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.

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:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>PBPL 23300</td>
<td>Justice, Equity, and Opportunity: Shifting Approaches to Criminal Justice Reform</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 24751</td>
<td>The Business of Non-Profits and The Evolving Social Sector</td>
<td>100</td>
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<tr>
<td>PBPL 24752</td>
<td>Impact investing: Using Impact Capital to Address Social Problems</td>
<td>100</td>
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<tr>
<td>PBPL 26260</td>
<td>Environmental Justice in Principle and Practice</td>
<td>100</td>
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<tr>
<td>PBPL 26302</td>
<td>Public Policy Practicum: Interview Project on Gun Violence</td>
<td>100</td>
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<tr>
<td>PBPL 26303</td>
<td>Public Policy Practicum: Interview Project on Public Education</td>
<td>100</td>
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<tr>
<td>PBPL 28502</td>
<td>Policing in America: Black, White and Blue</td>
<td>100</td>
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<tr>
<td>CHDV 20305</td>
<td>Inequality in Urban Spaces</td>
<td>100</td>
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<tr>
<td>ENST 27155</td>
<td>Urban Design with Nature</td>
<td>100</td>
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<tr>
<td>ENST 27221</td>
<td>Sustainable Urbanism</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20140</td>
<td>Qualitative Field Methods</td>
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### 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](http://collegecatalog.uchicago.edu/search/?P=PBPL%2029800)) and the BA Project Seminar PBPL 29500 ([http://collegecatalog.uchicago.edu/search/?P=PBPL%2029500](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/capstone).

### 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or higher)</td>
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### MAJOR

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<tr>
<th>Course Code</th>
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<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
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<tr>
<td>or STAT 23400</td>
<td>Statistical Models and Methods</td>
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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.

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. Equivalent Course(s): PPHA 47420, GNSE 20115, GNSE 40115

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

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 (http://study-abroad.uchicago.edu/programs/barcelona-public-policy/).

DOUBLE MAJORS
The Public Policy Studies major is quite accessible for students looking to graduate with a double major. Frequently, one or two of the PBPL Area of Specialization courses can be drawn from 200-level course electives in other majors. The Methods requirement is another course that students can complete through coursework in another department. Public Policy Studies generally does not accept course substitutions for the core courses PBPL 22100 Politics and Policy, PBPL 22300 Policy Implementation, or PBPL 26400 Quantitative Methods in Public Policy. Public Policy Studies is open to students who wish to use a single BA thesis for multiple majors. More information for students who double major in Public Policy Studies and Economics can be found here (https://harris.uchicago.edu/academics/undergraduate/overview/#double%20majors).

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.

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

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.

Equivalent Course(s): GLST 20150, ENST 20150, ARCH 20150, CEGU 20150

PBPL 20170. Pandemics, Urban Space, and Public Life. 100 Units.

Much of the cultural vibrance, economic strength, and social innovation that characterizes cities can be credited to their density. Put simply, cities bring people together, and togetherness allows for complex and fruitful exchange. But togetherness also brings risks, notably from infectious disease. A pandemic feeds on propinquity. “Social distance,” while a short-term public health imperative, is antithetical to the very idea of the urban. In this seminar, we will explore these competing tensions in light of current and past disease outbreaks in urban settings. Drawing on a range of texts from history, design theory, sociology, and anthropology, as well as cultural artifacts like film, graphic memoir, and photography, we will engage questions like: How are the risks of contagion balanced with the benefits of density? How are such risks distributed throughout society? What creative responses have architects, urban designers, and planners brought to this challenge? Most importantly, how can we respond constructively to the challenge of pandemic to create cities where the benefits of togetherness are maximized, perhaps even improved on compared with the pre-outbreak condition? Students will have the opportunity to propose design or policy interventions to help their own communities respond to the coronavirus/COVID-19 crisis, return to a vibrant post-pandemic life, and prepare for the pandemics of the future.

Equivalent Course(s): CEGU 20170, GEOG 20170, ENST 20170, HLTH 20170, ARCH 20170

PBPL 20305. Inequality in Urban Spaces. 100 Units.

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

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

PBPL 20521. Sociology of urban planning: cities, territories, environments. 100 Units.

This course provides a high-intensity introduction to the sociology of urban planning practice under modern capitalism. Building upon urban sociology, planning theory and history as well as urban social science and environmental studies, we explore the emergence, development and continual transformation of urban planning in relation to changing configurations of capitalist urbanization, modern state power, sociopolitical insurgency and environmental crisis. Following an initial exploration of divergent conceptualizations of “planning” and “urbanization,” we investigate the changing sites and targets of planning; struggles regarding the instruments, goals and constituencies of planning; the contradictory connections between planning and diverse configurations of power in modern society (including class, race, gender and sexuality); and the possibility that new forms of planning might help produce more socially just and environmentally sane forms of urbanization in the future.

Equivalent Course(s): KNOW 30521, ARCH 20521, CHIST 20521, ENST 20521, PLSC 30521, SOCI 30521, PPHA 30521, GEOG 20521, PLSC 20521, SOCI 20521, CEGU 20521

PBPL 20555. The Sociology of Work. 100 Units.

From the Great Depression to the Great Resignation, paid work has played a central role in American life. The average American spends 1/3 of their life at work - making it an area of the social world heavily examined by politicians, journalists, and social scientists. In this course, we will look at the structural and interpersonal dynamics of work to consider the questions of what makes a “good job” in America and who gets to decide? Our topics will include low-wage work, the stigma of “dirty jobs,” gender and racial inequality at work, physical and emotional labor on the job, side hustles and the gig economy, and life after retirement. Students will be required to write a 15 page research paper that draws on interview data they will collect over the quarter. No prior background in doing interviews is required!

Equivalent Course(s): SOCI 20555, CHDV 24711, GNSE 20555

PBPL 20562. Democracy and Its Critics. 100 Units.

This course provides an introduction to the study of self-government. Over the course of the quarter, we will investigate the strengths and weaknesses of democracy as a political regime and a form of social organization. We will explore the relationship between democracy and values such as equality and freedom; democratic threats to minorities; the risks of elite capture and manipulation; and democratic erosion and collapse. Drawing on writings from advocates, analysts, and critics of democracy, we will introduce students to the study of democracy in several different disciplines, including history, philosophy, political science, and sociology. Written assignments will be satisfied through a set of short papers.

Equivalent Course(s): SOCI 20562, HIST 18103, DEMS 15000, PLSC 20562
PBPL 20810. Political Economy of Natural Resources. 100 Units.
The main objective of the course is to provide MPP and other graduate students with a thorough overview of existing knowledge on the political and economic consequences of natural resource wealth. The course will combine theoretical models and empirical evidence in an attempt to disentangle what we know (and don't know) about the relationship between natural resources and various political and economic outcomes. It will also provide a setting for the discussion and evaluation of various policies for the management and use of natural resource wealth. Methodologically, the course aims to help students develop and refine their analytical and presentation skills.
Equivalent Course(s): PPHA 30810

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.
Equivalent Course(s): CCTS 21011, HLTH 21011, CCTS 41011, BIOS 29331

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

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.
Equivalent Course(s): ECON 16510, CHST 21310, LLSO 21310, GLST 21310, CEGU 21310, ENST 21310

PBPL 21390. Philosophy of Poverty. 100 Units.
Global poverty is a human tragedy on a massive scale, and it poses one of the most daunting challenges to achieving a just global order. In recent decades, a significant number of philosophers have addressed this issue in new and profoundly important ways, overcoming the disciplinary limitations of narrowly economic or public policy oriented approaches. Recent theories of justice have provided both crucial conceptual clarifications of the very notion of ‘poverty’-including new measures that are more informed by the voices of the global poor and better able to cover the full impact of poverty on human capabilities and welfare-and vital new theoretical frameworks for considering freedom from poverty as a basic human right and/or a demand of justice, both nationally and internationally. Moreover, these philosophers have pointed to concrete, practical steps, at both the level of institutional design and the level of individual ethical/political action, for effectively combating poverty and moving the world closer to justice. The readings covered in this course, from such philosophers as Peter Singer, Thomas Pogge, David Graeber, and Martha Nussbaum, will reveal, not only the injustice of global poverty, but also what is to be done about it.
Equivalent Course(s): HMRT 21390, PHIL 21390, PLSC 21390

PBPL 21425. Health in a Changing America: Social Context and Human Rights. 100 Units.
In this interdisciplinary course, students will consider the social context of health and the social and political commitments necessary to protect health as a human right. We will analyze recent trends in population health,
such as the obesity epidemic, the opioid crisis, and the large gaps in life expectancy between neighborhoods in urban centers. Using case studies, students will envision a human rights-based response to these and other health challenges. We will examine the ways that framing health as personal versus public responsibility is consequential for social policy.
Equivalent Course(s): HMRT 21403

PBPL 21500. What is Civic Knowledge? 100 Units.
What is civic knowledge? Although civic rights and duties are supposedly universal to all citizens in a "democratic" nation, their implementation often depends on the strength of community connections and the circulation of knowledge across racial, class, and social boundaries. Focusing on the city of Chicago, we ask how citizens (in their roles as citizens) forge communities, make urban plans, and participate in civic affairs. How does the city construct the public spheres of its residents? Are the social practices of Chicagoans truly "democratic?" Could they be? What does "Chicago" stand for, as a political and cultural symbol? For both Chicagoans and their representatives, the circulation of knowledge depends not only on conventional media but also on how the city is constructed and managed through digital media.
Equivalent Course(s): ENST 21500

PBPL 21501. Environmental Justice. 100 Units.
The effects of environmental pollution are not evenly distributed and are more likely to be experienced by low-income and minority communities. The location of toxic waste sites (both manufacturing plants and dump sites), the persistence of brownfields locations, and a lack of parks and open space are some of the conditions that have led to an ongoing effort to expand the focus of environmental advocacy to the pursuit of equitable and just outcomes in disadvantaged neighborhoods. This course will examine the history of the environmental justice, the efforts to pursue more equitable outcomes, and the prospect for such efforts in the face of global challenges such as climate change. The course will include class visits to sites in Chicago where environmental justice efforts are being undertaken as well as speakers from environmental justice organizations.
Equivalent Course(s): ENST 21500

PBPL 21700. Applied Research in Environment, Development and Health. 100 Units.
This course engages students in collaborative research on topics that connect the environment, health, agriculture and development. After identifying a shared theme, students will design and commence a plan of research with the goal of producing content including reading lists, research and policy briefs, data visualizations, maps, blog posts and web content, as well as creative media such as podcasts. Students will also apply their findings to programming surrounding the Frizzell Speaker and Learning Series for 2020-21 by identifying possible keynote speakers and curating other events. Students are strongly encouraged but not required to enroll in both the autumn and winter courses to gain the full benefit of a sustained research experience.
Equivalent Course(s): ECON 16530, GEOG 21710, GLST 21700, ENST 21700

PBPL 21750. Urban Spaces and Unnatural Disasters: Humans-Nature Connections in Cities. 100 Units.
A natural disaster is thought of an event or series of events caused by the Earth's natural forces and processes. These include hurricanes, floods, droughts, wildfires, earthquakes, and other events provoked by the earth's processes. But what about the outcomes of such disasters? How do social, economic and spatial conditions affect the impact of natural disasters on the population? What role do humans play in these events and the outcomes? How does human activity and public policy lead to or mitigate large one-time events like oil spills, as well as chronic conditions like deforestation, pollution, and climate change? Are humans part of the natural system in this context or is the human influence considered "unnatural"? This course explores the human relationship to such disasters, including humans as contributors to the severity and extent of such disasters through energy consumption, land use, public policy and other behaviors, and the response by humans to disasters including mitigation, adaptation, and policy formation and implementation. Students will explore how historic policies both created and mitigated environmental vulnerabilities, and how these risks are distributed across the population. Students will study the role of contemporary human behavior in outcomes related to the environment and natural resources through a series of seminal and current readings, and an independent yet collaborative research project using mixed methods from the social sciences.
Equivalent Course(s): GLST 21750, ENST 21750, CHST 21750, ECON 16540, CEGU 21750

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.

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.

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.

PBPL 22710. Electoral Politics In America. 100 Units.
This course explores the interactions of voters, candidates, the parties, and the media in American national elections, chiefly in the campaign for the presidency, both in nominating primaries and in the November general election. The course will examine how voters learn about candidates, how they perceive candidates, how they come to turn out to vote, and how they decide among the candidates. It will examine the strategies and techniques of electoral campaigns, including the choices of campaign themes and the impact of campaign advertising. It will consider the role of campaign contributors and volunteers, the party campaign organizations, campaign and media polls, and the press. Finally, it will assess the impact of campaigns and elections on governing and policymaking.
Equivalent Course(s): AMER 22710, LLSO 22710, PLSC 22710

PBPL 23000. Organizational Analysis. 100 Units.
This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neo-institutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies. Social network analysis will inform much of the discussion.
Equivalent Course(s): SOCI 30101, SOCI 20101

PBPL 23001. Analyzing Public Policy Organizations. 100 Units.
In this course, we will draw on the tools of organizational theory in order to better understand organizational dynamics in nonprofits, social service, and government organizations. We will pair organizational theory texts with contemporary case studies and interviews with class guests in order to develop conclusions about how change is created in organizations, how conflict impacts their success, and how they are impacted by the external environment.

PBPL 23002. Organizational Analysis. 100 Units.
Organizations - NGOs, corporations, social movement organizations, governments, etc. - impact almost every aspect of social life; in addition, organizations have become some of the most significant actors in modern society. The course will provide a grounding in the sociological literature on how organizations function as well as the dynamics that govern both their internal structures and how they interface with society. We will cover rational, ecological, and resource-based approaches, as well as others. We will study organizations in local and global contexts, their role in economic production, their impact on members and non-members, as well as public policy. Throughout, we will engage questions pertaining to where organizations come from, how they function, when they 'succeed' and 'fail', as well as their social consequences. At the completion of the course, students will apply the concepts covered in class to a final project.
Equivalent Course(s): SOCI 20585, SOCI 30337, MACS 20617, MAPS 30617, MACS 30617

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.
Equivalent Course(s): HLTH 21007, CCTS 21007, BIOS 29329, CCTS 43007

PBPL 23011. Beyond the Culture Wars: Social Movements and the Politics of Education in the U.S. 100 Units.
Passionate conflicts over school curriculum and educational policy are a recurring phenomenon in the history of US schooling. Why are schools such frequent sites of struggle and what is at stake in these conflicts? In this discussion-based seminar, we will consider schools as battlegrounds in the US "culture wars": contests over competing visions of national identity, morality, social order, the fundamental purposes of public education, and the role of the state vis-à-vis the family. Drawing on case studies from history, anthropology, sociology and critical race and gender studies, we will examine both past and contemporary debates over school curriculum and school policy. Topics may include clashes over: the teaching of evolution, sex and sexuality education, busing/desegregation, prayer in schools, multiculturalism, the content of the literary canon, the teaching of reading, mathematics and history, and the closure of underperforming urban schools. Our inquiry will examine how social and political movements have used schools to advance or resist particular agendas and social projects.
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.
Equivalent Course(s): CEGU 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.
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.
Equivalent Course(s): RLST 24102, GLST 24202

PBPL 23305. Justice in an Unjust World: Theories of Justice. 100 Units.
Justice as a possibility, an ideal, and as a telos is fundamental to theological and philosophical systems of ethics. Yet, each theory was formulated within and against a deeply unjust world. Every theory of justice implies an anthropology and an ontology, and each asks the question: Why isn’t life fair? How can we can we create a just society against a world that is so obviously unjust? Each theory then proposes a just solution and every theory implies a set of practices that can be interrogated. As our contemporary society becomes more sharply divided, the issues of distribution, obligation, entitlement, fair exchanges of social goods and labor, and the fair sharing of social burdens becomes more important and demanding of more inquiry. This seminar will interrogate several theories of justice, beginning in classic Hellenistic texts and moving forward to the animating theories of the classic liberal tradition: libertarianism, utilitarianism, social contract theory, and Marxism. We will then turn to other sources of justice theory such as Catholic liberation theology, capacity theory, and Jewish justice theory. We will also use our seminar to explore contemporary cases in law, medicine, science and policy that raise issues of justice and injustice. While the seminar will focus on distributive practices, we will also explore how these practices structure our systems of retributive and restorative justice.
Equivalent Course(s): Rlst 24102, GLST 24202

PBPL 23400. Cultural Diversity, Structural Barriers, and Multilingualism in Clinical and Healing Encounters. 100 Units.
How are illness, disorder, and recovery experienced in different localities and cultural contexts? How do poverty, racism, and gender discrimination translate to individual experiences of disease? Combining anthropological perspectives on health and illness with a social determinants of health framework, this class will examine topics such as local etiologies of disease and healing practices, linguistic interpretation in clinical and healing contexts, and structural factors that hinder healthcare access and instigate disorder. Moreover, by taking clinical and healing encounters as our locus of analysis, we will explore how healers and health professionals recognize and respond to diversity, power imbalances, and the language individuals give to illness and suffering. We will draw on a range of materials, from ethnographies to long form journalism to the perspectives of course visitors, in order to examine case studies in mental illness, sexual health, organ donation and transplantation, and chronic disease in a variety of geographic contexts.
Equivalent Course(s): ANTH 24365, CHDV 33405, GNSE 24365, HLTH 23407, CHDV 23405, CRES 23405

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). 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. Equivalent Course(s): ENST 23550

PBPL 23600. Political Sociology. 100 Units.
This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. Equivalent Course(s): ENST 23500, SOCI 30106

PBPL 23604. Rockonomics: Public Policy and Creative Sectors. 100 Units.
This course delves into major topics in public policy through the lens of the music industry and other creative sectors. We will use an applied microeconomist's toolbox to explore issues such as intellectual property protection, collective bargaining, music royalties in a digital age, consolidation, proposed regulations to live events pricing and much more. As part of this class, we will engage in conversations with professionals working in creative sectors.

PBPL 23606. Political Culture, Social Capital, and The Arts. 100 Units.
Many analysts like Robert Putnam hold that bowling alone signals a decline in social capital, with major consequences for trust and legitimacy of the political system. But new work finds that certain arts and cultural activities are rising, especially among the young, in many countries. This course reviews core related concepts—political culture, social capital, legitimacy—and how they change with these new developments. We lay out new concepts and related methods, such as a grammar of scenes, measured for 40,000+ U.S. zip codes. Scenes, nightlife, design, the internet, and entertainment emerge as critical drivers of the post-industrial/knowledge society. Older primordial conflicts over class, race, and gender are transformed with these new issues, which spark new social movements and political tensions. The course has two halves: first to read and discuss major works and complete a mid-term exam, second to continue as a seminar where the main requirement is writing a paper.
Equivalent Course(s): SOCI 30184, SOCI 20184

PBPL 23650. Revolutionizing Agriculture: Early Modern Technologies for the New Millennium. 100 Units.
Based on a wave of sustainable and organic farming technologies that have reinvented early modern growing practices, this course integrates USDA reports and modern field and lab studies into the historiography of The British Agricultural Revolution. We explore primary historical sources and historiography to better understand the environmental limits of the technologies used by organic and sustainable farmers today. By bringing the science and history into discourse, we will take a critical look at the British Agricultural Revolution, which is thought to have facilitated the Industrial Revolution by accumulating capital for investment and by allowing England to feed a growing urban population and manufacturing sector without a significant increase in arable acres.
Equivalent Course(s): HIST 25015, ENST 23650

PBPL 23700. Geographical Issues in Housing and Community Development. 100 Units.
This course is part of the College Course Cluster, Urban Design. Equivalent Course(s): GEOG 33700, ENST 23777

PBPL 23805. Lesbian, gay, bisexual, and transgender politics in the United States. 100 Units.
This courses surveys academic research on sexuality and gender in American politics. Drawing from interdisciplinary perspectives, it focuses on key arguments and debates about how politics shapes and is shaped by sexuality and gender relations. We will pay particular attention to the development of sexuality and gender identity as analytic and political concepts; the role of the State and political institutions to the formation of sexuality and gender; the relationship between social movements, counter-movements, and political parties; the political behavior and attitudes of LGBT people; and the ways in which intersectional inequalities structure LGBT politics.
Equivalent Course(s): PLSC 33805, GNSE 33805, SOCI 30342, MAPS 33805, PLSC 33805, GNSE 23151, HMRT 33805

PBPL 24005. Chicago Neighborhoods. 100 Units.
This course is an applied learning experience in which students explore the many dimensions of Chicago neighborhoods, with a particular focus on the built environment and how it impacts - and is impacted by - the social and economic life of the city. Students will observe, interpret and represent neighborhoods through a series of exercises designed to deepen knowledge about the significance and meaning of neighborhood form.
Readings and fieldwork will engage students in neighborhood analysis and observation techniques that explore contemporary issues about public life, diversity, and social equity. This course is part of the College Course Cluster, Urban Design.
Equivalent Course(s): GEOG 24000, SOSC 26000, ENST 26000, CHST 26000

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.
Equivalent Course(s): CEGU 24102, ENST 24102

PBPL 24105. Urban Design: The Chicago Experience. 100 Units.
This course examines the theory and practice of urban design at the scale of block, street, and building—the pedestrian realm. Topics include walkability, the design of streets, architectural style and its effect on pedestrian experience, safety and security in relation to accessibility and social connection, concepts of urban fabric, repair and placemaking, the regulation of urban form, and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion, as well as firsthand interaction with the urbanism of Chicago.
Equivalent Course(s): SOSC 36001, GEOG 24100, GEOG 34100, 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.
Equivalent Course(s): PLSC 24202, CHST 24202

PBPL 24308. Reproductive Worlds. 100 Units.
This course explores how human reproduction is compelled, constrained, enabled, and narrated across the globe. The "natural" aspects of reproduction intersect in increasingly fraught and often surprising ways with its technological/scientific, institutional/professional, and political/ideological aspects. The starting point for the course is that reproduction is differently understood and politically contested among and for various groups of people. We will pay particular attention to the ways bodies, ideas, and technologies flow throughout global contexts, while exploring how inequalities at various levels (race, class, geographic region, nationality, gender, sexuality, disability) impact the "nature" of the reproductive body, and how reproductive practices "reproduce" such inequalities. We will also explore how knowledge about social reproduction and the reproductive body is produced and contested through biomedicine, law, and media, with particular attention to naturalizing discourse about gender. Finally, we will look at how ecology and reproduction are intertwined via concern about the environment, culminating our exploration of how reproduction is always situated in its social and material contexts, and never simply an individual matter.
Equivalent Course(s): GNSE 34308, ANTH 24309, GNSE 24308, ANTH 32905

PBPL 24400. Is Development Sustainable? 100 Units.
This course examines alternative concepts and theoretical grounds for notions of sustainable development. We analyze core issues underlying population growth, resource extraction, "sustainable consumption," environmental change, and social transformation through a consideration of economic, political, scientific, and cultural institutions and processes. The course, based on orienting lectures and intensive class discussion of core texts, focuses on the sustainability problems of both highly industrialized countries as well as of developing nations. Previous exposure to environmental or development issues, although useful, is not required.
Equivalent Course(s): HIPS 23400, BPRO 23400, ENST 24400, ANTH 22015, CEGU 24400

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.
Equivalent Course(s): ECON 14530, GNSE 20109
PBPL 24540. Weak Regimes and the Politics of Development. 100 Units.
This course introduces students to specialized set of topics and concepts that are of particular relevance to policy making in developing countries. The course begins by providing an overview on the functioning of politics in weakly institutionalized settings, and explores the ways in which political institutions in these settings hinder or contribute to economic development. Topics of this course include but are not limited to: State formation and state capacity, political regimes and development, foreign influence, resource curse, and civil conflict. Methodologically, this course introduces to students basic techniques of using formal model to analyze political phenomena. This course aims at enhancing student's understanding about politics from the perspective of a policy entrepreneur who develops strategy in order to advance policy changes.

PBPL 24599. Historical and Contemporary Issues in U.S. 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. Equivalent Course(s): HLTH 24599, CRES 24599, CHDV 44599, CHST 24599, RDIN 24599, CHDV 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. Equivalent Course(s): CEGU 24600, SOCI 20285, GISC 34600, GISC 24600, ENST 24600

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 and all its inhabitants. The relatively brief history of this policy area, and the separate and distinct tracts in which public lands and pollution control issues are adjudicated, makes for a diverse and complex process by which humanity's impact on the natural world is managed and contained. This course focuses on how both types of environmental issues are addressed in each branch of the Federal government, the states and localities, as well as theories of how environmental issues arrived onto the public agenda and why attention to them is cyclical. Students are encouraged to understand the life cycle of public policy from its initial arrival on the public agenda to the passage of legislation to address adverse conditions, as well as how changes in the policy occur after the inevitable decline of intensive attention. Equivalent Course(s): CEGU 24701, ENST 24701

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

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 and the 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. 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.

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.

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.

Equivalent Course(s): ENST 24776, CEGU 24776

PBPL 24800. Urban Policy Analysis. 100 Units.

Cities are sites of challenge and innovation worldwide. Dramatic new policies can be implemented locally and chart new paths for national policies. Five main approaches are compared: Leadership patterns: are business, political, or other kinds of leaders more important—and where, when, and why do these matter? Second do capitalism, or more recently, global markets, make specific leaders irrelevant? Third: leaders like mayors are weaker since citizens, interest groups, and media have grown so powerful. Fourth innovation drives many policy issues. Fifth consumption, entertainment, and the arts engage citizens in new ways. Can all five hold, in some locations? Why should they differentially operate across big and small, rich and poor neighborhoods, cities, and countries? The course introduces you to core urban issues, whether your goal is to conduct research, interpret reports by others, make policy decisions, or watch the tube and discuss these issues as a more informed citizen. Chicago, US and big and small locations internationally are considered; all methods are welcome.

Equivalent Course(s): GEOG 20120, SOCI 20120, SOCI 30120, GEOG 30120

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

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

Equivalent Course(s): SOCI 20251, LACS 24901

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

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between “law on the books” and “law on the ground.” The topic of immigration is introduced with readings on the socio-legal construction of immigration
status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants’ rights. This course adopts a “law in action” approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Equivalent Course(s): SSAD 25003, CRES 25003, LACS 25003, SOCI 28079, HMRT 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.

Equivalent Course(s): HMRT 25004, SSAD 25005

**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.

Equivalent Course(s): 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.

Equivalent Course(s): SOCI 20294, ENST 25006, LLSO 21100, 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.

Equivalent Course(s): ARCH 25012, SOCI 20552, GEG 25012, CEGU 25012, ENST 25012, CHST 25012

**PBPL 25105. Rethinking the Middle East. 100 Units.**

Where is the Middle East, how do we go about studying it and why does it matter? This course explores the emergence of the ‘Middle East’ as an object of inquiry; a place with a people and a culture set in opposition to the ‘West’. It asks how these categories are constituted, by whom, and with what consequence. How do they define the contours of political community, the possibilities for empathy and understanding or the limits of rights and moral obligation? The historical and contemporary texts assigned draw attention to the layered and shifting meanings of these categories, and in turn to the geopolitical and epistomological worlds that give rise to them. By putting these texts into conversation with each other the course engages a number of key issues that have occupied social theorists: the relationship between power and knowledge, the politics of representation, and the nature of social theory more generally.

Equivalent Course(s): ANTH 24105, GLST 24105

**PBPL 25120. Child Development and Public Policy. 100 Units.**

The goal of this course is to introduce students to the literature on early child development and explore how an understanding of core developmental concepts can inform social policies. This goal will be addressed...
through an integrated, multidisciplinary approach. The course will emphasize research on the science of early child development from the prenatal period through school entry. The central debate about the role of early experience in development will provide a unifying strand for the course. Students will be introduced to research in neuroscience, psychology, economics, sociology, and public policy as it bears on questions about "what develops?", critical periods in development, the nature vs. nurture debate, and the ways in which environmental contexts (e.g., parents, families, peers, schools, institutions, communities) affect early development and developmental trajectories. The first part of the course will introduce students to the major disciplinary streams in the developmental sciences and the enduring and new debates and perspectives within the field. The second part will examine the multiple contexts of early development to understand which aspects of young children’s environments affect their development and how those impacts arise. Throughout the course, we will explore how the principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will critically examine the evidence on whether the contexts of children’s development are amenable to public policy intervention and the costs and benefits of different policy approaches.

Equivalent Course(s): PSYC 25120, EDSO 25120, CHDV 25120

PBPL 25216. The American Presidency. 100 Units.

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

Equivalent Course(s): AMER 25215, FLSC 25215

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

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

Equivalent Course(s): INRE 50600, CHDV 25220, HMRT 25220

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 accuracy 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.

Equivalent Course(s): CHST 26301, HILTH 26301, RLST 26301, HIST 28007, GNSE 23142, HMRT 26301, SOCI 20863, HIPS 26301, CCTS 21014

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 (medicine and medical sciences, gender and sexuality, race and ethnicity, political science) converge with religion and Religious Studies.
This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as “turnaround” schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.

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

The course will introduce students to the main concepts in development economics, such as modern growth theories and their relevance for low-income countries, and major topics in policy and research within the field. In the first part of the course, we will concentrate on the development facts, the main explanations highlighted in the field of economics for differences in growth and income levels between rich and poor countries, and the concept and measurement of poverty. In the second part of the course we will study microeconomic fundamentals of economic development. We will concentrate on topics such as fertility, nutrition and health, education, labor markets, intra-household allocation of resources and infrastructure and the relation among them. Empirical evidence from developing economies will be employed extensively paying special attention to the methods used.

PBPL 25500. Economic Development and Policy. 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.

PBPL 25563. Does American Democracy Need Religion? 100 Units.

This course provides an overview of the Chinese economy, with two main focuses. First, we will review the significant reforms that happened in China in the past four decades, which fundamentally reshaped the modern China as we see today. Second, we will discuss some of China’s key political and economic institutions, and their
implications on China and the rest of the world. Throughout the course, special emphasis will be given to the role of the state in China's growth experience, at both the central- and local-levels.
Equivalent Course(s): PPHA 35585, ECON 22030

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

PBPL 25600. Why We Fight: The Roots of War and the Paths to Peace. 100 Units.
Most countries in the world have been independent for about 50 years. Some are peaceful and have prospered, while some remain poor, war-torn, or both. What explains why some countries have succeeded while others remain poor, violent, and unequal? Moreover, fifty years on, a lot of smart people are genuinely surprised that these countries' leaders have not been able to make more progress in implementing good policies. If there are good examples to follow, why haven't more countries followed these examples into peace and prosperity? Finally, we see poverty and violence despite 50 years of outside intervention. Shouldn't foreign aid, democracy promotion, peacekeeping, and maybe even military intervention have promoted order and growth? If not why not, and what should we do about it as citizens? This class is going to try to demystify what's going on. There are good explanations for violence and disorder. There are some good reasons leaders don't make headway, bureaucrats seem slothful, and programs get perverted. The idea is to talk about the political, economic, and natural logics that lead to function and dysfunction.
Equivalent Course(s): PLSC 14020

PBPL 25640. Labor Markets: A Global Perspective. 100 Units.
In this course we will explore standard models that form the core of labor economics including labor supply, labor demand, job search models, wage setting, discrimination, and migration. For each topic we will then examine empirical applications of these models with a focus on middle and low-income countries. We will discuss how these traditional models are useful, or not, in understanding labor market outcomes in these settings and how they can be expanded to better capture relevant features of labor markets outside high-income countries.
Equivalent Course(s): ECON 22030

PBPL 25663. Urban Studies: Placemaking. 100 Units.
This course considers the values that drive neighborhood transformation, how policy is shaped and implemented, and the role that arts and culture can play in mindful city-building. Classroom hours will be spent with Theaster Gates, professor, Department of Visual Art, in addition to other UChicago faculty, discussing key principles in guiding city redevelopment in mindful and equitable ways. Students will gain field experience working with Place Lab, Gates's multidisciplinary team that documents and demonstrates urban ethical redevelopment strategies initiated through arts and culture. Working across a variety of projects, students will be exposed to programming, data collection, development, community building, strategy, and documentation. Weekly site visits will give students the opportunity to see analogous projects and meet practitioners throughout Chicago.
Equivalent Course(s): ARTV 20663

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

PBPL 25704. Environmental Justice in Chicago. 100 Units.
This course will examine the development of environmental justice theory and practice through social scientific and ethical literature about the subject 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.
Equivalent Course(s): HMRT 25704, CRES 25704, AMER 25704, KNOW 25704, CHST 25704, ENST 25704, RLST 25704, CEGU 25704
PBPL 25706. Climate Justice. 100 Units.
Climate injustice includes the disproportionate effects of climate change on people who benefit little from the activities that cause it, generally the poor, people of color, and people marginalized in other ways. Given the complex economic, physical, social, and political realities of climate change, what might climate justice entail? This course explores this complex question through an examination of classical and contemporary theories of justice; the gendered, colonial, and racial dimensions of climate change; and climate justice movements. Equivalent Course(s): RDIN 25706, GLST 25766, KNOW 25706, HMRT 25706, GNSE 25702, CEGU 25706, ENST 25706, RLST 25706

PBPL 25730. Social Justice and Social Policy. 100 Units.
What is a fair policy? Policy makers often appeal to justice, fairness, or rights to justify policy. Yet it is often unclear what exactly these concepts mean. This course will examine contemporary theories of justice and teach students how these theories can be applied to public policy issues. We will start with three general theories of justice: utilitarianism, liberal equality, and libertarianism. We will then discuss more specific issues pertaining to marginalized groups such as immigrants or the disabled. Finally, we will examine empirical evidence about peoples’ fairness beliefs in the US and abroad. The course will allow students to form a more coherent notion of what they think is fair, while understanding that rational people can legitimately disagree with each other about what is fair.

PBPL 25831. Comparative Politics and Policy. 100 Units.
We will study the political economy of our host city and nation. The first module of the course introduces students to the political behavior and institutions of the location, set within the broader context of the European Union. Subsequent modules explore the politics of policymaking process in three specific areas: physical, social, and fiscal policy. The course complements PBPL 221, Politics and Policy, which is focused on the United States.

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.

PBPL 25833. Comparative Social Policy Analysis. 100 Units.
This course will teach students the tools for understanding inequality and redistribution in comparative perspective. The course does not require deep knowledge of econometrics. Topics to be covered include defining and measuring social welfare, tools of the social policy maker including redistribution, incentives, universal vs. targeted policies, conditionality in social policies and potentially important trade-offs (like economic growth and equality).

PBPL 25834. Independence Movements. 100 Units.
This course will examine independence movements around the world. We will primarily focus on the politics of secession while also discussing its ethics, legality, economics, violence, and aftermath. Many different movements will be discussed including Scotland, Quebec, Northern Ireland, and South Sudan, although particular attention will be paid to Catalonia.

PBPL 25840. Odyssey Engaged Nonprofit Practicum. 100 Units.
The Odyssey Engaged nonprofit practicum is a unique partnership between the Office of Civic Engagement, the Public Policy department of the College, Career Advancement, the campusCatalyst (cC) RSO and local nonprofit organizations. The Odyssey Engaged program integrates career development, public service, and innovation with academic work. This course presents a broad overview of the nonprofit sector and offers an opportunity to study the theory that underlies the hands-on work students are doing at local nonprofit organizations. Each student is required to complete a capstone project, which allows them to apply the knowledge that they will be receiving from the academic component of the program to their work at their host organization.

PBPL 25850. No Justice, No Speech! Free Speech and Palestine in the University and Beyond. 100 Units.
Are there or should there be limits to free speech? What is the relationship between free speech and hate speech? Does speech deserve special kinds of protections (or limits) in the context of the university campus? In this course, we will critically engage with these questions as they relate to political organizing and political expression on (and in) Palestine. Our course will examine these foundational questions before turning to some of the sticking points in the debate over free speech and Palestine today: What is freedom of expression in Israel-Palestine, and what does it have to do with the politics of US campuses? What is BDS, and is it intended to foster or limit academic freedom? Is anti-Zionism anti-Semitic? To consider these questions, we will do critical readings of primary texts such as the BDS guidelines issued by PACBI (Palestinian Campaign for the Academic and Cultural Boycott of Israel) and the definition of anti-Semitism issued by the IHRA (International Holocaust Remembrance Alliance), as well as ethnographic and other accounts of the problem of political expression in Palestine today. Equivalent Course(s): LLSS 25850, NELC 25850, GLST 25850, PARR 22100
PBPL 25860. Crime, Justice, and Inequality in the American City. 100 Units.
This course explores perspectives on street gangs and criminal activity; policing and the criminal justice system; and obstacles to securing housing, employment, and services for reentry after incarceration. Students will examine advances in the social science of adolescence and innovations in government policy and community-based programs aimed at encouraging public safety and youth development, improving policing and prisons, and promoting criminal desistance and decarceration. In addition, we will delve into the lived experience of adolescence and beyond in the context of racially-segregated, high-poverty neighborhoods, with a focus on Chicago. Our approaches will include discussion and lecture; ethnographic, autobiographical, and policy-oriented readings; panels and guest speakers; and documentary films and other media.
Equivalent Course(s): GEOG 36004, SOS 36004, ENST 26004, GEG 26200

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.
Equivalent Course(s): SOCI 20255

PBPL 26002. Urban Design Studio. 100 Units.
Based on prior coursework in either neighborhood or pedestrian scale urbanism, students in this course will have the chance to formulate a proposal for intervention to address an issue previously uncovered. The proposal could be in the form of a written policy, two-dimensional plan, or three-dimensional design - depending on student interest. Example topics include policy proposals to address issues of gentrification and displacement, proposals to increase the spatial equity and accessibility of public space, three-dimensional visioning of future infill on vacant land, or development of a new kind of urban code to encourage pedestrian life.
Equivalent Course(s): GEOG 24200, CHST 26002, SOS 26002, ENST 26002

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

PBPL 26004. History of City Planning. 100 Units.
This lecture-based course provides a broad survey of the history of city planning. It focuses on the normative: the endeavor to control and design the physical fabric of cities. What are the different ways cities have been envisioned and planned and to what effect? What are the competing theories of good city design that underlie city plans, and how do these plans interrelate to the social, political, cultural, and economic forces shaping cities? The course explores city planning’s successes and failures, its tangible effect on urban pattern and form, and the extent to which city planning ideals have changed over time. Though the emphasis is on city planning’s history, current debates about city planning within the context of the history of the profession will also be engaged. Emphasis will be on U.S. and European city planning experience, although global practices will also be surveyed.
Equivalent Course(s): SOS 36004, SOS 26004, ENST 26004, GEG 26200

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 predetermined ways. The form of the city is the result of myriad factors, but in this course we will hone in on the purposeful act of designing cities according to normative thinking-ideas about how cities ought to be. Using examples from all time periods and places around the globe, we will examine how cities are purposefully designed and what impact those designs have had. Where and when has city design been successful, and where has it resulted in more harm than good?
Equivalent Course(s): ARCH 26005, ENST 26005, GEG 26200

PBPL 26020. Security, Counter Terrorism and Resilience, The Israeli Case. 100 Units.
This course will examine how Western liberal democracies respond to the threat of terrorism and sub-conventional “hybrid” warfare, with a specific focus on the case of Israel. The goal of the course is to develop a critical perspective on the nature of the contemporary security challenges facing democracies, how these threats are understood by domestic audiences, and the role of internal politics in shaping responses at the national and community levels. Empirically, the course covers the developments of Israeli security strategy and practice from the period before the establishment of the state in 1948 to the present -- with particular attention given to the role of evolving conventional, sub-conventional and non-conventional threats. The course will broadly address complex topics such as protracted terrorism of diverse kinds, counter terrorism by different means, and the emerging role of the doctrine of resilience as an alternative paradigm for defending against contemporary hybrid security risks. Throughout the course, students will critically engage with primary sources, diverse theoretical views, and rich historical material representing a wide variety of scholarly, intellectual, and policy perspectives.
Equivalent Course(s): GLST 26002, JWSC 26002, PLSC 26002, INRE 36002

PBPL 26021. Sense & Sensibility & Science @UChicago. 100 Units.
In Sense & Sensibility & Science, you will learn how to better incorporate into your thinking and decision making the problem-solving techniques of science at its best. Many insights and conceptual tools from scientific thinking are of great utility for solving problems in your own day-to-day life and in a democracy. Yet, as individuals, as groups, as whole societies we fail to take full advantage of these methods. The focus in this course is on the errors humans tend to make, and the approaches scientific methodology has developed (and continues to develop) to minimize those errors. The course includes a discussion of the nature of science, what makes science such an effective way of knowing, how both non-scientific thinking and scientific thinking can go awry, and how we can reason more clearly and successfully as individuals, as members of groups, and as citizens of a democracy. The undergraduate course will be simultaneously taught at UC Berkeley, Harvard and UChicago in spring 2024, with an opportunity for students from all three courses to participate remotely in the same deliberative polling capstone experience. UChicago’s spring 2024 course premieres builds on a decade of experience developing and teaching the popular course at Berkeley and Harvard’s adoption of its own version in 2021.
Equivalent Course(s): DICG 26221, HIPS 26021, SOSE 26021

PBPL 26080. The Challenge of Government Oversight. 100 Units.
Can governments hold themselves accountable? How have they tried to do so, and with what results? Students will evaluate these questions by examining how different models of government oversight work in practice. The quarter will be split attention between federal and local government structures and oversight mechanisms. At the federal level, we will discuss special prosecutors, inspector general audits, models of judicial review and oversight, and the transformation of oversight institutions in the Trump era. At the local level, our focus will be on policing as a government function uniquely in need of effective oversight and uniquely difficult to oversee effectively. As a “windows” course, this course will ask students to engage in class discussions and written assignments with current, real-world challenges facing government oversight professionals.

PBPL 26200-26300. Field Research Practicum: Public Policy I, II.
This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies. We will organize ourselves as a policy think tank working with various city agencies, nonprofit organizations, and other corporations to design a research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the public policy studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University.

PBPL 26200. Field Rsch Proj-1: Pubpol. 100 Units.
See sequence description.

PBPL 26300. Field Research Project in Public Policy II. 100 Units.
This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies. We will organize ourselves as a policy think tank working with various city agencies, non-profit organizations, and other corporations to design a research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the Public Policy Studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University.

PBPL 26205. Big Art - Little Art. 100 Units.
Over the last 5 decades, art movements and people and policies that shape them have undergone considerable change. From performance practices, to the advent of place making initiatives, to large public works designed by architects and artists teams, the role artists play within the cultural/sculptural sphere continues to expand. This seminar/workshop will look closely at archival documents, artist writings and theory that have helped to shape our understanding of public art, public artists and public policy. Field trips required.
Equivalent Course(s): ARTV 26205, PPHA 39712, ARTV 36205

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.
Equivalent Course(s): ENSHT 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 conjunction 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.  
Equivalent Course(s): CHST 26259, ENST 26260, CEGU 26260

PBPL 26261. Environmental Justice in Principle and Practice II. 100 Units.  
In this quarter, students will learn and practice methods to conduct a research project with a local environmental organization. Building on knowledge gained in the first half of this course, students will examine what makes a condition an environmental justice issue, how to conduct a literature review, how to develop and administer a questionnaire for key informant interviews, and how to access, understand, and utilize Census data. Students should expect to work in the community as well as the classroom, and in close collaboration with classmates. The class will conduct “deep-dive” research into the community selected, and will learn not only about the area, but techniques for how to do community-based research in a manner that acknowledges and appreciates the lived wisdom of the neighborhood’s residents. The result will be a research report delivered to the community organization with students in the class listed as co-authors.  
Equivalent Course(s): CEGU 26261, ENST 26261, CHST 26261

PBPL 26301. Field Research Project in Public Policy. 100 Units.  
This one-quarter, project-based research course introduces students to hands-on social and policy research in the service of a client. Students will engage in a variety of field research methods, both quantitative and qualitative, in order to gather data on sociological and policy-based questions related to the needs of our community-based, not-for-profit clients. Students will use the data they gather to practice their write-up and presentation skills, culminating in a final research-based client presentation and extended memo.

PBPL 26302. Public Policy Practicum: Interview Project on Policing. 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 public safety. 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.

PBPL 26303. Public Policy Practicum: Interview Project on Public Education. 100 Units.  
This one-quarter practicum in qualitative methods aims to develop interview research skills, including instrument design, questioning, transcription, thematic analysis, and write-up, in the context of a mini-BA thesis trial run. The topic of this version of the practicum is public education. Students will engage in interviews with informants in different roles in education, potentially including teachers, administrators, policymakers, and education researchers. Meant to prepare Public Policy Studies students for the BA thesis process, each student, using interviews conducted by themselves and their classmates, will formulate a question related to public education and construct the component parts of their own research paper, which they will submit at the end of the quarter.  
Equivalent Course(s): CHST 26303

PBPL 26304. Public Policy Practicum: Interview Project on Policing. 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 policing in America. Students will engage in several in-class interviews with informants with wide-ranging vantage points on police-citizen relations as a social and policy issue including scholars, activists, police officers, and policy-makers. Meant to prepare Public Policy students for the BA thesis process, each student, using in-class interviews conducted by students and supplemented by interviews, observations, and other data exercises they conduct on their own, will formulate a question related to policing and construct the component parts of their own “Mini-Thesis,” which they will submit at the end of the quarter.  
Strongly recommended for third-year Public Policy majors, but open to all students interested in policing and/or qualitative methods.  
Equivalent Course(s): CHST 26304

PBPL 26305. Public Policy Practicum: Qualitative Research in Urban Transportation. 100 Units.  
This one-quarter practicum in qualitative methods aims to develop interview and observational research skills, including instrument design, questioning, transcription, ethnographic note-taking, thematic analysis, and write-up, in the context of a mini-BA thesis trial run. The topic of this version of the practicum is urban transportation. Students will engage in interviews with informants in different roles in transportation, potentially including public servants, activists, policymakers, and users of multiple modes of urban transportation. This class will include field trips within the city of Chicago. Meant to prepare Public Policy Studies students for the BA thesis process, each student, using interviews/observations conducted by themselves and their classmates, will formulate a question related to urban transportation and construct the component parts of their own research paper, which they will submit at the end of the quarter.  
Equivalent Course(s): CHST 26305
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.
Equivalent Course(s): CHST 26355, ENST 26355

PBPL 26365. Environmental Justice in the Calumet. 100 Units.
As part of the Calumet Quarter, the Environmental Justice practicum will allow students to engage in research on an issue of environmental justice in the Calumet region. The class will partner with a local community organization to identify and study an environmental concern that disproportionately affects people of color in the area, by learning and implementing research methods in the pursuit of a final project that is presented to the community organization. Among the research methods to be employed will be key informant interviews and a general population survey. Students will be responsible for drafting and revising the survey instruments according to established survey research methods. Students will be expected to work collaboratively both with other students and members of the community in order to be maximally responsive to the needs of local residents.
Equivalent Course(s): ENST 26365, HMRT 26365, CHST 26365

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.
Equivalent Course(s): CEGU 26366, CHST 26366, ENST 26366

PBPL 26383. Mapping Global Chicago: Immigration Law, Policy & Diaspora. 100 Units.
Mapping Global Chicago is an interdisciplinary research lab that undergraduates may take for course credit. In this lab, students work together to create public scholarship investigating the idea of the “global city” here in Chicago. This year, students will conduct research projects centered around immigration policies and laws, as well as the intersection of immigration with criminal justice. This course is in collaboration with Chicago Appleseed, a community driven nonprofit that advocates for fair, accessible, and anti-racist courts. In addition to working alongside Appleseed’s staff on immigration court reform projects, enrolled students will court-watch, interview people working in and impacted by the immigration and legal systems, and explore diverse research methods. Students will deliver their research findings to a live audience during a final presentation. Please direct any questions to Professor Callie Maidhof (cmaidhof@uchicago.edu) and Ethan Chen (ethanjchen@uchicago.edu).
Applications for the course are due by Tuesday, 12/12/2023 (11:59 pm CT), and students will receive notification about their enrollment status around the second week of the winter quarter.
Equivalent Course(s): ENST 26383, CHST 26383, LLSO 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.
Equivalent Course(s): CEGU 26400

PBPL 26416. Latin American Extractivisms. 100 Units.
This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current “neoextractivisms” have unearthed unprecedented rates of profit as well as social conflict. Today’s oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.
Equivalent Course(s): ANTH 23093, LACS 26416
PBPL 26433. Practicum in Environmental Management. 100 Units.
Students in this course will explore and evaluate aspects of environmental sustainability on campus, through scholarly research, interviews, surveys and data collection and analysis. Students will apply concepts and tools from environmental studies, public policy and economics to evaluate and make recommendations for enhancing the environmental performance of campus athletics operations and events. The research will be conducted in collaboration with the Office of Sustainability and Department of Physical Education and Athletics. Prerequisite: PBPL 200 or ECON 198 or equivalent
Equivalent Course(s): ENST 26433

PBPL 26444. Practicum in Campus Athletics and Environment. 100 Units.
The practicum course will engage students in economic and environmental research related to designing a system for waste diversion on campus. Students will develop hands-on experience by designing, implementing, measuring and reporting the impacts of a "zero-waste" campus athletics event. Students will explore different technologies and behavioral interventions for waste management, with a focus on reducing food waste at campus events. Students are expected to attend the zero-waste event on April 23-24th, 2017.
Equivalent Course(s): ENST 26444

PBPL 26501. Social Demography. 100 Units.
This course seeks to introduce important topics in social demography to master and upper-level undergraduate students. Social demography studies the social aspects influencing the population processes. Specifically, this course focuses on basic demographic concepts, fertility transition, extreme fertility regimes, epidemiological transition, differential health and mortality, health behaviors, population aging, migration, household formation, second demographic transition, and population and environment. Students are evaluated by their participation, leading discussions, reflection memos, and a final project.
Equivalent Course(s): MAPS 36500

PBPL 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.
The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.
Equivalent Course(s): ENST 26530, ECON 26530, PPHA 32510

PBPL 26690. The Politics of Health Care. 100 Units.
In this course we will tackle some of the complexity of health care head on, considering how cultural, legal and structural factors shape the delivery of care. Our goal will be to address foundational questions about how we as a society imagine health care, the professionals who work within the field, and the patients. We will draw on evidence from the United States to ask: How have shifts in the institutional context in which medical professionals work altered their task? How do we imagine patients and their choices? How do external and internal pressures shape what issues are prioritized and who receives care? In addition to traditional coursework, PBPL 26690 will take part in the ExoTerra Imagination Lab
Equivalent Course(s): HLTH 26690

PBPL 26705. Economics of Education. 100 Units.
This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.
Equivalent Course(s): EDSO 26700, ECMA 36700

PBPL 26800. Geography Issues in Housing and Community Development. 100 Units.
Difference is inscribed in and shaped by the structure of urban space. Neighborhoods are assemblages of materials, practices, and meanings that express and characterize their inhabitants-their race, their culture, their language, and their incomes. This seminar explores the dynamics of difference within inner-city neighborhoods in the United States. Emphasis is placed on analyzing approaches to community development from the slum clearance efforts throughout the twentieth century to mixed-income housing and voucher dispersal efforts in more recent years. Students pursue research topics of their own choosing within the general framework. Chicago area field trip in collaboration with the Chicago Housing Authority required.
Equivalent Course(s): GEOG 36800, ENST 26800
PBPL 26830. Medical Ethics. 100 Units.
In this course we will tackle some of the complex ethical challenges faced in health care. We will discuss the broad philosophical frameworks used in health care settings to make decisions around hot-button issues like: abortion, organ donation, and withdrawing care at the end of life. We will also investigate how legal and cultural factors complicate decision-making around these topics. Class time will be divided between debates over real case studies, class guests, field trips to hospitals and ethics committees, and a mock policy forum, in which students will represent the perspectives of different interest groups in order to develop medical ethics policy.

PBPL 26831. Developing Effective Economic Policy. 100 Units.
At UChicago, we believe that developing effective public policy is a science, based on data and measurable impact. UChicago scholars have been fostering leaders who fearlessly ask the hard questions and follow the evidence to find the answers, leaders who are adept at using the best science of our day to confront the most important problems of our time. This course is designed for enterprising high school students who want to join this work at the frontiers of data collection and analysis, using the latest technology and social science methods to design economic policies that will work for society. Students will be introduced to the basic toolkit of quantitative policy analysis, which includes probability theory, sampling, hypothesis testing, regression, experiments, differences in differences, and regression discontinuity. Students will also learn how to use a statistical software program to organize and analyze data. Most importantly, students will learn the principles of critical thinking essential for careful and credible policy analysis.

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

PBPL 26843. Public Policy and the Labor Market. 100 Units.
The field of labor economics explores how labor markets function. The course will cover 6 major themes in labor economics and their applications to public policy: (1) labor force participation (employment, unemployment, non-employment), (2) the wage structure (the earnings distribution, measuring inequality, superstar earnings, inter-generational mobility), (3) labor mobility (migration, immigration, job match, job turnover), (4) collective bargaining (unions), (5) incentive pay (piece rates, time rates, tournaments, efficiency wages), and (6) impacts of trade on employment and wages.

PBPL 26886. Women and Labor Markets. 100 Units.
Workers differ on many dimensions. In this course, we will focus on one: gender. Students will develop a microeconomist's toolbox to consider six major themes related to women's labor: (1) Human capital- Understanding why and how people invest in themselves and how these investments have differed by gender over time. (2) Aggregate labor market- Understanding where wages come from. (3) Occupational choice- Thinking about why people sort into occupations and how occupational sorting by gender has varied over time. (4) Discrimination- Considering the effects of prejudice and discrimination on wages and productivity. (5) Family as an economic unit- Family formation/dissolution, time use, and fertility decisions. (6) Public policy- Considering the effects of public programs, regulations, taxes, and transfers on female labor force participation, family size, and family stability.

PBPL 26930. Environmental Economics: Theory and Applications. 100 Units.
This course presents a broad-based treatment of the theory and application of environmental economics. Topics are introduced in the context of real-world environmental policy questions (with special emphasis on energy policy), then translated into microeconomic theory to highlight the salient constraints and fundamental trade-offs faced by policymakers. Topics include property rights, externalities, Pigouvian taxes, command-and-control regulation, cap-and-trade, valuation of environmental quality, cost-benefit analysis, policymaking under uncertainty, and inter-regional competition. Students who have previously taken PBPL 28525 should not enroll in this course.

Equivalent Course(s): PPHA 36930

PBPL 26988. The Politics of Organizational Ethics. 100 Units.
In this seminar, we will investigate the often-contentious process of creating ethics policy. How do policymakers decide what is right or wrong for their organization or profession? We will draw on case studies from medicine, policing, technology, law, and the corporate world, investigating why organizations are motivated to create ethics, and what challenges they face when they do. We will consider the different political battles policymakers must engage in and investigate how ethics policies are actually used once they are put in place.

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. Equivalent Course(s): ECON 27000
PBPL 27040. Public Finance and Public Policy. 100 Units.
This course analyzes the rationales for government intervention in the economy, the form that intervention takes, and the effects of government policy. We will review the economic tools of analysis used in public finance, including cost-benefit analysis, and apply them to government policies, largely at the federal level. The course will focus on policies to remedy externalities, the provision of public goods, social insurance, and the effects of taxes. Within social insurance, we will cover social security and health reform. We will also explore the role taxation plays in government policy. Tax topics include the effect of taxes on consumers and firms, savings and corporate decisions, and fundamental tax reform.

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.
Equivalent Course(s): SOCI 20222

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

PBPL 27103. Planning for Land and Life. 100 Units.
The collaborative plan to create a Calumet National Heritage Area that touches aspects of environmental conservation, economic development, cultural heritage, recreation, arts, and education will ground this course’s exploration of landscape history and landscape planning in the Calumet region. Students will investigate this planning process and its relationship to other local and regional plans. A strong focus of the course is on the opportunities and challenges this complex and richly textured industrial region faces in its transition to a more sustainable future.
Equivalent Course(s): ENST 27103, GEOG 27103, ARCH 27103

PBPL 27110. Animal Policy. 100 Units.
Brief Description: Humans share the Earth with countless multitudes of sentient, non-human beings. We categorize our fellow earthlings into, for example, farm animals; pets; wild animals; pests; and so on. For each of these animal categories, we have laws, policies, and norms that influence our interactions with our fellow creatures and also profoundly affect the births, lives, and deaths of animals. This discussion-based course examines animal-related policies. We will look at broad questions - should animal wellbeing be directly taken into account in policy analysis, or only accounted for via human interest in animal wellbeing? - as well as specific policies with respect to farm animals, zoo animals, companion animals, and so on.

PBPL 27115. Crime and Policing. 100 Units.
This class covers recent empirical work in crime and policing, including the effects of arrests, bail, criminal records, and incarceration on long-term outcomes, as well as interactions between family formation and the criminal justice system. We also study the effects of officer diversity and police reforms, body cameras, and stop and frisk. We will examine both individual (e.g., officer, judge) racial discrimination as well as systemic racism in the justice system.

PBPL 27120. The Politics of Punishment. 100 Units.
Voters elect nearly all local prosecutors, sheriffs, and trial judges in the United States. In this seminar, we will explore the influence of political institutions on the decisions of those law enforcement officials. To that end, the course will cover constitutional design, public opinion, racial disparities, electoral accountability, special interest politics, and the collateral consequences of incarceration. While rooted in recent phenomena, this course will also focus on historical perspectives. Likewise, while substantively focused, the class will provide insights into theoretically rigorous, empirically grounded social science research.

PBPL 27125. Voices of Alterity and the Languages of Immigration. 100 Units.
This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?
Equivalent Course(s): REES 29025, ENST 27125, CMLT 27125, HIST 27710, ENGL 27125, CHST 29025

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.
Equivalent Course(s): CHST 27155, BPRO 27155, ENST 27155, CEGU 27155, GISC 27155

PBPL 27210. Where We Come From: Methods & Materials in the Study of Immigration. 100 Units.
This course provides an interactive survey of methodologies that engage the experiences of immigrants in Chicago. Exploring practices ranging from history to fiction, activism to memorialization, this course will introduce students to a variety of the ways that immigrants and scholars have approached the Second City.
Equivalent Course(s): HIST 27712, CHST 24417, ENST 27210, REES 24417

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.
Equivalent Course(s): CHST 27325, GEOG 27325, ENST 27325

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

PBPL 27547. Race, Ethnicity, and American Public Schools. 100 Units.
This seminar is designed to introduce students to recent trends in research about race and ethnicity in American public schools. Although there are no pre-requisites for enrollment, this is a reading-intensive course, and students will be asked to read one full book per week throughout the quarter (with the exception of weeks 1 and 10). In this discussion-based course, students will evaluate the strengths and weaknesses of scholars' theoretical and methodological approaches to exploring how race and/or ethnicity shape and are shaped by the institutions of schooling. We will focus primarily on texts published in the past two decades in order to develop an understanding of the current landscape of the literature. For their final paper, students will evaluate the conceptualization and evaluation of a theme, concept, or theory across at least four texts from the course.
Equivalent Course(s): EDSO 27547, CRES 27547, CHDV 27547, SOCI 28096

PBPL 27809. Violence in the Early Years. 100 Units.
This course will address issues related to children’s exposure to violence. Classes will cover topics including, but not limited to, the history of violence against children (infanticide, etc), children’s literature, parental violence towards children, school-related violence, practices such as female genital mutilation, and other policy-relevant issues related to violence in children’s lives. We will analyze policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice.

PBPL 27818. Philosophical Foundations of Public Policy. 100 Units.
Evidence-based policy making’ sounds like a slogan everyone can get behind. But its central components, cost-benefit analysis and program evaluation, have each been subject to severe philosophical questioning. Does cost-benefit analysis ignore important ethical concerns? Does program evaluation ignore valuable kinds of knowledge? We will introduce each of these debates, and then take up the question of how evidence-based policy might be reconciled with democratic theory. Class discussion and assignments will consider these topics in the context of specific policy areas, including climate change, discrimination, and education.
Equivalent Course(s): PLSC 27818

PBPL 27821. Urban Schools and Communities. 100 Units.
This course focuses on urban communities and the contextual factors influencing the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, the influences on the character of their structure and organization (especially in urban areas), and the surrounding context, such as housing, policy, race and class. The topics detailed below provide essential intellectual perspectives on the history, work, and complexities of urban schools.
Equivalent Course(s): CHDV 27821

PBPL 27900. Global-Local Politics. 100 Units.
Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.
Equivalent Course(s): HMRT 30116, SOCI 30116, GEOG 30116, HMRT 20116, LLSO 20116, GEOG 20116, SOCI 20116
PBPL 27905. Global Health Metrics. 100 Units.
This course provides an overview of the causes of illness and injury in populations across the world and the most important risk factors. We will discuss how population health is measured using summary indicators that combine mortality and non-fatal health outcomes. We will use these indicators to compare and contrast the health of populations across global regions and in time. Sound measurement of the global burden of disease is essential for prioritizing prevention strategies. Therefore, there will be a strong emphasis on understanding how data sources in information-poor settings are used to generate estimates of population health.
Equivalent Course(s): PBHS 31900, HLTH 27905

PBPL 27919. Research in School Improvement. 100 Units.
Research evidence and data play an increasingly important and complex role in efforts to reform underperforming school systems in the United States. Both education policy and practice increasingly rely on sophisticated understandings of a dynamic interplay of complex organizations, systems, and policymaking. This course introduces students to cutting edge models for using research and data public school reform efforts, including examples of randomized control trials, district-based research, research-practice partnerships, and quality improvement strategies. The course includes concrete illustrations of research that reshaped educational practice drawn from the UChicago Consortium on School Research.
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.

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.
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 and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform. Must have completed PPHA 32300 Principles of Microeconomics and Public Policy I or equivalent to enroll.
Equivalent Course(s): CCTS 38300, ECON 27700, PPHA 38300

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

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.
Equivalent Course(s): EDSO 28350, ECON 16710

PBPL 28356. Economics of Discrimination. 100 Units.
Course description not available
PBPL 28375. Political Economy of Development. 100 Units.
This course explores why some countries are poor and violent, and what (if anything) peaceful and prosperous countries can do to foster stability and development elsewhere in the world. The first half of the class looks at history and theory to understand the roots of violence and how order and development emerged in some places. The second half of the class looks at Western interventions in the last half century (and today), from aid to military intervention to democracy porton, to understand why some efforts succeed and fail.

PBPL 28401. Gender in the Classroom. 100 Units.
No inherent difference in general intelligence or academic ability have been found between males and females, despite extensive research on the topic. However, gendered patterns of learning and achievement persist. In the US, girls outperform boys on tests of reading and literacy, earn better grades, and are more likely to graduate high school and enroll in college. At the same time, while boys and girls now perform similarly on most tests of math and science achievement, boys are still more likely than girls to take Advanced Placement tests in STEM-related fields during high school, and ultimately to pursue STEM Careers. This course focuses on the ways in which gender shapes student’s classroom experiences, and how these gendered interactions may contribute to the persistence of gendered patterns of achievement outcomes, within the context of US K-12 classrooms.

We will draw on perspectives from several disciplines, including Psychology, Anthropology and Sociology. Because this course provides a context for students to explore and critically reflect on the ways in which gender shapes student experiences within the context of US K-12 classrooms, the course may hold particular appeal for undergraduates considering pursuing careers as educators, and for those who desire a space to explore and reflect on the role of gender in shaping their own educational experiences thus far.

Equivalent Course(s): GNSE 28401, PSYC 28401, CHDV 28400

PBPL 28420. Industrial Organization and Regulation. 100 Units.
This course will examine industrial organization, the study of firms in imperfectly competitive markets; i.e., oligopoly. Industrial organization analyzes the acquisition and use of market power by firms, strategic interactions among firms, and the role of government regulation. We will address topics such as unilateral exercise of market power, price discrimination, collusion, network economies, and vertical relations, often referencing recent business and regulatory case studies. An important component of the course will be the Competitive Strategy Game, in which students will compete against one another in several simulated markets.

PBPL 28425. Strategic Behavior and Regulation of Firms. 100 Units.
This course will examine the role of public policy in oligopoly markets, where competition is imperfect. We will examine the strategies that firms use to increase profits, the effects of those strategies on consumers, and the cases for and against regulatory intervention in markets. Topics will include issues such as mergers, predation, price discrimination, collusion, and network economics. Class discussions will frequently focus on the economics of recent business and regulatory case studies, such as the California electricity crisis, Google’s use of its search engine, and net neutrality regulation. An important component of the course will be the Competitive Strategy Game, in which students will form firms that compete against one another in several simulated markets, allowing students to gain first-hand experience with some of the strategic decisions firms regularly face.

PBPL 28430. International Trade, Banking and Capital Markets. 100 Units.
Over the past 50 years, the markets for goods and services have become dramatically globalized. The internationalization of financial markets and the liberalization of trade have been critical to this growth. In contrast to a few decades ago, today’s companies manage global supply chains and investment capital moves quickly from market to market. International Trade, Banking and Capital Markets is an introduction to the drivers of and issues behind these changes. The course assumes only an introductory course in microeconomics. Topics covered include: the economic models presenting the gains from trade and gains and issues created by instruments of trade policy such as tariffs and treaties, as well as international trade bodies including the World Trade Organization. The course will then cover aspects of international capital markets, focusing on floating and fixed foreign exchange regimes. The growth of international banking out of trade finance and the international expansion of domestic businesses will be presented along with the issues these developments created. The parallel deregulation of international financial markets will be discussed and its impact on developed and developing countries. We will discuss the importance of these markets in supporting the underlying growth in trade and services as well as the issues created, e.g., the precipitation of the 1997 East Asian Crisis by developing economies’ increased access to capital markets.

PBPL 28488. Politics and Public Policy in Latin America. 100 Units.
This course will cover the politics of policy making in Latin America. The first part will focus on understanding the problems of economic development in the region. It will address how and why Latin America is different by looking at its economic outcomes, economic and social policies and political institutions. It will also look at different examples of how political institutions shape policy outcomes. The second part will ground the distinctiveness of Latin America in its history, and show why understanding this is critical for comprehending why it is so different from the United States. It will explore how these historical factors persist, for example, how the legacy of authoritarianism shapes redistributive policies and how these historical foundations have created the weak Latin American states we see today. The third part of the course will look at how groups such as civil society or violent actors can also shape policymaking and welfare in this region. Finally, it will discuss some perspectives on whether some countries in the region have managed to find ways to change their political institutions and subsequently their social and economic policies with the prospect of creating a more prosperous
society. The aim of this course is for students to gain empirical knowledge on the region’s politics and policies as well as a practical understanding of political factors that shape policy outcomes.

Equivalent Course(s): LACS 28488

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

Equivalent Course(s): LACS 28498, GNSE 28498

PBPL 28501. Process and Policy in State and City Government. 100 Units.
This course consists of three interrelated sub-sections: (1) process and policy in city and state government; (2) the role played by influential, key officials in determining policy outcomes; and (3) policymaking during and after a political crisis. Issues covered include isolating the core principles driving policy at city and state levels; understanding how high level elected officials can shape the course of policy; and determining how political crisis affects policy processes and outcomes. Most of the specific cases are drawn from Chicago and the State of Illinois.

Equivalent Course(s): CHST 28501

PBPL 28502. Policing in America: Black, White and Blue. 100 Units.
The course will focus on policing issues in Chicago and across the nation. It will feature guest speakers and class discussions. This course satisfies the Public Policy practicum Windows requirement.

Equivalent Course(s): CRES 28502

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.

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).

Equivalent Course(s): ECON 13110

PBPL 28538. Political Economy of Natural Resources. 100 Units.
The aim of this course is to provide students with an understanding of the political and economic consequences of natural resource wealth. The course will combine theoretical models and empirical evidence on the relationship between natural resources and outcomes such as low economic growth, authoritarianism, corruption and conflict. We will look at the very different experiences of different resource-rich countries (e.g. Norway versus Venezuela) and will also explore the differences across resources (e.g. oil vs minerals). The course will provide a setting for the discussion of the merits and potential pitfalls of various policies for the management of natural resource wealth.

Equivalent Course(s): CEGU 28538

PBPL 28550. Methods of Data Collection: Social Experiments, Quasi-Experiments and Surveys. 100 Units.
The pressure in many fields (notably medicine, health research, politics, and education) for evidence-based results has increased the importance of the design and analysis of social investigations in providing a basis for policy decisions. This course will address: (i) the design of experiments, quasi-experiments, and surveys; and (ii) the use of these social investigations to provide data for generalization. Randomized clinical trials in medicine, field experiments in economics, psychology and political science, tests of quasi-experimental interventions, and national sample surveys will be among the examples. The course will explore the relative relevance of evidence
from these different sources in formulating policy. This course satisfies the Public Policy practicum METHODS requirement.

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.  
Equivalent Course(s): ECON 28600

PBPL 28630. Cost-Benefit Analysis. 100 Units.  
Cost-benefit analysis (CBA) is the primary tool used to provide quantitative evidence to inform public policy decisions. Ideally, CBA will improve the efficiency of public policy by identifying public policies/projects that create the most "value" for society. The goals of this course include (1) reviewing the theoretical/conceptual foundations of CBA as applied in the public sector (2) learning how to incorporate elements of cost-benefit analysis into policy work; and (3) discussing the challenges and practical difficulties of CBA as a tool in public policy analysis. This class also presents an opportunity to reflect on big picture issues of how to treat uncertainty and risk, discount costs and benefits received in the future, value lives saved, and manage other difficult matters. In brief, this class offers an overview of the cost benefit analysis methodology, with attention devoted to the microeconomic foundations of the technique as well as applications drawn from many areas, including health, the environment, and public goods. Students must take PBPL 20000 or ECON 20000 (or equivalent) prior to enrolling in this course.

PBPL 28633. Policy Evaluation. 100 Units.  
Correlation isn’t causation -- so what is? In this course students will learn about the statistical tools deployed in contemporary quantitative research, and how to implement them in R. Furthermore, they will learn about research methods used to identify causation, such as randomized control trials, which underpin much of public policy research.

PBPL 28640. Mixed Methods Approaches to Policy Research. 100 Units.  
This course will introduce students to a diverse range of mixed methods approaches to policy research. Students will learn about multiple disciplinary perspectives and methodological approaches to policy research. The course will expose students to different styles of mixed methods research, including a small project on qualitative data analysis. Students in this course will become critical consumers of both qualitative and quantitative research, specifically, what types of questions best lend themselves to quantitative, qualitative, and mixed methods studies. This course satisfies the Public Policy practicum METHODS requirement.

PBPL 28670. Markets and Regulation. 100 Units.  
This is an applied industrial organization course that examines economically regulated market structures. We will analyze: a) types of market structures that particularly generate economic regulation; b) common methods used by regulatory agencies given a particular market structure; and c) models of the supply of and the demand for regulation of markets, with emphasis on maximizing behavior on the part of both suppliers (regulators) and demanders (firms, consumers, political representatives). We will focus on non-financial markets, as financial markets are well-covered in other courses.  
Equivalent Course(s): ECON 28030

PBPL 28678. Massive Change: Finance & Economics. 100 Units.  
The pervasiveness and the speed of change are increasing in almost every imaginable way, along with their implications. The central prism throughout this course is change: across time, societies, and circumstances. We draw from economics and finance, from other social sciences, and from history. The course focuses on ideas and concepts and not on methods and techniques. Among the topics are the following: (i) An overview of 500+ years of coevolution of finance and economics. (ii) A taxonomy of the sources of massive changes. (iii) Predictability and unpredictability. Fallibilities of forecasters. Incentives of forecasters. Noise. (iv) Wealth of nations. Growth, hyper-growth, and stagnation. Low income traps; middle income traps; other traps. (v) Economic and financial crises. Bubbles and busts. Frameworks for understanding crises. (vi) Demographic and related transitions. Exploding, stagnant and declining populations. (vii) Some classical perspectives on change; for example, Braudel, Kuznets, Marx, Polanyi, and Schumpeter.  
Equivalent Course(s): PPHA 36202

PBPL 28681. Financial Investments for Public Policy. 100 Units.  
Central banks, Treasury departments, the IMF, and sovereign wealth funds use financial data and tools to inform their decisions. This class covers the main concepts of finance theory for stocks, bonds, and investment portfolios and applies them in the public policy context. Topics covered include the following: present value, real and nominal interest rates, optimal portfolio choice, Value-at-Risk and Growth-at-Risk, risk and return, the Capital Asset Pricing Model, performance evaluation, market efficiency, and return predictability.  
Equivalent Course(s): PPHA 36101
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.

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

PBPL 28728. Climate Change and Society: Human Impacts, Adaptation, and Policy Solutions. 100 Units.
Time is running out to prevent the worst impacts of climate change. The next decade will be critical both for the transformation of society and learning to adapt to changes that cannot be avoided, and climate change will be a key part of everyday life. This class discusses 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 multiple disciplines relevant for climate change and acquire tools for conducting analyses of climate impacts and policies. The latter parts of the course will hone students' ability to apply and communicate these insights through practical analysis of national policies and writing op-eds about climate-related issues. The goal is to help students from any background become informed and critically-minded practitioners of climate-informed policy making, able to communicate the urgency to any audience.

PBPL 28730. Insurgency in South and Southeast Asia. 100 Units.
This course will trace the emergence, spread, and decline of insurgencies across South and Southeast Asia. We will use cutting-edge theoretical and quantitative research to examine the causes of each conflict—from the Naval Insurgency in India to the varied separatist movements in Indonesia—and draw on in-depth case studies of various counterinsurgency strategies to assess how these conflicts were or might be resolved through cooperation between local and international actors. Students will engage with ongoing field data collection efforts in Thailand and the Philippines, and will use original microdata as a core feature of their final research paper.

PBPL 28747. The Modern Welfare State. 100 Units.
In 2016, Denmark was the happiest country in the world according to a United Nations happiness report. Denmark, along with Sweden and Finland have shared 20 years of relative prosperity and now are among the wealthiest countries in the world in terms of GDP per capita. They are also "welfare states" with very high levels of taxation and redistribution—policies at odds with traditional views on the power of incentives to encourage prosperity. The influence of the Nordic Model is evident in policy discussion in the US on issues ranging from educational subsidies to family-friendly workplaces. What can policy makers in other countries learn from the successes and failures of the Nordic Model? This class has three goals: 1. to familiarize you with Nordic taxes and subsidies, 2. to help you understand why these policies are successful (or appear to be successful), and 3. to give you the tools to critically evaluate suggestions for similar policy implementation in the US.

PBPL 28750. Conflict: Root Causes, Consequences and Solutions for the Future. 100 Units.
The goals of this course are to introduce you to key concepts in the study of conflict, and to help you develop the analytical skills you need to understand and assess key arguments advanced in this arena. Drawing primarily on economics and political science, as well as psychology, we will seek to understand: Why do human beings engage in acts of violence? How can armed groups compel atrocities? How do we prevent cycles of violence, and aid countries recovering from war? Specifically: We will examine the role of economic shocks and ethnic divisions on civil war. We will also discern whether similar factors explain the rise of terrorism. In addition, we will study the consequences of conflict on socio-economic development, and examine the role of foreign aid and post-conflict reconciliation in helping countries recover from conflict. The class will examine these questions while focusing on analytical skills needed to understand cutting edge research in this area. Thus a major emphasis of the course is on learning how to think critically about empirical evidence, and learning the methods used in quantitative empirical analysis, such as fixed effects models, differences-in-differences research.
designs, and instrumental variables estimation. It is ideal for students who want to learn substantively about conflict while developing an understanding of the methodology used to produce key empirical findings.
Equivalent Course(s): ECON 16950, PLSC 28750

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

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.
Equivalent Course(s): PLSC 28765

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.
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.

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?"
This course aims to provide you with negotiation experience, tools for persuading others to go along with your beliefs, and general knowledge of human psychology.

**PBPL 28785. Value Creation: Social Capital, Negotiation Strategy, and Getting Things Done. 100 Units.**

This new course empowers students to understand and navigate the complex intersections of social networks, negotiation, and value creation within organizational structures. In the initial weeks, we dive into the principles of social organization, applying social network analysis as a central framework. You'll learn to recognize and coordinate divergent interests within a social organization, optimizing for the best outcome. Our focus is not just on how you identify valuable opportunities within these networks but also on how to mobilize resources to actualize these opportunities. As the course progresses, we transition into the art of negotiation. Through simulated exercises, you will develop an 'interpersonal toolkit,' learning to persuade and collaborate with others effectively to achieve your objectives. We'll delve into key aspects of negotiation, such as overcoming communication obstacles, maximizing multiple interests, and tactics for coalition building. The course culminates by bringing these themes together: harnessing your social capital, leveraging effective negotiation strategies, and ultimately getting things done. Whether you're planning a future in business, policy, law, social work, academia, or beyond, these skills will prove invaluable. The goal is to equip students with the knowledge and tools to create value and drive outcomes, setting the foundation for a successful career.

**PBPL 28790. Behavioral Science for Policy Designers. 100 Units.**

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

Equivalent Course(s): PSYC 28790

**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.

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?

Equivalent Course(s): ECON 26920

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

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

**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.

PBPL 28871. Constitutional Law. 100 Units.
This course is an introduction to American constitutional law. Topics include: the role of the judiciary and other institutions in interpreting and applying the Constitution of the United States; theories of constitutional interpretation; the practice and meaning of judicial review in a political democracy; structural and individual rights approaches to constitutional limitations on government authority; and the public-private distinction in constitutional law.

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

PBPL 28920. Inequality: Origins, Dimensions, and Policy. 100 Units.
For the last four decades, incomes in the United States and across the globe have grown more unequal. That fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In this interdisciplinary course, participating faculty members drawn from across the University and invited guest speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions, from economic, political, legal, social, biological, philosophical, public policy, and other perspectives. This course is part of the College Course Cluster program: Inequality.
Equivalent Course(s): ECON 24720, BPRO 28900

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.
Equivalent Course(s): ARCH 28925, HLTH 28925, ENST 28925

PBPL 28957. The Social Psychology of Behavior in Organizations. 100 Units.
Understanding others’ thoughts and behaviors is essential for professional and personal success. Most of us try to understand others by putting on the cap of an “intuitive scientist,” relying on our intuitions to identify others’ thoughts and motivations and to predict others’ behavior. However, decades of psychological research suggest that our intuitions about other people are often misguided in systematic ways. This course will enable you to have a more accurate understanding of others’ motivations, feelings, thoughts, and behaviors by teaching you to think like a “psychological scientist” rather than an intuitive scientist. Relying on research in social psychology, judgment and decision-making, and behavioral science, this course will help you understand when your intuitions are likely to be reliable and when they are unlikely to be so, giving you important knowledge and tools to succeed professionally and interpersonally. Managing other people-be they co-workers, customers, constituents, or competitors—is critical for professional and personal success. At the very start of your professional career, your success will likely depend on having the necessary technical expertise to produce excellent work product for your organization. As you progress in your career, however, success will increasingly require you to manage groups of people, to align their skills, solve interpersonal problems, and create well-functioning teams.

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

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.
Equivalent Course(s): PPHA 33510
PBPL 29120. Poverty Law and Policy Reform. 100 Units.
This seminar seeks to give students a comprehensive understanding of the major anti-poverty programs in the United States with an emphasis on current challenges and reform proposals. We will spend the first half of the course exploring the implementation and evaluation of the programs that make up the traditional safety net for poor Americans: income supports, health insurance, and housing assistance. We will spend the rest of the quarter exploring topics that complicate the traditional social policy regime, including how the safety net is more robust for some groups, such as the elderly and veterans, than others. We will explore how the legal systems of immigration and incarceration hamper anti-poverty policy and how safety net programs address the needs of rural and Native Americans. Finally, we will investigate two recent developments in the field: social entrepreneurship and the critique of procedural rights.
Equivalent Course(s): HMRT 29120, LLSO 29120
PBPL 29200. Global Energy & Climate Challenge: Economics, Science & Policy. 100 Units.
The global energy and climate challenge is one of the most important and urgent problems society faces. Progress requires identifying approaches to ensure people have access to the inexpensive and reliable energy critical for human development, without causing disruptive climate change or unduly compromising health and the environment. The course pairs technical and economic analysis to develop an understanding of policy challenges in this area. Lecture topics will include the past, present, and future of energy supply and demand, global climate change, air pollution and its health consequences, selected energy technologies such as solar photovoltaics, nuclear power, unconventional oil and gas, and an analysis of theoretical and practical policy solutions in developed and emerging economies.
Equivalent Course(s): ECON 26730, BPRO 29200, ENST 28220, PPHA 39905
PBPL 29294. Introduction to Global Health. 100 Units.
This course provides an overview of global health from the historical perspective to the current state of global health. The course features weekly guest lecturers with a broad range of expertise in the field: topics include the social and economic determinants of health, the economics of global health, global burden of disease, and globalization of health risks, as well as the importance of ethics, human rights, and diplomacy in promoting a healthier world. The course is designed for graduate-level students and senior undergraduates with an interest in global health work in resource-limited settings.
Equivalent Course(s): BIOS 29294, CCTS 43000
PBPL 29355. Leading Complex Organizations. 100 Units.
In virtually any field of endeavor, individuals will find themselves operating within organizations - many of them quite complex. By studying leadership of such organizations at the outset of a career, individuals will learn how to better succeed within any organization and will attain a level of preparation for assuming leadership positions if they ultimately become available. The seminar will cover a number of critical subjects: the difference between leadership and management; the development of the organization’s sense of mission and the strategy to achieve it; organizational culture; building and leading a team; entrepreneurial leadership; organizational transformation; leading an organization through crisis; how a leader relates to an organization’s governing body and external constituencies; how leaders are held accountable.
PBPL 29404. Inequality, Household Finance, and Tax Policy: A Practicum. 100 Units.
The first component of this course will feature seminar discussions of inequality in the US, with respect to income, gender and race, and how these interact with US tax policy. We will have a focus on income transfers to low-income households such as the Earned Income Tax Credit. We will also review current policy topics in Household Finance, the study of how households save, borrow, and/or use insurance to overcome unexpected changes in household income. In addition, we will discuss the process of filing tax returns, the prevalence of income tax refunds, and the various industries, both non-profit and for-profit, that have arisen around this phenomenon. Next, students will go into the field, and work as volunteer tax preparers for a local, Chicago non-profit, Ladder Up. Students will be trained as tax preparers (which requires a 3-hour training session), learn how these services are delivered, and will also learn about the various social goals and public benefits that are often coupled with this process. Tax season begins in late January, and the students will volunteer weekly for about 6 weeks, until the end of the quarter. Students are also encouraged, though not required, to continue to volunteer until the end of the tax season, April 15th. Finally, students will produce a final project as a part of a group project. This course satisfies the Public Policy windows practicum requirement.
Equivalent Course(s): CHST 29404
PBPL 29411. Mediation, Moderation, and Spillover Effects. 100 Units.
This course is designed for graduate students and advanced undergraduate students from social sciences, statistics, health studies, public policy, and social services administration who will be or are currently involved in quantitative research. Research questions about why an intervention works, for whom, under what
conditions, and whether one individual’s treatment could affect other individuals’ outcomes are often key to the advancement of scientific knowledge yet pose major analytic challenges. This course introduces cutting-edge theoretical concepts and methodological approaches with regard to mediation of intervention effects, moderated intervention effects, and spillover effects in a variety of settings. The course content is organized around six case studies. In each case, students will be involved in critical examinations of a working paper currently under review. Background readings will reflect the latest developments and controversies. Weekly labs will provide supplementary tutorials and hands-on experiences with mediation and moderation analyses. All students are expected to contribute to the knowledge building in class through participation in discussions. Students are encouraged to form study groups, while the two written assignments are to be finished and graded on an individual basis.

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

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.

PBPL 29600. Internship: Public Policy. 100 Units.
Students write a paper about their experience working for a government agency or nonprofit organization.

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.

PBPL 29701. Readings and Research: Humans and Natural Environments. 100 Units.
This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.
Equivalent Course(s): ENST 29701

PBPL 29800. BA Thesis Seminar: Public Policy. 100 Units.
This Seminar is designed to provide students with the resources, support, and structure to successfully complete a senior BA thesis in Public Policy Studies. During Autumn, students will articulate their research question, develop hypotheses or arguments, construct a review of the literature and consider what methods will provide answers to the hypotheses or questions (data collection and analysis). The Seminar will meet once a week for the main lecture and once a week for a separate TA session in small groups. The class will continue to meet during winter to consolidate the progress students have made in these different areas and to work on refining their research. The required winter workshop sessions with the Professor and TAs will follow autumn quarter schedule. Attendance in both autumn and winter is required. Final grade for PBPL 29800 will be provided in spring and will be based on one quarter of seminar registration, required attendance in Autumn and Winter quarters, and successful completion of the BA paper.

PBPL 29801. BA Seminar: Public Policy II (no credit) 000 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. Registration for the non-credit PBPL 29801 section is by consent only.

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.