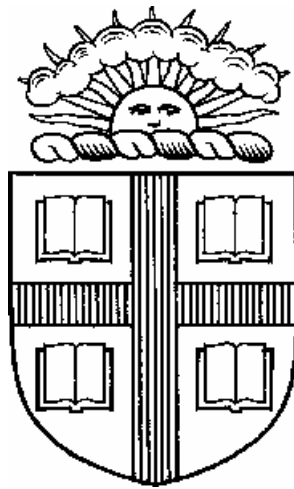


**A Guide For Graduate Students  
In  
Public Policy and Public Affairs  
2006 - 2007  
(updated 7/25/06)**



**Brown University**

**A. Alfred Taubman Center for  
Public Policy and American Institutions**

67 George Street

Providence, Rhode Island

(401) 863-2201

[www.Brown.edu/Departments/Taubman\\_Center](http://www.Brown.edu/Departments/Taubman_Center)

Professor Darrell M. West, Director

## MASTER'S PROGRAM OVERVIEW

The Taubman Center's approach to public policy reflects Brown University's tradition of interdisciplinary research, innovative teaching, commitment to action-oriented community service, and relatively small-size graduate programs that enhance opportunities for interaction with the faculty. Through a curriculum providing analytic training, in-depth discussion of contemporary policy issues, instruction on achieving policy results, and advanced training in several substantive policy areas, the master's program in public policy at the Taubman Center, in the words of our university charter, is designed to produce "a succession of men and women qualified to discharge the offices of life with usefulness and reputation."

The Master's program in Public Policy is geared toward two types of audiences: 1) individuals who are at the beginning of their careers and seek advanced training in public policy, and 2) mid-career professionals who would like to upgrade their skills. Through a unique curriculum and internships that provide practical policymaking experience, students will be prepared for jobs in the public, non-profit, and private sectors. We offer both two-year Master's of Public Policy (MPP) and one-year Master's of Public Affairs (MPA) degrees.

### Public Policy at Brown University

Public policy refers to societal and governmental actions that solve pressing problems. The formation, implementation, and evaluation of solutions to policy problems are all key aspects to the challenge of governing a democratic society. At a time when policy-makers are confronted with the challenge of providing adequate education for children, ensuring access to high quality health care, creating affordable housing opportunities, and navigating the complexities of the modern social welfare system, there is a greater need for well-trained public policy students than ever before. Graduate study in public policy at Brown University trains students to draw upon concepts from political science, law, economics, education, community health, urban studies, and sociology to develop innovative solutions for issues of real-world significance.

The master's program at the Taubman Center revolves around four fundamental goals. First, students emerge from the program with a command of the fundamental tools of policy analysis. Second, all students develop an appreciation for the varied institutional contexts within which public policy is made. Third, students develop policy knowledge in sufficient depth to use their expertise in practical and constructive ways. Fourth, students learn the leadership, communications, writing, and advocacy skills to produce change in the policymaking process.

The Taubman Center is active in research, external grantsmanship, teaching, and community service. Our research and grantsmanship are organized around five program areas (education policy, health care and social welfare policy, urban policy, law and criminal justice, and media and technology). The Center's faculty has gained national recognition for its teaching excellence and high quality research.

Essential for rigorous graduate study in public policy, the Taubman Center maintains an excellent social science research infrastructure. Students have access to two modern computer labs equipped with the latest workstations and networked printers. Computers are equipped with software for statistical analysis, geographic information system (GIS) analyses, graphics design, and electronic communication.

Complementing a strong research environment and excellent student facilities, the Taubman Center has a rich tradition of interdisciplinary research collaboration and teaching excellence. Brown is a university where faculty members from many disciplines regularly interact with one another. Indeed, our public policy program is deliberately interdisciplinary because contemporary policy problems seldom can be understood within the framework of a single academic discipline. Center faculty and students regularly interact with colleagues from other social science disciplines

## Master's of Public Policy (two years)

Students in the Master's of Public Policy (MPP) program are required to complete sixteen courses. This includes eight required courses (six core courses plus two credit-bearing internship and research workshop courses) and eight electives chosen by each student. The required classes, accompanied by brief descriptions, are shown below:

### MPP Required Courses

1) *Institutions and Policymaking (PP200)*

-how political, social, and economic institutions structure policymaking, with examples from different policy areas

2) *Economics and Public Policy (PP201)*

-application of economic reasoning to public policy, including microeconomics and public economics

3) *Public Budgeting and Management (PP202)*

-how public organizations are managed and budgeted, with studies of selected policy agencies

4) *Statistics (PP203)*

-social and economic statistics and their role in research

5) *Policy Analysis (PP204)*

-program evaluation and policy analysis of various issue areas

6) *Social Science Data Technologies (PP260)*

-applied use of data sources, software, analysis, and interpretation

7) *Internship (PP280)*

-practical job experience in the public, private, or non-profit sector

8) *Research Workshop (PP290)*

-group policy analysis projects centering on topics organized by the instructor. This includes policy analysis of particular agencies, data analysis of a policy area, and program evaluation of a policy topic.

We have designed the master's program so that students have a number of electives from which to choose in order to develop expertise in their areas of particular interest. These include seminars in public policy and courses in related areas such as political science, economics, sociology, history, law, education, urban studies, and community health. There is a wide variety of courses in methodology, policymaking institutions, and substantive policy.

Additionally, students specialize in various tracks such as education policy, health care and human service policy, and urban policy. Students use research projects, internships, and elective courses to develop specialized knowledge in these areas. For example, students interested in education policy draw on courses in the Department of Education, Education Alliance, and Annenberg Institute. Those interested in health care and human services take advantage of connections with the Department of Community Health, School of Medicine, and Center for Gerontology. Urban policy specialists tap into the range of urban teaching and research at Brown through the Program in Urban Studies and Center for Population Studies, as well as the departments of Political Science, Economics, Sociology, Education, History, and American Civilization.

Offering flexibility and choice unique from most top graduate programs in public policy, the Master of Public Policy curriculum is sequenced to fulfill basic core course requirements during the first year and to prepare students for their specialized substantive studies that follow in the second year. Completion of electives is enhanced by fundamental skills acquired through the core courses.

<b>MPP Course Sequencing</b>	<b>Fall</b>	<b>Spring</b>
<b>Year One</b>	Institutions and Policymaking Statistics Public Budget/Management Elective	Economics and Public Policy Policy Analysis Elective Elective
<b>Year Two</b>	Social Science Data Technol. Internship Elective Elective	Research Workshop Elective Elective Elective

### **Internship Requirement**

Work experience in government agencies, advocacy groups, or other organizations involved in societal governance is particularly valuable for students of institutional policymaking. Internships should focus on a public sector, nonprofit, or private entity involved in the formulation, implementation, or evaluation of public policy. Organizations may be active at the national, state, or local levels. One of the advantages of Brown's location in the capital city of Rhode Island is the possibility of close working relationships with various state and local agencies. We encourage students to choose an internship in an agency closely related to their academic interests. This provides greater depth of knowledge about that program area. The Center assists MPP students in finding internship positions that complement their academic interests. At the Taubman Center website is an internship guide that lists some of the internship possibilities in the public sector. For more information about this program requirement and finding an internship, contact:

Professor Edward Alan Miller  
Taubman Center, Room 108  
E-mail: [edward\\_miller@brown.edu](mailto:edward_miller@brown.edu)

*For an up-to-date listing of non-profit organizations in Rhode Island, see:*  
<http://nonprofitdir.rifoundation.org/>

## Master's of Public Affairs (one year)

Students pursuing the one-year Master of Public Affairs degree (MPA) are required to complete eight courses: five required core courses (institutions and policymaking, economics and public policy, public budgeting and management, statistics, and policy analysis) and three electives in an area of specialization. Electives are taken from the Center's seminars plus other research methodology, policymaking institutions, and substantive policy courses offered at Brown.

### MPA Required Courses

- 1) *Institutions and Policymaking (PP200)*
- 2) *Economics and Public Policy (PP201)*
- 3) *Public Budgeting and Management (PP202)*
- 4) *Statistics (PP203)*
- 5) *Policy Analysis (PP204)*

The chart below shows the course sequencing for the Master of Public Affairs program. Each MPA student is expected to take basic core courses on institutions, statistics, budgeting and management, and an elective in the fall semester. During the spring semester, MPA students enroll in courses that provide an overview of economics and public policy and policy analysis plus two electives in their area of interest. There is no internship or research workshop requirement for the MPA.

	<b>Fall</b>	<b>Spring</b>
<b>MPA Course Sequencing</b>	Institutions and Policymaking Statistics Public Budget/Management Elective	Economics and Public Policy Policy Analysis Elective Elective

## Switching Degree Programs and Joint Degrees

Graduate students may switch from the MPA to the MPP degree by informing Professor Clifton of their desire to change the degree sought. This change also must be formally approved by the Graduate School. Under highly unusual circumstances, students may switch from the MPP to MPA degree. There are no current plans to offer a joint master's degree with any other program.

## Credit for Previous Academic Work

Graduate students may neither transfer course credits from another master's degree program nor use previous academic work to "test out" of any required or elective courses. Those students who enter the master's program with statistical knowledge will be encouraged to take a more advanced statistics course.

## Leaves of Absence

Students are allowed to take a one calendar year leave of absence and remain in good academic standing. However, this will mean forfeiture of any financial aid. Students have the option of again being considered for financial aid but must compete with all other applicants. Students who continue their leaves of absence beyond one year will be considered to have left the program. To request a leave of absence, a student must state the intention in writing and deliver the document (letter or e-mail) to Professor Clifton. It will be forwarded to the Graduate School and an official letter confirming the leave of absence will be sent by them to the student. A copy of the leave request and confirmation is kept in the student's Graduate School file.

## **Part-Time Status**

Students are allowed to enroll in either Master's program on a part-time basis. Individuals contemplating this status should be aware that, in addition to paying a flat fee per course, they still will be responsible for paying all graduate school fees (e.g.: health insurance, health services fee, graduate activity fee) each semester enrolled. Part-time students who desire a change to full-time status should send a formal e-mail request to Professor Clifton. The graduate school generally approves these requests.

## **Approved Electives for Areas of Specialization**

It is suggested, but not required, that students select an area of specialization that especially interests them. The following is a list of approved elective courses for master's students. The courses are organized broadly by topic.

### **Economic Policy**

Economics 205	Microeconomics I
Economics 208	Macroeconomics II
Economics 213	Topics in Monetary Economics
Economics 226	Political Economy
Economics 233	Topics in Labor Economics
Economics 236	Economics of Health and Population
Economics 241	Urban Economics
Economics 242	Urban Economics II
Economics 248	Public Economics
Economics 251	Economic Development 1
Economics 252	Economic Development II
Economics 253	Economic Analysis of Nonmarket Institutions
International Relations 180, Sec. 49	The Political Economy of Economic Reform in Developing Countries
Political Science 182, Sec. 32	Contraband Capitalism: States and Illegal Global Markets
Public Policy 170, Sec. 24	Technology Policy
Public Policy 170, Sec. 34	Health Economics
Public Policy 220	The Political Economy of Punishment

**Education Policy**

Education 164	Public Schools and Politics
Education 165	Policy Implementation in Education
Education 176	Education and Public Policy
Education 213	Issues and Trends in Elementary Education
Education 233	Urban Politics and Urban Education Policy
Education 235	Economics and Education
Education 236	Education Policy Analysis
Portuguese & Brazilian Studies 202, Sec. 01	Educational Leadership in Diverse Settings: Research, Policy, and Practice
Public Policy 170, Sec. 02	Education and the Economy: Lessons for Reform
Public Policy 170, Sec. 13	Education Policy Challenges
Public Policy 170, Sec. 16 (ED 121)	Public Education and People of Color in U.S. History
Public Policy 210	Educational Leadership in Diverse Settings: Research, Policy, and Practice
Public Policy 217	Leadership
University Course 170	Transformation of the Research University

**Environmental Policy**

Environmental Studies 153	From Locke to Deep Ecology: Property Rights and Environmental Policy
Environmental Studies 170, Sec. 02	Community and Environmental Health Research Ethics
Environmental Studies 171	Environmental Health and Policy
Environmental Studies 192	Analysis & Resolution of Environmental Problems
Environmental Studies 201	Special Topics in Environmental Studies
History 179	North American Environmental History
Sociology 187, Sec. 25	Contested Environmental Illness—Research Seminar

## **Health Policy**

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Bio/Com. Health 168, Sec. 01	Public Health in the U.S. and the Role of the Government
Bio/Com. Health 168, Sec. 05	Conceptual Issues in Health Policy: Occupational & Environmental Health
Bio/Com. Health 168, Sec. 09	Pathology to Power: Disability, Health, and Community
Bio/Com. Health 170	Environmental Health and Policy
Bio/Com. Health 218	Critical Epidemiology
Bio/Com. Health 230	Ethics and Public Health
Bio/Com. Health 235	Decision Analysis Public Health Policy and Practice
Bio/Com. Health 236	Designing, Implementing, and Evaluating Public Health Interventions
Bio/Com. Health 236	Health Policy and Advocacy
Bio/Com. Health 240	Determinants and Consequences of Changing Health Care Systems
Bio/Com. Health 241, Sec. 02	Analyzing Population Data for Health Policy
Bio/Com. Health 242	Health Program and Policy Analysis
Bio/Com. Health 285	Development of a Research Proposal in Public Health
Economics 236	Economics of Health and Population
Public Policy 170, Sec. 08	Health Policy Challenges
Public Policy 170, Sec. 34	The Economics of Health Policy
Sociology 154	Human Needs and Social Services
Sociology 155	Sociology of Medicine
University Course 116	Drug and Alcohol Addiction in the American Consciousness

## **Law and Public Policy**

Political Science 182, Sec. 06	Criminal Justice System
Political Science 182, Sec. 38	Civil Liberties: Moral, Political and Legal Approaches
Public Policy 170, Sec. 14	Legal Policy Challenges
Public Policy 170, Sec. 25	Good Government
Public Policy 170, Sec. 27	Privacy in Networked Society
Public Policy 220	The Political Economy of Punishment

## **Methods of Analysis and Organizational Theory**

Bio/Com. Health 207	Introduction to Multivariate Regression
Bio/Com. Health 207	Regression Analysis Discrete and Event Time Data
Bio/Com. Health 244	Qualitative Methods in Health Research
Economics 253	Economic Analysis of Nonmarket Institutions
Economics 261	Applied Econometrics
Education 232	Quantitative Research Methods and Data Analysis
Education 236	Education Policy Analysis
Public Policy 170, Sec. 01	GIS and Public Policy
Public Policy 170, Sec. 19	Social Science Data Technologies
Public Policy 217	Strategic Communication
Sociology 187, Sec. 31	Management and Organizations
Sociology 187, Sec. 32	States, International Organizations, and Firms in the Global Economy
Sociology 187, Sec. 38	Decision Making in Organization
Sociology 261	Spatial Thinking in Social Science
Sociology 297, Sec. 04	Organizations and Disasters
Sociology 297, Sec. 06	Spatial Data Analysis Techniques in the Social Sciences

## **Political Institutions**

Political Science 182, Sec. 06	Criminal Justice System
Political Science 182, Sec. 08	United States Political Behavior: A Seminar on Political Participation and Public Opinion
Political Science 182, Sec. 18	Representation and the Political Process
Political Science 182, Sec. 23	The Dynamics of Agenda Building
Political Science 182, Sec. 38	Civil Liberties: Moral, Political & Legal Approaches
Political Science 207	Black Political Participation
Political Science 209, Sec. 09	Perspectives on Comparative and American Political Behavior and Institutions
Public Policy 170, Sec. 14	Legal Policy Challenges
Public Policy 170, Sec. 17	Shaping Policy: Political Institutions in the United States
Public Policy 170, Sec. 25	Good Government
Public Policy 170, Sec. 26	Non Profit Organizations
Public Policy 170, Sec. 27	Privacy in Networked Society
Public Policy 170, Sec. 28	Communications, Advocacy, and Public Affairs
Public Policy 170, Sec. 30	Crisis Management
Public Policy 170, Sec. 32	State and Local Government
Public Policy 215	Strategic Communication
Public Policy 217	Leadership
Public Policy 225	United States National Security

**Social Policy**

American Civ. 161, Sec. 13

Economics 253

Political Science 219

Political Science 221

Public Policy 170, Sec. 10

Public Policy 170, Sec. 18

Public Policy 170, Sec. 24

Public Policy 170, Sec. 27

Public Policy 170, Sec. 29

Public Policy 220

Sociology 226, Sec. 11

Sociology 228

Sociology 230

Sociology 236

Sociology 297, Sec. 04

Sociology 297, Sec. 05

Urban Studies 187, Sec. 03

Immigration to the United States from the Sixteenth Century to the Present

Economic Analysis of Nonmarket Institutions

Welfare States in Old and New Democracies

Race, Ethnicity, and Politics

American Housing Policy

Social Welfare Policy in the United States

Technology Policy

Privacy in Networked Society

Social Movements and Ethnic Conflict

The Political Economy of Punishment

Race and Ethnicity in the United States

Interdisciplinary Perspectives on Population

Welfare States

Fertility

Organizations and Disasters

Poverty as Social Inequality

Housing and Homelessness

**Urban Policy**

Economics 241

Education 233

History 197, Sec. 23

Political Science 207

Political Science 221

Public Policy 170, Sec. 03

Public Policy 170, Sec. 06

Public Policy 170, Sec. 29

Sociology 226, Sec. 11

Sociology 297, Sec. 03

Sociology 297, Sec. 05

Urban Studies 187, Sec. 01

Urban Studies 187, Sec. 03

Urban Studies 187, Sec. 05

Urban Studies 187, Sec. 11

Urban Studies 187, Sec. 14

Urban Economics

Urban Politics and Urban Education Policy

The Urban Crisis and American Political Culture, 1932-1984

Black Political Participation

Race, Ethnicity, and Politics

Urban Revitalization: Lessons from the Providence Plan

Urban Policy Challenges

Social Movements and Ethnic Conflict

Race and Ethnicity in the United States

Urban Sociology

Poverty as Social Inequality

Urban Regimes in the American Republic

Housing and Homelessness

Downtown Development

The Changing American City

Green Cities: Parks and Designed Landscapes in Urban

America

**Graduate Advisors:**

Professor Edward Alan Miller  
Internship and Graduate Advisor  
Taubman Center, Room 108  
E-mail: edward\_a\_miller@brown.edu  
Telephone: 3-9311  
Office Hours (Fall and Spring Term): TBA

Professor Scott W. Allard  
Prospect House, Room 109  
E-mail: scott\_allard@brown.edu  
Telephone: 3-9855  
Office Hours (Fall Term): on sabbatical during 2006-2007 academic year  
Office Hours (Spring Term): e-mail for an appointment

Professor Ross Cheit  
Taubman Center, Room 208  
E-mail: ross\_cheit@brown.edu  
Telephone: 3-3523  
Office Hours (Fall and Spring Term): TBA

Professor Brett Clifton  
Taubman Center, Room 203  
E-mail: brett\_clifton@brown.edu  
Telephone: 3-9335  
Office Hours (Fall Term): Thursdays 1:30 – 4:00 p.m.  
Office Hours (Spring Term): Tuesdays 1:30 – 4:00 p.m.

Professor Brian Knight  
Robinson Hall, Room 102D  
E-mail: brian\_knight@brown.edu  
Telephone: 3-1584  
Office Hours (Fall and Spring Term): on sabbatical during 2006-2007 academic year

Professor Antoinette J. Pole  
Taubman Center, Room 012  
E-mail: antoinette\_pole@brown.edu  
Telephone: 3-2077  
Office Hours (Fall Term): Thursdays 10:00-11:00 a.m., and by appointment

Professor Darrell West  
Taubman Center, Room 202  
E-mail: darrell\_west@brown.edu  
Telephone: 3-1163  
Office Hours (Fall Term): Office Hours (Fall Term): Thursdays 2:00-3:00 p.m., and by appointment

## CENTER INTELLECTUAL LIFE AND RESOURCES

Each year, the Center sponsors a number of lectures, conferences, and luncheon events that are designed to enrich the intellectual lives of students, faculty, and staff. The John Hazen White Lecture Series brings nationally prominent speakers to campus for public lectures. Past speakers have included, among others, MSNBC host Chris Matthews, Congressman Charlie Rangel, former New Jersey Governor Christine Todd Whitman, the late Senator Paul Wellstone, James Carville, and Ted Turner. The Alexander Meiklejohn Lecture features speakers specializing in public law, such as former Attorney General Janet Reno, Supreme Court Justice Antonin Scalia, American Civil Liberties Union President Nadine Strossen, and writer Seymour Hersh. The Noah Krieger Memorial Lecture has featured prominent individuals such as Governor Howard Dean, former Senator Carol Moseley-Braun, Supreme Court Justice Ruth Bader Ginsberg, former Securities and Exchange Commissioner Harvey Pitt, and Senator Charles Schumer. The Governor Frank Licht Lecture Series brings a prominent public servant to campus each year for a lecture, such as Newsweek national political correspondent Howard Fineman, Washington Post columnist David Broder, and Senator John Kerry. The newly created Masha Dexter Lecture on Gender, Sexuality, and Public Policy features writers concerned with these subjects and was inaugurated in 2005 by *The Nation* columnist Katha Pollitt.

Additionally, the Center undertakes an annual conference devoted to urban affairs. Named for Thomas J. Anton, the founding director of the Center, and Frederick Lippitt, a Rhode Island public servant, the Anton/Lippitt Conference brings a big city mayor to Providence for a keynote lecture and has speaker panels by leading academics and practitioners from around the country. Past mayors who have spoken included Edward Rendell of Philadelphia, Richard Riordan of Los Angeles, Anthony Williams of Washington, D.C., Marc Morial of New Orleans, Martin O'Malley of Baltimore, and Jane Campbell of Cleveland.

Each month, the Taubman Center sponsors luncheon presentations featuring a range of local speakers and nationally recognized experts who address major policy issues in the Center's seminar room. In recent years, these speakers have included Congressman Barney Frank, Congressman Patrick Kennedy, Senator Jack Reed, Governor Don Carcieri, MSNBC host Bill Press, Professor Bill Galston of the University of Maryland, Professors Paul Peterson and Michael Dawson of Harvard University, Professors Douglas Rae and Jacob Hacker of Yale University, and *Court TV* Founder Steven Brill.

The Taubman Center for Public Policy and American Institutions provides a variety of facilities and resources in support of faculty and graduate research.

**Public Policy Library.** The library contains materials prepared by Public Policy faculty, staff, and students. The Center's *Brown Policy Reports* series presents the findings from ongoing faculty research projects, often in collaboration with student research assistants.

**Geographic Information System Laboratory.** The Center's Geographic Information System (GIS) lab contains 12 GIS computers, a designjet plotter, and a laserjet printer, which are used to create maps incorporating a variety of social indicators. The lab is staffed by a full-time Research Administrator, Mr. Jack Combs. The laboratory is used by public policy master's students and faculty for instructional purposes for Center-sponsored courses such as its policy analysis and program evaluation course, and for survey research courses. It is also the focus for much of the Center-sponsored research underway by faculty and students. In addition to teaching the required MPP course Social Science Data Technologies, Mr. Combs offers a seminar, PP170 Sec. 1 "GIS and Public Policy," which trains students in using GIS technology and applying it to public policy issues.

**Public Opinion Labs.** The Center's Public Opinion Laboratories includes computer-assisted telephone interviewing facilities that are used for conducting survey research. Center faculty and students use the labs to poll Rhode Islanders' opinions concerning upcoming elections and policy issues such as the state's investment in the Providence Place Mall, the death penalty, for-profit hospitals, the state of health services and care, and secrecy in government, as well as reactions to proposed city and state initiatives.

Graduate Students are welcome to use the computer labs to print materials relevant to their graduate education. However, this privilege must not be abused. ***Please do not print more than 100 pages at a time on any Center printer. Students who abuse this free printing privilege may lose their ability to print materials at the Center.***

For further information about the Geographic Information System Lab or the Public Opinion Labs, contact:

Mr. Jack Combs  
Taubman Center, Room 203  
E-mail: [jack\\_combs@brown.edu](mailto:jack_combs@brown.edu)  
Telephone: x3-3413

## ACTIVITIES PLANNED FOR 2006-2007

**The Providence Plan.** The Taubman Center is playing a major role in The Providence Plan, a comprehensive program created in 1992 to fight the causes of poverty in Providence. A former Center Professor served as first Executive Director of the Plan, a Center Director Emeritus served as Chairman of the Board of Directors, and the Plan's current Executive Director, Patrick McGuigan, is a Visiting Lecturer at the Taubman Center. The Center's Research Administrator, Jack Combs, helped to develop a comprehensive data base for Providence which has brought together information that was previously scattered in a number of federal, state, city, and neighborhood agencies into a single information system. He also helped design, develop, and implement the geographic information system (GIS) that geographically displays information from this database. The database and GIS maps continue to be widely used by agencies throughout the state.

**Rhode Island Kid's Count.** Last year, Research Administrator Jack Combs used a wide range of data to create the 2006 *Rhode Island Kids Count Factbook*, the twelfth annual report compiling information about the economic, social, and physical conditions of children in Rhode Island. During the coming year, Combs will prepare and develop additional databases for inclusion in the new Fact Book.

**Freedom of Information Project.** For the past several years, Professor Cheit has coordinated a research project on Freedom of Information issues in Rhode Island. Interested students should contact Professor Cheit for more information.

**The E-Govt Project.** Professor Darrell West and a team of student researchers have undertaken a study of e-government to investigate state, federal, city, and foreign government use of the Internet to deliver information and services. Past reports are available online at the Center's web site.

**Multi-City and Rural Survey of Social Service Providers.** Professor Scott W. Allard and a team of student researchers have completed two large survey projects to understand the challenges community organizations face in their efforts to serve low-income populations. These two projects have interviewed roughly 2,000 social service providers in seven urban and rural communities: Chicago; Los Angeles; Washington, D.C.; Southcentral Georgia; Southeastern Kentucky; Southeastern New Mexico; and, Southern Oregon/Northern California.

## **STUDYING & LIVING AT BROWN**

### **Housing and Meals**

The university provides dormitory space for graduate students who wish to live on campus. However, if students prefer to reside off-campus, there are apartments, houses, and rental facilities available in the area surrounding the university. Those choosing to live off-campus need to make their own living arrangements. A large number of off-campus living options are listed regularly in local newspapers, as well as maintained by the Brown University Housing Office. Depending on their individual needs and preferences, students can sign up for a variety of meal plan options at one of the university's cafeterias or dining halls. These establishments feature a range of food options for students.

### **University Resources for Students**

Brown University has a wide range of resources available for students. The University Library is one of the largest academic libraries in New England. It contains more than 5 million items, including books, periodicals, maps, microforms, videotapes, CD-ROMs, records, and manuscripts. The major social science library is the John D. Rockefeller, Jr. Library. It features a large number of social science books and journals. It has a reference department, interlibrary loan office, and office for government documents. Books and journals are shelved together in open stacks according to the Library of Congress classification system. The library features a large number of electronic resources, includes Lexis/Nexis, Josiah (the online library catalog), JSTOR, and many other electronic databases.

The Thomas J. Watson, Jr. Center for Information and Technology (CIT) features state of the art computing facilities. The university has a wide range of computers, including mainframe and minicomputers, 5,000 personal computers, 500 Unix workstations, and many specialized computers and servers, all connected by a campus-wide network. The CIT features several public computing clusters, all staffed by consultants. Training and consulting on university computing services are available at no charge to members of the university community.

### **Health, Day Care, and Diversions**

The university provides health care through its Health Services center. This service includes primary care, gynecological care, dermatology, nutrition services, and psychological counseling. Students requiring specialized assistance are referred to an appropriate specialist in the community. Those who are not covered by a parental or private health plan are required to purchase health insurance offered by the university.

For students with children, there are a number of day-care facilities in the area. The University runs a day-care facility and there are off-campus sites that are available as well.

There are a wide range of recreational and physical education facilities available at the university. These include the Olney-Margolis Athletic Center, Pizzitola Sports Center (with indoor tennis and squash), Meehan Skating Rink, Smith Swim Center, weight rooms, tennis and squash courts, and numerous fields. In addition, the university offers classes in dance, aerobics, spinning, figure skating, and tennis on a regular basis.

## **English as a Second Language Classes**

The University offers an intensive English program each summer, and graduate students who need to improve their English language skills significantly before beginning or during their academic work are strongly encouraged to enroll (contact: Intensive Summer English-as-a-Foreign-Language, Office of Summer Studies, Box T, Providence, RI 02912; tel. 401-863-3394; fax 401-863-7900; e-mail [Summer\\_Studies@brown.edu](mailto:Summer_Studies@brown.edu); or [www.brown.edu/Administration/Summer\\_Studies](http://www.brown.edu/Administration/Summer_Studies)).

## **WORKING AT BROWN**

### **Employment at the Taubman Center**

Per research employment with a Center professor, such work is completely at the discretion of each faculty member and, most likely, will be contingent upon the professor's receipt of outside or university grant money. Second year graduate students also may secure grader positions within the public policy department; however, these positions are somewhat unusual as a) the department has very few courses that need graders and b) the graduate school gives Ph.D. students priority when filling teaching assistant spots. The Center's Public Opinion Laboratory regularly hires students for interviewing positions. Interested students should contact Melissa Nicholaus at [Melissa\\_Nicholaus@brown.edu](mailto:Melissa_Nicholaus@brown.edu)

### **Serving as a Teaching Assistant**

The Center's highest achieving graduate students are eligible to serve as teaching assistants as those positions become available university-wide. Please be aware, however, that there are a highly limited number of these positions available, perhaps 1 to 2 per semester. Master's students interested in serving as teaching assistants should e-mail Professor Clifton to let him know of their interest in such positions. Concurrently, graduate directors in other relevant university departments will contact Professor Clifton to inform him of openings. The public policy graduate committee then will make final teaching assistant determinations, paying particular attention to academic merit and closeness of fit between student and professors' areas of interest.

### **Serving as a Community Director**

Graduate students interested in serving as university community directors also must receive departmental approval. Similar to service as a teaching assistant, interested individuals must meet certain academic criteria in demonstration of their abilities to continue their academic excellence while concurrently holding a demanding position of responsibility within the university's campus life division.

### **Financial Aid and Assistance**

The Taubman Center offers generous financial aid packages to many students admitted to the master's program. All scholarships are awarded on a competitive, merit basis. Scholarship awards vary and may be renewable for a second year for MPP students, depending on academic performance.

To apply for federal loans, students must complete the Free Application for Federal Student Aid (FAFSA). This form is available from the Federal Student Aid Program at (800) 433-3243. Alternatively, students can fill out this form online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

In addition to scholarships and loans, graduate students are eligible for student employment at Brown University. The Brown Office of Student Employment posts a large number of jobs for which admitted students may apply. Compensation varies with the type of work undertaken.

## **PREPARING FOR THE FUTURE: EMPLOYMENT AND CAREER SERVICES**

The Taubman Center's web site, [http://www.brown.edu/Departments/Taubman\\_Center](http://www.brown.edu/Departments/Taubman_Center), includes a directory of job listings and potential employers. The site, maintained by Center Manager of Career and Employment Development Jennifer Slattery-Bownds, also provides students with contact information for and up-to-date career information of master's program alumni. This enables current graduate students to network and seek information from Taubman Center master's program graduates.

In order to help students find jobs, Ms. Slattery-Bownds works with the university's Office of Career Services. This office compiles dossiers and lists job possibilities available to graduating students. Career Services offers job counseling and hosts job fairs in a variety of different areas. Our graduates have been successful at obtaining employment in a wide range of public, private, and non-profit sector areas. For example, students have gone on to jobs in local, state, and national government, private businesses, non-governmental organizations, and non-profit and advocacy groups.

While many jobs are available in local, state, and federal government, there also are a number of non-profit organizations, research institutes, and private sector companies that seek graduates with outstanding analytical, writing, and thinking skills. With the numerous and varied ways that public policy impinges on social, economic, and political life, employers increasingly are looking to hire students with master's degrees.

For more information about employment, potential career paths, and master's program alumni, contact:

Ms. Jennifer Slattery-Bownds  
Taubman Center, Room 207  
E-mail: [jennifer\\_slattery-bownds@brown.edu](mailto:jennifer_slattery-bownds@brown.edu)  
Telephone: x3-7742

## **INFORMATION FOR CURRENT BROWN UNDERGRADUATES**

Current Brown undergraduates who enroll in the "Fifth Year" Master's Program are allowed to count two undergraduate courses per graduate year toward a master's. This allows them to use two undergraduate courses toward the MPA and four courses toward the MPP, for a 25 percent tuition reduction. However, these "double-counted" courses must a) not have been used to fulfill the major requirements of their undergraduate concentration and b) count as electives as each student must take all of the required core courses to receive a master's degree.

## FACULTY

The Taubman Center for Public Policy features a number of outstanding professors interested in various aspects of public policy:

**ANNA AIZER**, Assistant Professor of Economics and Public Policy, Ph.D. (2002), UCLA. Previous appointment at Princeton University. Specializations in health policy and the economics of health care. Current research focuses on the effects of maternal employment on child care and adolescent behavior, improving the health insurance coverage for poor children, and the role Medicaid plays in improving child health care coverage.

**WILLIAM J. ALLEN**, Adjunct Assistant Professor of Public Policy. Master of Social Planning (1971), Boston College. Previous appointments at United Way of Rhode Island, United Way of Maine, United Way of New York, Providence College, and Action for Boston Community Development. Specializations include non-profit organizations, philanthropy, community building and systems change.

**SCOTT W. ALLARD**, Assistant Professor of Political Science and Public Policy. Ph.D. (1999), University of Michigan. Previous appointment at Syracuse University's Maxwell School. Specializations in federalism, social welfare policy, urban politics and policy, and program evaluation. Current research includes articles on the meaning of place and geography in contemporary social policy, transformations in the modern welfare state, and investigation into the evolution of the early American welfare state.

**ADELINE BECKER**, Executive Director of Education Alliance. Ph.D. (1978), Brown University. Specializations in the impact of language and cultural diversity in education cross-cultural literacy, educational leadership, and urban education policy. Current research focuses on the intersection of educational leadership, policy development, and student diversity.

**COREY L. BRETTSCHEIDER**, Assistant Professor of Political Science and Public Policy. Ph.D. (2002), Princeton University. J.D. (2005), Stanford Law School. Previous appointments at Princeton University and Stanford University (visiting). Specializations in political theory, public law, and ethics and public policy. Current research includes "The Value Theory of Democracy" in *Politics, Philosophy, and Economics* (forthcoming), "Balancing Procedures and Outcomes Within Democratic Theory: Core Values and Judicial Review" in *Political Studies* (forthcoming), and a book entitled *Democratic Rights*. Recent research includes published articles on capital punishment and the role of rights in Marxian thought. He is a past recipient of the Cornell University Young Scholar Award and a fellowship from the American Council of Learned Societies.

**ROSS E. CHEIT**, Associate Professor of Political Science and Public Policy, and Director of the Center's Law and Public Policy Track. J.D. (1981) and Ph.D. (1986), University of California at Berkeley. Previous appointments at the U.S. Environmental Protection Agency, Oregon Supreme Court, and the University of California at Berkeley. Specializations in public law and public policy and ethics and public policy. Current research includes the false memory "crisis" and child protective services and the criminal justice system. His first book, *Setting Safety Standards: Regulation in the Public and Private Sectors*, was published by the University of California Press.

**BRETT M. CLIFTON**, Assistant Director of Administration and Programs; Lecturer in Public Policy. Ph.D. (2002), Brown University. Previous Appointment at Bryant University, Smithfield, Rhode Island. Specializations in religion and public policy, political organizations and institutions, and campaigns and elections. Recent publications include “Romancing the GOP: Assessing the Strategies Used by the Christian Coalition to Influence the Republican Party” (*Party Politics*, 2004) and “The Impact of Campaign Reform on Political Discourse” (*Political Science Quarterly*, 2006, with Darrell M. West and L. Sandy Maisel).

**JACK D. COMBS**, Research Director; Adjunct Lecturer in Public Policy. ABD, Ohio State University. Specializations in data analysis and methodology, especially geographic information systems and computer networking. Current research focuses on U.S. census data.

**ROBERT G. FLANDERS**, Adjunct Assistant Professor of Public Policy. J.D. (1974) Harvard Law School. Previous Appointments to the Rhode Island Supreme Court and several law firms in Rhode Island and New York City. Specializations in law and public policy. Recent research includes the value of judicial dissents, the Rhode Island Impeachment Clause, and limits on state legislative powers.

**E. BROOKE HARRINGTON**, Assistant Professor of Sociology and Public Policy. Ph.D. (1999), Harvard University. Previous appointments at Stanford University and Harvard University. Specializations in organizational and economic sociology, organizational communication, behavioral economics, the sociology of gender, and sociological methodology. Current research focuses on the sociology of investing, voluntary organizations, and gender and self-presentation.

**CHRISTINE HEENAN**, Adjunct Assistant Professor of Public Policy. B.A. (1989), Boston University. Previous appointments at White House Domestic Policy Council and Brown University. Specializations include communications, group advocacy for change, and health care policy. Founder and president of the Clarendon Group, a communications, government relations, and public policy consulting firm.

**CARL F. KAESTLE**, Professor of Education and Public Policy. Ph.D. (1971), Harvard University. Previous appointments at Harvard University, University of Wisconsin-Madison, and University of Chicago. Specializations in the history of American education and the impact of public policy on education. His books include *Pillars of the Republic: Common Schools and American Society*, and *Literacy in the United States: Readers and Reading since 1880* (with Damon-Moore, Stedman, Tinsley, and Trollinger).

**BRIAN G. KNIGHT**, Assistant Professor of Economics and Public Policy, and director of the Center’s Economics and Public Policy Track. Ph.D. (2000), University of Wisconsin. Previous appointments at University of Wisconsin and the Division of Research and Statistics at the Federal Reserve Board. Specializations in fiscal federalism and fiscal institutions. Current research focuses on fiscal policy making. Recent publications include “Parochial Interests and the Centralized Provision of Local Public Goods” (March 2004, *Journal of Public Economics*) and “Are Policy Platforms Capitalized into Equity Prices? Evidence from the Bush/Gore 2000 Presidential Election” (March 2004, National Bureau of Economic Research working papers series).

**JENNIFER LAWLESS**, Assistant Professor of Political Science and Public Policy. Ph.D. (2003), Stanford University. Specializations in gender, political behavior, and political institutions. Recent articles and working papers include women candidates’ decision to run for political office, Congresswomen’s decisions to retire from office, and political participation among the urban poor.

**MINH LUONG**, Adjunct Assistant Professor of Public Policy. B.A. (1989), University of California at Berkeley. Previous appointments at Yale University, International Affairs Council, Ivy Scholars Program, and Advocacy Associates Consultants. Specializations include management consulting, technology policy, and conflict resolution.

**JAMIE E. MARESCO**, Adjunct Assistant Professor of Public Policy. Master's (2005), Brown University. Previous appointment at Brown University's The Futures Project: Policy for Higher Education in a Changing World. She currently serves as the Director of Policy and Research at the New England Board of Higher Education and as a leadership consultant/coach with The Fahy Group. Specializations in leadership, organizational development and re-culturing, strategic planning and change management.

**PETER M. MARINO**, Adjunct Assistant Professor of Public Policy. MPA (1993), Maxwell School of Citizenship and Public Affairs at Syracuse University. Previous appointments at Rhode Island State Budget Office and the Greater Syracuse Chamber of Commerce. He currently serves as the Director of Policy and Municipal Affairs of the Rhode Island Public Expenditure Council (RIPEC). Specializations in state and local finance and budgeting practices, tax policy, education finance and property tax administration. Recent publications include "Taxpayer Guide to School Finance Reform" *State Tax Notes* (Volume 33, Number 1, July 5, 2004).

**JAMES H. MARTON**, Postdoctoral Research Associate. Ph.D. (2002), Washington University. Previous appointments at St. Louis University, Washington University, and University of Kentucky. Specializations in the economics of health care, employer-provided health insurance, and child health outcomes. Current research focuses on the impact of Medicaid managed care on child health outcomes, health insurance and the elderly, and an analysis of flexible spending accounts.

**PATRICK J. MCGUIGAN**, Visiting Lecturer in Public Policy. M.S. (1977), Harvard University. Previous appointments at the Boston Public Facilities Department, Boston Neighborhood Housing Services, the Massachusetts Community Development Finance Corporation, and the Technical Development Corporation. He currently serves as Executive Director of The Providence Plan.

**EDWARD ALAN MILLER**, Assistant Professor of Public Policy, Political Science, and Community Health (Research), and Faculty Associate, Center for Gerontology and Health Care Research. Ph.D. (2003), University of Michigan. M.P.A (1991), Cornell University. Previous appointments in the Department of Epidemiology and Public Health, Yale University, the Domestic Social Policy Division, Congressional Research Service, and as a Fulbright Scholar (1993-94, New Zealand). Specializations include health politics and policy, telemedicine, aging and long-term care, intergovernmental relations, program implementation and evaluation. Current research focuses on understanding the determinants and effects of federal and state policies affecting vulnerable populations, including the frail and disabled elderly, mentally ill, veterans, and urban underserved.

**MILAGROS NORES**, Postdoctoral Research Associate. Ph.D. (2006), Columbia University. Previous appointments at Columbia University's Teachers College, the Harvard Graduate School of Education, and Centro de Políticas Educativas (Buenos Aires). Specializations in early childhood attainment, the economics of education and poverty, the analysis of domestic and comparative education policy, and the decentralization of education. Current research focuses on literacy gaps in Latin America, how peer groups and socioeconomic status affect early childhood education, and education reform and privatization.

**MARION ORR**, Frederick Lippitt Professor of Public Policy and Professor of Political Science and Urban Studies. Ph.D. (1992), University of Maryland. Previous appointment at Duke University. Specializations in urban politics, urban educational policy, urban school reform, urban public policy, urban poverty and the underclass, and African American politics. His co-authored book, *The Color of School Reform: Race, Politics, and the Challenge of Urban Education*, was published in 1999 by Princeton University Press, and received an award from the American Political Science Association “for the best book published on urban politics in 1999.” His book, *Black Social Capital: The Politics of School Reform in Baltimore* also was published in 1999 by the University Press of Kansas, and received the Policy Studies Association’s 2000 Aaron Wildavsky Award “for the outstanding policy studies book published in 1999.”

**ANTOINETTE J. POLE**, Postdoctoral Research Associate in Public Policy. Ph.D. (2005), CUNY, Graduate School and University Center. Previous appointments at Hunter College and Baruch College. Specializations in information technology, state politics, and public policy. Current research focuses on the intersection of information technology and public policy, the impact of blogs on political participation and civic engagement, and state politics.

**WENDY J. SCHILLER**, Associate Professor of Political Science and Public Policy. Ph.D. (1994), University of Rochester. Previous appointments at the Brookings Institution, Princeton University, the office of U.S. Senator Daniel P. Moynihan, and the State of New York. Specializations in parties and interest groups, Congress, and statistics. Current research focuses on the U. S. Senate and on interest group influence on trade politics. Her first book, *Partners and Rivals: Representation in U.S. Senate Delegations*, was published in March 2000 by Princeton University Press.

**JENNIFER SLATTERY-BOWNDS**, Manager of Career and Employment Development, Adjunct Lecturer in Public Policy. M.S. Ed. (2000), State University of New York, Brockport. Specializations in career development and higher education. Previous appointments at the University of Rochester in the Graduate School of Business and the undergraduate college, as well as at the State University of New York at Oswego. She has served as President of the New York State Cooperative and Experiential Education Association and also performed leadership consulting work for an educational consulting organization. Areas of interest include experiential learning, higher education policy, and career development.

**KATHRYN SPOEHR**, Professor of Cognitive & Linguistic Sciences and Public Policy. Ph.D., Stanford University. Specializations in human reasoning and problem solving, learning from computer-based systems, and higher education policy and strategy. Current research includes the cognitive principles underlying optimal design for and use of computer-based learning environments, human memory and problem solving, and policy research on (1) the impact of performance budgeting/funding on institutional performance; (2) the development of new institutional strategies in the face of policy changes, and (3) the evolving role of private institutions in the changing higher education landscape. She is the author of a number of books and articles on these subjects.

**JOHN H. TYLER**, Associate Professor of Education, Economics, and Public Policy. Ed.D. (1998), Harvard University. Professor Tyler is an applied microeconomist whose work spans several economics of education topics including program evaluation, school reform, the relationships between education, skills, and labor market outcomes, and the role of education in a changing U.S. economy. Tyler teaches courses on program evaluation, policy analysis, and the economics of education.

**MELANIE WASSERMAN**, Postdoctoral Research Associate in Public Policy. Ph.D. (2004), UNC-Chapel Hill (Health Policy and Administration). Previous appointments at the Brown University Center for Gerontology and Health Care Research and the Carolina Population Center. Specialization in health policy and population studies, focusing on health disparities, immigrant health, and preventive health care utilization among Latina women and persons with limited English proficiency. Dr. Wasserman speaks fluent French, Spanish, and Hausa, reads German, and is learning Portuguese. She has published articles in the *Journal of Immigrant Health and Population Research* and *Policy Review*, and has an article in press at *Medical Care Research and Review*.

**DARRELL M. WEST**, John Hazen White Professor of Political Science and Public Policy, and Director of the Taubman Center. Ph.D. (1981), Indiana University. Previous appointments at the Brookings Institution and the University of Pennsylvania. Specializations in American politics, elections, and mass media. His current research focuses on e-government, mass media, and the effect of television advertising on election campaigns. His latest book, *Digital Government: Technology and the Public Sector*, looks at how the internet and other digital technologies are transforming city, state, national, and international governments and was published by Princeton University Press in June 2005.

**KENNETH K. WONG**, Walter and Lenore Annenberg Chair for Education Policy and Professor of Education and Public Policy. Ph.D. (1983), University of Chicago. Previous appointments at Vanderbilt University, the University of Chicago, and the University of Oregon. Specializations in education policy, school choice, and federalism. His current research focuses on school choice, competition, and student achievement. He is the author of a number of books, including *Funding Public Schools: Politics and Policy* and *City Choices: Education and Housing*.

**For More Information**

Brown University Website: [www.brown.edu](http://www.brown.edu)

Taubman Center website: [www.brown.edu/Departments/Taubman\\_Center](http://www.brown.edu/Departments/Taubman_Center)

Brown News Service: [www.brown.edu/Administration/News\\_Bureau/](http://www.brown.edu/Administration/News_Bureau/)

Brown Alumni Magazine: [www.browنالumnimagazine.com](http://www.browنالumnimagazine.com)

Brown Daily Herald, the university's student newspaper: [www.browndailyherald.com](http://www.browndailyherald.com)

Brown Housing Office: [http://www.brown.edu/Administration/Rental\\_Facilities/](http://www.brown.edu/Administration/Rental_Facilities/)

MPP/MPA Grad Student Listserve: [MASTERSPOLICYDUG@LISTSERV.BROWN.EDU](mailto:MASTERSPOLICYDUG@LISTSERV.BROWN.EDU)

Brown Grad Student Bulletin Board Listserve: [GSBB-L@LISTSERV.BROWN.EDU](mailto:GSBB-L@LISTSERV.BROWN.EDU)

Brown Graduate Student Guidebook:

[http://www.brown.edu/Students/GSC/brown\\_book04/BrownBook2004.html](http://www.brown.edu/Students/GSC/brown_book04/BrownBook2004.html)