of mitigation and adaptation policies, and the implementation of these policies. Students will develop a mastery of key conceptual ideas from environmental economics relevant for climate change and acquire tools, both theoretical and empirical, for conducting analyses of climate impacts and policies. The latter part of the course will hone students' ability in applying these insights and tools through policy debates and presentations. The goal is to help students become informed and critically-minded practitioners of evidence-based, climate-informed policy making.
Prerequisite(s): PBPL 20000 or ECON 20000 or consent of instructor
Equivalent Course(s): ENST 28728

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: Winter

PBPL 28760. The Art of Political Persuasion: from Pericles’ Funeral Oration to Donald Trump’s Tweets. 100 Units.
What are the elements of persuasive political rhetoric in speeches, essays, op-eds, and tweets? This course will examine the theory and practice of effective political communication, beginning with foundational concepts of rhetoric in Aristotle and Cicero. We proceed to a close reading of masterpieces of oratory, including Pericles’s Funeral Oration, Plato’s Apology, Lincoln’s Gettysburg Address, McClung’s "Should Men Vote?", Churchill’s "Never Surrender," King’s "I Have a Dream," Mandela’s "I Am Prepared to Die," and Thatcher’s "Lady’s Not for Turning." Our attention then turns to the written word: Locke’s "Letter Concerning Tolerance," Zola’s "J’Accuse," and Havel’s "Power of the Powerless," along with more contemporary writers: Steinem, Hitchens, Noonan and others. Finally, we examine Donald Trump’s tweets and impromptu remarks. In addition to the study of the written word, students will be expected to write speeches and op-eds for delivery and publication.
Instructor(s): B. Stephens Terms Offered: Spring

PBPL 28765. The Politics of Authoritarian Regimes. 100 Units.
This course provides an overview of topics related to politics in authoritarian regimes. We begin by introducing the concept of authoritarianism: how it differs from democracy and how authoritarian regimes differ from each other. We then investigate the tools authoritarian rulers employ to maintain power, including institutions, policies, and tactics, and we examine the effects and side effects of these tools. Finally, we study transitions of power and of institutions, both on the way out of authoritarianism (democratization) and on the way in (democratic backsliding). Students who take this course will acquire a broad understanding of authoritarian politics and how it is covered in the literature.
Instructor(s): Scott Gehlbach; Zhaotian Luo Terms Offered: Winter
Prerequisite(s):
Note(s): Prior recommended coursework: one semester in Statistics (Stats 220 or equivalent) and current or prior training in game theory (PBPL 222, Social Science Inquiry core, or equivalent).
Equivalent Course(s): PLSC 28765

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: Autumn
Prerequisite(s): A microeconomics course and a statistics/econometrics course is required. This course is recommended for third and fourth-year students.
PBPL 28776. Political Development and Policy. 100 Units.
The study of the inter-relationship between politics and economics is a lively one. In 1755, when Adam Smith wrote: "Little else is required to carry a state to the highest degree of opulence from the lowest barbarism, but peace, easy taxes, and a tolerable administration of justice, all the rest being brought about the natural course of things." he might not expected even after 400 years we would be in search of such a state. Yet alone, we would still be trying to understand the economic consequences of the political decisions, and the political consequences of the economic decisions. This course provides students with a broad understanding of development economics and political economy. We will explore questions such as but not limited to: What is the effect of state capacity, especially in the areas of fiscal and legal capacity, on development? On the other hand, how socio-political factors such as ethnic fractionalization, polarization, gender discrimination affect economic outcomes? What are economic causes and consequences of political violence? What is development assistance? How should we analyze the effect of development assistance on the developing nations?"
Instructor(s): Emine Deniz Terms Offered: Spring

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): Klein, N. Terms Offered: Spring

PBPL 28791. Behavioral Science and Public Policy. 100 Units.
Many policies are aimed at influencing people's behavior. The most well-intentioned policies can fail, however, if they are not designed to be compatible with the way people actually think and make decisions. This course will draw from the fields of cognitive, social, and environmental psychology to (1) examine the ways in which human behavior deviates from the standard rational actor model typically assumed by economics, and (2) provide strategies for improving the design, implementation, and evaluation of public-facing policies. The basic premise of this course is that a foundational understanding of human behavior can lead not only to more effective policies, but enhanced decision-making and well-being.
Instructor(s): K. Wolske Terms Offered: Spring
Equivalent Course(s): PSYC 28791

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: Autumn
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 28829. Artificial Intelligence for Public Policy. 100 Units.
It is hard to name a sector that will not be dramatically affected by artificial intelligence (or machine learning).
There are many excellent courses that teach you the mechanics behind these innovations -- helping you develop
an engineering skill set. This course takes a different approach. It is aimed at people who want to deploy these
tools, either in business or policy, whether through start-ups or within a large organization. While this requires
some knowledge of how these tools work, that is only a small part of the equation, just as knowing how an
engine works is a small part of understanding how to drive. What is really needed is an understanding of
what these tools do well, and what they do badly. This course focuses on giving you a functional, rather than
mechanistic, understanding. By the end, you should be an expert at identifying ideal use-cases and thereby well-
placed to create new products, businesses and policies that use artificial intelligence.
Instructor(s): J. Ludwig Terms Offered: Winter
Prerequisite(s): Students should have some Statistics experience.
Equivalent Course(s): PPHA 38829

PBPL 28871. Constitutional Law. 100 Units.
This course is an introduction to American constitutional law. Topics include: the role of the judiciary and
other institutions in interpreting and applying the Constitution of the United States; theories of constitutional
interpretation; the practice and meaning of judicial review in a political democracy; structural and individual
rights approaches to constitutional limitations on government authority; and the public-private distinction in
constitutional law.
Instructor(s): D. Spencer Terms Offered: Spring
Prerequisite(s): Third or fourth year standing required

PBPL 28891. The Supreme Court and Public Policy. 100 Units.
Learning how courts interpret policy has become an important component of the policymaker’s toolkit. This
course aims to introduce students to how Constitutional interpretation touches upon pressing policy questions
of today. Students will engage with what courts expect to see from policymakers, while also learning how to read
cases from a lawyer’s perspective. Topics covered include federalism, LGBT rights, race and ethnicity, criminal
justice issues, voting rights, emoluments, and political questions and official immunity.
Instructor(s): D. Spencer Terms Offered: Spring
Prerequisite(s): Third or Fourth year standing required

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 widespread 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: May be offered in 2020-2021
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): ECON 24720, BPRO 28990
PBPL 28925. Health Impacts of Transportation Policies. 100 Units.
Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment, and social well-being. The impact on population health is substantial: Globally, road traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.
Terms Offered: Spring
Equivalent Course(s): HLTH 28925, ENST 28925, ARCH 28925

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.
Instructor(s): Klein, N. Terms Offered: Spring

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: Not offered in 2020-21
Prerequisite(s): Course limited to 3rd and 4th year students only.
Equivalent Course(s): HMRT 29050, LLSO 29050

PBPL 29070. Nuclear Policy. 100 Units.
While issues arising from technologies that have both military and civilian applications are not new, the nearly incomprehensible destruction from exploding nuclear weapons focuses the mind as few other dual-use technologies can. This course will examine the development of national policies and the international regimes on the uses of nuclear energy. We will review military doctrine and the plans for nuclear war-fighting as well as the effects on societies of developing and using nuclear weapons. We will review the history of international proliferation of nuclear technology and fissile material and examine efforts to curtail the spread of weapons. In the second part of the course, we will focus on the development of civilian nuclear power and on current policy to prevent accidents and dispose of nuclear waste materials. Political leaders often face policy dilemmas because nuclear technology and materials offer great benefit, as well as presenting great danger. We will explore these dilemmas throughout the course.
Instructor(s): Benedict, K Terms Offered: Winter
Equivalent Course(s): PPHA 33510
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 29507. The Politics of Healthcare Policy in the United States, 1900 - 2020. 100 Units.
In the modern history of United States social politics, there have been few issues as enduring, divisive, and consequential as that of healthcare policy. This seminar examines the political, economic, legal, and social origins of the modern U.S. system of healthcare financing and delivery. Our discussion and analysis will be organized around a series of key turning points in the history of U.S. healthcare politics, from the first push for “workingmen’s insurance” in the Progressive Era to the debate over Obamacare and “Medicare for All” since 2008. We will learn to view healthcare policy as contested terrain fought over by labor unions, insurance companies, physicians, think tanks, policymakers, grassroots activists, trade associations, and corporate employers. In the process, we will explore themes such as the rise of the modern corporation, public interest law, welfare capitalism and business conservatism, and the politics of race- and class-based healthcare inequality.
Instructor(s): Ben Zdenekovic Terms Offered: Spring. Not offered in 2020-21
Prerequisite(s): None
Equivalent Course(s): HIPS 27507, LLSO 29507, HIST 25319, HLTH 29507

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. 100 Units.
In Autumn Quarter students learn about sources, methods of research, and the treatment of evidence. In Winter Quarter students continue to work with their preceptor and peers in conducting their research and revising their written work in a workshop or writing group format.
Instructor(s): Staff Terms Offered: Autumn Winter
Prerequisite(s): Open only to fourth-year Public Policy majors.
Note(s): PBPL 29800 is offered in both autumn and winter quarters; course sections of PBPL 29800 and PBPL 29801 meet together. Students are required to take one quarter of each course, in any order, to satisfy the Public Policy BA Seminar requirement. 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. The College Reading and Research Course Form is required.