PUBLPOL 101. Politics and Public Policy. 4-5 Units.
American political institutions (the Presidency, Congress, and the Court) and political processes (the formation of political attitudes and voting) have for some time now been criticized as inadequate to the task of making modern public policy. Against the backdrop of American culture and political history we examine how public policy has been and is being made. We use theories from Political Science and Economics to assess the state of the American system and the policy making process. We use case studies and lectures to analyze contemporary issues including environmental policy, taxes and spending, gun control, economic growth and inequality and mobility. In some of these issue areas we use comparative data from other countries to see how the U.S. is doing relative to other countries. In addition to class room lecture and discussion, student groups are formed to analyze policy issues of relevance to them. Undergraduate Public Policy students are required to enroll in this class for five units.
Same as: AMSTUD 123X, POLISCI 102, PUBLPOL 201

PUBLPOL 102. Organizations and Public Policy. 4-5 Units.
Analysis of organizational processes emphasizing organizations that operate in a non-market environment. Prerequisite: ECON 1.
Same as: PUBLPOL 202

PUBLPOL 103C. Justice. 4-5 Units.
Focus is on the ideal of a just society, and the place of liberty and equality in it, in light of contemporary theories of justice and political controversies. Topics include financing schools and elections, regulating markets, discriminating against people with disabilities, and enforcing sexual morality. Counts as Writing in the Major for PolSci majors.
Same as: ETHICSOC 171, PHIL 171, POLISCI 103, POLISCI 336S, PUBLPOL 307

PUBLPOL 103D. Ethics and Politics of Public Service. 3-5 Units.
Ethical and political questions in public service work, including volunteering, service learning, humanitarian assistance, and public service professions such as medicine and teaching. Motives and outcomes in service work. Connections between service work and justice. Is mandatory service an oxymoron? History of public service in the U.S. Issues in crosscultural service work. Integration with the Haas Center for Public Service to connect service activities and public service aspirations with academic experiences at Stanford.
Same as: CSRE 178, ETHICSOC 133, HUMBIO 178, PHIL 175A, PHIL 275A, POLISCI 133, URBANST 122

PUBLPOL 103E. Ethics on the Edge Public Policy Core Seminar. 2-3 Units.
This seminar-style course will explore additional foundational readings on organizational ethics (business, non-profit, and governmental organizations) and policy ethics. Themes will include race and police brutality incidents, national security; the Iran nuclear agreement; Brexit; non-profit organizations in the policy and US landscape; and various corporate matters. Organizing themes include, among others: ethics of leadership; ethics of persuasion and compromise; influence of bias in organizational and policy ethics; ethics of social movements; discrepancies between discourse and action; and interpreting and explaining ethics. In addition, the course will offer training in a wide variety of skills for effective communication of ethics for policy purposes (presentations, website discourse, commenting in meetings and conferences, interviews, statement of personal views, interacting with the media, prioritizing arguments, and mapping complex ethical analysis).
Most of the assignments allow students flexibility to explore topics of their choice. The objective is to engage actively and improve skills in a supportive environment. A short, analytically rigorous final paper in lieu of final exam. Attendance required. Grading will be based on short assignments, class participation, and the short final paper. This two-credit seminar accompanies PUBLPOL 134 Ethics on the Edge but can also be taken as a stand-alone course upon permission from the instructor. Students taking this course for Ways credit must enroll in 3 units. *Public Policy majors taking the course to complete the core requirements must obtain a letter grade. Other students may take the course for a letter grade or C/NC.
Same as: PUBLPOL 203E

PUBLPOL 103F. Ethics of Truth in a Post-Truth World. 2-3 Units.
This course will explore changing notions of truth in a world in which technology, global risks, and societal developments are blurring the boundaries of humanity and boring through traditional notions of nation states, institutions, and human identity. We will ask one over-arching question: does truth matter anymore? If so, why and how? If not, why not? Either way, how does truth relate to ethical decision-making by individuals and institutions and to an ethical society? Five themes will organize our exploration of more specific topics: honesty; identity; memory; authenticity and integrity; and religious truth. Examples of topics to be explored include, among others: fake news; President Trump’s campaign strategy; Syrian refugees; University history (Rhodes, Georgetown slavery, Yale Calhoun College...); new questions in gender and racial identity; Chinese beautifying app Meitu and other social media "truth modifiers"; policy questions relating to the sharing economy; and Brexit. Scotty McClennan will explore truth through major literary characters and the impact of religion on truth. We will consider how we determine and verify the truth; how we “do” truth; the role of truth in ethical decision-making; the importance of truth to effective ethical policy; and the relationship of the truth to a life well lived. This two-credit seminar may be taken as a stand-alone course or may accompany PUBLPOL 134 Ethics on the Edge. Students taking this course for Ways credit must enroll in 3 units. Enrollment limited to 15 or upon consent of instructor. Students wishing to take the course who are unable to sign up within the enrollment limit should contact Dr. Susan Liautaud at susanl1@stanford.edu. *Public Policy majors taking the course to complete the core requirements must obtain a letter grade. Other students may take the course for a letter grade or C/NC.
Same as: PUBLPOL 203F
PUBLPOL 104. Economic Policy Analysis. 4-5 Units.
The relationship between microeconomic analysis and public policy making. How economic policy analysis is done and why political leaders regard it as useful but not definitive in making policy decisions. Economic rationales for policy interventions, methods of policy evaluation and the role of benefit-cost analysis, economic models of politics and their application to policy making, and the relationship of income distribution to policy choice. Theoretical foundations of policy making and analysis, and applications to program adoption and implementation. Prerequisites: ECON 50 and ECON 102B. Undergraduate Public Policy students are required to take this class for a letter grade and enroll in this class for five units. 
Same as: ECON 150, PUBLPOL 204

PUBLPOL 105. Empirical Methods in Public Policy. 4-5 Units.
Methods of empirical analysis and applications in public policy. Emphasis on causal inference and program evaluation. Public policy applications include health, education, and labor. Assignments include hands-on data analysis, evaluation of existing literature, and a final research project. Objective is to obtain tools to 1) critically evaluate evidence used to make policy decisions and 2) perform empirical analysis to answer questions in public policy. Prerequisite: ECON 102B. Enrollment is limited to Public Policy students. Public Policy students must take the course for a letter grade.

Same as: PUBLPOL 205

PUBLPOL 106. Law and Economics. 4-5 Units.
This course explores the role of law in promoting well-being (happiness). Law, among its other functions, can serve as a mechanism to harmonize private incentives with cooperative gains, to maintain an equitable division of those gains, and to deter "cheating" and dystopia. Law is thus essential to civilization. Economic analysis of law focuses on the welfare-enhancing incentive effects of law and its enforcement and on law's role in reducing the risks of cooperation, achieved by fixing expectations of what courts or the state will do in various futures. Prerequisite: ECON 51 or PUBLPOL 51.

Same as: ECON 154, PUBLPOL 206

PUBLPOL 107. Public Finance and Fiscal Policy. 5 Units.
What role should and does government play in the economy? What are the effects of government spending, borrowing, and taxation on efficiency, equity and economic stability and growth? The course covers economic, historical and statistical analyses and current policy debates in the U.S. and around the world. Policy topics: Fiscal crises, budget deficits, the national debt and intergenerational equity; tax systems and tax reform; social security and healthcare programs and reforms; transfers to the poor; public goods and externalities; fiscal federalism; public investment and cost-benefit analysis; and the political economy of government decision-making. Prerequisites: ECON 51 (Public Policy majors may take PUBLPOL 51 as a substitute for ECON 51), ECON 52 (can be taken concurrently).

Same as: ECON 141

PUBLPOL 111. Leadership Challenges. 4-5 Units.
This course will examine the responsibilities and challenges for those who occupy leadership roles in professional, business, non-profit, and academic settings. Topics will include characteristics and styles of leadership, organizational dynamics, forms of influence, decision making, diversity, social change, and ethical responsibilities. Class sessions will include visitors who have occupied prominent leadership roles. Readings will include excerpts of relevant research, problems, exercises, and case studies. Requirements will include class participation and short written weekly reflection papers (2 to 3 pages) on the assigned readings. The class will be capped at 50 students.

Same as: ETHICSOC 111

PUBLPOL 115. Practical Training. 1-5 Unit.
Qualified Public Policy students obtain employment in a relevant research or industrial activity to enhance their professional experience consistent with their degree programs. Prior to enrolling students must get internship approved by the Public Policy Program. At the start of the quarter, students must submit a one page statement showing the relevance of the employment to the degree program along with an offer letter. At the end of the quarter, a three page final report must be supplied documenting work done and relevance to degree program. Meets the requirements for Curricular Practical Training for students on F-1 visas. May be repeated for credit.

PUBLPOL 121. Policy and Climate Change. 4-5 Units.
Science and economics, including recent findings. History and evolution of local, state, regional, national, and international policy. California’s recent landmark climate change bill. Future policy prospects, emphasizing national and international levels.

PUBLPOL 121L. Racial-Ethnic Politics in US. 5 Units.
This course examines various issues surrounding the role of race and ethnicity in the American political system. Specifically, this course will evaluate the development of racial group solidarity and the influence of race on public opinion, political behavior, the media, and in the criminal justice system. We will also examine the politics surrounding the Multiracial Movement and the development of racial identity and political attitudes in the 21st century. PoliSci 150A, Stats 60 or Econ 1 is strongly recommended.

Same as: CSRE 121L, POLISCI 121L

PUBLPOL 122. Biosecurity and Bioterrorism Response. 4-5 Units.
Overview of the most pressing biosecurity issues facing the world today. Guest lecturers have included former Secretary of State Condoleezza Rice, former Special Assistant on BioSecurity to Presidents Clinton and Bush Jr. Dr. Ken Bernard, Chief Medical Officer of the Homeland Security Department Dr. Alex Garza, eminent scientists, innovators and physicians in the field, and leaders of relevant technology companies. How well the US and global healthcare systems are prepared to withstand a pandemic or a bioterrorism attack, how the medical/healthcare field, government, and the technology sectors are involved in biosecurity and pandemic or bioterrorism response and how they interface, the rise of synthetic biology with its promises and threats, global bio-surveillance, making the medical diagnosis, isolation, containment, hospital surge capacity, stockpiling and distribution of countermeasures, food and agriculture biosecurity, new promising technologies for detection of bio-threats and countermeasures. Open to medical, graduate, and undergraduate students. No prior background in biology necessary. 4 units for twice weekly attendance (Mon. and Wed.); additional 1 unit for writing a research paper for 5 units total maximum.

Same as: BIOE 122, EMED 122, EMED 222, PUBLPOL 222

PUBLPOL 123. Thinking About War. 4-5 Units.
Introduction to the ideas, important writers, and policy decisions about warfare. Topics include: what causes wars, great strategists of warfare, whether nuclear weapons require different strategy than conventional war, fostering innovation, what creates stable peace, and what warfare feels like to those who fight it. Each class session is organized around a question; first half of each session will explore concepts, second half will apply them in a historical case or policy decision.

Same as: PUBLPOL 223
PUBLPOL 124. American Political Institutions in Uncertain Times. 5 Units.
This course examines how the rules that govern elections and the policy process determine political outcomes. It explores the historical forces that have shaped American political institutions, contemporary challenges to governing, and prospects for change. Topics covered include partisan polarization and legislative gridlock, the politicization of the courts, electoral institutions and voting rights, the expansion of presidential power, campaign finance and lobbying, representational biases among elected officials, and the role of political institutions in maintaining the rule of law. Throughout, emphasis will be placed on the strategic interactions between Congress, the presidency, and the courts and the importance of informal norms and political culture. Same as: POLISCI 120C

PUBLPOL 125. Law and Public Policy. 5 Units.
This course investigates the relationships between law, politics, and public policy in the United States. What is the proper role of judicial decision-making in a democratic system? How do lawyers, judges and other legal actors impact society and shape policy? In turn, how is law impacted and shaped by social forces and movements? We will explore these questions in the context of longstanding debates on policy issues such as economic inequality, racial justice, voting rights, environmental regulation, gun control, sexual identity, immigration and refugees. The course will be taught as a seminar. Discussion will involve the close reading and interpretation of judicial opinions, legislation and other legal texts, interdisciplinary scholarship, and film.

PUBLPOL 126B. Curricular Public Policies for the Recognition of Afro-Brazilians and Indigenous Population. 3-4 Units.
Recently two laws in Brazil (10639/2003 and 13465/2008), which came about due to intense pressure from Black and Indigenous social movements throughout the 20th century, have introduced changes in public education curriculum policies. These new curriculum policies mandate that the study of Afro-Brazilian, African, and Indigenous histories and cultures must be taught at all educational levels including at the elementary, secondary, and post-secondary levels. As part of this mandate, educators are now directed to incorporate considerations of ethnic-racial diversity in relation to people's thinking and experiences. These policies aim to fight racism as well as other forms of discrimination, and moreover, encourage the building of more equitable pedagogies. This course will discuss past and current policies and practices in Brazilian education from the point of view of different social projects organized by Indigenous Peoples, Afro-Brazilians, Asian-Brazilians, as well as Euro-Brazilians. It will also focus on Latin American efforts to promote equity in education, as well as to articulate different points of view, and reinforce and build epistemologies that support the decolonization of thinking, behaviors, research and policies. As part of this process, the course will study the experiences of people demanding these new public policies in terms of the extent to which they were able to influence institutional structures and to establish particular policy reforms. The course will also analyze theoretical frameworks employed by opponents of these movements to resist policies that might challenge their privileged place in society. In doing this, the course will offer theoretical and methodological avenues to promote research that can counter hegemonic curricular policies and pedagogical practices. The course will be fully participatory and oriented towards generating ongoing conversations and discussion about the various issues that arose in Brazil in relation to these two recent laws. To meet these goals, we will do a close reading of relevant scholarly works, paying particular attention to their theoretical frameworks, research designs, and findings. Same as: AFRICAAM 126B, CSRE 126B, EDUC 136B, EDUC 236B

PUBLPOL 129. Conversations on the Indian Economy. 1 Unit.
This course is intended to give students the opportunity to engage with Stanford faculty, across the University's different schools, who undertake research related to the modern Indian economy, including professors from the Humanities and Sciences, Engineering, GSB and schools of medicine, as well as from different research centers across the University. In addition, the course will feature conversations with several members of the Silicon Valley Community, as well as from India. The format is intended to promote discussion and debate, and to provide students an opportunity to learn about new developments and initiatives regarding India. Class meetings will be in the form of round-table interactions and exchanges.

PUBLPOL 132. The Politics of Policy Making. 3 Units.
Public policymaking in the United States is part of a political process that can take years or even decades to play out. A familiarity with the politics of policymaking is key to understanding why some reform attempts are successful while others are not. This course will give students a behind-the-scenes look at how policy actually gets made. Students will gain exposure to the theory and literature behind policy formulation, and engage in debates over historical and contemporary efforts at reform. Same as: PUBLPOL 232

PUBLPOL 133. Political Power in American Cities. 5 Units.
The major actors, institutions, processes, and policies of sub-state government in the U.S., emphasizing city general-purpose governments through a comparative examination of historical and contemporary politics. Issues related to federalism, representation, voting, race, poverty, housing, and finances. Same as: AMSTUD 121Z, POLISCI 121, URBANST 111

PUBLPOL 134. Ethics on the Edge: Business, Non-Profit Organizations, Government, and Individuals. 3 Units.
(Same as LAW 702D) The objective of the course is to explore the increasing ethical challenges in a world in which technology, global risks, and societal developments are accelerating faster than our understanding can keep pace. We will unravel the factors contributing to the seemingly pervasive failure of ethics today among organizations and leaders across all sectors: business, government and non-profit. A framework for ethical decision-making underpins the course. The relationship between ethics and culture, global risks (poverty, cyber-terrorism, climate change, etc.) leadership, law and policy will inform discussion. Prominent guest speakers will attend certain sessions interactively. A broad range of international case studies might include: Zika virus; civilian space travel (Elon Musk's Mars plans); Facebook's news algorithms; free speech on University campuses (and Gawkertype cases); designer genetics; artificial intelligence; Brexit; ISIS' interaction with international NGOs; corporate and financial sector scandals (Epi pen pricing, Wells Fargo, Volkswagen emissions testing manipulation); and non-profit sector ethics challenges (e.g. should NGOs engage with ISIS). Final project in lieu of exam on a topic of student's choice. Attendance required. Class participation important (with multiple opportunities to earn participation credit beyond speaking in class). Strong emphasis on rigorous analysis, critical thinking and testing ideas in real-world contexts. There will be a limited numbers of openings above the set enrollment limit of 40 students. Students wishing to take the course who are unable to sign up within the enrollment limit should contact Dr. Susan Liautaud at susanl1@stanford.edu. The course offers credit toward Ethics in Society, Public Policy core requirements (if taken in combination with PUBLPOL 103E or PUBLPOL 103F), and Science, Technology and Society majors and satisfies the undergraduate Ways of Thinking requirement. The course is open to undergraduate and graduate students. Undergraduates will not be at a disadvantage. Everyone will be challenged. Distinguished Career Institute Fellows are welcome and should contact Dr. Susan Liautaud directly at susanl1@stanford.edu. *Public Policy majors taking the course to complete the core requirements must obtain a letter grade. Other students may take the course for a letter grade or C/NC. Same as: ETHICSOC 234R, PUBLPOL 234
PUBLPOL 135. Regional Politics and Decision Making in Silicon Valley and the Greater Bay Area. 4 Units.
Dynamics of regional leadership and decision making in Silicon Valley, a complex region composed of 40 cities and four counties without any overarching framework for governance. Formal and informal institutions shaping outcomes in the region. Case studies include transportation, workforce development, housing and land use, and climate change.

PUBLPOL 136. The Sharing Economy. 3 Units.
The rapid growth of the sharing economy, sometimes also called the peer to peer economy, is made possible by the ubiquity of smart phones, inefficiency of ownership, and measures designed to create and measure trust among participants. The course will explore not only the rapid rise of certain companies but also the shadow side of commercialized relationships. We will examine the economics and development consequences of the sharing economy, primarily with an urban focus, along an emphasis on the design of platforms and markets, ownership, the nature of work, environmental degradation and inequality. Same as: URBANST 136

PUBLPOL 137. Innovations in Microcredit and Development Finance. 3 Units.
The role of innovative financial institutions in supporting economic development, the alleviation of rural and urban poverty, and gender equity. Analysis of the strengths and limits of commercial banks, public development banks, credit unions, and microcredit organizations both in the U.S. and internationally. Readings include academic journal articles, formal case studies, evaluations, and annual reports. Priority to students who have taken any portion of the social innovation series: URBANST 131, 132, or 133. Recommended: ECON 1A or 1B.
Same as: URBANST 137

PUBLPOL 14. Navigating Financial Crises in the Modern Global Economy. 1 Unit.
What causes financial crises? What are the keys to anticipating, preventing, and managing disruptions in the global financial system? This course prepares students to navigate future episodes as policymakers, finance professionals, and citizens by going inside the practical decisions made in an unfolding crisis, from the U.S. government and IMF to the boardroom and trading floor. Students will learn warning signs of distress; market structures that govern crisis dynamics; strategic interactions among the key actors; and lessons learned for creating a more resilient system. Concepts will be applied to real-world experiences in emerging market crises, the U.S. housing and global financial crisis, and the European sovereign crisis, as well as prospective risks from China’s financial system and unwinding of extraordinary central bank stimulus. Same as: ECON 14

PUBLPOL 143. Finance and Society for non-MBAs. 4 Units.
The financial system is meant to help people, businesses, and governments fund, invest, and manage risks, but it is rife with conflicts of interests and may allow people with more information and control to harm those with less of both. In this interdisciplinary course we explore the forces that shape the financial system and how individuals and society can benefit most from this system without being unnecessarily harmed and endangered. Topics include the basic principles of investment, the role and dark side of debt, corporations and their governance, banks and other financial institutions, why effective financial regulations are essential yet often fail, and political and ethical issues in finance. The approach will be rigorous and analytical but not overly technical mathematically. Prerequisite: Econ 1. Same as: ECON 143, MS&E 147, POLISCI 127A

PUBLPOL 144. Giving 2.0: Philanthropy by Design. 4 Units.
Seminar and practicum. Students drive an actual $10,000 philanthropic process and design their own social change strategy. Topics: strategic planning, nonprofit assessment and site visits, innovative social change models, and leadership development. Speakers include philanthropic leaders and social entrepreneurs. Class activities: group grant assessments and selection, creative problem solving, and decision-making simulations. Individual project: Social Impact Strategic Plan. Must attend first class; limited enrollment. Recommended: PUBLPOL 183.

PUBLPOL 146. Policy, Politics, and the Presidency: Understanding the 2016 Campaign from Start to Finish. 2 Units.
(Same as LAW 7057). In 2016, Americans will once again go to the polls to select a new president. But what will actually happen behind-the-scenes between now and then is largely a mystery to most. This course will introduce students to the nuts-and-bolts of a presidential campaign. Each week, we will explore a different topic related to running for the presidency -- policy formation, communications, grassroots strategy, digital outreach, campaign finance -- and feature high-profile guest speakers who have served in senior roles on both Democratic and Republican campaigns. Students, guests, and faculty will also participate in discussions on how these topics will relate to the 2016 presidential contest, which will begin in earnest over the course of the quarter. Same as: COMM 153A, COMM 253A, POLISCI 72, PUBLPOL 246

PUBLPOL 147. Ending Poverty with Technology. 5 Units.
There are growing worries that new technologies may eliminate work, increase inequality, and create a large dependent class subsisting on transfers. But can technology instead be turned against itself and used to end poverty? This class explores the sources of domestic poverty and then examines how new technologies might be developed to eliminate poverty completely. We first survey existing poverty-reducing products and then attempt to imagine new products that might end poverty by equalizing access to information, reducing transaction costs, or equalizing access to training. In a follow-up class in the spring quarter, students who choose to continue will select the most promising ideas, continue to develop them, and begin the design task within Stanford's new Poverty and Technology Lab. Same as: SOC 157

PUBLPOL 148. Ending Poverty with Technology: A Practicum. 5 Units.
Will robots, automation, and technology eliminate work and create a large poverty-sticken dependent class? Or will they eliminate poverty, free us from the tyranny of work, and usher in a new society defined by leisure and creative pursuits? This two-quarter class is dedicated to exploring new theories about poverty while at the same time incubating applied technology solutions. The first quarter is devoted to examining the theory of technology-based solutions to poverty, and the second quarter is devoted to planning a viable technology-based product that will reduce poverty. This product may then be built in a follow-up Using Tech for Good (Computer Science 50) class in the first quarter of 2018 (but class participants are not required to take that follow-up class). The course is premised on the view that innovative solutions to poverty will be based on new conversations and an authentic collaboration between Silicon Valley and leaders from education, government, and low-income communities. Same as: SOC 158

PUBLPOL 151. Science Policy, National Security, and Cybersecurity. 4 Units.
Provides a basic overview of science policy and its connection to national security, with a strong emphasis on cybersecurity as an aspect of national security. Addresses biosecurity as a secondary focus. The course includes sessions on effective memo writing and presentation of policy proposals. Same as: PUBLPOL 251
PUBLPOL 154. Politics and Policy in California. 5 Units.
State politics and policy making, including the roles of the legislature, legislative leadership, governor, special interests, campaign finance, advocacy groups, ballot initiatives, state and federal laws, media, and research organizations. Case studies involving budgets, education, pensions, health care, political reform, environmental reforms, water, transportation and more. Evaluation of political actions, both inside and outside of government, that can affect California policy and social outcomes. Meetings with elected officials, policymakers, and advocates in class and during a day-long field trip to Sacramento.

PUBLPOL 155. Disruption for Good: Technology, Innovation and Philanthropy. 2 Units.
A new breed of technologies and nonprofits are driving unprecedented innovation in how we create, deliver and measure social change. Innovative models and technology's extraordinary potential to transform billions of individual lives. Topics: social network campaigns, mobile platforms and international development, apps for good, crowdsourcing, crowdfunding, creative swarms, nonprofit evaluators, and new generation corporate philanthropy. Readings: articles, blogs, studies, book chapters and websites. Guest speakers include technology, nonprofit and philanthropic leaders. Individual Project: "Unusual Suspects" Technology Innovators interviews and paper. Must attend first class; limited enrollment.

PUBLPOL 156. Health Care Policy and Reform. 5 Units.
Focuses on healthcare policy at the national, state, and local levels. Includes sessions on international models, health insurance, the evolution of healthcare policy in the U.S., key U.S. healthcare topics (Patient Protection and Affordable Care Act, Medicare, Medicaid, public employee retiree health care), the role of technology, reform proposals (single payer, national health care, consumer-based systems, regulated markets, state and local reform efforts), efficiency/cost drivers and prospects for future policy. The course includes sessions on effective memo writing and presentation of policy proposals.

PUBLPOL 157. Political Data Science. 5 Units.
Introduction to methods of research design and data analysis used in quantitative political research. Topics covered include hypothesis testing, linear regression, experimental and observational approaches to causal inference, effective data visualization, and working with big data. These topics will be introduced using data sets from American politics, international relations, and comparative politics. The course begins with an intensive introduction to the R programming language used throughout the course. Satisfies quantitative methods requirement for the Political Science Research Honors Track. Prerequisites: Stat 60 or instructor consent.
Same as: POLSCI 155

PUBLPOL 158. Housing & Community Development--Policy and Practice. 3 Units.
How federal, state and local governments have worked with private and nonprofit sector actors in creating housing, as well as downtown, waterfront and neighborhood development. Legal and financial mechanisms, tax policy, reuse of historic structures, affordable shelter. Same as: URBANST 168

PUBLPOL 159. Philanthropy. 2 Units.
Philanthropic innovation, action and social transformation in the 21st century. Topics: individual giving; philanthropic landscape and models; foundation mission and infrastructure; philanthropic strategy and grantmaking; accountability and knowledge management; global, venture and corporate philanthropy; public policy and advocacy. Readings: business school cases and industry articles. Guest speakers include individual donors and foundation presidents. Class activities: case discussions, role-plays, breakouts, and debates. Individual project: $10 million Foundation Business Plan. Must attend first class; limited enrollment.

PUBLPOL 160. Poverty and Policies in Developing Economies. 5 Units.
Economic models of growth and poverty, differences in growth rates among countries, and the persistence of poverty. Models of physical and human capital accumulation, and recent theories of the importance of institutions, social capital, and political factors. The effectiveness of social policies in developing countries, emphasizing India, in the light of theories of growth and poverty, and in terms of immediate goals and long-term consequences. Policies include schooling and health, anti-poverty, banking, and political decentralization. Limited Enrollment. Prerequisites: ECON 1 and ECON 50.
PUBLPOL 190. Indigenous Cultural Heritage: Protection, Practice, Repatriation. 3 Units.
This interdisciplinary seminar explores pressing questions relating to the protection, practice and repatriation of Indigenous peoples from North America and beyond. Using an innovative combination of in-class lectures and videos of interviews with renowned experts, including Indigenous leaders, scholars, artists and performers and museum professionals from around the world, this seminar will explore and problematize, among other subjects: the impact of colonialism, urbanization and other political, legal, economic, religious and cultural forces on understandings and definitions of "indigenous" and "cultural heritage"; the development of international law relating to Indigenous peoples, cultural rights; international, domestic, and tribal heritage protection and repatriation laws/initiatives including the 2007 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the 1990 US Native American Graves Protection and Repatriation Act (NAGPRA), and others; past and present Western museum practices and guidelines relating to display, preservation, provenance research and repatriation of indigenous cultural material; the meaning of repatriation to Indigenous peoples and other stakeholders; and resolving repatriation disputes, including by alternative dispute resolution (ADR) processes. While case studies will relate primarily to Indigenous peoples of North America, comparisons will be drawn with the situation of Indigenous peoples in other regions, such as Oceania and Russia. Each week students will brainstorm actionable ideas for amending/supplementing current frameworks in order to give force to the cultural rights enumerated in UNDRIP. The overall seminar experience will involve discussions of lectures and video content, assigned readings, quizzes, a class visit to the Cantor Center Native Americas collection, and visits to our classroom by experts. Elements used in grading: class participation, attendance and a final project: one-day take-home exam; or research paper or film project with instructor's consent.
Same as: ARTHIST 190A, ARTHIST 490A, PUBLPOL 290

PUBLPOL 191. Illicit Trade in Art and Antiquities. 3 Units.
Illicit trade in art and antiquities is reputedly the third largest illicit trade activity globally. How do nations, individually and collectively, respond to this seemingly inexorable form of illicit trade, and what factors influence those responses? What are the sources and effects of such trade, and how can it best be curbed? This course will delve into these and other pressing political, legal, ethical, economic, cultural and public policy questions about illicit art and antiquities trade, arising across five subject areas: (1) the acquisition of art during the Age of Imperialism (ie, from Roman times through World War II); (2) Holocaust-era takings and the evolution in international legal and ethical responses to wartime looting; (3) removal and repatriation of Indigenous cultural material; (4) theft from museums and private collectors, and legal systems' varying allocation of the risk of such theft; and (5) the illicit trade and destruction of antiquities, and issues surrounding their restitution. Several internationally renowned guest speakers will give presentations and contribute to our discussions. Grading will be based on attendance, participation in class and an online discussion forum, a student group presentation, and a final exam or research paper.
Same as: GLOBAL 190, GLOBAL 390, JEWISHST 130, JEWISHST 330, PUBLPOL 391

PUBLPOL 194. Technology Policy. 3-4 Units.
How the U.S. federal government promotes, uses, and regulates new technologies; tensions between representative governance and the need for elite expertise in policymaking; contemporary debates over international security, energy, health, information technology, and economic competitiveness. Recommended: POLISCI 2.
Same as: PUBLPOL 294

PUBLPOL 197. Junior Honors Seminar. 5 Units.
Primarily for students who expect to write an honors thesis. Weekly sessions go through the process of selecting a research question, finding relevant bibliography, writing a literature review, introduction, and study design, culminating in the write-up of an honors thesis proposal (prospectus) and the oral presentation of each student's research project. Students also select an adviser and outline a program of study for their senior year. Enrollment limited to 15.
Same as: ECON 198

PUBLPOL 198. Directed Readings in Public Policy. 1-5 Unit.

PUBLPOL 199. Senior Research. 1-15 Unit.
May be repeated for credit.

PUBLPOL 19Q. Measuring the Performance of Governments in the U.S.. 3 Units.
Spending by federal, state, and local governments accounts for about one-third of U.S. GDP and governments employ more than one-in-seven workers in the U.S. For most U.S. residents, government is represented by a complicated web of federal, state, and local policies. There is an increasingly contentious debate about the proper role of the government and regarding the impact of specific government policies. This debate is rarely grounded in a common set of facts. In this seminar, we will explore how each level of government interacts with U.S. residents through government services, public programs, taxes, and regulations. We will examine financial results for different levels of government while considering the net effects of government intervention on the health and economic well-being of individuals and families. Particular attention will be paid to certain sectors (e.g. education, health care, etc.) and to certain groups (e.g. those in poverty, the elderly, etc.). Along the way we will accumulate a set of metrics to assess the performance of each level of government while highlighting the formidable challenges of such an exercise. Prerequisite: Econ 1.
Same as: ECON 19Q

PUBLPOL 200A. Senior Practicum. 5 Units.
Small student teams conduct policy analyses requested by government and nonprofit organizations. With guidance from the instructor and client organization, each team researches a real-world problem and devises implementable policy recommendations to help address it. The project culminates in a professional report and presentation to the client organization. Prerequisites: core courses in Public Policy or consent of instructor.

PUBLPOL 200B. Senior Practicum. 5 Units.
Small student teams conduct policy analyses requested by government and nonprofit organizations. With guidance from the instructor and client organization, each team researches a real-world problem and devises implementable policy recommendations to help address it. The project culminates in a professional report and presentation to the client organization. Prerequisites: core courses in Public Policy or consent of instructor.

PUBLPOL 200C. Senior Practicum. 5 Units.
Small student teams conduct policy analyses requested by government and nonprofit organizations. With guidance from the instructor and client organization, each team researches a real-world problem and devises implementable policy recommendations to help address it. The project culminates in a professional report and presentation to the client organization. Prerequisites: core courses in Public Policy or consent of instructor.

PUBLPOL 200H. Senior Honors Seminar. 3 Units.
Honors students conduct original research for oral presentations and a paper on their policy-related Honors thesis topic. The course is designed to help students make progress on their theses and improve their analytical, research, and communication skills.
PUBLPOL 201. Politics and Public Policy. 4-5 Units.
American political institutions (the Presidency, Congress, and the Court) and political processes (the formation of political attitudes and voting) have for some time now been criticized as inadequate to the task of making modern public policy. Against the backdrop of American culture and political history we examine how public policy has been and is being made. We use theories from Political Science and Economics to assess the state of the American system and the policy making process. We use case studies and lectures to analyze contemporary issues including environmental policy, taxes and spending, gun control, economic growth and inequality and mobility. In some of these issue areas we use comparative data from other countries to see how the U.S. is doing relative to other countries. In addition to class room lecture and discussion, student groups are formed to analyze policy issues of relevance to them. Undergraduate Public Policy students are required to enroll in this class for five units.
Same as: AMSTUD 123X, POLISCI 102, PUBLPOL 101

PUBLPOL 202. Organizations and Public Policy. 4-5 Units.
Analysis of organizational processes emphasizing organizations that operate in a non-market environment. Prerequisite: ECON 1.
Same as: PUBLPOL 102

PUBLPOL 203E. Ethics on the Edge Public Policy Core Seminar. 2-3 Units.
This seminar-style course will explore additional foundational readings on organizational ethics (business, non-profit, and governmental organizations) and policy ethics. Themes will include race and police brutality incidents, national security; the Iran nuclear agreement; Brexit; non-profit organizations in the policy and US landscape; and various corporate matters. Organizing themes include, among others: ethics of leadership; ethics of persuasion and compromise; influence of bias in organizational and policy ethics; ethics of social movements; discrepancies between discourse and action; and interpreting and explaining ethics. In addition, the course will offer training in a wide variety of skills for effective communication of ethics for policy purposes (presentations, website discourse, commenting in meetings and conferences, interviews, statement of personal views, interacting with the media, prioritizing arguments, and mapping complex ethical analysis). Most of the assignments allow students flexibility to explore topics of their choice. The objective is to engage actively and improve skills in a supportive environment. A short, analytically rigorous final paper in lieu of final exam. Attendance required. Grading will be based on short assignments, class participation, and the short final paper. This two-credit seminar accompanies PUBLPOL 134 Ethics on the Edge but can also be taken as a stand-alone course upon permission from the instructor. Students taking this course for Ways credit must enroll in 3 units. *Public Policy majors taking the course to complete the core requirements must obtain a letter grade. Other students may take the course for a letter grade or C/NC. 
Same as: PUBLPOL 103E

PUBLPOL 203F. Ethics of Truth in a Post-Truth World. 2-3 Units.
This course will explore changing notions of truth in a world in which technology, global risks, and societal developments are blurring the boundaries of humanity and boring through traditional notions of nation states, institutions, and human identity. We will ask one over-arching question: does truth matter anymore? If so, why and how? If not, why not? Either way, how does truth relate to ethical decision-making by individuals and institutions and to an ethical society? Five themes will organize our exploration of more specific topics: honesty; identity; memory; authenticity and integrity; and religious truth. Examples of topics to be explored include, among others: fake news; President Trump's campaign strategy; Syrian refugees; University history (Rhodes, Georgetown slavery, Yale Calhoun College...); new questions in gender and racial identity; Chinese beautifying app Meitu and other social media "truth modifiers"; policy questions relating to the sharing economy; and Brexit. Scotty McCleenan will explore truth through major literary characters and the impact of religion on truth. We will consider how we determine and verify the truth; how we "do" truth; the role of truth in ethical decision-making; the importance of truth to effective ethical policy; and the relationship of the truth to a life well lived. This two-credit seminar may be taken as a stand-alone course or may accompany PUBLPOL 134 Ethics on the Edge. Students taking this course for Ways credit must enroll in 3 units. Enrollment limited to 15 or upon consent of instructor. Students wishing to take the course who are unable to sign up within the enrollment limit should contact Dr. Susan Liautaud at susan1@stanford.edu. *Public Policy majors taking the course to complete the core requirements must obtain a letter grade. Other students may take the course for a letter grade or C/NC. 
Same as: PUBLPOL 103F

PUBLPOL 204. Economic Policy Analysis. 4-5 Units.
The relationship between microeconomic analysis and public policy making. How economic policy analysis is done and why political leaders regard it as useful but not definitive in making policy decisions. Economic rationales for policy interventions, methods of policy evaluation and the role of benefit-cost analysis, economic models of politics and their application to policy making, and the relationship of income distribution to policy choice. Theoretical foundations of policy making and analysis, and applications to program adoption and implementation. Prerequisites: ECON 50 and ECON 102B. Undergraduate Public Policy students are required to take this class for a letter grade and enroll in this class for five units.
Same as: ECON 150, PUBLPOL 104

PUBLPOL 205. Empirical Methods in Public Policy. 4-5 Units.
Methods of empirical analysis and applications in public policy. Emphasis on causal inference and program evaluation. Public policy applications include health, education, and labor. Assignments include hands-on data analysis, evaluation of existing literature, and a final research project. Objective is to obtain tools to 1) critically evaluate evidence used to make policy decisions and 2) perform empirical analysis to answer questions in public policy. Prerequisite: ECON 102B. Enrollment is limited to Public Policy students. Public Policy students must take the course for a letter grade.
Same as: PUBLPOL 105

PUBLPOL 206. Law and Economics. 4-5 Units.
This course explores the role of law in promoting well-being (happiness). Law, among its other functions, can serve as a mechanism to harmonize private incentives with cooperative gains, to maintain an equitable division of those gains, and to deter "cheating" and dystopia. Law is thus essential to civilization. Economic analysis of law focuses on the welfare-enhancing incentive effects of law and its enforcement and on law's role in reducing the risks of cooperation, achieved by fixing expectations of what courts or the state will do in various futures. Prerequisite: ECON 51 or PUBLPOL 51.
Same as: ECON 154, PUBLPOL 106
PUBLPOL 221. Sentencing, Corrections, and Criminal Justice Policy. 3 Units.
This introductory course will familiarize students with the history, structure, and performance of America’s sentencing and corrections system. Sentencing is the process by which criminal sanctions are imposed in individual cases following criminal convictions. Corrections deals with the implementation and evaluation of criminal sentences after they are handed down. In fact, the two subject areas are inseparable. The course will examine sentencing and corrections from global and historical views, from theoretical and policy perspectives, and with close attention to many problem-specific areas. We will explore sentencing theories and their application, the nature, scope and function of corrections, the impact of mass incarceration on crime and communities, the effectiveness of rehabilitation, the relationship between sanctions and crime, and the consequences of prisoner reentry. These topics will be considered as they play out in current political and policy debates. Guest lectures may include presentations by legal professionals, victims, offenders, and correctional leaders. We also plan to visit a correctional facility. This course is open to 1Ls, 2Ls, and 3Ls in the Law School. Special Instructions: Grades will be based on class participation, and either: (1) three reflection papers of 5 to 7 pages each, or (2) a longer research paper. After the term begins, students accepted into the course can transfer from section (01) into section (02) which meets the research (R) requirement, with consent of the instructor. Elements used in grading: Class participation, reflection papers or research paper. Cross-listed with Comparative Studies in Race & Ethnicity (CSRE 221) and open to Juniors and Seniors, Law (LAW 621), Public Policy (PUBLPOL 221). Same as: CSRE 221

PUBLPOL 222. Biosecurity and Bioterrorism Response. 4-5 Units.
Overview of the most pressing biosecurity issues facing the world today. Guest lecturers have included former Secretary of State Condoleezza Rice, former Special Assistant on BioSecurity to Presidents Clinton and Bush Jr. Dr. Ken Bernard, Chief Medical Officer of the Homeland Security Department Dr. Alex Garza, eminent scientists, innovators and physicians in the field, and leaders of relevant technology companies. How well the US and global healthcare systems are prepared to withstand a pandemic or a bioterrorism attack, how the medical/healthcare field, government, and the technology sectors are involved in biosecurity and pandemic or bioterrorism response and how they interface, the rise of synthetic biology with its promises and threats, global bio-surveillance, making the medical diagnosis, isolation, containment, hospital surge capacity, stockpiling and distribution of countermeasures, food and agriculture biosecurity, new promising technologies for detection of bio-threats and countermeasures. Open to medical, graduate, and undergraduate students. No prior background in biology necessary. 4 units for twice weekly attendance (Mon. and Wed.); additional 1 unit for writing a research paper for 5 units total maximum.
Same as: BIOE 122, EMED 122, EMED 222, PUBLPOL 122

PUBLPOL 223. Thinking About War. 4-5 Units.
Introduction to the ideas, important writers, and policy decisions about warfare. Topics include: what causes wars, great strategists of warfare, whether nuclear weapons require different strategy than conventional war, fostering innovation, what creates stable peace, and what warfare feels like to those who fight it. Each class session is organized around a question; first half of each session will explore concepts, second half will apply them in a historical case or policy decision.
Same as: PUBLPOL 123
PUBLPOL 234. Ethics on the Edge: Business, Non-Profit Organizations, Government, and Individuals. 3 Units.
( Same as LAW 7020) The objective of the course is to explore the increasing ethical challenges in a world in which technology, global risks, and societal developments are accelerating faster than our understanding can keep pace. We will unravel the factors contributing to the seemingly pervasive failure of ethics today among organizations and leaders across all sectors: business, government, and non-profit. A framework for ethical decision-making underpins the course. The relationship between ethics and culture, global risks (poverty, terrorism, climate change, etc.) leadership, law and policy will inform discussion. Prominent guest speakers will attend certain sessions interactively. A broad range of international case studies might include: Zika virus; clean space travel (Elon Musk’s Mars plans); Facebook’s news algorithms; free speech on University campuses (and Gawkers type cases); designer genetics; artificial intelligence; Brexit; ISIS interaction with international NGOs; corporate and financial sector scandals (Epi pen pricing, Wells Fargo, Volkswagen emissions testing manipulation); and non-profit sector ethics challenges (e.g. should NGOs engage with ISIS). Final project in lieu of exam on a topic of student’s choice. Attendance required. Class participation important (with multiple opportunities to earn participation credit beyond speaking in class). Strong emphasis on rigorous analysis, critical thinking and testing ideas in real-world contexts. There will be a limited numbers of openings above the set enrollment limit of 40 students. Students wishing to take the course who are unable to sign up within the enrollment limit should contact Dr. Susan Liautaud at susanl1@stanford.edu. *Public Policy majors taking the course who are unable to sign up within the enrollment limit should contact Dr. Susan Liautaud at susanl1@stanford.edu. The course offers credit toward Ethics in Society, Public Policy core requirements (if taken in combination with PUBLPOL 103E or PUBLPOL 103F), and Science, Technology and Society majors and satisfies the undergraduate Ways of Thinking requirement. The course is open to undergraduate and graduate students. Undergraduates will not be at a disadvantage. Everyone will be challenged. Distinguished Career Institute Fellows are welcome and should contact Dr. Susan Liautaud at susanl1@stanford.edu. *Public Policy majors taking the course to complete the core requirements must obtain a letter grade. Other students may take the course for a letter grade or C/NC. Same as: ETHICSOC 234R, PUBLPOL 134

PUBLPOL 236. Law and Public Policy: Issues in Implementation. 3 Units.
(Same as LAW 636). This seminar will focus on issues related to achieving successful implementation of the goals of legislation. It is widely recognized that the goals of legislation often are not realized and that the failure frequently rests in breakdowns in the implementation process by the agencies and organizations charged with implementing the legislation. In response to problems in implementation, the institutional context of public policy implementation is changing. One category of innovations, known by names such as “management-based regulation” and “evidence-based” social service delivery, gives broad discretion to street-level service providers but subjects them to intensive monitoring and disciplined performance comparison. Another category applies market concepts to regulation or social services, for example, by creating tradable rights (e.g., pollution allowances) or vouchers (for schools, housing, or healthcare). These, and other, new approaches are affecting both the contours of public law doctrine and the nature of lawyering in the public sector. Lawyers in the public sector are increasingly drawing on skills of institutional design and monitoring of the kind associated with private sector transactional practice. The seminar will examine some of the emerging general themes of innovative policy implementation and look at a range of case studies. Topics will include the conditions under which financial and other rewards and sanctions are useful in bringing about desired behaviors, the pluses and minuses of the creation of markets as alternatives to government run programs, and efforts at improving implementation by improving management activities. Examples will be taken from both regulation and social services, and are likely to include environmental protection, education, child protective services, healthcare, food and workplace safety, nuclear power safety, and regulation of financial institutions.

PUBLPOL 238. Wise Interventions. 4 Units.
Classic and contemporary psychological interventions; the role of psychological factors in social reforms for social problems involving healthcare, the workplace, education, intergroup, relations, and the law. Topics include theories of intervention, the role of laboratory research, evaluation, and social policy.
Same as: PSYCH 138, PSYCH 238

PUBLPOL 242. Design Thinking for Public Policy Innovators. 3 Units.
What happens when new technology is developed so quickly that society isn’t sure if it poses an opportunity or a danger? How should we regulate it when there are real risks but also real potential for societal benefit? How much is to be decided by the “marketplace of ideas” vs. by evidence-based policy making? These kinds of dilemmas are arising now in bioengineering, information technology, and beyond. The scientific and policy communities are trying to address these issues, but the clash of cultures between a fast-moving innovation mindset and a risk-averse safety and security mindset affects how this work progresses. In this experimental class, you will explore how design thinking can be used to reinvent a policy ecosystem by focusing on the challenge of policymakers face in trying to establish new rules and/or standards that they hope a wide variety of constituent groups will accept and follow and will keep pace with future innovations. This is a new approach to a critical problem you must be willing to dig into unknown territory. If you’re looking for a survey course in design methods, this class is not for you. Limited enrollment. Admission by application. See http://dchschool.stanford.edu/.

PUBLPOL 246. Policy, Politics, and the Presidency: Understanding the 2016 Campaign from Start to Finish. 2 Units.
(Same as LAW 7057). In 2016, Americans will once again go to the polls to select a new president. But what will actually happen behind-the-scenes between now and then is largely a mystery to most. This course will introduce students to the nuts-and-bolts of a presidential campaign. Each week, we will explore a different topic related to running for the presidency – policy formation, communications, grassroots strategy, digital outreach, campaign finance – and feature high-profile guest speakers who have served in senior roles on both Democratic and Republican campaigns. Students, guests, and faculty will also participate in discussions on how these topics will relate to the 2016 presidential contest, which will begin in earnest over the course of the quarter. Same as: COMM 153A, COMM 253A, POLISCI 72, PUBLPOL 146

PUBLPOL 247. The Politics of Inequality. 5 Units.
This course is about the distribution of power in contemporary democratic societies, and especially in the US: who governs? Is there a “power elite,” whose preferences dominate public policy making? Or, does policy reflect a wide range of interests? What is the relationship between income and power? What are the political consequences of increasing income inequality? How do income differences across racial and ethnic groups affect the quality of their representation? What are effective remedies for unequal influence? Finally, which institutions move democratic practice furthest towards full democratic equality? This course will address these questions, focusing first on local distributions of power, and then considering the implications of inequality in state and national politics. Students will have the opportunity to study income inequality using income and labor force surveys in a mid-term assignment. Then, in a final paper, students will conduct an empirical examination of the implications of income inequality for American democracy.
Same as: POLISCI 147P, SOC 178

PUBLPOL 251. Science Policy, National Security, and Cybersecurity. 4 Units.
Provides a basic overview of science policy and its connection to national security, with a strong emphasis on cybersecurity as an aspect of national security. Addresses biosecurity as a secondary focus. The course includes sessions on effective memo writing and presentation of policy proposals.
Same as: PUBLPOL 151
PUBLPOL 268. Global Organizations: The Matrix of Change. 4 Units.
We derive analytical tools from the social sciences in studying a variety of organizations given their strategies, and in particular, when their strategies change. Focus is on how to design effective organizations and projects within and across institutional settings. Recommended: FINANCE 377, MS&E 180, SOC 160, ECON 149, or MGTECON 330. Same as: PUBLPOL 168, SOC 168, SOC 268

PUBLPOL 270. Political Corruption. 2 Units.
Sources and effects of political corruption in the United States, with focus on potential solutions. Perspectives include political contribution and lobbying laws, rational and passionate collective action incentives, welfare effects of congressional control of the administrative state, voter behavior, agency theory, and the role of competition among politicians and interest groups. Grading based on participation and term paper. Enrollment is limited to 15 students and permission of the instructor required. Email bruceowen@stanford.edu. Same as: PUBLPOL 170

PUBLPOL 290. Indigenous Cultural Heritage: Protection, Practice, Repatriation. 3 Units.
This interdisciplinary seminar explores pressing questions relating to the protection, practice and repatriation of the cultural heritage of Indigenous peoples from North America and beyond. Using an innovative combination of in-class lectures and videos of interviews with renowned experts, including Indigenous leaders, scholars, artists and performers and museum professionals from around the world, this seminar will explore and problematize, among other subjects: the impact of colonialism, urbanization and other political, legal, economic, religious and cultural forces on understandings and definitions of "indigenous" and "cultural heritage"; the development of international law relating to Indigenous peoples; cultural rights; international, domestic, and tribal heritage protection and repatriation laws/initiatives including the 2007 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the 1990 US Native American Graves Protection and Repatriation Act (NAGPRA), and others; past and present Western museum practices and guidelines relating to display, preservation, provenance research and repatriation of indigenous cultural material; the meaning of repatriation to Indigenous peoples and other stakeholders; and resolving repatriation disputes, including by alternative dispute resolution (ADR) processes. While case studies will relate primarily to Indigenous peoples of North America, comparisons will be drawn with the situation of Indigenous peoples in other regions, such as Oceania and Russia. Each week students will brainstorm actionable ideas for amending/supplementing current frameworks in order to give force to legal rules and institutions can correct market failures. We will discuss the economic function of contracts and, when contracts fail or are not feasible, the role of legal remedies to resolve disputes. We will also discuss at some length the choice between encouraging private parties to initiate legal actions to correct externalities and governmental actors, discussing the economic motives to commit crimes, and the optimal governmental response to crime, will be studied in depth. Specific topics within the preceding broad themes include: the Coase Theorem; the tradeoff between the certainty and severity of punishment; the choice between ex ante and ex post sanctions; negligence versus strict liability; property rules; remedies for breach of contract; and the American rule versus the English rule for allocating litigation costs. Because this course is taught jointly with Law 7502 in the Law School, it will not be mathematically oriented; there are no prerequisites to take the course.
PUBLPOL 302A. Introduction to American Law. 3-5 Units.
For undergraduates. The structure of the American legal system including the courts; American legal culture; the legal profession and its social role; the scope and reach of the legal system; the background and impact of legal regulation; criminal justice; civil rights and civil liberties; and the relationship between the American legal system and American society in general. Same as: AMSTUD 179, POLISCI 122

PUBLPOL 302B. Economic Analysis of Law. 3 Units.
(Same as LAW 7502.) This course will provide a broad overview of the scholarly field known as "law and economics." The focus will be on how legal rules and institutions can correct market failures. We will discuss the economic function of contracts and, when contracts fail or are not feasible, the role of legal remedies to resolve disputes. We will also discuss at some length the choice between encouraging private parties to initiate legal actions to correct externalities and governmental actors, discussing the economic motives to commit crimes, and the optimal governmental response to crime, will be studied in depth. Specific topics within the preceding broad themes include: the Coase Theorem; the tradeoff between the certainty and severity of punishment; the choice between ex ante and ex post sanctions; negligence versus strict liability; property rules; remedies for breach of contract; and the American rule versus the English rule for allocating litigation costs. Because this course is taught jointly with Law 7502 in the Law School, it will not be mathematically oriented; there are no prerequisites to take the course.

PUBLPOL 302C. Bayesian Statistics and Econometrics. 5 Units.
(Same as LAW 243.) Linear and nonlinear regression, covariance structures, panel data, qualitative variable models, nonparametric and semiparametric methods, time series, Bayesian model averaging and variable selection. It explores Bayesian methodology including Markov Chain Monte Carlo methods, hierarchical models, model checking, mixture models, empirical Bayes approaches, approximations, and computational issues and gives some attention to foundations. Prerequisite: graduate-level econometrics or equivalent.
PUBLPOL 303D. Applied Econometrics for Public Policy. 4-5 Units.
This course aims to present the theory and practice of empirical research in economics with particular emphasis on topics relating to public policy questions. We will start with basic regression analysis and introduce the statistical software STATA. The course will put a substantial amount of effort on writing with STATA in analyzing actual data sets, reproducing and criticizing results in scientific research and learning the actual practice of econometrics. We will focus on the identification of causal effects and the various econometric techniques available to learn about causality. While this is primarily a methodology module, most examples and applications will be drawn from the area of public policy. The final will be a 3-5 hour take-home exam. Prerequisite: Econ 102A.

PUBLPOL 304A. The Ethics and Politics of Collective Action. 3-4 Units.
Collective action problems arise when actions that are individually rational give rise to results that are collectively irrational. Scholars have used such a framework to shed light on various political phenomena such as revolutions, civil disobedience, voting, climate change, and the funding of social services. We examine their findings and probe the theoretical foundations of their approach. What does this way of thinking about politics bring into focus, and what does it leave out? What role do institutions play in resolving collective action problems? And what if the required institutions are absent? Can we, as individuals, be required to cooperate even if we expect that others may not play their part? Readings drawn from philosophy, political science, economics, and sociology. Same as: ETHICSOC 180M, PHIL 73, POLISCI 131A

PUBLPOL 305B. Public Policy and Social Psychology: Implications and Applications. 4 Units.
Theories, insights, and concerns of social psychology relevant to how people perceive issues, events, and each other, and links between beliefs and individual and collective behavior will be discussed with reference to a range of public policy issues including education, public health, income and wealth inequalities, and climate change. Specific topics include: situationist and subjectivist traditions of applied and theoretical social psychology; social comparison, dissonance, and attribution theories; stereotyping and stereotype threat, and sources of intergroup conflict and misunderstanding; challenges to universality assumptions regarding human motivation, emotion, and perception of self and others; also the general problem of producing individual and collective changes in norms and behavior. Same as: IPS 207B, PSYCH 216

PUBLPOL 306. Writing and Rhetoric for Policy Audiences. 4 Units.
This course offers hands-on learning of effective writing and presentation techniques for audiences that include policy makers, decision stakeholders, interest groups, the media, and the public. Class time will be spent learning lessons in rhetoric, analyzing multiple written genres (memo, op-ed, report, media communications), participating in peer review, and practicing presentation strategies (elevator pitch, press conference, media interview, board meeting, formal presentation). Course texts include sample memos, op-eds, and white papers, as well as rhetoric handouts and videos. Students will draft, revise, and submit writing for policy audiences in the compilation of a final portfolio. Students will also produce oral and multimedia arguments, individually and in teams. Students will be responsible for timely peer review and short presentations on course materials. Enrollment limited. Prerequisite: consent of instructor.

PUBLPOL 307. Justice. 4-5 Units.
Focus is on the ideal of a just society, and the place of liberty and equality in it, in light of contemporary theories of justice and political controversies. Topics include financing schools and elections, regulating markets, discriminating against people with disabilities, and enforcing sexual morality. Counts as Writing in the Major for PolSci majors. Same as: ETHICSOC 171, PHIL 171, POLISCI 103, POLISCI 336S, PUBLPOL 103C

PUBLPOL 308. Political Analysis for Public Policymakers. 4 Units.
Policymakers in the United States, whether elected or unelected, operate in a governmental system where politics pervades nearly every element of their daily activity. This course provides students with both the theory and real-world examples they need to understand and evaluate the impact of politics, political institutions, and the political process on policymaking. Readings will include selections from the public policy, political science, legal, and economics literatures.

PUBLPOL 309. Practicum. 1-10 Unit.
Applied policy exercises in various fields. Multidisciplinary student teams apply skills to a contemporary problem in a major policy exercise with a public sector client such as a government agency. Problem analysis, interaction with the client and experts, and presentations. Emphasis is on effective written and oral communication to lay audiences of recommendations based on policy analysis.

PUBLPOL 309X. Public Policy Research Project. 1-10 Unit.
Supervised research internship. Individual students perform policy research for outside client, applying analytical skills from core curriculum. Requires permission of program director.

PUBLPOL 310. Master of Arts Thesis. 1-5 Unit.
Restricted to students writing a master’s thesis in Public Policy. May be repeated for credit.

PUBLPOL 311. Public Policy Colloquium. 1 Unit.
Weekly colloquia speaker series required for M.P.P. and M.A. in Public Policy students. Themes vary each quarter. Open only to Public Policy graduate students; permission number required to enroll.

PUBLPOL 313. Issues in Science Policy. 1 Unit.
Lecture series on significant issues in science and technology policy. Guest speakers will discuss issues including but not limited to: who should make science policy, educational dimension of science policy, manufacturing and science policy, California’s stem cell policy, immigration and science policy, and the role of industry in science policy.

PUBLPOL 315. Practical Training. 1-5 Unit.
Qualified Public Policy students obtain employment in a relevant research or industrial activity to enhance their professional experience consistent with their degree programs. Prior to enrolling students must get internship approved by the Public Policy Program. At the start of the quarter, students must submit a one page statement showing the relevance of the employment to the degree program along with an offer letter. At the end of the quarter, a three page final report must be supplied documenting work done and relevance to degree program. Meets the requirements for Curricular Practical Training for students on F-1 visas. May be repeated for credit.

PUBLPOL 316. Global Education Policy & Organization. 3-5 Units.
Education policy, politics, and development. Topics include: politics, interests, institutions, policy, and civil society; how schools and school systems operate as political systems; how policy making occurs in educational systems; and theories of development. Same as: EDUC 306B

PUBLPOL 317. Comparing Institutional Forms: Public, Private, and Nonprofit. 4 Units.
For students interested in the nonprofit sector, those in the joint Business and Education program, and for Public Policy MA students. The focus is on the missions, functions, and capabilities of nonprofit, public, and private organizations, and the managerial challenges inherent in the different sectors. Focus is on sectors with significant competition among institutional forms, including health care, social services, the arts, and education. Sources include scholarly articles, cases, and historical materials. Same as: EDUC 377, GSBGEN 346, SOC 377
PUBLPOL 319. Legislation. 3 Units.
(Same as Law 7048) Lawyers work in a legal system largely defined by statutes, and constantly shaped by the application of legislative power. This course is about statutes and the legislative institutions that create them. It discusses some of the key laws governing access to legislative power and the procedures that culminate in the production of statutes in the legislature. The course is divided into two parts. The first part will focus on the acquisition of legislative power. Key topics include bribery laws, lobbying and indirect influence on legislative activity, and campaign finance regulations. The second part will focus on the exercise of legislative power. Through a number of public policy case studies, students will better understand the organization of the U.S. Congress, the ways in which power is exercised in that institution, and the intersection between politics, the law, and policymaking. Elements used in grading: Class participation and final exam.

Provides students with a basic understanding of the technologies, policies, and investments behind energy efficiency. Explores each of these dimensions, and their interplay, through structured lectures and expert perspectives from leading professionals and practitioners. The seminar covers the following energy efficiency topics: fundamental concepts; history and achievements; role of policy and new policy frameworks; investment, strategy and finance; evolving digital/analytical and platform tools; international development; low income programs; relationship between efficiency and climate change; energy efficiency and the changing grid; and new entrants and business models. Limited to 30 students. Prerequisites required. Same as: MS&E 442

PUBLPOL 347D. Rebooting Government with Design Thinking. 3-4 Units.
Students apply tools of human-centered design to issues of government performance. Small project teams work with NGO and government partners (in the U.S. and abroad) on concrete design challenges focused on issues such as how to deliver services more effectively and ensure that citizen’s voices are heard. Students identify needs, generate concepts, create prototypes, and test their appropriateness. Taught through the Hasso Plattner Institute of Design at Stanford (http://dschool.stanford.edu). Enrollment limited. Application required. Prerequisites: consent of instructor(s). Same as: POLISCI 347D

PUBLPOL 353. Science and Technology Policy. 3-4 Units.
How U.S. and international political institutions and processes govern science and technology; the roles of scientists, engineers, and physicians in creating and implementing policies; introduction to analytical techniques that are common to research and policy analysis in technology and public policy; and examples from specific mission areas (e.g., economic growth, health, climate, energy and the environment, information technology, international security). Assignments: analyzing the politics of particular legislative outcomes, assessing options for trying to reach a policy objective, and preparing a mock policy memo and congressional testimony. Same as: BIOE 253

PUBLPOL 354. Economics of Innovation. 5 Units.
The role of innovation and technological change in long run economic growth and the sources of innovation in science, technology, and commercialization. Founding of new industries and new markets. Commercialization of new technologies. Incentives and organization of scientific entrepreneurship. Openness and proprietary/controlled innovation. Selected public policies toward invention and innovation. The industrial revolution, the shifting international location of innovation, and the information revolution. Focus of the second half of the course is on the newest research on the newest industries. Prerequisites: ECON 51 (Public Policy majors may take PUBLPOL 51 as a substitute for ECON 51) and Econ 102B. Same as: ECON 113

PUBLPOL 364. The Future of Finance. 2 Units.
If you are interested in a career in finance or that touches finance (computational science, economics, public policy, legal, regulatory, corporate, other), this course will give you a useful perspective. We will take on hot topics in the current landscape of the global markets as the world continues to evolve from the financial crisis. We will discuss the sweeping change underway at the policy level by regulators and legislators around the world and how this is changing business models for existing players and attracting new players to finance. The course will include guest-lecturer perspectives on where the greatest opportunities exist for students entering or touching the world of finance today including new and disruptive players in fin tech, crowd financing, block chain, robo advising, algorithmic trading, big data and other areas. New challenges such as cyber and financial warfare threats also will be addressed. While derivatives and other quantitative concepts will be handled in a non-technical way, some knowledge of finance and the capital markets is presumed. Elements used in grading: Class Participation, Attendance, Final Paper. Consent Application: To apply for this course, students must complete and email to the instructors the Consent Application Form, which is available on the Public Policy Program's website at https://publicpolicy.stanford.edu/academics/undergraduate/forms. See Consent Application Form for submission deadline. (Cross-listed as ECON252/152, PUBLPOL364, STATS238, LAW 1038.). Same as: ECON 152, ECON 252, STATS 238

PUBLPOL 391. Illicit Trade in Art and Antiquities. 3 Units.
Illicit trade in art and antiquities is reputedly the third largest illicit trade activity globally. How do nations, individually and collectively, respond to this seemingly inexorable form of illicit trade, and what factors influence those responses? What are the sources and effects of such trade, and how can it best be curbed? This course will delve into these and other pressing political, legal, ethical, economic, cultural and public policy questions about illicit art and antiquities trade, arising across five subject areas: (1) the acquisition of art during the Age of Imperialism (ie, from Roman times through World War II); (2) Holocaust-era takings and the evolution in international legal and ethical responses to wartime looting; (3) removal and repatriation of Indigenous cultural material; (4) theft from museums and private collectors, and legal systems varying allocation of the risk of such theft; and (5) the illicit trade and destruction of antiquities, and issues surrounding their restitution. Several internationally renowned guest speakers will give presentations and contribute to our discussions. Grading will be based on attendance, participation in class and an online discussion forum, a student group presentation, and a final exam or research paper. Same as: GLOBAL 190, GLOBAL 390, JEWISHST 130, JEWISHST 330, PUBLPOL 191
PUBLPOL 413R. The National Environmental Policy Act: Pushing the Reset Button. 2 Units.

( Same as LAW 413R). This policy lab will focus on recommendations for the reform and modernization of the National Environmental Policy Act (NEPA) – the granddaddy of our environmental laws. NEPA is a disclosure statute which requires that before federal officials can issue a permit, commit federal funds, or otherwise take an action that may have a significant impact on the environment, decision-makers must have the opportunity to review an Environmental Impact Statement (EIS) that analyzes the potential environmental consequences of the proposed action and its alternatives. Many critics from both the right and left are dissatisfied with the way that NEPA and its state analogues are being implemented, prompting some legislators to advocate statutory overrides and agency officials to expand the use of categorical exemptions.

Meanwhile, NEPA proponents are interested in making the environmental review process more user-friendly and efficient, while preserving its core disclosure requirements. In this policy lab, students will review, analyze, and develop positions on potential NEPA reform options.

Students will interact with NEPA experts at the White House’s Council on Environmental Quality (CEQ) and produce work product that CEQ can use as it responds to Congressional and outside pressure to reform the NEPA process. Students may normally receive no more than four units for a Policy Lab practicum and no more than a total of eight units of Policy Lab practicums and Directed Research projects combined may be counted toward graduation unless additional units for graduation are approved in advanced by the Petitions Committee. A student cannot receive a letter grade for more than eight units of independent research (Policy Lab practicum, Directed Research, Senior Thesis, and/or Research Track). Any units taken in excess of eight will be graded on a mandatory pass basis. Elements used in grading: Class Participation, Attendance, Final Paper. Consent Application: To apply for this course, students must complete and e-mail the Consent Application Form available on the SLS Registrar’s Office website (see Registration and Selection of Classes for Stanford Law Students) to the instructors. See Consent Application Form for submission deadline.

PUBLPOL 51. Microeconomics for Policy. 4-5 Units.

Microeconomic concepts relevant to decision making. Topics include: competitive market clearing, price discrimination, general equilibrium; risk aversion and sharing, capital market theory, Nash equilibrium; welfare analysis; public choice; externalities and public goods; hidden information and market signaling; moral hazard and incentives; auction theory; game theory; oligopoly; reputation and credibility. Undergraduate Public Policy students may take PUBLPOL 51 as a substitute for the Econ 51 major requirement. Economics majors still need to take Econ 51.

Prerequisites: ECON 50 and MATH 51 or equiv.

Same as: IPS 204A, PUBLPOL 301A

PUBLPOL 55N. Public Policy and Personal Finance. 3 Units.

The seminar will provide an introduction and discussion of the impact of public policy on personal finance. Voters regularly rate the economy as one of the most important factors shaping their political views and most of those opinions are focused on their individual bottom lines. In this course we will discuss the rationale for different public policies and how they affect personal financial situations. We will explore personal finance issues such as taxes, loans, charity, insurance, and pensions.

Using the context of (hypothetical) personal finance positions, we will discuss the public policy implications of various proposals and how they affect different groups of people, for example: the implications of differential tax rates for different types of income, the promotion of home ownership in the U.S., and policies to care for our aging population. While economic policy will be the focus of much of the course, we will also examine some of the implications of social policies on personal finance as well. There will be weekly readings and several short policy-related writing assignments.

Same as: ECON 25N

PUBLPOL 73. Energy Policy in California. 1 Unit.

This seminar will provide an in-depth analysis of the role of California state agencies in driving energy policy development, technology innovation, and market structures. The course will cover three areas: 1) roles and responsibilities of key state agencies; 2) current and evolving energy and climate policies; and 3) development of California’s 21st century energy systems. Presentations will include experts from the California Energy Commission, the California Public Utilities Commission, the California Air Resources Board, the California Independent System Operator, the California Legislature, and the Governor’s office. This class is required for all Stanford Energy Internships in California and Colorado (SEIC) fellowship awardees and is open to other interested undergraduate and graduate students with instructor preapproval. May be repeated for credit. This class will be held on three Saturdays during spring quarter, exact class dates to be announced in March 2018. Interested students should contact Preeti Hehmeyer at preeth@stanford.edu.

Same as: CEE 263G, POLISCI 73

PUBLPOL 74. Public Service Internship Preparation. 1 Unit.

Are you prepared for your internship this summer? This workshop series will help you make the most of your internship experience by setting learning goals in advance; negotiating and communicating clear roles and expectations; preparing for a professional role in a non-profit, government, or community setting; and reflecting with successful interns and community partners on how to prepare sufficiently ahead of time.

You will read, discuss, and hear from guest speakers, as well as develop a learning plan specific to your summer or academic year internship placement. This course is primarily designed for students who have already identified an internship for summer or a later quarter. You are welcome to attend any and all workshops, but must attend the entire series and do the assignments for 1 unit of credit.

Same as: ARTSINST 40, EARTHSYS 9, EDUC 9, HUMBIO 9, URBANST 101

PUBLPOL 78N. Economic Policies of the Presidential Candidates. 3 Units.

In nearly all polls, American voters rank the economy as one of their most important concerns. In the presidential election, much of the debate for voters will be on questions of economic policy. In this course, we will delve deeply into economic policy issues to understand options for government intervention and possible outcomes. We will combine economic analysis with political science methodology to understand efficient and implementable policy proposals. Relevant areas of interest will be taxation, budget, entitlement programs, economic regulation and competition policy, trade, demography, income inequality, and monetary policy.

The course will incorporate other timely and salient policy issues as they arise during the course of the campaign. n Students will be expected to write a short paper and make an oral presentation to the class. A wide range of topics will be acceptable, including those directly related to campaign issues as well as other long-term economic issues facing the country.

Same as: ECON 78N

PUBLPOL 801. TGR Project. 0 Units.

Instructor and program consent required prior to enrollment.

PUBLPOL 85. Environmentalism in California. 1 Unit.

Alternative Spring Break: With climate change posed to be one of the most pressing issues of the 21st Century, environmental preservation is emerging at a top priority. In addition to the federal government, state and local governments regulate the environment. In this course, we will learn about what environmental policy looks like in at the state level and what local governments are doing. Since the Goldwater Institute has an ambitious and ambitious environmental preservation plan, there will be a lot of content. To make this class more manageable, we will be focusing on two areas specifically: water and energy.

Finally, we will spend that last few weeks of the course learning about environmental justice, and specifically, how climate change impacts Indigenous communities in California and how the state is mitigating the impact. All major backgrounds are welcome.