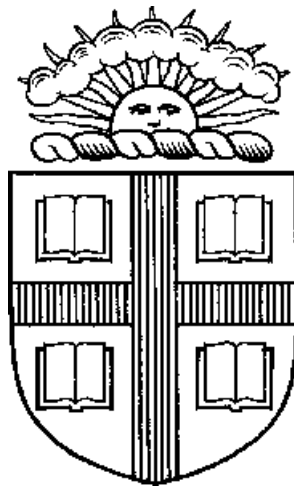


**A Guide For Concentrators  
In  
Public Policy and American Institutions  
2001 - 2002**



**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

The A. Alfred Taubman Center for Public Policy and American Institutions was established at Brown in 1984. The focus of the Center's activity is an undergraduate concentration in Public Policy and American Institutions. This guide provides a brief overview of the requirements for the concentration as well as information about the Center's research and teaching activities.

## **Overview**

Common academic practices at Brown, as at other American universities, do not always encourage the careful thinking that we believe is essential for understanding policy innovation and change. Academic disciplines produce knowledge through specialization: political science investigates governmental institutions; sociology seeks to understand cultural and normative institutions, and so on. Although useful for pedagogical purposes, the assumption of institutional isolation built into academic specializations has little to do with modern socio-economic realities. The bits and pieces of institutional knowledge now scattered through several dozen courses at Brown are certainly valuable enough, but they remain bits and pieces unless they can be effectively synthesized. We need to bring together ideas that traditionally have been pulled apart by our separate academic disciplines.

To accomplish this purpose we have organized our concentration around the concept of "public policy". 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, however, the study of public policy thus requires one 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 not only be in a better position to understand the new era of institutional change, but they will be much better-equipped to participate in processes of change.

## **The Public Policy and American Institutions Concentration**

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. At least one of these courses is designated as a Rose Writing Fellows course. Students who complete these courses know how to write, but they also know how to count, since another required course is an introduction to statistical methods. As they proceed through these core courses, students develop a common universe of discourse that encourages shared learning.

Concentrators are also required to take five supplementary courses in the areas of political institutions and public policy problems. In choosing his or her courses, each student has the opportunity to probe deeply into a specific substantive area of public policy, such as education, environmental issues, welfare, housing, economic development or, more broadly, public and private management. All students are encouraged to complete at least one major seminar paper before graduation and are also encouraged to do a senior thesis.

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

**A. Core Courses** (five courses)

Political Science 10	<i>Introduction to Public Policy</i>
Economics 111 or 113	<i>Microeconomics (or Education 113)</i>
Political Science 105	<i>Ethics and Public Policy</i>
Political Science 160	<i>Research Methods (or Education 111 or Sociology 110)</i>
Political Science 120	<i>Policy Analysis and Program Evaluation (or Education 116)</i>

**B. Additional Required Courses** (five 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.

We believe these concentration requirements encourage breadth of learning. The Public Policy and American Institutions concentration also encourages depth, since all concentrators have the opportunity to complete course work in their chosen area of specialization, and prepare a Senior Research Paper on a specific public policy or public 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). This track 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 the Research Seminar, "Law and Public Policy" (PP184). Interested students should contact Professor Cheit.

**Legal Institutions.** One course from two of the following categories:

1. Legislative  
PS 110 Congress and Public Policy (highly recommended)
2. Executive  
PS 113 The American Presidency  
SO 150 Bureaucracy and Society
3. Judicial  
PS 101 Topics in American Constitutional Law  
PS 116 Politics of the Legal System

**Multi-disciplinary Perspectives.** One of the following courses:

PS 70	Foundations of Legal Studies
PL 93	Philosophy and the Law
EC 138	Economics and the Law
HI 52	American Political History
HI 151	American Colonial History
PS 102	Theories of Justice
SO 142	Law and Society

### **Honors**

Students seeking to become candidates for honors in Public Policy should apply in the spring term of their junior year. Students with outstanding academic records in their course work in Public Policy and American Institutions or Law and Public Policy (generally an intra-concentration GPA of 3.3 or above) are admitted to Honors candidacy. In the first semester of their senior year they enroll in the two-semester Public Policy Colloquium and prepare Senior Research Papers that examine the interplay among institutions in the resolution of important public policy problems. Those candidates who write Senior Research Papers of distinguished quality are recommended for "Honors" in the concentration.

To become an honors candidate, a student must have completed at least six courses in the concentration on a graded basis by the end of his or her junior year; three of these courses must be PS10, PS 160 (or Ed 111 or Soc 110), and PS 120 (or Ed 116). Mid-year students who intend to fulfill their graduation requirements in December should also apply for honors in the spring (their fifth semester) and enroll in the Public Policy Colloquium in the following fall term (their sixth semester).

### **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 Center's graduating class who has demonstrated exceptional academic achievement. The student selected receives the Krieger Prize at the Center's annual Commencement ceremony. The Noah Krieger Memorial Prize Fund endows an award for the selected students.

### **The Frederick Lippitt Prize for Public Service**

The Frederick Lippitt Prize for Public Service was established at the Taubman Center in 2000. The prize honors 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 her or his years at Brown, and who shows promise of following a career in public service in the years ahead. The student selected receives the Frederick Lippitt Prize at the Center's annual Commencement ceremony.

## **Concentration Advisors**

Professor Ross Cheit  
Taubman Center, Room 208  
Telephone: x3-3523  
Office Hours (Spring Term): Tuesday 9:00am-11:30  
Wednesday 1:30 - 4:00

Professor Paul M. Kellstedt  
Prospect House, Room 206  
Telephone: x3-1578  
Office Hours (Spring Term): Wednesday 12:00pm-2:00pm

## **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 are thus 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 can be active at the national, state, or local levels. We do 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 honors theses are given priority.

The ideal time for internship experiences 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. The Center's library contains reports on a variety of internship experiences prepared by previous Public Policy interns.

**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. This year stipend recipients will receive \$1,500 for an eight-week internship (the minimum duration for internships). All interns are encouraged to stay with the internship for the whole summer, and those who do will continue to be supported at the same weekly rate. Students who wish to be considered for a White Internship for 2002 should submit the attached application form by **Friday, March 1, 2002.**

**Governor Frank Licht Internship.** Each year one Public Policy concentrator is named a Governor Frank Licht intern to work in the office of the Governor of Rhode Island. This yearlong internship provides 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. An application form for the 2002-2003 Licht internship is attached. For further information about the Center's internships program, contact:

Mrs. Susan Juhasz  
Taubman Center, Room 201  
Telephone: x3-2981

## 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 Center maintains a small non-circulating library that contains reference books on American politics and public policy. The Center also has a daily subscription to *The New York Times*, as well as subscriptions to *Congressional Quarterly* and the *National Journal*.

In addition, the library contains materials prepared by Center staff and students. The Center's Discussion Paper Series presents the findings from ongoing faculty research projects, often in collaboration with student research assistants. Papers commissioned from leading scholars for presentation at Taubman Lecture programs are also available, as well as transcripts of other Center-sponsored conferences

**Internship Reports.** Students seeking ideas for possible internship projects can consult the Center's collection of reports on a wide variety of internships prepared by previous public policy interns. Many of these reports include journals of the intern's daily activities and all of them provide detailed descriptions of the internship experience. The reports are arranged by geographic area in the Center's library/seminar room.

**Graduate Programs in Public Policy.** The Center maintains a complete listing of schools offering graduate programs in public policy as well as a collection of brochures describing these programs. These materials are available in the Center's reception area.

**Public Policy Alumni Network.** The Taubman Center's web site, [http://www.brown.edu/Departments/Taubman\\_Center](http://www.brown.edu/Departments/Taubman_Center), 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. In addition, the Center's reception area has notebooks containing questionnaires completed by over one hundred public policy graduates, providing information about their graduate work and employment histories. One notebook has the questionnaires arranged by geographic location, and the other has them arranged by policy area. The questionnaires also provide contact information for information interviews.

**Computer Laboratory.** The Center houses a small computer laboratory staffed by a full-time Research Administrator, Mr. Jack Combs. The laboratory is used by public policy concentrators and affiliated faculty for instructional purposes for Center-sponsored courses such as its policy analysis and program evaluation and survey research courses. It is also the focus for much of the Center-sponsored research underway by faculty and students.

The computer lab is open five days a week from 9 AM to 5 PM. Use of the laboratory is restricted to public policy concentrators and students enrolled in public policy courses or working with Taubman Center faculty. Priority is given to students completing course assignments and students working on senior papers. Use of the HP Laser Printer is restricted to concentrators with a current Public Policy network account.

**Geographic Information System Laboratory.** The Center's Geographic System (GIS) lab contains a designjet plotter, a laserjet printer, and a large-format digitizer which are used to create maps incorporating a variety of social indicators. The lab is the focus of the Center's current public service work with the community.

**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 as well as 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. The Center welcomes inquiries from students or faculty regarding use of the lab to explore interesting policy issues.

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

Mr. Jack Combs  
Taubman Center, Room 203  
Telephone: x3-3413

## ACTIVITIES PLANNED FOR 2001-2002

**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, 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 data base. The data base 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 2001 *Rhode Island Kids Count Factbook*, the seventh 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 2001-2002 there will be many additional opportunities for students to become involved. Students can integrate this active involvement with their academic work in a seminar, PP150 "Urban Revitalization: Lessons from the Providence Plan," which is taught by the Executive Director of the Providence Plan, Mr. Patrick McGuigan. It will be offered in both the fall and spring semesters in 2001-2002.

**Freedom of Information Project.** For the past several years, Professor Cheit has coordinated a student-run research project on Freedom of Information issues in Rhode Island. The studies have all been yearlong and the students received Independent Study credit. Plans for 2001-2002 are uncertain, but interested students should contact Professor Cheit.

**The Futures Project.** Professor Frank Newman has initiated a three-year study titled *The Futures Project: Policy for Higher Education in a Changing World*. Several students have become involved in the study by working as research assistants. Interested students should contact Professor Newman. For further information on the Futures Project, visit the Project's web site, [www.futuresproject.org](http://www.futuresproject.org).

**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.

**Luncheon Seminar Series.** The Taubman Center periodically sponsors luncheon seminars on major policy issues. These seminars bring nationally recognized experts to campus for noontime presentations in the seminar room.

**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 Driscoll at [Melissa\\_Driscoll@brown.edu](mailto:Melissa_Driscoll@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 Driscoll at the front desk.

## FACULTY

THOMAS J. ANTON, A. Alfred Taubman Professor of American Institutions and Professor of Political Science. Ph.D. (1961), Princeton University. Previous appointments at the University of Pennsylvania, the University of Illinois, the University of Michigan, and the University of Stockholm (visiting). Specializations in public policy, resource allocation processes, intergovernmental relations, and urban policy. Current research focuses on welfare reform and federalism. He is currently serving as Chairman of the Providence Housing Authority. His most recent book, *American Federalism and Public Policy: How the System Works*, was awarded the American Political Science Association's 1989 Gladys M. Kammerer Award for "the best political science publication in the field of U.S. national policy." In 2000 Anton received the American Political Science Association's Distinguished Federalism Scholar award.

TRACY BRETON, Visiting Professor of Public Policy and English. B.A. (1973), Syracuse University. Since 1973 Professor Breton has served as a journalist for the *Providence Journal-Bulletin*, specializing in the legal scene in the Northeast, particularly New England. Her investigations have resulted in the indictments, convictions, and disbarments of two politically-connected lawyers and the resignation of Rhode Island's Chief Justice Fay, for which she won a Pulitzer Prize for investigative reporting in 1994.

ROSS E. CHEIT, Associate Professor of Political Science and Public Policy, and Director of the Center's Law and Public Policy program. 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. He is currently examining the business disputing in Rhode Island courts, 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.

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.

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).

PAUL KELLSTEDT, Assistant Professor of Political Science and Public Policy. Ph.D. (1996), University of Minnesota. Previous appointments at the University of Minnesota and the University of Iowa. Specializations in public opinion, racial politics, and research methodology. He is currently completing a book on the evolution of racial politics over the last fifty years in America with a focus on the role of the national media, public opinion, racial policy, and economic equality.

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 is currently serving as Executive Director of The Providence Plan.

ELEANOR M. MCMAHON, Visiting Professor of Education and Public Policy. Ed.D. (1967), Harvard University. Previous appointments as Rhode Island Commissioner of Higher Education, Provost and Distinguished Professor at Rhode Island College, Vice Chair of The College Board Council of Academic Affairs, Commissioner and Steering Committee member of the Education Commission of the States, member of the Rockefeller Brothers Minority Fellowship Board, and the Georgetown University

Board of Advisors. She is currently serving on the Rhode Island Skills Commission. She is also a member of the Executive Committee of the New England Board of Higher Education, for which she served as Chair, the first woman to hold this position.

FRANK NEWMAN, Visiting Professor of Public Policy and Sociology. Ph.D. (1981) Stanford University. Previous appointments include serving as President of the Education Commission of the States, President of the University of Rhode Island, and Director of University Relations at Stanford. He was also co-founder of Campus Compact. Specializations in higher education and public policy. His most recent book is *Choosing Quality: Reducing Conflict Between the State and the University* (1987). He is currently using grants from the Pew Charitable Trusts and the Ford Foundation to lead a three-year study, *The Futures Project: Policy for Higher Education in a Changing World*.

MARION ORR, Associate Professor of Political Science, Urban Studies, and Public Policy. 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* was also 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. Professor Schiller's first book, *Partners and Rivals: Representation in U.S. Senate Delegations*, was published in March 2000 by Princeton University Press.

ELIZABETH TOBIN TYLER, Visiting Lecturer in Public Policy. J.D. (1998), Northeastern University. Previous appointments in the office of the Massachusetts Attorney General Family and Community Crimes Bureau, and the Boston Medical Center Family Advocacy Program. Specializations in law and public policy.

JOHN H. TYLER, Assistant Professor of Education, Economics, and Public Policy. Ed.D. (1998), Harvard University. Previous appointments at Harvard University, St. Andrews Episcopal School, and All Saints Episcopal School. Between 1973 and 1987 Professor Tyler was a farmer in Lubbock, Texas. Specializations in education-related program evaluation; the relationships between education, skills and labor market outcomes; the role of education in a changing U.S. economy.

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 mass media and the effect of television advertising on election campaigns. His latest book, *The Rise and Fall of the Media Establishment*, was published by Bedford/St. Martins in 2001.

## **PUBLIC POLICY AND AMERICAN INSTITUTIONS 2001 - 2002 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.

### **Core Courses**

Political Science 10	Introduction to Public Policy
Economics 111 or 113	Intermediate Microeconomics (or Education 113)
Political Science 105	Ethics and Public Policy
Political Science 160	Political Research Methods (or Education 111 or Sociology 110)
Political Science 120	Policy Analysis and Program Evaluation (or Education 116)

### **Honors**

Public Policy 190-191	Public Policy Colloquium
-----------------------	--------------------------

### **American Institutions**

Economics 177	Financial Markets I
Economics 178	Financial Markets II
Education 102	The History of American Education
History 52	American History Since 1877
History 176	The United States in the Modern Era, 1930 to the Present
History 183	American Urban History since 1870
Political Science 101	Topics in American Constitutional Law
Political Science 110	Congress and Public Policy
Political Science 111	Mass Media
Political Science 113	The American Presidency
Political Science 114	Public Opinion and American Democracy
Political Science 116	The Politics of the Legal System
Political Science 182 Sec.7	Rhode Island Government and Politics
Political Science 182Sec.18	Representation and the Political Process
Political Science 182Sec.23	The Dynamics of Agenda Building
Public Policy 117	The Criminal Justice System in Rhode Island
Sociology 140	Political Sociology

### **Comparative Institutions**

Afro-Am Studies 102Sec1	Afro-Luso-Brazilian Triangle
Afro-Am Studies 106Sec11	Africa Since 1950
Afro-Am Studies 116	Public Health in Africa: History, Politics, and Practice
Anthropology 105	Peoples and Cultures of Southeast Asia
Bio/Com Health 168 Sec.8	Nutritional Problems in the Developing World
Bio/Com Health 168Sec11	Comparative Health Care Systems
Economics 156	Economic Growth
Economics 158	Comparative Economic Systems
Economics 160	Economics of the Middle East
History 113	Europe Since 1945

History 142	Twentieth Century Russia
History 146	History of the Modern Middle East Since 1918
History 147	Southern African History
History 152	Twentieth Century China: The Long Revolution
History 158	History of Modern South Asia
History 167	Modern Brazilian History
History 197 Sec.4	African Environmental History
Int'l Relations 180 Sec. 07	Coping with Nationalism
Int'l Relations 180 Sec. 14	Relations Among the Post-Soviet States
Int'l. Relations 180 Sec 47	Mexico and the U.S.: Toward a New Era
Political Science 121	Latin American Politics
Political Science 125	The Politics of European Democracies
Political Science 142	International Political Economy of Development
Political Science 182 Sec5	Politics in the Russian Federation
Political Science182Sec.20	Politics of Divided Societies
Sociology 117	Corporations and Global Cities
Sociology 131	Social Change in Latin America
Urban Studies 187 Sec. 23	Business Networks in Asia

### **Public Policy Problems**

Afro-Am Studies 106 Sec8	Black Leadership in Ethnic Communities
Afro-Am Studies 114	Women, the State and Violence
Afro-Am Studies 150	Race, Culture and Incarceration
American Civ. 161 Sec. 08	Civil Rights and the Legacy of the 1960s
American Civ. 174	African American History, 1876 to the Present
Anthropology 106	Race, Culture, and Ethnic Politics
Bio/Com. Health 132	Social-Science Research in Health Care
Bio/Com. Health 152	Emergency Medical Systems: An Anatomy of Critical Performance
Bio/Com.Health 168Sec.1	Public Health in the U.S. & the Role of the Government
Bio/Com.Health 168Sec.5	Conceptual Issues in Health Policy: Occupational & Environmental Health
Bio/Com.Health 168Sec.7	AIDS in international Perspective
Bio/CommHealth168Sec12	Tobacco, Smoking, and the Evil Empire
Bio/Com. Health 174	Principles of Health Behavior & Health Promotion Interventions
Bio/Com. Health 213	Principles of Biostatistics and Data Analysis
Economics 116	Managerial Economics
Economics 125	Political Economy
Economics 131	Labor Economics
Economics 136	Health Economics
Economics 138	Economics and the Law
Economics 141	Urban Economics
Economics 147	Bargaining Theory and Applications
Economics 148	Public Economics
Economics 154	International Trade
Economics 155	International Finance
Economics 187	Game Theory and Applications to Economics
Education 102	The History of American Education
Education 104	Sociology of Education
Education 115	Education and the Economy: Lessons for Reform
Education 116	Evaluating the Impact of Social Programs
Education 120	History of American School Reform
Education 150	Urban School Reform
Education 164	Public Schools and Politics
Education 173	American Higher Education in Historical Context

Education 193	Contemporary Social Problems: Views from Human Development and Education
Environmental Studies 135	Environmental Economics and Policy
Environmental Studies 141	Environmental Policy and Practice
Environmental Studies 192	Analysis and Resolution of Environmental Problems
History 135	Modern Genocide and Other Crimes Against Humanity
History 197 Sec 23	American Politics Since the New Deal
Philosophy 160	Philosophy of Law
Political Science 118	The Problems of American Cities
Political Science 131	African American Politics
Political Science 182 Sec07	Rhode Island Government and Politics
Political Science 182Sec.18	Representation and the Political Process
Political Science 182Sec31	Globalization
Political Science 207	Black Political Participation
Public Policy 117	The Criminal Justice System in Rhode Island
Public Policy 150	Urban Revitalization: Lessons from the Providence Plan
Public Policy 177	Public Policy and Higher Education
Public Policy 180	Family Law and Policy
Sociology 102	Methods of Social Research in Families
Sociology 105	Methods of Research in Organizations
Sociology 106	Leadership in Organizations
Sociology 127	Race, Class, and Ethnicity in the Modern World
Sociology 147	Sociology of Children and Adolescents
Sociology 154	Human Needs and Social Services
Sociology 155	Sociology of Medicine
Sociology 164	Social Exclusion and Inequality
Sociology 188 Sec. 01	Fieldwork: Immigration and Ethnicity in Providence
University Course 64	Women and Health Care
University Course 116	Drug Addiction and Alcohol in the American Consciousness
University Course 134	Issues in Higher Education
Urban Studies 100	Fieldwork in the Urban Community
Urban Studies 187 Sec. )3	Urban Poverty
Urban Studies 187 Sec. 05	Downtown Development6
Urban Studies 187 Sec 06	Urban Borderlands

## **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, but only meant as an illustrative list of how courses from various departments can be combined into specializations.

### **Education Policy**

Education 102	The History of American Education
Education 115	Education and the Economy: Lessons for Reform
Public Policy 177	Public Policy and Higher Education

### **Environmental Policy**

Environmental Studies 192	Analysis and Resolution of Environmental Problems
History 179	North American Environmental History

### **Fiscal Policy**

Economics 148	Public Economics
Economics 154	International Trade
Economics 155	International Finance
Economics 177	Financial Markets I
Economics 178	Financial Markets II

### **Government and Business**

Economics 116	Managerial Economics
Sociology 103	Organizational Theories of the Public and Private Sectors
Sociology 106	Leadership in Organizations

### **Law and Public Policy**

Economics 138	Economics and the Law
Political Science 110	Congress and Public Policy
Political Science 116	The Politics of the Legal System
Public Policy 117	The Criminal Justice System in Rhode Island
Public Policy 180	Family Law and Policy

### **Social Policy**

Economics 131	Labor Economics
Sociology 127	Race, Class, and Ethnicity in the Modern World
Sociology 164	Social Exclusion and Inequality

## **Urban Policy**

Economics 141	Urban Economics
Education 150	Urban School Reform
Political Science 131	African American Politics
Public Policy 150	Urban Revitalization: Lessons from the Providence Plan
Urban Studies 100	Fieldwork in the Urban Community
Urban Studies 187 Sec 03, 05, 06, 14, 23	Seminars in Urban Studies

## **Health Policy**

American Civ. 161 Sec. 06	The Century of the Child? Child Welfare in Twentieth-Century America
Bio/Com. Health 07	Cost versus Care: The Dilemma for American Medicine
Bio/Com. Health 31	Health and Society: Health Care in the United States
Bio/Com. Health 174	Principles of Health Behavior and Health Promotion Interventions in the Older Population
Bio/Com Health 214	Health of Women
Economics 136	Health Economics
Sociology 154	Human Needs and Social Services
Sociology 155	Sociology of Medicine
University Course 64	Women and Health Care
University Course 116	Drug and Alcohol Addiction in the American Consciousness

**CONCENTRATION FORM  
PUBLIC POLICY AND AMERICAN INSTITUTIONS**

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Campus Address: \_\_\_\_\_ Phone: \_\_\_\_\_

I. CORE COURSES

\_\_\_ Political Science 10                      *Introduction to Public Policy*

\_\_\_ Economics 111 or 113                      *Microeconomics*

or Education 113

\_\_\_ Political Science 105                      *Ethics and Public Policy*

\_\_\_ Political Science 120                      *Policy Analysis and Program Evaluation*

or Education 116

\_\_\_ Political Science 160                      *Research Methods*

or Education 111 or Sociology 110

II. ELECTIVE COURSES:

1. American Institutions: \_\_\_\_\_

2. American Institutions: \_\_\_\_\_

3. Comparative Institutions: \_\_\_\_\_

4. Policy Problems: \_\_\_\_\_

5. Policy Problems: \_\_\_\_\_

III. HONORS

\_\_\_ Public Policy 190/191      Public Policy Colloquium

**A. ALFRED TAUBMAN CENTER FOR PUBLIC POLICY AND AMERICAN INSTITUTIONS**  
**Summer 2002 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. We do 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 honors theses are given priority.

1. Name: \_\_\_\_\_ 2. Year: \_\_\_\_\_

3. SISD #: \_\_\_\_\_ 4. Campus P.O. Box: \_\_\_\_\_ 5. Phone Number: \_\_\_\_\_

6. Concentration: \_\_\_\_\_

7. City where you would like to work:

8. Areas of particular academic interest:

9. Type of internship desired:

10. 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>
----------------------------------------	--------------	--------------------

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

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

13. Taubman Center faculty references:

a. \_\_\_\_\_

b. \_\_\_\_\_

Please return completed form to the Center (67 George Street, Box 1977) by **March 1, 2002**.

**A. ALFRED TAUBMAN CENTER FOR PUBLIC POLICY AND AMERICAN INSTITUTIONS**

**Governor Frank Licht Internship  
For Academic Year 2002-2003**

**Application Form**

1. Name: \_\_\_\_\_ 2. Year: \_\_\_\_\_

3. Campus Address: \_\_\_\_\_ 4. Phone Number: \_\_\_\_\_

5. Concentration: \_\_\_\_\_

6. Areas of particular academic interest:

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

Course (dept. number and title )      Grade      Paper Topic

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

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

10. Taubman Center faculty references:

a. \_\_\_\_\_

b. \_\_\_\_\_

Please return completed form to the Center (67 George Street, Box 1977) by **March 1, 2002**.

## **Listing of Placements for Recent Graduates in Public Policy and American Institutions**

Leslie Abrams '97

Fellow

Institute for the National Black Business

Council

New Haven, CT

Minnie Ames '93

Dept. of Agricultural and Resource

Economics

Univ. of California at Berkeley

Berkeley, CA

Azra Ashraf '98

Brown School of Medicine

Providence, RI

Todd Auwarter '01

Business Consultant

Corporate Executive Board

Washington, DC

Jillian Berk '00

Research Assistant

Income and Benefits Policy Center

Urban Institute

Washington, DC

Sarah Brennan '96

Kennedy School of Government

Harvard University

Cambridge, MA

Karen Brown '90

Program Director

Fairfield County Foundation

Wilton, CT

Oliver Chase '95

Researcher

Human Rights Watch

Rio de Janeiro, Brazil

Amy Checkoway '97

Project Associate

National Association of Child Advocates

Washington, DC

Joanne Chow '93

Budget Analyst

Office of Management and Budget

Washington, DC

Doug Copenhaver '91

Aide to the Deputy Commander in Chief

Iberian Atlantic Area - NATO

Lisbon, Portugal

Alika Crew '00

School of Dental Medicine

University of Pennsylvania

Philadelphia, PA

Franklin Cruz '99

Children's Academies for Achievement

New York, NY

Rachel Cruz '01

Hirsch Program in Health Law and Policy

George Washington University Law School

Washington, DC

Kristina Daugirdas '99

Research Assistant

Center for Budget and Policy Priorities

Washington, DC

Thomas Davis '91

Assistant General Counsel

The Community Builders

Boston, MA

Jessica Dubin '98

Harvard Law School

Cambridge, MA

Matthew Dunne '92

Executive Director

AmericaCorps/Vista

Washington, DC

Sarah Eaton '87

Counsel for NBA Europe

Paris, France

Allison Elgart '00

Health Advocacy Fellow

Education Department

Medicare Rights Center

New York, NY

Nancy Ferguson '90

Director

Butler County Rape Crisis Program

Oxford, Ohio

Natasha Flora '96  
Staff Assistant/Caseworker  
Office of U.S. Rep. Nancy Pelosi, D-CA  
San Francisco, CA

Sheryl Frost '01  
Elementary School Teacher  
Teach for America  
Washington, DC

Susan Gander '89  
Senior Policy Analyst/Government  
Relations and Public Affairs Manager  
The Center for Clean Air Policy  
Washington, DC

Lynn Bongiorno Garbee '89  
Director of Policy  
Oxford Health Plans  
Wilton, CT

Kristine Abbot Garfinkel '91  
Senior Analyst  
Office of Policy and Representation  
Washington, DC

Michael Gipstein '98  
Program Associate  
American Small Business Alliance  
Washington, DC

Kendra Proctor Goldbas '95  
Special Assistant to the Assistant Secretary  
for Policy Development and Research  
Dept. of Housing and Urban Development  
Washington, DC

Leslie Gomez '92  
Assistant District Attorney  
Philadelphia, PA

Jessica Green '98  
Assistant Manager for Public Affairs  
Institute of International Education  
New York, NY

Alexander Harris '98  
Education Project Manager  
14<sup>th</sup> St.-Union Square Local Development  
Corporation  
New York, NY

Sarah Hayes '99  
Teacher  
Teach for America Program  
Washington, DC

Thaddeus Heuer '99  
Marshall Scholar  
London School of Economics  
London, England

Kurt Hirsch '87  
Business Development Manager/Assistant  
General Counsel  
Jellyvision  
Chicago, IL

Matthew Hoffman '91  
Vice President  
Infotech Strategies  
Washington, DC

Riche Holmes '99  
Columbia Law School  
New York, NY

Sharon Hurwitz '94  
Assoc. Director of Resource Development  
Christopher House  
Chicago, IL

Bobby Jindal '91.5  
Assistant Secretary for Planning and  
Evaluation  
U.S. Department of Health and Human  
Services  
Washington, DC

Jessica Joseph '94  
Director  
Mieele School Initiatives  
New York, NY

Antonia Juhasz '94  
Director of International Trade and Forests  
Program  
America Lands Alliance  
Washington, DC

Matthew Keleman '92  
School of Education  
Stanford University  
San Francisco, CA

Liliana Kalogjera '99  
Honors Paralegal Program  
Federal Trade Commission  
Washington, DC

Monica Karuturi '01  
Masters Program in Public Health and  
Health Policy  
Columbia Graduate School

Kimberly Kimura '93  
Country Manager, Global Banking  
Supervision  
Federal Reserve Bank of San Francisco  
San Francisco, CA

Stephanie Kissam '00  
Fulbright Fellow (studying the privatization  
of elder care services)  
Stockholm, Sweden

Lydia Chang Lai '87  
Counsel  
New York State CLE Board  
New York, NY

Anna Laitin '97  
Staff Associate  
DC Appleseed Center  
Washington, DC

Andrea Lee '97.5  
Political Organizer/Outreach Coordinator  
WomenIn  
Boston, MA

Alison Leff '01  
Fellow  
Congressional Hunger Center  
Washington, DC

Sarah Leonard '99  
Teacher  
Teach for America program  
New York, NY

Roberet Letzler '99  
Research Assistant and Programmer  
Mathematica Policy Research  
Princeton, NJ

Kenneth Levit '87  
Special Counsel to the Director  
Central Intelligence Agency  
Washington, DC

Jonathan Levitsky  
Policy Planning Staff  
Office of the Secretary  
U.S. Department of State  
Washington, DC

Kara-Noelle Montermoso '99  
Fellow  
Common Ground Community  
New York, NY

John McCabe '92  
Recycling Specialist  
City of Oakland  
Oakland, CA

Scott Meyer '91  
Director of Business Development  
Multex.com. Inc  
New York, NY

Michelle Mickey '94  
Health Policy Analyst  
American Public Human Services Assoc.  
Washington, DC

Michael Miller '87  
European Counsel  
Sullivan & Cromwell  
London, England

Kristi Mitchell '92  
Manager of Clinical Practice Outcome  
American College of Cardiology  
Bethesda, MD

Joelle Murchison '95  
Assistant Director of Foundation and  
Corporation Relations  
Wesleyan University  
Middletown, CT

Jonathan Norman  
Policy Analyst  
Health Services Research and Evaluation  
Abt Associates, Inc  
Cambridge, MA

Ann Olson '89.5  
Assistant District Attorney  
New York, NY

Aaron Ostrom '90  
Executive Director  
1000 Friends of Washington  
Seattle, WA

Stephanie Page '92  
Community Organizer  
TwinCities Community Development Corp.  
Leominster, MA

Heidi Carter Pearlson '91  
Investment Consultant  
Cambridge Associates  
Boston, MA

Erik Pitchal '94  
Staff Attorney  
Legal Aid Society, Juvenile Rights Division  
New York, NY

Lucy Raimés '95  
Special Assistant to the Chief of Staff  
Dept. of Housing Preservation and  
Development  
New York, NY

Jack Resnick '92  
Resident Physician  
UCSF School of Medicine  
San Francisco, CA

William Rivera '91  
Trial Attorney, Federal Programs Branch  
U.S. Department of Justice  
Washington, DC

Jon Rozoff '85  
Vice President/Head of Washington Office  
Cornerstone Research  
Washington, DC

Christian Rutherford '97  
Non-Profit Management Program  
Wagner School of Public Service  
New York University  
New York, NY

Ariel Sabar '93  
Environmental Writer  
*The Providence Journal*  
Providence, RI

Kathryn Schlichter '98  
Research Assistant  
Urban Institute  
Washington, DC

Jordan Silbert '98  
Economic Vitality Fellow  
Sonoma County Economic Development  
Board  
San Francisco, CA

Josh Silverman '91  
CEO  
Evite, Inc  
Ann Arbor, MA

Jennifer Sinding '95  
English Teacher  
American Embassy School  
New Delhi, India

Suyin So '97  
Assistant Producer  
Dateline NBC  
New York, NY

Brian Swett '01  
Environmental Protection Agency  
Washington, DC

Jeremy Symons '92  
Analyst  
Environmental Protection Agency  
Washington, DC

Ebonya Wshington'95  
Department of Economics  
Massachusetts Institute of Technology  
Cambridge, MA

Bennet Zelner '90  
Assistant Professor of Management  
McDonough School of Business  
Georgetown University  
Washington, DC