

UNITED STATES REGIONAL SPECIALIZATION

Orientation Packet and Master Course List

Fall 2019

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 seven: Advanced Policy and Economic Analysis; Gender and Public Policy; International Conflict Resolution; International Organizations and UN Studies; Management; Technology, Media, and Communications; or Regional (Africa, East Asia, East Central Europe, Europe, Latin America, Middle East, Russia and the Former Soviet States, South Asia, and the United States).

Area studies have been a component of scholarship at SIPA since the School's founding era. SIPA's regional specializations give students an opportunity to engage with a specific geographic area via multiple academic disciplines. You'll learn about discrete regions of the world, the policy challenges they face, and the internal and external factors that influence those challenges.

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 2019-2020

This is a list of U.S. Regional Specialization electives offered during the 2019-2020 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 Alexandra Yellin, U.S. Specialization Program Assistant. Spring 2020 courses are not finalized until January 2020, so the Spring courses listed reflect Spring 2019 courses, and may not be offered in Spring 2020.

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) - 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)

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

***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.

***GEOPOLITICS OF OIL AND NATURAL GAS**

Course Number: INAF U6680 **Points:** 3 pts. **Semester:** Fall **Instructor:** Natasha Udensiva

The course will examine in detail the geopolitics that support U.S. energy security and the geopolitics that may challenge it. The class will focus on U.S. energy relations with Saudi Arabia, Kuwait and Iraq, as well as with Venezuela, Brazil Russia and Nigeria. We will explore the possibility of a Canada-U.S.-Mexico united energy market and the likely geopolitical effects of a united Northern American energy system. China, and India as major growing consumer markets will also be a point of discussion. We will also look at the various factors that have made the shale oil and gas revolution so successful, the forces that continue to drive the revolution forward despite falling prices The class will discuss the geopolitical effects the U.S. shale revolution has had on the world.

***THE EUROPEAN UNION, THE UNITED STATES, AND 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.

***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.

***THE TRANSATLANTIC ECONOMY: US-EU RELATIONS**

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

PUERTO RICO UNDER UNITED STATES RULE

Course Number: LCRS W4415 **Points:** 4 pts. **Semester:** Fall **Instructor:** Angel Collado-Schwartz

Christopher Columbus was the first European to visit Puerto Rico in 1493 claiming it for Spain. Four centuries later, in 1898, Spain ceded it to the United States as war bounty of the Spanish American War. The course will review Puerto Rico before the US invasion and its unique culture integrated by the native Indian, Negro and white races. It will also address why the United States was interested in controlling the Caribbean. Once the US invaded Puerto Rico, were the US soldiers welcomed by the local citizens? Was Puerto Rico destined to become a State of the Union, like other acquired territories? Were Puerto Ricans eager to become a State? How was the relationship between Puerto Rico and the United States during the first decades of the Twentieth Century? Why was the US citizenship imposed on Puerto Ricans in 1917 and what was the reception in Puerto Rico?

SPRING SEMESTER

***ENERGY AND NATIONAL SECURITY**

Course Number: INAF U6084 **Points:** 3 pts. **Semester:** Spring **Instructor:** John MacWilliams

This course will examine the nexus between global energy issues and national security. It will provide students with a deeper understanding of the often complex technological, political, and national security issues that arise from the intersection of global energy issues and national security. They will learn how policy is formed around these issues in the US and other countries, including domestic political and geopolitical considerations. The course will begin with an overview of the dramatic paradigm shifts currently taking place in the global energy industry. We will then analyze and discuss the geopolitical and national security implications associated with these transformations. During the next two classes, students will take a deeper dive into two specific areas: threats to energy infrastructure and nuclear security. The nuclear security session will feature a case study of the MOX plutonium disposition project, which will provide students with a candid look at the competing political, economic, foreign policy and national security objectives that one often finds in a highly complex, multibillion dollar project. In the last section of the course, students will prepare for and actively participate in a mock White House Situation Room decision meeting with respect to an energy-related national security crisis, which will be provided to them in advance. Throughout the course, students will be expected to analyze the technology, geopolitical, and national security implications of each topic, to make policy recommendations, and to advocate for their positions during class discussions.

***US Role in World Affairs II**

Course Number: INAF U6347 **Points:** 2-3 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.

***GLOBAL TENDENCIES AND THEIR POLITICAL IMPACT ON LATIN AMERICA-U.S. RELATIONS**

Course Number: INAF U6427 **Points:** 3pts. **Semester:** Spring **Instructor:** Juan Gabriel Valdez

This seminar wants to address the impact of global tendencies on Latin America and its relations with the United States. We consider as global tendencies significant political and ideological phenomena that lead political actors to align, change or confront policies, views and emotions, in order to adjust to circumstances, and use these trends in their national interest. The seminar will begin by observing present trends and trying to identify the lines of events that produced them in the past. It will focus on the present situation of discontent on globalization; the precarious stability of the international economic system; the crisis of multilateralism and the resurgence of unilateralism; the consequences of security conceived as a state of permanent war on terrorism, crime and drugs; the challenges that "easternization" and the rise of China poses to the United States and its relationship to Latin America; the new phenomena of migration: its use in internal politics, and its consequences in foreign policy; the resurgence of populism and the retreat of democracy. These are all trends with immediate and sometime direct impacts on practical decisions in each country, as well as in the relationship between them and the United States. The goal in following their conceptual and general evolution is to develop an understanding of the way in which the international system impacts the internal politics of both the Latin American countries and the United States, as well as the manner in which they are reflected in their relationship. This is first, a course on present events. It covers historical processes only in the measure in which they explain present circumstances. As a consequence, the course addresses not just international relations, but also the internal visions and emotions these phenomena raise in Latin America and in the US.

***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.

***THE NEW (AND OLD) FOREIGN POLICY CHALLENGES IN THE AMERICAS IN THE 21ST 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.

***INTELLIGENCE AND FOREIGN POLICY**

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

***US-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.*

U.S. DOMESTIC CLASS LIST

*Policy focused class

FALL SEMESTER

***TRANSFORMING THE URBAN ECONOMY**

Course Number: EMPA U6610 **Points:** 3 pts. **Semester:** Fall **Instructor:** Robert Walsh

This course focuses on the development of cities, especially New York City. In this course, a wide array of economic development programs, initiatives, and strategies will be examined. It will take a look at the core economic goals that were set forth 15 years in an effort to diversify the economy and make it less dependent on financial services. Land use policy, use of incentives, new developments, placemaking initiatives, and approaches to district management will be studied. Students will get a broad understanding of how economic development tools and tactics have been leveraged to revitalize central business districts, neighborhoods, the waterfront and public spaces. New York City has the largest network of business improvement districts (BIDs) in the world. This course will review the effectiveness of BIDs, local development corporations, and park conservancies. During the course, we will also take a look at how anchor institutions (hospitals, universities, cultural institutions) are playing an increased role in community revitalization. Students will be able to assess various economic development strategies through the use of case studies, articles, guest speakers and visits to neighborhoods that have or will see significant change.

***POLITICAL CONTEXT OF ENVIRONMENTAL MANAGEMENT**

Course Number: ENVP U6320 **Points:** 3 pts. **Semester:** Fall **Instructor:** Sara Tjossem

Many of the decisions we make and actions we take have profound environmental effects, yet economic and political considerations often dominate decision-making in a way that fails to take into account the environmental foundation of our livelihoods. A slow, yet steady extension of environmental imperatives into previously 'non' environmental sectors such as agriculture, trade and energy production, provide some movement towards sustainability. This class explores how the political system identifies public issues as problems requiring public action, and creates and implements policy solutions. It assesses what conditions foster change by anticipating likely outcomes and effective points of intervention to achieve policy goals. It emphasizes the politics of environmental policymaking, using energy, agriculture and forestry as cases of global enterprises with local to global scales of inquiry. We will explore the tension between the market and economic models and politics and political models of policymaking; interests and interest-group politics; the connections among expertise, knowledge, and policymaking; and the particular politics of policy issues that cross jurisdictional boundaries, including federalism and globalization. We will start the semester considering two contrasting theories of policymaking: an economic, market-based approach with application in environmental policy issues and a political approach. The latter constitutes a critique of the economic paradigm and sets up the tension between the concerns for policy efficiency and effectiveness stemming from the economic model, and those of equity, representation, and consensus derived from the political model. Participants will develop a sense of the history of environmental activism, relevant actors in environmental politics and management, their roles, sources of power and influence, the effects of formal political processes and the sources of potential conflicts.

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.

***PUBLIC EDUCATION: THE INNOVATORS**

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.

URBAN ECONOMICS

Course Number: PUAU6251 **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

***LABOR IN AMERICA: POWER, POLITICS, AND POLICY IN THE WORKPLACE**

Course Number: PUAU6301 **Points:** 3 pts. **Semester:** Fall **Instructor:** Alexander Hertel-Fernandez

Consider the following scenarios that come up every day: - Can an employer fire a worker for failing to participate in a political rally? Should an employer have the right to tell workers how to vote? - Should college interns be paid for their work? Should interns have federal legal protections against sexual harassment or racial discrimination? - Who has the right to form a union at their job? Can college athletes unionize? What about doctoral students? Masters students? - Is Uber an employer? Are Uber drivers employees or independent contractors? - Which jobs can – and will – be replaced by robots and computers? In this seminar, we will discuss the issues surrounding these questions – including what American labor law says (and does not say) about them – from a variety of perspectives in history, law, political science, and economics. Our discussions will thus address topics as varied as unions, racial inequalities, globalization, automation, education, out-sourcing, in-sourcing, Uber, the gig economy, internships and the employment status of student athletes. The underlying theme is that we will consider the conditions in which workers do their jobs, the nature of those jobs, the relationship between workers and their employers, and the role of public policy in setting the rules that govern those factors.

***SEMINAR IN URBAN POLITICS AND POLICY**

Course Number: PUAU8232 **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.

***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.

COMPARATIVE URBAN POLICY: GLOBAL DEVELOPING CITIES

Course Number: PUAU U6239 **Points:** 3pts. **Semester:** Fall **Instructor:** Paul Lagunes

Studying developing cities, such as Johannesburg, Sao Paulo, and Shanghai, has never been more important. Over half of the world's population is now urban. As cities continue to expand, metropolitan areas around the globe face a growing number of challenges, including: sprawl, poor sanitation, poverty, pollution, corruption, and crime. This course in comparative urban policy will help you develop a keener understanding of these challenges. Our focus will be on how academics and analysts study and debate global developing cities. We will explore questions, such as: What accounts for the global pace of migration from rural to urban places in our time? What are the major challenges facing developing cities? What strategies do individuals, neighborhoods, and economic interest groups have available to influence, and to optimize their experiences in developing cities? How well are developing cities' urban governance and planning geared to resolve controversies and, where appropriate, implement effective remedies? What can we learn from innovative change initiatives?

***URBAN POLICY BY DESIGN**

Course Number: PUAU U8246 **Points:** 3 pts. **Semester:** Fall **Instructor:** Erika Whillas

This course brings together schools of design and policy to help students gain experience in identifying, framing, and solving urban governance problems from the user perspective. Drawing on the methodology of human centered design or user-centered design (also known as design thinking), students will be asked to integrate the

needs of people, the potential of technology, and the requirements of urban service delivery. While this approach has been successfully integrated into business management practices and is increasingly being used in the public sector, it is a methodology that must be learned through practical engagement with real world, messy problems. The course will be comprised of lectures, workshops and field research. Students will work in mixed teams of 4-6 students. Guest lecturers from design labs and government agencies will be invited to speak to the students, as well as representatives from democratic innovations such as participatory budgeting and public space advocates.

***MENTAL HEALTH POLICY AND MANAGEMENT**

Course Number: HPMN P8532 **Points:** 1.5 pts. **Semester:** Fall **Instructor:** Kathleen Pike

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.

***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.

***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.

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

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

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.

***PUBLIC HEALTH LAW**

Course Number: HPMN P8548 **Points:** 3 pts. **Semester:** Fall **Instructor:** Sara Abiola

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.

FEDERAL COURTS

Course Number: LAW L6425 **Points:** 4 pts. **Semester:** Fall **Instructor:** G. Metzger

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.

FALL/SPRING SEMESTERS

NON-PROFIT FINANCIAL MANAGEMENT

Course Number: PUAU U6310 **Points:** 3 pts. **Semester:** Fall/Spring **Instructor:** Sarah Holloway

There are more than one million nonprofit organizations in the United States and hundreds of thousands more internationally and the number is growing. The nonprofit sector includes an enormous diversity of organizations, ranging from complex health care systems, to education and arts institutions, to small community-based human service organizations. This course will provide students with a comprehensive understanding of how to conduct the financial management of a nonprofit entity. Through the use of readings, case studies, a class project and lecture, we will study financial statements, financial analysis, and accounting for non-profit organizations and international NGOs. We will examine how the principles of financial management assist the nonprofit and NGO manager in making operating, budgeting, capital, and long-term financial planning decisions. We will also explore contemporary ethical, accountability, and mission issues facing national and international organizations.

***BUDGETING AND FINANCIAL MANAGEMENT FOR GOVERNMENT**

Course Number: SIPA U6320 **Points:** 3pts. **Semester:** Fall/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.

CRIME, JOURNALISM AND PUBLIC POLICY

Course Number: PUAU U8356 **Points:** 1.5 pts. **Semester:** Fall/Spring **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.

***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.

SPRING SEMESTER

***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.

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.

INFRASTRUCTURE COST-BENEFIT ANALYSIS

Course Number: INAF U6116 **Points:** 3 pts. **Semester:** Spring **Instructor:** Alexander Heil

This course aims to provide students with the analytical tools to assess and evaluate infrastructure projects in the United States and worldwide. In particular, students will explore the methodologies and techniques as they

relate to cost-benefit analysis with a special focus on hands-on problems and experiences. Each lecture is structured in two parts: theory/methodology in the first half of each class and application of the learned concepts through an analysis of case studies in the second half. Case studies will cover various applications of CBA as it relates to infrastructure (not general public policy issues as those are addressed in other courses). Examples of such case studies are transit investments in the US, water and wastewater infrastructure improvements, electricity grid upgrades or airport expansions. Case studies will cover both the US and developing country contexts. Throughout the semester students will be expected to complete a cost-benefit analysis in the form of a group project. The project will consist of all important components of such an analysis such as a literature review, methodology section, description of project scenarios to be evaluated, compilation and monetization of the main costs and benefits, development of an Excel model including discounting and sensitivity analyses. The quantitative analysis and estimation of benefits and costs will be critical and require students to be familiar with spreadsheet applications and formulas in Microsoft Excel. Working with actual project and performance data will be required as much as is feasible in each case. (Prerequisites: SIPA U6300 or SIPA U6400)

***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.

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.

***HOW GOVERNMENT, CIVIL SOCIETY, AND CORPORATIONS SOLVE SOCIETAL PROBLEMS**

Course Number: PUAU U6206 **Points:** 3 pts. **Semester:** Spring **Instructor:** Stanley Litow

In the last Presidential campaign the private sector was widely criticized for the state of affairs in the United States. Income inequality, the movement of jobs overseas, the disruption caused by technology and the wide pay disparity between CEO's and employees were all placed squarely at the feet of leaders in the private sector. Disparagement of the private sector's role in the state of affairs in the nation came both from the right and the left. Polling data showed that this effort from all sides diminished the public's views of the private sector. Since the election President Trump has initiated efforts to boost the private sector through plans for tax reduction, increased funding of private schools at the expense of public education, a renewed privatization of government services and elimination of a range of government regulations especially in the area of the environment. While this has resulted in benefits to the private sector it has increased the level of distrust the public now places in the private sector. A review of history and the current state of affairs shows that much of the distrust of the private sector is justified. However a review also shows ample examples, in the past and present, of private sector leadership in the positive shaping of societal reforms. A review of the past and present also shows a similar pattern when we look at the role of government and civil society. All of which leads us from the past and the present to a set of actions that may be taken, positively and negatively, to effect society in the future. The substance of this course will entail a review of the past with lessons learned; where we are today in areas of critical concern to the nation; and most important a review of next steps toward the future.

DIGITAL MEDIA MANAGEMENT

Course Number: PUAU U6212 **Points:** 1.5 pts. **Semester:** Spring **Instructor:** Dorian Benkoil

“Every business is a media business.” Those words have been frequently said. Every business executive needs to understand how to use media to gain competitive advantage. This course will teach students about the media business, how it is changing, the technologies involved, and what media executives are doing to position their businesses amid severe disruptions that are also creating new opportunities. Students will learn the strategies, techniques and technologies used in digital media and learn to understand, analyze and implement them for business purposes. This course is especially relevant in New York, the media business center of the United States and much of the world. Students not only learn the theory of media business but also apply the lessons in their own entrepreneurial media project.

***CRITICAL ISSUES IN URBAN PUBLIC POLICY**

Course Number: PUAU U6325 **Points:** 3 pts. **Semester:** Spring **Instructor:** Michael Nutter

This course is designed to prepare future policymakers to critically analyze and evaluate key urban policy issues in US cities. It is unique in offering exposure to both practical leadership experience and urban affairs scholarship that will equip students to meet the challenges that face urban areas. Students will read academic articles and chapters from books dealing with urban politics and policy, and will hear from an exciting array of guest lecturers from the governmental, not-for-profit, and private sectors. Drawing from his experiences as former Mayor of Philadelphia, Mayor Michael Nutter will lay out the basic elements of urban government and policymaking, emphasizing the most important demographic, economic, and political trends facing urban areas.

***HOUSING POLICY AND THE CITY**

Course Number: PUAU U6245 **Points:** 3 pts. **Semester:** Spring **Instructor:** Jerilyn Perine & Sarah Watson

This class is designed to introduce students to housing policy and how it shapes cities and neighborhoods - and in turn how housing policy is shaped by a place's culture, values, economy, and its politics. It will examine the tools, strategies, laws, codes and programs employed to influence the housing marketplace in urban environments. Students will learn how housing policies can create problems and distortions in cities, as well as how they can work to resolve them. In particular, the class will focus on housing policy as a driver of solutions following economic problems (market failures and excesses), conflict (including war), and natural disasters (Katrina and Superstorm Sandy). Students will be introduced to methods to identify housing issues, determine which housing policy tools are most effective, what constraints must be considered, and how to minimize the impact of unintended consequences. The class will also explore the nexus of housing policy, community identity, and the private marketplace. The overall objective of the course is to illustrate to students the vital link between policy and practice, the need for ongoing evaluation of goals and outcomes, and the importance of sound research and observation when working within the field of housing in cities.

***U.S. STATE POLITICS AND POLICY: THE PROMISES AND PITFALLS OF AMERICAN FEDERALISM**

Course Number: PUAU6302 **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.

***GOVERNING THE TWENTY FIRST CENTURY CITY**

Course Number: PUAU8250 **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.

***POLITICS AND POLICY OF URBAN SUSTAINABILITY**

Course Number: ENVP U6239 **Points:** 3pts. **Semester:** Spring **Instructor:** Rohit Aggarwala

Cities are increasingly recognized as a key level of government for environmental and sustainability policy. As at all levels, politics and policy are intensely intertwined, and perhaps moreso at the local level because the decisions involved often affect constituents directly and intimately -- in their neighborhoods, in their homes, in their commutes. This colloquium explores both the politics and the policy of sustainability in the municipal context. Covering a range of sustainability issues -- such as air quality, public health, and transportation -- it looks at the dynamics of making change happen at the local level, including variations in power among municipal governments; how issues get defined and allocated; how stakeholder management takes place (or doesn't); how agencies and levels of government interfere with each other; and how best practices can (and cannot) be transferred internationally. The course is reading-intensive and includes case studies by historians rather than political scientists. The focus of most readings is on the United States, but students' research projects will require looking beyond the US and transferring practices to a US city.

***COMMUNICATIONS, KNOWLEDGE, AND POWER SINCE THE ENLIGHTENMENT: THE U.S. AND THE WORLD**

Course Number: Journalism HSJR G8414 **Points:** 3pts. **Semester:** Spring **Instructor:** Richard John and Emily Bell

This course provides graduate students with a topical introduction to major themes in the history of communications since the Enlightenment. The focus is on media organizations and public policy. Attention will be paid to visual media, news reporting, and digital journalism. Readings are drawn not only from history, but also from media studies, literature, and historical sociology.