HARVARD UNIVERSITY PH.D. PROGRAM IN HEALTH POLICY
POLITICAL ANALYSIS CONCENTRATION
2018-2019

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

- REQUIRED COURSES
- ELECTIVE COURSES
- FACULTY MEMBERS
- COURSE DESCRIPTIONS

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

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

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

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

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

**GROUP II – Survey Methods & Questionnaire Design**
- BST 212 Survey Research Methods in Community Health (Mangione)
- Statistics 160 Design and Analysis of Sample Surveys (Zaslavsky) [Not Offered in 2018-2019]

**GROUP III – Social Science Research Methodology & Design**
- Government 2001 Advanced Quantitative Research Methodology (King)
- Government 2002/Stat 186 Causal Inference (Imai)
- Government 2009 Methods of Political Analysis (Hall) [TBD Spring 2020]
- SBS 245 Social and Behavioral Research Methods (Gortmaker, Kenney)
- GHP 525 Econometrics for Health Policy (Canning)

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

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

*Faculty of Arts & Sciences*

- Economics 2020b Microeconomic Theory II (Kohlberg, Avery)
- Government 1368* The Politics of American Education (Peterson) (SUP 447 @ HKS)
- Government 2005 Formal Political Theory I (Gieczewski)
- Government 2006 Formal Models of Domestic Politics (Snyder)
- Government 2105 Comparative Politics: Field Seminar (Iversen, Wang)
- Government 2305 Race and Federalism (TBD)
- Government 2328 Electoral Politics (Ansolabehere)
- Government 2473 Parties and Interest Groups in the US (Snyder) [Not Offered in 2018-2019]
- Government 2474 Approaches to the Study of the US Congress (Snyder, Shepsle) [Not Offered in 2018-2019]
- Government 2576 Racial and Ethnic Politics in the US (Hochschild, Gay)
Government 3004A&B Research Workshop in American Politics (Enos, Ansolabere)
[Additional courses of the 3000 level may also satisfy requirement]
History of Science 249 The Opioid Epidemic in Historical Perspective (Brandt)

Harvard Kennedy School
DPI 101 Political Institutions & Public Policy: American Politics (Patterson/Baum/Masoud/Garay)
DPI 115 The American Presidency (Porter)
DPI 120 The U.S. Congress and Law Making (King) (HLS 2251 @ Law School)
DPI 122 Politics and American Public Policy (King)
DPI 132 Presidents, Politics, and Economic Growth: From FDR to Donald Trump (Parker)
DPI 324 Running for Office and Managing Campaigns (Jarding)
DPI 329 Contemporary Issues in American Elections (Gergen, Kamarck)
DPI 342 Religion, Politics, and Public Policy (Parker)
DPI 460 Latin American Politics and Policymaking (Garay)
SUP 500 Introduction to U.S. Health Care Policy (Burke, Frank)
SUP 578 U.S. Healthcare Industry and Regulatory Policy (Dafny)

Harvard Chan School
HPM 210 United States Health Policy (McDonough)
HPM 211 The Health Care Safety Net and Vulnerable Populations (Sommers)
HPM 213 Public Health Law (Sarpatwari)
HPM 502 Federal Public Policy and Population Health (Bleich)
HPM 552 Health Policy and Leadership (Varies) 1.25-credit courses offered irregularly

International Focus
Government 1780* International Political Economy (Frieden)
Government 2710 International Relations: Field Seminar (Hiscox, Kertzer)
GHP 244 Health Sector Reform: A Worldwide Perspective (Bossert)
GHP 269 The Political Economy of Global Health (Bump)

MIT Courses
17.320 Social Policy (Campbell) Offered irregularly

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

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

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

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

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

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

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

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

Gary King, Albert J. Weatherhead III University Professor

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

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

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

Required Courses:

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

Government 2305. American Government and Politics: Field Seminar
Jennifer Hochschild and Jon Rogowski
Fall, Th 9–11:45
Designed to acquaint PhD candidates in Government with a variety of approaches that have proved useful in examining important topics in the study of American government and politics.

Health Policy 3020. Graduate Reading Course: Political Analysis
Not Offered in 2018-2019
Robert Blendon
Graduate research course covering major topics in health politics and survey research. This course is designed to help students in the Political Analysis track of the Health Policy PhD program prepare for their concentration exam.
Note: Offered in alternate years and will be offered next in Spring 2020. Meeting time to be arranged with participating students & TF once spring schedules are finalized. Meeting time is for 2-hour period, once a week.
**Research Design Courses:**
*Note, of the TWO (2) required research design courses, it is suggested that students select courses from two of the four following groups.*

**GROUP I. PROGRAM EVALUATION**

**A-164 (EDU) / API 211 (HKS). Program Evaluation**
*Thomas Kane*
*Spring, M 4–7*

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

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

**Notes:** Permission of instructor required. Enrollment procedure will be posted on the HGSE course website. Optional, weekly, 90-minute section.

**GHP 228. Econometric Methods in Impact Evaluation**
*Jessica Cohen*
*5.0 credits*
*Spring, F 8–11:15*

The objective of this course is to provide students with a set of theoretical, econometric and reasoning skills to estimate the causal impact of one variable on another. Examples from the readings explore the causal effect of policies, laws, programs and natural experiments derived from pension programs to television shows to natural disasters. We will go beyond estimating causal effects to analyze the channels through which the causal impact was likely achieved. This will require that the students are familiar with microeconomic theories of incentives, institutions, social networks, etc.

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

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

**Course Note:** Students interested in taking this course must email the course instructor (cohenj@hsph.harvard.edu) by January 4, 2019. Students will be notified of their status by January 18, 2019. This essay should include the following information: name, academic department, degree program and year, previous courses taken in economics (specify if these were beginner, intermediate or advanced) and econometrics, any previous experience with impact evaluation, and the reason you want to take the course.

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

2.5 credits

*Spring 2, MW 2–3:30*

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

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

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

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

GROUP II. SURVEY METHODS & QUESTIONNAIRE DESIGN

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

Statistics 160. Design and Analysis of Sample Surveys  
*Not Offered in 2018-2019; May be offered next in Fall 2019*  
*Alan M. Zaslavsky*  
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 permission of instructor.  
**Note:** Statistics 260 is listed as the graduate section of this course. Meets with Statistics 160, but graduate students will have an extended class period and complete additional assignments for a more theoretical, in-depth treatment of topics. PA track students may choose to enroll in 260 if they would like a deeper treatment of the topic, but it is not necessary to satisfy the methods requirement.
Group III. Social Science Research Methodology & Design

Gary King
Spring. M 3–5:45
Introduces theories of inference underlying most statistical methods and how new approaches are developed. Examples include discrete choice, event counts, durations, missing data, ecological inference, time-series cross sectional analysis, compositional data, causal inference, and others.
Prerequisite: Government 2000 or the equivalent.

Kosuke Imai
Fall, TuTh 1:30–2:45
Substantive questions in empirical scientific and policy research are often causal. Does voter outreach increase turnout? Are job training programs effective? Can a universal health insurance program improve people's health? This class will introduce students to both statistical theory and practice of causal inference. As theoretical frameworks, we will discuss potential outcomes, causal graphs, randomization and model-based inference, sensitivity analysis, and partial identification. We will also cover various methodological tools including randomized experiments, regression discontinuity designs, matching, regression, instrumental variables, difference-in-differences, and dynamic causal models. The course will draw upon examples from political science, economics, education, public health, and other disciplines.
Prerequisite: Government 2000 and 2001 or Stat 110 and 111.

Government 2009. Methods of Political Analysis
Not Offered in 2018-2019; Likely to be Offered in Spring 2020
Peter Hall
Covers the issues and techniques central to designing and researching a good dissertation, whether quantitative or qualitative, including principles of research design, case selection, comparison, measurement, and causal relations, with many practical examples.

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

David Canning

Fall, TuTh 8–9:30

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

Lectures will be complemented with computer exercises building on public domain data sets commonly used in health research. The statistical package recommended for the exercises is Stata.

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

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

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

GROUP IV. QUALITATIVE METHODS

SBS 288. Qualitative Research Methods in Public Health

Roberta Goldman

Fall 1, F 9:45–12:45

What students can expect from this course: Qualitative research can be used alone or in combination with quantitative research to investigate public health questions. This introductory course will provide students with an overview of the range of important conceptual and practical issues associated with qualitative research, including providing general familiarity with the design of qualitative studies and conduct of commonly-used qualitative methods. The course begins by examining the variety of potential uses of qualitative methods in public health research and diverse qualitative research approaches. The course then explores specific topics, including: developing research questions; ethics in qualitative research; “entering” the community to conduct qualitative research; role of theory; ensuring study rigor; selecting and implementing qualitative data collection methods (participant observation, semi-structured interviews and focus groups); writing open-ended questions; sampling; data management and analysis; publishing results; writing research proposals; and considerations for choosing qualitative methods for mixed-methods qualitative or mixed-methods qualitative/quantitative studies.

Students should come to class prepared to apply concepts from readings and lectures through participation in class discussions and small group activities that will occur during every class period. In addition, students will demonstrate application of concepts through completion of written assignments.
What this course is not: As this is an introductory course on qualitative research that provides an overview of all pertinent topics to foster familiarity with this research approach as a whole, the course cannot dwell deeply on any one topic. Students who are looking for in-depth training on a particular step in qualitative research, such as how to analyze their own qualitative dataset, or how to use qualitative coding software, are advised to select a different course.

Registration by instructor permission only: By August 27, 2018, interested students must write a brief explanation of why they want to take this course, and send it to sbsacadaff@hsph.harvard.edu.

S-504 (EDU). Introduction to Qualitative Research
Elizabeth Dawes Duraisingh
Fall, W 1–4
This introductory methods course offers students a sense of the terrain of qualitative research, including some of the different tools and approaches available to researchers in the field of education. The assigned readings will include scholarship on the practice and philosophical underpinnings of qualitative research, varied examples of published qualitative research, and raw data. Class sessions will generally follow a workshop format with discussions and activities related to weekly readings. In addition, students will get a feel for the overall process of conducting qualitative research by developing an original research proposal that is informed by preliminary data gathering and analysis. Students will start to develop skills related to designing a study, collecting and analyzing data, making appropriate claims, positioning their work relative to existing literature, and appraising others' qualitative research. Students will also begin to think about their own identities and ethical responsibilities as educational researchers, and to develop skills for further and ongoing reflection about their work and their relationship to it.

Note: Permission of instructor required. Required for first-year Ed School Ph.D. students. Other doctoral students may enroll. A limited number of Ed.M. and CAS students may enroll with permission. Enrollment procedure will be posted on the course website.

Elective Courses:

Faculty of Arts and Sciences

Economics 2020b. Microeconomic Theory II
Christopher Avery and Elon Kohlberg
Spring, MW 8:30–9:45
A continuation of Economics 2020a. Topics include game theory, economics of information, incentive theory, and welfare economics.

Note: Offered jointly with the Kennedy School as API-112 and with the Business School as 4011.

Prerequisite: Economics 2010a or 2020a.

Government 1368 / SUP 477 (HKS). The Politics of American Education
Paul Peterson
Fall, TuTh 10:30–11:45
This course examines historical and contemporary forces shaping American K-12 education policy. It also reviews research and commentary on contemporary issues: class size, fiscal policy,
teacher recruitment, compensation and tenure, accountability, school vouchers, charter schools and digital learning.

**Government 2005. Formal Political Theory I**  
*German Gieczewski*  
*Fall, Tu 3–5:45*  
A graduate seminar on microeconomic modeling, covering price theory, decision theory, social choice theory, and game theory.

**Government 2006. Formal Models of Domestic Politics**  
*James Snyder*  
*Spring, Tu 9–11:45*  
An understanding of introductory game theory and basic mathematical tools is required. Topics covered include some combination of the following: electoral competition under certainty and uncertainty, special interest politics, veto players, coalitions, delegation, political agency, and regime change.  
**Prerequisite:** Government 2005.

**Government 2105. Comparative Politics: Field Seminar**  
*Torben Iversen and Yuhua Wang*  
*Spring, Th 3–5:45*  
Surveys topics in comparative politics (both the developed and the developing world), including the rise of the modern state; institutions of government; interest mediation; democracy and authoritarianism; revolution; political parties; mass and elite political behavior; political economy.

**Government 2305. Race and Federalism**  
*TBD*  
*Spring, W 5-7*  
This seminar will examine "the oldest question in constitutional law," how we divide power between the states and the national government, from the perspective of race and racial minorities. We will read historical articles, legal articles, empirical articles, and cases to understand how and whether federalism works for racial groups.

**Government 2328. Electoral Politics**  
*Stephen Ansolabehere*  
*Fall, W 9–11:45*  
This seminar examines the politics of U.S. elections, with emphasis on theoretical models of electoral competition and empirical research of voting behavior and election outcomes. The first third of the seminar examines voter behavior, the second third of the seminar electoral competition among parties and candidates and aggregate election results, and the final third of the seminar examines electoral institutions and laws. Specific topics include party competition, incumbency advantages, electoral districts, campaign finance, issue and economic voting, and electoral accountability. Understanding of statistics strongly recommended.  
**Note:** Understanding of statistics strongly recommended.
Government 2473. Parties and Interest Groups in the US

*Not Offered in 2018-2019*

*James Snyder*

This course explores the role of political parties and interest groups in the U.S. political system.

Government 2474. Approaches to the Study of the US Congress: Models and Methods

*Not Offered in 2018-2019*

*James Snyder and Kenneth Shepsle*

In this seminar we survey and critically evaluate various models of Congressional politics. Special emphasis is given quantitative and modeling approaches to legislative organization, legislative process, congressional elections, legislative parties, House-Senate comparisons, and inter-branch politics. Students are expected to participate actively each week, complete several small writing assignments, and produce a research paper.

Government 2576: Racial and Ethnic Politics in the United States

*Not Offered in 2018-2019*

*Jennifer Hochschild and Claudine Gay*

The course begins with the history and structure of the classic Black-White binary, then addresses ways in which it must be rethought to include other groups, mainly Asians and Latinos. Issues include racialization, immigrant incorporation, political coalitions and conflict, racial mixture, and links between race, class, gender, and ideology. Focuses on the United States but includes comparisons with Europe, Latin America, and South Africa.

Government 3004A/B. Research Workshop in American Politics

*Ryan Enos and Stephen Ansolobehere*

*Fall/Spring, Tu 12–2:45*

A forum for the presentation and discussion of research in progress by graduate students (second year and above), faculty, and visiting scholars. Anyone working on contemporary American politics or on US political development welcome. Occasional presentations by invited speakers. Part one of a two part series; students must complete both terms of this course (parts A and B) within the same academic year in order to receive credit.

History of Science 249. The Opioid Epidemic in Historical Perspective

*Allan Brandt*

*Fall, W 3–5:45*

This course will trace the use of opiates and other addictive substances over the last century. The goal will be to understand the historical and social contexts of the emergence and significance of the current epidemic, as well as public policies designed to address its impact. The course will also explore the social, cultural, medical, and political determinants of the rise in opioid addiction and its associated morbidity and mortality. Students will be required to write an original research paper that will be part of a multi-authored anthology on the history of the epidemic.

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

DPI 115. The American Presidency / FAS Government 1540
Roger Porter
Spring, TuTh 11:45–1
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 / HLS 2251
David King
Spring, MW 2:45–4
The United States Congress is the "board of directors" for the Federal Government, and it plays the central role in most national policy decisions. Yet how it works - the real story of how it works - is largely unknown, even among people who have worked in policymaking for a long time. Taught by the faculty chair of Harvard's Bipartisan Program for Newly Elected Members of Congress, this course puts students in the midst of legislative politics through academic readings and real-world cases. The course begins with the theory and history of legislatures and ends with a simulation involving lobbyists, journalists, and would-be legislators. It is ideal for anyone considering working with the Congress or state legislatures.

DPI 122. Politics and American Public Policy
David King
Fall, TuTh 10:15–11:30
How do major, transformative changes in public policy take place? Why do some big public policy reforms succeed while others fail or languish for decades? Major public policy changes often begin in the orderly world of analysis - but end in the messy world of partisan politics. To
succeed a new initiative has to coincide with a political climate and a leadership capacity that allows the proponents to overcome the natural resistance to change. This course explores the major political institutions and organizations in the U.S. policy process. A "lobbying simulation" plays an important role in integrating elements of the course, and the course underscores the important roles of state, local, and tribal governments in addition to the federal government.

**DPI 132. Presidents, Politics, and Economic Growth: From FDR to Donald Trump**  
*Richard Parker*  
*Fall, MW 1:15–2:30*

Donald Trump entered office in January with the promise that he would “make America great again” by building a wall on the Mexican border, overturning trade agreements, and demanding US companies bring jobs back to the US. He also told us he’d reignite fossil fuel usage, boosting coal, gas, and oil against the challenge of renewables and phony climate-change advocates. He also told us he was simultaneously going to repeal and replace Obamacare, massively simplify and cut taxes, slash regulation, expand the military budget, and reduce America’s deficit and debt—thereby reestablishing America’s once-hegemonic political, economic, diplomatic, and financial power. But how had all this become HIS responsibility?

Trump may seem extreme, but every president since Franklin Roosevelt—Democrat and Republican alike—has declared it his "duty" to "manage" the economy and "promote" America’s economic growth at home and abroad—responsibilities never mentioned in the Constitution. But how did that come to be—and who actually decides those policies, why, and how? Using the White House as our focal point, we’ll discover how 20th century American presidents took on this new role as "Economist-in-Chief"—and how "growthmanship" became their Holy Grail. We’ll investigate how competing institutions, interest groups, intellectuals, and ideas first shaped that role—and sustained it ever since. We’ll pay special attention to the shifting strategies pursued by administrations, and the contexts, competition, and challenges they faced. We’ll assess the domestic and global political pressures on them, the economic models and political ideals they deployed, and the complex interplay of policymakers, politicians, journalists, interest groups, and the public. Anyone planning to work -- or who has worked -- in Washington will benefit from the institutional and strategic analysis and history this course provides.

**DPI 324. Running for Office and Managing Campaigns**  
*Steve Jarding*  
*Fall, Tu-Th 1:15–2:30*

Course is designed to show students how to set up a state-of-the-art political campaign operation to win elective office in the United States and around the world. It demystifies the modern political campaign by showing students how to write a winning campaign plan including how to set up and run literally every department in a campaign. This includes how to set up a campaign budget, raise funds, schedule a candidate, do self and opposition research, create a message that connects with voters, set up the press shop and work with media, set up the vital social media operation, determine what consultants to hire, set up the legal shop, create the field operation including voter canvassing techniques and targeting voters for persuasion and turnout, culminating with detailed get-out-the-vote operations. Course is premised on the belief that many potential political leaders disqualify themselves from running for office simply because they
don't know how, while they fear things like fundraising, and personal revelations. Course will illustrate why none of these factors have to be limitations.

**DPI 329. Contemporary Issues in American Elections**  
*David Gergen and Elaine Kamarck*  
*Fall, M 4:15–7*

This course is designed to provide students with an understanding of the forces behind modern American politics. Always, offered in election years, it will provide students with timely knowledge and historical context for those forces that affect American elections and American democracy. It will also look at the similarities and differences between the United States and what is happening in other democracies around the world. Each topic will be approached historically and empirically, drawing from the best history and political science available.

**DPI 342. Religion, Politics, and Public Policy**  
*Richard Parker*  
*Fall, TuTh 1:15–2:30*

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

**DPI 460. Latin American Politics and Policymaking**  
*Candelaria Garay*  
*Fall, MW 2:45–4*

This course focuses on the politics of policymaking in contemporary Latin America. It explores the literature on Latin America politics in an effort to understand how political dynamics (e.g., democratization), institutions (e.g., federalism), and different actors (e.g., social movements, international organizations) affect the making of public policy, especially of economic and social policies. Students will gain empirical knowledge on the region, as well as analytical and practical understanding of political aspects involved in policy design and implementation. The empirical focus will be primarily on South America and Mexico since the adoption of democratic regimes and economic liberalization in the 1980s and 1990s.
SUP 500. Introduction to U.S. Health Care Policy
Sheila Burke and Richard Frank
Fall, W 4:15–6
The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by the organization of the system. We will give attention to the status and implementation of the 2010 reform legislation and the ongoing budget debate in the U.S. Congress related to health care. We will focus on the major health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP). In addition focus will be given to the quality of care, structure of the delivery system, the drivers of cost growth, and longterm care. The course will be a combination of lectures and discussions. The instructors will introduce topics and guide discussions. Students are expected to actively participate in the discussion. Literature from economics, politics, medical sociology, and ethics will be incorporated into discussions and written exercises. No disciplinary background is assumed, nor is any special familiarity with the field of health care required.

SUP 578. U.S. Healthcare Industry and Regulatory Policy
Leemore Dafny
Spring, TuTh 8:45–10
The U.S. healthcare sector absorbs nearly one-fifth of GDP, encompassing a diverse set of industries with public, not-for-profit, and for-profit buyers and sellers. Regulators have a substantial opportunity and obligation to promote efficiency and competition in these various industries. Gaining a better understanding of firms’ strategic considerations is essential for designing optimal policies. 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 and public insurance programs on business strategies and outcomes, with an 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, particularly those affecting healthcare enterprise.
Note: Course time will be split between lectures and case discussions. Readings must be completed before class due to the interactive case-teaching method employed.
Prerequisite: Prior course in microeconomics. Statistics (through linear regression).

Harvard Chan School

HPM 210. United States Health Policy
John McDonough
2.5 credits
Fall 1, MW 9:45–11:15
This course will provide students with a basic and thorough understanding of the U.S. health system focusing on access, quality of care, and costs. Students will learn how the system and its most important sub-elements are structured, how care is organized, delivered, and financed, and
how the Affordable Care Act is influencing the future direction of the system. Students will write five policy memos concerning immediate and real-world U.S. health policy issues.

HPM 211. The Health Care Safety Net and Vulnerable Populations
Benjamin Sommers
2.5 credits
Fall 2, MW 9:45–11:15
This course examines U.S. health policy for vulnerable populations. We will analyze several key components of the health care safety net for poor 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 welcome to waitlist. Students from other departments are welcome to waitlist. Students from other departments/schools can enroll 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> by September 10th, 2018.

HPM 213. Public Health Law
Ameet Sarpatwari
2.5 credits
Spring 2, Th 5:30–8:20
The course is designed to provide students with an overview of what public health law is; why it matters to public health practitioners and providers; how the law can be used to change health outcomes; and how the law can negatively affect population health. Among the questions explored are: The course is designed to provide students with an overview of what public health law is; why it matters to public health practitioners and providers; how the law can be used to change health outcomes; and how the law can negatively affect population health. Among the questions explored are:
1. What authority does the government have to regulate in the interest of public health?
2. How are individual rights balanced against this authority?
3. How can criminal statutes, civil litigation, and patent law be used to promote or negatively affect public health?
The course investigates these issues as they operate a range of specific contexts in public health and medical care, including the control and prevention of HIV/AIDS and other communicable diseases, influencing health behaviors that lead to obesity, rights to medical care, reproductive health, and lawsuits against tabacco and gun companies. The course touches on constitutional law, criminal law, tort law, and intellectual property law. Instruction is through interactive lectures with significant amount of class discussion. Most classes will revolve around two to three legal cases.

Course Note: No previous background in law is needed.
HPM 502 Federal Public Policy and Population Health
Sara Bleich
2.5 Credits
Not offered 2018-2019
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. For about the first half of the course, students will learn about one key actor in the policy making process through readings, a lecture, and a brief assignment. In the second half of the course, students will develop basic policy analysis skills. The assignments are designed to allow students to focus on a health policy issue or program of their choice. Discussions of the assignments will provide an opportunity for the class to learn about a variety of health policy issues and programs.

HPM 552. Health Policy and Leadership
Varies
1.25 credits
TBA
Sponsored by the Harvard Chan Senior Leadership Fellows Program, each offering of this course series is taught by the Senior Leadership Fellow in residence for that term. Each course is unique and reflects the individual Fellow’s career and leadership experience. Fellows address a wide variety of leadership challenges in areas such as politics and public health, health equity, policy implementation, poverty and access to healthcare, community health, universal health coverage, and beyond. For more on Senior Leadership Fellow courses and the current offerings, visit https://www.hsph.harvard.edu/policy-translation-leadership-development/senior-leadership-fellows-program/for-students/courses-with-senior-leadership-fellows/

Elective Courses – International Focus

Government 1780. International Political Economy
Jeffry Frieden
Fall, MW 3–4:15
Analyzes the interaction of politics and economics in the international arena. Focuses on international trade, investment, monetary, and financial relations. Includes discussion of developed, developing, and formerly centrally-planned nations.

Government 2710. International Relations: Field Seminar
Joshua Kertzer and Michael Hiscox
Fall, Tu 9–11:45
A survey of the field.
Note: Suitable for Government graduate students preparing for general examinations.
GHP 244. Health Sector Reform: A Worldwide Perspective
Thomas Bossert
2.5 credits
Fall 2, TuTh 2–3:30
This course is designed to help students understand health systems, and processes to reform them, in middle and low income countries. It presents a purposeful framework for the analysis of why health systems are not able to achieve broad objectives such as health status improvement, financial risk protection and patient satisfaction, as well as greater access to services with better quality and more efficiency. It introduces the concept of control knobs for developing appropriate options to reform the systems in policy areas of financing (including tax and insurance based systems), payments to providers, organizational changes like centralization and use of private sector, regulations and persuasion through social marketing. It also includes attention to ethical choices and to political feasibility of reform options. The course involves case studies, class discussion and lectures and mid-term and final papers that apply the framework concepts of a country chosen by each student.

GHP 269. The Political Economy of Global Health
Jesse Bump
2.5 credits
Spring 2, MW 9:45–11:15
This course presents theoretical perspectives, empirical cases and research issues in policy analysis and political economy in global health. The focus is on analytical and methodological issues. The main purpose is to examine the political economy constraints on national and global health initiatives, the role of international agencies, the impact of non-governmental organizations, and the role of the state.
Course Activities: All students will be expected to participate actively in class discussions and submit three assignments. Doctoral students in GHP must write a final paper; master's students and non-GHP doctoral students have the option to either write a final paper or complete a take-home final exam. Exams and papers will constitute 80% of the grade and class participation 20%. There are no prerequisites for the course.
Course is Restricted: GHP SM2 research students. Seats will be made available to other students if room is available.