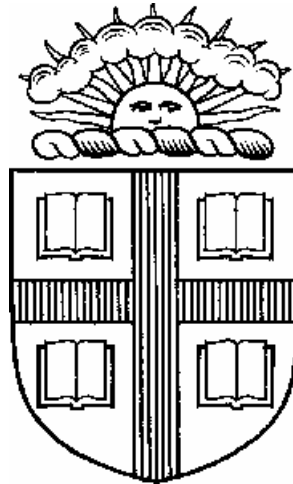


**A Guide For Concentrators
In
Public Policy and American Institutions
2007 - 2008
(updated 7/25/07)**



Brown University

**A. Alfred Taubman Center for
Public Policy and American Institutions**
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Providence, Rhode Island
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Professor Darrell M. West, Director

The A. Alfred Taubman Center for Public Policy and American Institutions was established at Brown in 1984. Its mission is teaching, research, and service focused on the areas of health care and social welfare policy, education policy, urban policy, law and criminal justice, and media and technology. The Center sponsors an undergraduate program in Public Policy and American Institutions and offers master's degrees in Public Policy and Public Affairs. This guide provides a brief overview of the requirements for the undergraduate concentration as well as information about the Center's research and teaching activities.

Overview

Public policy refers to societal actions to resolve issues or solve problems. Because issues that become problems typically emerge from complex and multi-faceted social conditions, the study of public policy requires students to utilize the institutional awareness built into a number of academic disciplines as tools for understanding societal problem-solving. For students, a policy focus provides an excellent vehicle for integrating ideas drawn from several disciplines around issues of real world significance. If we are successful, Brown students will be in a better position to understand the new era of institutional change, and they will be much better equipped to participate in processes of change.

In designing this concentration, we had three fundamental goals in mind. First, all students in the concentration should emerge with a command of the fundamental tools of policy analysis. Second, all students should develop an appreciation for the varied institutional contexts within which public policy is made. And third, all students should develop depth: they should know some policy issue or problem in enough detail to use their knowledge in some practicable way.

We have implemented these goals by requiring all concentrators to take a common set of five "core" courses that provide an overview of the broad context of public policy study as well as an introduction to the basic analytic and philosophical tools of policy analysis. As they proceed through these core courses, students develop a common universe of discourse that encourages shared learning.

Concentrators also are required to take five supplementary courses in the areas of political institutions and public policy problems. In choosing courses, each student has the opportunity to probe deeply into a specific substantive area of public policy, such as health care, education, environmental issues, welfare, housing, or economic development. All students are required to complete at least one major paper in a public policy research seminar before graduation and are encouraged to write a senior thesis. Concentrators also are encouraged to focus on a particular area of study within public policy but this is not mandatory for successful completion of department requirements.

The requirements for a concentration in Public Policy and American Institutions are:

A. Core Courses (five courses)

| | |
|------------------------|---|
| Political Science 100 | <i>Introduction to Public Policy</i> |
| Political Science 1050 | <i>Ethics and Public Policy (or PP 1700T)</i> |
| Economics 1110 or 1130 | <i>Microeconomics (or Education 1130)</i> |
| Political Science 1600 | <i>Political Research Methods (or Education 1110 or Economics 1620 or Economics 1630 or Sociology 1100)</i> |
| Public Policy 1200 | <i>Policy Analysis and Program Evaluation (or Education 1160)</i> |

B. Additional Required Courses (five courses)

(See pp. 16-19 for a list of all approved courses.)

American Institutions: two courses in American institutions;

Comparative Institutions: one course in comparative institutions;

Public Policy Problems: two courses in public policy problems, preferably in the student's area of specialization.

Note: One of the five required courses listed above **must** be from the list of Public Policy 1700 seminars.

We believe these concentration requirements encourage breadth of learning. The Public Policy and American Institutions concentration also encourages depth as all concentrators have the opportunity to complete course work in their chosen area of specialization and prepare a research paper on a specific public policy or policy problem. For all students in the concentration, institutional awareness becomes a tool for understanding public policy issues, while policy study becomes a method for developing a better perspective on the performance of American institutions.

The Law and Public Policy Track

This track emphasizes the interdisciplinary study of legal issues with specific emphasis on contemporary legal institutions (the three branches of government). It requires eleven courses: seven from the basic Public Policy requirements and four specific to the law track. The basic requirements are the five Core courses, a Comparative Institutions course, and one Policy Problems course. Additionally, this track requires two courses in Legal Institutions, one Multi-Disciplinary Perspectives course related to law, and "Legal Policy Challenges" (PP1700N). *Interested students should contact Professor Cheit.*

Legal Institutions (choose one course from two of the following categories):

1. Legislative
PS 1100 Congress and Public Policy (highly recommended)
2. Executive
PS 1130 The American Presidency
3. Judicial
PS 1010 Topics in Constitutional Law
PS 1820D Civil Liberties: Moral, Political, and Legal Approaches
PS 1821T Criminal Justice System

Multi-disciplinary Perspectives (choose one of the following courses):

- | | |
|-----------|---|
| CL 1770 | Ancient Law, Society, and Jurisprudence |
| EC 1380 | Economics and the Law |
| HI 1850 | American Legal and Constitutional History |
| IR 1700 | International Law |
| PS 1010 | Topics in Constitutional Law |
| PS 1030 | Modern Political Thought |
| PS 1040 | Ancient Political Thought |
| PS 1070 | Rights |
| PS 1820D | Civil Liberties: Moral, Political, and Legal Approaches |
| PS 18200S | Liberalism Beyond Justice |
| PS 1821I | Issues in Democratic Theory |
| HI 520 | American History Since 1877 |
| PL 1600 | Philosophy of Law |

The Economics and Public Policy Track

This track focuses on the role of economic thinking in policy evaluation. It requires eleven courses: eight from the basic Public Policy requirements and three specific to the economics and public policy track. The basic requirements are the five core courses, two American Institutions courses, and a Comparative Institutions course. Additionally, this track requires “Public Economics” (EC1480) and two courses in Economic Policy Problems. *Interested students should contact Professor Knight.*

Economic Policy Problems (choose two courses):

| | |
|---------------------|-----------------------------|
| Economics 1250 | Political Economy |
| Economics 1310 | Labor Economics |
| Economics 1360 | Health Economics |
| Economics 1410 | Urban Economics |
| Economics 1450 | Economics of Regulation |
| Economics 1490 | Economics and Public Policy |
| Economics 1540 | International Trade |
| Economics 1550 | International Finance |
| Public Policy 1700F | Economics and Public Policy |
| Public Policy 1700G | Education Policy Challenges |

Concentration Advisors

Professor Scott Allard
Taubman Center, Room 206
E-mail: scott_allard@brown.edu
Telephone: 3-9490
Office Hours (Fall and Spring Term): Tuesdays 10:30 a.m.-1:30 p.m.

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 Terms): TBA

Professor Edward Alan Miller
Internship and Graduate Advisor
Taubman Center, Room 107
E-mail: edward_a_miller@brown.edu
Telephone: 3-9311
Office Hours (Fall and Spring Term): TBA

Professor Jennifer Slattery-Bownds
Taubman Center, Room 207
e-mail: slattery@brown.edu
Telephone: 3-7742
Office Hours (Fall and Spring Term): TBA

Professor Darrell West
Taubman Center, Room 202
E-mail: darrell_west@brown.edu
Telephone: 3-1163
Office Hours (Fall and Spring Term): TBA

Completing Declaration of Concentration Forms

When filling out the Registrar's Declaration of Concentration form, students **must** indicate how the listed courses satisfy the public policy concentration requirements by noting in the "comments" section which requirement is satisfied by each course listed. For instance, the appropriate comment note for PS 100 or ED 1160 is "core." The appropriate comment note for PS 1100 or HI 520 is "American institution." The appropriate comment note for PP 1700 A or PP 1700 Q is "policy problem." Finally, the appropriate comment note for HI 1310 or PS 1210 is "comparative institution."

Writing a Senior Thesis and Receiving Honors

Students seeking to write a senior thesis in Public Policy should apply in the spring term of their junior year. To be eligible, a student must have completed at least six courses in the concentration on a graded basis by the end of junior year; three of these courses must be PS100, PS 1600 (or equivalent), and PS 1200 (or ED 1160). Students who wish to write qualitative theses are advised to take PS 500 or ED 1100 prior to their senior year in order to help them prepare for their research. Applications are **due at the Center by 4 p.m. on Thursday, April 3, 2008** and may be placed in Professor Clifton's box. The application may be found online at the Center's homepage or at the back of this guide.

Concentrators who meet the aforementioned guidelines and have outstanding academic records in public policy course work (generally an intra-concentration GPA of 3.3 or above) will be given serious consideration. Those approved to write a senior thesis enroll in the two-semester Public Policy Colloquium (fall term: PP 1990; spring term: PP 1991) and prepare theses that examine some aspect of public policy, including but not limited to a program evaluation, a feasibility study, or examination of an institution that affects policy. Candidates who write senior theses of distinguished quality are recommended for "Honors," which is conferred by the department at the time of graduation from Brown.

Following the above application guidelines, **mid-year students** who intend to fulfill their graduation requirements in December should apply for honors before the pre-registration period in the fall semester (their sixth semester). These students will begin the colloquium (PP 1991) in the spring term (their seventh semester) and finish it (PP 1990) in their last semester at Brown.

Considerations for Those Intending to Write a Senior Thesis *AND* Study Abroad

Concentrators who intend to study abroad and write a senior thesis must plan carefully and early to ensure that they are able to accomplish each goal. Many Brown students decide to study internationally in their junior year. The department requires that students who intend to write a senior thesis complete the political research methods (PS 1600 or equivalent) and policy analysis (PP 1200 or equivalent) requirements prior to undertaking a thesis. PS1600, which is a requirement for enrolling in PP 1200, is generally a fall course and PP 120 is generally a spring course. As such, concentrators planning to study abroad **and** write a thesis are strongly encouraged to complete PS 1600 (or equivalent) in their sophomore year and study abroad in the fall semester of their junior year. (Note: PS 100 also is a requirement for PP 1200. Therefore, study abroad students also are expected to complete this requirement prior to going abroad.) If a concentrator intends to write a qualitative thesis, they may enroll in the methods and/or policy analysis class in their senior year. Please note, though, that these students are advised to take PS 500 or ED 1100 prior to their senior year in order to help prepare for the qualitative research they will undertake.

Study Abroad and Transfer Credits

Public Policy concentrators are encouraged to study abroad and fulfill their comparative institutions requirement during this international study. In some circumstances, though unusual, concentrators may receive concentration credit for up to two courses taken abroad. To receive department credit, the student must receive the consent of their concentration advisor, and is required to present written academic work or other proof that the course met the comparative institutions requirement to said advisor upon return to campus.

More generally, the department will allow concentrators to count up to a total of two courses not taken at Brown toward fulfillment of their concentration requirements.

Double Counting Courses for Dual Concentration

The public policy department does not have any restrictions on the number of courses that concentrators may “double count” toward fulfilling the public policy concentration requirements while simultaneously fulfilling the requirements of another academic concentration. Quite simply, students who meet public policy concentration requirements will graduate with a degree in public policy. However, public policy concentrators are advised to learn the “double counting” rules of other departments if they intend to double concentrate. Some university departments place restrictions on the number of courses (generally two) that simultaneously may be used toward fulfillment of their concentration and the requirements of another concentration.

The Noah Krieger Prize for Academic Excellence

The Noah Krieger Prize is the Taubman Center’s principal award for academic excellence. The Krieger Prize was established by the Krieger family in 1995 to honor the memory of Noah Krieger ’93. Each year Taubman Center faculty selects a member of the department’s graduating class who has demonstrated exceptional academic achievement. At the Center’s annual awards dinner, the winner receives the Krieger Prize, an endowed award from the Noah Krieger Memorial Prize Fund.

The Frederick Lippitt Prize for Public Service

The Frederick Lippitt Prize for Public Service was established at the Taubman Center in 2000. The award honors the late Mr. Lippitt’s long career of public service in Rhode Island. Each year, the Center’s faculty selects a member of the Public Policy graduating class who has demonstrated outstanding public service during his or her years at Brown, and who shows promise of following a career in public service. The winner receives the Frederick Lippitt Prize at the department’s annual awards dinner.

Internships

Work experience in government agencies, advocacy groups, or other organizations involved in societal governance is particularly valuable for students of institutional policymaking. Students in the Public Policy and American Institutions concentration, therefore, are strongly encouraged to participate in one of Brown's existing internship programs or, alternatively, to develop their own opportunities for experiential learning. Funded internships should be focused on a public sector or nonprofit organization involved in the formulation, implementation, or evaluation of public policy. Organizations may be active at the national, state, or local levels. The Center does not fund internships that emphasize community organizing, those located in for-profit, commercial organizations, or work in political campaigns. Juniors seeking to advance Public Policy senior theses are given priority.

The ideal time for a policy internship experience is the summer between the junior and senior years, after an academic focus has been established. The Center assists concentrators in finding internship positions that complement their academic interests. Students are welcome to schedule an appointment with Jennifer Slattery-Bownds to discuss potential internship possibilities and other career-related matters.

The Taubman Center also supports two types of endowed internships:

Happy and John Hazen White, Sr. Internships. Outstanding students in the concentration are appointed as Happy and John Hazen White, Sr. Interns and paid a stipend to support their internship activity. Selection of stipend recipients is based primarily on academic performance and the proposed integration of the internship with future academic work. All undergraduate Public Policy concentrators are eligible for the internship support stipends. Applicants may apply for a White Internship without having secured a definite position with an organization, and may list several options on the application. However, in order to receive funding for the internship, applicants must have a position with an approved organization by May 18. This year, stipend recipients will receive \$2,000 for an eight-week internship (the minimum duration for internships). Students who wish to be considered for a White Internship for 2008 should submit an application, found online at the Center's homepage or at the end of this guide, to Ms. Slattery-Bownds' mailbox in the Center **by 4 p.m. on Monday, March 10, 2008.**

Governor Frank Licht Internship. Each year one or two Public Policy concentrators are named Governor Frank Licht interns to work in the office of the Governor of Rhode Island. This yearlong internship provides for the possibility of academic credit for the spring semester, when the time commitment will be greatest, and a stipend of \$2,500 that has been endowed by the family of the late Governor Frank Licht '38. Students who wish to be considered for a Licht Internship for 2007-2008 should submit an application, found online at the Center's homepage or at the end of this guide, to Ms. Slattery-Bownds' mailbox in the Center **by 4 p.m. on Monday, March 10, 2008.**

For further information about internships in general and the Center's internships program, contact:

Ms. Jennifer Slattery-Bownds
Taubman Center, Room 207
E-mail: slattery@brown.edu

CENTER RESOURCES

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

Internship and Career Planning, Public Policy Alumni Network. Jennifer Slattery-Bownds is the Taubman Center's Manager of Career and Employment Development. She is an excellent source of information for students about internships, career planning and advice, and networking. She regularly posts internship and career opportunities onto the Center's job listserv, "PubPolJobs," and maintains a career library in the south alcove of the Center's computer lab on the main floor. For more information about internships, career planning, or alumni, please contact Ms. Slattery-Bownds at:

Ms. Jennifer Slattery-Bownds
Taubman Center, Room 207
E-mail: slattery@brown.edu
Telephone: x3-7742

The Center's web site, http://www.brown.edu/Departments/Taubman_Center, also includes a directory of public policy alumni. The directory entries for most of these alumni include their current jobs or graduate programs. They also include contact information that current public policy concentrators can use to get in touch with these graduates for information interviews. Ms. Slattery-Bownds also may be able to provide additional information about alumni and their career paths.

Lunch & Learn Career Development Workshop Series. The Taubman Center periodically sponsors a luncheon career development workshop seminar series. These events bring local, state, and federal policymakers to campus for noontime presentations in the seminar room to discuss their careers and employment paths. Additionally, many seminars focus on the 'nuts and bolts' of job and internship search, resume writing, and strategies for student career development. Public Policy concentrators are encouraged to take part in these seminar discussions.

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 concentrators 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. Mr. Combs teaches a seminar, PP1700J "GIS and Public Policy," which trains students in using GIS technology and applying it to public policy issues.

Public Opinion Lab. The Center's Public Opinion Laboratory includes computer-assisted telephone interviewing facilities that are used for conducting survey research. Center faculty and students use the lab 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, and secrecy in government, as well as reactions to proposed city and state initiatives.

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

Mr. Jack Combs
Taubman Center, Room 203
E-mail: jack_combs@brown.edu
Telephone: x3-3413

ACTIVITIES PLANNED FOR 2007-2008

Master's Program in Public Policy. Beginning in 2005, the Center began offering a master's program. It awards a Master's in Public Policy, to be completed in two years, aimed at individuals at the beginning of their professional careers. It also awards a one year Master's in Public Affairs degree designed to attract mid-career professionals. Among the many advantages of the Master's program is the opportunity for undergraduates to design a semi-integrated Bachelor's and Master's program, enabling them to earn both degrees. The Center accepts applications until March 1. To receive best consideration, applications are due by January 2 for the following fall semester. For more information about pursuing a "Fifth-Year" Master's, please see the program's Graduate Director, Dr. Brett Clifton, during open office hours or schedule an appointment via e-mail.

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 2007 *Rhode Island Kids Count Factbook*, the thirteenth 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.

Students Making a Difference. Several Brown students have joined Center staff in this public service work. During 2007-2008 there will be many additional opportunities for students to become involved. Students can integrate this active involvement with their academic work in a seminar, PP1700R "Urban Revitalization: Lessons from the Providence Plan," which is offered in the fall semester and taught by Providence Plan Executive Director Patrick McGuigan.

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.

Luncheon Seminar Series. The Taubman Center periodically sponsors luncheon seminars on major policy issues. These events bring nationally recognized experts to campus for noontime presentations in the seminar room. Public Policy concentrators are encouraged to take part in these seminar discussions.

Public Policy Department Undergraduate Group (DUG). This group is designed and run by students. Its goal is to provide opportunities to meet fellow concentrators and faculty members. Potential projects include: newsletters, dinner meetings, brown bag lunch seminars, and peer advising. Interested students should contact Melissa Nicholaus at Melissa_Nicholaus@brown.edu

Opportunities for Student Employment. In addition to serving as research assistants, students serve as interviewers in the public opinion surveys conducted in the Center's Public Opinion Lab. Interested students should contact Melissa Nicholaus at Melissa_Nicholaus@brown.edu

FACULTY

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

MICHAEL J. AHN, Postdoctoral Research Associate. Ph.D. (2007), Syracuse University. Specializations in Public Management, Information Technology Management, and E-Government and E-Democracy. Current research focuses on the politics of cyberdemocracy, specifically the relationship between the political environment and local government utilization of new information technology for citizen participation and communication in both the United States and South Korea.

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, Associate 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.

ROSA M. CHO, Assistant Professor of Education and Public Policy. Ph.D. (2006), University of Chicago. Specializations in education policy, child and family policy, criminal justice, and program evaluation. Current research includes the effect of maternal incarceration on children's educational outcomes.

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), "The Impact of Campaign Reform on Political Discourse" (*Political Science Quarterly*, 2006, with Darrell M. West and L. Sandy Maisel), and *Evaluating Campaign Quality* (2007, Cambridge University Press, also with West and Maisel).

JACK D. COMBS, Research Administrator; 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, JR., 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. Recent publications include *The Rhode Island State Constitution: A Reference Guide* (co-authored with Patrick Connelly and published by Praeger Publications in 2007) and *Rhode Island Civil and Appellate Procedure* (published by Thompson-West in 2006).

CHARISSE GULOSINO, Postdoctoral Research Associate. Ed.D. (2006), Columbia University. Previous appointment at the Asian Development Bank Institute. Specializations in policies affecting students, their families, and communities in urban K-12 settings. Recent publications and current research includes studies on charter schools, school competition, privatization and school choice, teacher background/school context, geographic information systems, and the role of nonprofit organizations in the provision of educational services.

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 Emeritus 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, Associate 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.

GLENN LOURY, Merton P. Stoltz Professor of the Social Sciences. Ph.D. (1976), Massachusetts Institute of Technology. Previous appointments include Northwestern, Harvard, and Boston Universities, and the University of Michigan. Specializations in the economics of affirmative action, racial identity, social mobility, and the economics of punishment. Recent publications include "Color-Blind Affirmative Action" (forthcoming in *Journal of Law, Economics and Organization*), "Affirmative Action and Its Mythology" (Summer 2005, *Journal of Economic Perspectives*), and "'Dysfunctional Identities' Can Be Rational," (May 2005, *American Economic Review Proceedings*).

MINH LUONG, Adjunct Assistant Professor of Public Policy. D.B.A. (2005), California Pacific University. Previous appointments at Yale University, International Affairs Council, Ivy Scholars Program, and Advocacy Associates Consultants. Specializations include management consulting, technology policy, and conflict resolution.

HEATHER MACINDOE, Postdoctoral Research Associate. Ph.D. (2007), University of Chicago. Previous appointment at the Kennedy School of Government at Harvard University. Specializations in organizations, the nonprofit sector, philanthropy, and social movements. Current research examines the public and private grant economies of U.S. cities and the development of networks among urban nonprofit organizations. She has published in the *American Journal of Sociology* and *Mobilization*.

PETER M. MARINO, Adjunct Assistant Professor of Public Policy. MPA (1993), Maxwell School of Citizenship and Public Affairs at Syracuse University. Previous appointments at the Rhode Island Public Expenditure Council (RIPEC), Rhode Island State Budget Office, and the Greater Syracuse Chamber of Commerce. He currently serves as the director of research and public affairs at RDW Group, Inc., which is the region's largest independent advertising agency. 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).

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 issues 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 and the U.S., how peer groups and socioeconomic status affect early childhood education in the U.S., and education reform.

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." Orr's *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."

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.

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

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 administration. 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 career development and experiential learning, work-family policy, and strategic planning and organizational 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.

LILI WANG, Postdoctoral Research Associate. Ph.D. (2007), University of Southern California. Previous appointment at the University of Southern California. Specializations include nonprofit sector studies, public and nonprofit collaboration, health care for vulnerable populations, and comparative public policy. Current research focuses on community foundations and community development, individual charitable behavior, partnerships in health service delivery, and state health policy.

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.

MARTIN R. WEST, Assistant Professor of Education, Political Science, and Public Policy. Ph.D. (2006), Harvard University. Specializations in the politics of education reform and the impact of education policies on student outcomes. Current research focuses on teacher unions and collective bargaining, school accountability and school choice policies, and school finance litigation.

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*.

PUBLIC POLICY AND AMERICAN INSTITUTIONS 2007 - 2008 COURSE GUIDE FOR CONCENTRATORS

The following is a list of courses relevant to the Public Policy and American Institutions concentration. Given the variety of specializations that concentrators may choose, some courses that are not listed here may apply to a particular area of specialization. If you have any questions regarding which courses may count towards concentration credit, please see one of the concentration advisors (listed on page 5). Please note that not all courses listed below are offered every year; it is up to the student to determine through Banner which courses are offered each semester.

Core Courses

| | |
|------------------------|--|
| Political Science 100 | Introduction to Public Policy |
| Political Science 1050 | Ethics and Public Policy (or PP 1700T) |
| Economics 1110 or 1130 | Intermediate Microeconomics (or Education 1130) |
| Political Science 1600 | Political Research Methods (or Education 1110 or Economics 1620 or Economics 1630 or Sociology 1100) |
| Public Policy 1200 | Policy Analysis and Program Evaluation (or Education 1160) |

Honors

| | |
|-------------------------|--------------------------|
| Public Policy 1990-1991 | Public Policy Colloquium |
|-------------------------|--------------------------|

American Institutions

| | |
|-------------------------|--|
| Economics 1450 | Economics of Regulation |
| Economics 1710 | Investments |
| Economics 1750 | Investments II |
| Economics 1800 | Politics and Finance |
| Education 1020 | The History of American Education |
| Education 1680 | Politics and Public Education |
| History 520 | American History Since 1877 |
| History 1750 | Politics, Culture, and Society in the U.S. Since 1945 |
| History 1760 | Political Movements in 20 th Century America |
| History 1780 | Modernizing America |
| History 1830 | American Urban History Since 1870 |
| History 1850 | American Legal and Constitutional History |
| History 1940 | Making the Nation: Race, Class, Gender, and the Concept of Citizenship in U.S. History |
| Political Science 1010 | Topics in American Constitutional Law |
| Political Science 1100 | Congress and Public Policy |
| Political Science 1110 | Mass Media |
| Political Science 1120 | Campaigns and Elections |
| Political Science 1130 | The American Presidency |
| Political Science 1140 | Public Opinion and American Democracy |
| Political Science 1160 | The Politics of the Legal System |
| Political Science 1190 | Federalism and Public Policy |
| Political Science 1310 | African American Politics |
| Political Science 1340 | Political and Economic History of Congress |
| Political Science 1350 | Women and Politics |
| Political Science 1820D | Civil Liberties: Moral, Political & Legal Approaches |
| Political Science 1821G | Representation, Parties, and Interest Groups |

Political Science 1820J
Political Science 1821J
Political Science 1821T
Public Policy 1700N
Public Policy 1700O
Public Policy 1700T
Public Policy 1700U
Public Policy 1700V
Public Policy 1700X
Public Policy 1700Z
Sociology 1030
Sociology 1400

The Dynamics of Agenda Building
Rhode Island Government and Politics
Criminal Justice System
Legal Policy Challenges
Shaping Policy: Political Institutions in the United States
Good Government
Communications, Advocacy, and Public Affairs
Non Profit Organizations
Social Movements and Ethnic Conflict
State and Local Government
Organizational Theories of the Public and Private Sectors
Political Sociology

Comparative Institutions

Afro-Am Studies 1020C
Afro-Am Studies 1060A
Afro-Am Studies 1600
Anthropology 0102
Community Health 1100
Community Health 1680H
Community Health 1680P

Economics 1560
Economics 1580
Economics 1590
Economics 1600
Education 1030
History 1310
History 1370
History 1420
History 1460
History 1470
History 1530
History 1580
History 1590
History 1630
History 1670
History 1973I
History 1970C
Int'l Relations 1800R
Political Science 1210
Political Science 1220
Political Science 1230
Political Science 1240
Political Science 1250
Political Science 1380
Political Science 1450
Political Science 1820B
Political Science 1820Y
Political Science 1821Z

Sociology 1310
Sociology 1600
Urban Studies 142
Urban Studies 1870B

Afro-Luso-Brazilian Triangle
Africa Since 1950
History, Nation, Popular Culture and Caribbean Politics
AIDS in International Perspective
Comparative Health Care Systems
Nutritional Problems in the Developing World
Case Studies in Public Health: The Role of Government, Community, & the Profession
Economic Growth
Comparative Economic Systems
The Economy of China Since 1949
Economics of the Middle East
Comparative Education
20th Century Britain
Germany, 1914 to the Present
Twentieth Century Russia
History of the Modern Middle East Since 1918
Southern African History
Modern Korea: Contending with Modernity
Making of Modern South Asia
Recovering Early South Asia
Modern Latin America I
History of Brazil
History of South Asia
African Environmental History
Post-Soviet States From the Past into the Future
Latin American Politics
Politics of the Post Soviet States
Politics of the East European States
Politics, Markets, and States in Developing Countries
The Politics of European Democracies
Ethnic Politics and Conflict
Comparative Political Economy
Roots of Radical Islam
Politics in Israel
East European States: Domestic Politics and European Union Integration
Social Change in Latin America
Comparative Development
Topics in Urban Economic Policy
Business Networks in Asia

Public Policy Problems

| | |
|----------------------------|--|
| Africana Studies 1250 | Women in the Civil Rights Movement |
| Africana Studies 1260 | The Organizing Tradition of the Southern Civil Rights Movement |
| Africana Studies 1850 | The Civil Rights Movement: History and Legacy |
| American Civ. 1610S | Immigration to the United States from the Sixteenth Century to the Present |
| American Civ. 1611K | The Century of the Child? Child Welfare in 20 th Century America |
| American Civ. 1611N | American Women and Social Activism, 1860-1920 |
| American Civ. 1611Q | The Asian American Case: Race, Immigration, and the Law |
| American Civ. 1611Z | The Century of Immigration |
| American Civ. 1740 | African American History, 1876 to the Present |
| Anthropology 0102 | AIDS in International Perspective |
| Community Health 310 | Health and Society: Health Care in the United States |
| Community Health 1070 | The Burden of Disease in Developing Countries |
| Community Health 1320 | Survey Research in Health Care |
| Community Health 1520 | Emergency Medical Systems: An Anatomy of Critical Performance |
| Community Health 1680E | Conceptual Issues in Health Policy: Occupational & Environmental Health |
| Community Health 1680N | Tobacco, Smoking, and the Evil Empire |
| Community Health 1680P | Case Studies in Public Health: The Role of Government, Community, and the Profession |
| Community Health 1700 | Environmental Health and Policy |
| Community Health 1740 | Principles of Health Behavior & Health Promotion Interventions |
| Community Health 2500 | Introduction to Biostatistics |
| Community Health 2510 | Principles of Biostatistics and Data Analysis |
| Economics 1250 | Political Economy |
| Economics 1310 | Labor Economics |
| Economics 1360 | Health Economics |
| Economics 1370 | Race and Inequality in the United States |
| Economics 1380 | Economics and the Law |
| Economics 1410 | Urban Economics |
| Economics 1470 | Bargaining Theory and Applications |
| Economics 1450 | Economics of Regulation |
| Economics 1480 | Public Economics |
| Economics 1490 | Economics and Public Policy |
| Economics 1540 | International Trade |
| Economics 1550 | International Finance |
| Economics 1870 | Game Theory and Applications to Economics |
| Education 1020 | The History of American Education |
| Education 1040 | Sociology of Education |
| Education 1150 | Education, the Economy, and School Reform |
| Education 1160 | Evaluating the Impact of Social Programs |
| Education 1200 | History of American School Reform |
| Education 1210 | Public Education and People of Color in U.S. History |
| Education 1650 | Policy Implementation in Education |
| Education 1680 | Politics and Public Education |
| Education 1710 | History and Theories of Child Development |
| Education 1730 | American Higher Education in Historical Context |
| Education 1760 | Education and Public Policy |
| Environmental Studies 1350 | Environmental Economics and Policy |
| Environmental Studies 1410 | Environmental Policy and Practice |

| | |
|----------------------------|---|
| Environmental Studies 1530 | From Locke to Deep Ecology: Property Rights and Environmental Policy |
| Environmental Studies 1710 | Environmental Health and Policy |
| Environmental Studies 1720 | Environmental Justice: The Science & Political Economy of Environmental Health & Social Justice |
| Environmental Studies 1920 | Analysis and Resolution of Environmental Problems |
| History 1974F | The Urban Crisis and American Political Culture, 1932-1984 |
| Political Science 1030 | Modern Political Thought: Theories of Justice |
| Political Science 1080 | Politics of Transportation Policy |
| Political Science 1090 | Children and Public Policy |
| Political Science 1180 | The Problems of American Cities |
| Political Science 1320 | Urban Politics and Urban Public Policy |
| Political Science 1820D | Civil Liberties: Moral, Political, and Legal Approaches |
| Political Science 1821G | Representation, Parties, and Interest Groups |
| Political Science 1821J | Rhode Island Government and Politics |
| Political Science 2070 | Black Political Participation |
| Public Policy 1700B | Social Welfare Policy in the United States |
| Public Policy 1700C | The Internet and Public Policy |
| Public Policy 1700D | The Economics of Health Policy |
| Public Policy 1700E | American Housing Policy |
| Public Policy 1700F | Economics and Public Policy |
| Public Policy 1700G | Education Policy Challenges |
| Public Policy 1700J | GIS and Public Policy |
| Public Policy 1700K | Health Policy Challenges |
| Public Policy 1700N | Legal Policy Challenges |
| Public Policy 1700P | Social Science Data Technologies |
| Public Policy 1700Q | Urban Policy Challenges |
| Public Policy 1700R | Urban Revitalization: Lessons from the Providence Plan |
| Public Policy 1700W | Privacy in Networked Society |
| Public Policy 1700Y | Crisis Management |
| Public Policy 2200 | The Political Economy of Punishment |
| Sociology 1270 | Race, Class and Ethnicity in the Modern World |
| Sociology 1330 | Remaking the city |
| Sociology 1470 | Sociology of Children and Adolescents |
| Sociology 1540 | Human Needs and Social Services |
| Sociology 1550 | Sociology of Medicine |
| Sociology 1640 | Social Exclusion and Inequality |
| Sociology 1870W | Immigration and Ethnicity |
| University Course 640 | Women and Health Care |
| University Course 1160 | Drug Addiction and Alcohol in the American Consciousness |
| University Course 1400 | The Cultural History of Disability Minorities in the United States |
| University Course 1700 | Transformation of the Research University |
| Urban Studies 1000 | Fieldwork in the Urban Community |
| Urban Studies 1320 | Urban Politics and Public Policy |
| Urban Studies 1420 | Topics in Urban Economic Policy |
| Urban Studies 1870M | Urban Regimes in the American Republic |
| Urban Studies 1870F | Housing and Homelessness |
| Urban Studies 1870D | Downtown Development |
| Urban Studies 1870I | The Changing American City |

SUBSTANTIVE AREAS OF SPECIALIZATION

It is suggested, but not required, that students select an area of specialization that especially interests them. Listed below are suggested substantive areas of specialization. This is not an exhaustive list and only meant as an illustrative list of how courses from various departments may be combined into specializations.

Education Policy

| | |
|---------------------|--|
| Education 1020 | The History of American Education |
| Education 1150 | Education and the Economy: Lessons for Reform |
| Education 1200 | History of American School Reform |
| Education 1210 | Public Education and People of Color in U.S. History |
| Education 1760 | Education and Public Policy |
| Public Policy 1700G | Education Policy Challenges |

Environmental Policy

| | |
|----------------------------|--|
| Environmental Studies 1350 | Environmental Economics and Policy |
| Environmental Studies 1410 | Environmental Policy and Practice |
| Environmental Studies 1530 | From Locke to Deep Ecology: Property Rights and Environmental Policy |
| Environmental Studies 1710 | Environmental Health and Policy |
| Environmental Studies 1920 | Analysis & Resolution of Environmental Problems |
| History 1790 | North American Environmental History |
| Sociology 1870I | Contested Environmental Illness—Research Sem. |

Fiscal Policy

| | |
|----------------|-----------------------|
| Economics 1250 | Political Economy |
| Economics 1480 | Public Economics |
| Economics 1540 | International Trade |
| Economics 1550 | International Finance |
| Economics 1710 | Investments |
| Economics 1750 | Investments II |

Government and Business

| | |
|---------------------|---|
| Economics 1160 | Managerial Economics |
| Engineering 90 | Management of Industrial and Nonprofit Organizations |
| Public Policy 1700C | The Internet and Public Policy |
| Public Policy 2550 | Managing and Leading in Public Affairs |
| Sociology 1030 | Organizational Theories of the Public and Private Sectors |
| Sociology 1060 | Leadership in Organizations |
| Sociology 1870J | Decision Making in Organization |

Health Policy

| | |
|------------------------|---|
| Community Health 310 | Health and Society: Health Care in the United States |
| Community Health 1740 | Principles of Health Behavior and Health Promotion |
| | Interventions in the Older Population |
| Economics 1360 | Health Economics |
| Public Policy 1700D | The Economics of Health Policy |
| Public Policy 1700K | Health Policy Challenges |
| Sociology 1540 | Human Needs and Social Services |
| Sociology 1550 | Sociology of Medicine |
| University Course 640 | Women and Health Care |
| University Course 1160 | Drug and Alcohol Addiction in the American Consciousness |

Law and Public Policy

| | |
|-------------------------|--|
| Economics 1380 | Economics and the Law |
| History 1850 | American Legal and Constitutional History |
| Political Science 1030 | Modern Political Thought: Theories of Justice |
| Political Science 1100 | Congress and Public Policy |
| Political Science 1820D | Civil Liberties: Moral, Political and Legal Approaches |
| Political Science 1821T | Criminal Justice System |
| Public Policy 1700N | Legal Policy Challenges |
| Public Policy 1700T | Good Government |
| Public Policy 2200 | The Political Economy of Punishment |

Social Policy

| | |
|------------------------|--|
| Economics 1310 | Labor Economics |
| Political Science 1190 | Federalism and Public Policy |
| Public Policy 1700B | Social Welfare Policy in the United States |
| Public Policy 1700E | American Housing Policy |
| Sociology 1270 | Race, Class, and Ethnicity in the Modern World |
| Sociology 1640 | Social Exclusion and Inequality |
| Urban Studies 1870F | Housing and Homelessness |

Urban Policy

| | |
|---------------------------------|---|
| Economics 1410 | Urban Economics |
| Public Policy 1700 | Urban Revitalization: Lessons from the Providence Plan |
| Public Policy 1700Q | Urban Policy Challenges |
| Public Policy 1700X | Social Movements and Ethnic Conflict |
| Urban Studies 1000 | Fieldwork in the Urban Community |
| Urban Studies 1870D, E, F, I, M | Seminars in Urban Studies |

**CONCENTRATION FORM CHECKLIST
PUBLIC POLICY AND AMERICAN INSTITUTIONS**

I. CORE COURSES

- | | |
|---|---|
| ___ Political Science 100 | <i>Introduction to Public Policy</i> |
| ___ Political Science 1050 or Public Policy 1700T | <i>Ethics and Public Policy</i> |
| ___ Economics 1110 or 1130 or Education 1130 | <i>Microeconomics</i> |
| ___ Political Science 1600 or Education 1110 or Economics 1620 or 1630 or Sociology 1100 | <i>Research Methods</i> |
| ___ Political Science 1200 or Education 1160 | <i>Policy Analysis and Program Evaluation</i> |

II. ELECTIVE COURSES (at least one must be a PP 1700 course):

1. American Institutions: _____
2. American Institutions: _____
3. Comparative Institutions: _____
4. Policy Problem: _____
5. Policy Problem: _____

III. HONORS

- ___ Public Policy 1990/1991 Public Policy Colloquium

Note: this form is intended to help concentrators keep track of concentration requirements; to officially declare as a concentrator, please fill out the forms provided by the registrar. In the comments section of the registrar's forms, please designate how each course fulfills a concentration requirement (core, American institution, comparative institution, policy problem).

PUBLIC POLICY AND AMERICAN INSTITUTIONS

**Application to Write a Senior Thesis
2008-2009**

Name: _____ E-mail Address: _____

SISD # _____ Campus Phone: _____ Campus Box: _____

I. COURSEWORK IN PUBLIC POLICY AND AMERICAN INSTITUTIONS

Please list the courses you have completed and those you intend to complete in the concentration.

| Course (No. and title) | Semester Taken | Instructor | Grade |
|------------------------|----------------|------------|-------|
|------------------------|----------------|------------|-------|

Core courses

PS100 _____

PS1050, PP 1700T (circle or highlight one) _____

EC1110 or 1130, ED1130 (circle or highlight one) _____

PS1600, ED1110, EC 1620 or 1630, SO1100 (circle or highlight one) _____

PS1200, ED1160 (circle or highlight one) _____

Institutions (American and Comparative) Courses

1. _____

2. _____

3. _____

Policy Problems Courses

1. _____

2. _____

II. COURSES OUTSIDE THE CONCENTRATION RELATED TO YOUR TOPIC

| Course (No. and title) | Semester Taken | Instructor | Grade |
|------------------------|----------------|------------|-------|
|------------------------|----------------|------------|-------|

A. ALFRED TAUBMAN CENTER FOR PUBLIC POLICY AND AMERICAN INSTITUTIONS
Summer 2008 White Internship
Application Form

Note: Funded internships should be focused on a public sector or nonprofit organization involved in the formulation, implementation, or evaluation of public policy. Organizations can be active at the national, state, or local levels. The Center does not fund internships that emphasize community organizing, those located in for-profit, commercial organizations, or work in political campaigns. Juniors seeking to advance public policy senior theses are given priority.

1. Name: _____ 2. Year: _____
3. SISD # _____ 4. Social Security #: _____
5. Permanent Address: _____
6. Campus P.O. Box: _____ 7. Phone Number: _____
8. Concentration: _____
9. City where you would like to work: _____
10. Specific internship(s) desired:

11. Please list the tasks you expect to undertake as an intern with this organization(s):

12. Courses you have taken at Brown to prepare for this internship:

| <u>Course (dept. number and title)</u> | <u>Grade</u> | <u>Paper Topic</u> |
|---|--------------|--------------------|
|---|--------------|--------------------|

13. Previous internship or work experience related to this internship:

14. How will this internship experience relate to your larger course of study at Brown?

15. Taubman Center faculty references:

- a. _____ b. _____

*****THIS COMPLETED FORM MUST BE SUBMITTED TO MS. SLATTERY-BOWNS' MAILBOX
AT THE CENTER (67 George St., Box 1977)
BY 4 P.M., March 10, 2008*****

**A. ALFRED TAUBMAN CENTER FOR PUBLIC POLICY AND AMERICAN INSTITUTIONS
2008-2009 Governor Frank Licht Internship Application Form**

1. Name: _____ 2. Year: _____

3. SISD # _____ 4. Social Security #: _____

5. Permanent Address: _____

6. Campus P.O. Box: _____ 7. Phone Number: _____

8. Concentration: _____

9. Areas of particular academic interest:

10. Courses you have taken to prepare for the Licht Internship:

Course (dept. number and title) Grade Paper Topic

11. Previous internship or work experience related to this internship:

12. How will the Licht Internship relate to your larger course of study at Brown?

13. Taubman Center faculty references:

a. _____

b. _____

*****THIS COMPLETED FORM MUST BE SUBMITTED TO MS. SLATTERY-BOWNS' MAILBOX
AT THE CENTER (67 George St., Box 1977)
BY 4 P.M., March 10, 2008*****