

## Courses Eligible for MA/MPP Elective Credit

### Gateway for Healthcare Policy Concentration

#### **PUBLPOL 156. Health Care Policy and Reform – Autumn 15-16**

Focuses on healthcare policy at the national, state, and local levels. Includes sessions on international models, health insurance, the evolution of healthcare policy in the U.S., key U.S. healthcare topics (Patient Protection and Affordable Care Act [PPACA], Medicare, Medicaid, public employee retiree health care), the role of technology, reform proposals (single payer, national health care, market-based systems, regulated markets, state and local reform efforts), efficiency/cost drivers and prospects for future policy. We expect to spend at least two sessions on recent developments surrounding PPACA (aka Obamacare) and its implementation.

Units: 3, Instructors: Nation; Crane

#### **BIOMEDIN 432. Analysis of Costs, Risks, & Benefits of Health Care – Autumn 15-16**

How to do cost/benefit analysis when the output is difficult or impossible to measure. How do M.B.A. analytic tools apply in health services? Literature on the principles of cost/benefit analysis applied to health care. Critical review of actual studies. Emphasis is on the art of practical application.

Units: 4, Instructors: Owens; Goldhaber-Fiebert

#### **ECON 126. Economics of Health and Medical Care – Autumn 15-16**

Institutional, theoretical, and empirical analysis of the problems of health and medical care. Topics: demand for medical care and medical insurance; institutions in the health sector; economics of information applied to the market for health insurance and for health care; measurement and valuation of health; competition in health care delivery. Graduate students with research interests should take ECON 248. Prerequisites: ECON 50 and ECON 102A or Stats 116 or the equivalent. Recommended: ECON 51.

Units: 5, Instructors: Bhattacharya

#### **PUBLPOL 231. Political Economy of Health Care in the United States – Winter 15-16**

Provides the legal, institutional, and economic background necessary to understand the financing and production of health services in the U.S. Potential topics include: health reform, health insurance (Medicare and Medicaid, employer-sponsored insurance, the uninsured), medical malpractice and quality regulation, pharmaceuticals, the corporate practice of medicine, regulation of fraud and abuse, and international comparisons.

Units: 3, Instructors: Bundorf; Kessler

#### **PUBLPOL 222. Biosecurity and Bioterrorism Response – Spring 15-16**

Overview of the most pressing biosecurity issues facing the world today. Guest lecturers have included former Secretary of State Condoleezza Rice, former Special Assistant on BioSecurity to Presidents Clinton and Bush Jr. Dr. Ken Bernard, Chief Medical Officer of the Homeland Security Department Dr. Alex Garza, eminent scientists, innovators and physicians in the field, and leaders of relevant technology companies. How well the US and global healthcare systems are prepared to withstand a pandemic or a bioterrorism attack, how the medical/healthcare field, government, and the technology sectors are involved in biosecurity and pandemic or

bioterrorism response and how they interface, the rise of synthetic biology with its promises and threats, global bio-surveillance, making the medical diagnosis, isolation, containment, hospital surge capacity, stockpiling and distribution of countermeasures, food and agriculture biosecurity, new promising technologies for detection of bio-threats and countermeasures. Open to medical, graduate, and undergraduate students. No prior background in biology necessary. 2 unit option for once weekly attendance (Wed only); 4 unit option for twice weekly attendance (Mon and Wed); 1 additional units (for a maximum of 5 units total) for a research paper.

Units: 2-5, Instructors: Trounce

**BIOMEDIN 251. Outcomes Analysis** – Spring 15-16

Methods of conducting empirical studies which use large existing medical, survey, and other databases to ask both clinical and policy questions. Econometric and statistical models used to conduct medical outcomes research. How research is conducted on medical and health economics questions when a randomized trial is impossible. Problem sets emphasize hands-on data analysis and application of methods, including re-analyses of well-known studies.

Prerequisites: one or more courses in probability, and statistics or biostatistics.

Units: 3, Instructors: Bhattacharya

Gateway for Resources, Environment, and Energy Concentration

**ECON 251. Natural Resources and Energy Economics** – Winter 15-16

Management and provision non-renewable and renewable natural resources, with considerable attention to energy provision and use. Topics include: fisheries problems and policy; energy industry market structure, pricing, and performance; and policies to facilitate transitions from non-renewable to renewable energy. Prerequisites: 202, 203, 204, 271, and 272, or equivalents with consent of instructor.

Units: 2-5, Instructors: Wolak; Kolstad

**ECON 250. Environmental Economics** – Spring 15-16

Theoretical and empirical analysis of sources of and solutions to environmental problems, with application to local pollution challenges and global environmental issues such as climate change. Topics include: analysis of market failure, choice of environmental policy instruments, integrating environmental and distortionary taxes, environmental policy making under uncertainty, valuing environmental amenities, and measuring /promoting sustainable development.

Units: 2-5, Instructors: Goulder

**LAW 603. Environmental Law and Policy** – Spring 15-16

This course serves as an introduction to federal environmental law, regulation, and policy in the United States. The course begins with a discussion of the property law roots of environmental law and the risk assessments and regulatory frameworks essential to understanding the current US approach to environmental problems. Next, the course focuses on federal statutes including the Toxic Substances Control Act, the Clean Air Act, the Clean Water Act, the Endangered Species Act, and the National Environmental Policy Act. The course concludes with a discussion of current EPA efforts to address emissions of greenhouse gases.

Units: 3, Instructors: Wara

**MS&E 243. Energy and Environmental Policy Analysis** – Spring 15-16

Concepts, methods, and applications. Energy/environmental policy issues such as automobile fuel economy regulation, global climate change, research and development policy, and environmental benefit assessment. Group project. Prerequisite: MS&E 241 or ECON 50, 51.

Units: 3, Instructors: Sweeney

Gateway for Legal & Regulatory Intervention Concentration

**ECON 157. Imperfect Competition** – Autumn 15-16

The interaction between firms and consumers in markets that fall outside the benchmark competitive model. How firms acquire and exploit market power. Game theory and information economics to analyze how firms interact strategically. Topics include monopoly, price discrimination, oligopoly, collusion and cartel behavior, anti-competitive practices, the role of information in markets, anti-trust policy, and e-commerce. Sources include theoretical models, real-world examples, and empirical papers. Prerequisite: ECON 51.

Units: 5, Instructors: Larsen

**LAW 238. Administrative Law** – Autumn and Winter 15-16

Administrative agencies interpret statutes, promulgate regulations, and adjudicate disputes, thereby affecting vast areas of life -- from employment to food and drug safety, from the environment to energy markets, and from telecommunications to immigration. This course surveys the law of the administrative state, considering rationales for delegation to administrative agencies, procedural and substantive constraints of agency decision-making, and the judicial review of agency actions.

Units: 4, Instructors: Aut-Ho; Win-Engstrom

**NBIO 201. Social and Ethical Issues in the Neurosciences** – Spring 15-16

Influences on public debate and policy of scientific advances in the study of the brain and behavior: theories of brain function; philosophical and scientific approaches; advances in the neurosciences, possible uses in medical therapy, and interventions involving genetic screening, genetic selection, enhancement of neurological functioning, and manipulation of behavior; questions related to medical therapy, social policy, and broader considerations of human nature such as consciousness, free will, personal identity, and moral responsibility. May be taken for 2 units without a research paper. Prerequisite: Neuroscience, Biology, or Symbolic Systems major; or Human Biology core; or consent of instructor.

Units: 2-4, Instructors: TBD

**GSBGEN 363. Fiscal Policy** – Winter 15-16

One of every five dollars in the American economy will be spent by the federal government this year. This course will examine how federal spending, taxes, deficits and debt affect the U.S. economy and global financial markets, and how the economy affects the federal budget. We will look inside the federal budget to understand entitlement spending, what causes it to grow so fast, how it could be reformed, and why that's so hard to do. We'll understand where the money goes -- how much goes to infrastructure, education, housing, health care, energy and the

environment, parks, scientific research, national defense, and other needs. We'll look at the stimulus vs. austerity debate, both within the U.S. and between the U.S. and Europe. We'll look beyond partisan battle lines and explore various fiscal philosophies that sometimes split the political parties. We'll cover the federal budget process from developing the President's budget to enacting individual spending and tax bills, and discuss process reforms including spending and deficit reduction targets, a balanced budget amendment, and line item veto. We'll cover the major players in the budget debate and understand where the big and small budget decisions are made. We'll look at federal taxation, where the money comes from, how it affects the economy, and how it might be restructured. We'll examine the recommendations of the President's budget commission and see if we can predict what will become of its recommendations. And we'll see if we, as a class, can solve our nation's fiscal problems as Washington has so far been unable to do.

Units: 4, Instructors: Hennessey

### Gateway for International and National Security Policy Concentration

#### **IPS 210. Politics of International Humanitarian Action – Autumn 15-16**

The relationship between humanitarianism and politics in international responses to civil conflicts and forced displacement. Focus is on policy dilemmas and choices, and the consequences of action or inaction. Case studies include northern Iraq (Kurdistan), Bosnia, Rwanda, Kosovo, and Darfur.

Units: 3-5, Instructors: Morris

#### **IPS 241. International Security in a Changing World – Winter 15-16**

This class surveys the most pressing international security issues facing the world today and includes an award-winning two-day international crisis simulation led by Stanford faculty and former policymakers. Guest lecturers have included former Secretary of Defense William Perry, former U.S. Ambassador to Afghanistan Gen. Karl Eikenberry, and former Secretary of State Condoleezza Rice. Major topics covered: cyber security, nuclear proliferation, insurgency and intervention, terrorism, the Arab Spring, and the future of U.S. leadership in the world. No prior background in international relations is necessary.

Units: 5, Instructors: Sagan; Vardi

#### **IPS 244. US Policy Toward Northeast Asia – Winter 15-16**

Case study approach to the study of contemporary U.S. policy towards Japan, Korea, and China. Historical evolution of U.S. foreign policy and the impact of issues such as democratization, human rights, trade, security relations, military modernization, and rising nationalism on U.S. policy. Case studies include U.S.-Japan trade tensions, anti-Americanism in Korea, and cross-straits relations between China and Taiwan.

Units: 5, Instructors: Armacost; Straub; Fingar; Sneider

#### **IPS 211. Transitions from War to Peace – Spring 15-16**

How to find sustainable solutions to intractable internal conflicts that lead to peace settlements. How institutions such as the UN, regional organizations, and international financial agencies attempt to support a peace process. Case studies include Bosnia, East Timor, Kosovo, Burundi, Liberia, and Afghanistan.

Units: 3-5, Instructors: Morris

## Gateway for Education Policy Concentration

### **EDUC 306A: Economics of Education in the Global Economy** - Autumn 15-16

Case material considers development problems in the U.S. and abroad. Discussion sections on economic aspects of educational development.

Units: 5, Instructors: Carnoy

### **EDUC 347: The Economics of Higher Education** - Winter 15-16

Topics: the worth of college and graduate degrees, and the utilization of highly educated graduates; faculty labor markets, careers, and workload; costs and pricing; discounting, merit aid, and access to higher education; sponsored research; academic medical centers; and technology and productivity. Emphasis is on theoretical frameworks, policy matters, and the concept of higher education as a public good. Stratification by gender, race, and social class.

Units: 4, Instructors: Bettinger

### **EDUC 271: Education Policy in the United States** - Spring 15-16

The course will provide students from different disciplines with an understanding of the broad educational policy context. The course will cover topics including a) school finance systems; b) an overview of policies defining and shaping the sectors and institutional forms of schooling, c) an overview of school governance, d) educational human-resource policy, e) school accountability policies at the federal and state levels; and f) school assignment policies and law, including intra- and inter-district choice policies, desegregation law and policy.

Units: 5, Instructors: Dee

## Gateway for Science and Technology Policy Concentration

### **MS&E 293: Technology and National Security** – Autumn 15-16

The interaction of technology and national security policy from the perspective of history to implications for the new security imperative, homeland defense. Key technologies in nuclear and biological weapons, military platforms, and intelligence gathering. Policy issues from the point of view of U.S. and other nations. The impact of terrorist threat. Guest lecturers include key participants in the development of technology and/or policy.

Units: 3, Instructors: Hecker; Perry

### **PUBLPOL 355/MS&E 250A. Engineering Risk Analysis** – Winter 15-16

The techniques of analysis of engineering systems for risk management decisions involving trade-offs (technical, human, environmental aspects). Elements of decision analysis; probabilistic risk analysis (fault trees, event trees, systems dynamics); economic analysis of failure consequences (human safety and long-term economic discounting); and case studies such as space systems, nuclear power plants, and medical systems. Public and private sectors. Prerequisites: probability, decision analysis, stochastic processes, and convex optimization.

Units: 3, Instructors: Pate-Cornell

**PSYCH 232: Brain and Decision Making** – Spring 15-16

Neuroeconomics combines experimental techniques from neuroscience, psychology, and experimental economics, such as electrophysiology, fMRI, eye tracking, and behavioral studies, and models from computational neuroscience and economics. May be repeated for credit. Prerequisite: consent of instructor.

Units: 3, Instructors: Knutson

Gateway for Urban and Regional Policy Concentration

**LAW 527: Juvenile Justice and Social Policy** – Autumn 15-16

Juveniles are accorded special status under the American legal system. This introductory course will examine the historical precedents and philosophical reasons for treating juveniles differently from adults, and review empirical evidence about child development that can illuminate the reasons for their special status within the court system. Students will learn about the distribution of juvenile delinquency and the impact of significant social and institutional influences on delinquency: family, school, peers, and drugs. The course will also provide a detailed overview of the juvenile system, from its beginning to the current state of the institution, which will include a review of police work with juveniles, pretrial procedures, and the juvenile court and corrections systems. Major court rulings that have shaped contemporary juvenile justice will be presented. Finally, the course will consider dispositional options available to Courts, and will identify the most effective in reducing delinquency. By the conclusion of this course, students should have an understanding of the juvenile justice system and how it compares with the adult justice system, what programs work to reduce recidivism, and be cognizant of some of the major legal and policy issues confronting that system today. The course format will combine lecture, group discussions, and guest presentations. Students may also have the opportunity to observe the juvenile justice system first hand by attending a juvenile court session, visiting a correctional facility for adjudicated delinquents, and hearing directly from those who work with high-risk youth on probation or in the community. Written Work. Each student will write four reflection papers, 5-7 pages each (about 1,700 words) over the quarter. Due dates will be listed in the class syllabus. Elements used in grading: Final grades will be based on the four reflection papers (20% each) and class participation (20%).

Units: 3, Instructors: Petersilia

**SOC 235: Poverty, Inequality, and Social Policy in the United States** – Winter 15-16

This course will investigate three main questions: What is poverty? What are its causes? And What do we do in the United States to alleviate it? We will examine these questions by learning about government and private nonprofit social policies. We will also explore arguments for and against those policies. Specifically, we will look at topics like hunger, housing costs, minimum wage, healthcare reform, education, welfare and other income supports. The class will be discussion based with the expectation that you come to class having completed the reading, with reflections and preliminary answers to guiding questions, your own questions in mind, and full participation in activities.

Units: 3, Instructors: Wright

**SOC 229X: Urban Education** – Winter 15-16

Combination of social science and historical perspectives trace the major developments,

contexts, tensions, challenges, and policy issues of urban education.

Units: 3-4, Instructors: Ball

**PUBLPOL 133: Political Power in American Cities** – Spring 15-16

The major actors, institutions, processes, and policies of sub-state government in the U.S., emphasizing city general-purpose governments through a comparative examination of historical and contemporary politics. Issues related to federalism, representation, voting, race, poverty, housing, and finances.

Units: 5, Instructors: Gale

Other Policy Electives

**PUBLPOL 302A: Introduction to American Law** – Autumn 15-16

The structure of the American legal system including the courts; American legal culture; the legal profession and its social role; the scope and reach of the legal system; the background and impact of legal regulation; criminal justice; civil rights and civil liberties; and the relationship between the American legal system and American society in general.

Units: 3-5, Instructors: Friedman

**EDUC 367: Cultural Psychology** – Autumn 15-16

The relationship between culture and psychological processes; how culture becomes an integral part of cognitive, social, and moral development. Both historical and contemporary treatments of cultural psychology, including deficit models, crosscultural psychology, ecological niches, culturally specific versus universal development, sociocultural frameworks, and minority child development. The role of race and power in research on cultural psychology.

Units: 3-5, Instructors: LaFrombroise

**POLISCI 120C: What's Wrong with American Government? An Institutional Approach** (PUBLPOL 124) – Autumn 15-16

How politicians, once elected, work together to govern America. The roles of the President, Congress, and Courts in making and enforcing laws. Focus is on the impact of constitutional rules on the incentives of each branch, and on how they influence law.

Units: 5, Instructors: Grimmer

**POLISCI 120B: Campaigns, Voting, Media, and Elections** – Winter 15-16

This course examines the theory and practice of American campaigns and elections. First, we will attempt to explain the behavior of the key players -- candidates, parties, journalists, and voters -- in terms of the institutional arrangements and political incentives that confront them. Second, we will use current and recent election campaigns as "laboratories" for testing generalizations about campaign strategy and voter behavior. Third, we examine selections from the academic literature dealing with the origins of partisan identity, electoral design, and the immediate effects of campaigns on public opinion, voter turnout, and voter choice. As well, we'll explore issues of electoral reform and their more long-term consequences for governance and the political process.

Units: 4, Instructors: Iyengar

**PUBLPOL 154: Politics and Policy in California** – Winter 15-16

State politics and policy-making, including the roles of the legislature, legislative leadership, governor, special interests, campaign finance, advocacy groups, ballot initiatives, state laws,

media, and research organizations. Case studies involving budgets, education, pensions, health care, political reform, open primaries, infrastructure and more. Evaluation of political actions, both inside and outside of government, that can affect outcomes. One day trip to Sacramento.

Units: 3, Instructors: Nation; Crane

### **POLISCI 224L: The Psychology of Communication About Politics in America –**

Winter

15-16

Focus is on how politicians and government learn what Americans want and how the public's preferences shape government action; how surveys measure beliefs, preferences, and experiences; how poll results are criticized and interpreted; how conflict between polls is viewed by the public; how accurate surveys are and when they are accurate; how to conduct survey research to produce accurate measurements; designing questionnaires that people can understand and use comfortably; how question wording can manipulate poll results; corruption in survey research.

Units: 4, Instructors: Krosnick

### **PUBLPOL 354: Economics of Innovation – Winter 15-16**

The modern, knowledge-based economy characterized by: rapid innovation; a dramatic increase in the rate of production of information and decline in the cost of producing it; and pervasive network externalities or increasing returns to scale. Emphasis is on the role of patents and alternative mechanisms for creating incentives for firms to innovate. Topics include: why there may be too much innovative activity; how patent laws may slow rather than help innovation; and the interaction between public and private sector innovation. Prerequisites: 51,102B.

Units: 5, Instructors: Bresnahan

### **ETHICSOC 232T: Theories of Civil Society, Philanthropy, and the Nonprofit Sector – Spring 15-16**

What is the basis of private action for the public good? How are charitable dollars distributed and what role do nonprofit organizations and philanthropic dollars play in a modern democracy? How do nongovernmental organizations operate domestically and globally? The historical development and modern structure of civil society emphasizing philanthropy and the nonprofit sector. Readings in political philosophy, political sociology, and public policy. Units: 5, Instructors: Sievers

### **ETHICSOC 180M: Collective Action – Spring 15-16**

When acting on one's own, it is often easy to know what the morally right action is. But many moral problems arise from the fact that many individuals act together leading to dilemmas, in which what is individually rational is collectively irrational. For example, the collective result of our consumption decisions is to warm the planet. But individual decisions seem to have no effect on climate change. Such collective action situations give rise to moral questions: Are individuals required to take their contributions to wider systemic effects into account? Does it make a difference whether or not others are doing their share, for example with regard to fighting global poverty? In many cases, the best solution for collective action problems are institutions. But when these are deficient or non-existing, what should individuals do? Do they have a duty to assist in building institutions, and what would this duty imply in practical terms? Interdisciplinary perspective, reading authors from philosophy, politics, economics and



sociology such as Elinor Ostrom, Peter Singer or Liam Murphy, relating to current questions such as global poverty and climate change. No background assumed; no mathematical work required.

Units: 2-4, Instructors: Herzog