<table>
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<tr>
<th>Course</th>
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<td>Edmund Stazyk</td>
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<td>BB 221</td>
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<td>HS 8 **</td>
<td>Michael Christakis</td>
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<td>10318 ++</td>
<td>M&amp;P</td>
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<td>M&amp;P</td>
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<td>10:15AM-11:35AM</td>
<td>ES 108</td>
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<td>QM</td>
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<td>LC 5</td>
<td>Trevor Hoppe</td>
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* Elective Area Key:
  R – Required Course
  M&P – Management and Politics
  QM – Quantitative Methods and Policy Analysis

** Denotes courses taught on Downtown Campus
++ This section of RPOS 329Z reserved for transfer students in the NY Politics Living-Learning Community
From hackers to hurricanes, suicide bombing to supply chain interruptions, infrastructure failures to infectious disease outbreaks, the nation's governments, companies and non-profits must prepare for, protect against, respond to, and recover from a growing array of risks and threats. The fields of emergency preparedness, homeland security and cybersecurity are central to those efforts, and there is an ever growing demand for individuals prepared in these areas. Through lectures, discussion, and case studies, students in this course will develop a broad theoretical, substantive, and practical understanding of the fields of emergency preparedness, homeland security and cybersecurity. Students will be exposed to various ways to think about, measure, assess and compare risks, as well as how to mitigate them and respond to incidents that do occur. The three disciplines will be explored through the crosscutting themes that tie them together, including prevention, incident management and response, crisis communication, recovery and resiliency. Gen Ed: Challenges, Social Sciences.

**Students Registering for this Section Must FIRST Register for a Discussion:**
7713, 7727, 7736, 7737, 8423, 8424

Ever wonder why...
- The US was unable to pass gun control legislation that would have expanded background checks on gun purchases in spite of over 90% of the public being in favor?
- The US is among the few countries internationally that does not guarantee paid sick leave or paid maternity leave?
- The government had to shut down in 2013 costing the US economy $24 billion due to a partisan stalemate in Congress over health reform?

Then this course is for you! This course introduces students to the process of public policy making in the US and internationally. As a student in this course, you will gain a greater appreciation for the complexity of policymaking, the vast number of actors involved in policy making, and the factors that make policies more or less successful. Through the course, we will ask questions such as: Where do ideas for policies come from in the first place? Why do some ideas get attention while other problems are ignored? What does it take to get a policy formulated, enacted, and successfully implemented? What are the roles of the executive, legislature, courts, interest groups, business, the news media, and other actors in the policy process? Why do some policies, even after extensive research and analysis, seem so irrational and haphazard? There are no prerequisites for this course. The course is a requirement for students in Rockefeller College’s Public Policy program, and is also considered a Social Science course under the General Education requirements. Required for Public Policy majors. Only one version of RPAD/RPOS 140 may be taken for credit. Gen Ed: Social Sciences.

Making tough decisions – can computers help? Students will learn to use Internet technologies as well as techniques in computer modeling for critical thinking, policy analysis, and decision support. Topics include a review of quantitative methods for strategic analysis, tools for helping make tough decisions, and a survey of formal modeling techniques.

The major objective of this course is to provide students with an opportunity to explore basic ideas about how people work in large (work) organizations, and the processes and structures that operate day to day in such organizations. The course examines how people act and interact within organizations and attempt to change those organizations, and how organizations react to the individuals who comprise the organization. The course uses multiple perspectives or frames as a way of understanding of individual and organizational behavior in work organizations. Only one version of RPAD 302 may be taken for credit.

This course is designed to provide students an introduction to the field of public administration, including its practice, themes and values, and contemporary challenges. Public administration is government in action, as broadly defined by Woodrow Wilson in 1887. Public administration includes activities taken directly by government, or indirectly by its partners, to meet the democratically expressed needs of the public. These activities include policy design, implementation, evaluation of outcomes,
and re-design or re-direction. By the end of the course, students should have a basic understanding of 1) the relationship and
tensions between politics and administration, 2) various means for assuring administrative accountability and responsiveness,
and 3) the challenges associated with implementing public programs. It is intended that students will leave the course with
a substantive, applied understanding of the values and practice of public administration. **Prerequisite(s): junior or senior class
standing.**

**RPAD/RPOS 316  METHODOLOGICAL TOOLS FOR PUBLIC POLICY  ???**
7433/6031  TTH  11:45AM – 1:05PM  BA 222
Introduction to research design, statistics, and computer usage in public policy with an emphasis on the interpretation of results.
Students examine experimental, quasi-experimental and non-experimental research designs, summarize and present univariate
distributions, perform bivariate and multivariate analyses including simple cross-tabulations and multiple regression analysis,
and learn to use a computer to perform statistical and data management operations. **Required for Public Policy majors. Only one version of RPAD/RPOS 316 may be taken for credit. Gen Ed: Math.**

**RPAD/RPOS 321  STATE & LOCAL GOVERNMENT  F. Mauro**
9189/8890  TTH  4:15PM – 5:35PM  HU 129
This course focuses on the role of state and local governments in the American federal system; the roles and responsibilities of
governors, legislatures, and courts in policy-making and implementation; the organization, functions, and jurisdiction of local
governments; and, the interaction of political parties and interest groups with formal institutions and processes. In anticipation of
New York State’s November 2017 referendum on the calling of a state constitutional convention, emphasis will be placed on the
nature and evolution of the constitutions of the 50 states and the processes by which state constitutions are revised and amended.

**RPAD/RPOS 328  LAW AND POLICY  D. Jones**
10331/10271  TTH  8:45AM – 10:05AM  ED 120
significant impacts on in the last couple of decades. Thus, it is important to ask: How do courts and judges shape public policy? Are courts counter-majoritarian when they impact policy? Do we want courts to be making policy? In this course we
explore those questions by viewing the legal system in a political and social context. Our materials will be political and
sociolegal scholarship that touches on issues of judicial behavior, class, democracy, education, implementation, personal injury,
race, and social change. Much of the themes and material are academic and focused on the structure and behavior of the legal
system. However, we do take a closer look at some specific policies as case studies. This is not a law school course
that examines the wording of statutes and legal precedent. It is instead of holistic, 30,000 foot overview of how our courts and
often unelected judges impact significant public policy. The course is tentatively broken into four units: **Unit 1: Why Courts? A primer on the structure and function of courts; Unit 2: Decision-making, how judges (and courts) make decisions; Unit 3: Implementation, what happens after a court makes a decision; and Unit 4: The Big Debate, do courts even matter in creating social change?** **Only one version of RPOS 328 may be taken for credit.**

**RPAD/RPOS 329  BUREAUCRATIC POLITICS/ADMINISTRATIVE LEADERSHIP  M. Christakis**
6437/5021  T  4:15PM – 7:05PM  HS 8 (HUSTED – Downtown)
This class examines leadership, management and human behavior within and among complex organizations, with special
emphasis on the distribution and use of power by organizational actors. The course will also examine how leaders can position
their organizations to gain the greatest results and most significant impact on and for organizational stakeholders. **Only one version of RPAD 329Z/RPOS 329 may be taken for credit.**

**Please Note – This course will be taught on the Downtown Campus.**
++ One section of RPOS 329Z (10318) and it’s Discussion (10319) immediately following class (Tuesday, 7:15-8:05PM) are reserved for transfer students in the NY Politics Living-Learning Community.

**RPAD 343  HOMELAND SECURITY  ???**
10294  T  2:45PM – 5:35PM  PH 123
This undergraduate survey course introduces students to the US government response to the attacks of September 11, 2001, specifically, the second largest reorganization of the executive branch that produced the US Department of Homeland Security. Topics examined include border and transportation security, customs, immigration policy and enforcement; preparedness and capabilities building, response and resilience; critical infrastructure protection; threat and vulnerability assessment and risk

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management; cyber security; counter-terrorism. Although the course is primarily focused on US federal government activities, it will also examine state and local dimensions of homeland security as well as US government interactions with other countries in the homeland security domain. **Only one version of RPAD 343 may be taken for credit.**

**RPAD 344**  
**EMERGENCY PREPAREDNESS**  
9528  
MW  4:15PM – 5:35PM  
HU 132  
This course provides a study of applicable policies, protocols, and laws that impact the practice of emergency preparedness at the federal, state, and local levels of government. The study includes a brief review of the history of emergency management setting the stage for an examination of "best practices" and philosophies. These drive the nation’s preparedness, response, recovery, and mitigation efforts of various levels of emergencies and disasters which in turn helps facilitate a community’s resilience in the face of disasters. The methodology used in this course includes classroom discussions and activities, studies of applicable case studies, and individual exploration resulting in a well crafted paper. Where applicable, simulation activities provide opportunities for the student to "experience" realistic situations similar to real-world emergencies and disaster operations. **Prerequisite:** RPAD/CEHC 101, Introduction to Emergency Preparedness, Homeland Security and Cybersecurity, recommended.

**RPAD 345**  
**PSYCHOLOGICAL ECONOMICS AND POLICY**  
9848  
TTH  10:15AM – 11:35AM  
ES 108  
Economic analyses are usually rooted in assumptions of perfect rationality, perfect selfishness, and perfect self-control. Real human beings do not meet these assumptions. How do real people respond to economic policies? How can traditional analyses be adapted to incorporate social and cognitive psychology? In the past few decades, economists in the fields of Behavioral Economics and Experimental Economics have explored how to draw on the methods and insights of psychologists, model psychological behavior within markets, and test psychological hypotheses using data from the field. That work has become increasingly relevant in policy circles. This class surveys the theories, methods, and evidence of these fields and discusses their relevance for designing and implementing public programs. **Prerequisites:** AECO 110 and a 300-level statistics course such as RPAD 316 or AECO 320.

**RPAD 498/RPOS 390**  
**APPLIED PUBLIC AFFAIRS CAPSTONE**  
10392/10391  
W  5:45PM – 8:35PM  
HU 20  
This capstone course includes the competition of an internship and a linked classroom experience. This course offers students the opportunity to integrate theoretical concepts related to politics, public administration, and organizations with practical experience in political, public sector and administrative institutions. This course seeks both to enhance the education value of the internship and to make it a springboard for a successful career. The course has four major components: skill development, career options, employment strategies, and school to work connection. Students enrolled in this class must obtain an internship during the same semester as the course, and it is the student’s responsibility to find their own internship. Students must have an overall minimum GPA of a 2.50. Students should contact the Undergraduate Internship Coordinator to discuss internship opportunities, how to obtain an internship and to obtain a permission number for the course. **Only one version of RPAD 498/RPOS 390 may be taken for credit.**

**RPAD 499**  
**POLICY CAPSTONE**  
8431  
W  2:45PM – 5:35PM  
BBB 005  
This course serves as Public Policy major’s “cap stone” experience during which students will be asked to integrate the various theories, concepts and issues raised throughout their academic work in the field of public policy. This course seeks to deepen students’ understanding of public policy and the various contexts through which public policy issues are framed in contemporary America. The course will afford students the opportunity to reflect upon their curricular and co-curricular experiences as public policy majors that have contributed and informed their understanding of public policy.

**ASOC 389**  
**THE GLOBAL HIV/AIDS EPIDEMIC**  
5990  
MW  2:45PM – 4:05PM  
LC 5  
HIV has now spread to all parts of the globe, infecting 60 million people worldwide and causing 25 million deaths. At last count, over 33 million people were living with HIV infection. The epidemic has caused unimaginable human suffering and has had a profound impact on many aspects of contemporary life. We will survey the current state of the epidemic in different parts of the globe, and describes how the epidemic has been shaped by gender, sexuality, race, poverty, political economy, and other structures of social inequality.

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