This concentration is intended for students who wish to do research on the relationship between politics and health policy. Students will study theories of individual opinion formation, political participation, legislative organization, interest group formation, and international politics. In addition, students will examine the role of public opinion, political ideology, interest groups, the media, as well as the executive, legislative and judicial branches in influencing health policy outcomes. The research methodologies most utilized in this track include survey research methods and quantitative statistical methods appropriate for large-scale databases. Students may also use qualitative or mixed methods in their research. Graduates of this concentration typically pursue careers in teaching, conduct research on the politics of health care, and/or become involved with government, professional, and consumer groups on research projects related to the politics of public policy in the public health and health services fields.

• REQUIRED COURSES
• ELECTIVE COURSES
• FACULTY MEMBERS
• COURSE DESCRIPTIONS

Courses for students in the PhD in Health Policy Program political analysis concentration:
(To fulfill a course requirement, students must take one full-semester course or two half-semester courses.)

Requirement A. These three (3) one-semester courses are required for all students:
HPM 247 (HSPH) / SUP 575 (HKS)  Political Analysis and Strategy for U.S. Health Policy (Blendon)
Government 2305  American Government and Politics: Field Seminar (Carpenter, Hochschild)
HP 3020  Graduate Reading Course: Political Analysis (Blendon)

Requirement B. One (1) of the following Kennedy School courses:
All students are required to take DPI-115 (not offered in 2017-18), DPI 120, DPI 122, DPI 132, DPI 253, DPI 324, or DPI 342 at the Kennedy School. Please note, this course cannot be counted as both satisfying Requirement B and one of the electives (Requirement E) or Requirement C.
Requirement C. One (1) additional Government department course:
All students are also required to take at least one Government department class in addition to GOV 2305, excluding the GOV 2000/2001 series. This can be used to fulfill either the research design (Requirement D) or elective requirement (Requirement E).

Requirement D. Two (2) of the following courses on research design are required. It is highly recommended that students take courses from two separate groups:

**GROUP I – Program Evaluation**
EDU A-164/HKS API 211  Program Evaluation (Kane)
GHP 228  Econometric Methods in Impact Evaluation (Cohen)
HPM 543  Quantitative Methods in Program Evaluation (Beaulieu)
RDS 282  Economic Evaluation of Health Policy & Program Management (Resch)

**GROUP II – Survey Methods & Questionnaire Design**
BST 212  Survey Research Methods in Community Health (Mangione)
Statistics 160  Design and Analysis of Sample Surveys (Zaslavsky)

**GROUP III – Social Science Research Methodology & Design**
Government 2001  Advanced Quantitative Research Methodology (King)
Government 2002  Causal Inference (Zhou)
Government 2009  Methods of Political Analysis (Hall)
SBS 245  Social and Behavioral Research Methods (Gortmaker, Kenney)
GHP 525  Econometrics for Health Policy (Fan)

**GROUP IV – Qualitative Methods**
SBS 288  Qualitative Research Methods in Public Health (Goldman)
EDU S-504  Introduction to Qualitative Research (Duraisingh)

Requirement E. Three (3) electives are required. The following are suggested: **

*Faculty of Arts & Sciences*
Economics 2020b  Microeconomic Theory II (Kohlberg, Avery)
Government 1368*/HKS SUP 447  The Politics of American Education (Peterson)
Government 2005  Formal Political Theory I (Nannicini)
Government 2006  Formal Models of Domestic Politics (Larreguy)
Government 2105  Comparative Politics: Field Seminar (Levitsky, Iversen)
Government 2474  Approaches to the Study of the US Congress (Snyder, Shepsle)
Government 2576  Racial and Ethnic Politics in the US (Hochschild, Gay)
Government 3004  Research Workshop in American Politics (Snyder, Blackwell)
[Additional courses of the 3000 level may also satisfy requirement]

*Harvard Kennedy School*
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<th>Course Code</th>
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<tr>
<td>DPI 101</td>
<td>Political Institutions &amp; Public Policy: American Politics</td>
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<td>(Patterson/Baum/Masoud/Mayne)</td>
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<tr>
<td>DPI 115</td>
<td>The American Presidency (Porter)</td>
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<td>[<em>Next offered in 2018-2019</em>]</td>
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<td>DPI 120</td>
<td>The U.S. Congress and Law Making (King)</td>
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<td>(<em>HLS 2251 @ Law School</em>)</td>
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<tr>
<td>DPI 122</td>
<td>Politics and American Public Policy (King)</td>
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<td>DPI 132</td>
<td>Presidents, Politics, and Economic Growth: From World War II to Obama</td>
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<td>(Parker)</td>
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<td>DPI 253</td>
<td>Killing and Letting Die in Public Policy: From A(bortion) to W(war)</td>
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<td>DPI 324</td>
<td>Running for Office and Managing Campaigns (Jarding)</td>
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<td>DPI 329</td>
<td>Contemporary Issues in American Elections (Gergen, Kamarck)</td>
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<td>[<em>Next offered in Fall 2018</em>]</td>
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<tr>
<td>DPI 342</td>
<td>Religion, Politics, and Public Policy (Parker)</td>
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<td>DPI 460</td>
<td>Latin American Politics and Policymaking (Garay)</td>
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<tr>
<td>SUP 500</td>
<td>Introduction to U.S. Health Care Policy (Burke, Frank)</td>
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<td>SUP 578</td>
<td>U.S. Healthcare Industry and Regulatory Policy (Dafny)</td>
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**Harvard Chan School**

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<th>Course Code</th>
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<tr>
<td>HPM 210</td>
<td>United States Health Policy (McDonough)</td>
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<td>HPM 211</td>
<td>The Health Care Safety Net and Vulnerable Populations (Sommers)</td>
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<tr>
<td>HPM 213</td>
<td>Public Health Law (Sarpatwari)</td>
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<tr>
<td>HPM 552</td>
<td>Health Policy and Leadership (Varies) <em>Quarter courses offered irregularly</em></td>
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**International Focus**

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<tr>
<td>Government 1780*</td>
<td>International Political Economy (Frieden)</td>
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<tr>
<td>Government 2710</td>
<td>International Relations: Field Seminar (Johnston, Kertzer)</td>
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<tr>
<td>GHP 244</td>
<td>Health Sector Reform: A Worldwide Perspective (Bossert)</td>
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<td>GHP 269</td>
<td>The Political Economy of Global Health (Bump)</td>
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**MIT Courses**

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<tr>
<td>17.320</td>
<td>Social Policy</td>
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<td>(Campbell) <em>Offered irregularly</em></td>
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**Notes:**

* Government courses of the 1000 level are undergraduate courses and students are required to write a publishable piece of original research.
** Students may additionally use any of the research design courses (beyond the two required) to count for elective requirements.
*** Lottery course, difficult to enroll.
FACULTY ASSOCIATED WITH THE POLITICAL ANALYSIS TRACK

Robert J. Blendon, Chair, Senior Associate Dean for Policy Translation and Leadership Development, and Richard L. Menschel Professor of Public Health, Harvard T.H. Chan School of Public Health; Professor of Health Policy and Political Analysis, Harvard Chan School and Harvard Kennedy School

Sara Bleich, Professor of Public Health Policy, Harvard T.H. Chan School of Public Health

Sheila P. Burke, Adjunct Lecturer in Public Policy, Harvard Kennedy School

Andrea L. Campbell, Department Head and Arthur and Ruth Sloan Professor of Political Science, Massachusetts Institute of Technology

Daniel Carpenter, Allie S. Freed Professor of Government, Department of Government, Faculty of Arts and Sciences

Claudine Gay, Dean of Social Science, and Wilbur A. Cowett Professor of Government and of African and African-American, Faculty of Arts and Sciences

David King, Senior Lecturer in Public Policy, Harvard Kennedy School

Gary King, Albert J. Weatherhead III University Professor

Paul E. Peterson, Henry Lee Shattuck Professor of Government, Department of Government, Faculty of Arts and Sciences; Director, Harvard Program on Education Policy and Governance (PEPG)

Theda Skocpol, Victor S. Thomas Professor of Government and Sociology, Faculty of Arts and Sciences
COURSE DESCRIPTIONS

PLEASE NOTE: You must confirm all details with the appropriate schools’ websites in order to fill out registration paperwork. These materials can be updated throughout the year.

Required Courses:

HPM 247 (HSPH) / SUP 575 (HKS). Political Analysis and Strategy for United States Health Policy  
Robert Blendon  
Spring, MW 4:15–6  
Health policymaking in the U.S. has a strong political dimension. This course offers analytical insights into understanding U.S. health policymaking and developing political strategies that influence health policy outcomes. The course provides both the theoretical basis and strategic skills for those in future leadership roles to influence the health policy process. Major topics to be covered include analyzing how health policy is shaped by interest groups, media, public opinion, legislative lobbying, elections, coalition building, policy legacies, institutions, and the politics of information. Student-led case studies focus on marijuana legalization in Colorado, defunding Planned Parenthood, as well as major movements toward comprehensive national health insurance in the U.S. including the Clinton and Obama health plans and the debate over the implementation of the Affordable Care Act. Leaders in political strategy from both the health and political fields will be guest lecturers.

Government 2305. American Government and Politics: Field Seminar  
Daniel Carpenter and Jennifer Hochschild  
Fall, M 2–4  
Designed to acquaint PhD candidates in Government with a variety of approaches that have proved useful in examining important topics in the study of American government and politics.

Health Policy 3020. Graduate Reading Course: Political Analysis  
Robert Blendon  
Participants present their own ongoing research on the politics surrounding health policy and discuss recent research drawn from various methodological approaches. Graduate students, faculty, and visiting scholars are welcome to present research at all stages.  
Note: This course is currently offered every other year and will be offered in Spring 2018. Meeting time to be arranged with participating students & TF once spring schedules are finalized. Meeting time is for 2-hour period, once a week.
Research Design Courses:
*Note, of the TWO (2) required research design courses, it is suggested that students select courses from two of the four following groups.

**GROUP I. PROGRAM EVALUATION**

A-164 (EDU) / API 211 (HKS). Program Evaluation  
* Thomas Kane  
* Spring, M 4–7
As school districts and state agencies accumulate quantitative student outcome data, demand for evidence of impact will grow. All people must learn to be critical consumers of quantitative evidence of impact. The key challenge when evaluating the impact of an education policy or program is to identify what would have happened if that policy or program had not been implemented. There are a number of different approaches to constructing a plausible estimate of what would have happened, using experimental or quasi-experimental techniques. This course has three goals for students: to gain insight into the strengths and weaknesses of different evaluation designs, including experimental and quasi-experimental techniques; to develop the skills required to be a critical reader of impact evaluations; and to develop the ability to more clearly recognize opportunities for impact evaluations in education and to implement policies in a manner that would be amenable to evaluation. During the course, students will read and critique a number of impact evaluations, replicate the results of several evaluations, and design evaluations of educational programs. The course will focus on quantitative impact evaluations, as opposed to qualitative or process evaluations.

**Prerequisite:** successful completion of S-030 or S-040, or prior equivalent training in multiple regression.

**Notes:** Permission of instructor required. Enrollment is limited to 40. Jointly offered at the Harvard Kennedy School (HKS) as API-211.

GHP 228. Econometric Methods in Impact Evaluation  
* Jessica Cohen  
* 5.0 credits  
* Spring, F 8–11:15
The objective of this course is to provide students with a set of theoretical, econometric and reasoning skills to estimate the causal impact of one variable on another. Examples from the readings explore the causal effect of policies, laws, programs and natural experiments derived from pension programs to television shows to natural disasters. We will go beyond estimating causal effects to analyze the channels through which the causal impact was likely achieved. This will require that the students are familiar with microeconomic theories of incentives, institutions, social networks, etc.

The course will introduce students to a variety of econometric techniques in impact evaluation and a set of reasoning skills intended to help them become both a consumer and producer of
applied empirical research. Students will learn to critically analyze evaluation research and to
gauge how convincing the research is in identifying a causal impact. They will use these skills to
develop an evaluation plan for a topic of their own, with the aim of stimulating ideas for
dissertation research. This is a methods class that relies heavily on familiarity with econometrics
and microeconomics. These are pre-requisites for the course without exception. The course is
intended for doctoral students who are finishing their course work and aims to help them
transition into independent research.
The aim of this course is to prepare doctoral students in the health systems track of the Global
Health and Population department for the dissertation phase of their research and thus they will
be given priority in enrollment. The course is also open to other GHP doctoral students, other
GHP masters students and students from other departments, conditional on having adequate
training in economics and the course having enough space.

**Prerequisites:** Econometrics and intermediate micro-economics are required for this course.
While students can get by with just these two subjects, some previous experience with regression
analysis and applied economic research will be a huge advantage. Students seeing applied
regression analysis for the first time in this course will most likely struggle with the reading.

**HPM 543. Quantitative Methods in Program Evaluation**

*Nancy Beaulieu*

2.5 credits

*Spring 2, MW 2–3:30*

This course will give students the tools that they need to evaluate policy interventions, social
programs, and health initiatives. Did the program achieve its goals? Did it reach its target
audience? Could it have been more effective? In order to answer these questions, students will
develop a flexible set of analytical tools, including both the ability to design an evaluation study
and the ability to evaluate existing studies critically.

By the end of the course students will be able to construct a well-designed study to answer well-
posed questions, gauge the adequacy of available data, implement an econometric analysis,
interpret the results of such studies, and draw policy implications. The course will focus on
health policies and programs such as public insurance expansions and public health campaigns,
but the techniques will be broadly applicable to other realms such as welfare or education.

**Course Note:** The material in this course is inherently quantitative, and builds on a base of
statistics fundamentals. The prerequisite is a course in basic statistics and probability, such as
BIO 200, BST 201, BIO 202/203, ID 538, ID201 or equivalent. This includes knowledge of
confidence intervals and hypothesis testing. It also includes familiarity with the statistical
package of your choice- ideally STATA, but SAS or SPSS are fine. During the course students
will be given data sets to analyze, but there will be no instruction on the mechanics of opening
and manipulating the data with a statistical software package. Students should contact instructor
if they are uncertain about whether they have adequate preparation for the class.

**Prerequisites:** BIO200 or BIO/BST201 or BIO/BST202&203, or BIO/BST206&(207 or 208 or
209) or ID538 or ID201 or equivalent. Concurrent enrollment is allowed.
RDS 282. Economic Evaluation of Health Policy and Program Management  
*Stephen Resch*  
2.5 credits  
*Spring 2, MW 2–3:30*  
This course features case studies in the application of health decision science to policymaking and program management at various levels of the health system. Both developed and developing country contexts will be covered. Topics include: [1] theoretical foundations of cost-effectiveness analysis (CEA); [2] controversies and limitations of CEA in practice; [3] design and implementation of tools and protocols for measurement and valuation of cost and benefit of health programs; [4] integration of evidence of economic value into strategic planning and resource allocation decisions, performance monitoring and program evaluation; [5] the role of evidence of economic value in the context of other stakeholder criteria and political motivations.  
**Course Prerequisites:** Students must have taken RDS280 or RDS286. Concurrent enrollment is allowed. Prior coursework in Microeconomics is recommended.

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**GROUP II. SURVEY METHODS & QUESTIONNAIRE DESIGN**

BST 212. Survey Research Methods in Community Health  
*Thomas Mangione*  
2.5 credits  
*Spring, W 3:45–5:15*  
Covers research design, sample selection, questionnaire construction, interviewing techniques, the reduction and interpretation of data, and related facets of population survey investigations. Focuses primarily on the application of survey methods to problems of health program planning and evaluation. Treatment of methodology is sufficiently broad to be suitable for students who are concerned with epidemiological, nutritional, or other types of survey research.

Statistics 160. Design and Analysis of Sample Surveys  
*Alan M. Zaslavsky*  
This course is only offered every other year.  
*Fall, MW 2:30–4*  
Methods for design and analysis of sample surveys. The toolkit of sample design features and their use in optimal design strategies. Sampling weights and variance estimation methods, including resampling methods. Brief overview of nonstatistical aspects of survey methodology such as survey administration and questionnaire design and validation (quantitative and qualitative). Additional topics: calibration estimators, variance estimation for complex surveys and estimators, nonresponse, missing data, hierarchical models, and small-area estimation.  
**Prerequisite:** Statistics 110, 111 or 139, or permission of instructor.  
**Note:** Statistics 260 is listed as the graduate section of this course. Meets with Statistics 160, but graduate students will have an extended class period and complete additional assignments for a more theoretical, in-depth treatment of topics. PA track students may choose to enroll in 260 if they would like a deeper treatment of the topic, but it is not necessary to satisfy the methods requirement.
GROUP III. SOCIAL SCIENCE RESEARCH METHODOLOGY & DESIGN

Gary King
Spring, M 2–4
Introduces theories of inference underlying most statistical methods and how new approaches are developed. Examples include discrete choice, event counts, durations, missing data, ecological inference, time-series cross sectional analysis, compositional data, causal inference, and others. 
Prerequisite: Government 2000 or the equivalent.

Xiangh Zhou
Fall, Th 10-12
Substantive questions in empirical social science research are often causal. Does voter outreach increase turnout? Do political institutions affect economic development? Are job training programs effective? This class will introduce students to both the statistical theory and practice behind making these kinds of causal inferences. We will cover causal identification, potential outcomes, experiments, matching, regression, difference-in-differences, instrumental variables estimation, regression discontinuity designs, sensitivity analysis, dynamic causal inference, and more. The course will draw upon examples from political science, economics, sociology, law, public health, and public policy.

Government 2009. Methods of Political Analysis
Peter Hall
Spring, Tu 2–4
Covers the issues and techniques central to designing and researching a good dissertation, whether quantitative or qualitative, including principles of research design, case selection, comparison, measurement, and causal relations, with many practical examples.

SBS 245. Social and Behavioral Research Methods
Steven Gortmaker and Erica Kenney
Fall, TuTh 8–9:30
Provides a broad overview of social and behavioral research methodology, including experimental, quasi-experimental and non-experimental research design, measurement, sampling, data collection, and testing causal theories. By case studies, methodological readings, discussion, written assignments, and data analytic homeworks students learn to conduct social and behavioral research and more applied program evaluations. Homework includes analytic work with observational and experimental studies and development of new measures.
Course Activities: Assigned readings, class participation, homeworks, reflections, two papers.
Course Note: a multivariate statistics course strongly recommended; course primarily for doctoral students.
Course Prerequisites: BST210 or BST211 or BST213
GHP 525 Econometrics for Health Policy  
Victoria Fan  
Fall, TuTh 8–9:30

This is a course in applied econometrics for doctoral and advanced master level students. The course has two primary objectives: (1) to develop skills in linking economic behavioral models and quantitative analysis, in a way that students can use in their own research; (2) to develop students' abilities to understand and evaluate critically other peoples' econometric studies. The course focuses on developing the theoretical basis and practical application of the most common empirical models used in health policy research. In particular, it pays special attention to a class of models identifying causal effects in observational data, including instrumental variable estimation, simultaneous equations and two-stage-least-squares, quasi-experiments and difference-in-difference method, sample selection, treatment effect models and propensity score methods. Lectures will be complemented with computer exercises building on public domain data sets commonly used in health research. The statistical package recommended for the exercises is Stata.

Course Note: Students are expected to be familiar with probability theory (density and distribution functions) as well as the concepts underlying basic ordinary least square (OLS) estimation.

Course Activities: Optional review and computer lab sessions will be held.

Course Prerequisites: BST210 or BST213; or equivalent course taken at Harvard Chan or HGSE with instructor permission

GROUP IV. QUALITATIVE METHODS

SBS 288. Qualitative Research Methods in Public Health  
Roberta Goldman  
Fall 1, F 9:45–12:45

Qualitative research can be used alone or in combination with quantitative research to investigate public health questions. This introductory-level course begins by examining the variety of potential uses of qualitative methods in public health research and diverse qualitative research approaches. The course then explores specific topics, including: entering" the community to conduct qualitative research; applying theory to study design and open-ended questions; ensuring study rigor; developing theory-based research questions, specific data collection methods (including, but not limited to, semi-structured interviews, focus groups, participant observation); sampling for qualitative studies; data management; data analysis; writing results and research proposals; and considerations for choosing qualitative methods at each stage of a mixed-methods qualitative or mixed-methods qualitative/quantitative study. Students will be required to participate in class discussions, apply concepts covered in class through assignments to collect and analyze qualitative data, critique qualitative works, and propose a qualitative study.
S-504 (EDU). Introduction to Qualitative Research  
Elizabeth Dawes Duraisingh  
Fall, W 1–4  
This introductory methods course offers students a sense of the terrain of qualitative research, including some of the different tools and approaches available to researchers in the field of education. The assigned readings will include scholarship on the practice and philosophical underpinnings of qualitative research, varied examples of published qualitative research, and raw data. Class sessions will generally follow a workshop format with discussions and activities related to weekly readings. In addition, students will get a feel for the overall process of conducting qualitative research by developing an original research proposal that is informed by preliminary data gathering and analysis. Students will start to develop skills related to designing a study, collecting and analyzing data, making appropriate claims, positioning their work relative to existing literature, and appraising others' qualitative research. Students will also begin to think about their own identities and ethical responsibilities as educational researchers, and to develop skills for further and ongoing reflection about their work and their relationship to it.  
Permission of instructor required. Required for first-year Ph.D. students. Other doctoral students may enroll. A limited number of Ed.M. and CAS students may enroll with permission.  
Enrollment procedure will be posted on the course website.

Elective Courses:

Faculty of Arts and Sciences  
Economics 2020b. Microeconomic Theory II  
Christopher Avery and Elon Kohlberg  
A continuation of Economics 2020a. Topics include game theory, economics of information, incentive theory, and welfare economics.  
Note: Offered jointly with the Kennedy School as API-112 and with the Business School as 4011.  
Prerequisite: Economics 2010a or 2020a.

Government 1368. The Politics of American Education  
Paul Peterson  
Fall, TuTh 11–12  
This course examines historical and contemporary forces shaping American K-12 education policy. It also reviews research and commentary on contemporary issues: class size, fiscal policy, teacher recruitment, compensation and tenure, accountability, school vouchers, charter schools and digital learning.

Government 2005. Formal Political Theory I  
Tommaso Nannicini  
Fall, Th 10–12  
A graduate seminar on microeconomic modeling, covering price theory, decision theory, social choice theory, and game theory.
*Horacio Larreguy*
*Spring, Th 10–12*
An understanding of introductory game theory and basic mathematical tools is required. Topics covered include some combination of the following: electoral competition under certainty and uncertainty, special interest politics, veto players, coalitions, delegation, political agency, and Tommaregime change.
**Prerequisite:** Government 2005 or permission of instructor

Government 2105. Comparative Politics: Field Seminar
*Steven Levitsky and Torben Iversen*
*Spring, Th 4–6*
Surveys topics in comparative politics (both the developed and the developing world), including the rise of the modern state; institutions of government; interest mediation; democracy and authoritarianism; revolution; political parties; mass and elite political behavior; political economy.
**Note:** Preference given to FAS Government graduate students.

Government 2474. Approaches to the Study of the US Congress: Models and Methods
*James Snyder and Kenneth Shepsle*
*Fall, M 4–6*
In this seminar we survey and critically evaluate various models of Congressional politics. Special emphasis is given quantitative and modeling approaches to legislative organization, legislative process, congressional elections, legislative parties, House-Senate comparisons, and inter-branch politics. Students are expected to participate actively each week, complete several small writing assignments, and produce a research paper.

Government 2576: Racial and Ethnic Politics in the United States
*Jennifer Hochschild and Claudine Gay*
*Spring, Th 4–6*
The course begins with the history and structure of the classic Black-White binary, then addresses ways in which it must be rethought to include other groups, mainly Asians and Latinos. Issues include racialization, immigrant incorporation, political coalitions and conflict, racial mixture, and links between race, class, gender, and ideology. Focuses on the United States but includes comparisons with Europe, Latin America, and South Africa.

Government 3004A/B. Research Workshop in American Politics
*James Snyder and Matthew Blackwell*
*Fall/Spring, Tu 12–2*
A forum for the presentation and discussion of research in progress by graduate students (second year and above), faculty, and visiting scholars. Anyone working on contemporary American politics or on US political development welcome. Occasional presentations by invited speakers. *Two part series, students must take full year for credit.*
Harvard Kennedy School

DPI 101. Political Institutions and Public Policy: American Politics  
Sections G-Thomas Patterson, H-Matthew Baum, I-Tarek Masoud, J-Quinton Mayne  
Spring, TuTh 10:15–11:30  
This is a course about fundamental problems of participation, democratic governance, and conflict in contemporary political systems. It will provide students with an analytical toolkit for understanding and acting on the political dimensions of policy problems. The A and B sections consider these questions primarily through the prism of American political institutions and the context they create for policymaking. The C, D, and E sections look at systematic variations across different sorts of political institutions in both advanced and developing democracies, as well as in countries that are not democracies. The class develops the skills for effective political analysis and advocacy, including memo- and op-ed writing, as well as the skills to brief actors who need to know everything about the politics of a situation in a short period of time.  
Open to MPP1 students only

DPI 115. The American Presidency / FAS Government 1540  
Roger Porter  
Likely to be offered fall 2018  
This course analyzes the development and modern practice of presidential leadership in the United States by: (1) examining the evolution of the modern presidency, the process of presidential selection, and the structure of the presidency as an institution; (2) considering the ways in which presidents make decisions and seek to shape foreign, economic, and domestic policy; and (3) exploring the relationship of the presidency with other major government institutions, organized interest groups, the press, and the public. Its primary concern is with the political resources and constraints influencing the president's ability to provide leadership in the U.S. political system.  
Also offered by the Government Department as Gov 1540. In addition to the regular class meetings, Kennedy School students will meet in an extra session each week.

DPI 120. The U.S. Congress and Law Making / HLS 2251  
David King  
Spring, MW 2:45–4  
The United States Congress is the "board of directors" for the Federal Government, and it plays the central role in most national policy decisions. Yet how it works - the real story of how it works - is largely unknown, even among people who have worked in policymaking for a long time. Taught by the faculty chair of Harvard's Bipartisan Program for Newly Elected Members of Congress, this course puts students in the midst of legislative politics through academic readings and real-world cases. The course begins with the theory and history of legislatures and ends with a simulation involving lobbyists, journalists, and would-be legislators. It is ideal for anyone considering working with the Congress or state legislatures.  
Also offered by the Harvard Law School as 2251.
DPI 122. Politics and American Public Policy  
David King  
Fall, TuTh 11:45–1  
How do major, transformative changes in public policy take place? Why do some big public policy reforms succeed while others fail or languish for decades? Major public policy changes often begin in the orderly world of analysis - but end in the messy world of partisan politics. To succeed a new initiative has to coincide with a political climate and a leadership capacity that allows the proponents to overcome the natural resistance to change. This course explores the major political institutions and organizations in the U.S. policy process. A "lobbying simulation" plays an important role in integrating elements of the course, and the course underscores the important roles of state, local, and tribal governments in addition to the federal government.

DPI 132. Presidents, Politics, and Economic Growth: From World War II to Obama  
Richard Parker  
Fall, MW 1:15–2:30  
Donald Trump entered office in January with the promise that he would “make America great again” by building a wall on the Mexican border, overturning trade agreements, and demanding US companies bring jobs back to the US. He also told us he’d reignite fossil fuel usage, boosting coal, gas, and oil against the challenge of renewables and phony climate-change advocates. He also told us he was simultaneously going to repeal and replace Obamacare, massively simplify and cuts taxes, slash regulation, expand the military budget, and reduce America’s deficit and debt--thereby reestablishing America’s once-hegemonic political, economic, diplomatic, and financial power. But how had all this become HIS responsibility? Trump may seem extreme, but every president since Franklin Roosevelt—Democrat and Republican alike--has declared it his "duty" to "manage" the economy and "promote" America’s economic growth at home and abroad--responsibilities never mentioned in the Constitution. But how did that come to be--and who actually decides those policies, why, and how? Using the White House as our focal point, we'll discover how 20th century American presidents took on this new role as "Economist-in-Chief" --and how "growthmanship" became their Holy Grail. We'll investigate how competing institutions, interest groups, intellectuals, and ideas first shaped that role—and sustained it ever since. We'll pay special attention to the shifting strategies pursued by administrations, and the contexts, competition, and challenges they faced. We’ll assess the domestic and global political pressures on them, the economic models and political ideals they deployed, and the complex interplay of policymakers, politicians, journalists, interest groups, and the public. Anyone planning to work -- or who has worked -- in Washington will benefit from the institutional and strategic analysis and history this course provides.

DPI 253. Killing and Letting Die in Public Policy: From A(bortion) to W(ar)  
Frances Kamm  
Spring, MW 2:45–4  
This course will consider moral arguments for and against killing and letting die in various public policy contexts. Topics that may be considered are abortion and embryo destruction, assisted suicide and euthanasia, capital punishment, climate control, gun control and police action, prevention and treatment in health care, terrorism and war. Readings will be drawn from philosophical, legal, and public policy discussions.
DPI 324. Running for Office and Managing Campaigns
Steve Jarding
Fall, TuTh 11:45–1
Course is designed to show students how to set up a state-of-the-art political campaign operation to win elective office in the United States and around the world. It demystifies the modern political campaign by showing students how to write a winning campaign plan including how to set up and run literally every department in a campaign. This includes how to set up a campaign budget, raise funds, schedule a candidate, do self and opposition research, create a message that connects with voters, set up the press shop and work with media, set up the vital social media operation, determine what consultants to hire, set up the legal shop, create the field operation including voter canvassing techniques and targeting voters for persuasion and turnout, culminating with detailed get-out-the-vote operations. Course is premised on the belief that many potential political leaders disqualify themselves from running for office simply because they don't know how, while they fear things like fundraising, and personal revelations. Course will illustrate why none of these factors have to be limitations.

DPI 329. Contemporary Issues in American Elections
David Gergen and Elaine Kamarck
Fall, M 4:15–6
This course is designed to provide students with a deep understanding of the forces behind modern American politics. Always offered in election years, it will provide students with knowledge and historical context for those forces that affect all American elections. Each topic will be approached historically and empirically -- drawing from the best history and political science available. In addition to extensive reading, students will be required to attend a few additional lectures by visitors brought in for the class.

DPI 342. Religion, Politics, and Public Policy
Richard Parker
Fall, TuTh 10:15–11:30
Religion may well still be the most powerful--yet seriously unexamined--force in American public life. Two centuries ago the U.S population was predominantly white, from the United Kingdom, and Protestant Christian; today America is multicultural, multiracial, and barely 50% Protestant. Yet, unique among advanced nations, Americans still remain highly religious -- over 90% affirm their belief in god. Moreover, amidst its diversity, distinct and stable religious/cultural/racial/regional "blocs" persist, with patterns of beliefs and values that influence everything from where we live and whom we marry, to our policy debates and our presidential choices. "Why?" and "how?" are the questions we'll try to answer. We'll look at America's migration and settlement patterns, why some denominations have grown while others have declined, and how issues -- from 19th century struggles over slavery's abolition, temperance, public education, and women's suffrage, right on up to today's fiercely-fought quarrels about homosexuality, abortion, welfare reform, economic justice, and the environment-- have been (and are being) consciously and unconsciously shaped by Americans' religious identities and values. We'll also examine whether, with the sudden recent rise of the “nones”, that history of influence is coming to an end -- and why and what might replace it. Whether you plan a career in public life -- or just want to understand more deeply what shapes our public debates -- this
DPI 460. Latin American Politics and Policymaking  
*Candelaria Garay*  
*Fall, MW 2:45–4*

This course focuses on the politics of policymaking in contemporary Latin America. It explores the literature on Latin America politics in an effort to understand how political dynamics (e.g., democratization), institutions (e.g., federalism), and different actors (e.g., social movements, international organizations) affect the making of public policy, especially of economic and social policies. Students will gain empirical knowledge on the region, as well as analytical and practical understanding of political aspects involved in policy design and implementation. The empirical focus will be primarily on South America and Mexico since the adoption of democratic regimes and economic liberalization in the 1980s and 1990s.

SUP 500. Introduction to U.S. Health Care Policy  
*Sheila Burke and Richard Frank*  
*Fall, W 4:15–6*

The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by the organization of the system. We will give attention to the status and implementation of the 2010 reform legislation and the ongoing budget debate in the U.S. Congress related to health care. We will focus on the major health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP). In addition focus will be given to the quality of care, structure of the delivery system, the drivers of cost growth, and longterm care. The course will be a combination of lectures and discussions. The instructors will introduce topics and guide discussions. Students are expected to actively participate in the discussion. Literature from economics, politics, medical sociology, and ethics will be incorporated into discussions and written exercises. No disciplinary background is assumed, nor is any special familiarity with the field of health care required.

SUP 578. U.S. Healthcare Industry and Regulatory Policy  
*Leemore Dafny*  
*Spring, TuTh 8:45–10*

The U.S. healthcare sector absorbs 17 percent of GDP, encompassing a diverse set of industries with public, nonprofit, and for-profit buyers and sellers. Regulators have a substantial opportunity and obligation to promote efficiency and competition in these various industries. This course will introduce participants to the key sectors comprising the healthcare industry (including insurers, pharmaceuticals, and acute and non-acute care providers) from the vantage point of the firms operating within them. We will discuss the impact of regulation (including public insurance programs) on business strategies and outcomes, with a strong emphasis on competition policy (i.e., antitrust enforcement). Virtually all examples will be U.S.-based. We will discuss select developments in U.S. healthcare reform over the past 8-9 years, with an emphasis on changes that affect the business of healthcare. Course time will be split between lectures and case discussions. Readings must be completed before class due to the interactive case-teaching method employed.
HPM 210. United States Health Policy  
*John McDonough*  
2.5 credits  
*Fall 1, MW 9:45–11:15*  
This course will provide students with a basic and thorough understanding of the U.S. health system focusing on access, quality of care, and costs. Students will learn how the system and its most important sub-elements are structured, how care is organized, delivered, and financed, and how the Affordable Care Act is influencing the future direction of the system. Students will write five policy memos concerning immediate and real-world U.S. health policy issues.

HPM 211. The Health Care Safety Net and Vulnerable Populations  
*Benjamin Sommers*  
2.5 credits  
*Fall 2, MW 9:45–11:15*  
This course examines U.S. health policy for vulnerable populations. We will analyze several key components of the health care safety net for poor Americans: Medicaid, community health centers, public hospitals, and unique state-based programs for low-income families. We will also explore issues related to the health care of special populations including Native Americans, immigrants, the homeless, and prisoners. The course will focus on major policy issues related to access and care for these populations, including the impact of the Affordable Care Act on the safety net, expanding coverage to the uninsured, and the future of Medicaid. We will draw on a variety of materials and learning approaches, such as research articles, case studies, newspaper editorials, and a classroom policy debate. No previous coursework required, but class participation and discussion are essential.  
**Course restricted:** Due to limited class size, MPH-CMP/LPH and HPM students will have first priority for enrollment. Students from other departments are welcome to waitlist.

HPM 213. Public Health Law  
*Ameet Sarpatwari*  
2.5 credits  
*Spring 2, Th 5:30–8:30*  
The course is designed to provide students with an overview of what public health law is; why it matters to public health practitioners and providers; how the law can be used to change health outcomes; and how the law can negatively affect population health. Among the questions explored are: The course is designed to provide students with an overview of what public health law is; why it matters to public health practitioners and providers; how the law can be used to change health outcomes; and how the law can negatively affect population health. Among the questions explored are: The course is designed to provide students with an overview of what public health law is; why it matters to public health practitioners and providers; how the law can be used to change health outcomes; and how the law can negatively affect population health. Among the questions explored are:  
1. What authority does the government have to regulate in the interest of public health?  
2. How are individual rights balanced against this authority?  
3. How can criminal statutes, civil litigation, and patent law be used to promote or negatively affect public health?  
The course investigates these issues as they operate a range of specific contexts in public health and medical care, including the control and prevention of HIV/AIDS and other communicable
diseases, influencing health behaviors that lead to obesity, rights to medical care, reproductive health, and lawsuits against tobacco and gun companies. The course touches on constitutional law, criminal law, tort law, and intellectual property law. Instruction is through interactive lectures with significant amount of class discussion. Most classes will revolve around two to three legal cases.

**Course Note:** No previous background in law is needed.

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**Elective Courses – International Focus**

**Government 1780. International Political Economy**  
*Jeffry Frieden*  
*Fall, MW 2–3:30*  
Analyzes the interaction of politics and economics in the international arena. Focuses on international trade, investment, monetary, and financial relations. Includes discussion of developed, developing, and formerly centrally-planned nations.

**Government 2710. International Relations: Field Seminar**  
*Alastair Johnston and Joshua Kertzer*  
*Fall, W 12–2*  
A survey of the field.  
**Note:** Limited to Government graduate students. Suitable for students preparing for general examinations.

**GHP 244. Health Sector Reform: A Worldwide Perspective**  
*Thomas Bossert*  
*2.5 credits*  
*Fall 2, TuTh 2–3:30*  
This course is designed to help students understand health systems, and processes to reform them, in middle and low income countries. It presents a purposeful framework for the analysis of why health systems are not able to achieve broad objectives such as health status improvement, financial risk protection and patient satisfaction, as well as greater access to services with better quality and more efficiency. It introduces the concept of control knobs for developing appropriate options to reform the systems in policy areas of financing (including tax and insurance based systems), payments to providers, organizational changes like centralization and use of private sector, regulations and persuasion through social marketing. It also includes attention to ethical choices and to political feasibility of reform options. The course involves case studies, class discussion and lectures and mid-term and final papers that apply the framework concepts of a country chosen by each student.
GHP 269. The Political Economy of Global Health

Jesse Bump

2.5 credits

Spring 2, MW 9:45–11:15

This course presents theoretical perspectives, empirical cases and research issues in policy analysis and political economy in global health. The focus is on analytical and methodological issues. The main purpose is to examine the political economy constraints on national and global health initiatives, the role of international agencies, the impact of non-governmental organizations, and the role of the state.

Course Activities: All students will be expected to participate actively in class discussions and submit three assignments. Doctoral students in GHP must write a final paper; master's students and non-GHP doctoral students have the option to either write a final paper or complete a take-home final exam. Exams and papers will constitute 80% of the grade and class participation 20%. There are no prerequisites for the course.

Course is Restricted: GHP SM2 research students. Seats will be made available to other students if room is available.