PROGRAM OF STUDY

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

The Public Policy Studies major strives to put analysis before advocacy, stressing that compelling policy analysis is a central component of effective advocacy. We aim to be open and helpful to students of all political persuasions and challenge students to rethink clichéd responses to policy problems. The program of study for the BA degree in Public Policy Studies is designed to introduce students to policy analysis and implementation, equip them to use quantitative and economic 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 Capstone preparation course, and a successful Capstone thesis or project: 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.

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>Description</th>
<th>Credits</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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<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 harris.uchicago.edu/academics/undergraduate/overview/practicum. Students can also petition to fulfill their Methods or their Windows requirement with an appropriate course that is not listed.

Some approved Methods courses:
Some approved Windows courses:

PBPL 23300 Justice, Equity, and Opportunity: Shifting Approaches to Criminal Justice Reform 100
PBPL 24751 The Business of Non-Profits and The Evolving Social Sector 100
PBPL 24752 Impact investing: Using Impact Capital to Address Social Problems 100
PBPL 24901 Trade, Development and Poverty in Mexico (Windows Option) 100
PBPL 26260 Environmental Justice in Principle and Practice 100
PBPL 26302 Public Policy Practicum: Interview Project on Gun Violence 100
PBPL 28502 Policing in America: Black, White and Blue 100
CHDV 20305 Inequality in Urban Spaces 100
ENST 27155 Urban Design with Nature 100
ENST 27221 Sustainable Urbanism 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 must be related with respect to a policy sub-field, such as Urban Policy, Human Rights, or Environmental Policy. Specialization courses can be drawn from any academic department, but at least one of the three courses must be listed within Public Policy Studies. Proposed areas of specialization can be pre-approved before some or all of the constituent courses have been taken. Please see the Public Policy Studies website for examples of recommended specializations: harris.uchicago.edu/academics/undergraduate/overview/specialization (https://harris.uchicago.edu/academics/undergraduate/overview/specialization/).

The Capstone Requirement

All Public Policy Studies majors must complete the Capstone requirement. There are two ways to complete this requirement: the BA Thesis Seminar PBPL 29800 (http://collegecatalog.uchicago.edu/search/?P=PBPL%2029800) and the BA Project Seminar PBPL 29500 (http://collegecatalog.uchicago.edu/search/?P=PBPL%2029500). Each seminar requires students to complete a writing project that showcases the skills they acquire throughout their studies in the major. The BA Thesis Seminar (PBPL 29800) guides students in conducting original, independent research (e.g., developing methodological skills, collecting and analyzing data) as part of a year-long project that culminates in a BA thesis. The BA Project Seminar (PBPL 29500) is a one-quarter course that focuses on critical policy-relevant writing, resulting in a project that highlights student analysis of vital public policy problems. More information about the ways of completing the Capstone requirement can be found at https://harris.uchicago.edu/academics/undergraduate/capstone (https://harris.uchicago.edu/academics/undergraduate/overview/thesis/).

Email List

Students majoring in Public Policy Studies should subscribe to our e-mail list, which disseminates announcements concerning courses, internships, fellowships, and other information connected with the major. You can subscribe automatically at publicpolicy-ugrad@lists.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
GRADING
All courses counting toward the public policy major must be taken for quality grades.

HONORS
Only students who complete the BA Thesis Seminar (PBPL 29800) and have an overall GPA of 3.4 or higher are eligible for honors within the Public Policy Studies major. Qualifying students are recommended for honors if their BA papers are judged to be of superior quality. For additional information about honors, please visit harris.uchicago.edu/academics/undergraduate/overview/thesis

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

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 20115. Women, Peace and Security. 100 Units.
This course focuses on critical feminist theorizing and scholarship on militarization, war and masculinities, and on feminist articulations of peace and (demilitarized) security. Students will learn about the transnational feminist research, policy and advocacy network known as the Women, Peace and Security (WPS) agenda, and the important inroads this network has made in establishing international and national policies in the fields of gender, conflict, peace and development. The course highlights the background, history and policy significance of the historic Security Council Resolution 1325 on Women, Peace and Security, as well as subsequent and related UN resolutions. Students will also learn about alternative feminist approaches and visions for international peace and security, through powerful case study examples of feminist activism, solidarity and diplomacy.
Instructor(s): Maliha Chishti Terms Offered: Winter
Note(s): PBPL 28498 Women, Development and Politics (recommended)
Equivalent Course(s): GNSE 20115

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. In this course we examine how the development in and of cities - in the US and around the world - can be sustainable, especially given predictions of a future characterized by increasing environmental and social volatility. We begin by critiquing definitions of sustainability. The fundamental orientation of the course will be understanding cities as complex socio-natural systems, and so we will look at approaches to sustainability grouped around several of the most important
component systems: climate, energy, transportation, and water. With the understanding that sustainability has no meaning if it excludes human life, perspectives from both the social sciences and humanities are woven throughout: stewardship and environmental ethics are as important as technological solutions and policy measures.

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): GLST 20150, ARCH 20170, ENST 20150

PBPL 21017. 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 respond to the coronavirus/COVID-19 crisis, return to a vibrant post-pandemic life, and prepare for the pandemics of the future.
Instructor(s): Evan Carver Terms Offered: Autumn Spring
Equivalent Course(s): ARCH 20170, GEOG 20170, ENST 20170, HLTH 20170

PBPL 21011. Clinical Research Design and Interpretation of Health Data. 100 Units.
This course will introduce the interdisciplinary field of clinically oriented health services research with a focus on the interpretation of health-related metrics and policy-related applications. We will examine how translational medical science informs healthcare providers, payers, and professional societies. COVID-19 and postmenopausal hormone replacement therapy will illustrate the challenges of data interpretation, translation of research findings into clinical medicine, and the adoption of evidence-based guidelines. Using a highly interactive approach, students will gain experience in selection of research study designs, measurement of health status, risk adjustment, causal inference, and understanding the placebo effect. We will discuss how clinicians, administrators, and public reporting entities judge and use information derived from investigations. The COVID-19 pandemic will demonstrate the challenges that varied clinical presentations, diagnostic accuracy, and case definition (identification of diseased patients) create in the formulation of health statistics (e.g., case-fatality rates and disease attribution of mortality). We will also discuss methods of defining study populations for both clinical research and public health reporting.
Instructor(s): Gregory Ruhnke Terms Offered: Spring
Equivalent Course(s): BIOS 29331, HLTH 21011, CCTS 41011, CCTS 21011

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, with particular applications to Chicago and the Great Lakes region.
Instructor(s): Sabina Shaikh Terms Offered: Spring
Prerequisite(s): One economics course (ECON 19800, PBPL 20000, ENST 21800 or equivalent)
Note(s): The following courses are recommended prior to enrollment in ENST 21310: ENST/MENG 20300: The Science, History, Policy, and Future of Water
Equivalent Course(s): ECON 16510, LLSO 21310, ENST 21310, GLST 21310, CHST 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
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. In addition to the lectures, there will be a weekly discussion section with the TA, the exact time of which will be determined during Week 1 of the quarter. Instructor(s): Chad Broughton, TBD Terms Offered: Autumn Spring Winter Prerequisite(s): Second-year standing is recommended; attendance on the first day of class is required or registration is dropped. Note(s): PBPL 22100-22200-22300 may be taken in any order.

PBPL 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): CCTS 21007, HLTH 21007, CCTS 43007, BIOS 29329

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): Ray Lodato Terms Offered: Winter Prerequisite(s): 3rd or 4th year standing, or consent of instructor Equivalent Course(s): LLSO 23100, ENST 23100

PBPL 23200. The Economics of Crime. 100 Units.
This course uses theoretical and empirical economic tools to analyze a wide range of issues related to criminal behavior. Topics include the police, prisons, gang behavior, guns, drugs, capital punishment, labor markets and the macroeconomy, and income inequality. We emphasize the analysis of the optimal role for public policy. Instructor(s): S. Levitt Terms Offered: Spring Prerequisite(s): ECON 20100/20110; STAT 23400, ECON 21010, or ECON 21020 strongly recommended Equivalent Course(s): ECON 28700

PBPL 23300. Justice, Equity, and Opportunity: Shifting Approaches to Criminal Justice Reform. 100 Units.
The events revolving the death of George Floyd have proliferated the discourse about the criminal justice system in the United States, including the role of police and incarceration. Historically, this public discourse has been dominated mostly by media and political advocacy, with the balance of evidence-based policy solutions...
and political acumen receiving relatively short shrift. In this practicum, students will be trained to approach these issues from the perspective of a senior criminal justice policymaker in government who has practiced multiple theories of change, from community organizing to litigation. In turn, we will develop criminal justice policy intelligence and knowledge on the history, core themes, debates, and concepts, such as the movement to defund the police, abolish the cash bail system, and decriminalize drugs. The discussions will allow students to interrogate the extent to which efforts have been successful, imagine new strategies in the future, and learn from additional visiting guests, including politicians, community organizers, academics, artists, and formerly incarcerated individuals. We will exit with a sophisticated understanding of the skills and tools necessary to handle criminal justice policy problems raising complex legal, political and social questions.

Instructor(s): Rallins, Quinn Terms Offered: Winter

Note(s): In addition to a seminar component examining criminal justice policy, students engage in a hands-on policy project involving identifying and defining key criminal issues, conducting primary and secondary research, analyzing research findings and making policy recommendations to a client in the criminal justice policy arena.

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
Prerequisite(s): PBPL 20000 and 22200
Equivalent Course(s): ECON 14010

PBPL 23550. Urban Ecology and the Nature of Cities. 100 Units.
Urban ecology is an interdisciplinary field derived from the academic discipline of ecology. How well does classical ecological theory, typically formed from reductionist views of nature without humans, describe and predict patterns in human-dominated landscapes? Students will learn fundamental concepts in ecological theory, examine how these concepts apply to urban systems, and explore the paradigms of ecology in, of, and for cities. Readings and discussions will focus on classical research papers from the ecological literature, history of modern ecology, and contemporary approaches to studying biotic systems in cities.

Instructor(s): Alison Anastasio Terms Offered: Winter. Not offered Winter 2021
Note(s): Not offered Winter 2021
Equivalent Course(s): ENST 23550

PBPL 23606. Political Culture, Social Capital, and The Arts. 100 Units.
Many analysts like Robert Putnam hold that bowling alone signals a decline in social capital, with major consequences for trust and legitimacy of the political system. But new work finds that certain arts and cultural activities are rising, especially among the young, in many countries. This course reviews core related concepts—political culture, social capital, legitimacy—and how they change with these new developments. We lay out new concepts and related methods, such as a grammar of scenes, measured for 40,000+ U.S. zip codes. Scenes, nightlife, design, the internet, and entertainment emerge as critical drivers of the post-industrial/knowledge society. Older primordial conflicts over class, race, and gender are transformed with these new issues, which spark new social movements and political tensions. The course has two halves: first to read and discuss major works and complete a mid-term exam, second to continue as a seminar where the main requirement is writing a paper.

Instructor(s): Alison Anastasio Terms Offered: Winter. Not offered Winter 2021

Equivalent Course(s): ENST 23550

PBPL 23700. Geographical Issues in Housing and Community Development. 100 Units.
This course is part of the College Course Cluster, Urban Design.
Instructor(s): M. Conzen Terms Offered: Spring. This course offered in even years.
Prerequisite(s): Open to Chicago Studies Program students.
Equivalent Course(s): GEOG 33700, ENST 23777

PBPL 24102. Environmental Politics. 100 Units.
Politics determines not only what particular faction holds power, but the parameters upon which contests for power are conducted. Competing political factions may diverge in the details of the policies they favor, but may agree on a central organizing principle upon which their policy differences are contested. This course acknowledges that such principles exist and structure politics, economics, and social arrangements, but also challenges the notion that these are immutable, and argues that other principles could be substituted which would drastically change these arrangements. The course introduces students to alternative theories of economics, politics, and environmental policy that challenge mainstream notions of what is acceptable under the current structural and institutional constraints, including how the retreat to notions of realism and practicality place limits on changes necessary to preserve and protect the natural environment.
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): SOSC 36001, GEOG 34100, GEOG 24100, SOSC 26001

PBPL 24202. Chicago Politics. 100 Units.
This course is part of the Spring 2021 Chicago Studies bundle, that will permit students to collaborate with historian and political scientist John Mark Hansen (author of The City in a Garden: A History of Hyde Park and Kenwood) in ongoing research into the history and politics of Chicago’s 10th Ward (Southeast Chicago). Meeting schedule and individualized projects will be decided in collaboration with enrollees’ specific schedules and interests.
Instructor(s): John Mark Hansen Terms Offered: Spring
Equivalent Course(s): PLSC 24202, CHST 24202

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, ECON 14530

PBPL 24599. Historical and Contemporary Issues in US Racial Health Inequality. 100 Units.
This course explores persistent health inequality in the U.S. from the 1900s to the present day. The focus will be on racial gaps in urban health inequality with some discussion of rural communities. Readings will largely cover the research on Black and White gaps in health inequality, with the understanding that most of the issues discussed extend to health inequalities across many racial and ethnic groups. Readings cover the broad range of social determinants of health (socioeconomic status, education, access to health care, homelessness) and how these social determinants are rooted in longstanding legacies of American inequality. A major component of class assignments will be identifying emerging research and innovative policies and programs that point to promising pathways to eliminating health disparities.
Instructor(s): M. Keels Terms Offered: Autumn
Prerequisite(s): Only students with 2nd year standing or above.
Note(s): Fulfills grad requirement (4) and undergrad major requirement (4).
Equivalent Course(s): CHDV 44599, CHDV 24599, HLTH 24599, CHST 24599, CRES 24599

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.
How environmental issues and challenges in the United States are addressed is subject to abrupt changes and reversals caused by extreme partisanship and the heightened significance of the issues for the health of the planet.
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
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.

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

Equivalent Course(s): CHST 24751

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: Winter

Prerequisite(s): Recommended prior coursework: 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. However, the resolution to issues and concerns shared in common by the nations of the world often faces obstacles based on access to wealth and resources, political and military power, and the demands of international economic institutions. While multinational agreements have been achieved and successfully implemented, resolutions to issues such as climate change have been harder to achieve. The course will look at the origins of international cooperation on environmental issues, several case studies of issues upon which the international community has attempted to bring about cooperative solutions (climate change, the ozone hole, climate refugees, etc.), and the work that regional associations of nations have done to jointly address shared environmental challenges. In addition, speakers from various consulates have addressed the class to discuss environmental policymaking in their countries.

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

Equivalent Course(s): ENST 24776
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): HMR 25003, LACS 25003, SOCI 28079, CRES 25003, SSAD 25003

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, HMR 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): LLSO 21100, ENST 25006, SOCI 20294, SSAD 21100

PBPL 25012. Undergraduate research seminar: Chicago Urban Morphology. 100 Units.
This seminar is open to Seniors and Juniors, particularly for but not necessarily limited to those in the fields of geography, environmental science, and urban studies. It is designed for students to undertake original research on a topic of their own choosing within the broad scope of Chicago's built environment. Following a brief reading course in the theoretical literature of urban morphology, each student will identify and select a topic of interest to research using Chicago sources, with the objective of a formal written research paper. Discussions will center around formulating research questions, theoretical underpinnings, suitable methodology, modes of writing, appropriate presentation of evidence, and effective illustration. Sessions will combine open discussion with a rotating series of periodic individual progress reports to the group, reflecting an interesting diversity of topics and mutual support in gaining experience in the research process.
Instructor(s): Michael Conzen Terms Offered: Winter
Note(s): Restricted to 3rd and 4th years This course counts towards the ENST 4th year Capstone requirement.
Equivalent Course(s): SOCI 20552, ENST 25012, ARCH 25012, GEOG 25012, CHST 25012
PBPL 25216. The American Presidency. 100 Units.
This course examines the institution of the American presidency. It surveys the foundations of presidential power, both as the Founders conceived it, and as it is practiced in the modern era. This course also traces the historical development of the institutional presidency, the president’s relationships with Congress and the courts, the influence presidents wield in domestic and foreign policymaking, and the ways in which presidents make decisions in a system of separated powers.
Instructor(s): W. Howell Terms Offered: Spring
Equivalent Course(s): LLSO 25215, PLSC 25215, AMER 25215

PBPL 25220. Constructing a Society of Human Rights: A Psychological Framework. 100 Units.
This course is designed to discuss the ways that cultural and social psychology contribute to understandings about human rights conceptually, and how human rights issues emerge from social dynamics. Over the course of the quarter, students will learn about theories on intergroup conflict and prejudice, how an individual’s beliefs emerge from social contexts and shape their relationships with others, how obedience to authority is created and abused, and how social positioning and narratives influence conceptions of self and other. We will also discuss the relevance and impact of psychological study and data on human rights issues.
Equivalent Course(s): HMRT 25220, CHDV 25220, INRE 30600

PBPL 25301. Religion and AIDS. 100 Units.
The AIDS crisis was not an epoch that we survived. It is a battle that we are still fighting…when Americans talk about AIDS they are rarely just talking about a scientific problem or a pharmaceutical solution. They are instead offering a sociology of suffering and a plan for spiritual warfare.” - Kathryn Lofton Is it possible to understand current debates over public health or the role of religion in the public sphere without first examining religious responses to the AIDS crisis? This course focuses on the emergence of the AIDS epidemic during the peak of the American culture wars. As such, students will analyze the fraught intersection of political power structures, medical epistemologies, and religious views on bodies, sex, and public morality. Through a varied catalog of disciplinary frameworks, e.g., history, theology, medical ethics, sociology of religion, and history of medicine, students will weigh the agony of Lofton’s claim that for Americans, AIDS is more than just a disease. Thus, we will scrutinize moral rhetoric surrounding contraception and its public availability. We will discuss the extent to which religious philanthropy, especially on the international stage, reshaped approaches to global health. Finally, we will revisit the role of religious communities in providing both care for the sick and theological responses to suffering. Prior knowledge of religious studies and/or medical history is not required for the course.
Instructor(s): Mark M. Lambert Terms Offered: Autumn
Equivalent Course(s): HLTH 26301, HIPS 26301, CCTS 21014, RLST 26301

PBPL 25304. Religion and Abortion in the United States. 100 Units.
In American public discourse, it is common to hear abortion referred to as a "religious issue." But is abortion a religious issue? If so, in what ways, to whom, and since when? In this course we will answer these questions by tracing the relationship between religion and abortion in American history. We will examine the kinds of claims religious groups have made about abortion; how religion has shaped the development of medical, legal, economic, and cultural perspectives on the topic; how debates over abortion have led to the rise of a certain kind of religious politics in the United States; and how issues of race, class, gender, sexuality, and the body are implicated in this conversation. Although the course will cover a range of time periods, religious traditions, and types of data (abortion records from Puritan New England, enslaved people’s use of root medicine to induce miscarriage, and Jewish considerations of the personhood of the fetus, among others), we will give particular attention to the significance of Christianity in legal and political debates about abortion in the twentieth and twenty-first centuries. There are no prerequisites for this course and no background in Religious Studies is required. However, this course may be particularly well-suited to students interested in thinking about how their areas of study (accuracy in social sciences, religion and sexuality, race and ethnicity, political science) converge with religion and Religious Studies.
Instructor(s): Emily D. Crews Terms Offered: Autumn
Equivalent Course(s): CCTS 21015, RLST 26304, HLTH 26304, HIPS 26304

PBPL 25424. GIS and Human Ecologies. 100 Units.
Floods, wildfires, deforestation, urban sprawl, agricultural expansion: environmental processes like these have dramatic effects unequally distributed across space. As such, interrogating the social consequences of these processes demands spatial thinking. This course introduces students to how researchers in the social sciences use Geographic Information Systems (GIS) to analyze interactions between humans and the environment. In this class we will critically examine GIS as a way of knowing and representing interactions between humans and the natural world: What are the advantages and limits of spatial data sets? How does using GIS structure the questions researchers ask? How does it make possible new questions? What are the limits of a GIS analysis? In this course, students with an existing foundation in GIS will develop the investigative skills to use ArcGIS software to answer complex research questions. Through in-class exercises and course readings students will learn to move beyond using GIS to represent data and instead treat it as a tool for evaluating social science research questions. Over the course of the quarter, students will build on assignments to develop their own analytical research project from start to finish, beginning with data procurement and concluding with a final presentation of results.
Instructor(s): Sandy Hunter Terms Offered: Winter
PBPL 25550. Economic Development and Policy. 100 Units.
The history, current pattern, and causes of the distribution of the wealth of nations remains one of the most fascinating and fundamental of all questions in economics and policy. This course will attempt to give an overview of economic growth and development, focusing on real-world data, by looking at the empirical and theoretical research that has been used to understand them and subsequently form the basis of development policies. The course is divided into three major sections: measuring and modeling growth and development, human capital, and markets. Throughout the quarter, we’ll explore sets of “development facts” - the way that the world currently appears to us as policy-makers - by looking at contemporary data. For each topic, we will discuss contemporary methodology and debates in development policy.
Instructor(s): Menendez, A; Tobon, S Terms Offered: Autumn Winter
Equivalent Course(s): PPFA 35550

PBPL 25563. Does American Democracy Need Religion? 100 Units.
In the United States, we find ourselves living as part of a democracy. But that simple fact doesn’t necessarily make us fans of democracy by default. In fact, it leaves many questions unanswered: Is democracy a good thing? If so, why and on what grounds? Why should you or I value democracy and its ideals (e.g., equality, liberty, fraternity)? If we do, what (if anything) grounds our devotion to this shared political tradition? And does, can, or should religion have a role to play? In this course, we will explore American democracy as a normative tradition and its relationship to various religious traditions in American society. Through examining key interpreters of American democracy such as Danielle Allen, Abraham Lincoln, Martin Luther King, Jr., Cornel West, Joshua Abraham Heschel, and Amanda Gorman, we will approach the question of how religion and democracy relate to one another. We’ll investigate the relative independence of democracy and religion, focusing on philosophers and poets who emphasize American democracy as tradition in its own right. We will also consider “Civil Religion in America,” through the work of sociologists and historians who suggest the dependence of the democratic on religion or something like it. Finally, we’ll question the relative interdependence of American democracy and religious traditions by turning to claims of influential religious and political leaders and activists. No prerequisite knowledge required.
Instructor(s): Derek Buyan Terms Offered: Spring
Equivalent Course(s): AMER 25563, CRES 25563, RLST 25563

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 UC Chicago 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 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 as well as primary source accounts of environmental injustices. 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. Throughout the course we will explore how normative commitments are expressed in different types of literature as well as the basis for normative judgments and the types of authorities authors utilize and claim as they consider environmental justice.
Instructor(s): Sarah Fredericks Terms Offered: Winter
Note(s): Graduate students need permission to enroll and will have additional requirements.
Equivalent Course(s): RLST 25704, CRES 25704, KNOW 25704, AMER 25704, CHST 25704, ENST 25704

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 25910. The Health of American Democracy. 100 Units.
We often hear that American democracy is broken. The voters are uninformed, irrational, polarized, and hyper-partisan. The elected officials are likewise partisan, polarized, and corrupt. Bad actors rig the system and subvert the will of the public. Media outlets are biased and misinformation abounds on social media. In this class, we’ll
investigate each of these claims and discuss their implications for the health of democracy in the modern U.S.
There are no explicit prerequisites, but experience with quantitative and mathematical reasoning is strongly recommended.
Instructor(s): Anthony Fowler Terms Offered: Winter
Equivalent Course(s): PLSC 25911

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 examine 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): Emily Talen Terms Offered: Spring. Not offered in Spring 2021
Equivalent Course(s): SOSC 26003, ENST 26003, GEOG 24300

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-ideast 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): GEOG 26005, ARCH 26005, ENST 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 analyses, 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 26260. Environmental Justice in Principle and Practice. 100 Units.
This course will investigate the foundational texts on environmental justice as well as case studies, both in and out of Chicago. Students will consider issues across a wide spectrum of concerns, including toxics, lead in water, waste management, and access to greenspaces, particularly in urban areas. These topics will be taught in accompaniment with a broader understanding of how social change occurs, what barriers exist to producing just outcomes, and what practices have worked to overcome obstacles in the past. The class will welcome speakers from a variety of backgrounds to address their work on these topics, and the class will design a research project that will be executed in Spring on a topic related to environmental justice in Chicago.
Instructor(s): Ray Lodato Terms Offered: Autumn
Note(s): This course will cover the same content as ENST 26255.
Equivalent Course(s): ENST 26260

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 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, CHST 26355

PBPL 26366. Planning for Land and Life in the Calumet. 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
Note(s): This course is part of the Chicago Studies Quarter: Calumet but may be taken as a standalone class. Students interested in enrolling in all three Calumet Quarter classes should contact cskrable@uchicago.edu. For more information on the Calumet quarter, visit chicagostudies.uchicago.edu/calumet. This course is presented in partnership with the Field Museum’s Keller Science Action Center, and will include mandatory Friday field excursions on 4/1, 4/8, 4/29, 5/6, 5/13, 5/20, and 5/27.
Equivalent Course(s): CHST 26366, ENST 26366

PBPL 26383. Mapping Global Chicago Research Lab: Health and Well-being among the Tibetan Diaspora in Chicago. 100 Units.
Mapping Global Chicago is a collaborative, interdisciplinary undergraduate research initiative investigating the idea of the "global city." This year, we will investigate the changing attitudes towards medical practice and care among members of the Tibetan diaspora community here in Chicago. We will consider how both long-term shifts and more recent events such as of the COVID-19 pandemic have affected Tibetan Chicagoans’ approach to Western and traditional Tibetan medicine and the practice of religion as it relates to well-being. Students from across disciplines are encouraged to participate in this lab. The lab has been student-designed and will take shape according to diverse student interests and skill sets, including but not limited to ethnographic fieldwork, interviews, surveys, GIS, and data science. Working collaboratively, students will produce public scholarship to be featured on the Mapping Global Chicago website (https://mappingglobalchicago.rcc.uchicago.edu/)

Instructor(s): Callie Maidhof Terms Offered: Spring. Consent required; students must complete an online application at https://globalstudies.uchicago.edu/mapping-global-chicago
Prerequisite(s): Consent required; students must complete an online application at https://globalstudies.uchicago.edu/mapping-global-chicago
Note(s): Please note that participation in the lab is by instructor consent only. This course may be repeated for credit. To join the class, please contact Prof. Callie Maidhof (cmaidhof@uchicago.edu) and fill out the brief form available at https://globalstudies.uchicago.edu/mapping-global-chicago
Equivalent Course(s): CHST 26383, GLST 26383

PBPL 26400. Quantitative Methods in Public Policy. 100 Units.
This class will provide an introduction to quantitative analysis in public policy. Much of the class is devoted to learning about the effects of policies and answering empirical, policy-relevant questions from observational data. In doing so, the course provides an introduction to critical and quantitative thinking in general. Students will be introduced to the basic toolkit of policy analysis, which includes sampling, hypothesis testing, Bayesian inference, regression, experiments, instrumental variables, differences in differences, and regression discontinuity. Students will also learn how to use a statistical software program to organize and analyze data. More importantly, students will learn the principles of critical thinking essential for careful and credible policy analysis.

Instructor(s): Anthony Fowler Terms Offered: Winter

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: Autumn
Prerequisite(s): ECON 21020 or ECON 21030
Equivalent Course(s): ECMA 36700, EDSO 26700

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.
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): ECON 27000

PBPL 27156. Urban Design with Nature. 100 Units.
This course will use the Chicago region as the setting to evaluate the social, environmental, and economic effects of alternative forms of human settlement. Students will examine the history, theory and practice of designing cities in sustainable ways - i.e., human settlements that are socially just, economically viable, and environmentally sound. Students will explore the literature on sustainable urban design from a variety of perspectives, and then focus on how sustainability theories play out in the Chicago region. How can Chicago's neighborhoods be designed to promote environmental, social, and economic sustainability goals? This course is part of the College Course Cluster program: Urban Design.
Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Spring
Note(s): Restricted to 3rd and 4th year students
Equivalent Course(s): CHST 27155, ENST 27155, GEOG 27155, BPRO 27155

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 impact 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): CHST 27307, EDSD 27307, AMER 27307, ARCH 27307, GNSE 27307, HIST 27307

PBPL 27325. Urban Ecology in the Calumet Region. 100 Units.
This course will give students a foundation in the local ecology of the Calumet region. Students will use local research and habitats to understand fundamental concepts in ecology and explore some of these habitats during field trips with scientists and practitioners. As a class, we will examine the extent to which these fundamental ecological concepts are applicable in the urban ecology of the Calumet, and the role humans have had in modifying local habitats, as well as restoring natural and managing novel ecosystems. In 2022, the course focus will be on wetlands: their function ecologically, and their past, present, and future in the region. Ecological concepts are applicable in the urban ecology of the Calumet, and the role humans have had in modifying local habitats, as well as restoring natural and managing novel ecosystems. In 2022, the course focus will be on wetlands: their function ecologically, and their past, present, and future in the region.
Instructor(s): Alison Anastasio Terms Offered: Spring
Note(s): Attendance at the first class session is a requirement for enrollment in this course. This course is part of the Chicago Studies Quarter: Calumet but may be taken as a standalone class. Students interested in enrolling in all three Calumet Quarter classes should contact cskrable@uchicago.edu. For more information on the Calumet quarter, visit chicagostudies.uchicago.edu/calumet. This course will include mandatory Friday field excursions on 4/1, 4/8, 4/22, 5/6, 5/20, and 5/27.
Equivalent Course(s): CHST 27325, GEOG 27325, ENST 27325

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
public policy studies

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
Note(s): Limited to 3rd & 4th yr undergrads
Equivalent Course(s): HLTG 27905, PBHS 31900

PBPL 27919. Research in School Improvement. 100 Units.
Research and evidence 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 37919, CHST 27919, 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): Derek Rury Terms Offered: Spring
Prerequisite(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): INRE 36001, JWSC 28139

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 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
Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor
Equivalent Course(s): CCTS 38300, ECON 27700, PPHA 38300

PBPL 28350. Education and Economic Development. 100 Units.
This course covers policy issues related to education in developing contexts. We will analyze education policies and reforms, develop skills to be a critical consumer of relevant research on each topic, and examine implications of the findings to policy and practice. Topics include discrimination and inclusion in education, understanding factors that influence educational decisions, provision of basic needs in schools, teacher pay and incentives, education in emergency settings, and school choice.

Instructor(s): A. Adukia Terms Offered: Winter
Prerequisite(s): Recommended prerequisite courses: Microeconomics and econometrics. Students in their last years will be given priority.
Equivalent Course(s): ECON 16710, EDSO 28350

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
PBPL 28525. Environmental Economics: Theory and Applications. 100 Units.
This course presents a broad-based treatment of the theory and application of environmental economics. Topics are introduced in the context of real-world environmental policy questions (with special emphasis on energy policy), then translated into microeconomic theory to highlight the salient constraints and fundamental trade-offs faced by policymakers. Topics include property rights, externalities, Pigouvian taxes, command-and-control regulation, cap-and-trade, valuation of environmental quality, cost-benefit analysis, policymaking under uncertainty, and inter-regional competition.
Instructor(s): Shaoa Wang Terms Offered: Winter
Note(s): Recommended prior coursework: Microeconomics or PBPL 20000

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 (PBPL 22200 preferred) or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor. Equivalent Course(s): ECON 13110

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 20100/20110
Equivalent Course(s): ECON 28600

PBPL 28633. 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): Navin Kumar Terms Offered: Spring
Prerequisite(s): PBPL 26400; third and fourth year standing

PBPL 28681. Applied Investments for Public Policy. 100 Units.
Financial markets play an important role for public policy. Central banks, Federal and local governments, and public and private pension funds are faced with decisions about risk and return in financial markets. Being able to use financial data to inform these decisions is crucial. The tools of investments analysis can be used to understand the effects of these financial decisions for individuals saving for retirement, governments, and pension funds. This class covers the core tools of financial investments and applies them in the context of public policy. Over the course of this class you will familiarize yourself with the main concepts of investments theory for stocks, bonds, and investment portfolios and apply them using real data in Excel. A particular focus will be on empirical applications. Applications and assignments in this course will be structured around Excel with real-world data - the basic tool in the financial industry and many organizations to analyze data. Theory and data analysis will be supplemented with speaker events from the intersection of investing and public policy, and weekly market updates.
Instructor(s): Pflueger, Carolin Terms Offered: Autumn
Prerequisite(s): PBPL 26000 or ECON 20000, 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.
Instructor(s): Schabes, D. Terms Offered: Winter
Prerequisite(s): This course requires no prior finance or business knowledge.

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
conducted 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.

Instructor(s): Jina, A. Terms Offered: Winter

Equivalent Course(s): ENST 28728

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 for undergraduates: one semester in Statistics (Stats 220 or equivalent) and current or prior training in game theory (PBPL 222, Social Science Inquiry core, or equivalent). Prior recommended coursework for graduate students: one semester of statistics and current or prior training in game theory.

Equivalent Course(s): PLSC 28765, PPHA 38765, PLSC 38765

PBPL 28770. The Racialization Experiences of Immigrants and the Second Generation. 100 Units.
Public narratives often portray immigrants as outsiders. In the current environment of a global pandemic, economic recession, hyper-surveillance, and protests against police brutality, immigrants are continually constructed as the "Other". While the public is unlikely to recognize the distinctions between various immigrant groups, in reality, immigrants undergo a unique racialization experience as they adjust to life in the United States. It is therefore important to understand the racialization experiences of immigrants and their U.S.-born children. In light of the current political debate about immigration policy, which directly affects immigrants and the second generation, this course will cover this often-overlooked group. Although the course will deal with the United States as a whole, the experiences of immigrants in Chicago will also be highlighted.

Instructor(s): Karen Okigbo Terms Offered: Spring

Equivalent Course(s): CRES 28770

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): Raul Sanchez de la Sierra 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 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 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.
Instructor(s): Bhalla, Kavi Terms Offered: Spring
Equivalent Course(s): HLTH 28925, ARCH 28925, ENST 28925

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 29500. BA Project Seminar. 100 Units.
The BA Project Seminar is a required course for public policy majors who are completing the BA Capstone Project. Students must attend one quarter of PBPL 29500 and submit a project by end of quarter to satisfy the project capstone requirement.
Instructor(s): TBD Terms Offered: Autumn Spring Winter
Note(s): Restricted to 4th year public policy studies majors. 3rd year students allowed with faculty consent.

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 Zdencanovic
Terms Offered: Spring. Not offered in 2020-21
Prerequisite(s): None
Equivalent Course(s): HLTH 29507, HIPS 27507, LLSO 29507, HIST 25319

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 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): Students are required to register for PBPL 29800 during Autumn of their 4th year but must attend in both autumn and winter to satisfy the requirement of the major. 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.