



## HARVARD UNIVERSITY PH.D. PROGRAM IN HEALTH POLICY DISTRIBUTION REQUIREMENTS<sup>1</sup> 2020-2021

Students must fulfill distribution requirements in 3 areas outside of their concentration. The areas include all the current concentrations (Decision Sciences, Economics, Management, Methods for Policy Research, and Political Analysis), the former concentration in Ethics, Mental Health Policy, one new category in History, and another new category in Health Equity and Social Determinants. In order to fulfill a distribution requirement, a student must take the equivalent of a 4-unit FAS course in that area. (At the Harvard Chan School of Public Health, 5 credits is equivalent to a 4-unit FAS course; at HBS, a 3-credit MBA course is equivalent to a one-semester FAS course.)

In addition, the PhD program requires every student to take two one-semester courses in statistics/quantitative methods. The courses taken to fulfill this requirement will satisfy a distribution requirement in Methods for Policy Research.

Courses that satisfy distribution requirements include, but are not restricted to, the courses listed below. Students may petition to count a course not on this list by emailing the request and the course syllabus to DGS Meredith Rosenthal and copying Debbie Whitney and Colleen Yout.

### **DECISION SCIENCES**

#### **RDS 280. Decision Analysis for Health and Medical Practices [SPH]**

Ankur Pandya

Fall 2; TuTh 2-3:30

2.5 credits SPH = 2 credits FAS

This course is designed to introduce the student to the methods and growing range of applications of decision analysis and cost-effectiveness analysis in health technology assessment, medical and public health decision making, and health resource allocation. The objectives of the course are: (1) to provide a basic technical understanding of the methods used, (2) to give the student an appreciation of the practical problems in applying these methods to the evaluation of clinical interventions and public health policies, and (3) to give the student an appreciation of the uses and limitations of these methods in decision making at the individual, organizational, and policy level both in developed and developing countries.

*Course Note:* Introductory economics is recommended but not required.

#### **RDS 282. Economic Evaluation of Health Policy & Program Management [SPH]**

Stephen Resch

Spring 2; MW 2-3:30

2.5 credits SPH = 2 credits FAS

This course features case studies in the application of health decision science to policymaking and program management at various levels of the health system. Both developed and developing country contexts will be covered. Topics include: [1] theoretical foundations of cost-effectiveness analysis (CEA); [2] controversies and limitations of CEA in practice; [3] design and implementation of tools and protocols for measurement and valuation of cost and benefit of health programs; [4] integration of evidence of economic value into strategic planning and resource allocation decisions, performance monitoring and program evaluation; [5] the role of evidence of economic value in the context of other stakeholder criteria and political motivations.

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<sup>1</sup>In addition to fulfilling distribution courses and concentration courses, all students must take the full-year course, Health Policy 2000A & B ('Core Course'), in the first year. Starting in their third year and continuing until they complete the program, students are required to take the weekly health policy research seminar (Health Policy 3040A & B).

*Course Prerequisites:* Students must have taken RDS280 or RDS286. Prior coursework in Microeconomics is recommended.

**RDS 284. Decision Theory [SPH]**

James Hammitt

Fall; MW 11:30-1

5 credits SPH = 4 credits FAS

Introduces the standard model of decision-making under uncertainty, its conceptual foundations, challenges, alternatives, and methodological issues arising from the application of these techniques to health issues. Topics include von Neumann-Morgenstern and multi-attribute utility theory, Bayesian statistical decision theory, stochastic dominance, the value of information, judgment under uncertainty and alternative models of probability and decision making (regret theory, prospect theory, generalized expected utility). Applications are to preferences for health and aggregation of preferences over time and across individuals.

**RDS 285. Decision Analysis Methods in Public Health and Medicine [SPH]**

Nicolas Menzies

Spring 1; MW 2-3:30

2.5 credits SPH = 2 credits FAS

An intermediate-level course on methods and health applications of cost-effectiveness analysis and decision analysis modeling techniques. Topics include Markov models, microsimulation models, life expectancy estimation, cost estimation, deterministic and probabilistic sensitivity analysis, value of information analysis, and cost-effectiveness analysis.

*Course Note:* Familiarity with matrix algebra and elementary calculus may be helpful but not required; lab or section times to be announced at first meeting.

**API-302. Analytic Frameworks for Policy [HKS] / Economics 1415 [FAS]**

Richard Zeckhauser

Fall; TuTh 10:30-11:45

4 credits HKS = 4 credits FAS

This course develops abilities in using analytic frameworks in the formulation and assessment of public policies. It considers a variety of analytic techniques, particularly those directed toward uncertainty and interactive decision problems. It emphasizes the application of techniques to policy analysis, not formal derivations. Students encounter case studies, methodological readings, modeling of current events, the computer, a final exam, and challenging problem sets.

*Prerequisites:* An understanding of intermediate-level microeconomic theory and the basics of decision analysis; API-101, API-102, or equivalent, are sufficient.

## ECONOMICS

### **Economics 1011a. Microeconomic Theory: Advanced [FAS]**

Edward Glaeser

Fall; TuTh 12-1:15

4 credits FAS

Economics 1011a is similar to Economics 1010a, but more mathematical and covers more material. The course teaches the basic tools of economics and to apply them to a wide range of human behavior.

*Prerequisite:* Mathematics 21a or permission of the instructor.

### **Economics 1460. The Economics of Health Care Policy [FAS] / SUP-572 [HKS] / HPM 227 [HKS]**

Joseph P. Newhouse

Fall; MW 9-10:15

4 credits FAS = 4 credits HKS

Policy issues related to the following: the demand for medical care services, especially as a function of insurance; the demand for insurance and issues of selection; reimbursement policies of Medicare and other payers toward health plans, hospitals, and physicians; effects of health maintenance organizations and managed care; and malpractice and tort reform. Focus on federal policy, although state and local perspectives will receive some attention.

*Prerequisite:* Economics 1010a or 1011a. A statistics course is highly desirable.

### **Economics 2020A. Microeconomic Theory I [FAS] / API-111 [HKS] / HBSDOC 4010 [HBS]**

Rahul Deb

Fall; MW 8:45-10

4 credits FAS

A comprehensive course in economic theory designed for doctoral students in all parts of the university. Topics include consumption, production, behavior toward risk, markets, and general equilibrium theory. Also looks at applications to policy analysis, business decisions, industrial organization, finance, and the legal system.

Undergraduates with appropriate background are welcome, subject to the instructor's approval.

*Prerequisite:* Multivariate calculus and one course in probability theory. Thorough background in microeconomic theory at the intermediate level.

### **Economics 2020B. Microeconomic Theory II [FAS] / API-112 [HKS] / HBSDOC 4011 [HBS]**

Christopher Avery and TBA

Spring; TBA

4 credits FAS

A continuation of Economics 2020A. Topics include game theory, economics of information, incentive theory, and welfare economics.

*Prerequisite:* Economics 2020a.

### **API 101. Resources, Incentives, and Choices I: Markets and Market Failures [HKS]**

Five sections\*: A – Marcella Alsan, B – Janina Matuszeski, D – Pinar Dogan, E – Pinar Dogan, Z – Christopher Avery  
Fall; TuTh 10:30-11:45 (A,D, Z) and TuTh 12-1:15 (B,E)

4 credits HKS = 4 credits FAS

This course applies microeconomic reasoning to public issues, policies, and programs. It considers economic incentives and organizations; models of economic behavior, including markets, the absence of markets, and interventions in markets; the price system and how it works; and policy objectives and instruments. All sections cover a common set of core topics; the pedagogical approaches vary with the individual instructor.

*Prerequisite:* The Z section of this course presumes the ability to use basic calculus.

*\*The PhD Program in Health Policy strongly recommends Section Z.*

**API-302. Analytic Frameworks for Policy [HKS] / Economics 1415 [FAS]**

Richard Zeckhauser

Fall; MW 10:30-11:45

4 credits HKS = 4 credits FAS

This course develops abilities in using analytic frameworks in the formulation and assessment of public policies. It considers a variety of analytic techniques, particularly those directed toward uncertainty and interactive decision problems. It emphasizes the application of techniques to policy analysis, not formal derivations. Students encounter case studies, methodological readings, modeling of current events, the computer, a final exam, and challenging problem sets.

*Prerequisites:* An understanding of intermediate-level microeconomic theory and the basics of decision analysis; API-101, API-102, or equivalent, are sufficient.

**SUP 578. U.S. Healthcare Industry and Regulatory Policy [HKS]**

Leemore Dafny

*(Not Offered in 2020-2021)*

4 credits HKS = 4 credits FAS

The U.S. healthcare sector absorbs 17 percent of GDP, encompassing a diverse set of industries with public, nonprofit, and for-profit buyers and sellers. Regulators have a substantial opportunity and obligation to promote efficiency and competition in these various industries. This course will introduce participants to the key sectors comprising the healthcare industry (including insurers, pharmaceuticals, and acute and non-acute care providers) from the vantage point of the firms operating within them. We will discuss the impact of regulation (including public insurance programs) on business strategies and outcomes, with a strong emphasis on competition policy (i.e., antitrust enforcement). Virtually all examples will be U.S.-based. We will discuss select developments in U.S. healthcare reform over the past 8-9 years, with an emphasis on changes that affect the business of healthcare. Course time will be split between lectures and case discussions. Readings must be completed before class due to the interactive case-teaching method employed.

*Prerequisites:* Prior course in microeconomics. Statistics (through linear regression).

**HPM 206. Economic Analysis [SPH]**

David. Hemenway

Fall; TuTh 11:30-1

5 credits SPH = 4 credits FAS

A course on microeconomics, focusing on the uses and limitations of the economic approach, with applications to public health and medical care.

## ETHICS

### **History of Science 253. Bioethics, Law, and Life Sciences [FAS] / IGA 515 [HKS]**

Sheila Jasanoff

Spring; TBA

4 credits FAS

Seeks to identify and explore salient ethical, legal, and policy issues - and possible solutions - associated with developments in biotechnology and the life sciences.

### **2652. Health Law, Policy, Bioethics, and Biotechnology Workshop [HLS]**

I. Glenn Cohen

Fall; M 5-7

2 credits HLS = 2 credits FAS (However, if you write a research paper in the class, which is required of Petrie Flom Fellows, you will receive credit for a full distribution course, i.e. a 4-credit course in FAS).

This seminar will feature the presentation and discussion of cutting edge scholarship on health law, health policy, biotechnology and bioethics. The evaluation mechanism is that students must submit brief written comments on a number of the papers during the course. Because the papers are different every term, students can take the class as many times as they wish. Presenters will come from a wide range of disciplines and departments, and papers may feature doctrinal, economics, philosophical, political science, or other methods, but students need not have prior training in these disciplines. To determine whether this workshop is a good fit for their interests, students are encouraged to browse the listing of papers presented in past years that can be found here:

<http://petrieflom.law.harvard.edu/events/by-type/category/workshops>

### **BEth 706. Health Law, Policy, and Bioethics [HMS]**

*(HMS courses not listed in my.harvard.edu as of 8/12/20; not sure if this will be offered in 2020-2021.)*

Brendan Abel and Aaron Kesselheim

Spring; TBA

4 credits HMS = 4 credits FAS

This course is a survey-style introduction to legal topics in health policy and bioethics. It requires no experience in law, and topics covered could include legal aspects of the doctor-patient relationship, medical malpractice, privacy issues, health care finance, end-of-life issues, organ donation, disability, mental health, medical product regulation, and intellectual property. The course will not cover issues in reproductive ethics or human subjects research regulation. Students will be evaluated via primarily written work, but also by class participation. Sessions will be a mix of lecture and group discussion, with occasional guest speakers.

### **GHP 265. Ethics of Global Health Research [SPH]**

Richard Cash

Spring 2; MW 3:45-5:15

2.5 credits SPH = 2 credits FAS

This course is designed to expose students to the key ethical issues that may be encountered in the course of conducting global health research. Using case presentations and discussion-based class sessions, students will have the opportunity to begin developing their own tools for dealing with these important issues in an applied context.

### **GHP 288. Issues in Health and Human Rights [SPH]**

Stephen Marks

Fall 2; TuTh 3:45-5:15

2.5 credits SPH = 2 credits FAS

The aim of this course is to introduce students to the application of the human rights framework to a wide range of critical areas of public health. Through lectures, cases and guest speakers, students will become familiar with the human rights perspective as applied to selected public health policies, programs and interventions. The course clarifies how human rights approaches complement and differ from those of bioethics and public health ethics.

Among the issues to be considered from a human rights perspective are the bioethics, torture prevention and treatment, infectious diseases, violence prevention and responses, genetic manipulation, access to affordable drugs, community-based health management and financing, child labor, aging, and tobacco control.

### **GHP 293. Individual and Social Responsibility for Health [SPH]**

Daniel Wikler

Fall 2; TuTh 9:45-11:15

2.5 credits SPH = 2 credits FAS

This course serves as an introduction to ethical issues in the practice of public health, with particular emphasis on those involving individual health-related choices. Our goals:

- Identify and articulate the ethical dimensions of decisions arising in the practice of public health.
- Contribute to the resolution of ethical dilemmas arising in the practice of public health through logically rigorous and evidence-based ethical reasoning.
- Examine the bases for ascription of responsibility for health to individuals, to society, and to others whose actions influence health.

### **ID 250. Ethical Basis of Public Health [SPH]**

Dan Wikler, Ole Norheim

Fall 1; MW 8-9:30

2.5 credits SPH = 2 credits FAS

This course serves as an introduction to ethical issues in the practice of public health. Students will identify a number of key ethical issues and dilemmas arising in efforts to improve and protect population health and will become familiar with the principal arguments and evidence supporting contesting views. The class aims to enhance the students' capacity for using ethical reasoning in resolving the ethical issues that will arise throughout their careers.

Unlike courses in medical ethics, which mainly examine ethical dilemmas facing individual clinicians, the population-level focus of this course directs our attention to questions of ethics and justice that must be addressed at the societal level.

These include:

- What social response is required of a just society to the needs of its members for protecting and restoring health?
- Is population health something other than the aggregate of the health concerns of the individuals who make up a society at a given time? And what are the ethical implications of the answers?
- When are inequalities in health inequitable, and what priority should be assigned to reducing disparities in health when pursuing this goal might compromise the effort to maximize population health?
- Which ethical choices, if any, are unavoidable in developing the methodologies for measurement of health and of the global burden of disease?
- Which ethical choices if any are unavoidable in developing and using methods for priority-setting such as cost-effectiveness analysis and cost-benefit analysis? Are the ethical commitments of the profession of public health consistent with some methods and not others?
- Should the institution of universal health coverage be guided by ethical precepts and if so, what are these values and how should they guide policy?
- Can and should public health's dedication to improving population health conflict with the priorities of some individuals whose choices to not reflect such high priority for health? Should these individual preferences always be respected? Are there effective strategies that pursue population health in the face of such conflicts while preserving the individual's freedom to make unhealthy choices?
- How should responsibility for poor health be assigned, and what are the ethical implications of this assignment for poor health due to health problems due to smoking, obesity, and other unhealthy behavior? To the extent that the socio-economic health gradient reflects differences in how well people take care of themselves are these disparities in health individual failings rather than social injustices?

## **HEALTH EQUITY AND SOCIAL DETERMINANTS**

### **SUP 206. The Causes and Consequences of Inequality [HKS] / A138 [GSE]**

Spring; TBA

David Deming

4 credits HKS = 4 credits FAS

Why has earnings inequality in the U.S. and other developed countries increased so much since the 1970s? What are the consequences of rising inequality, and what can we do about it? This course provides an overview of what social science has to say about the causes and consequences of inequality, and engages students in a critical and balanced discussion of the positive and normative issues concerning rising inequality. Example topics include: 1) the key role of education and skills in rising inequality among the “99 percent”; 2) inequality in childhood and family environments, including schooling; 3) the role of changes in economic institutions such as unionization and the minimum wage; 4) rising wealth inequality, taxation and capital mobility; 5) global issues in inequality, including outsourcing, immigration and trade. We will also consider the consequences of rising inequality for political and social institutions in the U.S. and around the world, including (for example) political capture by elites and preferences for redistributive social policy. Course assignments will ask students to analyze and develop policy solutions for addressing rising inequality in the U.S. and around the world.

*Course Notes:* Also offered by the Graduate School of Education as A138 and the Economics Department as Econ 1084. This course forms a unified sequence with SUP-204 “Growth, Inequality, and the Income of Households” taught in the fall. While either course can be taken separately, taking them together as a sequence is recommended for students wanting to pursue a more in depth study of household incomes and inequality.

### **SUP 230. Race and the State: The Role of Public Policy in U.S. Racial Inequality [HKS]**

Spring; TBA

Desmond Ang

4 credits HKS = 4 credits FAS

This course examines the causes and consequences of racial inequality across a range of domains - from education and criminal justice to labor markets and civic and social engagement. While providing students with an economic toolkit for understanding and discussing discrimination, this course also draws on work in sociology and social psychology to shed light on the real-world ramifications of racial inequality in America. Throughout the course, students will engage in critical evaluation of the impacts that public policies – both current and historical - have on marginalized communities. Example topics include: 1) the social costs of police violence in minority neighborhoods, 2) the consequences of “ban the box” measures on discrimination in hiring, and 3) the role of civil rights policies in minority representation and racial polarization.

### **SUP 234. Poverty, Race, and Health [HKS] / AAS 197 [FAS]**

Fall; Tu 12:45-2:45

David Williams

4 credits HKS = 4 credits FAS

This course critically examines the health status of the poor, and of African Americans and other socially disadvantaged racial and ethnic groups in the US. Attention will be focused on the patterned ways in which the health of these groups is embedded in the social, cultural, political, and economic contexts, and arrangements of US society. Topics covered include the meaning and measurement of race, the ways in which racism affects health, the historic uses of minorities in medical research, how acculturation and migration affects health, and an examination of the specific health problems that disproportionately affect nondominant racial groups.

### **SBS 201. Society and Health [SPH]**

Fall; MW 3:45-5:15, and a weekly lab

Ichiro Kawachi

2.5 credits SPH = 2 credits FAS

Analyzes major social variables that affect population health: poverty, social class, gender, race, family, community, work, behavioral risks, and coping resources. Examines health consequences of social and economic policies, and the potential role of specific social interventions. Reviews empirical and theoretical literature on mechanisms and processes that mediate between social factors and their health effects, and discusses alternative models for advancing public health.

*Note:* See [my.harvard.edu](http://my.harvard.edu) for enrollment information/restrictions.

**SBS 208. Adolescent Health [SPH]**

Fall 1; TuTh 9:45-11:15

Sabra Katz-Wise, Pamela Murray

2.5 credits SPH = 2 credits FAS

This course aims to provide an overview of major topics related to adolescent health for future public health practitioners, including health care providers, mental health workers, educators, and others. It is meant to be a broad introduction to adolescent health through covering topics that are relevant to the lives of adolescents, including: sexual and reproductive health, media influences, mental health, policy and advocacy, LGBTQ adolescents, school health, nutrition, juvenile justice, disability, substance use, and racism in healthcare. The focus of the course is domestic, since adolescence is constructed differently across cultural contexts; however, we will explore global implications as much as class experience and knowledge permits. We welcome students to bring their diverse personal and professional experiences to enrich class discussions.

**SBS 220. Society and Its Effects on Child Health [SPH]**

Spring 1; TuTh 2-3:30

Ronald Samuels, Judith Palfrey

2.5 credits SPH = 2 credits FAS

This course is intended to provide an in-depth study of some of the ways society effects children's health in the United States and abroad. Issues covered include: the effects of poverty on health and public policy impact on chronic illness. Approximately two-thirds of planned topics are domestic, with one-third international. Other areas covered will be determined by the students, who will pick topics of their own interest to present to the class. Students are encouraged to narrow the focus in order to present topics in some depth, but also are learning how to present issues in narrow time windows.

*Course Note:* The course is intended for students of a broad range of disciplines interested in child health issues, who have not necessarily had extensive training in maternal and child health.

**SBS 246. Maternal and Child Health: Programs and Policies [SPH]**

Fall 2; MW 3:45-5:15

Henning Tiemeier

2.5 credits SPH = 2 credits FAS

Components of health care programs for mothers and children are discussed in the context of the epidemiology of important health problems, the historical and legislative background, and social policies. The course takes a life-course approach and health programs appropriate to prenatal, early and late childhood, adolescence, and youth are presented in terms of the multidisciplinary and interdisciplinary action required to improve the health status of populations. The social, political, and environmental factors that shape current and future maternal and child health problems and policies are discussed. Topics include infant mortality and low birthweight, maternal and child mental health, maternal morbidity and mortality, services for children with special health care needs, and financing of health care for mothers and children.

**SBS 254. Social Disparities, Stress, and Health [SPH]**

Spring 2; MW 3:45-5:15

Laura Kubzansky

2.5 credits SPH = 2 credits FAS

This course is designed to review theories and research examining stress and the role it plays in social disparities in health. The course will review basic concepts and models of stress as well as the mechanisms by which stress may influence health and explain social disparities. A key aspect of the class will be to consider the quality of the research on stress and health, and students will be required to evaluate methods and measures. The course builds on a basic understanding of society and health and of epidemiology.

*Course Prerequisite(s):* SBS201 or SBS201S or EPI200 or EPI201 or ID201.



**SBS 502. Mass Incarceration and Health in the US [SPH]**

Spring 1; MW 11:30-1

Monik Jimenez

2.5 credits SPH = 2 credits FAS

This course reviews the health implication of mass incarceration on individuals and their communities. Although the course will focus on the impact of incarceration, involvement with the criminal justice system more broadly will be discussed. The course will discuss the current state of knowledge, identify key gaps and explore examples of successful interventions to improve health outcomes among criminal justice involved individuals. Various health related implications of criminal justice involvement will be discussed, such as infectious disease, mental health, cardiovascular disease and cancer. A framework grounded in history and critical race theory will be employed in addition to careful consideration of the intersection of race, sex/gender, socioeconomic position and sexual and gender minority status. Methodological concerns and ethical implications of research conducted among individuals while in custody will also be considered. Classes will combine lectures, guest speakers representing key stakeholders and individuals with criminal justice involvement, and student led engagement. This course is appropriate for masters and doctoral level students.

**SBS 506. An Introduction to History, Politics, & Public Health: Theories of Disease Distribution & Health Inequities [SPH]**

Fall 1; Friday 10-1

2.5 credits SPH = 2 credits FAS

Nancy Krieger

This course offers an introduction to the social and scientific contexts, content, and implications of **theories of disease distribution**, past and present. It considers how these theories shape questions people ask about--and explanations and interventions they offer for--patterns of health, disease, and well-being in their societies. Designed for both master level and doctoral level students, SBS 506 also serves a pre-requisite for SBS 507, the in-depth continuation of the course required for SBS doctoral students. SBS 506 accordingly begins by reviewing the role of theory in the production of scientific knowledge. It next introduces both text-based theories of disease distribution developed in ancient Greece and China, and also oral traditions reflecting diverse American Indian, Latin American, African, and medieval European explanations of disease distribution, followed by an overview of theories employed during the rise of epidemiology as a distinct discipline in both Europe and the United States, from 1700 to 1950. It then introduces current theories and controversies and employs selected case examples to illustrate their application to--and implications for understanding--current and changing population distributions of disease and health inequities, especially in relation to class, race/ethnicity, gender, and sexuality. Emphasizing relationships between epidemiologic theory and practice, theories and frameworks covered include: miasma, contagion, germ theory, biomedical model, lifestyle, social production of disease/political economy of health, Latin American social medicine, health & human rights, social determinants of health, population health, psychosocial, lifecourse, and ecosocial theory.

*Note:* See [my.harvard.edu](http://my.harvard.edu) for enrollment information/restrictions.

**SBS 507. Advanced Seminar on History, Politics, & Public Health: Theories of Disease Distribution & Health Inequities [SPH]**

Fall 2; Friday 10-1

Nancy Krieger

2.5 credits SPH = 2 credits FAS

This course builds on the prerequisite course SBS 506 and its critical focus on **theories of disease distribution**, past and present. Intended for doctoral students (and required of SBS doctoral students), SBS 507 deepens historical and present-day understanding of contemporary mainstream theories of disease distribution and their social epidemiologic alternatives. Pairing 20th and 21st CE historical and contemporary books (not articles!), the course both builds substantive knowledge regarding the content and public health implications of diverse theories of disease distributions while also developing skills in conducting literature searches about and engaging with complex scholarly arguments and discourse.

*Course Prerequisites:* SBS506 required.

*Note:* See [my.harvard.edu](http://my.harvard.edu) for enrollment information/restrictions.

**SBS 514. Reducing Socioeconomic & Racial/Ethnic Inequalities in Health: Concepts, Models, Effective Strategies [SPH]**

Spring 1; TuTh 9:45-11:15

Mary Bassett

2.5 credits SPH = 2 credits FAS

This course will provide a critical overview of conceptual approaches and empirical evidence for interventions that take a social determinants approach to reduce socioeconomic and racial/ethnic disparities in health status. The focus is on the extent to which policies and interventions on the social determinants of health can both improve health and reduce disparities. It considers interventions within the healthcare system, but emphasis is given to population-based interventions within the healthcare system, but emphasis is given to population-based interventions on the social determinants of health in multiple other societal sectors. Attention is also given to the social and political barriers to the development and proliferation of effective intervention to address social disparities in health.

The course is designed as a three-hour session that combines a lecture format in the first half of the class with a seminar-style format in the second half during which students will lead the discussion on a pre-assigned reading with regards to evidence for an intervention on specific social conditions or conceptual, methodological, logistical or political challenges related to the development and/or implementation of successful interventions. The seminar component is designed to allow a free interchange of ideas among all students. It is expected that the classroom environment will be utilized to share expertise, vigorously challenge conventional wisdom that does not have a scientific foundation, and develop testable hypotheses that might guide future research and rigorous evaluation of interventions.

*Note:* See [my.harvard.edu](http://my.harvard.edu) for enrollment information/restrictions.

**WGH 250. Embodying Gender: Public Health, Biology, and the Body Politic [SPH]**

January Term

Nancy Krieger

2.5 credits SPH = 2 credits FAS

This course will focus on the social and biological processes and relationships from interpersonal to institutional involved in embodying gender, as part of shaping and changing societal distributions of, including inequities in, health, disease, and well-being. It will consider how different frameworks of conceptualizing and addressing gender, biological sex, and sexuality (that is, the lived experience of being sexual beings, in relation to self, other people, and institutions) shape questions people ask about and explanations and interventions they offer for a variety of health outcomes. Examples span the lifecourse and historical generations and include chronic non-communicable diseases, HIV/AIDS, occupational injuries, reproductive health, mental health, and mortality, each analyzed in relation to societal and ecological context, global health policy and human rights, work, and the behaviors of people and institutions. In all these cases, issues of gender and sexuality will be related to other societal determinants of health, including social class, racism, and other forms of inequality. The objective is to improve praxis for research, teaching, policy, and action, so as to advance knowledge and action needed for producing sound public health policy and health equity, including in relation to gender and sexuality.

*Course Note:* Prerequisite is a prior course on gender analysis and health, such as: WGH 201, WGH207, WGH210, WGH211, WGH220, SBS506, SBS507, ANTHRO1882, HLS2242, HLS2513, HLS2540, or another prior course on gender analysis and health (with instructor's approval).

## **HISTORY**

### **History of Science 257. Current Issues in the History of Medicine: Seminar [FAS]**

Allan Brandt

Spring; TBA

4 credits FAS

Explores new methods for understanding disease, medicine, and society, ranging from historical demography to cultural studies. Topics include patterns of health and disease, changes in medical science and clinical practice, the doctor-patient relationship, health care systems, alternative healing, and representations of the human body. The course will focus on historical problem-framing, research strategies, and writing.

### **History of Science 258. Epidemics and Other Crises [FAS] / EPI 258 [SPH]**

David Shumway Jones

Fall; Tu 9:45-11:45

4 credits FAS

Epidemics continue to challenge human populations, causing substantial mortality and provoking dramatic societal responses. At the same time, there are many other health significant threats (e.g., cigarettes, air pollution, the climate crisis) that generate little concern or attention. This graduate seminar will examine the historical literature on epidemics and other health threats to explore the nature of the threats, how societies have responded, and how these histories can inform our understanding of medicine and public health. We will also explore the roles that historians can play when these crises strike: can we distill useful lessons from history?

## MANAGEMENT

The following General Management and Healthcare MBA courses are options for fulfilling a management distribution requirement.

Note that 3 credits is equivalent to 4 credits in FAS.

### General Management

- HBSMBA 1230. Corporate Strategy: Creating Value Across Markets (3 credits)
- HBSMBA 1504. Building and Sustaining a Successful Enterprise (3 credits)
- HBSMBA 1556. General Management: Processes & Action (3 credits) *(not offered in 2020-2021)*
- HBSMBA 1816. Managing, Organizing & Motivating for Value (3 credits) *(not offered in 2020-2021)*
- HBSMBA 1908. Business at the Base of the Pyramid (3 credits)
- HBSMBA 2010. Corporate Governance and Boards of Directors (3 credits)
- HBSMBA 2040. Managing Change and Transformation (3 credits)
- HBSMBA 2056. Power and Influence (3 credits)
- HBSMBA 2060. Managing Human Capital (3 credits)
- HBSMBA 2108. Supply Chain Management (3 credits)
- HBSMBA 2120. Managing Service Operations (3 credits)
- HBSMBA 2165. Operating Strategies for Growth (1.5 credits) *(not offered in 2020-2021)*

### Healthcare

- HBSMBA 1665. Building Life Science Businesses (not offered in 2020-2021)
- HBSMBA 1666. Entrepreneurship in Healthcare IT and Services (1.5 credits) *((not offered in 2020-2021)*
- HBSMBA 1986. Consumers, Corporations, and Public Health *(not offered in 2020-2021)*
- HBSMBA 2157. US Healthcare Strategy (3 credits) *(not offered in 2020-2021)*
- HBSMBA 2180. Innovating in Health Care (3 credits)
- HBSMBA 2196. Transforming Health Care Delivery (3 credits)

The following Harvard Kennedy School course will also satisfy a management distribution requirement.

### **SUP 578. U.S. Healthcare Industry and Regulatory Policy [HKS]**

Leemore Dafny

*(not offered in 2020-2021)*

4 credits HKS = 4 credits FAS

The U.S. healthcare sector absorbs 17 percent of GDP, encompassing a diverse set of industries with public, nonprofit, and for-profit buyers and sellers. Regulators have a substantial opportunity and obligation to promote efficiency and competition in these various industries. This course will introduce participants to the key sectors comprising the healthcare industry (including insurers, pharmaceuticals, and acute and non-acute care providers) from the vantage point of the firms operating within them. We will discuss the impact of regulation (including public insurance programs) on business strategies and outcomes, with a strong emphasis on competition policy (i.e., antitrust enforcement). Virtually all examples will be U.S.-based. We will discuss select developments in U.S. healthcare reform over the past 8-9 years, with an emphasis on changes that affect the business of healthcare. Course time will be split between lectures and case discussions. Readings must be completed before class due to the interactive case-teaching method employed.

*Prerequisites:* Prior course in microeconomics. Statistics (through linear regression).

**MENTAL HEALTH POLICY**

**Health Policy 3002. Mental Health Policy [FAS]**

Spring; TBA

Haiden Huskamp

4 credits FAS

Participants discuss key institutional details related to the financing and delivery of mental health and substance use disorder treatment and existing research on mental health policy. Topics include: clinical presentation and treatment decision making; integration vs. exceptionalism; role of the government in financing and delivery of mental health and substance use disorder treatment; insurance coverage; payment; disparities in treatment; role of adverse childhood events; intersection with criminal justice; and social attitudes toward mental illness and addiction.

## **METHODS FOR POLICY RESEARCH**

### **Economics 2110. Econometrics I [FAS] / API 114 [HKS] / HBSDOC 4170 [HBS]**

Gregory Bruich

Fall; MW 1:30-2:45

4 credits

Economics 2110 and 2115 comprise a two-course sequence for first-year graduate students seeking training in econometric methods at a level that prepares them to conduct professional empirical research. Economics 2110 (fall) reviews probability and statistics, then covers the fundamentals of modern econometrics, with a focus on regression methods for causal inference in observational and experimental data.

*Note:* Enrollment limited to PhD candidates in economics, business economics, health policy, public policy, and political economy and government (PEG).

*Prerequisite:* Undergraduate courses in probability and statistics, regression analysis, linear algebra, and multivariate calculus.

### **Economics 2115. Econometric Methods II [FAS] / API 115 [HKS] / HBSDOC 4175 [HBS]**

Will Dobbie

Spring; MW TBA

4 credits

Economics 2110 and 2115 comprise a two-course sequence for first-year graduate students seeking training in econometric methods at a level that prepares them to conduct professional empirical research. Economics 2115 (spring) covers topics (different methods) in current empirical research. Faculty members from across the university will teach modules each covering a different method of causal inference, including but not limited to instrumental variables, panel data methods, and regression discontinuity and kink designs. The course will emphasize a mixture of theory and application, with problem sets focused on the replication or extension of recent papers utilizing these methods.

*Note:* This course is designed for PhD candidates in health policy, public policy, education policy, the Business School DBA program. Qualified undergraduates are also permitted to take the course with permission of the instructor.

### **Government 2001. Advanced Quantitative Research Methodology I [FAS]**

Gary King

Spring; M 3-5:45

4 credits

This class introduces students to quantitative methods and how they are applied to political science research. It has two overarching goals. First, we focus on the theory of statistical inference - using facts you know to learn about facts you don't know - so that you can truly understand a wide range of methods we introduce, feel comfortable using them in your research, digest new ones invented after class ends, implement them, apply them to your data, interpret the results, and explain them to others. Second, students learn how to publish novel substantive contributions in a scholarly journal. A substantial portion of those in this class publish a revised version of their class paper as their first scholarly journal article. Please see <http://j.mp/G2001> for details.

*Prerequisite:* Government 2000 and for doctoral students only.

### **Government 2002. Advanced Quantitative Research Methodology II [FAS]**

Matthew Blackwell

Spring; TBA

4 credits

This course provides a rigorous foundation necessary for quantitative research in the social sciences. After reviewing the basic probability theory, we offer a systematic introduction to the linear model and its variants -- the workhorse models for social scientists. We cover the classic linear regression model, least squares estimation and projection, fixed and random effects models, principal components analysis, instrumental variables, flexible regression models, and regularization for high dimensional data. In covering these topics, we deepen our knowledge of fundamental concepts in statistical inference while also demonstrating how these methods are applied in political science.

*Prerequisite:* Gov 2001 or permission of the instructor.

**Government 2003 / Statistics 286. Causal Inference [FAS]**

Kosuke Imai  
Spring; TBA  
4 credits

The course will introduce students to the basic concepts of Causal Inference primarily under the Potential Outcome approach. It will then guide students through recent advances in causal inference for the analysis of both experimental and observational studies. Topics will include: dealing with various "selection" problems or post-treatment complications, such as censoring due to death, noncompliance, missing outcomes, mediation analysis, through principal stratification; dealing with interference and estimation of spillover effects; sensitivity analysis to various identifying assumptions; different modes of inference for causal effects (moment-based, randomization-based, likelihood-based and Bayesian).

The course will blend theory and application. Recent papers will be discussed, and participants will be encouraged to develop their own research problems in this active area. After finishing the course, students should have a solid understanding of the philosophy behind causal inference, the ability to analyze experimental and observational data; the ability to design and implement a data analysis plan for a given scenario.

*Prerequisite:* Statistics 186 or equivalent recommended.

**Statistics 110. Introduction to Probability [FAS]**

Joseph Blitzstein  
Fall; MW 1:30-2:45  
4 credits

A comprehensive introduction to probability. Basics: sample spaces and events, conditional probability, and Bayes' Theorem. Univariate distributions: density functions, expectation and variance, Normal, t, Binomial, Negative Binomial, Poisson, Beta, and Gamma distributions. Multivariate distributions: joint and conditional distributions, independence, transformations, and Multivariate Normal. Limit laws: law of large numbers, central limit theorem. Markov chains: transition probabilities, stationary distributions, convergence.

*Prerequisite:* Mathematics 1b or equivalent.

**Statistics 111. Introduction to Statistical Inference [FAS]**

Neil Shephard  
Spring; TBA  
4 credits

The course is designed for undergraduates as their first introduction to rigorous statistical inference. Understanding the foundations will allow you to see more deeply into individual methods and applications, placing them in context and able to learn new ones (and invent new ones!) much faster having understood broad principles of inference.

*Prerequisite:* Mathematics 19a and 19b or equivalent and Statistics 110.

**Statistics 139. Linear Models [FAS]**

Kevin Rader  
Fall; MWF 1:30-2:45  
4 credits

An in-depth introduction to statistical methods with linear models and related methods. Topics include group comparisons (t-based methods, non-parametric methods, bootstrapping, analysis of variance), linear regression models and their extensions (ordinary least squares, ridge, LASSO, weighted least squares, multi-level models), model checking and refinement, model selection, cross-validation. The probabilistic basis of all methods will be emphasized.

*Prerequisite:* Statistics 110 and Math 21a and 21b or equivalent.

**Statistics 149. Generalized Linear Models [FAS]**

Mark Glickman  
Spring; TBA  
4 credits

Sequel to Statistics 139, emphasizing common methods for analyzing continuous non-normal and categorical data. Topics include logistic regression, log-linear models, multinomial logit models, proportional odds models for ordinal data, Gamma and inverse-Gaussian models, over-dispersion, analysis of deviance, model selection and criticism, model diagnostics, and an introduction to non-parametric regression methods.

*Note:* Examples will be drawn from several fields, particularly from biology and social sciences.

*Prerequisite:* Statistics 139 or with permission of instructor.

### **Statistics 160. Design and Analysis of Sample Surveys [FAS]**

Alan M. Zaslavsky

*(Not Offered in 2020-2021)*

4 credits

Methods for design and analysis of sample surveys. The toolkit of sample design features and their use in optimal design strategies. Sampling weights and variance estimation methods, including resampling methods. Brief overview of nonstatistical aspects of survey methodology such as survey administration and questionnaire design and validation (quantitative and qualitative). Additional topics: calibration estimators, variance estimation for complex surveys and estimators, nonresponse, missing data, hierarchical models, and small-area estimation.

*Prerequisite:* Statistics 111 or 139 or with permission of instructor.

### **API 201A,B,C,E,Z. Quantitative Analysis and Empirical Methods [HKS]**

Section A- Jonathan Borck, Section B- Teddy Svoronos, Section C- Dan Levy, Section E- David Deming, Section Z- Maya Sen

Fall; MW 9-10:15 (A, E, Z); MW 12-1:15 (B,C)

4 credits HKS = 4 credits FAS

Introduces students to concepts and techniques essential to the analysis of public policy issues. Provides an introduction to probability, statistics, and decision analysis emphasizing the ways in which these tools are applied to practical policy questions. Topics include: descriptive statistics; basic probability; conditional probability; Bayes' rule; decision making under uncertainty; expected utility theory; sampling design; statistical inference; and hypothesis testing. The course also provides students an opportunity to become proficient in the use of computer software widely used in analyzing quantitative data.

*API-201 is required for MPP students and is a prerequisite to API-202. The Z section moves more quickly through the material, spends more time on advanced topics, and assumes a greater mathematical facility than is required for the other sections. The Z section is recommended, but not required, for students who are planning to take API-302. This course may not be taken for credit with API-205 or API-209. MPA students can enroll in API-201 only with the permission of the API-201 course head and if admitted will be assigned to a section by the MPP faculty chair.*

### **API 202 A,B,I,Z. Empirical Methods II [HKS]**

Section A- Timothy Layton, Section B- Desmond Ang, Section I- Anders Jensen, Section Z- Teddy Svoronos Spring, TBA

4 credits HKS = 4 credits FAS

Intended as a continuation of API-201, this course equips students with an understanding of common tools of empirical analysis in policy applications. Much of the learning will take place through hands-on analysis of data sets. The course will cover regression analysis, including multiple regression, dummy variables, and binary dependent variables; as well as program evaluation, including selection effects; the advantages and disadvantages of experimental, quasi-experimental, and observational data; and instrumental variable techniques. The final part of the course includes an integrative exercise in which students will have the opportunity to assess empirical analysis in an open-ended and professionally realistic project.

*Prerequisite:* API-201 or equivalent.

*May not be taken for credit with API-210.*

### **API 209. Advanced Quantitative Methods I: Statistics [HKS]**

Dan Levy

Fall; TuTh 9-10:15

4 credits HKS = 4 credits FAS

The goal of this course is to prepare students to analyze public policy issues using statistics. Topics included fall in the areas of probability theory, sampling, estimation, hypothesis testing, and regression analysis. While many students taking this class will have already taken courses in statistics and regression analysis, this course will probably place a much stronger emphasis than typical courses on conceptually understanding the statistical methods. Since the course is targeted to first-year students in the MPA/ID program, we will not shy away from using the mathematical tools needed to develop the conceptual understanding. But the emphasis of the course will be on the



conceptual understanding and application of the tools rather than on the math or the mechanics behind the tools.

*Prerequisites:* Multivariate calculus or linear algebra.

*This course is open to non-MPA/ID students only by permission of the instructor. May not be taken for credit with API-201.*

### **API 210. Advanced Quantitative Methods II: Econometric Methods [HKS]**

Will Dobbie

Spring; TBA

4 credits HKS = 4 credits FAS

Intended as a continuation of API-209, Advanced Quantitative Methods I, this course focuses on developing the theoretical basis and practical application of the most common tools of empirical. In particular, we will study how and when empirical research can make causal claims. Methods covered include randomized evaluations, instrumental variables, regression discontinuity, and difference-in-differences. Foundations of analysis will be coupled with hands-on examples and assignments involving the analysis of data sets.

*Prerequisite:* API-209 or permission of instructor.

*This course is open to non-MPA/ID students only by permission of instructor. May not be taken for credit with API-202.*

### **S030. Intermediate Statistics for Educational Research: Applied Linear Regression [GSE]**

Hadas Eidelman

Spring; TBA

4 credits GSE = 4 credits FAS

Are scores on high stakes tests primarily a function of socioeconomic status? Do mandatory seat belt laws save lives? In this course, students will learn how to use a set of quantitative methods referred to as the general linear model regression, correlation, analysis of variance, and analysis of covariance to address these and other questions that arise in educational, psychological, and social research. The course strategy will be to learn statistical analysis by doing statistical analysis. During the semester, students will address a variety of substantive research questions by analyzing dozens of data sets and fitting increasingly sophisticated regression models.

*Permission of instructor required. Enrollment procedure will be posted on the course website.*

### **S040. Introductory and Intermediate Statistics for Educational Research: Applied Linear Regression [GSE]**

Joseph McIntyre

Fall; M 10:30-11:45 or M 9-10:15, and 2 small section meetings per week

4 credits GSE = 4 credits FAS

Often when quantitative evidence is being used to answer questions, scholars and decision-makers must either analyze empirical data themselves or evaluate the analyses of others. This course will cover the basic principles of quantitative data analysis and is roughly comparable in content to the full-year S-012/S-030 course sequence in applied regression and data analysis. Students will examine real data gathered to address questions in educational, psychological, and social research settings, becoming acquainted with basic descriptive statistics, tabular and graphical methods for displaying data, the notion of statistical inference, and analytic methods for exploring relationships with both categorical and continuous measures. These topics will provide students with a solid foundation for addressing research questions through statistical modeling using simple and multiple linear regression. There will be an emphasis on applying the statistical concepts learned in this course--in particular, how to: (1) select the appropriate statistical techniques; (2) properly execute those techniques; (3) examine the assumptions necessary for the techniques to work appropriately; (4) interpret analytic results; (5) summarize the findings effectively; and (6) produce publication-style visual displays of results. Because quantitative skills are best learned through practice, computer-based statistical analyses will be an integral part of the course. There will be several problem sets involving the core concepts covered in class as well as several take-home assignments and a final project involving data analysis and the interpretation and reporting of research results.

*Students are expected to attend one 75-minute class meeting a week. To maximize access across time zones, the class will be offered in two separate class meeting times: Monday, 10:30 – 11:45 a.m. ET --or-- Monday, 9:00 – 10:15 p.m. ET. Students will need to be available for at least one of the two course meeting-time options to enroll in this course. Final assignment of a class meeting time will not happen as part of course enrollment in my.harvard.edu, but instead will be coordinated by the course teaching team. Students are also expected to attend two small section meetings per week. These will be held on Wednesdays and Fridays, and will be scheduled around*

*student availability. Attendance at these meetings is required (allowances can be made if a student has to miss an occasional meeting, but you should plan to attend on a regular basis). Additional programming sections will be held on a weekly basis, but these will be recorded for students who cannot attend in person.*

*No prior data analytic experience is required, but a working knowledge of basic algebra (GRE-level mathematics) is assumed, and some previous exposure to introductory statistics is advantageous. Recommended for most first-year Ph.D. students and any Ed.M. students wishing to enroll in a spring semester course that requires S-030 or S-040 as a prerequisite, such as S-052 or A-164. Please consult with the instructors if you have any questions about whether S-040 is right for you.*

*Class Notes:* Students in S040 will also participate in small group sections that are led by a member of the teaching team. These will meet twice per week and be scheduled at the beginning of class. One section will focus on content and one section on students exploring their own research questions and presenting their results.

S040 also includes optional programming sessions on R and Stata. They will be held as follows:

Thursday - R session 1 at 9AM and R session 2 (repeated from the morning) at 4:30pm

Fridays – Stata session 1 at 9AM and Stata session 2 (repeated from the morning) at 4:30pm

### **S052. Intermediate and Advanced Statistical Methods for Applied Educational Research [GSE]**

Andrew Ho

Spring; TBA

4 credits GSE = 4 credits FAS

This course is designed for those who want to extend their data analytic skills beyond a basic knowledge of multiple regression analysis and who want to communicate their findings clearly to audiences of researchers, scholars, and policymakers. S-052 contributes directly to the diverse data analytic toolkit that the well-equipped empirical researcher must possess in order to perform sensible analyses of complex educational, psychological, and social data. The course begins with general linear models and continues with generalized linear models, survival analysis, multilevel models, multivariate methods, causal inference, and measurement. Specific methods exemplifying each of these topics include regression, discrete-time survival analysis, fixed- and random-effects models, principal components analysis, instrumental variables, and reliability, respectively. S-052 is an applied course. It offers conceptual explanations of statistical techniques and provides many opportunities to examine, implement, and practice these techniques using real data. Students will learn to produce readable and sensible code to enable others to replicate and extend their analyses. Attendance at weekly sections is required.

*Prerequisites:* Successful completion of S-040 (B+ or better allowed, A- or A recommended) or an equivalent course or courses that include 12 or more full hours of class time on multiple regression and its direct extensions. Students who have not passed S-40 must discuss their previous training before or at the first class meeting. Students who do not meet the prerequisite should consider S-030. See the syllabus at the instructor's website, <https://scholar.harvard.edu/andrewho/classes> for more details.

**NOTE:** There are also many courses offered at HSPH that will satisfy the MPR (aka statistics) distribution requirement—essentially any courses in the Biostatistics Dept from BST210 up will count, and there are also a few courses in the Global Health and Population Dept that will count—for example GHP 525: Econometrics for Health Policy. For more options on fulfilling this distribution requirement, please see the MPR concentration document.

## **POLITICAL ANALYSIS**

### **DPI 115. The American Presidency [HKS]**

Roger Porter

Fall; TuTh 12-1:15

4 credits HKS = 4 credits FAS

This course analyzes the development and modern practice of presidential leadership in the United States by: (1) examining the evolution of the modern presidency, the process of presidential selection, and the structure of the presidency as an institution; (2) considering the ways in which presidents make decisions and seek to shape foreign, economic, and domestic policy; and (3) exploring the relationship of the presidency with other major government institutions, organized interest groups, the press, and the public. Its primary concern is with the political resources and constraints influencing the president's ability to provide leadership in the U.S. political system.

### **DPI 120. The U.S. Congress and Law Making [HKS]**

David King

Spring; TBA

4 credits HKS = 4 credits FAS

The United States Congress is the "board of directors" for the Federal Government, and it plays the central role in most national policy decisions. Yet how it works - the real story of how it works - is largely unknown, even among people who have worked in policymaking for a long time. Taught by the faculty chair of Harvard's Bipartisan Program for Newly Elected Members of Congress, this course puts students in the midst of legislative politics through academic readings and real-world cases. The course begins with the theory and history of legislatures and ends with a simulation involving lobbyists, journalists, and would-be legislators. It is ideal for anyone considering working with the Congress or state legislatures.

### **DPI 122A & B. Politics and American Public Policy [HKS]**

David King

Fall; A – MW 3-4:15, B – M 3-4:15 & W 6-7:15pm

4 credits HKS = 4 credits FAS

How do major, transformative changes in public policy take place? Why do some big public policy reforms succeed while others fail or languish for decades? Major public policy changes often begin in the orderly world of analysis - but end in the messy world of partisan politics. To succeed a new initiative has to coincide with a political climate and a leadership capacity that allows the proponents to overcome the natural resistance to change. This course explores the major political institutions and organizations in the U.S. policy process. A "lobbying simulation" plays an important role in integrating elements of the course, and the course underscores the important roles of state, local, and tribal governments in addition to the federal government.

*Class Notes:* Students enrolled in this course attend two 75-minute class meetings a week. To support remote learning across time zones, students may register for one of two sections of this course. Both sections of the course meet together for one of the weekly meetings and meet in separate time blocks for the other weekly meeting. Course sections and meeting times are listed separately in my.harvard for registration.

### **DPI 321. Modern American Political Campaigns [HKS]**

Robert Mook, Scott Jennings

Fall, M 6-7:15 pm

4 credits HKS = 4 credits FAS

Led by two seasoned American political campaign experts, one Republican, one Democrat, with diverse set of experiences in state and national politics, this class is an authoritative view on how to organize and manage a modern American political campaign, peppered with actual stories culled from decades of combined experience. We'll use the 2020 Presidential cycle as a living classroom to discuss tactics, draft internal strategy, and practice briefing for executive audiences. And with special guests from the world of Democratic and Republican politics, we'll dig deep into campaign strategy and what matters in the age of Trump. From formulating campaign strategy to choosing tactics, building an organization, and basic campaign management, this course provides the fundamentals for virtually every aspect of how a campaign is set up and run. Students will spend the first phase of the class learning the building blocks of campaign organization. The second phase will be a detailed exploration of various strategies to secure earned media, paid media (television, digital, and direct mail advertising), and grassroots

organizing. Lastly, students will learn basic campaign management tools, including fundraising, budgeting, metrics, reporting, and strategic adaptation.

**DPI 600. The Politics of the Press [HKS]**

Nancy Gibbs

Fall; TuTh 1:30-2:45

4 credits HKS = 4 credits FAS

The United States Congress is the "board of directors" for the Federal Government, and it plays the central role in most national policy decisions. Yet how it works - the real story of how it works - is largely unknown, even among people who have worked in policymaking for a long time. Taught by the faculty chair of Harvard's Bipartisan Program for Newly Elected Members of Congress, this course puts students in the midst of legislative politics through academic readings and real-world cases. The course begins with the theory and history of legislatures and ends with a simulation involving lobbyists, journalists, and would-be legislators. It is ideal for anyone considering working with the Congress or state legislatures.

**SUP 500. Introduction to U.S. Health Care Policy [HKS]**

Amitabh Chandra

Spring; TBA

4 credits HKS = 4 credits FAS

The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the challenges created by the political economy of the system. Topics include uninsurance, quality, disparities, the delivery system, cost-growth, market-power, medical malpractice, long-term care, innovation and pharmaceutical pricing. We will focus on major health policy institutions, issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP), and examine how major pieces of legislation, such as the Affordable Care Act (ACA), and ideas like 'Medicare for All' confront these challenges. Our emphasis will be on 'evidence based health policy' and we will use a mix of cases, books, and movies to understand challenges, opportunities, and the evidence for reform ideas. When appropriate, we will study the cross-national evidence. Students are expected to actively participate in the discussion. No disciplinary background is assumed, nor is any special familiarity with the field of health care required. However, knowledge of basic economics at the level of introductory economics and basic statistics will be assumed.

**SUP 575. Political Analysis and Strategy for U.S. Health Policy [HKS] / HPM 247 [SPH].**

TBA

*(not offered in 2020-2021)*

4 credits HKS = 5 credits HSPH = 4 credits FAS

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

**HPM 210. United States Health Policy [SPH]**

John McDonough

Fall 1; MW 9:45-11:15

2.5 credits SPH = 2 credits FAS

This course will provide students with a basic and thorough understanding of the U.S. health system focusing on access, quality of care, and costs. Students will learn how the system and its most important sub-elements are structured, how care is organized, delivered, and financed, and how national health reform is influencing the future direction of the system. Students will write five policy memos concerning immediate and real-world U.S. health policy issues.

### **HPM 211. The U.S. Healthcare Safety Net and Vulnerable Populations [SPH]**

Benjamin Sommers

Fall 2; MW 9:45-11:15

2.5 credits SPH = 2 credits FAS

This course examines U.S. health policy for vulnerable populations. We will analyze several key components of the health care safety net for poor American: Medicaid, the Affordable Care Act, community health centers, public hospitals, and unique state-based programs for low-income families. We will also explore issues related to the health care of special populations including Native Americans, immigrants, the homeless, and prisoners. We will draw on a variety of materials and learning approaches, such as research articles, case studies, newspaper editorials, and a classroom policy debate. No previous coursework required, but class participation and discussion are essential.

*Priority given to:* Due to limited class size, Health Policy & Management students will have first priority for enrollment. Students from other departments are invited to waitlist by application only: please send a one paragraph statement (no more than 300 words) describing why you are interested in this course and any other special circumstances you would like the professor to be aware of. The statement should be emailed to [bsommers@hsph.harvard.edu](mailto:bsommers@hsph.harvard.edu) and/or submitted directly as part of your enrollment petition to the Registrar by September 11th, 2020; applications received after that date will still be considered but on first-come, first-served basis.

### **HPM 502. Federal Public Policy and Population Health [SPH]**

Sara Bleich

Spring 1; TuTh 9:45-11:15

2.5 credits SPH = 2 credits FAS

Public policies that promote population health by preventing and slowing disease onset are essential and complementary to clinical strategies for the management of disease. Effective public policies can also present alternatives to increased health care spending for maintaining and improving health. To understand how to use public policy as a tool to promote the population's health, knowledge about the key federal actors and their responsibility for addressing public health challenges is essential. So too is familiarity with the menu of available options for public policies and tools for policy analysis.

The overall purpose of this course is to familiarize students with the federal policy making process as well as provide opportunities for students to practice oral and written communication to policy makers and other key stakeholders. This course has four objectives: (1) to improve students' knowledge of current health policy issues, (2) to introduce students to the policy making process and the roles of various policy actors, (3) to prepare students to participate in the policy process and (4) to provide concrete examples of federal policy in the area of nutrition policy.

### **17.200. Graduate Seminar: American Political Behavior I [MIT]**

Andrea Campbell

Fall; Tu 11-1

4 credits FAS

Analyzes mass political behavior within the American political system. Examines political ideology, party identification, public opinion, voting behavior, media effects, racial attitudes, mass-elite relations, and opinion-policy linkages. Surveys and critiques the major theoretical approaches and empirical research in the field of political behavior.

### **17.30. Making Public Policy [MIT]**

Andrea Campbell

Spring; TuTh 3-4:30

4 credits FAS

Examines how the struggle among competing advocates shapes the outputs of government. Considers how conditions become problems for government to solve, why some political arguments are more persuasive than others, why some policy tools are preferred over others, and whether policies achieve their goals. Investigates the interactions among elected officials, think tanks, interest groups, the media, and the public in controversies over global warming, urban sprawl, Social Security, health care, education, and other issues.

**17.317. U.S. Social Policy [MIT]**

Andrea Campbell

*(not offered in 2020-2021)*

Explores historical development and contemporary politics of the American welfare state. Examines interactions among political institutions, elites, the media, and the mass public. Emphasis on reciprocal relationship between policy designs and public opinion/political action. Investigates broad spectrum of government policies that shape well-being, opportunity and political influence, including welfare, social security, health care, education, and tax policy.