

# UNITED STATES REGIONAL SPECIALIZATION

## Orientation Packet and Master Course List

### *Fall 2017*

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Specializations provide high-level skills and specialized knowledge that enable graduates to apply their policy knowledge effectively in a wide range of professional settings. Students choose the specialization from among the following eight: Advanced Policy and Economic Analysis; Applied Science; Gender and Public Policy; International Conflict Resolution; Management; International Media, Advocacy, and Communications; International Organizations; or Regions (Africa, East Asia, Europe, Latin America, Middle East, Russia and Eurasia, Southern Asia, and the United States)

For the regional specialization in United States, students must take a total of **9 points**.

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## MASTER CLASS LIST FOR ACADEMIC YEAR 2017-2018

This is a list of U.S. Regional Specialization electives offered during the 2017-2018 Academic Year. The course packet is separated into two categories – 1) **Foreign Policy/National Security Courses** and 2) **U.S. Domestic Courses** – for ease of review. Students are welcome to choose from classes in either category in order to fulfill their specialization requirement.

If a student finds a class that has a United States regional focus that is not listed in the U.S. Specialization Master Class List, they can request approval for the unlisted course. Course approval requests should be e-mailed to Kelsey Kearns, U.S. Specialization Departmental Research Assistant. Spring 2018 courses are not finalized until January 2018, so the Spring courses listed reflect Spring 2017 courses, and may not be offered in Spring 2018.

### The course approval e-mail should include the following:

- 1) Course Name and Professor Name.
- 2) Attachment of course syllabus
- 3) A paragraph explaining why this course is relevant to your U.S. course of study. Use evidence from the syllabus to support your argument.

## IMPORTANT LINKS TO COURSE INFORMATION

For up-to-date information on course location, course schedule, pre-requisites, professors and availability please refer to the SIPA Bulletin, Vergil or the Columbia Directory of Classes:

**SIPA Bulletin** - An electronic listing of the US curriculum requirements, courses and elective options can be found on the SIPA website at: <http://bulletin.columbia.edu/sipa/course-search/>

**Vergil** ([vergil.registrar.columbia.edu](http://vergil.registrar.columbia.edu)) - Vergil is the University Registrar's course search and planning tool. Vergil consolidates and integrates information previously available to students across several different platforms, including the Directory of Classes (DOC), CourseWorks/Canvas, and the School Bulletins. **Students should still consult the SIPA Bulletin or this packet for requirements and elective options.**

**Directory of Classes:** <http://www.columbia.edu/cu/bulletin/uwb/>

To locate SIPA courses in Directory of Classes:

- Go to Departments on sidebar, Go to Letter I, Select International and Public Affairs and the Term (Fall/Spring/Summer)

**Course Syllabi** - For a comprehensive list of previous course evaluation results and syllabi, students should utilize the SIPA Syllabi and Course Evaluation Results CourseWorks/Canvas site:

([https://courseworks.columbia.edu/portal/site/SIPA\\_Course\\_Syllabi](https://courseworks.columbia.edu/portal/site/SIPA_Course_Syllabi))

**Cross-Registration Information:** (<http://bulletin.columbia.edu/sipa/registration/#crossregistrationtext>)

Please be aware that each school may have a different process for cross-registration. Here are some suggestions for USP-approved courses offered at other schools and “Instructor Permission Required” courses:

1. Write an e-mail to the professor of the desired course explaining why you want to take the course and the value you can add to the academic discourse in class discussion.
2. Go to the academic affairs office of the relevant department/school to retrieve add/drop form.
3. Attend the first class (even if you are not enrolled) and bring your Add/Drop form.
4. Introduce yourself to the Professor and ask if they received your e-mail and would give approval.
5. Get signature on Add/Drop Form and follow departmental instructions for course approval.

## **U.S. FOREIGN POLICY/ NATIONAL SECURITY COURSE LIST**

\*Policy focused class

### **FALL SEMESTER**

#### **\*THE TRANSATLANTIC ECONOMY**

**Course Number:** REGN U8090 **Points:** 3 pts. **Semester:** Fall **Instructor:** Seamus O’Cleireacain

A course on contemporary transatlantic economic relations with particular emphasis on the US-EU dimension. Topics include: the proposed Transatlantic Trade and Investment Partnership (TTIP); implications of the UK referendum on Brexit; contrasting monetary and fiscal responses to the 2008 crisis; dollar-euro diplomacy and the international roles of the dollar and euro; European competition and MNC taxation policies toward high tech companies such as the so-called “Frightful Five” firms Amazon, Apple, Facebook, Google (Alphabet), and Microsoft; secular stagnation and disparate U.S.-EU long term growth prospects; relative macroeconomic performance and why most of Europe can’t get its unemployment levels down to U.S. levels; the economic dimension to transatlantic security arrangements

#### **\*CENTRAL ISSUES IN AMERICAN FOREIGN POLICY**

**Course Number:** INAF U6798 **Points:** 3 pts. **Semester:** Fall **Instructor:** Stuart Gottlieb

This course examines the sources, substance, and enduring themes of American foreign policy. Part I reviews the rise of American power in world affairs from the 18th Century through the end of the Cold War. Part II provides an overview of the process and politics of American foreign policy making. Part III applies the theory and history of Part I, and the process of Part II, to examine a number of contemporary U.S. foreign policy issues and debates, including America’s two wars with Iraq; America’s responses to the threat of global terrorism and the proliferation of weapons of mass destruction; and what role the U.S. should play in the world economy, global and regional institutions, and the developing world.

#### **\*US-LATIN AMERICAN RELATIONS: WWII – PRESENT**

**Course Number:** INAF U8415 **Points:** 3 pts. **Semester:** Fall **Instructor:** John Coatsworth

The course seeks to analyze the dynamics and issues that describe relations between the United States and Latin America since the end of World War II. A complete picture of the current state of affairs in the hemisphere and the reasons that led to it require an analysis in three different - but related - dimensions. To cover the first one, the course analyzes historical benchmarks that contextualize particular overt American interventions in the region, dissecting their causes, operation and consequences. In a second dimension, the course looks at topics that have permeated the relationship between the United States and Latin America over this period. Because of their typically cross-national nature, they illustrate a different set of dynamics and concerns that have fueled tensions in the relationship. A third and final dimension concerns recent developments in Latin America that affect and have been affected by American foreign policy. Their novelty suggests that these issues will remain relevant at least in the immediate future.

### **\*US ROLE IN WORLD AFFAIRS I**

**Course Number:** INAF U6346 **Points:** 3 pts. **Semester:** Fall **Instructor:** Stephen Sestanovich

**Prerequisites:** Restricted to International Fellows

This course will explore the international role of the United States by examining its evolution over time the interests and concepts that underlie it, the domestic debates that have shaped it, the historical turning points that periodically re-shaped it, and some of its most notable successes and failures.

### **\*EU, US & INTERNATIONAL HUMAN RIGHTS**

**Course Number:** INAF U6765 **Points:** 1.5 pts. **Semester:** Fall **Instructor:** Jan Wouters

Both the European Union and the United States consider the protection of human rights as one of their founding values, and both emphasize the centrality of human rights in their internal and external policies. Yet, despite their joint commitment to human rights and a seemingly large potential for common transatlantic approaches to human rights issues in external relations, the European Union and the United States have diverged considerably in their positions on the conceptualization and promotion of human rights. In this course we will study the European Union's and the United States' respective approaches towards international human rights from a comparative perspective, exploring similarities and differences, as well as the potential for stronger transatlantic cooperation. We will first familiarize ourselves with the legal, institutional and policy background of both actors and with the domestic and regional human rights protection systems available to individuals in the EU and the US. Then, we will focus on a number of selected human rights issues, including the fight against terrorism, the death penalty, human rights in trade policy and the role of the EU and the US in multilateral human rights fora.

## **SPRING SEMESTER**

### **\*US Role in World Affairs II**

**Course Number:** INAF U6347 **Points:** 3 pts. **Semester:** Spring **Instructor:** Stephen Sestanovich

*(Only students who are currently registered in INAF U6346 will be allowed to register for INAF U6347, unless otherwise indicated by Prof. Sestanovich)*

This course will explore the international role of the United States by examining its evolution over time the interests and concepts that underlie it, the domestic debates that have shaped it, the historical turning points that periodically re-shaped it, and some of its most notable successes and failures.

### **\*TERRORISM & COUNTERTERRORISM**

**Course Number:** INAF U6387 **Points:** 3 pts. **Semester:** Spring **Instructor:** Stuart Gottlieb

This course examines the origins and evolution of modern terrorism, challenges posed by terrorist groups to states and to the international system, and strategies employed to confront and combat terrorism. We assess a wide variety of terrorist organizations, and explore the psychological, socioeconomic, political, and religious causes of terrorist violence past and present. We also analyze the strengths and weaknesses of various counterterrorism strategies, from the point of view of efficacy as well as ethics, and look into ways in which the new threat of global terrorism might impact the healthy functioning of democratic states. The course is divided into two parts. Part I focuses on the terrorist threat, including the nature, roots, objectives, tactics, and organization of terrorism and terrorist groups. Part II addresses the issue of counterterrorism, including recent American efforts to combat terrorism, the strengths and weaknesses of counterterrorist tools and instruments, the issue of civil liberties and democratic values in confronting terrorism, and international strategies and tactics.

### **\*THE NEW (AND OLD) FOREIGN POLICY CHALLENGES IN THE AMERICAS IN THE XXI CENTURY**

**Course Number:** INAF U6575 **Points:** 3 pts. **Semester:** Spring **Instructor:** Christopher Sabatini

This course will be taught as a seminar to collectively explore changes in inter-state relations in Latin America and the foreign policy implications of those changes, for the U.S., for larger powers such as Brazil and multilaterally.

### **\*TALKING WITH THE ENEMY**

**Course Number:** INAF U6445 **Points:** 3pts. **Semester:** Spring **Instructor:** William Luers

Through a detailed investigation of eight significant case studies, this course will take a close look at past efforts of the United States to manage relations with "enemies" or adversaries. The course will examine the different strategies Presidents have used to "talk to the enemy": Roosevelt's 1933 opening of relations with the USSR; the decision at Munich to "appease" Hitler, Nixon's opening to China; the long delayed efforts to cease the war in Vietnam; the decision to invade Iraq in 2003 and the current debates over whether the US should talk directly with Iran and how best to deal with Cuba. The course will conclude with some examination of how the US might deal with groups in the new paradigm -- non-state actors such as Taliban, Hamas, and Hezbollah Several key themes will be interwoven throughout the course.

### **\*U.S. FOREIGN POLICY – PERSIAN GULF**

**Course Number:** INAF U8136 **Points:** 3pts. **Semester:** Spring **Instructor:** Gary Sick

This course will focus on the process by which U.S. foreign policy is formulated and executed, using the Persian Gulf region as case material. Readings and lectures will examine the relationship between U.S. government agencies (White House, State, Defense, CIA, Congress, etc.) and instrumentalities (declaratory policy, diplomacy, military presence, arms transfers, covert action, etc.) in the pursuit of national goals. Special attention will be

devoted to the analysis of U.S. regional policy and international relations from the Iranian revolution through the two gulf wars to the present.

### **\*U.S.- CHINA NEGOTIATION WORKSHOP**

**Course Number:** INAF U8621 **Points:** 3 pts. **Semester:** Spring **Instructor:** Patrick Chovanec

This course is designed to give students the practical opportunity to develop their cross-cultural teamwork and negotiating skills while learning about key contemporary issues in U.S.-China relations. It is centered around a series of exercises in which teams of students take "sides" to negotiate win-win, win-lose, or lose-lose outcomes to a number of business, economic, and geopolitical disputes between the United States and China that regularly dominate today's headlines. Classroom case studies and guest speakers augment these practical exercises by offering wisdom and lessons learned from past U.S.-China interactions. Assigned readings are designed to provide conceptual frameworks to help students integrate these lessons and apply them in practice. Specific issues covered in case studies and negotiating exercises include: Business joint ventures; WTO and intellectual property protections; Internet and media censorship; CFIUS and Chinese outbound investment; SEC-CSRS dispute over audit inspections; Proposed Bilateral Investment Treaty (BIT); Currency "manipulation"; Cybersecurity; Maritime territorial disputes; North Korea. This course requires instructor permission in order to register. Please add yourself to the waitlist in SSOL and submit any required documents in order to be considered.

### **UNITED STATES – SOUTHEAST ASIA RELATIONS**

**Course Number:** REGN U6658 **Points:** 3pts. **Semester:** Spring **Instructor:** Paul Busbarat

This course examines the interaction between the United States and Southeast Asia in the contemporary history of international relations. When one thinks about the relationship between great powers and small states, the dependence of the latter on the former is generally assumed despite their displaying a symbiotic nature in many respects. Despite the fact that Southeast Asia is distant from the US and comprised of small and medium size states, it holds an important role in US security and foreign policy since the end of the World War II. This interdependence can be seen through many regional developments such as anti-communist policy, the Vietnam War, US policy towards the rise of China, as well as other policies on transnational issues including responses to terrorism, narcotics trafficking, piracy, etc. These interactions suggest that the two parties have engaged closely throughout contemporary history. Yet, there are challenges for US policymakers to address due to the region's complexities and dynamics. This course will offer a perspective on current and future prospects of US-Southeast Asia relations. It will address these issues not only through a politico-strategic point of view but will also incorporate the influence of historical and normative understanding of this relationship.

### **\*INTELLIGENCE & FOREIGN POLICY**

**Course Number:** INAF U8142 **Points:** 3pts. **Semester:** Spring **Instructor:** P. Clement

The major national security controversies during the last decade have all concerned intelligence. Critics blamed U.S. intelligence agencies for failing to prevent the 9/11 attacks, and then for missing the mark on Iraqi capabilities before the war. In response, Congress ordered a sweeping reorganization of the intelligence community, and scholars began to revisit basic questions: What is the relationship between intelligence and national security? How does it influence foreign policy and strategic decisions? Why does it succeed or fail? This seminar provides an overview of the theory and practice of U.S. intelligence. It details the sources and methods

used by collectors, the nature of intelligence analysis, and the relationship between intelligence agencies and policymakers. It also contains a short history of the U.S. intelligence community and evaluates the ongoing efforts to reform it. Finally, it discusses the uneasy role of secret intelligence in a modern democracy.

## **U.S. DOMESTIC CLASS LIST**

\*Policy focused class

### **FALL SEMESTER**

#### **HISTORY OF AMERICAN ECOLOGY & ENVIRONMENT**

**Course Number:** INAF U6236 **Points:** 3 pts. **Semester:** Fall **Instructor:** Sara Tjossem

We will explore various conceptions of nature and ecology in changing ideas of conservation, preservation, the Dust Bowl, the atomic age, growing environmentalism, and the current focus on biodiversity as one route to a sustainable society. We will look at how scientific information has been constructed and used in environmental debates over pollution and overpopulation and will question the utility of distinguishing between "first nature" (untouched by humans) and "second nature" (nature modified by humans). Along the way, we will address connections between environmentalism and nationalism, the relationship between environmental change and social inequality, the rise of modern environmental politics, and different visions for the future of nature.

#### **\*SEMINAR IN URBAN POLITICS AND POLICY**

**Course Number:** PUAU U8232 **Points:** 3 pts. **Semester:** Fall **Instructor:** Ester Fuchs

All public policy occurs within a political context. The purpose of this seminar is to examine the politics of America's large cities. While we rely on case material from American cities the theoretical and applied problems we consider are relevant to understanding public policy in any global city. Cities are not legal entities defined in the American Constitution. Yet, historically they have developed a politics and policymaking process that at once seems archetypically American and strangely foreign. We will consider whether America's traditional institutions of representation "work" for urban America; how the city functions within our federal system; and whether neighborhood democracy is a meaningful construct. We will also consider the impact of politics on urban policymaking. Can cities solve the myriad problems of their populations under existing institutional arrangements? Are cities really rebounding economically or does a crisis remain in communities beyond the resurgence in many downtown business districts? Do the economic and social factors which impact urban politics and policy delimit the city's capacity to find and implement solutions to their problems? Finally, can urban politics be structured to make cities places where working and middle class people choose to live and work and businesses choose to locate; the ultimate test of their viability in the twenty first century.

#### **\*PRACTICUM IN URBAN PUBLIC POLICY**

**Course Number:** PUAU U6246 **Points:** 1.5 pts. **Semester:** Fall/Spring **Instructor:** David Dinkins

This course is designed to prepare future policymakers to critically analyze and evaluate key urban policy issues in New York and other large cities. The course is unique in that it exposes students to practical and scholarly aspects of urban policymaking. Each week, students will hear from an exciting array of guest lecturers from the governmental, not-for-profit, and private sectors. The guest lectures are supplemented by a diverse collection of readings dealing with urban politics and policy. Drawing from his experiences as Mayor of New York City, Professor Dinkins will introduce each week's topic and lay out the basic elements of urban government and policymaking, emphasizing the most important demographic, economic, and political trends facing urban areas. The course will focus on the important policy issues of education, health care, poverty and homelessness, criminal justice, economic development, fiscal policy, media, immigration, transportation, environmentalism, intergovernmental affairs, labor, and race and ethnicity. Leaders in government, finance, the not-for-profit sector, and the media will convey the concerns and strategies of policymakers in dealing with these complex policies and realities.

### **\*LEADERSHIP AND URBAN TRANSFORMATION**

**Course Number:** PUAU U8248 **Points:** 3 pts. **Semester:** Fall **Instructor:** Michael Nutter

Michael A. Nutter, who served as mayor of Philadelphia from January 2008 to January 2016, is widely recognized for his transformational leadership across a wide range of urban issues, including policing, municipal finance, economic development and sustainability policy. In this course, former Mayor Nutter will combine case studies, urban policy research and policy documents from a range of cities to present a framework for leading change in a major urban environment. Topics to be covered include vision, policy agenda and coalition building; managing the city as a business enterprise; challenges of crisis and creating opportunities to drive change; and identifying and implementing transformative policies.

### **EFFECTIVE K-12 PUBLIC EDUCATION: OBSTACLES AND OPPORTUNITIES**

**Course Number:** INAF U8201 **Points:** 1.5 pts. **Semester:** Fall **Instructor:** Lisa Belzberg

In this course we will examine – through readings, class discussion and guest speakers – the challenges inherent in policy setting and implementation of 21st century public education. Following an examination of the historical development of the role of public education in American Society and how it has transformed over time, we will discuss present day complexities. Was there ever a “golden time” in k-12 public education? And if so, what factors within society and the education system contribute to the present reputation of American urban and rural education as subpar and unequal. We will attempt to answer the question: What are the reasons that k-12 public education does not work for everyone and what remedial role can be played by the education systems, government, the private sector, foundations and the courts? Does the increase in income disparity, the breakdown of the traditional family and other contextual factors mean that schools are now expected to do far more than educate our children? If so, are educators properly prepared for this greater role? What other players can and should be instrumental in working with children in order to ensure a transformation of the present system? Specific attention will be paid to public education across the globe. Why do some countries have little access to education and what effect do different systems of education have on the economies of those countries and the well-being of their citizens. Students will explore their experiences in their own k-12 education in America or elsewhere. Issues will be tackled with specific attention paid to lack of access to/inequities within public education across the globe.



## **\*AMERICAN POLITICS, CITIZEN ENGAGEMENT AND POLICY**

**Course Number:** PUAU U8358 **Points** 1.5 pts. **Semester:** Fall **Instructor:** Joyce Miller

The purpose of this course is to explore how one gains access to and become influential in the American political process. To do this it is essential to understand who governs and how to get there – to understand the process, the rules, how they are made and how to use them. The approach is pragmatic rather than theoretical. We will not debate whether the system is elitist or pluralistic; whether it is open or closed. We will take it as it is and focus on how we can gain access and influence within the current parameters. How you use that power – whether to re-distribute power, deconstruct the government or change existing policies – is left to your discretion.

## **\*MUNICIPAL FINANCE IN THE U.S.**

**Course Number:** PUAU U8244 **Points:** 3 pts. **Semester:** Fall **Instructor:** John Liu

Prerequisites: SIPA U6320 This course examines key municipal finance and fiscal policy issues for government, focusing on New York City as a real-life case study. Students will dive deeply into several aspects of municipal finance, including bread and butter topics of accounting, auditing, capital funding, and investment management. We will also analyze current issues of economic development policy, labor relations, and pension and healthcare cost impact. The class will be joined by guest speakers among the ranks of elected officials, top city appointees, labor leaders, and private sector professionals who will share firsthand their experience and perspectives. The coursework will entail analysis of current news, participation in public meetings, and formulation and presentation of policy initiatives in view of projected billion-dollar budget deficits.

## **URBAN ECONOMICS**

**Course Number:** PUAU U6251 **Points:** 3 pts. **Semester:** Fall **Instructor:** Francesco Brindisi

More than 80% of the US population lives in urban areas. US metropolitan areas produced 90% of US GDP in 2014 but occupied only a tiny fraction of its land area. Urban economics explain the forces that make people want to live in close proximity to each other and the complex economic and social dynamics that ensue. First, urban economics explains the distribution of economic activity and population over space (typical question are: why do cities exist? What drives the location decisions of people and firms? What makes cities grow?). Second, it interprets how production activities and housing are distributed within a city, the value of land, and how it is allocated to what use. Third, it addresses questions of governance, political economy, and public finance: scope and limitations of local government intervention, provision of services, regulation, and governmental funding sources. Fourth, it confronts many fundamental economic and policy problems: transportation, crime, housing, education, homelessness, public health, income distribution, racial segregation, environmental sustainability, fiscal federalism, municipal finance, and others. This course covers the first three aspects of urban economics and a selection of topics from the fourth category. Prerequisite: SIPA U4200 or SIPA U6400

## **CRIME, JOURNALISM AND PUBLIC POLICY**

**Course Number:** PUAU U8354 **Points:** 1.5 pts. **Semester:** Fall **Instructor:** Cory Way

Crime narratives have dominated news coverage from the beginning of mass communication. This course examines the prominence and impact of these crime narratives on citizens and public policy. We will explore

how reports of crime have been harnessed to advance political, governmental and ideological objectives for centuries. We will study the power of mass communication and the impact that crime events can have on public policy and crime legislation. We will examine what responsibilities (if any) media organizations, individual journalists, media consumers, legislators, government officials should assume when producing, consuming and otherwise engaging highly publicized crime events. The objective of the course is to provide historical and theoretical background (criminological, journalistic, political and legal) to critically analyze the dynamic interaction among criminal events, the media, and policymakers.

### **COLLOQUIUM ON POLITICAL BEHAVIOR**

**Course Number:** POLS GR8210 **Points:** 4 pts. **Semester:** Fall **Instructor:** Robert Shapiro

An examination of research on public opinion, political behavior, and the American electorate, focusing on political sophistication, values, ideological thinking, partisanship, the dynamics of public opinion and policy making, and political participation. Methodological issues and survey research.

### **VOTING AND AMERICAN POLITICS**

**Course Number:** POLS GR8219 **Points:** 3 pts. **Semester:** Fall **Instructor:** Robert Erikson

Prerequisites: the instructor's permission prior to registration. This course examines the electoral behavior of the American public and the interpretation of election outcomes.

### **\*PUBLIC HEALTH LAW**

**Course Number:** HPMN P8548 **Points:** 3 pts. **Semester:** Fall/Spring **Instructor:** Sara Abiola (Fall only)

In this course we explore constitutional law through the lens of public health policy. We examine the relationships and tensions between individual and collective concerns. We evaluate public health issues from an American legal perspective to determine the constitutional soundness of the health promotion objective. In this course we consider multi-disciplinary factors and how they interact with issues of federalism, morality, economics and the politics of science. Readings include case law and related legal materials, in addition to writings by public health practitioners, historians, sociologists, economists and philosophers. Core topics include, among others, constitutional law and major constitutional cases relating to public health, economic analysis in law, tort litigation in public health, historical public health law perspectives, health promotion campaigns, property regulation, privacy protection, various case studies including immunization, civil commitment, infectious disease, tobacco policy and abortion law. Guest speakers provide additional current perspectives from practitioners.

### **THEORIES AND DEBATES IN AMERICAN POLITICS**

**Course Number:** POLS GR6210 **Points:** 4 pts. **Semester:** Fall **Instructor:** J. Phillips

This graduate student field survey provides an overview of the scholarly study of American politics. The course has been designed for students who intend to specialize in American politics, as well as for those students whose primary interests are comparative politics, international relations, or political theory, but who desire an intensive introduction to the "American" style of political science. Instructor permission is required before registration. Please contact the instructors for more information.

## **FEDERAL COURTS**

**Course Number:** LAW L6425 **Points:** 4 pts. **Semester:** Fall/Spring **Instructor:** G. Metzger/H. Monaghan

This course examines the role of the federal courts in the American constitutional system. Specific topics include: congressional power to expand and limit the jurisdiction of Article III courts; constitutional and sub-constitutional doctrines limiting the cases and controversies that may be heard in Article III courts; the relationship between federal and state courts and between federal and state law; the federal courts' power to make "federal common law"; principal means of enforcing federal law against state and federal officers; doctrines of federal and state governmental immunity; and the law of federal habeas corpus (both in the context of post-conviction review and in the context of executive detention). Special approval of Law School Registration Services Required.

## **SOCIAL AND ECONOMIC DETERMINANTS OF HEALTH**

**Course Number:** SOSC P8745 **Points:** 3pts. **Semester:** Fall/Spring **Instructor:** Kim Hopper

Disparities in health and illness related to social and economic inequality in the U.S. Theoretical and empirical research on factors linked to class, gender, racial and ethnic differences that have been hypothesized to explain the generally poorer health and higher rates of mortality among members of socioeconomically disadvantaged groups. Concepts, theories and empirical evidence will be examined to expand our understanding of the impact of structural factors on health behavior, lifestyles and outcomes.

## **HEALTH ADVOCACY**

**Course Number:** SOSC P8703 **Points:** 3pts. **Semester:** Fall **Instructor:** Merlin Chowkwanyun

For anybody who's spent even a little time in public health circles, it doesn't take much effort to list the many societal ills that desperately call for action. What's equally important, though, is answering the classic question that's bedeviled advocates for centuries: "What is to be done?" This course will help us sharpen our answers through study of recent advocacy efforts around environmental justice/racism; HIV/AIDS; occupational safety; climate change; reproductive rights; food politics; global health philanthropy; mass incarceration and criminal justice reform, and others. Along the way, we'll also learn about enduring dilemmas scholars have identified that confront all health advocates. These include: the costs and benefits of working within (versus outside of) formal politics; framing rhetoric to reach wider audiences; the virtues and drawbacks of confrontational direct action; public apathy towards "health" issues; oppositional movements at complete odds with theirs; and more recently, the potential of social media. This course also contains a skills component, where students will learn basic legislative, legal, and media research that can aid advocacy efforts.

## **\*TRANSFORMING THE DELIVERY OF HEALTHCARE SERVICES**

**Course Number:** HPMN P8584 **Points:** 1.5 pts. **Semester:** Fall **Instructor:** Catherine Foster/John Rowe  
**Prerequisites:** P6530 or Health Systems core studio

This course provides an advanced, critical analysis of the delivery and payment of healthcare services in the U.S. with a specific focus on actions innovative healthcare providers and health insurers are taking to improve the quality of patient care, manage the escalating costs of providing such care, and enhance business performance. It will analyze the attractiveness and feasibility of new approaches to address the challenges facing providers, payers and patients operating in an inefficient, misaligned, and fragmented

healthcare system. Particular focus will be given to the impact of the 2009 HITECH Act as well as the Affordable Care Act (ACA) of 2010. There will be guest lectures by a variety of major leaders in healthcare business and policy. The course will be useful for students interested in careers in health system management, health insurance, HCIT, healthcare consulting & banking, private equity, investment management, health policy, entrepreneurship in the healthcare services sector and pharmaceuticals, medical devices & diagnostics.

#### **\*ISSUES AND APPROACHES IN HEALTH POLICY AND MANAGEMENT**

**Course Number:** HPMN P6530 **Points:** 3pts. **Semester:** Fall **Instructor:** Lawrence Brown / Michael Sparer

How is the health care system organized? Who pays the bill? Why have efforts to enact national health insurance failed? What role does government now play in the US health care system, and how do different levels of government share these tasks? Contrary to many perceptions, the fervent debate of these questions is not a recent phenomenon; these are issues that have been argued vigorously throughout American political history. Exploring these debates is critical both to the development of public health policy and the management of delivery systems. This course focuses on policy and management issues that affect all health care practitioners. We will examine, among other topics, the historical foundations of the American health care system, the rise of managed care, the make-up of the healthcare workforce, the key issues on the nation's long-term care policy agenda, and ways in which government can encourage good quality care. This introductory course is intended for MHA students and serves to fulfill a core course requirement in Health Policy and Management.

#### **\*HEALTHCARE ETHICS: DEVELOPMENT AND MANAGEMENT OF PUBLIC POLICY**

**Course Number:** HPMN P8520 **Points:** 1.5 pts. **Semester:** Fall **Instructor:** Heather Butts **Prerequisites:** P6530 or Health Systems studio core

This course will look at various ethical issues in healthcare and examine the ways in which such topics are examined, discussed and resolved through the lens of policy, management and law. Issues from how healthcare costs are allocated to patient and human rights to cases of research and how laws, public policy and society shape medical ethics, will be explored. Issues regarding the intersection of policy, the legal system and management as they relate to ethical concerns within healthcare and the healthcare system will also be examined.

### **SPRING SEMESTER**

#### **\*PRACTICUM IN URBAN PUBLIC POLICY**

**Course Number:** PUAUF U6246 **Points:** 1.5 pts. **Semester:** Fall/Spring **Instructor:** David Dinkins

This course is designed to prepare future policymakers to critically analyze and evaluate key urban policy issues in New York and other large cities. The course is unique in that it exposes students to practical and scholarly aspects of urban policymaking. Each week, students will hear from an exciting array of guest lecturers from the governmental, not-for-profit, and private sectors. The guest lectures are supplemented by a diverse collection of readings dealing with urban politics and policy. Drawing from his experiences as Mayor of New York City, Professor Dinkins will introduce each week's topic and lay out the basic elements of urban government and policymaking, emphasizing the most important demographic, economic, and political trends facing urban areas. The course will focus on the important policy issues of education, health care, poverty and homelessness,

criminal justice, economic development, fiscal policy, media, immigration, transportation, environmentalism, intergovernmental affairs, labor, and race and ethnicity. Leaders in government, finance, the not-for-profit sector, and the media will convey the concerns and strategies of policymakers in dealing with these complex policies and realities.

### **\*US STATE POLITICS AND POLICY**

**Course Number:** PUAU U6302 **Points:** 3 pts. **Semester:** Spring **Instructor:** Alexander Hertel-Fernandez

States have surged to the forefront of U.S. politics in recent years, as both liberal and conservative legislatures enact sweeping laws related to LGBT rights, access to the voting booth, collective bargaining, and climate change in the face of Congressional gridlock and inaction. Indeed, even the few major new pieces of federal legislation – like the national health reform program signed into law in 2010 – delegate substantial responsibilities to the states. In this seminar, we will discuss the states as sites of policymaking in the United States, consider the evolution of state governments relative to the federal government, review the political and economic implications of delegating authority to the subnational level, and assess the variation across the states in substantive policy outcomes across a range of issues. We will bring four perspectives to the issue of state politics: theory, history, institutions, and policy. In our initial week of class, we will review normative theories of federalism from the left and the right, discussing the reasons that different political actors have advocated for delegation of policy responsibility to the subnational level. While libertarians and free market conservatives have celebrated the constraining effects of federalism on the size of governments, progressives have embraced the possibilities federalism creates for policy experimentation and representation of minority interests. In the second unit, we will consider the historical development of federalism in American politics, examining how the relationships between the states and the federal government – and between the states themselves – have changed from the Founding to the Progressive Era, the New Deal, and the Post-War Era.

### **CAMPAIGN MANAGEMENT IN THE UNITED STATES**

**Course Number:** PUAU U4400 **Points:** 3 pts. **Semester:** Spring **Instructor:** Karine Jean-Pierre

Together we are going to learn how to plan, manage, and execute the major elements of a modern American campaign using skills that can be applied to all levels of the electoral process. Although this is a course focusing on practical competence, empirical political theory and relevant political science will be applied to our work. Guest lecturers, simulations, and additional materials such as videos and handouts will augment the course. When we are done, you will know what you need to do, and where you need to turn, in order to effectively organize an election campaign. The curriculum is ambitious, specialized, and task-specific. This is not a course in political science, but rather a hands-on, intensive training seminar in campaign skills. By May, you will be able to write a campaign plan, structure a fundraising effort, hire and work with consultants, plan a media campaign (both paid and unpaid), research and target a district, structure individual voter contact, use polling data, understand the utility of focus groups, write press releases, conduct advance work on behalf of your candidate, manage crises, hire and fire your staff, and tell your candidate when he or she is wrong. My aim is to make you competent and eminently employable in the modern era of advanced campaign technology. For the purposes of this class, you will design a campaign plan for the 2005 NYC Mayoral race. To make this more interesting (and realistic), you will be provided with information and situations throughout the semester that will require you to plan, anticipate, and adapt your campaign plan to the changing realities inherent to every campaign.

## **DATA DRIVEN APPROACHES FOR CAMPAIGNS AND ADVOCACY**

**Course Number:** INAF U6512 **Points:** 3pts. **Semester:** Spring **Instructor:** Mark Steitz

Prerequisites: Basic statistics and facility with spreadsheets. This class will focus on the proper understanding and use of a wide range of tools and techniques involving data, analytics, and experimentation by campaigns. We will study evolutions and revolutions in data driven advocacy and campaigns, starting with polling and continuing through micro-targeting, random controlled experiments, and the application of insights from behavioral science. Our primary focus will be on developments in US political and advocacy campaigns, but we will also examine the uses of these tools in development and other areas. The course is designed to provide an informative but critical overview of an area in which it is often difficult to separate hype from expertise. The purpose of the course is to prepare students to understand the strengths and limitations of Big Data and analytics, and to provide concrete and practical knowledge of some of the key tools in use in campaigns and advocacy. Students will be expected to examine the use of data in practical case studies and distinguish between proper and improper uses.

## **\*USING BIG DATA TO DEVELOP PUBLIC POLICY**

**Course Number:** INAF U6508 **Points:** 3 pts. **Semester:** Spring **Instructor:** Francesco Brindisi

Prerequisites: SIPA U6500. Big Data is a critical resource for understanding and solving public policy challenges. In this course we will cover the role of government in collating, sharing and using big data. We will provide an applied understanding of data analytic tools and approaches to policy. This course is designed to bridge the gap between the statistical theory and real-world challenges of using big data in public policy. You will work in groups to develop policy proposals using the DATA2GO.NYC data set. DATA2GO.NYC was developed with the intention of empowering community members to understand the areas in which they work, play, and live by providing open access to aggregated city data. You will use the data set to conduct deep analyses on an issue and to ultimately develop a policy proposal.

## **\*GOVERNING THE TWENTY FIRST CENTURY CITY**

**Course Number:** PUAU U8250 **Points:** 3 pts. **Semester:** Spring **Instructor:** Ester Fuchs

*Note: THIS COURSE WILL COUNT TOWARDS THE SPECIALIZATION IF YOU DO YOUR TERM PROJECT ON AN AMERICAN CITY*

This course will examine the linkages between urban governance structures and an economically successful democratic city. We will consider the particular policy challenges that confront both developed and developing cities in the 21st century. It will be important to understand the institutional political causes of urban economic decline, the unique fiscal and legal constraints on city governments as well as the opportunities that only cities offer for democratic participation and sustainable economic growth. The course will draw on case material from primarily American cities and from other developing and developed cities around the globe. It is important to keep in mind that creative policy solutions to the problems of urban economic sustainability may be found in small towns, in rural areas, in private businesses or in other global cities. The utility of "importing" ideas and programs rests on a practical understanding of politics in that city or community and an effective implementation strategy. Our objective in this course is not simply to understand the challenges to governing the 21st century city but also the policies that promote effective urban governance and economic sustainability.

### **\*RACE POLICY & AMERICAN POLITICS**

**Course Number:** PUAU U8353 **Points:** 3pts. **Semester:** Spring **Instructor:** Christina Greer

The changing definitions of race in America have been shaped by political institutions for centuries. Now, as since the founding of this nation, the U.S. (and societies abroad) are marked by racial inequality. Because of this persistent reality, politics and race continue to be intertwined. This course explores the various ways in which race and politics intersect (and possibly collide). We will observe how racial inequality - and the efforts to overcome it- affect various facets of American local, state, and national politics. Often, New York City will be the launching point for broader discussions and analyses pertaining to relationships between Blacks, whites, Latinos, and Asians. We will also pay particular attention to the causes of contemporary racial mobilization and to its consequences. We will explore the origins of race as an organizing concept before moving into a discussion of contemporary racial politics and policy. Using themes such as inequality and governance, we will attempt to further discern the institutions which support and perpetuate practices such as disenfranchisement, gentrification, tiered civil rights and liberties, and possibilities for economic and social mobility. We will take up several topics that have engaged students of politics and scholars of policy for the past few decades and examine their relationship to race. These include but are not limited to education, immigration, transportation, housing, health, elections, social movements, poverty and homelessness, political representation, justice and inequality. We will also dissect these topics in relation to party politics and elections, group consciousness, group conflict and prejudice, political representation, and political unity - and often disunity - among dominant and non-dominant groups. As we do so, we will explore changes as well as continuities in the intersection of race and politics.

### **\*TECHNOLOGY & THE FUTURE OF GOVERNANCE & PUBLIC POLICY**

**Course Number:** INAF U6515 **Points:** 1.5 pts. **Instructor:** Hollie R. Gilman & Ari Wallach

The purpose of the course is to help future policy makers, computer scientists, technologists and entrepreneurs think about how to benefit the public sector in an era in which burgeoning access to digital technology holds great potential to change governance and policy-making. Students will receive a general introduction to how decisions get made, including how policy is developed and implemented in the public sector, and opportunities to apply new technology to this process. Students will leave as more effective problem solvers. Students will learn multiple modes of problem solving that use technology (online platforms etc.) as well as new models for problem solving (design thinking, rapid prototyping, Lean, Open Space, etc.) to develop a "faux" product to be created in order to meet the goals of finding new ways to address public policy challenges. Projects might vary from eTown Hall forums to maximize participation in democratic governance to leveraging innovation to address one of the 21st century's most wicked public policy problems.

### **\*FOOD, FARMING & FAMINE: STRUGGLES FOR SUSTAINABILITY**

**Course Number:** INAF U8910 **Points:** 3 pts. **Semester:** Spring **Instructor:** Sara Tjossem

U.S. agricultural practice has been presented as a paradigm for the rest of the world to emulate, yet is a result of over a century of unique development. Contemporary agriculture has its historical roots in the widely varied farming practices, social and political organizations, and attitudes toward the land of generations of farmers and visionaries. We will explore major forces shaping the practice of U.S. agriculture, particularly geographical and social perspectives and the development and adoption of agricultural science and technology. We will consider

how technological changes and political developments (government policies, rationing, subsidies) shape visions of and transmission of agriculture and the agrarian ideal. *SIPA: E&E- Environment Policy*

### **\*BUDGETING AND FINANCIAL MANAGEMENT FOR GOVERNMENT**

**Course Number:** *SIPA U6320* **Points:** *3pts.* **Semester:** *Spring* **Instructor:** *John Liu*

Public sector budgeting in the US (and arguably at a global level) has become an increasingly contentious issue since the 2008 crisis and subsequent recession. This course will introduce students to the field of budgeting and fiscal management in the public sector. We will look at the special challenges of developing a budget within a political environment and the techniques used for management control. Additional topics may include taxes and other revenues, expenditure control, debt management, audits and productivity enhancement. Lectures will also discuss current events related to public sector budgeting on the local and state level. The course seeks to provide students with practical knowledge on budgetary decision-making. Drawing from both theory and case studies, students will acquire practical skills to help them design, implement and assess public sector budgets. The practical nature of the subject requires active participation from students, meaning they will engage in hands-on assignments such as periodical debates, case analyses and a budget cycle simulation. By the end of the semester, students are expected to a) conduct in-depth budgetary analyses, and b) formulate policy recommendations.

### **\*PUBLIC HEALTH LAW**

**Course Number:** *HPMN P8548* **Points:** *3 pts.* **Semester:** *Fall/Spring* **Instructor:** *Magda Schaler-Haynes (Spring only)*

In this course we explore constitutional law through the lens of public health policy. We examine the relationships and tensions between individual and collective concerns. We evaluate public health issues from an American legal perspective to determine the constitutional soundness of the health promotion objective. In this course we consider multi-disciplinary factors and how they interact with issues of federalism, morality, economics and the politics of science. Readings include case law and related legal materials, in addition to writings by public health practitioners, historians, sociologists, economists and philosophers. Core topics include, among others, constitutional law and major constitutional cases relating to public health, economic analysis in law, tort litigation in public health, historical public health law perspectives, health promotion campaigns, property regulation, privacy protection, various case studies including immunization, civil commitment, infectious disease, tobacco policy and abortion law. Guest speakers provide additional current perspectives from practitioners.

### **\*MENTAL HEALTH POLICY AND MANAGEMENT**

**Course Number:** *HPMN P8532* **Points:** *1.5 pts.* **Semester:** *Spring* **Instructor:** *Myla Harrison*

This course will provide an overview of the history of mental health policy in the United States, the nature of mental illness and effective intervention, and the elements of mental health policy. We will discuss the components of the mental health service system, mental health finance, the process of policy making, population-based mental health policies, and mental health in health policy reform. Students are expected to be able to understand the range of mental health illnesses/populations, to explain the concerns about quality, access, and cost of mental health services as well as the workings of policy mechanisms such as financing as



they are applied to mental health. They are also expected to understand mental health policy considerations in current health care reform debates.

## **FEDERAL COURTS**

**Course Number:** LAW L6425 **Points:** 4 pts. **Semester:** Fall/Spring **Instructor:** G. Metzger/H. Monaghan

This course examines the role of the federal courts in the American constitutional system. Specific topics include: congressional power to expand and limit the jurisdiction of Article III courts; constitutional and sub-constitutional doctrines limiting the cases and controversies that may be heard in Article III courts; the relationship between federal and state courts and between federal and state law; the federal courts' power to make "federal common law"; principal means of enforcing federal law against state and federal officers; doctrines of federal and state governmental immunity; and the law of federal habeas corpus (both in the context of post-conviction review and in the context of executive detention). Special approval of Law School Registration Services Required.

## **SOCIAL AND ECONOMIC DETERMINANTS OF HEALTH**

**Course Number:** SOSC P8745 **Points:** 3pts. **Semester:** Fall/Spring **Instructor:** Kim Hopper

Disparities in health and illness related to social and economic inequality in the U.S. Theoretical and empirical research on factors linked to class, gender, racial and ethnic differences that have been hypothesized to explain the generally poorer health and higher rates of mortality among members of socioeconomically disadvantaged groups. Concepts, theories and empirical evidence will be examined to expand our understanding of the impact of structural factors on health behavior, lifestyles and outcomes.

## **ADVANCED CONSTITUTIONAL LAW: RELIGIOUS LIBERTY**

**Course Number:** LAW L6408 **Points:** 3pts. **Semester:** Spring **Instructor:** Philip Hamburger

The goal of this class is to understand the distinctive character and place of religion and religious liberty in America and, more generally, to understand the range of different possible approaches to religious liberty and their different implications for human relations. The course will begin by examining the First Amendment and the cases decided under it, and it will then explore other versions of the freedom--in distant past, in American history, and in other cultures today. Approximately eight or nine weeks will be spent on Supreme Court cases and the remainder on other materials. The course will thus expand out from relatively doctrinal concerns into a broader consideration of religion, religious liberty, and their role in human society.

This class is open to all types of students, and there are no prerequisites, although some general knowledge of American constitutional law is recommended. Grades will be based on class participation, 14 one page discussion papers, and an eight hour take home exam. The discussion papers should focus on a segment of the required reading for the following week and will be due 5:00 pm the day before the meeting at which the reading will be discussed. Students wishing to write a research paper in lieu of the exam must do work based on original research in primary sources on a subject to be chosen by the student with the permission of the teacher. Ordinarily, the paper should be about 15 pages long, but with the permission of the teacher, a student may substitute a paper of about 25 pages for an extra academic credit that must be registered separately. Either paper can earn a Writing Credit, and the longer paper can earn a Major Writing Credit.

## **RACE, ETHNICITY AND U.S. EDUCATIONAL POLICY**

**Course Number:** EDPP 5045 (TC) **Points:** 3pts. **Semester:** Spring **Instructor:** Amy Wells

Examination of the impact of race and ethnicity on the formation and implementation of policies such as desegregation, affirmative action, bilingual education, and choice.