

# PUBLIC POLICY

Courses offered by the Public Policy Program are listed under the subject code PUBLPOL on the (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=PUBLPOL&filter-catalognumber-PUBLPOL=on>) Stanford Bulletin's (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=PUBLPOL&filter-catalognumber-PUBLPOL=on>) ExploreCourses website (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=PUBLPOL&filter-catalognumber-PUBLPOL=on>).

The Public Policy program offers a Bachelor of Arts, an honors program, a minor for undergraduates, a coterminal M.A. in Public Policy, a two-year professional Master of Public Policy (M.P.P.) degree, and a one-year non-professional Master of Arts in Public Policy (M.A.).

Admission to the M.P.P. and M.A. programs is restricted to current Stanford undergraduates and graduate students, Stanford alumni (who have graduated within the past 5 years), and external applicants seeking a joint graduate degree.

## Mission of the Undergraduate Program in Public Policy

The mission of the undergraduate program in Public Policy is to provide students with the concepts and tools used in evaluating policy options and outcomes, and to prepare students for entry-level positions in organizations concerned with such analysis. The focus is chiefly on issues such as health, education, environmental, regulation, and science and technology policy, applicable anywhere in the world.

Courses in the major provide students with a background in economics and quantitative methods, political science, law, philosophy, ethics, organizational behavior, and social psychology. Economics and quantitative analyses are central to but not sufficient for modern public policy analysis; political science, law, philosophy, organizational behavior, and psychology are among other necessary disciplinary perspectives. Political science offers insights into the decision-making process and information needs of a democracy. Political philosophy and ethics form the foundations of public policy. Organizational behavior focuses on the decisions made outside the market environment in hierarchies, bureaucracies, and teams.

Seniors have a research capstone requirement consisting either of an honors thesis or participation in a team practicum project, conducting applied policy research for an outside client, typically a nonprofit or government agency. Students majoring in Public Policy are prepared for careers in a wide variety of fields, including elected or appointed public office; business, law, and governmental agencies; research institutes; or for further study in graduate programs.

## Learning Outcomes (Undergraduate)

The Public Policy Program expects its undergraduate majors to be able to demonstrate the following learning outcomes. These learning outcomes are used in evaluating students and the program. Students are expected to:

1. Demonstrate knowledge and understanding of public policy analytical tools.
2. Evaluate applied theoretical and empirical work in policy-relevant research.
3. Apply skills and knowledge acquired in the curriculum to analyze policy issues and make policy recommendations.

4. Communicate complex ideas clearly and persuasively in written and oral forms.
5. Demonstrate mastery of the above outcomes in the senior capstone project.

## Mission of the Graduate Program in Public Policy

The mission of the graduate program in Public Policy is to provide students with the advanced skills necessary to assess the performance of alternative approaches to policy making and implementation, evaluate program effectiveness, understand the political constraints faced by policy-makers, and appreciate the conflicts in fundamental human values that often animate policy debate. After completing the graduate core curriculum, students apply these skills by focusing their studies in a two-quarter, 10-unit practicum for the M.P.P. degree or a 5-unit master's thesis for the M.A. degree. Each student in the M.P.P. program also completes at least one concentration tailored to the student's primary degree program or the student's interests and skills. Current concentrations include:

- Computational Public Policy
- Education Policy
- Health Care Policy
- International and National Security Policy
- Legal and Regulatory Intervention
- Political and Moral Philosophy
- Resources, Environment, and Energy Policy
- Science and Technology Policy
- Self-designed (requires detailed statement of study goals, relationship of each proposed course to those goals, and commitment by a supervising faculty member)
- Urban and Regional Policy

## Graduate Degrees Offered

The graduate program in Public Policy offers two master's degrees:

- Master of Public Policy (M.P.P.), a two-year professional degree program; available to current Stanford students and Stanford alumni (who have graduated within the past five years)
- Master of Arts (M.A.), a one-year program, not intended as a professional degree; available to current Stanford students

## Joint Degree Programs

The following joint degree programs, which permit students to complete requirements for two degrees with a reduced number of total residency units, are also offered:

- Juris Doctor with a Master of Public Policy (J.D./M.P.P.)
- Juris Doctor with an M.A. in Public Policy (J.D./M.A.)
- Doctor of Medicine with a Master of Public Policy (M.D./M.P.P.)
- Doctor of Philosophy in Economics, Education, Management Science and Engineering, Psychology, Sociology or Structural Biology with a Master of Public Policy (Ph.D./M.P.P.)
- Master of Business Administration with a Master of Public Policy (M.B.A./M.P.P.)
- Master of Arts in Education (Policy, Organization, and Leadership subplan) with a Master of Public Policy (M.A./M.P.P.)
- Master of Arts in International Policy with a Master of Public Policy (M.A./M.P.P.)
- Master of Science in Management Science and Engineering with a Master of Public Policy (M.S./M.P.P.)

Requirements for the joint degrees differ from the requirements of completing the two degrees separately. See the "Master's

Degrees in Public Policy (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/publicpolicy/#masterstext>)" section for more details.

University requirements for the master's degree are described in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/graduatedegrees/#masterstext>)" section of this Bulletin.

## Learning Outcomes (Graduate)

The purpose of the master's program is to develop knowledge and skills in public policy and to prepare students for a professional career or doctoral studies. This is achieved through completion of courses, in the primary field as well as related areas, and experience with independent work and specialization.

The M.P.P. or M.A. degree is conferred upon candidates who have demonstrated substantial scholarship and the ability to conduct independent research and analysis in public policy. Through completion of advanced course work and rigorous skills training, the graduate program prepares students to make original contributions to the knowledge of public policy and to interpret and present the results of such research.

## Bachelor of Arts in Public Policy

The Public Policy undergraduate major develops the skills necessary for understanding the political constraints faced by policy makers, assessing the performance of alternative approaches to policy implementation, evaluating the effectiveness of policies, and appreciating the sharp conflicts in fundamental human values that often animate the policy debate.

There are four course elements to the major: preparatory, core, concentration, and senior capstone. Freshman and sophomore years are generally devoted to completing preparatory courses offered in economics, math, and psychology. After completing core courses primarily during the sophomore and junior years, students apply these skills by focusing their studies in one of several areas of concentration. The areas of concentration address a specific field of public policy, various types of institutions, or a deeper development of the tools of policy analysis. Seniors may complete the senior capstone either by participating in a practicum, a team policy research project for an outside client, and/or by writing an honors thesis.

Completion of the Bachelor of Arts degree in Public Policy requires a minimum of 77 units of course work.

Students must complete the Public Policy core, concentration, and the senior capstone requirement for a letter grade and with an overall grade point average of 2.3 (C+) or higher.

Public Policy students are encouraged to secure a faculty adviser within the first two quarters in the major, and must secure a faculty adviser no later than the end of Winter Quarter of the junior year. The director, student services staff, and peer advisers can assist by suggesting suitable faculty advisers. Advisers must be approved by the program director. The adviser need not be affiliated with the Public Policy program, but does need to be a member of Stanford's Academic Council.

The Public Policy program encourages students to attend the Bing Stanford in Washington Program (<http://bsiw.stanford.edu/>) and to participate in appropriate Stanford internship programs, especially those available through the Haas Center for Public Service (<http://haas.stanford.edu/>) and Stanford in Government (<http://sig.stanford.edu/>).

## Preparatory Courses (34 units)

		Units
ECON 1	Principles of Economics	5
ECON 50	Economic Analysis I	5
Select one of the following:		5
PUBLPOL 51 or ECON 51	Microeconomics for Policy Economic Analysis II	
ECON 102A	Introduction to Statistical Methods (Postcalculus) for Social Scientists	5
ECON 102B	Applied Econometrics	5
MATH 51	Linear Algebra, Multivariable Calculus, and Modern Applications	5-6
or CME 100	Vector Calculus for Engineers	
or CME 100A	Vector Calculus for Engineers, ACE	
Select one of the following:		4
MS&E 180	Organizations: Theory and Management	4
or PSYCH 70	Self and Society: Introduction to Social Psychology	
or PSYCH 138	Wise Interventions	
or PUBLPOL 305B	Public Policy and Social Psychology: Implications and Applications	

At most 10 units of preparatory course work may be taken as credit/no credit. Between ECON 50 and ECON 51/ PUBLPOL 51, no more than 5 units can be taken for credit/no credit. Between ECON 102A and ECON 102B, no more than 5 units can be taken for credit/no credit.

## Core Courses (23-25 units)

All core courses must be completed for a letter grade. Variable unit courses must be taken for 5 units.

		Units
PUBLPOL 101	Introduction to American Politics and Policy: The Good, The Bad, and The Ugly	5
PUBLPOL 104	Economic Policy Analysis	5
Select one of the following ethics courses:		5
PUBLPOL 103C	Justice	
PUBLPOL 103D	Ethics and Politics of Public Service	
PUBLPOL 134	Ethics on the Edge: Business, Non-Profit Organizations, Government, and Individuals (Students who take PUBLPOL 134 must also take PUBLPOL 103F Ethics of Truth in a Post-Truth World)	
Select one of the following WIM courses:		5
PUBLPOL 106	Law and Economics	
or PUBLPOL 154	Politics and Policy in California	
or PUBLPOL 156	Health Care Policy and Reform	
or PUBLPOL 200B	Senior Honors Seminar	
Select one of the following advanced empirical methods courses:		3-5
PUBLPOL 105	Empirical Methods in Public Policy (preferred course)	
or ECON 102C	Advanced Topics in Econometrics	
or PUBLPOL 303B	Applied Econometrics for Public Policy	
or STATS 202	Data Mining and Analysis	

## Concentration (15 units)

Majors must complete at least 15 units of course work for a letter grade in an area of concentration. This post-core course work must be approved by the student's faculty adviser and the program director no later than the end of Spring Quarter of the junior year. Any subsequent changes made to a student's concentration must be approved by the student's faculty

adviser. Students select their concentration in Axess as a degree subplan. Subplans are printed on transcripts and diplomas. Areas of concentration include, but are not limited to:

- Advanced Policy Analysis
- Computational Policy Analysis
- Design of Public Institutions
- Development and Growth Policies
- Discrimination, Crime, and Poverty Policy
- Education Policy
- Health Care Policy
- International and National Security Policy
- Law and the Legal System
- Political and Moral Philosophy
- Resources, Environment, and Energy Policy
- Science and Technology Policy
- Urban and Regional Policy

## Capstone Research Requirement

Seniors are required to demonstrate competency in applied policy research. This requirement is fulfilled either by participating in a practicum project in which small student teams analyze real world policy problems faced by a government or nonprofit organization and produce a report for use by the client *or* by writing an honors thesis. A seminar for honors students is offered Autumn Quarter (PUBLPOL 200H Senior Honors Seminar, 3 units). The Practicum is offered Autumn, Winter and Spring quarters (PUBLPOL 200A Senior Practicum; PUBLPOL 200B Senior Practicum; and PUBLPOL 200C Senior Practicum). The capstone research requirement must be completed for a letter grade.

## Honors Program

The Public Policy Program offers students the opportunity to pursue honors work during the senior year. The honors thesis must address a policy issue and demonstrate mastery of relevant analytical tools.

### Eligibility and Preparation

In order to be eligible to write an honors thesis, students must achieve a grade point average (GPA) of 3.5 or above in the Public Policy core courses and concentration courses taken by the time of application for the honors program. If accepted, the student must maintain a GPA of 3.5 in the course requirements for a B.A.H. in Public Policy (Public Policy core courses, concentration courses, PUBLPOL 200H Senior Honors Seminar and PUBLPOL 199 Senior Research). Please note that courses not taken at Stanford are not included in calculating the GPA.

Students who intend to pursue honors work should plan their academic schedules so that most of the core courses are completed before the beginning of the senior year, and all of the core and concentration courses are completed by the end of Winter Quarter of senior year. It is strongly encouraged that students pursuing honors work complete their advanced empirical methods course (PUBLPOL 105, ECON 102C, PUBLPOL 303D, or STATS 202) by the end of Spring Quarter of the junior year. All students pursuing honors are required to take PUBLPOL 200H Senior Honors Seminar during Autumn Quarter of their senior year. This scheduling gives students both the time and the necessary course background to complete their honors thesis during senior year. In addition, prospective honors students are encouraged to enroll in the PUBLPOL 197 Junior Honors Seminar and attend Bing Honors College. PUBLPOL 197 focuses on developing a research plan and learning the skills necessary to complete an honors thesis.

### Application Process

A student must submit a completed application to the Public Policy Program office with a brief description of the thesis no later than the

Wednesday of the third week of Autumn Quarter. Honors applications are found online (<https://publicpolicy.stanford.edu/academics/undergraduate/forms/>). Prior to submitting an application to the honors program, the student must meet with the director of the honors program and obtain the sponsorship of a faculty member who approves the thesis description and agrees to serve as a thesis adviser. Students intending to write a thesis involving more than one discipline may wish to have two advisers, at least one of whom is affiliated with the Public Policy Program. Staff, executive committee members, lecturers, and affiliated faculty in Public Policy are available to provide assistance in selecting a thesis topic and adviser. At least one of the faculty advisers must be a member of Stanford's Academic Council. A student's proposal must be approved by the thesis adviser and the director of the honors program.

### Enrollment and Milestones

During senior year, the student must enroll in at least 8 but no more than 15 units of PUBLPOL 199 Senior Research. One of these units should be taken with the director of the honors program in Winter Quarter to account for a series of biweekly check ins. The rest should be taken with the thesis adviser. The student needs to contact the program office to have his or her thesis adviser listed as a 199 instructor. An 'N' grade is given by the adviser in quarters prior to Spring when the thesis is completed and presented. All PUBLPOL 199 units must receive a final grade of at least a 'B+' in order to graduate with honors. In addition, the student must maintain a GPA of 3.5 in the course requirements for a B.A.H. in Public Policy (Public Policy core courses, concentration courses, PUBLPOL 200H Senior Honors Seminar and PUBLPOL 199 Senior Research). Courses not taken at Stanford are not included in calculating the GPA in order to graduate with honors from the Public Policy Program.

	<b>Units</b>
Public Policy Core Courses	23-25
Concentration	15
PUBLPOL 200H      Senior Honors Seminar	3
PUBLPOL 199      Senior Research	8-15

A description of methodology is due by February 1, preliminary results by March 1, and a first draft of the thesis by the first day of classes in spring quarter, always with copies to the thesis adviser and the director of the honors program. The final version of the thesis must be submitted electronically to the thesis adviser, the director of the honors program and the Public Policy Program office. In order to be considered for University and department awards, the final thesis must be submitted no later than the second Wednesday in May. All other theses must be submitted by the last Friday in May. Each student will give an oral presentation of their thesis.

Graduation with honors requires that the thesis be approved by both the adviser and the honors program director. The role of the honors program director is to assure that the thesis addresses an issue of public policy and satisfies the program's standards of excellence. However, the grade for the honors thesis (PUBLPOL 199 Senior Research units) is determined by the adviser.

### Minor in Public Policy

The Public Policy Program offers a minor that is intended to provide undergraduates in other majors with interdisciplinary training in applied social sciences.

Students who pursue the minor are required to take the courses listed below. Because University rules prohibit double-counting non-introductory courses, the requirements for a minor differ according to the student's major requirements. All students must take, without double counting, at least six courses for three units each toward the minor.

It is required that students review their course plans with a program

administrator. *Note:* Students are permitted to double-count ECON 1 Principles of Economics.

Public Policy students are never required to take a course that duplicates material they have already mastered. Students may, by petition, substitute a different course for a requirement whose material would be duplicative. This flexibility does not reduce the number of units required for the minor.

Students who pursue the minor must complete the Multiple Major/Minor Form ([http://studentaffairs.stanford.edu/sites/default/files/registrar/files/MajMin\\_MultMaj.pdf](http://studentaffairs.stanford.edu/sites/default/files/registrar/files/MajMin_MultMaj.pdf)) and have it reviewed by all applicable departments/programs the beginning of the quarter in which the degree is conferred.

## Required Course Work

		Units
ECON 1	Principles of Economics	5
ECON 50	Economic Analysis I	5
ECON 102A	Introduction to Statistical Methods (Postcalculus) for Social Scientists	5
ECON 102B	Applied Econometrics	5
PUBLPOL 104	Economic Policy Analysis	5
Select one or more of the following depending on major requirements:		5
PUBLPOL 101	Introduction to American Politics and Policy: The Good, The Bad, and The Ugly	
PUBLPOL 105 or ECON 102C	Empirical Methods in Public Policy Advanced Topics in Econometrics	
PUBLPOL 134	Ethics on the Edge: Business, Non-Profit Organizations, Government, and Individuals (Students who take PUBLPOL 134 must also take PUBLPOL 103F Ethics of Truth in a Post-Truth World)	3-5
or PUBLPOL 103C	Justice	
PUBLPOL 106	Law and Economics	
or PUBLPOL 154	Politics and Policy in California	
or PUBLPOL 156	Health Care Policy and Reform	

At most, 10 units of course work may be taken as credit/no credit. Between ECON 102A and ECON 102B, no more than 5 units can be taken for credit/no credit.

Students who satisfy major requirements by taking ECON 50 and an introductory course in statistics such as ECON 102A or STATS 60 complete these requirements instead:

- PUBLPOL 105 Empirical Methods in Public Policy or
- ECON 102C Advanced Topics in Econometrics

## Coterminal M.A. in Public Policy

The coterminal M.A. in Public Policy is a degree program designed to impart the basic analytical tools of public policy analysis, or to permit Public Policy majors to specialize in an applied field of policy analysis. Most students complete their M.A. in a fifth year at Stanford; occasionally, students may be able to complete both their B.A. and coterminal M.A. in the fourth year.

Undergraduates with strong academic records may apply for admission upon completion of 120 units, but no later than the quarter prior to the expected completion of the undergraduate degree. The University requires that units for a given course may not be counted to meet the requirements of more than one degree; that is, no units may be double-counted. However, Public Policy students are never required to take a course which duplicates material they have already mastered. Students

may, by petition, substitute a different course for a requirement whose material would be duplicative. This flexibility does not reduce the number of units required for the coterminal M.A.

The coterminal M.A. is also a gateway to the M.P.P. degree program. Stanford undergraduates may apply to the coterminal M.A. in Public Policy and then, after one quarter in the M.A. program, apply to the M.P.P. program by submitting an application. Students accepted into the M.P.P. program must confer their bachelor's degree, submit the Graduate Authorization Petition in Axess, withdraw from the M.A. degree program, and complete the requirements for the 90-unit M.P.P. degree. This does not reduce the total number of units required for the bachelor's or master's degree. Earning the B.A. and M.P.P. typically takes at least five years. Students considering this option should be familiar with the University's coterminal degree policies and procedures and should consult the director and staff of the Public Policy Program early in their planning. There is a \$125 fee for submitting the Graduate Authorization Petition to change the M.A. to the M.P.P. degree.

## University Coterminal Requirements

Coterminal master's degree candidates are expected to complete all master's degree requirements as described in this bulletin. University requirements for the coterminal master's degree are described in the "Coterminal Master's Program (<http://exploreddegrees.stanford.edu/cotermdegrees/>)" section. University requirements for the master's degree are described in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/graduatedegrees/#masterstext>)" section of this bulletin.

After accepting admission to this coterminal master's degree program, students may request transfer of courses from the undergraduate to the graduate career to satisfy requirements for the master's degree. Transfer of courses to the graduate career requires review and approval of both the undergraduate and graduate programs on a case by case basis.

In this master's program, courses taken three quarters prior to the first graduate quarter, or later, are eligible for consideration for transfer to the graduate career. No courses taken prior to the first quarter of the sophomore year may be used to meet master's degree requirements.

Course transfers are not possible after the bachelor's degree has been conferred.

The University requires that the graduate advisor be assigned in the student's first graduate quarter even though the undergraduate career may still be open. The University also requires that the Master's Degree Program Proposal be completed by the student and approved by the department by the end of the student's first graduate quarter.

All courses counting towards the master's degree not considered core requirements must be approved by petition by the Public Policy Program.

## Degree Requirements

All applicants should have completed, or currently be enrolled in, the required preparatory course work prior to applying. These courses do not count towards the 45-unit M.A. requirement:

		Units
MATH 51	Linear Algebra, Multivariable Calculus, and Modern Applications	5-6
or CME 100	Vector Calculus for Engineers	
or CME 100A	Vector Calculus for Engineers, ACE	
ECON 1	Principles of Economics	5
ECON 50	Economic Analysis I	5
ECON 51	Economic Analysis II	4-5
or ECON 52	Economic Analysis III	
or PUBLPOL 51	Microeconomics for Policy	

ECON 102A	Introduction to Statistical Methods (Postcalculus) for Social Scientists (or equivalent)	5
ECON 102B	Applied Econometrics	5

To graduate with a coterminal M.A. in Public Policy, students must:

1. Follow one of three tracks (A, B, or C) through the program, as described below.
2. Take all courses applied to the coterminal master's degree for a letter grade (with the exception of PUBLPOL 311 Public Policy Colloquium which is only offered S/NC). For courses with variable units, coterminal students should, in their graduate career, enroll in the course for 4 units. Courses offered only for C/NC or other non-letter grade system may be applied upon approval of a petition to the program director. See the COVID-19 Policies (p. 12) tab for details on grading policy for 2020-21.
3. Secure a faculty advisor by the end of the first quarter enrolled in the coterminal M.A. degree program. The director and student services staff can assist by suggesting suitable faculty advisors. The advisor need not be affiliated with the Public Policy Program, but does need to be a member of Stanford's Academic Council.
4. Achieve a cumulative grade point average (GPA) of 3.0 (B) or better for all courses taken towards the M.A.
5. Coterminal M.A. students who are admitted to the M.P.P. must transfer all applicable M.A. units to the M.P.P. degree.
6. Comply with all relevant University and program deadlines and policies.

### Track A

Public Policy majors follow Track A, which consists of at least 45 units of course work, including:

1. 29 or more units in an area of concentration. The concentration is referred to as a degree subplan. Subplans are printed on the transcript and diploma and are elected via the Declaration or Change to a Field of Study form (<http://studentaffairs.stanford.edu/sites/default/files/registrar/files/grad-subplan-change.pdf>). Each concentration includes a set of gateway courses and a variety of electives. Gateway courses may vary year to year based on availability. Check the Master's Gateway and Electives tab to see the list of gateway courses. Students must present a coherent written study plan to support concentration course choices, designed in consultation with a faculty advisor and approved by the program director. At least one faculty advisor must be a member of the Academic Council.  
Current concentrations include:
  - Computational Public Policy
  - Education Policy
  - Health Care Policy
  - International and National Security Policy
  - Legal and Regulatory Intervention
  - Political and Moral Philosophy
  - Resources, Environment, and Energy Policy
  - Science and Technology Policy
  - Self-designed (requires detailed statement of study goals, relationship of each proposed course to those goals, and commitment by a supervising faculty member)
  - Urban and Regional Policy
2. Decision-Making Component - select one of the following courses:
  - LAW 7508 Problem Solving and Decision Making for Public Policy and Social Change
  - ECON 137 Decision Modeling and Information

- GSBGEN 646 Behavioral Economics and the Psychology of Decision Making
- OB 381 Conflict Management and Negotiation

3. All Public Policy graduate students are required to attend and enroll in three quarters of PUBLPOL 311 Public Policy Colloquium (3 units). Attendance and participation are mandatory.
4. Completion of PUBLPOL 309 Practicum or PUBLPOL 310 faculty-supervised internship or thesis (5-10 units).
5. All 45 units must be taken in upper division (100-level) courses, and at least 25 of those units must be at the graduate level (200-level and above).

### Track B

Economics majors typically follow the requirements detailed below in Track C; however, some Economics majors take courses for their major that also satisfy the content requirements of the Public Policy coterminal M.A. The following Economics courses, if taken for the undergraduate degree, can be used to fulfill content requirements, but not unit requirements, for the Public Policy coterminal M.A. In place of these courses, students may take advanced policy skills courses, or an approved (by petition) policy-related elective.

		Units
ECON 150	Economic Policy Analysis (fulfills the PUBLPOL 204 or PUBLPOL 301B requirement)	4-5
ECON 154	Law and Economics (fulfills the PUBLPOL 206 or PUBLPOL 302B requirement)	4-5
ECON 102C	Advanced Topics in Econometrics (fulfills the ECON 102C, ECON 102D, PUBLPOL 205, PUBLPOL 303D, or STATS 202 requirement)	5

### Track C

Students who are not pursuing a major in Public Policy or Economics follow Track C, which consists of at least 45 units of course work in the analysis of public policy.

1. The following core courses are required and count toward the required minimum 45 units:

		Units
PUBLPOL 201	Introduction to American Politics and Policy: The Good, The Bad, and The Ugly	4
or PUBLPOL 308	Political Analysis for Public Policymakers	
PUBLPOL 302B	Economic Analysis of Law (preferred course)	3-4
or PUBLPOL 206	Law and Economics	
PUBLPOL 301B	Economic Policy Analysis for Policymakers	4
or PUBLPOL 204	Economic Policy Analysis	
PUBLPOL 314	Justice in Public Policy	4
Select one of the following courses:		2-5
LAW 7508	Problem Solving and Decision Making for Public Policy and Social Change (preferred course)	
or ECON 137	Decision Modeling and Information	
or GSBGEN 646	Behavioral Economics and the Psychology of Decision Making	
or OB 381	Conflict Management and Negotiation	
Select one of the following courses:		4
MS&E 280	Organizational Behavior: Evidence in Action	
or PSYCH 138	Wise Interventions	

or PUBLPOL 30 Public Policy and Social Psychology:  
Implications and Applications

Select one of the following advanced empirical methods courses: 3-5

PUBLPOL 205 Empirical Methods in Public Policy (preferred course)  
or ECON 102C Advanced Topics in Econometrics  
or ECON 102D Econometric Methods for Public Policy Analysis and Business Decision-Making  
or PUBLPOL 30 Applied Econometrics for Public Policy  
or STATS 202 Data Mining and Analysis

2. Complete a concentration of at least 15 units, under the guidance of a faculty advisor and the Public Policy program director.
3. All Public Policy graduate students are required to attend and enroll in three quarters of PUBLPOL 311 Public Policy Colloquium (3 units total). Attendance and participation are mandatory.
4. Students must petition to count additional advanced policy skills courses (if needed) to meet the 45-unit degree requirement. All 45 units must be taken in upper division (100-level) courses and at least 25 of those units must be taken at the graduate level (200-level and above).

Coterminal M.A. students must select a faculty advisor by the end of their first quarter in the program. Students may refer to the Master's Gateway and Electives Courses tab, for a selection of pre-approved elective courses. Public Policy student services staff can verify scheduling of courses. At least one faculty advisor must be a member of the Academic Council.

## Application and Admission

There are two coterminal degree application deadlines for the 2020-21 academic year: November 12, 2020 and January 28, 2021. Applicants may be contacted for an interview. A \$125 fee is charged when adding the M.A. degree program in Axess. The GRE is not required.

To apply for admission to the Public Policy coterminal M.A. program, students should submit the following materials online by the appropriate deadline:

1. The Coterminal Online Application (<https://applyweb.com/stanterm/>).
2. Statement of purpose, 500 words maximum (indicate interest in M.P.P. degree, if applicable)
3. One-page resume
4. A preliminary program proposal
5. A current unofficial undergraduate transcript
6. Two confidential letters of recommendation from Stanford faculty members familiar with the student's academic work
7. Coterm Program Approval from undergraduate department

## Financial Aid

The Public Policy Program does not provide financial assistance to coterminal students. For information on student loans and other sources of support, consult the Stanford Financial Aid Office (<http://financialaid.stanford.edu/>). Students who enter public service employment with local, state, or federal agencies; schools; or certain not-for-profit organizations may obtain forgiveness for educational loans, based on years of public service employment.

## Master's Degrees in Public Policy

The program offers two master's degrees in Public Policy. The Master of Public Policy (M.P.P.) is a two-year professional degree, and the Master of Arts in Public Policy (M.A.) is a one-year non-professional degree.

At this time, eligibility for admission to the M.P.P. and M.A. programs is restricted to current Stanford undergraduate and graduate students, Stanford alumni (who have graduated within the past 5 years), and external applicants seeking a joint graduate degree. If you do not meet these criteria, you are not eligible for admission to the M.A. or the M.P.P. degree programs.

1. Public Policy Joint Degrees. Students enrolled in or applying to certain degree programs in the Schools of Business, Education, Engineering, Humanities and Sciences, Law, and Medicine are eligible to apply for Public Policy joint degrees. For further information, see the "Joint Degree Programs (<http://exploreddegrees.stanford.edu/graduatedegrees/#jointdegreestext>)" section of this Bulletin and the University Registrar's site (<http://studentaffairs.stanford.edu/registrar/students/jdp-information/>). All Public Policy joint degree programs, with the exception of the J.D./M.A., require at least one year of study at Stanford beyond the requirements for the other joint or dual degree.
  - Juris Doctor and Master of Public Policy (J.D./M.P.P.)
  - Juris Doctor and Master of Arts of Public Policy (J.D./M.A.)
  - Doctor of Medicine and Master of Public Policy (M.D./M.P.P.)
  - Doctor of Philosophy in Education and Master of Public Policy (Ph.D./M.P.P.)
  - Doctor of Philosophy in Economics and Master of Public Policy (Ph.D./M.P.P.)
  - Doctor of Philosophy in Management Science & Engineering and Master of Public Policy (Ph.D./M.P.P.)
  - Doctor of Philosophy in Psychology and Master of Public Policy (Ph.D./M.P.P.)
  - Doctor of Philosophy in Sociology and Master of Public Policy (Ph.D./M.P.P.)
  - Doctor of Philosophy in Structural Biology and Master of Public Policy (Ph.D./M.P.P.)
  - Master of Business Administration and Master of Public Policy (M.B.A./M.P.P.)
  - Master of Arts in Education: Policy, Organization, and Leadership subplan and Master of Public Policy (M.A./M.P.P.)
  - Master of Arts in International Policy and Master of Public Policy (M.A./M.P.P.)
  - Master of Science in Management Science & Engineering and Master of Public Policy (M.S./M.P.P.)
2. Dual Degrees. Any other Stanford graduate student (i.e., not covered in '1' above), Stanford senior, or Stanford alumnus/a (who has graduated within the past 5 years) is eligible to apply for a Public Policy dual degree. Stanford graduate students may subsequently withdraw from their original degree programs, if desired.
  - Master of Public Policy (M.P.P.)
  - Master of Arts in Public Policy (M.A.)

## Prerequisites

Graduate students in Public Policy are expected to be literate in mathematics and microeconomics at a level equivalent to MATH 51 Linear Algebra, Multivariable Calculus, and Modern Applications (or MATH 21 Calculus, plus Math Boot Camp) and ECON 50 Economic Analysis I before beginning the curriculum. A no-credit refresher Bootcamp (<https://publicpolicy.stanford.edu/academics/graduate/graduate-resources/mpp-bootcamp/>) for math and economics is offered in the two weeks preceding the start of Autumn Quarter. Attendance is strongly encouraged by all incoming students.

## M.P.P. and M.A. Degree Requirements

1. All graduate degree candidates must submit a Master's Degree Program Proposal (<https://stanford.app.box.com/v/progpropma/>) to the Public Policy office by the end of Autumn Quarter and must

amend this proposal formally if plans for meeting the degree requirements change.

- Public Policy students are never required to take a course which duplicates material they have already mastered. Students may petition a different course for a core requirement whose material would be duplicative. This flexibility does not reduce the unit requirements for any degree. If a student wishes to count a class he or she is currently enrolled in, petitions must be submitted, at the latest, by Friday of the first week of classes.
- All Public Policy graduate students must secure a faculty advisor within the first quarter they are enrolled in the M.A. or M.P.P. degree program. The director and student services staff can assist by suggesting suitable faculty advisors. The advisor need not be affiliated with the Public Policy Program, but does need to be a member of Stanford's Academic Council.
- M.P.P. degree students are not permitted to enroll in PUBLPOL 309 Practicum, without having completed the following core courses: PUBLPOL 301A Microeconomics for Policy, PUBLPOL 301B Economic Policy Analysis for Policymakers, ECON 102A Introduction to Statistical Methods (Postcalculus) for Social Scientists, PUBLPOL 303D Applied Econometrics for Public Policy, and PUBLPOL 306 Writing and Rhetoric for Policy Audiences.

- Practicum (M.P.P. and Track A coterminal M.A. students): Completion of the practicum course, PUBLPOL 309 Practicum (10 units, Autumn and Winter quarters), in which interdisciplinary student teams analyze real-world policy issues for outside clients.
- Master's Thesis (non-coterminal M.A. students): Completion of a 5-unit master's thesis, written under the guidance of a Public Policy-affiliated faculty advisor who is a member of Academic Council or approved by the Program Director, on a topic approved in advance by the Program Director. Students give the program office the name of their thesis advisor and enroll in PUBLPOL 310A Master's Thesis Seminar (for 1 unit in the autumn) and PUBLPOL 310 Master of Arts Thesis units during quarter(s) of their choosing. The 4 remaining units may be spread over multiple quarters, and an 'N' (continuing course) grade is given during any quarters prior to degree conferral. The thesis must be submitted to the Public Policy program office in both electronic and printed form no later than the third Friday before the end of the quarter. The final grade for PUBLPOL 310 is determined by the thesis advisor.
- Concentration (M.P.P. students only): Advanced course work in a specialized field, chosen from the approved list of concentration courses from the Master's Gateway and Elective Courses (<https://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/publicpolicy/#mastersgatewayandelectivecoursestext>) tab (<https://publicpolicy.stanford.edu/academics/graduate/concentrations/>) with the prior approval of the student's faculty advisor and the program director. The Registrar refers to such a concentration as a degree subplan. Public Policy subplans are printed on the transcript and diploma and are elected by the student via the Declaration or Change to a Field of Study form (<https://stanford.box.com/grad-subplan-change/>).

Current concentrations include:

- Computational Public Policy
- Education Policy
- Health Care Policy
- International and National Security Policy
- Legal and Regulatory Intervention
- Political and Moral Philosophy
- Resources, Environment, and Energy Policy
- Science and Technology Policy
- Self-designed (requires detailed statement of study goals, relationship of each proposed course to those goals, and commitment by a supervising faculty member)
- Urban and Regional Policy

## Curriculum Requirements

		Units
PUBLPOL 301A	Microeconomics for Policy	4
ECON 102A	Introduction to Statistical Methods (Postcalculus) for Social Scientists (or equivalent)	5
PUBLPOL 301B	Economic Policy Analysis for Policymakers	4
PUBLPOL 303D	Applied Econometrics for Public Policy	4
Select one of the following courses:		2-5
LAW 7508	Problem Solving and Decision Making for Public Policy and Social Change (preferred course)	
or ECON 137	Decision Modeling and Information	
or GSBGEN 646	Behavioral Economics and the Psychology of Decision Making	
or OB 381	Conflict Management and Negotiation	
PUBLPOL 306	Writing and Rhetoric for Policy Audiences (requirement for M.P.P. students only. M.A. students may take as an elective)	4
PUBLPOL 308	Political Analysis for Public Policymakers	4
PUBLPOL 314	Justice in Public Policy	4
PUBLPOL 302B	Economic Analysis of Law (preferred course)	3
or PUBLPOL 206	Law and Economics	

All core courses listed above must be taken for a letter grade (with the exception of PUBLPOL 311 Public Policy Colloquium which is only offered S/NC). Students must maintain a 3.0 (B) grade point average overall in courses applicable to the degree. See the COVID-19 Policies (p. 12) tab for details on grading policy for 2020-21.

- Core Curriculum (shown above)
- At least two electives are taken during the first year. At least one must be from the Concentration Electives List (<https://publicpolicy.stanford.edu/academics/graduate/concentrations/>).
- Colloquium: All Public Policy graduate students are required to attend and enroll in three quarters of PUBLPOL 311 Public Policy Colloquium (3 units) during their first year of the program. Attendance and participation are mandatory.

## Public Policy Joint Degree Requirements

- A joint degree (<http://exploreddegrees.stanford.edu/graduatedegrees/#jointdegreestext>) is regarded by the University as distinct from either of its component degrees, and requirements for the joint degree differ from the sum of the requirements for the individual degrees.
- Up to a maximum of 45 units, or one year, of the University residency requirement can be credited toward both graduate degree programs (i.e., the joint degree requirements may contain up to 45 units less than the sum of each program separately). For example, a J.D./M.P.P. has a four-year residency requirement, one year less than the sum of the requirements for the separate degrees. This recognizes that there is a subject matter overlap between the fields comprising the joint degree.
- The Public Policy Program strives to encourage an intellectual, professional, and social community among its students. For this reason, joint degree students are strongly encouraged to devote one year of full-time study at Stanford entirely to the Public Policy Program rather than spacing Public Policy courses throughout their graduate careers. For joint degree Ph.D. students, the core

requirements of the M.P.P. should be completed over two contiguous years of study, during which students may also be enrolled in courses from their Ph.D. program. Exceptions to this structure must be approved in advance by petition.

4. Joint degree students are expected to have and to consult regularly with an academic advisor. The advisor is generally a member of the faculty of both degree programs and must be a member of Academic Council. The program director and staff are available to make advisor recommendations.
5. In order to take advantage of the reduced residency requirement, joint M.P.P. students must define their area of concentration from among courses offered in their non-Public Policy program. Students wishing to concentrate in another field should apply for a dual, rather than a joint, M.P.P. degree.

## Application and Admissions

Applications for graduate study in Public Policy are only accepted from:

1. Students currently enrolled in any Stanford graduate or undergraduate degree program
2. External applicants seeking a joint degree, or
3. Stanford alumni (who have graduated within the past 5 years).

External applicants for joint degrees must apply to the department or school offering the other graduate degree (i.e., Ph.D., M.D., M.A., M.S., M.B.A., or J.D.), indicating an interest in the joint degree program; applicants admitted to the other degree program are then evaluated for admission to the M.P.P. or M.A. program.

To be considered for matriculation beginning in the Autumn Quarter 2021-22, all application materials must be submitted no later than January 28, 2021. Admission notifications will be sent to applicants by April 1, 2021. Admitted students are required to respond to offers of admission by May 15, 2021.

## Stanford Alumni and Current Stanford Seniors

Visit the Stanford Office of Graduate Admissions (<http://studentaffairs.stanford.edu/gradadmissions/>). The online application for the M.P.P. is available beginning in mid-September 2020. The application fee is \$125. The program is unable to refund an application fee, so prospective applicants are advised to refer to eligibility requirements before submitting an application.

Only complete applications submitted by the deadline are reviewed. A complete application includes the following:

1. Application (<http://studentaffairs.stanford.edu/gradadmissions/>).
2. Official transcripts. Copies of student transcripts must bear the official seal of the institution and the signature of the registrar. Upload transcripts to the online application.
3. GRE, GMAT, LSAT or MCAT test scores.
4. Letters of recommendation: Three confidential letters of recommendation from a Stanford faculty member or an employer should be submitted electronically via the online application. See the Stanford Office of Graduate Admissions web site regarding letters of recommendation (<https://gradadmissions.stanford.edu/applying/starting-your-application/required-application-documents/letters-recommendation/>). At least two letters must be from Stanford faculty members.
5. Statement of purpose (not to exceed two pages; upload to the online application).
6. Resume or curriculum vitae (upload to the online application).

## Stanford Current Graduate Students

1. Application for Current Stanford Graduate Students (<https://publicpolicy.stanford.edu/academics/graduate/admissions/current-graduate-students/>).
2. Two confidential letters of recommendation, one of which must be from a Stanford faculty member familiar with applicant's academic work.
3. Undergraduate and graduate transcripts.
4. GRE, GMAT, LSAT or MCAT test scores.
5. Statement of purpose, not to exceed two pages.
6. Resume or curriculum vitae.
7. Preliminary program proposal.
8. Prerequisite completion statement, demonstrating completion of required prerequisite course work in multivariate calculus and intermediate microeconomics.

Applicants may be interviewed. If admitted, students will submit a Graduate Authorization Petition (<https://registrar.stanford.edu/students/graduate-degree-progress/graduate-program-authorization-petition/>) through Axess. A \$125 fee is charged when adding the M.A. or M.P.P. degree program in Axess.

## Gateway and Elective Courses for Master's Programs

### Computational Public Policy

		Units
<b>Computational Public Policy Gateway Courses</b>		
Take at least one of the following courses		
PUBLPOL 205	Empirical Methods in Public Policy (Take at least one of the following courses in Causal Inference.)	4-5
POLISCI 150C	Causal Inference for Social Science	5
STATS 209B	Applications of Causal Inference Methods	2
EDUC 430A	Experimental Research Design and Analysis	3-5
EDUC 430B	Quasi-Experimental Research Design & Analysis	3-5
MS&E 327	Topics in Causal Inference	3
<b>Computational Public Policy Required Courses</b>		
CS 106A	Programming Methodology	3-5
CS 106B	Programming Abstractions	3-5
CS 103	Mathematical Foundations of Computing	3-5
<b>Computational Public Policy Elective Courses</b>		
MS&E 231	Introduction to Computational Social Science	3
CS 124	From Languages to Information	3-4
CS 129	Applied Machine Learning	3-4
CS 221	Artificial Intelligence: Principles and Techniques	3-4
CS 228	Probabilistic Graphical Models: Principles and Techniques	3-4
POLISCI 150B	Machine Learning for Social Scientists	5

### Education Policy Concentration

		Units
<b>Education Policy Concentration Gateway Courses</b>		
ECON 146	Economics of Education	5
EDUC 222	Resource Allocation in Education	4-5
EDUC 271	Education Policy in the United States	3



EDUC 306A	Economics of Education in the Global Economy	5
EDUC 347	The Economics of Higher Education	3-4
<b>Foundations - take at least two courses from this list</b>		
EDUC 201	History of Education in the United States	3-5
EDUC 212	Urban Education	3-5
EDUC 216	Education, Race, and Inequality in African American History, 1880-1990	3-5
EDUC 220C	Education and Society	4-5
EDUC 220D	History of School Reform: Origins, Policies, Outcomes, and Explanations	3-5
EDUC 276	Classroom Assessment	3
EDUC 310	Sociology of Education	3-5
<b>Organizational Studies - take at least one course from this list</b>		
EDUC 274	School Choice: The Role of Charter Schools	3
EDUC 288	Organizational Analysis	4
EDUC 316	Social Network Methods	3-5
SOC 369	Social Network Methods	3-5
<b>Remaining units can be taken from the course lists below</b>		
EDUC 117	Research and Policy on Postsecondary Access	3
EDUC 202	Introduction to International and Comparative Education	3
EDUC 202I	International Education Policy Workshop	2-4
EDUC 205	Biosocial Medicine: The Social, Psychological, and Biological Determinants of Behavior and Wellbeing	3
EDUC 221A	Policy Analysis in Education	4-5
EDUC 265	History of Higher Education in the U.S.	3-5
EDUC 273	Gender and Higher Education: National and International Perspectives	3-4
EDUC 306A	Economics of Education in the Global Economy	5
EDUC 306B	Global Education Policy & Organization	3-5
EDUC 306D	World, Societal, and Educational Change: Comparative Perspectives	4-5
EDUC 306Y	Economic Support Seminar for Education and Economic Development	1
EDUC 347	The Economics of Higher Education	3-4
EDUC 355	Higher Education and Society	3
EDUC 376	Higher Education Leadership Colloquium	2-3
EDUC 417	Research and Policy on Postsecondary Access	3
POLISCI 326T	The Politics of Education	3-5
SOC 273	Gender and Higher Education: National and International Perspectives	3-4
URBANST 141A	Urban Schools, Social Policy, and the Gentrifying City	3-4

## Health Care Policy Concentration

		Units
<b>Health Care Policy Gateway Courses</b>		
BIOMEDIN 251	Outcomes Analysis	4
BIOMEDIN 432	Analysis of Costs, Risks, and Benefits of Health Care	4
ECON 126	Economics of Health and Medical Care	5
HRP 211	Law and Biosciences: Neuroscience	3
LAW 3003	Health Law: The FDA	2
MS&E 292	Health Policy Modeling	3

PUBLPOL 156	Health Care Policy and Reform	5
PUBLPOL 222	BioSecurity and Pandemic Resilience	4-5
PUBLPOL 231	Health Law: Finance and Insurance	3

### Health Care Policy Elective Courses

BIOE 390	Introduction to Bioengineering Research	1-2
CEE 265D	Water and Sanitation in Developing Countries	1-3
CEE 274D	Pathogens and Disinfection	3
ECON 118	Development Economics	5
ECON 127	Economics of Health Improvement in Developing Countries	5
ECON 147	The Economics of Labor Markets	5
ECON 214	Development Economics I	3-5
HRP 207	Introduction to Concepts and Methods in Health Services and Policy Research I	2
HRP 208	Introduction to Concepts and Methods in Health Services and Policy Research II	2
HRP 211	Law and Biosciences: Neuroscience	3
HUMBIO 120	Health Care in America: An Introduction to U.S. Health Policy	4
HUMBIO 120A	American Health Policy	3
HUMBIO 122	Beyond Health Care: the effects of social policies on health	3
HUMBIO 122S	Social Class, Race, Ethnicity, and Health	4
HUMBIO 126	Promoting Health Over the Life Course: the Science of Healthy Living	3
HUMBIO 129S	Global Public Health	3
HUMBIO 153	Parasites and Pestilence: Infectious Public Health Challenges	4
MS&E 252	Decision Analysis I: Foundations of Decision Analysis	3-4
MS&E 256	Technology Assessment and Regulation of Medical Devices	3
MS&E 352	Decision Analysis II: Professional Decision Analysis	3-4
PSYCH 101	Community Health Psychology	4
PSYCH 102	Longevity	4

## International and National Security Policy Concentration

		Units
<b>International and National Security Policy Gateway Courses</b>		
POLISCI 114S	International Security in a Changing World	5
<b>International and National Security Elective Courses</b>		
HISTORY 102	History of the International System since 1914	5

## Legal and Regulatory Intervention Concentration

		Units
<b>Legal and Regulatory Intervention Gateway Courses</b>		
ECON 157	Imperfect Competition	5
LAW 7001	Administrative Law	4
LAW 7001	Administrative Law	4
NBIO 201	Social and Ethical Issues in the Neurosciences	2-4
<b>Legal and Regulatory Intervention Elective Courses</b>		
BIOMEDIN 432	Analysis of Costs, Risks, and Benefits of Health Care	4
CEE 175A	California Coast: Science, Policy, and Law	3-4
ECON 111	Money and Banking	5

ECON 126	Economics of Health and Medical Care	5
ECON 158	Regulatory Economics	5
ECON 250	Environmental Economics	3-5
ECON 251	Natural Resource and Energy Economics	2-5
LAW 1001	Antitrust	4
LAW 2505	Land Use Law	3
LAW 3003	Health Law: The FDA	2
MS&E 243	Energy and Environmental Policy Analysis	3
MS&E 256	Technology Assessment and Regulation of Medical Devices	3
MS&E 330	Law, Order, & Algorithms	3
PSYCH 232	Brain and Decision	3
PUBLPOL 231	Health Law: Finance and Insurance	3

## Political and Moral Philosophy Concentration

		Units
<b>Policy and Moral Philosophy Elective Courses</b>		
DLCL 325	Modern Seminar	3-5
EDUC 247	Moral and Character Education	3
ETHICSOC 278M	Introduction to Environmental Ethics	4-5
GSBGEN 208	Ethics in Management	2
HUMBIO 174	Foundations of Bioethics	3
LAW 3502	Art and the Law	2
LAW 5802	Modern American Legal Thought	3-4
NBIO 201	Social and Ethical Issues in the Neurosciences	2-4
PEDS 251A	Medical Ethics I	2
PHIL 225	Kant's First Critique	4
PHIL 270	Ethical Theory	4
PHIL 272	History of Modern Moral Philosophy	4
PHIL 274B	Universal Basic Income: the philosophy behind the proposal	3
PHIL 274E	Egalitarianism: A course on the history and theory of egalitarianism and anti-egalitarianism	4
PHIL 275B	Philosophy of Public Policy	4
PHIL 276	Political Philosophy: The Social Contract Tradition	4
PHIL 374F	Science, Religion, and Democracy	3-5
POLISCI 131L	Modern Political Thought: Machiavelli to Marx and Mill	5
POLISCI 134P	Contemporary Moral Problems	4-5
POLISCI 230A	Classical Seminar: Origins of Political Thought	3-5
POLISCI 231	High-Stakes Politics: Case Studies in Political Philosophy, Institutions, and Interests	3-5
POLISCI 236	Theories and Practices of Civil Society, Philanthropy, and the Nonprofit Sector	5
POLISCI 351C	Institutions and Bridge-Building in Political Economy	4

## Resources, Environment, and Energy Policy Concentration

		Units
<b>Resources, Environment, and Energy Policy Gateway Courses</b>		
ECON 250	Environmental Economics	3-5
ECON 251	Natural Resource and Energy Economics	2-5
LAW 2504	Environmental Law and Policy	3

MS&E 243	Energy and Environmental Policy Analysis	3
<b>Resources, Environment, and Energy Policy Electives</b>		
ANTHRO 162	Indigenous Peoples and Environmental Problems	3-5
BIOHOPK 263H	Oceanic Biology	4
BIOHOPK 266H	Molecular Ecology	5
CEE 162E	Rivers, Streams, and Canals	3
CEE 166A	Watershed Hydrologic Processes and Models	3
CEE 166B	Water Resources and Hazards	3
CEE 172	Air Quality Management	3
CEE 176B	100% Clean, Renewable Energy and Storage for Everything	3-4
CEE 207A	Understanding Energy	3-5
CEE 262B	Transport and Mixing in Surface Water Flows	3-4
CEE 262D	Introduction to Physical Oceanography	4
CEE 263A	Air Pollution Modeling	3-4
CEE 263B	Numerical Weather Prediction	3-4
CEE 265A	Resilience, Sustainability and Water Resources Development	3
CEE 265D	Water and Sanitation in Developing Countries	1-3
CEE 271B	Environmental Biotechnology	4
CEE 272	Coastal Contaminants	3-4
CEE 274D	Pathogens and Disinfection	3
CEE 274P	Environmental Health Microbiology Lab	3-4
CEE 275A	California Coast: Science, Policy, and Law	3-4
CEE 278A	Air Pollution Fundamentals	3
EARTHSYS 111	Biology and Global Change	4
EARTHSYS 281	Urban Agroecology	3
ECON 106	World Food Economy	5
ECON 127	Economics of Health Improvement in Developing Countries	5
ECON 147	The Economics of Labor Markets	5
ENERGY 101	Energy and the Environment	3
ENERGY 102	Fundamentals of Renewable Power	3
ENERGY 104	Sustainable Energy for 9 Billion	3
HUMBIO 130	Human Nutrition	4
LAW 2505	Land Use Law	3
LAW 7001	Administrative Law	4
LAW 7001	Administrative Law	4
ME 370A	Energy Systems I: Thermodynamics	3
ME 370B	Energy Systems II: Modeling and Advanced Concepts	4
MS&E 201	Dynamic Systems	3
MS&E 211	Introduction to Optimization	3-4
MS&E 246	Financial Risk Analytics	3
MS&E 251	Introduction to Stochastic Control with Applications	3
MS&E 293	Technology and National Security: Past, Present, and Future	3-4

## Science and Technology Policy Concentration

		Units
<b>Science and Technology Policy Gateway Courses</b>		
COMM 230A	Digital Civil Society	3
COMM 230B	Digital Civil Society	3

COMM 230C	Digital Civil Society	3
HISTORY 140A	The Scientific Revolution	5
MS&E 231	Introduction to Computational Social Science	3
MS&E 250A	Engineering Risk Analysis	3
MS&E 293	Technology and National Security: Past, Present, and Future	3-4
PSYCH 232	Brain and Decision	3
SOC 330	Sociology of Science	3-4
PUBLPOL 353A	Science and Technology Policy	4-5
<b>Science and Technology Elective Courses</b>		
CEE 207A	Understanding Energy	3-5
CEE 275A	California Coast: Science, Policy, and Law	3-4
EARTHSYS 232	Evolution of Earth Systems	4
ECON 126	Economics of Health and Medical Care	5
ECON 158	Regulatory Economics	5
ECON 250	Environmental Economics	3-5
EDUC 348	Policy and Practice in Science Education	3-4
ENERGY 253	Carbon Capture and Sequestration	3-4
HISTORY 179C	The Ethical Challenges of the Climate Catastrophe	3-5
LAW 2504	Environmental Law and Policy	3
LAW 2519	Water Law	3
LAW 3004	Law and Biosciences: Genetics	2-3
LAW 4005	Introduction to Intellectual Property	4
LAW 4005	Introduction to Intellectual Property	4
MS&E 184	Future of Work: Issues in Organizational Learning and Design	4
MS&E 243	Energy and Environmental Policy Analysis	3
MS&E 254	The Ethical Analyst	1-3
MS&E 256	Technology Assessment and Regulation of Medical Devices	3
MS&E 270	Strategy in Technology-Based Companies	3-4
MS&E 284	Designing Modern Work Organizations	3
MS&E 292	Health Policy Modeling	3
MS&E 330	Law, Order, & Algorithms	3
PUBLPOL 222	BioSecurity and Pandemic Resilience	4-5

## Urban Policy

### Urban Policy Gateway Courses

PUBLPOL 133	Political Power in American Cities	5
PUBLPOL 174	The Urban Economy	4
SOC 229X	Urban Education	3-5
SOC 235	Poverty, Inequality, and Social Policy in the United States	3-4

### Urban Policy Elective Courses

ANTHRO 152A	Urban Poverty and Inequality in Contemporary China	5
CEE 131B	Financial Management of Sustainable Urban Systems	3
CEE 172	Air Quality Management	3
CEE 277L	Smart Cities & Communities	3
COMM 264	The Psychology of Communication About Politics in America	4-5
EARTHSYS 238	Land Use Law	3
EARTHSYS 281	Urban Agroecology	3
ECON 145	Labor Economics	5

Units

ECON 146	Economics of Education	5
EDUC 271	Education Policy in the United States	3
EDUC 277	Education of Immigrant Students: Psychological Perspectives	4
EDUC 337	Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices	3-5
EDUC 447	Leading Change in Public Education	2
HISTORY 274E	Urban Poverty and Inequality in Latin America	5
LAW 7071	Philanthropy and Civil Society	1
POLISCI 326T	The Politics of Education	3-5
PUBLPOL 107	Public Finance and Fiscal Policy	5
PUBLPOL 135	Regional Politics and Decision Making in Silicon Valley and the Greater Bay Area	4
PUBLPOL 137	Innovations in Microcredit and Development Finance	3
PUBLPOL 143	Finance, Corporations, and Society	4
PUBLPOL 225	Urban Policy Research Lab	5
PUBLPOL 364	The Future of Finance	2
SOC 249	The Urban Underclass	4
SOC 340W	CPI Seminar	1-2
SOC 341W	Workshop: Inequality	1-2
STRAMGT 537	Leading Change in Public Education	2
URBANST 113	Introduction to Urban Design: Contemporary Urban Design in Theory and Practice	5
URBANST 132	Concepts and Analytic Skills for the Social Sector	4
URBANST 163	Land Use: Planning for Equitable and Sustainable Cities	3
URBANST 164	Sustainable Cities	4-5

## Graduate Certificate in Policy Analysis

The Stanford Public Policy Program offers a graduate "Certificate in Policy Analysis" for current Stanford graduate students. This highly flexible 25-unit program is designed for students who are interested in policy but may not be able to complete a formal one or two-year policy degree. The program's coursework provides a solid background in economics and quantitative methods, political analysis, ethics, and writing for policy audiences.

These courses will equip students with a set of skills necessary to design and evaluate policies, conduct research, and advocate policy solutions. The certificate provides formal recognition for a coherent plan of policy studies. In addition to completing coursework, students will produce a final paper reflecting on the policy lessons from their time in the program. Upon completion of the program, a certificate is provided. Note that the certificate is not included on the diploma or transcript. Grading policy: students may take two courses for a non-letter grade, in addition to the one-unit required colloquium course. The remaining courses must be taken for a letter grade.

### Program Learning Outcomes

- Master analytical tools for evaluating public policies and programs in terms of their absolute and comparative efficacy in achieving social objectives.
- Participate in policy and political discussion as citizens and as professionals in a variety of fields.
- Appreciate the complexity of large organizations as it relates to the implementation of public programs.

- Understand the conflicts in ethical and value commitments that pervade public policy issues.

## How to Apply

The application to the Certificate in Policy Analysis is available here (<http://web.stanford.edu/~uclady/certificate.fb>) and can be submitted at any time. Upon submission, a member of the Public Policy program staff will contact the applicant to confirm the course plan and answer any questions. The certificate is only available for currently enrolled graduate student.

## Courses

		Units
<b>Required Courses - 13 Units total</b>		
PUBLPOL 301A	Microeconomics for Policy	4-5
PUBLPOL 303D	Applied Econometrics for Public Policy (or equivalent course)	4-5
PUBLPOL 301B or PUBLPOL 204	Economic Policy Analysis for Policymakers Economic Policy Analysis	4-5
PUBLPOL 311	Public Policy Colloquium (one quarter)	1
<b>Required Courses with Selection Options - 8 units total</b>		
PUBLPOL 306 or PUBLPOL 314	Writing and Rhetoric for Policy Audiences Justice in Public Policy	4
PUBLPOL 308 or PUBLPOL 353A	Political Analysis for Public Policymakers Science and Technology Policy	4
<b>Optional Course(s) - 4 units total</b>		
PUBLPOL 206	Law and Economics	4-5
PUBLPOL 302B	Economic Analysis of Law	3
PUBLPOL 311	Public Policy Colloquium	1
LAW 7508	Problem Solving and Decision Making for Public Policy and Social Change	4

## COVID-19 Policies

On July 30, the Academic Senate adopted grading policies effective for all undergraduate and graduate programs, excepting the professional Graduate School of Business, School of Law, and the School of Medicine M.D. Program. For a complete list of those and other academic policies relating to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/#tempdeptemplatetabtext>)" section of this bulletin.

The Senate decided that all undergraduate and graduate courses offered for a letter grade must also offer students the option of taking the course for a "credit" or "no credit" grade and recommended that deans, departments, and programs consider adopting local policies to count courses taken for a "credit" or "satisfactory" grade toward the fulfillment of degree-program requirements and/or alter program requirements as appropriate.

## Undergraduate and Graduate Degree Requirements

### Grading

The Public Policy program would like to be as flexible as possible with respect to grades during this unprecedented year, understanding that each student's situation is unique as it pertains to remote learning. The program supports the University's decision to allow students to choose CR/NC or a letter grade for their courses. This applies to both undergraduates and graduate students. While the program understands

the need for flexibility, it suggests that Public Policy students take their courses for a letter grade whenever possible.

## Graduate Advising Expectations

The Program in Public Policy is committed to providing academic advising in support of graduate student scholarly and professional development. When most effective, this advising relationship entails collaborative and sustained engagement by both the adviser and the advisee. As a best practice, advising expectations should be periodically discussed and reviewed to ensure mutual understanding. Both the adviser and the advisee are expected to maintain professionalism and integrity.

All graduate students must submit a signed faculty adviser form by the end of their first quarter. The form is available on the Graduate Forms website (<https://publicpolicy.stanford.edu/academics/graduate/forms/>). The adviser need not be affiliated with the Public Policy Program, but does need to be a member of Stanford's Academic Council. The Director and student services staff can assist by providing individualized support in identifying a faculty adviser, if necessary.

Faculty advisers guide students in key areas such as selecting courses, designing and conducting research, developing of teaching pedagogy, navigating policies and degree requirements, and exploring academic opportunities and professional pathways.

Graduate students are active contributors to the advising relationship, proactively seeking academic and professional guidance and taking responsibility for informing themselves of policies and degree requirements for their graduate program. Students are encouraged to communicate clearly and frequently with their adviser.

For a statement of University policy on graduate advising, see the "Graduate Advising (<http://exploreddegrees.stanford.edu/graduatedegrees/#advisingandcredentialstext>)" section of this bulletin.

*Director:* Gregory L. Rosston (Stanford Institute for Economic Policy Research)

*Director of Undergraduate and Graduate Studies:* Gregory L. Rosston (Stanford Institute for Economic Policy Research)

*Directors of Graduate Practicum Program:* Joe Nation and Christine Pal Chee (Public Policy)

*Director of Domestic Policy Studies and Lecturer:* Lanhee J. Chen (Public Policy and Hoover Institution)

*Director of Honors Program and Lecturer:* Marcelo Clerici-Arias (Economics and Public Policy)

*Executive Committee Chair:* Mark Duggan (Economics, SIEPR)

*Executive Committee:* Laurence Baker (Medicine), Jonathan Bendor (Graduate School of Business), David Brady (Political Science, Hoover Institution, Graduate School of Business, SIEPR), Paul Brest (Law), Bruce Cain (Political Science, Bill Lane Center for the American West), Samuel Chiu (Management Science and Engineering), Thomas Dee (Graduate School of Education), Rebecca Diamond (Graduate School of Business), Judith Goldstein (Political Science), David Grusky (Sociology), Deborah Hensler (Law), Roger Noll (Economics, emeritus, SIEPR), Bruce Owen (Public Policy, emeritus, SIEPR), Gregory Rosston (SIEPR), Paul Oyer (Graduate School of Business), Debra Satz (Philosophy), John Shoven (SIEPR, Economics), Christine Min Wotipka (Graduate School of Education)

*Affiliated Faculty:* William Abrams (Human Biology), Donald Barr (Medicine), Jonathan Bendor (Graduate School of Business), Eric Bettinger (Education), Jayanta Bhattacharya (Medicine), Lisa Blaydes (Political Science), Adam Bonica (Political Science), Michael J. Boskin

(Economics, Hoover Institution), Paul Brest (Law), Jeremy Bulow (Graduate School of Business), M. Kate Bundorf (Medicine), Bruce Cain (Political Science, Bill Lane Center for the American West), Eamonn Callan (Education), Martin Carnoy (Education), John Cogan (Hoover Institution), Larry Diamond (Freeman Spogli Institute for International Studies, Hoover Institution), Lawrence Friedman (Law), Francis Fukuyama (Freeman Spogli Institute for International Studies), Lawrence Goulder (Economics, Freeman Spogli Institute for International Studies), Justin Grimmer (Political Science), Stephen Haber (Political Science, Hoover Institution), Deborah Hensler (Law), Pamela Hinds (Management Science and Engineering), Daniel Ho (Law), Nicholas Hope (Stanford Center for International Development), Caroline Hoxby (Economics, Hoover Institution, SIEPR), Hakeem Jefferson (Political Science), Daniel Kessler (Law, Hoover Institution, Graduate School of Business), Pete Klenow (Economics), Stephen Krasner (Political Science, Freeman Spogli Institute for International Studies, Hoover Institution), Jon A. Krosnick (Communication, Political Science), Mark Lemley (Law), Thomas MaCurdy (Economics, Hoover Institution), David Magnus (Medicine), Milbrey McLaughlin (Education), Terry Moe (Political Science, Hoover Institution), A. Mitchell Polinsky (Law), Walter Powell (Education), Robert Reich (Political Science), Lee Ross (Psychology), Baba Shiv (Graduate School of Business), Ken Shotts (Graduate School of Business), Stephan Stedman (Freeman Spogli Institute for International Studies), Jeff Strnad (Law), Barton Thompson (Law, Woods Institute, Freeman Spogli Institute for International Studies), Michael Tomz (Political Science, SIEPR), Milana Trounce (Medicine), Michael Wald (Law), Greg Walton (Psychology), Barry Weingast (Political Science, Hoover Institution), John Weyant (Management Science and Engineering), Frank Wolak (Economics, Freeman Spogli Institute for International Studies), Cristobal Young (Sociology)

*Lecturers:* Newsha Ajami (Woods Institute), Tanya Beder (Law), Frank Benest (Public Policy), David Crane (Public Policy, SIEPR), Dennis Gale (Urban Studies), Russell Hancock (Public Policy), Preeti Hehmeyer (Public Policy, Bill Lane Center for the American West), Adrienne Jamieson (Bing Stanford in Washington), Lawrence Litvak (Public Policy, Urban Studies), Susan Liataud (Public Policy), Eva Meyersson Milgrom (SIEPR, Sociology), Christine Pal Chee (Public Policy), Patrick Windham (Public Policy)

## Overseas Studies Courses in Public Policy

The Bing Overseas Studies Program (<http://bosp.stanford.edu>) (BOSP) manages Stanford international and domestic study away programs for Stanford undergraduates. Students should consult their department or program's student services office for applicability of Overseas Studies courses to a major or minor program.

The BOSP course search site (<https://undergrad.stanford.edu/programs/bosp/explore/search-courses/>) displays courses, locations, and quarters relevant to specific majors.

For course descriptions and additional offerings, see the listings in the Stanford Bulletin's ExploreCourses (<http://explorecourses.stanford.edu>) or Bing Overseas Studies (<http://bosp.stanford.edu>).

*Due to COVID-19, all BOSP programs have been suspended for Autumn Quarter 2020-21. All courses and quarters of operation are subject to change.*

		Units
OSPCPTWN 10	Climate Change and Political Violence	4
OSPFLOR 64	Colonial Heritage, Euro-Mediterranean Relations, Migrations, Multiculturalism	5
OSPFLOR 65	Exclusion/Inclusion Processes of Migrants in Italian Society	5
OSPFLOR 70	The Value of Life: Philosophical Foundations	4

OSPFLOR 78	The Impossible Experiment: Politics and Policies of the New European Union	5
OSPHONGK 24	Urban China	4
OSPHONGK 27	China and Regional Order	4
OSPHONGK 28	An Introduction to the Development of Science and Technology in China	4
OSPHONGK 44	Medical Sociology	4
OSPSANTG 20	Comparative Law & Society: Conflicts in the Structuring of Democratic Polities across Latin America	4-5
OSPSANTG 71	Santiago: Urban Planning, Public Policy, and the Built Environment	5
OSPSANTG 119X	The Chilean Economy: History, International Relations, and Development Strategies	5

## Courses

### PUBLPOL 1. Introduction to Public Policy. 1 Unit.

Public Policy 1 is an introduction to the wide range of fields and methods used in Public Policy analysis including economics, political science, social psychology, justice, ethics and organizations. The course will have weekly speakers who will provide examples of policy analysis from a variety of perspectives. Attendance mandatory.

### PUBLPOL 4. Democracy Matters. 1 Unit.

Should the U.S. close its border to immigrants? What are the ramifications of income inequality? How has COVID-19 changed life as we know it? Why are Americans so politically polarized? How can we address racial injustice? As the 2020 election approaches, faculty members from across Stanford will explore and examine some of the biggest challenges facing society today. Each week will be dedicated to a different topic, ranging from health care and the economy to racial injustice and challenges to democracy. Faculty with expertise in philosophy, economics, law, political science, psychology, medicine, history, and more will come together for lively conversations about the issues not only shaping this election season but also the nation and world at large. There will also be a Q&A following the initial discussion. Attendance and supplemental course readings are the only requirements for the course.

Same as: ECON 4, PHIL 30, POLISCI 42

### PUBLPOL 14. Navigating Financial Crises: From Emerging Markets to COVID-19. 1 Unit.

What causes financial crises? What are the keys to anticipating, preventing, and managing disruptions in the global financial system? This course prepares students to navigate future episodes as policymakers, finance professionals, and citizens by going inside the practical decisions made in an unfolding crisis, from the U.S. government and IMF to the boardroom and trading floor. Students will learn warning signs of distress; market structures that govern crisis dynamics; strategic interactions among the key actors; and lessons learned for creating a more resilient system. Concepts will be applied to real-world experiences in emerging market crises, the U.S. housing and global financial crisis, the European sovereign crisis, and as well the extraordinary fiscal and central bank responses to the COVID-19 crisis.

Same as: ECON 14

**PUBLPOL 19Q. Government by the Numbers. 3 Units.**

Spending by federal, state, and local governments accounts for about one-third of U.S. GDP and governments employ more than one-in-seven workers in the U.S. For most U.S. residents, government is represented by a complicated web of federal, state, and local policies. There is an increasingly contentious debate about the proper role of the government and regarding the impact of specific government policies. This debate is rarely grounded in a common set of facts. In this seminar, we will explore how each level of government interacts with U.S. residents through government services, public programs, taxes, and regulations. We will examine financial results for different levels of government while considering the net effects of government intervention on the health and economic well-being of individuals and families. Particular attention will be paid to certain sectors (e.g. education, health care, etc.) and to certain groups (e.g. those in poverty, the elderly, etc.). Along the way we will accumulate a set of metrics to assess the performance of each level of government while highlighting the formidable challenges of such an exercise. Prerequisite: Econ 1.

Same as: ECON 19Q

**PUBLPOL 51. Microeconomics for Policy. 4-5 Units.**

Microeconomic concepts relevant to decision making. Topics include: competitive market clearing, price discrimination; general equilibrium; risk aversion and sharing, capital market theory, Nash equilibrium; welfare analysis; public choice; externalities and public goods; hidden information and market signaling; moral hazard and incentives; auction theory; game theory; oligopoly; reputation and credibility. Undergraduate Public Policy students may take PublPol 51 as a substitute for the Econ 51 major requirement. Economics majors still need to take Econ 51.

Prerequisites: ECON 50 and MATH 51 or equiv.

Same as: INTLPOL 204A, PUBLPOL 301A

**PUBLPOL 55N. Public Policy and Personal Finance. 3 Units.**

The seminar will provide an introduction and discussion of the impact of public policy on personal finance. Voters regularly rate the economy as one of the most important factors shaping their political views and most of those opinions are focused on their individual bottom lines. In this course we will discuss the rationale for different public policies and how they affect personal financial situations. We will explore personal finance issues such as taxes, loans, charity, insurance, and pensions. Using the context of (hypothetical) personal finance positions, we will discuss the public policy implications of various proposals and how they affect different groups of people, for example: the implications of differential tax rates for different types of income, the promotion of home ownership in the U.S., and policies to care for our aging population. While economic policy will be the focus of much of the course, we will also examine some of the implications of social policies on personal finance as well. There will be weekly readings and several short policy-related writing assignments.

Same as: ECON 25N

**PUBLPOL 63Q. Democratizing Ethics with Discrimination, Inequality, Injustice and Technology in Mind. 3 Units.**

This seminar/practicum will invite students to “roll up our sleeves” and deliver concrete recommendations for making ethical decision-making accessible to ordinary citizens rather than just determined by corporate giants, law makers or academic experts. We will explore practical approaches to the following questions: How can we make ethical decision-making accessible to ordinary citizens in a complex world of technology, biology and even space exploration? How can we incentivize citizens to care about integrating ethics into their decision-making? How do we each have ethical power in society even where economic and technological control lie with tech giants and lodged in the brains of experts? What, if anything, is different about citizens’ sense of moral responsibility in society today (and how has technology contributed to shifting views)? How can we develop an ethics barometer, soliciting the views, and facilitating the influence of, ordinary citizens on key ethical questions outside of normal channels like voting and individual engagement with social media? The course will consider a number of cutting-edge topics from Covid-19 and gene editing and long-standing challenges such as racism. Highly interactive course. Very short papers and teamwork along the way in lieu of final paper or exam. 3 credits (option C/NC for students not wishing WAYS credit). Will be offered on-line Spring 2021.

**PUBLPOL 73. Energy Policy in California and the West. 1 Unit.**

This seminar provides an in-depth analysis of the role of California state agencies and Western energy organizations in driving energy policy development, technology innovation, and market structures, in California, the West and internationally. The course covers three areas: 1) roles and responsibilities of key state agencies and Western energy organizations; 2) current and evolving energy and climate policies; and 3) development of the 21st century electricity system in California and the West. The seminar will also provide students a guideline of what to expect in professional working environment.

Same as: CEE 263G, ENERGY 73, POLISCI 73

**PUBLPOL 74. Public Service Internship Preparation. 1 Unit.**

Are you prepared for your internship this summer? This workshop series will help you make the most of your internship experience by setting learning goals in advance; negotiating and communicating clear roles and expectations; preparing for a professional role in a non-profit, government, or community setting; and reflecting with successful interns and community partners on how to prepare sufficiently ahead of time. You will read, discuss, and hear from guest speakers, as well as develop a learning plan specific to your summer or academic year internship placement. This course is primarily designed for students who have already identified an internship for summer or a later quarter. You are welcome to attend any and all workshops, but must attend the entire series and do the assignments for 1 unit of credit.

Same as: EARTHSYS 9, EDUC 9, HUMBIO 9, URBANST 101

**PUBLPOL 75. Pathways to Public Service. 1 Unit.**

This one-unit lecture series explores potential careers in public service, including roles in government as well as in many other organizations—such as nonprofits, foundations, corporations, and arts organizations—that help shape public policy and civic life. Each week, a guest speaker will introduce students to his or her organization and role, describe some of the key intellectual issues and current policy challenges, discuss career paths and skills crucial for the job, and help students reflect on possible connections between this work and their studies at Stanford. In an interactive concluding session, students will participate in a career assessment activity, reflect on possible next steps, and learn about other opportunities to explore public service at Stanford. This course is open to all students, including not only those studying political science or public policy, but also the arts, humanities, sciences, and engineering. It is co-sponsored by the School of Humanities and Sciences and Stanford in Government (SIG).

Same as: POLISCI 74

**PUBLPOL 78N. Economic Policies of the Presidential Candidates. 3 Units.**

In nearly all polls, American voters rank the economy as one of their most important concerns. In the presidential election, much of the debate for voters will be on questions of economic policy. In this course, we will delve deeply into economic policy issues to understand options for government intervention and possible outcomes. We will combine economic analysis with political science methodology to understand efficient and implementable policy proposals. Specific areas of interest will be taxation, budget, entitlement programs, economic regulation and competition policy, trade, demography, income inequality, and monetary policy. The course will incorporate other timely and salient policy issues as they arise during the course of the campaign. Students will be expected to write a short paper and make an oral presentation to the class. A wide range of topics will be acceptable, including those directly related to campaign issues as well as other long-term economic issues facing the country.

Same as: ECON 78N

**PUBLPOL 85. Environmentalism in California. 1 Unit.**

Alternative Spring Break: With climate change posed to be one of the most pressing issues of the 21st Century, environmental preservation is emerging at a top priority. In addition to the federal government, state and local governments regulate the environment. In this course, we will learn about what environmental policy looks like in at the state level in California. Since the Golden State has an ambitious environmental preservation plan, there will be a lot of content. To make this class more manageable, we will be focusing on two areas specifically: water and energy. Finally, we will spend that last few weeks of the course learning about environmental justice, and specifically, how climate change impacts Indigenous communities in California and how the state is mitigating the impact. All major backgrounds are welcome.

**PUBLPOL 100. Hoover Institution National Security Affairs Fellows Mentorship Program. 1 Unit.**

This course is designed to give Stanford undergraduates an introduction to civil-military relations, leadership development, and operational aspects of American foreign policy. Admitted undergraduates will be mentored by a distinguished leader from the Army, Navy, Air Force, Marine Corps, Coast Guard, or State Department for the Fall, Winter and Spring quarters of the 2020-21 academic year. Participation in all three quarters is required. These military leaders and diplomats are part of the Hoover Institution's National Security Affairs Fellows program. The course will be held on Zoom and the scheduled class time will be used for group activities, lectures from the National Security Affairs Fellows on their experiences in the military and the State Department, small group meetings with mentees and mentors, and special sessions with senior American foreign policy leaders. At the end of each quarter, students write short reflection papers. No expertise in international affairs is necessary to apply and all majors are welcome. Selection is based on academic excellence, extracurricular leadership, and interest in international affairs. The program is directed by Dr. Amy Zegart. To apply, send a cover letter and resume to Taylor McLamb (twj@stanford.edu) by September 1, 2020.

**PUBLPOL 101. Introduction to American Politics and Policy: The Good, The Bad, and The Ugly. 4-5 Units.**

This is a course about American politics, which means this is a course about individuals, identities, and institutions. How do Americans come to think and reason about politics? What is the role that identities play in affecting the political judgments that individuals make? How do our political institutions respond to the demands of a diverse public that disagrees about issues related to race and justice, income and wealth inequality, climate change, gun control, reproductive rights, the power of the executive, and the role that government ought to play in the lives of the governed? And how do we make sense of this seemingly peculiar contemporary moment in American politics? These are not easy questions, but they are ones for which political science provides a useful foundation to guide our inquiry. The objective of this course is to introduce students to various concepts and theoretical frameworks that help us understand the messiness and complexity of American politics. In addition to classroom lectures and discussion sections, students will be required to apply concepts and theoretical frameworks to contemporary issues in American politics. Undergraduate Public Policy students are required to enroll in this class for 5 units.

Same as: AMSTUD 123X, POLISCI 102, PUBLPOL 201

**PUBLPOL 103C. Justice. 4-5 Units.**

In this course, we explore three sets of questions relating to justice and the meaning of a just society: (1) Liberty: What is liberty, and why is it important? Which liberties must a just society protect? (2) Equality: What is equality, and why is it important? What sorts of equality should a just society ensure? (3) Reconciliation: Are liberty and equality in conflict? If so, how should we respond to the conflict between them? We approach these topics by examining competing theories of justice including utilitarianism, libertarianism/classical liberalism, and egalitarian liberalism. The class also serves as an introduction to how to do political philosophy, and students approaching these topics for the first time are welcome. Political Science majors taking this course to fulfill the WIM requirement should enroll in POLISCI 103.

Same as: ETHICSOC 171, PHIL 171, POLISCI 103, POLISCI 336S

**PUBLPOL 103D. Ethics and Politics of Public Service. 3-5 Units.**

Ethical and political questions in public service work, including volunteering, service learning, humanitarian assistance, and public service professions such as medicine and teaching. Motives and outcomes in service work. Connections between service work and justice. Is mandatory service an oxymoron? History of public service in the U.S. Issues in cross-cultural service work. Integration with the Haas Center for Public Service to connect service activities and public service aspirations with academic experiences at Stanford.

Same as: CSRE 178, ETHICSOC 133, PHIL 175A, PHIL 275A, POLISCI 133, URBANST 122

**PUBLPOL 103E. Ethics on the Edge Public Policy Core Seminar. 2 Units.**

This seminar-style course will explore additional foundational readings on organizational ethics (business, non-profit, and governmental organizations) and policy ethics. Themes will include, among others: AI and policy considerations; social media and policy considerations; race and police brutality incidents; national security (including cyber threats); the Iran nuclear agreement; non-profit organizations in the policy and US landscape; and various corporate matters. Organizing themes include, among others: ethics of leadership; ethics of persuasion and compromise; influence of bias in organizational and policy ethics; ethics of social movements; discrepancies between discourse and action; emotion and ethics; and interpreting and explaining ethics. In addition, the course will offer training in a wide variety of skills for effective communication of ethics for policy purposes (developing succinct arguments, presentations, website discourse, commenting in meetings and conferences, interviews, statement of personal views, interacting with the media and social media, and mapping complex ethical analysis). Most of the assignments allow students flexibility to explore topics of their choice. The objective is to engage actively and improve skills in a supportive environment. A short, analytically rigorous final paper in lieu of final exam. Attendance required. Grading will be based on short assignments, class participation, and the short final paper. The course is open to undergraduate and graduate students. Undergraduates will not be at a disadvantage. Everyone will be challenged. Students wishing to take the course who are unable to sign up within the enrollment limit should contact Dr. Susan Liautaud at [susanl1@stanford.edu](mailto:susanl1@stanford.edu). Distinguished Career Institute Fellows are welcome and should contact Dr. Susan Liautaud directly at [susanl1@stanford.edu](mailto:susanl1@stanford.edu). This three-credit seminar accompanies PUBLPOL 134 Ethics on the Edge but can also be taken as a stand-alone course. \*Please note the course is being offered for two units and therefore is ineligible for Ways credit in the 2019-20 academic year. Please note that this course will require one make-up evening session on a Monday, Tuesday or Wednesday in April in lieu of the final class session the first week of June, so the course ends before Memorial Day.

Same as: PUBLPOL 203E

**PUBLPOL 103F. Ethics of Truth in a Post-Truth World. 2-3 Units.**

This course will explore changing notions of truth in a world in which technology, global risks, and societal developments are blurring the boundaries of humanity and boring through traditional notions of nation states, institutions, and human identity. We will ask one over-arching question: does truth matter anymore? If so, why and how? If not, why not? Either way, how does truth relate to ethical decision-making by individuals and institutions and to an ethical society? How does truth relate to a life well lived? Six themes will organize our exploration of more specific topics: science and subjectivity; identity; memory; authenticity; religious truth; and truth and the law. Examples of topics to be explored include, among others: truth and technology (from deep fakes to home devices); white supremacy; DNA testing and the *¿identify as¿* movement, and identity; University history (Rhodes, Georgetown slavery, Yale Calhoun College...); the connections among truth, memory, and history; new questions in gender and racial identity; Chinese beautifying app Meitu and other social media "truth modifiers"; the sharing economy; the impact of AI and DNA testing sites on legal truth. Scotty McClennan will explore truth through major literary characters and the impact of religion on truth. We will consider how we determine and verify the truth; how we "do" truth; the role of truth in ethical decision-making; the importance of truth to effective ethical policy; and the relationship of the truth to a life well lived. An analytically rigorous short final paper in lieu of exam. This three-credit seminar may be taken as a stand-alone course or may accompany PUBLPOL 134 Ethics on the Edge to full the Public Policy major ethics requirement. The course is open to undergraduate and graduate students. Undergraduates will not be at a disadvantage. Everyone will be challenged. Distinguished Career Institute Fellows are welcome and should contact Dr. Susan Liautaud directly at [susanl1@stanford.edu](mailto:susanl1@stanford.edu). Students wishing to take the course who are unable to sign up within the enrollment limit should contact Dr. Susan Liautaud at [susanl1@stanford.edu](mailto:susanl1@stanford.edu). \*Public Policy majors taking the course to complete the core requirements and students taking the course for Ways credit must obtain a letter grade. Other students may take the course for a letter grade or C/NC. To satisfy a Ways requirement, this course must be taken for at least 3 units. In AY 2020-21, a letter grade or *¿CR¿* grade satisfies the Ways requirement.

Same as: PUBLPOL 203F

**PUBLPOL 103Z. Ethics and Politics in Public Service. 4 Units.**

This course examines ethical and political questions that arise in doing public service work, whether volunteering, service learning, humanitarian endeavors overseas, or public service professions such as medicine and teaching. What motives do people have to engage in public service work? Are self-interested motives troublesome? What is the connection between service work and justice? Should the government or schools require citizens or students to perform service work? Is mandatory service an oxymoron?

Same as: CSRE 133P, POLISCI 133Z, URBANST 122Z

**PUBLPOL 104. Economic Policy Analysis. 4-5 Units.**

The relationship between microeconomic analysis and public policy making. How economic policy analysis is done and why political leaders regard it as useful but not definitive in making policy decisions. Economic rationales for policy interventions, methods of policy evaluation and the role of benefit-cost analysis, economic models of politics and their application to policy making, and the relationship of income distribution to policy choice. Theoretical foundations of policy making and analysis, and applications to program adoption and implementation. Prerequisites: ECON 50 and ECON 102B. Undergraduate Public Policy students are required to take this class for a letter grade and enroll in this class for five units.

Same as: ECON 150, PUBLPOL 204



**PUBLPOL 105. Empirical Methods in Public Policy. 4-5 Units.**

Methods of empirical analysis and applications in public policy. Emphasis on causal inference and program evaluation. Public policy applications include health, labor and saving. Assignments include hands-on data analysis, evaluation of existing literature, and a final research project. Objective is to obtain tools to 1) critically evaluate evidence used to make policy decisions and 2) perform empirical analysis to answer questions in public policy. Prerequisite: ECON 102B. Enrollment is limited to Public Policy students. Public Policy students must take the course for a letter grade.

Same as: PUBLPOL 205

**PUBLPOL 106. Law and Economics. 4-5 Units.**

In this course, we explore the role of law in promoting social well-being (happiness). Law, among its other benefits, can serve as a mechanism to harmonize private incentives with cooperative gains, to maintain an equitable division of those gains, and to deter social defection and dystopia. Law is thus an implementation of the social contract and essential to civilization. Economic analysis of law focuses on the welfare-enhancing incentive effects of law (and of law enforcement). More generally, we study the law's role in reducing the risks of cooperation, achieved by fixing expectations of what courts or the state will do in possible futures. Prerequisite: ECON 50.

Same as: ECON 154, PUBLPOL 206

**PUBLPOL 107. Public Finance and Fiscal Policy. 5 Units.**

What role should and does government play in the economy? What are the effects of government spending, borrowing, and taxation on efficiency, equity and economic stability and growth? The course covers economic, historical and statistical analyses and current policy debates in the U.S. and around the world. Policy topics: Fiscal crises, budget deficits, the national debt and intergenerational equity; tax systems and tax reform; social security and healthcare programs and reforms; transfers to the poor; public goods and externalities; fiscal federalism; public investment and cost-benefit analysis; and the political economy of government decision-making. Prerequisites: ECON 51 (Public Policy majors may take PUBLPOL 51 as a substitute for ECON 51), ECON 52 (can be taken concurrently).

Same as: ECON 141

**PUBLPOL 109Q. Community Police Academy. 2 Units.**

The Community Police Academy is a combination of classroom instruction and "hands-on" activities that examine life as a police officer. This class looks to clarify and expand the participant's knowledge of the responsibilities, decisions and constraints that face law enforcement officers today, while also providing some perspectives on the national conversation about the role of law enforcement in society. Students can elect to earn two units of credit by completing the readings, short assignments, and attending 4 discussion section meetings, or students may opt to take the course for no credits and only attend the activities. The class is a learning opportunity for all involved, an opportunity to build trust and develop partnerships between the Department of Public Safety and the Stanford Community. While this course is open to all students throughout the University, the units will not accrue to Law Degree Candidates for credit toward a degree in Law (JD, JSM, JSD, or LL.M.). Taught by Professor Laura Wilson. Prerequisites: Application and basic background check; minimum 18 years of age.

**PUBLPOL 111. Leadership Challenges in Public Service. 4-5 Units.**

This course will examine the responsibilities and challenges for those who occupy leadership roles in public service, broadly defined to include work in government, non-profit organizations, academia, and philanthropy, whether as a full-time career or part-time volunteer. Topics will include characteristics and styles of leadership, organizational dynamics, forms of influence, decision making, diversity, social change, and ethical responsibilities. Class sessions will include visitors who have occupied prominent leadership roles. Readings will include excerpts of relevant research, problems, exercises, and case studies. This course serves as a gateway for students participating in the Public Service Leadership Program, coordinated through the Haas Center. The class will be capped at 40 students.

Same as: ETHICSOC 95

**PUBLPOL 113. America: Unequal. 4 Units.**

It was never imagined "when the U.S. was founded" that the rich would be so rich and the poor so poor. It was never imagined "when the U.S. was founded" that opportunities to get ahead would depend so profoundly on one's family circumstances and other starting conditions. How could this have happened in the "land of opportunity?" What are the effects of such profound inequality? And what, if anything, should be done about it?

Same as: CSRE 3P, SOC 3

**PUBLPOL 115. Practical Training. 1-5 Unit.**

Qualified Public Policy students obtain employment in a relevant research or industrial activity to enhance their professional experience consistent with their degree programs. Prior to enrolling students must get internship approved by the Public Policy Program. At the start of the quarter, students must submit a one page statement showing the relevance of the employment to the degree program along with an offer letter. At the end of the quarter, a three page final report must be supplied documenting work done and relevance to degree program. Meets the requirements for Curricular Practical Training for students on F-1 visas. May be repeated for credit.

**PUBLPOL 116. Climate Perspectives: Climate Science, Impacts, Policy, Negotiations, and Advocacy. 3 Units.**

The course contains four main parts: Climate Science, Climate Impacts, Climate Policy, Climate Advocacy. Part I begins with a detailed introduction to climate science, including an assessment of arguments by climate science skeptics, and an examination of climate change models. Part II describes the impacts of climate change on the planet, human health, species and biodiversity, and it adds an economic perspective on the costs and benefits of responding now or later to climate change. Part II also include a discussion on climate change ethics, i.e., fairness and responsibility among individuals, nations, and generations. Part III focuses on climate policy, from the Kyoto Protocol to the Paris Accord. Part III also includes an introduction to how the public and officials have viewed climate change over time, and it explores factors that make widespread formal agreement difficult. Part IV looks forward to climate advocacy and what to expect from future of climate negotiations. Enrollment limited to students with sophomore academic standing or above. Prerequisite: Human Biology Core or Biology Foundations or consent of instructor (i.e. background in earth systems, economics, policy).

Same as: HUMBIO 116

**PUBLPOL 118X. Shaping the Future of the Bay Area. 3-5 Units.**

The complex urban problems affecting quality of life in the Bay Area, from housing affordability and transportation congestion to economic vitality and social justice, are already perceived by many to be intractable, and will likely be exacerbated by climate change and other emerging environmental and technological forces. Changing urban systems to improve the equity, resilience and sustainability of communities will require new collaborative methods of assessment, goal setting, and problem solving across governments, markets, and communities. It will also require academic institutions to develop new models of co-production of knowledge across research, education, and practice. This XYZ course series is designed to immerse students in co-production for social change. The course sequence covers scientific research and ethical reasoning, skillsets in data-driven and qualitative analysis, and practical experience working with local partners on urban challenges that can empower students to drive responsible systems change in their future careers. The Autumn (X) course is specifically focused on concepts and skills, and completion is a prerequisite for participation in the Winter (Y) and/or Spring (Z) practicum quarters, which engage teams in real-world projects with Bay Area local governments or community groups. X is composed of four modules: (A) participation in two weekly classes which prominently feature experts in research and practice related to urban systems; (B) reading and writing assignments designed to deepen thinking on class topics; (C) fundamental data analysis skills, particularly focused on Excel and ArcGIS, taught in lab sessions through basic exercises; (D) advanced data analysis skills, particularly focused on geocomputation in R, taught through longer and more intensive assignments. X can be taken for 3 units (ABC), 4 units (ACD), or 5 units (ABCD). Open to undergraduate and graduate students in any major. For more information, visit <http://bay.stanford.edu>.

Same as: CEE 118X, CEE 218X, ESS 118X, ESS 218X, GEOLSCI 118X, GEOLSCI 218X, GEOPHYS 118X, GEOPHYS 218X, POLISCI 218X, PUBLPOL 218X

**PUBLPOL 118Y. Shaping the Future of the Bay Area. 3-5 Units.**

Students are placed in small interdisciplinary teams (engineers and non-engineers, undergraduate and graduate level) to work on complex design, engineering, and policy problems presented by external partners in a real urban setting. Multiple projects are offered and may span both Winter and Spring quarters; students are welcome to participate in one or both quarters. Students are expected to interact professionally with government and community stakeholders, conduct independent team work outside of class sessions, and submit deliverables over a series of milestones. Prerequisite: the Autumn (X) skills course or approval of instructors. For information about the projects and application process, visit <http://bay.stanford.edu>.

Same as: CEE 118Y, CEE 218Y, ESS 118Y, ESS 218Y, GEOLSCI 118Y, GEOLSCI 218Y, GEOPHYS 118Y, GEOPHYS 218Y, POLISCI 218Y, PUBLPOL 218Y

**PUBLPOL 121L. Racial-Ethnic Politics in US. 5 Units.**

Why is contemporary American politics so sharply divided along racial and party lines? Are undocumented immigrants really more likely to commit crimes than U.S. citizens? What makes a political ad "racist?" The U.S. population will be majority-minority by 2050; what does this mean for future electoral outcomes? We will tackle such questions in this course, which examines various issues surrounding the development of political solidarity within racial groups; the politics of immigration, acculturation, and identification; and the influence of race on public opinion, political behavior, the media, and in the criminal justice system. Prior coursework in Economics or Statistics strongly recommended.

Same as: CSRE 121L, POLISCI 121L

**PUBLPOL 122. BioSecurity and Pandemic Resilience. 4-5 Units.**

Overview of the most pressing biosecurity issues facing the world today, with a special focus on the COVID-19 pandemic. Critical examination of ways of enhancing biosecurity and pandemic resilience to the current and future pandemics. Examination of how the US and the world is able to withstand a pandemic or a bioterrorism attack, how the medical/healthcare field, government, and technology sectors are involved in biosecurity and pandemic or bioterrorism preparedness and response and how they interface; the rise of synthetic biology with its promises and threats; global bio-surveillance; effectiveness of various containment and mitigation measures; hospital surge capacity; medical challenges; development, production, and distribution of countermeasures such as vaccines and drugs; supply chain challenges; public health and policy aspects of pandemic preparedness and response; administrative and engineering controls to enhance pandemic resilience; testing approaches and challenges; promising technologies for pandemic response and resilience, and other relevant topics. 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, public health leaders, innovators and physicians in the field, and leaders of relevant technology companies. Open to medical, graduate, and undergraduate students. No prior background in biology necessary.

Same as: BIOE 122, EMED 122, EMED 222, PUBLPOL 222

**PUBLPOL 123. Thinking About War. 4-5 Units.**

Introduction to the ideas, important writers, and policy decisions about warfare. Topics include: what causes wars, great strategists of warfare, whether nuclear weapons require different strategy than conventional war, fostering innovation, what creates stable peace, and what warfare feels like to those who fight it. Each class session is organized around a question; first half of each session will explore concepts, second half will apply them in a historical case or policy decision.

Same as: PUBLPOL 223

**PUBLPOL 124. American Political Institutions in Uncertain Times. 5 Units.**

This course examines how the rules that govern elections and the policy process determine political outcomes. It explores the historical forces that have shaped American political institutions, contemporary challenges to governing, and prospects for change. Topics covered include partisan polarization and legislative gridlock, the politicization of the courts, electoral institutions and voting rights, the expansion of presidential power, campaign finance and lobbying, representational biases among elected officials, and the role of political institutions in maintaining the rule of law. Throughout, emphasis will be placed on the strategic interactions between Congress, the presidency, and the courts and the importance of informal norms and political culture. Political Science majors taking this course to fulfill the WIM requirement should enroll in POLISCI 120C.

Same as: POLISCI 120C

**PUBLPOL 127. Health Care Leadership. 2-4 Units.**

Healthcare Leadership class brings eminent healthcare leaders from a variety of sectors within healthcare to share their personal reflections and insights on effective leadership. Speakers discuss their personal core values, share lessons learned and their recipe for effective leadership in the healthcare field, including reflection on career and life choices. Speakers include CEOs of healthcare technology, pharmaceutical and other companies, leaders in public health, eminent leaders of hospitals, academia, biotechnology companies and other health care organizations. The class will also familiarize the students with the healthcare industry, as well as introduce concepts and skills relevant to healthcare leadership. This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit. Students taking the course Mondays and Wednesdays should enroll for 4 units (exceptions for a 3 unit registration can be made with the consent of instructor to be still eligible for Ways credit). Students taking the course on Wednesdays only should register for 2 units.

Same as: EMED 127, EMED 227, PUBLPOL 227

**PUBLPOL 129. Conversations on the Indian Economy. 1 Unit.**

This course is intended to give students the opportunity to engage with Stanford faculty, across the University's different schools, who undertake research related to the modern Indian economy, including professors from the Humanities and Sciences, Engineering, GSB and schools of medicine, as well as from different research centers across the University. In addition, the course will feature conversations with several members of the Silicon Valley Community, as well as from India. The format is intended to promote discussion and debate, and to provide students an opportunity to learn about new developments and initiatives regarding India. Class meetings will be in the form of round-table interactions and exchanges.

**PUBLPOL 130. Planning Calif: the Intersection of Climate, Land Use, Transportation & the Economy. 3 Units.**

Cities and urban areas have always been transformed by major external changes like pandemics and public health crises. California is both in the midst of its greatest economic recession since the Great Depression and experiencing a pandemic that has the potential to reshape many aspects of life. Planning for cities and regions, however, is a long game that requires follow-through on decisions made sometimes over many decades. How do we balance the shocks to our assumptions from the current Covid world with the need to plan long-term for issues like affordable housing and equitable cities, and perhaps most fundamentally, prepare our cities and communities for the inevitability of climate change and climate impact? This course takes an interdisciplinary view of the key contemporary planning topics in California. It does so from looking at the intersection of climate laws, land use changes, the need for housing, travel patterns and the availability of high quality jobs and employment. This course will give you an understanding of the roles of key levels of government, from the state to the region/metropolitan scale, to the city and county, down to the neighborhood and parcel level. It will give students insight into leading themes and issues of the day in California such as the future of downtowns, the role of high speed rail, the impact of telework, automation in the construction of housing, drawing from examples in San Jose and San Francisco, the Central Valley, the state legislature, Southern California. Within each of these topics we will look at the impact of decisions on equity as well as climate and the economy. The instructors are Kristy Wang, formerly SPUR's Community Planning Policy Director, and Egon Terplan, Senior Advisor for Economic Development and Transportation in the California Governor's Office, formerly SPUR's Regional Planning Director. (Affiliations for identification purposes only).

Same as: CEE 136, CEE 236, PUBLPOL 230, URBANST 130

**PUBLPOL 131. Introduction to Space Policy. 3 Units.**

The last decade has seen dramatic developments and a rekindling of interest in space efforts. Silicon Valley has invested in a range of activities, including reusable launch services, constellations of communication and observation satellites, off-planet resource development, and even space tourism. Governments are restructuring their space-oriented military and regulatory agencies. Scientific missions continue to benefit from advances in technology, extending the reach and capabilities of robotic missions. Human missions will finally revisit deep space after decades spent solely in low earth orbit. This course investigates the economic, policy, and engineering challenges to building a thriving private and public space industry. We begin with a review of historical space efforts, both public and private. We will investigate current efforts in detail, including budgeting, regulatory frameworks, and the key drivers of the renewed space activity. Externalities provide a core rationale for governmental policy action, including such topics as conflicts over spectrum used by space assets, stimulating innovation, orbital debris challenges, dual-use space technologies, and unclear or conflicting rights to develop space-based resources. Leaders from government and new space companies will occasionally participate in the class. Students will be expected to participate in policy and case discussions, contribute several papers including a final project paper, and complete problem and policy analyses. Readings will include articles, policy papers, HBS cases, regulatory filings, and mission reviews.

Same as: AA 135

**PUBLPOL 132. The Politics of Policy Making. 3 Units.**

Public policymaking in the United States is part of a political process that can take years or even decades to play out. A familiarity with the politics of policymaking is key to understanding why some reform attempts are successful while others are not. This course will give students a behind-the-scenes look at how policy actually gets made. Students will gain exposure to the theory and literature behind policy formulation, and engage in debates over historical and contemporary efforts at reform.

Same as: PUBLPOL 232

**PUBLPOL 133. Political Power in American Cities. 5 Units.**

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. Political Science majors taking this course to fulfill the WIM requirement should enroll in POLISCI 121.

Same as: AMSTUD 121Z, POLISCI 121, URBANST 111

**PUBLPOL 134. Ethics on the Edge: Business, Non-Profit Organizations, Government, and Individuals. 3 Units.**

(PUBLPOL 134, PUBLPOL 234 - 3 credits, Ways - ER) (Same as LAW 7020) The objective of this course is to explore the increasing ethical challenges in a world in which technology, global risks, and societal developments are accelerating faster than our understanding and the law can keep pace. We will unravel the factors contributing to the seemingly pervasive failure of ethics today among organizations and leaders across all sectors: business, government, non-profit, and academia. A framework for ethical decision-making underpins the course. There is significant space for personal reflection and forming your own views on a wide range of issues. Prominent guest speakers will attend certain sessions interactively. The relationships among ethics and technology, culture, leadership, law, and global risks (inequality, privacy, financial system meltdown, cyber-terrorism, climate change, etc.) will inform discussion. A broad range of international topics might include: designer genetics; civilian space travel (Elon Musk's Mars plans); social media (e.g. Facebook Cambridge Analytica, on-line sex trafficking, monopolies); new devices (e.g. Amazon Alexa in hotel rooms); free speech on University campuses; opioid addiction; AI (from racism to the work challenge and beyond); corporate and financial sector scandals (Theranos, Wells Fargo fraudulent account creation, Volkswagen emissions testing manipulation); new corporate challenges (e.g. Google selling drones to the military and Facebook's new Libra crypto currency); and non-profit sector ethics challenges (e.g. NGOs engagement with ISIS and sexual misconduct in humanitarian aid (Oxfam case)). Final project in lieu of exam on a topic of student's choice. Attendance required. Class participation important (with multiple opportunities to earn participation credit beyond speaking in class). Strong emphasis on rigorous analysis, critical thinking and testing ideas in real-world contexts. Please note that this course will require one make-up evening session on a Wednesday or Thursday in lieu of the final class session the first week of June, and two one-hour extensions to Monday class sessions as a make-up for May 11, so the course will end before Memorial Day. Permission numbers are required for enrollment. Please email the Public Policy Program at annas7@stanford.edu to obtain a permission number. The course offers credit toward Public Policy core requirements (if taken in combination with PUBLPOL 103E or PUBLPOL 103F), and Science, Technology and Society majors and satisfies the undergraduate Ways of Thinking - Ethical Reasoning requirement. The course is open to undergraduate and graduate students. Undergraduates will not be at a disadvantage. Everyone will be challenged. Distinguished Career Institute Fellows are welcome and should contact Dr. Susan Liautaud directly at susanl1@stanford.edu. \*Students taking the course for Ways credit and Public Policy majors taking the course to complete the core requirements must obtain a letter grade. Other students may take the course for a letter grade or C/NC. Students seeking credit for other majors should consult their departments.

Same as: PUBLPOL 234

**PUBLPOL 135. Regional Politics and Decision Making in Silicon Valley and the Greater Bay Area. 4 Units.**

Dynamics of regional leadership and decision making in Silicon Valley, a complex region composed of 40 cities and four counties without any overarching framework for governance. Formal and informal institutions shaping outcomes in the region. Case studies include transportation, workforce development, housing and land use, and climate change.

**PUBLPOL 136. The Sharing Economy. 3 Units.**

The rapid growth of the sharing economy, sometimes also called the peer to peer economy, is made possible by the ubiquity of smart phones, inefficiency of ownership, and measures designed to create and measure trust among participants. The course will explore not only the rapid rise of certain companies but also the shadow side of commercialized relationships. We will examine the economics and development consequences of the sharing economy, primarily with an urban focus, along an emphasis on the design of platforms and markets, ownership, the nature of work, environmental degradation and inequality.

Same as: URBANST 136

**PUBLPOL 137. Innovations in Microcredit and Development Finance. 3 Units.**

The role of innovative financial institutions in supporting economic development, the alleviation of rural and urban poverty, and gender equity. Analysis of the strengths and limits of commercial banks, public development banks, credit unions, and microcredit organizations both in the U.S. and internationally. Readings include academic journal articles, formal case studies, evaluations, and annual reports. Priority to students who have taken any portion of the social innovation series: URBANST 131, 132, or 133. Recommended: ECON 1A or 1B.

Same as: URBANST 137

**PUBLPOL 141. Monitoring the Crisis. 4-5 Units.**

A course devoted to understanding how people are faring as the country's health and economic crisis unfolds. The premise of the course is that, as important and valuable as surveys are, it's a capital mistake to presume that we know what needs to be asked and that fixed-response answers adequately convey the depth of what's happening. We introduce a new type of qualitative method that allows for discovery by capturing the voices of the people, learn what they're thinking and fearing, and understand the decisions they're making. Students are trained in immersive interviewing by completing actual interviews, coding and analyzing their field notes, and then writing reports describing what's happening across the country. These reports will be designed to find out who's hurting, why they're hurting, and how we can better respond to the crisis. Students interested should submit the following application: <https://docs.google.com/forms/d/e/1FAIpQLSfdOZsnpOCg4zTRbVny0ikxpZEd1AFEEJh3K9KjvINyfbWMGw/viewform> The course is open to students who have taken it in earlier quarters, with repeating students allowed to omit the training sessions and, in lieu of those sessions, complete additional field work and writing. Field work will include unique interviews with new participants each lab period, along with corresponding coding, analyses, and reports.

Same as: PSYCH 145A, SOC 141, SOC 241, URBANST 149

**PUBLPOL 143. Finance, Corporations, and Society. 4 Units.**

Both "free market capitalism" and democracy are in crisis around the world. This interdisciplinary course will help you understand the issues by exploring the interactions between the financial system, corporations, governments, and broader society. Topics include basic financial decisions of individuals and corporations, consumer finance (including mortgages, student loans, insurance and savings), financial markets and firms, corporations and their governance, the role of disclosures and regulations, political economy and government institutions, and the role of the media. We will discuss current events and policy debates regularly throughout the course. The approach will be rigorous and analytical but not overly mathematical. Visitors with relevant experience will enrich the discussion.

Same as: ECON 143, INTLPOL 227, POLISCI 127A

**PUBLPOL 146. Policy, Politics and the 2020 Elections: What 2020 Means for Future Campaigns and Elections. 2 Units.**

(Same as LAW 7057). This course looks back at the 2020 election campaign and tries to discern lessons and takeaways for future campaigns and elections. It will provide students with a behind-the-scenes understanding of how campaigns work. Each week, we will explore a different topic related to high-profile campaigns -- policy formation, communications, grassroots strategy, digital outreach, campaign finance -- and feature prominent guest speakers who have served and will serve in senior roles on both Democratic and Republican campaigns, including the Trump and Biden teams.

Same as: COMM 153A, COMM 253A, POLISCI 72, PUBLPOL 246

**PUBLPOL 147. Ending Poverty with Technology. 5 Units.**

There are growing worries that new technologies may eliminate work, increase inequality, and create a large dependent class subsisting on transfers. But can technology instead be turned against itself and used to end poverty? This class explores the sources of domestic poverty and then examines how new technologies might be developed to eliminate poverty completely. We first survey existing poverty-reducing products and then attempt to imagine new products that might end poverty by equalizing access to information, reducing transaction costs, or equalizing access to training. In a follow-up class in the spring quarter, students who choose to continue will select the most promising ideas, continue to develop them, and begin the design task within Stanford's new Poverty and Technology Lab.

Same as: SOC 157

**PUBLPOL 148. Ending Poverty with Technology: A Practicum.. 5 Units.**

Will robots, automation, and technology eliminate work and create a large poverty-sticken dependent class? Or will they eliminate poverty, free us from the tyranny of work, and usher in a new society defined by leisure and creative pursuits? This two-quarter class is dedicated to exploring new theories about poverty while at the same time incubating applied technology solutions. The first quarter is devoted to examining the theory of technology-based solutions to poverty, and the second quarter is devoted to planning a viable technology-based product that will reduce poverty. This product may then be built in a follow-up Using Tech for Good (Computer Science 50) class in the first quarter of 2018 (but class participants are not required to take that follow-up class). The course is premised on the view that innovative solutions to poverty will be based on new conversations and an authentic collaboration between Silicon Valley and leaders from education, government, and low-income communities.

Same as: SOC 158

**PUBLPOL 152. Negotiation. 3 Units.**

Students learn to prepare for and conduct negotiations in a variety of arenas including getting a job, managing workplace conflict, negotiating transactions, and managing personal relationships. Interactive class. The internationally travelled instructor who has mediated cases in over 75 countries will require students to negotiate real life case studies and discuss their results in class. Application required before first day of class; students should enroll on Axess and complete the application on Canvas before March 20, 2020. Note: there is a class fee of \$130 for access to case files and readings.

Same as: CEE 151, CEE 251, EARTH 251

**PUBLPOL 154. Politics and Policy in California. 5 Units.**

State politics and policy making, including the roles of the legislature, legislative leadership, governor, special interests, campaign finance, advocacy groups, ballot initiatives, state and federal laws, media, and research organizations. Case studies involving budgets, education, pensions, health care, political reform, environmental reforms, water, transportation and more. Evaluation of political actions, both inside and outside of government, that can affect California policy and social outcomes. Meetings with elected officials, policymakers, and advocates in class and during a day-long field trip to Sacramento.

**PUBLPOL 156. Health Care Policy and Reform. 5 Units.**

(HUMBIO students must enroll in HUMBIO 122A. Graduate students must enroll in PUBLPOL 156.) Focuses on U.S. health care policy. Includes comparisons with health care policy in other countries and detailed examinations of Medicare, Medicaid, private insurance, the Affordable Care Act (ACA), and proposed reforms. Examines health policy efforts at state, local, and local levels. The course includes sessions on effective memo writing as well as presentation and the politics of health policy and reform efforts. Enrollment limited to students with sophomore academic standing or above. Prerequisites: Human Biology Core.

Same as: HUMBIO 122A

**PUBLPOL 159. Economic, Legal, and Political Analysis of Climate-Change Policy. 5 Units.**

This course will advance students understanding of economic, legal, and political approaches to avoiding or managing the problem of global climate change. Theoretical contributions as well as empirical analyses will be considered. It will address economic issues, legal constraints, and political challenges associated with various emissions-reduction and adaptation strategies, and it will consider policy efforts at the local, national, and international levels. Specific topics include: interactions among overlapping climate policies, the strengths and weaknesses of alternative policy instruments, trade-offs among alternative policy objectives, and decision making under uncertainty. Prerequisites: Econ 50 or its equivalent.

Same as: EARTHSYS 159, ECON 159, ECON 209

**PUBLPOL 166. The Politics of Epidemics. 4-5 Units.**

When it comes to healthcare, whose bodies matter, who deserves care? How do scholars, activists, and patients confront and combat widespread healthcare disparities? This course explores prevailing epidemics of our moment (including HIV/AIDS, breast cancer, opioid addiction, and Lyme disease) in order to consider how infectious disease, moral panic, and national identity interplay across public health platforms, scientific research, and popular rhetoric. We will utilize intersectional frameworks to consider the histories, politics, and broader context of current epidemiological data and larger questions about doctor bias, the gender gap in pain, and cultural fears related to illness and the body. How do treatment, media coverage, policy, and access to care change according to population, location, and technology?.

Same as: FEMGEN 146

**PUBLPOL 167. How To Be a Politician. 2 Units.**

Do you want to run for political office one day? This course will give you a full toolkit for winning elections. It will help students think about their personal narrative, how to present themselves to the electorate, and the issues and messages that should underpin their future campaign. It will also provide students with a practical understanding of how to build a campaign apparatus, fundraise effectively, and develop a winning strategy. The class will be highly interactive giving each student the chance to hone their candidacy, and there will be opportunities to work on debate skills, speech giving, and media performance. We will look at campaigns from across the world, as well as invite politicians and political consultants to speak to us. This class is designed for any student who has dreamed of running for office: be it locally or becoming President.

Same as: PUBLPOL 267

**PUBLPOL 168. Global Organizations: The Matrix of Change. 4 Units.**

We learn how to apply analytical tools from the social sciences to organizations, and study how to design effective organizations and projects within and across institutional settings. A variety of organizations are included and how they deal with strategy changes and accountability. The theme for this year's class is on accountability of non-profit organizations such as Doctors Without Borders, The International Rescue Committee and The Red Cross. Recommended: FINANCE 377, MS&E 180, SOC 160, ECON 149, or MGTECON 330.

Same as: PUBLPOL 268, SOC 168, SOC 268

**PUBLPOL 170. Bridging Policy and Tech Through Design. 3-4 Units.**

This project-based course aims to bring together students from computer science and the social sciences to work with external partner organizations at the nexus of digital technology and public policy. Students will collaborate in interdisciplinary teams on a problem with a partner organization. Along with the guidance of faculty mentors and the teaching staff, students will engage in a project with outcomes ranging from policy memos and white papers to data visualizations and software. Possible projects suggested by partner organizations will be presented at an information session in early March. Following the infomession, a course application will open for teams to be selected before the start of Spring Quarter. Students may apply to a project with a partner organization or with a preformed team and their own idea to be reviewed for approval by the course staff. There will be one meeting per week for the full class and at least one weekly meeting with the project-based team mentors. Prerequisites: Appropriate preparation depends on the nature of the project proposed, and will be verified by the teaching staff based on your application.

Same as: CS 184

**PUBLPOL 172. Children, Youth, and the Law. 3 Units.**

How the legal rights of children and adolescents in America are defined, protected, and enforced through the legal process within the context of their developmental needs and competing societal interests. Topics: origins and definitions of children's rights; adoption; custody; the juvenile justice system; education; freedom of speech; and sex. The class is interactive, using hypotheticals for discussion and analysis. A and B alternate; students may take one or both. Upper division course with preference given to upperclassmen.

Same as: HUMBIO 172B

**PUBLPOL 174. The Urban Economy. 4 Units.**

Applies the principles of economic analysis to historical and contemporary urban and regional development issues and policies. Explores themes of urban economic geography, location decision-making by firms and individuals, urban land and housing markets, and local government finance. Critically evaluates historical and contemporary government policies regulating urban land use, housing, employment development, and transportation.

Same as: URBANST 173

**PUBLPOL 177. Philosophy of Public Policy. 4 Units.**

From healthcare to voting reforms, social protection and educational policies, public policies are underpinned by moral values. When we debate those policies, we typically appeal to values like justice, fairness, equality, freedom, privacy, and safety. A proper understanding of those values, what they mean, how they may conflict, and how they can be weighed against each other is essential to developing a competent and critical eye on our complex political world. We will ask questions such as: Is compulsory voting justified? Should children have the right to vote? Is affirmative action just? What is wrong with racial profiling? What are the duties of citizens of affluent countries towards migrants? Do we have a right to privacy? Is giving cash to all unconditionally fair? This class will introduce students to a number of methods and frameworks coming out of ethics and political philosophy and will give students a lot of time to practice ethically informed debates on public policies. At the end of this class, students should have the skills to critically examine a wide range of diverse policy proposals from the perspective of ethics, moral and political philosophy. There are no prerequisites. Undergraduates and graduates from all departments are welcome to attend.

Same as: ETHICSOC 175X, PHIL 175B, PHIL 275B, POLISCI 135E, POLISCI 235E

**PUBLPOL 178. The Science and Practice of Effective Advocacy. 3-5 Units.**

How can purposeful collective action change government policy, business practices and cultural norms? This course will teach students about the components of successful change campaigns and help develop the practical skills to carry out such efforts. The concepts taught will be relevant to both issue advocacy and electoral campaigns, and be evidence-based, drawing on lessons from social psychology, political science, communications, community organizing and social movements. The course will meet twice-a-week for 90 minutes, and class time will combine engaged learning exercises, discussions and lectures. There will be a midterm and final. Students will be able to take the course for 3 or 5 units. Students who take the course for 5 units will participate in an advocacy project with an outside organization during the quarter, attend a related section meeting and write reflections. For 5 unit students, the section meeting is on Tuesdays, from 3:00 to 4:00 p.m.

Same as: CSRE 178P, URBANST 178

**PUBLPOL 182. Ethics, Public Policy, and Technological Change. 5 Units.**

Examination of recent developments in computing technology and platforms through the lenses of philosophy, public policy, social science, and engineering. Course is organized around four main units: algorithmic decision-making and bias; data privacy and civil liberties; artificial intelligence and autonomous systems; and the power of private computing platforms. Each unit considers the promise, perils, rights, and responsibilities at play in technological developments. Prerequisite: CS106A.

Same as: COMM 180, CS 182, ETHICSOC 182, PHIL 82, POLISCI 182

**PUBLPOL 190. Indigenous Cultural Heritage: Protection, Practice, Repatriation. 3 Units.**

This interdisciplinary seminar explores pressing questions relating to the protection, practice and repatriation of the cultural heritage of Indigenous peoples from North America and beyond. Using an innovative combination of in-class lectures and videos of interviews with renowned experts, including Indigenous leaders, scholars, artists and performers and museum professionals from around the world, this seminar will explore and problematize, among other subjects: the impact of colonialism, urbanization and other political, legal, economic, religious and cultural forces on understandings and definitions of "indigenous" and "cultural heritage"; the development of international law relating to Indigenous peoples; cultural rights; international, domestic, and tribal heritage protection and repatriation laws/initiatives including the 2007 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the 1990 US Native American Graves Protection and Repatriation Act (NAGPRA), and others; past and present Western museum practices and guidelines relating to display, preservation, provenance research and repatriation of indigenous cultural material; the meaning of repatriation to Indigenous peoples and other stakeholders; and resolving repatriation disputes, including by alternative dispute resolution (ADR) processes. While case studies will relate primarily to Indigenous peoples of North America, comparisons will be drawn with the situation of Indigenous peoples in other regions, such as Oceania and Russia. Each week students will brainstorm actionable ideas for amending/supplementing current frameworks in order to give force to the cultural rights enumerated in UNDRIP. The overall seminar experience will involve discussions of lectures and video content, assigned readings, quizzes, a class visit to the Cantor Center Native Americas collection, and visits to our classroom by experts. Elements used in grading: class participation, attendance and a final project (one-day take-home exam; or research paper or film project with instructor's consent).

Same as: ARTHIST 190A, ARTHIST 490A, PUBLPOL 290

**PUBLPOL 197. Junior Honors Seminar. 5 Units.**

For juniors (advanced sophomores will be considered) who expect to write an honors thesis in Economics or Public Policy. Weekly sessions go through the process of selecting a research question, finding relevant bibliography, writing a literature review, introduction, and study design, culminating in the write-up of an honors thesis proposal (prospectus) and the oral presentation of each student's research project. Students also interact with potential advisors, and outline a program of study for their senior year. To apply, complete the application at <https://economics.stanford.edu/undergraduate/forms>.

Same as: ECON 198

**PUBLPOL 198. Directed Readings in Public Policy. 1-5 Unit.****PUBLPOL 199. Senior Research. 1-15 Unit.**

May be repeated for credit.

**PUBLPOL 200A. Senior Practicum. 5 Units.**

Small student teams conduct policy analyses requested by government and nonprofit organizations. With guidance from the instructor and client organization, each team researches a real-world problem and devises implementable policy recommendations to help address it. The project culminates in a professional report and presentation to the client organization. Prerequisites: core courses in Public Policy or consent of instructor.

**PUBLPOL 200B. Senior Practicum. 5 Units.**

Small student teams conduct policy analyses requested by government and nonprofit organizations. With guidance from the instructor and client organization, each team researches a real-world problem and devises implementable policy recommendations to help address it. The project culminates in a professional report and presentation to the client organization. Prerequisites: core courses in Public Policy or consent of instructor.

**PUBLPOL 200C. Senior Practicum. 5 Units.**

Small student teams conduct policy analyses requested by government and nonprofit organizations. With guidance from the instructor and client organization, each team researches a real-world problem and devises implementable policy recommendations to help address it. The project culminates in a professional report and presentation to the client organization. Prerequisites: core courses in Public Policy or consent of instructor.

**PUBLPOL 200H. Senior Honors Seminar. 3 Units.**

Honors students conduct original research for their policy-related Honors thesis. The course is designed to help students make progress on their theses and improve their analytical, research, and communication skills. Instructor consent required.

**PUBLPOL 201. Introduction to American Politics and Policy: The Good, The Bad, and The Ugly. 4-5 Units.**

This is a course about American politics, which means this is a course about individuals, identities, and institutions. How do Americans come to think and reason about politics? What is the role that identities play in affecting the political judgments that individuals make? How do our political institutions respond to the demands of a diverse public that disagrees about issues related to race and justice, income and wealth inequality, climate change, gun control, reproductive rights, the power of the executive, and the role that government ought to play in the lives of the governed? And how do we make sense of this seemingly peculiar contemporary moment in American politics? These are not easy questions, but they are ones for which political science provides a useful foundation to guide our inquiry. The objective of this course is to introduce students to various concepts and theoretical frameworks that help us understand the messiness and complexity of American politics. In addition to classroom lectures and discussion sections, students will be required to apply concepts and theoretical frameworks to contemporary issues in American politics. Undergraduate Public Policy students are required to enroll in this class for 5 units.

Same as: AMSTUD 123X, POLISCI 102, PUBLPOL 101

**PUBLPOL 203E. Ethics on the Edge Public Policy Core Seminar. 2 Units.**

This seminar-style course will explore additional foundational readings on organizational ethics (business, non-profit, and governmental organizations) and policy ethics. Themes will include, among others: AI and policy considerations; social media and policy considerations; race and police brutality incidents; national security (including cyber threats); the Iran nuclear agreement; non-profit organizations in the policy and US landscape; and various corporate matters. Organizing themes include, among others: ethics of leadership; ethics of persuasion and compromise; influence of bias in organizational and policy ethics; ethics of social movements; discrepancies between discourse and action; emotion and ethics; and interpreting and explaining ethics. In addition, the course will offer training in a wide variety of skills for effective communication of ethics for policy purposes (developing succinct arguments, presentations, website discourse, commenting in meetings and conferences, interviews, statement of personal views, interacting with the media and social media, and mapping complex ethical analysis). Most of the assignments allow students flexibility to explore topics of their choice. The objective is to engage actively and improve skills in a supportive environment. A short, analytically rigorous final paper in lieu of final exam. Attendance required. Grading will be based on short assignments, class participation, and the short final paper. The course is open to undergraduate and graduate students. Undergraduates will not be at a disadvantage. Everyone will be challenged. Students wishing to take the course who are unable to sign up within the enrollment limit should contact Dr. Susan Liautaud at [susanl1@stanford.edu](mailto:susanl1@stanford.edu). Distinguished Career Institute Fellows are welcome and should contact Dr. Susan Liautaud directly at [susanl1@stanford.edu](mailto:susanl1@stanford.edu). This three-credit seminar accompanies PUBLPOL 134 Ethics on the Edge but can also be taken as a stand-alone course. \*Please note the course is being offered for two units and therefore is ineligible for Ways credit in the 2019-20 academic year. Please note that this course will require one make-up evening session on a Monday, Tuesday or Wednesday in April in lieu of the final class session the first week of June, so the course ends before Memorial Day.

Same as: PUBLPOL 103E

**PUBLPOL 203F. Ethics of Truth in a Post-Truth World. 2-3 Units.**

This course will explore changing notions of truth in a world in which technology, global risks, and societal developments are blurring the boundaries of humanity and boring through traditional notions of nation states, institutions, and human identity. We will ask one over-arching question: does truth matter anymore? If so, why and how? If not, why not? Either way, how does truth relate to ethical decision-making by individuals and institutions and to an ethical society? How does truth relate to a life well lived? Six themes will organize our exploration of more specific topics: science and subjectivity; identity; memory; authenticity; religious truth; and truth and the law. Examples of topics to be explored include, among others: truth and technology (from deep fakes to home devices); white supremacy; DNA testing and the *¿identify as¿* movement, and identity; University history (Rhodes, Georgetown slavery, Yale Calhoun College...); the connections among truth, memory, and history; new questions in gender and racial identity; Chinese beautifying app Meitu and other social media "truth modifiers"; the sharing economy; the impact of AI and DNA testing sites on legal truth. Scotty McClellan will explore truth through major literary characters and the impact of religion on truth. We will consider how we determine and verify the truth; how we "do" truth; the role of truth in ethical decision-making; the importance of truth to effective ethical policy; and the relationship of the truth to a life well lived. An analytically rigorous short final paper in lieu of exam. This three-credit seminar may be taken as a stand-alone course or may accompany PUBLPOL 134 Ethics on the Edge to full the Public Policy major ethics requirement. The course is open to undergraduate and graduate students. Undergraduates will not be at a disadvantage. Everyone will be challenged. Distinguished Career Institute Fellows are welcome and should contact Dr. Susan Liautaud directly at [susanl1@stanford.edu](mailto:susanl1@stanford.edu). Students wishing to take the course who are unable to sign up within the enrollment limit should contact Dr. Susan Liautaud at [susanl1@stanford.edu](mailto:susanl1@stanford.edu). \*Public Policy majors taking the course to complete the core requirements and students taking the course for Ways credit must obtain a letter grade. Other students may take the course for a letter grade or C/NC. To satisfy a Ways requirement, this course must be taken for at least 3 units. In AY 2020-21, a letter grade or *¿CR¿* grade satisfies the Ways requirement.

Same as: PUBLPOL 103F

**PUBLPOL 204. Economic Policy Analysis. 4-5 Units.**

The relationship between microeconomic analysis and public policy making. How economic policy analysis is done and why political leaders regard it as useful but not definitive in making policy decisions. Economic rationales for policy interventions, methods of policy evaluation and the role of benefit-cost analysis, economic models of politics and their application to policy making, and the relationship of income distribution to policy choice. Theoretical foundations of policy making and analysis, and applications to program adoption and implementation. Prerequisites: ECON 50 and ECON 102B. Undergraduate Public Policy students are required to take this class for a letter grade and enroll in this class for five units.

Same as: ECON 150, PUBLPOL 104

**PUBLPOL 205. Empirical Methods in Public Policy. 4-5 Units.**

Methods of empirical analysis and applications in public policy. Emphasis on causal inference and program evaluation. Public policy applications include health, labor and saving. Assignments include hands-on data analysis, evaluation of existing literature, and a final research project. Objective is to obtain tools to 1) critically evaluate evidence used to make policy decisions and 2) perform empirical analysis to answer questions in public policy. Prerequisite: ECON 102B. Enrollment is limited to Public Policy students. Public Policy students must take the course for a letter grade.

Same as: PUBLPOL 105

**PUBLPOL 206. Law and Economics. 4-5 Units.**

In this course, we explore the role of law in promoting social well-being (happiness). Law, among its other benefits, can serve as a mechanism to harmonize private incentives with cooperative gains, to maintain an equitable division of those gains, and to deter social defection and dystopia. Law is thus an implementation of the social contract and essential to civilization. Economic analysis of law focuses on the welfare-enhancing incentive effects of law (and of law enforcement). More generally, we study the law's role in reducing the risks of cooperation, achieved by fixing expectations of what courts or the state will do in possible futures. Prerequisite: ECON 50.

Same as: ECON 154, PUBLPOL 106

**PUBLPOL 209. What is Public about Public Lands - Who and How to Manage.. 3 Units.**

The seminar will exam the origin and evolution of public lands from 1789 forward. Specifically, how the United States' concept of property has evolved and thus the management or caretaking of these lands has also changed. There are nearly 500 million acres of surface public lands (nearly ten times the size of New York) and over 750 million acres of subsurface public lands. The seminar will explore the writing of a "field book" for a unified management approach to the managing these lands.

**PUBLPOL 217. The Future of Global Cooperation. 3-4 Units.**

As threats to peace and security emerge, should states respond unilaterally, build ad hoc coalitions of the willing, or work through multilateral institutions? What are the benefits and risks of global cooperation? This seminar interrogates these questions by examining the role that international organizations play in responding to global threats in the modern era. The first section focuses on the advent of the modern global institutional architecture, considering its historical context, theoretical underpinnings, sources of legitimacy and power (or lack thereof), and the role of regional, subnational, and nongovernmental actors. The second section weighs the efficacy of global institutions in responding to transnational crises by delving into recent case studies, including the Syrian war, the Paris Climate Accord, the Iran Nuclear Deal, the 2014-2016 Ebola outbreak in West Africa, and the COVID-19 pandemic. The final section explores the future of the liberal world order and its institutions, and considers alternative models of global cooperation. Students should enroll for three units. Those who wish to receive an additional unit of credit must write a long policy memo. See syllabus for details. Enrollment is capped. Course is cross-listed with LAW 5039.

Same as: INTLPOL 217



**PUBLPOL 218X. Shaping the Future of the Bay Area. 3-5 Units.**

The complex urban problems affecting quality of life in the Bay Area, from housing affordability and transportation congestion to economic vitality and social justice, are already perceived by many to be intractable, and will likely be exacerbated by climate change and other emerging environmental and technological forces. Changing urban systems to improve the equity, resilience and sustainability of communities will require new collaborative methods of assessment, goal setting, and problem solving across governments, markets, and communities. It will also require academic institutions to develop new models of co-production of knowledge across research, education, and practice. This XYZ course series is designed to immerse students in co-production for social change. The course sequence covers scientific research and ethical reasoning, skillsets in data-driven and qualitative analysis, and practical experience working with local partners on urban challenges that can empower students to drive responsible systems change in their future careers. The Autumn (X) course is specifically focused on concepts and skills, and completion is a prerequisite for participation in the Winter (Y) and/or Spring (Z) practicum quarters, which engage teams in real-world projects with Bay Area local governments or community groups. X is composed of four modules: (A) participation in two weekly classes which prominently feature experts in research and practice related to urban systems; (B) reading and writing assignments designed to deepen thinking on class topics; (C) fundamental data analysis skills, particularly focused on Excel and ArcGIS, taught in lab sessions through basic exercises; (D) advanced data analysis skills, particularly focused on geocomputation in R, taught through longer and more intensive assignments. X can be taken for 3 units (ABC), 4 units (ACD), or 5 units (ABCD). Open to undergraduate and graduate students in any major. For more information, visit <http://bay.stanford.edu>.

Same as: CEE 118X, CEE 218X, ESS 118X, ESS 218X, GEOLSCI 118X, GEOLSCI 218X, GEOPHYS 118X, GEOPHYS 218X, POLISCI 218X, PUBLPOL 118X

**PUBLPOL 218Y. Shaping the Future of the Bay Area. 3-5 Units.**

Students are placed in small interdisciplinary teams (engineers and non-engineers, undergraduate and graduate level) to work on complex design, engineering, and policy problems presented by external partners in a real urban setting. Multiple projects are offered and may span both Winter and Spring quarters; students are welcome to participate in one or both quarters. Students are expected to interact professionally with government and community stakeholders, conduct independent team work outside of class sessions, and submit deliverables over a series of milestones. Prerequisite: the Autumn (X) skills course or approval of instructors. For information about the projects and application process, visit <http://bay.stanford.edu>.

Same as: CEE 118Y, CEE 218Y, ESS 118Y, ESS 218Y, GEOLSCI 118Y, GEOLSCI 218Y, GEOPHYS 118Y, GEOPHYS 218Y, POLISCI 218Y, PUBLPOL 118Y

**PUBLPOL 222. BioSecurity and Pandemic Resilience. 4-5 Units.**

Overview of the most pressing biosecurity issues facing the world today, with a special focus on the COVID-19 pandemic. Critical examination of ways of enhancing biosecurity and pandemic resilience to the current and future pandemics. Examination of how the US and the world is able to withstand a pandemic or a bioterrorism attack, how the medical/healthcare field, government, and technology sectors are involved in biosecurity and pandemic or bioterrorism preparedness and response and how they interface; the rise of synthetic biology with its promises and threats; global bio-surveillance; effectiveness of various containment and mitigation measures; hospital surge capacity; medical challenges; development, production, and distribution of countermeasures such as vaccines and drugs; supply chain challenges; public health and policy aspects of pandemic preparedness and response; administrative and engineering controls to enhance pandemic resilience; testing approaches and challenges; promising technologies for pandemic response and resilience, and other relevant topics. 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, public health leaders, innovators and physicians in the field, and leaders of relevant technology companies. Open to medical, graduate, and undergraduate students. No prior background in biology necessary.

Same as: BIOE 122, EMED 122, EMED 222, PUBLPOL 122

**PUBLPOL 223. Thinking About War. 4-5 Units.**

Introduction to the ideas, important writers, and policy decisions about warfare. Topics include: what causes wars, great strategists of warfare, whether nuclear weapons require different strategy than conventional war, fostering innovation, what creates stable peace, and what warfare feels like to those who fight it. Each class session is organized around a question; first half of each session will explore concepts, second half will apply them in a historical case or policy decision.

Same as: PUBLPOL 123

**PUBLPOL 224. Social Entrepreneurship and Innovation Lab (SE Lab) - Human & Planetary Health. 3-4 Units.**

Social Entrepreneurship and Innovation Lab (SE Lab) - Global & Planetary Health is a Collaboratory workshop for students/fellows to design and develop innovative social ventures addressing key challenges in health and the environment, especially in support of the UN Sustainable Development Goals (SDGs 2030). Your mandate in identifying problems and designing solutions is broad and flexible! SE Lab is open to students and fellows across Stanford and combines design thinking exercises, short lectures & case studies, workshops, small group teamwork, presentations, guest speakers, and faculty, practitioner and peer feedback to support you and your team in generating and developing ideas and projects that will change the world! Join SE Lab with an idea or simply the desire to join a team. Enrollment limited to 30.

Same as: HRP 224, MED 224

**PUBLPOL 225. Urban Policy Research Lab. 5 Units.**

This collaborative reading and research seminar considers the numerous ways that governments conduct social policy by shaping and remaking geographic places. Representative topics include: housing aid programs, exclusionary zoning, controls on internal migration and place of residence, and cars' role in cities. Students will contribute to faculty field research on the consequences of these policies for economic, social, and political outcomes. Prerequisites: None.

Same as: POLISCI 220, URBANST 170

**PUBLPOL 227. Health Care Leadership. 2-4 Units.**

Healthcare Leadership class brings eminent healthcare leaders from a variety of sectors within healthcare to share their personal reflections and insights on effective leadership. Speakers discuss their personal core values, share lessons learned and their recipe for effective leadership in the healthcare field, including reflection on career and life choices. Speakers include CEOs of healthcare technology, pharmaceutical and other companies, leaders in public health, eminent leaders of hospitals, academia, biotechnology companies and other health care organizations. The class will also familiarize the students with the healthcare industry, as well as introduce concepts and skills relevant to healthcare leadership. This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit. Students taking the course Mondays and Wednesdays should enroll for 4 units (exceptions for a 3 unit registration can be made with the consent of instructor to be still eligible for Ways credit). Students taking the course on Wednesdays only should register for 2 units.

Same as: EMED 127, EMED 227, PUBLPOL 127

**PUBLPOL 230. Planning Calif: the Intersection of Climate, Land Use, Transportation & the Economy. 3 Units.**

Cities and urban areas have always been transformed by major external changes like pandemics and public health crises. California is both in the midst of its greatest economic recession since the Great Depression and experiencing a pandemic that has the potential to reshape many aspects of life. Planning for cities and regions, however, is a long game that requires follow-through on decisions made sometimes over many decades. How do we balance the shocks to our assumptions from the current Covid world with the need to plan long-term for issues like affordable housing and equitable cities, and perhaps most fundamentally, prepare our cities and communities for the inevitability of climate change and climate impact? This course takes an interdisciplinary view of the key contemporary planning topics in California. It does so from looking at the intersection of climate laws, land use changes, the need for housing, travel patterns and the availability of high quality jobs and employment. This course will give you an understanding of the roles of key levels of government, from the state to the region/metropolitan scale, to the city and county, down to the neighborhood and parcel level. It will give students insight into leading themes and issues of the day in California such as the future of downtowns, the role of high speed rail, the impact of telework, automation in the construction of housing, drawing from examples in San Jose and San Francisco, the Central Valley, the state legislature, Southern California. Within each of these topics we will look at the impact of decisions on equity as well as climate and the economy. The instructors are Kristy Wang, formerly SPUR's Community Planning Policy Director, and Egon Terplan, Senior Advisor for Economic Development and Transportation in the California Governor's Office, formerly SPUR's Regional Planning Director. (Affiliations for identification purposes only).

Same as: CEE 136, CEE 236, PUBLPOL 130, URBANST 130

**PUBLPOL 231. Health Law: Finance and Insurance. 3 Units.**

(SAME AS LAW 3001, MGTECON 331) This course provides the legal, institutional, and economic background necessary to understand the financing and production of health services in the U.S. We will discuss the Affordable Care Act, health insurance (Medicare and Medicaid, employer-sponsored insurance, the uninsured), the approval process and IP protection for pharmaceuticals, and antitrust policy. We may discuss obesity and wellness, regulation of fraud and abuse, and medical malpractice. The syllabus for this course can be found at <https://syllabus.stanford.edu>. Elements used in grading: Participation, attendance, class presentation, and final exam.

Same as: HRP 391

**PUBLPOL 232. The Politics of Policy Making. 3 Units.**

Public policymaking in the United States is part of a political process that can take years or even decades to play out. A familiarity with the politics of policymaking is key to understanding why some reform attempts are successful while others are not. This course will give students a behind-the-scenes look at how policy actually gets made. Students will gain exposure to the theory and literature behind policy formulation, and engage in debates over historical and contemporary efforts at reform. Same as: PUBLPOL 132

**PUBLPOL 234. Ethics on the Edge: Business, Non-Profit Organizations, Government, and Individuals. 3 Units.**

(PUBLPOL 134, PUBLPOL 234 - 3 credits, Ways - ER) (Same as LAW 7020) The objective of this course is to explore the increasing ethical challenges in a world in which technology, global risks, and societal developments are accelerating faster than our understanding and the law can keep pace. We will unravel the factors contributing to the seemingly pervasive failure of ethics today among organizations and leaders across all sectors: business, government, non-profit, and academia. A framework for ethical decision-making underpins the course. There is significant space for personal reflection and forming your own views on a wide range of issues. Prominent guest speakers will attend certain sessions interactively. The relationships among ethics and technology, culture, leadership, law, and global risks (inequality, privacy, financial system meltdown, cyber-terrorism, climate change, etc.) will inform discussion. A broad range of international topics might include: designer genetics; civilian space travel (Elon Musk's Mars plans); social media (e.g. Facebook Cambridge Analytica, on-line sex trafficking, monopolies); new devices (e.g. Amazon Alexa in hotel rooms); free speech on University campuses; opioid addiction; AI (from racism to the work challenge and beyond); corporate and financial sector scandals (Theranos, Wells Fargo fraudulent account creation, Volkswagen emissions testing manipulation); new corporate challenges (e.g. Google selling drones to the military and Facebook's new Libra crypto currency); and non-profit sector ethics challenges (e.g. NGOs engagement with ISIS and sexual misconduct in humanitarian aid (Oxfam case)). Final project in lieu of exam on a topic of student's choice. Attendance required. Class participation important (with multiple opportunities to earn participation credit beyond speaking in class). Strong emphasis on rigorous analysis, critical thinking and testing ideas in real-world contexts. Please note that this course will require one make-up evening session on a Wednesday or Thursday in lieu of the final class session the first week of June, and two one-hour extensions to Monday class sessions as a make-up for May 11, so the course will end before Memorial Day. Permission numbers are required for enrollment. Please email the Public Policy Program at [annas7@stanford.edu](mailto:annas7@stanford.edu) to obtain a permission number. The course offers credit toward Public Policy core requirements (if taken in combination with PUBLPOL 103E or PUBLPOL 103F), and Science, Technology and Society majors and satisfies the undergraduate Ways of Thinking - Ethical Reasoning requirement. The course is open to undergraduate and graduate students. Undergraduates will not be at a disadvantage. Everyone will be challenged. Distinguished Career Institute Fellows are welcome and should contact Dr. Susan Liataud directly at [susanl1@stanford.edu](mailto:susanl1@stanford.edu). \*Students taking the course for Ways credit and Public Policy majors taking the course to complete the core requirements must obtain a letter grade. Other students may take the course for a letter grade or C/NC. Students seeking credit for other majors should consult their departments.

Same as: PUBLPOL 134

**PUBLPOL 238. Wise Interventions. 4 Units.**

Classic and contemporary psychological interventions; the role of psychological factors in social reforms for social problems involving healthcare, the workplace, education, intergroup, relations, and the law. Topics include theories of intervention, the role of laboratory research, evaluation, and social policy.

Same as: PSYCH 138, PSYCH 238

**PUBLPOL 242. Design Thinking for Public Policy Innovators. 3 Units.**

What happens when new technology is developed so quickly that society isn't sure if it poses an opportunity or a danger? How should we regulate it when there are real risks but also real potential for societal benefit? Both of which are hard to measure? These kinds of dilemmas are arising now in bioengineering, information technology, and beyond. The scientific and policy communities are trying to address these issues, but the clash of cultures between a fast-moving innovation mindset and a risk-averse safety and security mindset affects how this work progresses. In this experimental class, you will explore how design thinking can be used to reinvent a policy ecosystem by focusing on the challenge policymakers face in trying to establish new rules and/or standards that they hope a wide variety of constituent groups will accept and follow and will keep pace with future innovations. This is a new approach to a critical problem; you must be willing to dig into unknown territory. If you're looking for a survey course in design methods, this class is not for you. Limited enrollment. Admission by application. See <http://dschool.stanford.edu/classes>.

**PUBLPOL 246. Policy, Politics and the 2020 Elections: What 2020 Means for Future Campaigns and Elections. 2 Units.**

(Same as LAW 7057). This course looks back at the 2020 election campaign and tries to discern lessons and takeaways for future campaigns and elections. It will provide students with a behind-the-scenes understanding of how campaigns work. Each week, we will explore a different topic related to high-profile campaigns – policy formation, communications, grassroots strategy, digital outreach, campaign finance – and feature prominent guest speakers who have served and will serve in senior roles on both Democratic and Republican campaigns, including the Trump and Biden teams.

Same as: COMM 153A, COMM 253A, POLISCI 72, PUBLPOL 146

**PUBLPOL 247. The Politics of Inequality. 5 Units.**

This course is about the distribution of power in contemporary democratic societies, and especially in the US: who governs? Is there a "power elite," whose preferences dominate public policy making? Or, does policy reflect a wide range of interests? What is the relationship between income and power? What are the political consequences of increasing income inequality? How do income differences across racial and ethnic groups affect the quality of their representation? What are effective remedies for unequal influence? Finally, which institutions move democratic practice furthest towards full democratic equality? This course will address these questions, focusing first on local distributions of power, and then considering the implications of inequality in state and national politics. Students will have the opportunity to study income inequality using income and labor force surveys in a mid-term assignment. Then, in a final paper, students will conduct an empirical examination of the implications of income inequality for American democracy.

Same as: POLISCI 147P, SOC 178

**PUBLPOL 265F. Environmental Governance and Climate Resilience. 3 Units.**

Adaptation to climate change will not only require new infrastructure and policies, but it will also challenge our local, state and national governments to collaborate across jurisdictional lines in ways that include many different types of private and nonprofit organizations and individual actors. The course explores what it means for communities to be resilient and how they can reach that goal in an equitable and effective way. Using wildfires in California as a case study, the course assesses specific strategies, such as controlled burns and building codes, and a range of planning and policy measures that can be used to enhance climate resilience. In addition, it considers how climate change and development of forested exurban areas (among other factors) have influenced the size and severity of wildfires. The course also examines the obstacles communities face in selecting and implementing adaptation measures (e.g., resource constraints, incentives to develop in forested areas, inadequate policy enforcement, and weak inter-agency coordination). Officials from various Bay Area organizations contribute to aspects of the course; and students will present final papers to local government officials. Limited enrollment. Students will be asked to prepare application essays on the first day of class. Course is intended for seniors and graduate students.

Same as: CEE 265F, POLISCI 227B

**PUBLPOL 267. How To Be a Politician. 2 Units.**

Do you want to run for political office one day? This course will give you a full toolkit for winning elections. It will help students think about their personal narrative, how to present themselves to the electorate, and the issues and messages that should underpin their future campaign. It will also provide students with a practical understanding of how to build a campaign apparatus, fundraise effectively, and develop a winning strategy. The class will be highly interactive giving each student the chance to hone their candidacy, and there will be opportunities to work on debate skills, speech giving, and media performance. We will look at campaigns from across the world, as well as invite politicians and political consultants to speak to us. This class is designed for any student who has dreamed of running for office: be it locally or becoming President.

Same as: PUBLPOL 167

**PUBLPOL 268. Global Organizations: The Matrix of Change. 4 Units.**

We learn how to apply analytical tools from the social sciences to organizations, and study how to design effective organizations and projects within and across institutional settings. A variety of organizations are included and how they deal with strategy changes and accountability. The theme for this year's class is on accountability of non-profit organizations such as Doctors Without Borders, The International Rescue Committee and The Red Cross. Recommended: FINANCE 377, MS&E 180, SOC 160, ECON 149, or MGTECON 330.

Same as: PUBLPOL 168, SOC 168, SOC 268

**PUBLPOL 290. Indigenous Cultural Heritage: Protection, Practice, Repatriation. 3 Units.**

This interdisciplinary seminar explores pressing questions relating to the protection, practice and repatriation of the cultural heritage of Indigenous peoples from North America and beyond. Using an innovative combination of in-class lectures and videos of interviews with renowned experts, including Indigenous leaders, scholars, artists and performers and museum professionals from around the world, this seminar will explore and problematize, among other subjects: the impact of colonialism, urbanization and other political, legal, economic, religious and cultural forces on understandings and definitions of "indigenous" and "cultural heritage"; the development of international law relating to Indigenous peoples; cultural rights; international, domestic, and tribal heritage protection and repatriation laws/initiatives including the 2007 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the 1990 US Native American Graves Protection and Repatriation Act (NAGPRA), and others; past and present Western museum practices and guidelines relating to display, preservation, provenance research and repatriation of indigenous cultural material; the meaning of repatriation to Indigenous peoples and other stakeholders; and resolving repatriation disputes, including by alternative dispute resolution (ADR) processes. While case studies will relate primarily to Indigenous peoples of North America, comparisons will be drawn with the situation of Indigenous peoples in other regions, such as Oceania and Russia. Each week students will brainstorm actionable ideas for amending/supplementing current frameworks in order to give force to the cultural rights enumerated in UNDRIP. The overall seminar experience will involve discussions of lectures and video content, assigned readings, quizzes, a class visit to the Cantor Center Native Americas collection, and visits to our classroom by experts. Elements used in grading: class participation, attendance and a final project (one-day take-home exam; or research paper or film project with instructor's consent). Same as: ARTHIST 190A, ARTHIST 490A, PUBLPOL 190

**PUBLPOL 298. Directed Readings in Public Policy. 1-5 Unit.****PUBLPOL 301A. Microeconomics for Policy. 4-5 Units.**

Microeconomic concepts relevant to decision making. Topics include: competitive market clearing, price discrimination; general equilibrium; risk aversion and sharing, capital market theory, Nash equilibrium; welfare analysis; public choice; externalities and public goods; hidden information and market signaling; moral hazard and incentives; auction theory; game theory; oligopoly; reputation and credibility. Undergraduate Public Policy students may take PublPol 51 as a substitute for the Econ 51 major requirement. Economics majors still need to take Econ 51. Prerequisites: ECON 50 and MATH 51 or equiv. Same as: INTLPOL 204A, PUBLPOL 51

**PUBLPOL 301B. Economic Policy Analysis for Policymakers. 4-5 Units.**

This class provides economic and institutional background necessary to conduct policy analysis. We will examine the economic justification for government intervention and illustrate these concepts with applications drawn from different policy contexts. The goal of the course is to provide you with the conceptual foundations and the practical skills and experience you will need to be thoughtful consumers or producers of policy analysis. Prerequisites: ECON 102B or PUBLPOL 303D. Same as: INTLPOL 204B

**PUBLPOL 302A. Introduction to American Law. 3-5 Units.**

For undergraduates. 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. Same as: AMSTUD 179, POLISCI 122

**PUBLPOL 302B. Economic Analysis of Law. 3 Units.**

(Same as LAW 7502.) This course will provide a broad overview of the scholarly field known as "law and economics." The focus will be on how legal rules and institutions can correct market failures. We will discuss the economic function of contracts and, when contracts fail or are not feasible, the role of legal remedies to resolve disputes. We will also discuss at some length the choice between encouraging private parties to initiate legal actions to correct externalities and governmental actors, such as regulatory authorities. Extensive attention will be given to the economics of litigation, and to how private incentives to bring lawsuits differs from the social value of litigation. The economic motive to commit crimes, and the optimal governmental response to crime, will be studied in depth. Specific topics within the preceding broad themes include: the Coase Theorem; the tradeoff between the certainty and severity of punishment; the choice between ex ante and ex post sanctions; negligence versus strict liability; property rules; remedies for breach of contract; and the American rule versus the English rule for allocating litigation costs. Because this course is taught jointly with Law 7502 in the Law School, it will not be mathematically oriented; there are no prerequisites to take the course.

**PUBLPOL 303D. Applied Econometrics for Public Policy. 4-5 Units.**

This course aims to present the theory and practice of empirical research in economics with particular emphasis on topics relating to public policy questions. We will start with the analysis of randomized experiments, then move to basic regression analysis and introduce the statistical software STATA. The course will put a substantial amount of effort on work with STATA in analyzing actual data sets, reproducing and criticizing results in scientific research and learning the actual practice of econometrics. We will focus on the identification of causal effects and the various econometric techniques available to learn about causality. While this is primarily a methodology module, most examples and applications will be drawn from the area of public policy. The final will be a 3-5 hour take-home exam. Prerequisite: Econ 102A.

**PUBLPOL 305B. Public Policy and Social Psychology: Implications and Applications. 4 Units.**

Theories, insights, and concerns of social psychology relevant to how people perceive issues, events, and each other, and links between beliefs and individual and collective behavior will be discussed with reference to a range of public policy issues including education, public health, income and wealth inequalities, policing and climate change. Specific topics include: situationist and subjectivist traditions of applied and theoretical social psychology; social comparison, dissonance, and attribution theories; stereotyping and stereotype threat, and sources of intergroup conflict and misunderstanding; challenges to universality assumptions regarding human motivation, emotion, and perception of self and others; also the general problem of producing individual and collective changes in norms and behavior.

Same as: INTLPOL 207B, PSYCH 216

**PUBLPOL 306. Writing and Rhetoric for Policy Audiences. 4 Units.**

This course offers hands-on learning of effective writing and presentation techniques for audiences that include policy makers, decision stakeholders, interest groups, the media, and the public. Class time will be spent learning lessons in rhetoric, analyzing multiple written genres (memo, op-ed, report, media communications), participating in peer review, and practicing presentation strategies (elevator pitch, press conference, media interview, board meeting, formal presentation). Course texts include sample memos, op-eds, and white papers, as well as rhetoric handouts and videos. Students will draft, revise, and submit writing for policy audiences in the compilation of a final portfolio. Students will also produce oral and multimedia arguments, individually and in teams. Students will be responsible for timely peer review and short presentations on course materials. Enrollment limited. Prerequisite: consent of instructor.

**PUBLPOL 308. Political Analysis for Public Policymakers. 4 Units.**

Policymakers in the United States, whether elected or unelected, operate in a governmental system where politics pervades nearly every element of their daily activity. This course provides students with both the theory and real-world examples they need to understand and evaluate the impact of politics, political institutions, and the political process on policymaking. Readings will include selections from the public policy, political science, legal, and economics literatures.

**PUBLPOL 309. Practicum. 1-10 Unit.**

Applied policy exercises in various fields. Multidisciplinary student teams apply skills to a contemporary problem in a major policy exercise with a public sector client such as a government agency. Problem analysis, interaction with the client and experts, and presentations. Emphasis is on effective written and oral communication to lay audiences of recommendations based on policy analysis.

**PUBLPOL 309X. Public Policy Research Project. 1-10 Unit.**

Supervised research internship. Individual students perform policy research for outside client, applying analytical skills from core curriculum. Requires permission of program director.

**PUBLPOL 310. Master of Arts Thesis. 1-5 Unit.**

Restricted to students writing a master's thesis in Public Policy. May be repeated for credit.

**PUBLPOL 310A. Master's Thesis Seminar. 1 Unit.**

For Public Policy MA students writing a thesis. Sessions go through the process of selecting a research question, finding relevant bibliography, writing a literature review, introduction, and study design. Each student works on their own project, with frequent writing submissions and oral presentations, receiving and providing timely feedback.

**PUBLPOL 311. Public Policy Colloquium. 1 Unit.**

Weekly colloquia speaker series required for M.P.P. and M.A. in Public Policy students. Themes vary each quarter. Open only to Public Policy graduate students; permission number required to enroll.

**PUBLPOL 314. Justice in Public Policy. 4 Units.**

How should we judge the fairness of social institutions? This is the basic question of justice, and it is a crucial topic for students of public policy. Justice, the philosopher John Rawls famously argued, is the "first virtue of social institutions ... laws and institutions no matter how efficient and well-arranged must be reformed or abolished if they are unjust." Justice is an ethical question about how we as moral beings ought to treat one another, but it is also a profoundly practical question. All human endeavors require large-scale coordination of our actions, which we achieve through laws and institutions. But law without justice is merely mass coercion, neither desirable nor sustainable. In this class we examine some of the most influential theories of fairness in social cooperation, including utilitarianism, social contract theory, liberalism, socialism, and libertarianism, and talk through how we can use these theories to analyze, evaluate, and (re)design public policy. Key questions include: Under what conditions is inequality of wealth and income problematic, and why? What are rights, and why do they matter? How should we balance the needs of individuals against the claims of groups? This class is also meant to provide students with the critical tools to identify and remedy injustices, and injustices based on race, class, and gender are central topics of the course. Other key topics include housing policy and residential segregation, inequality of healthcare access, the gender wage gap, proposals for universal basic income and reparations for slavery. No experience with political theory is required or assumed, and students will learn the skills of how to do political theory and how to incorporate it into policy work as part of the course.

**PUBLPOL 315. Practical Training. 1-5 Unit.**

Qualified Public Policy students obtain employment in a relevant research or industrial activity to enhance their professional experience consistent with their degree programs. Prior to enrolling students must get internship approved by the Public Policy Program. At the start of the quarter, students must submit a one page statement showing the relevance of the employment to the degree program along with an offer letter. At the end of the quarter, a three page final report must be supplied documenting work done and relevance to degree program. Meets the requirements for Curricular Practical Training for students on F-1 visas. May be repeated for credit.

**PUBLPOL 316. Global Education Policy & Organization. 3-5 Units.**

Education policy, politics, and development. Topics include: politics, interests, institutions, policy, and civil society; how schools and school systems operate as political systems; how policy making occurs in educational systems; and theories of development.

Same as: EDUC 306B

**PUBLPOL 319. Legislation. 3 Units.**

(Same as Law 7048) Lawyers work in a legal system largely defined by statutes, and constantly shaped by the application of legislative power. This course is about statutes and the legislative institutions that create them. It discusses some of the key laws governing access to legislative power and the procedures that culminate in the production of statutes in the legislature. The course is divided into two parts. The first part will focus on the acquisition of legislative power. Key topics include bribery laws, lobbying and indirect influence on legislative activity, and campaign finance regulations. The second part will focus on the exercise of legislative power. Through a number of public policy case studies, students will better understand the organization of the U.S. Congress, the ways in which power is exercised in that institution, and the intersection between politics, the law, and policymaking. Elements used in grading: Class participation and final exam.

**PUBLPOL 321. Nonprofits, Philanthropy & Society. 3-4 Units.**

Over the past several decades nonprofit organizations have become increasingly central entities in society, and with this growing status and importance their roles are increasingly complex. We consider the social, political and economic dynamics of philanthropy and the nonprofit sector, focusing mainly (but not exclusively) on the US. The class is best suited for graduate students looking for an advanced analytic understanding of the sector and those wishing to conduct research in the field; it is not intended to provide training in nonprofit management.

Same as: EDUC 321, SOC 321

**PUBLPOL 353A. Science and Technology Policy. 4-5 Units.**

U.S. policies for science, technology, and innovation; political institutions that create and carry out these policies; government programs that support scientific research and the development and use of new technologies; political controversies surrounding some science and technologies and the regulation of research and technology; international aspects of science and technology; the roles of scientists, engineers, and physicians in creating and implementing policy; and opportunities to do policy work in government and other organizations. Assignments: analyzing the politics of particular executive and legislative proposals, assessing options for trying to reach specific policy objectives, and preparing mock memos and testimony. This course is designed primarily for graduate students in science, engineering, and medicine who want to learn more about science and technology policy and how it is made. Public Policy 353A is a "gateway course" - an introduction - both for students pursuing a joint degree or co-terminal degree in Public Policy and for other graduate students interested in S&T policy or possible careers in the policy world. Junior and senior undergraduate students are also welcome to enroll.

**PUBLPOL 364. The Future of Finance. 2 Units.**

This 2-credit course will examine vast changes driven by innovation both from within traditional finance and from new ecosystems in fintech among others. Breathtaking advances in financial theory, big data, machine learning, artificial intelligence, computational capability, IoT, payment systems (e.g. blockchain, crypto currencies), new products (e.g. robo advising, digital lending, crowd funding, smart contracts), new trading processes (e.g. algorithmic trading, AI-driven sales & trading), and new markets (e.g. ETFs, zero-cost products), among others are changing not only how financial and non-financial firms conduct business but also how investors and supervisors view the players and the markets. We will discuss critical strategy, policy and legal issues, some resolved and others yet to be (e.g. failed business models, cyber challenges, financial warfare, fake news, bias problems, legal standing for cryptos). The course will feature perspectives from guest speakers including top finance executives and Silicon Valley entrepreneurs on up-to-the-minute challenges and opportunities in finance. We will discuss slowing global growth against the backdrop of ongoing intervention and wildcards in the capital markets of the U.S., Europe, Hong Kong, Singapore, China, India, Japan, the Middle East and Latin America. We will look forward at strategic opportunities and power players appearing and being dethroned in the markets to discuss who is likely to thrive and not survive in the new global financial landscape. Prerequisites: If you are an undergraduate wishing to take this course, apply by completing the course application and provide a brief bio here: <https://forms.gle/9BGYr8brdYwPS8Cu8>. Same as: ECON 152, ECON 252

**PUBLPOL 801. TGR Project. 0 Units.**

Instructor and program consent required prior to enrollment.