2016–2017

A Guide to Courses
Related to
**Democratic Governance,
Innovation and Technology**
at Harvard Kennedy School

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A publication of the

Introduction

The Roy and Lila Ash Center for Democratic Governance and Innovation fosters excellence in government around the world in order to generate and strengthen democracy. Through its research, education, international programs, and government innovation awards, the Ash Center explores critical issues in democratic practice and effective governance. By sharing knowledge and engaging in discourse with a broad, global community, generating and supporting research and curriculum materials, and highlighting exemplary government programs, the Center serves as a catalyst for successfully addressing many of the world's most critical issues and, in turn, improving the lives of its citizens.

This guide identifies courses offered by the various faculties of Harvard Kennedy School, Harvard University, and beyond that are relevant to the study of democratic governance and innovation. We hope that interested students will use this guide to familiarize themselves with the opportunities available to them.

The **Democratic Governance Courses** listed in this guide include those that:

- focus on the ways that democratic governments have worked to maintain and restore the public trust;
- provide analysis of public opinion and polarization of preferences within a democratic society;
- focus on ways to adapt democratic institutions to pluralist societies; and
- examine the type of leadership necessary for effective democratic governance.

The **Innovation Courses** listed in this guide include those that:

- incorporate case studies based on Innovations in American Government award-winning programs;
- focus on the types of collaborations and partnerships from which public sector innovation frequently emerges;
- provide analysis of a particular aspect of public policy in which innovation flourishes;
- focus on a broad analysis of government and its role in creating change; and
- examine the type of leadership necessary to foster innovation.

The **Technology Courses** listed in this guide include those that:

- explore the ways in which technology and governance interact;
- provide tools for policymakers to make government smarter, more efficient, and more modern;
- ask questions of ethics, equity, inclusivity, and privacy raised by new technologies; and
- examine the type of leadership necessary to operate at the intersection of technology and democracy.

For more information about the research of the Ash Center, please visit www.ash.harvard.edu

Courses listed below are arranged by faculty. Students are encouraged to explore opportunities in faculties not listed and to examine cross-registration possibilities at other schools in the Boston area. Please review each faculty's online course catalog or the University's comprehensive catalog at www.coursecatalog.harvard.edu for scheduling information and updates. The instructors of the courses appearing in this guide are not necessarily affiliated with the Ash Center.

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Harvard Kennedy School

API-126   **American Economic Policy**
Fall   Jeffrey Liebman, Martin Feldstein, Lawrence Summers

Analyzes major issues in American economic policy, including national savings, taxation, health care, Social Security, budget policy, monetary and fiscal policy, and exchange rate management. Current economic issues and policy options are discussed in detail and in the context of current academic thinking. Prerequisites: Econ. 1010a or 1011a; API-101; or permission of instructor. Also offered by the Economics Department as Ec 1420.

BGP-300   **Inside Government: Making Public Policy**
Spring   Lawrence Summers, Cass Sunstein

This seminar will explore an assortment of issues, ranging from environmental regulation (including climate change) to financial regulation to public health, at the intersection of theory and practice. Among other things, the seminar will discuss the role of cost-benefit analysis, legal limits on regulation, and both standard and behavioral economics. Also offered by the Law School as 2623 and the Economics Department as Ec 2510. Open to undergraduates by permission of the instructor.

DPI-101   **Political Institutions and Public Policy**
Spring   G: American Politics: Thomas Patterson
                H: American Politics: Matthew Baum
                I: Comparative Politics for International and Global Affairs: Tarek Masoud
                J: Comparative Politics: Candelaria Garay

This is a course about fundamental problems of participation, democratic governance, and conflict in contemporary political systems. It will provide students with an analytical toolkit for understanding and acting on the political dimensions of policy problems. The G and H sections consider these questions primarily through the prism of American political institutions and the context they create for policymaking. The I and J sections look at systematic variations across different sorts of political institutions in both advanced and developing democracies, as well as in countries that are not democracies. The class develops the skills for effective political analysis and advocacy, including memo- and op-ed writing, as well as the skills to brief actors who need to know everything about the politics of a situation in a short period of time. Open to MPP1 students only.

DPI-115   **The American Presidency**
Fall   Roger Porter

This course analyzes the development and modern practice of presidential leadership in the United States by: (1) examining the evolution of the modern presidency, the process of presidential selection, and the structure of the presidency as an institution; (2) considering the ways

in which presidents make decisions and seek to shape foreign, economic, and domestic policy; and (3) exploring the relationship of the presidency with other major government institutions, organized interest groups, the press, and the public. Its primary concern is with the political resources and constraints influencing the president's ability to provide leadership in the U.S. political system. Also offered by the Government Department as Gov 1540. In addition to the regular class meetings, Kennedy School students will meet in an extra session each week. Mandatory Review Session: Friday 3:00–4:00p.m. (T275).

DPI-120	**The U.S. Congress and Law Making**
Spring	David King

The United States Congress is the "board of directors" for the Federal Government, and it plays the central role in most national policy decisions. Yet how it works—the real story of how it works—is largely unknown, even among people who have worked in policymaking for a long time. Taught by the faculty chair of Harvard's Bipartisan Program for Newly Elected Members of Congress, this course puts students in the midst of legislative politics through academic readings and real-world cases. The course begins with the theory and history of legislatures and ends with a simulation involving lobbyists, journalists, and would-be legislators. It is ideal for anyone considering working with the Congress or state legislatures. Also offered by the Law School as 2251.

DPI-122	**Politics & American Public Policy**
Fall	David King

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

DPI-132	**Presidents, Politics, and Economic Growth: From World War II to Obama**
Fall	Richard Parker

Barack Obama entered office in 2009 facing an extraordinary challenge: how to lead America (and the world) out of the 21st century's first great global meltdown. But how did that become HIS responsibility? Every American president since Franklin D. Roosevelt has taken it as his "duty" to "manage" the economy and "promote" economic growth, responsibilities never mentioned in the Constitution—but who decides those policies, why, and how? Using the White House as our focal point, we'll investigate how American presidents took on their new role as "Economist-in-Chief"—and how "growthmanship" became their goal. We'll investigate how competing institutions, interest groups, intellectuals, and ideas have shaped that role ever since. We'll pay special attention to the shifting strategies pursued by administrations, the contexts,

competition, and challenges they faced, assessing the political pressures, the economic models and political ideals, and the complex interplay of policymakers, politicians, journalists, interest groups, and the public. Anyone planning to work—or who has worked—in Washington will benefit from the institutional and strategic analysis and history the course provides.

DPI-150Y   Seminar: Democracy, Politics, and Institutions
Year   Matthew Baum

There are five PAC seminars, each bearing the same "150Y" designation along with the relevant policy-area prefix: BGP, DPI, IGA, PED, and SUP. While the seminars differ in the subject-area concentrations of their students, they share key characteristics: All are explicitly geared to supporting students as they produce their Policy Analysis Exercises, all meet in both the Fall and Spring terms (though usually not every week), and all are open only to MPP2 students. Open to MPP2 students only. Please note, this is one half of a yearlong course. Students enrolled in the fall section will automatically be enrolled in the spring section.

DPI-201   The Responsibilities of Public Action
Fall   A: Mathias Risse
                     B: Christopher Robichaud
                     C: Christopher Robichaud
                     D: Mathias Risse

This course is a philosophical examination of the responsibilities of public policymakers in a democracy. The course asks two questions: (1) What should governments do? (2) What should political actors do? The first question requires consideration of public principles that guide good, just, and legitimate public policy. The second question requires consideration of the many and often competing obligations that should guide political actors inside and outside government, particularly when there is disagreement about what is good, just, and legitimate public policy. Discussions and assignments focus on applications of theoretical concepts from scholarly readings in philosophy and political theory to practical issues of public policy and policymaker responsibility. Open to non-MPP1 students by permission of instructor only. Students must attend one of the following review sessions: Thursday 1:15–2:30p.m. (T275) OR Thursday 2:45–4:00p.m. (124 Mt. Auburn 100).

DPI-202   Ethics in Public Life
Fall   Kenneth Winston, Christopher Robichaud

DPI-202 takes a cross-cultural approach to professional ethics. A close analysis of cases from around the world is the foundation upon which we will build an account of the competencies needed to be a virtuous public servant. Insights from the ever-growing field of moral psychology will be put into conversation with classic and contemporary ethical theory from both Western and non-Western traditions. Special emphasis will be placed on how to think and act strategically when balancing professional obligations with personal morality in the pursuit of creating public value. Unique to DPI-202 will be an opportunity for students to workshop their own cases with their peers in an effort to scrutinize, evaluate, and learn from the ethical issues that have already arisen in their professional lives. Review Session: Friday 1:15–2:30p.m. (1 Brattle 401).

DPI-305   **Voting Rights and Electoral Policies**
Fall   Alex Keyssar

This course examines an array of issues related to elections and democratic institutions, primarily in the United States (but with some international comparisons). It will explore the historical development of voting rights and electoral procedures as well as contemporary issues that arise in (and shape) American elections. Among the topics to be discussed are: the emergence of voting as a "right"; why it took so long for the U.S. to achieve universal suffrage; felon disenfranchisement; voting by noncitizens; campaign finance regulations; the law of districting; voter ID requirements; the adjudication of electoral disputes; and why turnout is relatively low in American elections.

DPI-329   **Contemporary Issues in American Elections**
Fall   Elaine Kamarck, David Gergen

This course is designed to provide students with a deep understanding of the forces behind modern American politics. Always offered in election years, it will provide students with knowledge and historical context for those forces that affect all American elections. Each topic will be approached historically and empirically—drawing from the best history and political science available. In addition to extensive reading, students will be required to attend a few additional lectures by visitors brought in for the class.

DPI-330   **The Making of a Politician**
Fall   A: Steve Jarding
Spring   B: Steve Jarding

Course is designed to explore what it takes to be a successful politician by concentrating on taking any student regardless of their communication skills at the outset and transforming them into an accomplished communicator in settings including interviews, speech delivery and in confrontational debate settings. This is done through extensive media training including voice and body language training. Early in the semester students are filmed (not for a grade) conducting interviews and giving speeches. After intense instruction in media training throughout the course of the semester, students will again be filmed near the end of the semester giving interviews and speeches (for a grade) allowing students almost universally to see vast improvement in their communication and presentation skills. Additionally, all students are divided into teams with each member of the team participating in mock debates with their counterparts from other teams. The course works under the premise that many otherwise highly qualified leaders too often disqualify themselves from running for office because they lack the communication presentation skills and techniques and they thus fear public presentations.

DPI-342   **Religion, Politics, and Public Policy**
Fall   Richard Parker

Religion may well still be the most powerful—yet seriously unexamined—force in American public life. Two centuries ago the U.S population was predominantly white, from the United Kingdom, and Protestant Christian; today America is multicultural, multiracial, and barely 50% Protestant. Yet, unique among advanced nations, Americans still remain highly religious—over

90% affirm their belief in god. Moreover, amidst its diversity, distinct and stable religious/cultural/regional "blocs" persist, with patterns of beliefs and values that influence everything from where we live and whom we marry, our policy debates and our presidential choices. "Why?" and "how?" are the questions we'll try to answer. We'll look at America's migration and settlement patterns, why some denominations have grown while others have declined, and how issues—from 19th century struggles over slavery's abolition, temperance, public education, and women's suffrage, then right on up to today's fiercely-fought questions about homosexuality, abortion, welfare reform, economic justice, and the environment—have been (and are being) shaped by Americans' religious identities and values. We'll also examine whether that history of influence is or is not coming to an end—and why and what will replace it. Whether you plan a career in public life—or just want to understand more deeply what shapes our public debates —this course opens up a "hidden" side of America's history, politics, and economic, social, and cultural relations in ways that few Americans themselves understand. Mandatory Review Session: Monday 4:15–5:30p.m. (T275).

DPI-345M   **Green Politics and Public Policy in a Global Age**
Spring 1   Muriel Rouyer

Environmental issues have become increasingly significant in democratic politics and are now a salient issue of global politics, both at the inter-state and transnational levels, with climate change occupying central stage today. This course focuses on the ways that different democratic polities are adapting to green, global concerns. What is the role of political systems? What is the state of international negotiations about so-called green policies (and climate governance in particular)? What roles can markets and institutions play? At what scale (local, national, federal, or supranational) are green policies most effectively executed? This course will identify the political challenges and dilemmas posed by environmental policies in democracies, discuss the best policy tools in national, sub-national, and international contexts, and focus on the transnational venues of environmental activism and green policies that have developed recently around the world. Specific case studies will be developed in comparative perspective (such as renewable or nuclear energy, green cities of the world) with regional insights (European Union, Americas, Asia, Africa…) and guest practitioners' perspectives.

DPI-351M   **Lobbying: Theory, Practice, and Simulations**
January   Mark Fagan

Lobbying is often called the 4th branch of government since this multi-billion dollar industry significantly impacts policymaking. This intensive course provides the opportunity to understand the fundamentals of lobbying while learning firsthand about the lobbying efforts of energy and environmental advocacy groups representing a variety of perspectives. Mornings (9:00–12:00) will be devoted to discussing lobbying basics-history and current size/scale/scope, value proposition, strategies and toolkit, regulations, players, scandals, etc. Lunchtime guest speakers will share perspectives on lobbying from the frontline. The afternoons (1:00–5:00) will be spent learning about the advocacy efforts of local energy and environment NGOs and simulating lobbying meetings on their behalf. The lobbying sessions will be conducted with former state legislators to add realism to the experience. As part of that process the students will (1) determine who to target and the message to deliver; (2) hold the session; and (3) provide follow-up materials. The simulations will be videotaped and debriefed with the legislator and the class. At the end of the course the students will have a working knowledge of lobbying practices from the perspective

of the "lobbyer" and "lobbyee" as well as gained experience in developing a lobbying deliverable. Course meets January 11–15, 9:00am–6:00pm.

DPI-360   **Social Capital and Public Affairs: Research Seminar**
Fall   Robert Putnam

This course addresses topics in the relationship between politics, inequality, and civil society in the United States. How does civic engagement affect government, economics, and social life? What are the implications of growing social and economic inequality? Topics include race, education, urban design, the workplace, religion, immigration, and social mobility. Also offered by the Government Department as Gov 2310.

DPI-401M   **Institutions and Development**
Fall 2   Ryan Sheely

Provides an introduction to the role that institutions play in the practice of international development, drawing on theory and evidence from the field of comparative politics and a variety of other social scientific disciplines. Emphasizes using these theories and concepts to develop applied frameworks that are relevant to policy analysts, managers, and activists. Students utilize these frameworks to assess the institutional structures shaping a given policy problem and develop innovative policy interventions. By the end of the course, students will be able to communicate institutional analyses effectively, critically evaluate policy documents and academic articles, and craft policy solutions that are politically supportable and administratively feasible. Open to non MPA/ID students by permission of the instructor only.

DPI-405   **Building Better Democracies**
Fall   Scott Mainwaring

This course will explore possibilities for building better democracies in middle income and poor countries. We will examine why some experiences with democracy in middle income and poor countries have succeeded while others have stagnated as poor quality democracies or regressed into authoritarianism. We will also analyze some obstacles to building better democracies (e.g., entrenched interests that want to block democratic deepening) and some tentative lessons from successful cases. The writing assignments will challenge you to think about ways to build better democracies, and about the obstacles, in settings of your choice. The primary focus will be on democracy as a political regime, not on how it might deliver better economic and social results.

DPI-413   **Democratization**
Spring   Pippa Norris

Examines autocracies, hybrid states, democracies, and processes of regime change in terms of competition, participation, and civil and political rights. Covers questions such as: What are the alternative conceptions of democracy and autocracy? What indices are available and what do they suggest about worldwide trends? What underlying cultural, economic, and social conditions promote regime change? What can be done to strengthen the institutions of democratic gover-

nance, such as through constitutions, elections, and rule of law? What are the consequences of democratization for economic growth, welfare and security? With a broadly comparative perspective, these issues are examined from all regions of the world. Assessment involves both a scholarly research paper and an applied policy report. See www.pippanorris.com for details.

DPI-415   Comparative Politics and Policy
Fall   Pippa Norris

This course provides the analytical knowledge and practical skills to understand comparative politics and policy worldwide. It addresses a range of foundational topics: (i) Concepts, theories, evidence, and methods in comparative politics; (ii) Classifying varieties of democratic and autocratic regimes, and processes of regime transition and consolidation; (iii) Institutional designs, including electoral systems, party systems, types of executives, and federalism; (iv) Channels of mass mobilization including through voting, protest activism, civil society organizations, media, civil disobedience, terrorism, and revolutionary upheavals; and (v) The performance of governance and public policies. The course covers these issues by utilizing the methods and techniques of comparative politics. You will learn about polities worldwide—as well as thereby enriching and deepening your understanding of your own nation. The orientation is problem and reform focused. Evaluation involves one workgroup class project as well as two individual papers. An understanding of comparative politics is invaluable for a wide range of potential careers, whether working for international agencies, multilateral organizations, non-profit NGOs, international corporations, national governments, or NGOs.

DPI-416   Electoral Integrity
Fall   Pippa Norris

What causes flawed and even failed elections? And what can be done to mitigate these challenges? Problems occur in electoral autocracies such as Russia and Ukraine, in transitional democracies like Kenya and Nigeria, but also in established democracies such as the United States and Canada. Problems include restrictions on opposition parties, pro-government media bias, corrupt campaign finance, voter suppression, voter fraud, corruption, and vote-rigging. Violations can damage legitimacy, depress turnout, limit competition, trigger violence, and undermine regimes. Drawing upon a multimillion dollar, six-year research project, (www.electoralintegrityproject.com) and reflecting a new research agenda, the class compares these challenges both worldwide and within the U.S., analyzes their consequences, and determines what can be done to overcome these problems.

DPI-431   Global Europe in the 21st Century: Democracy, Policy and Governance
Fall   Muriel Rouyer

From its origins as a small economic community (EC) under the protection of the United States and NATO, the European Union (EU) has evolved into a powerful supranational body. Its institutions and public policies impact both its members (states and individuals) and the wider world, making it a significant actor of multilevel governance and a global player on the international stage. To its admirers (and by its own account), the EU is a major force for the global good and the rule of law, peacefully spreading democracy, human rights, multilateralism, and sustainable development. To its critics, the EU is weak at best, hypocritical and self-interested at worst, fail-

ing to deliver on its promises and aims, and demonstrating its lack of political credibility and economic viability in the wake of the recent global financial crisis. What kind of power is the EU? What does it do and what does it want? What sort of global relationships does it seek and foster? What specific challenges is it facing today? Can Europe help shape a new and prosperous world order? This course will address these core questions directly. We will cover the institutions and governance of the EU, the debates regarding its legitimacy and leadership, the concerns over the future of European integration, and the EU's external relations and policies in the current global context. The course is intended for students interested in Europe and its neighborhood, as well as for those interested in "the West" generally, the transatlantic relationship, global governance and regulation, promotion of peace, international organizations, and the international scope of democracy.

DPI-440   Middle Eastern Politics and Policy
Fall   Tarek Masoud

Explores the major political, economic, social, and security challenges facing—and emanating from—the Middle East. Particular attention paid to the causes of the so-called Arab Spring and the prospects for genuine democratization. Explores the role of colonial legacies, Islam, peculiarities of the physical environment, demographic patterns, cultures of patriarchy, the distortions of foreign aid and oil wealth, and the machinations of great powers in generating the region's particular pattern of political development. Embraces a variety of theoretical and empirical literatures, including translated works by Middle Eastern commentators, politicians, and social theorists. Students will emerge from the course with both an understanding of a changing region whose geopolitical importance—to the United States and the world—shows no sign of waning, and a grounding in some of the principal analytic approaches in the study of comparative political systems.

DPI-460   Latin American Politics and Policymaking
Fall   Candelaria Garay

This course focuses on the politics of policymaking in contemporary Latin America. It explores the literature on Latin America politics in an effort to understand how political dynamics (e.g., democratization), institutions (e.g., federalism), and different actors (e.g., social movements, international organizations) affect the making of public policy, especially of economic and social policies. Students will gain empirical knowledge on the region, as well as analytical and practical understanding of political aspects involved in policy design and implementation. The empirical focus will be primarily on South America and Mexico since the adoption of democratic regimes and economic liberalization in the 1980s and 1990s.

DPI-562   Public Problems: Advice, Strategy and Analysis
Fall   Archon Fung, David Barron

This is a jointly taught seminar that is required for students in their third and fourth years of the HLS/HKS joint degree program. It will use a series of case studies to examine how to analyze, advise and strategize the resolution of a series of difficult real world public problems at the intersection of law and policy from the vantage point of government decision makers at the city, state and federal levels, as well as from the vantage point of nongovernmental organizations

and advocacy groups. Students enrolled at the Kennedy School who have already received a JD or have completed the first year of law school, or students at the Law School who have received a public policy degree or are presently enrolled in a public policy program other than the HKS program may also take this seminar with the permission of Professors Barron and Fung. Also offered by the Law School as 2398.

DPI-563Y   **Integrated Law/Policy Research and Writing**
Year   Archon Fung, Sarah Wald

This module, required for students in their fourth year of study toward joint degrees from Harvard Law School and the Harvard Kennedy School, focuses on applying the skills, styles and methods taught at the two Schools and in the third year seminar, "Public Problems." Students will prepare and present a major piece of written work (the required Integrated Written Project) analyzing and proposing solutions to a substantial problem faced by a society or an institution. The goal is for joint degree students to apply in their papers the multidisciplinary techniques, methods and approaches they have studied over the previous three years, including those common in law, political science, economics, management, history, policy analysis, and ethical/moral reasoning. The class sessions will be spread out so that students can work on their outlines and drafts between sessions. Each student will present to the class several times in order to develop and revise their drafts with the benefit of peer and instructor feedback.

Please note, this is one half of a yearlong course. Students enrolled in the fall section will automatically be enrolled in the spring section. The seminar will meet several times in the fall and several in the spring. This module is required for students earning a joint degree from Harvard Law School and the Harvard Kennedy School and only open to fourth year students in this joint degree program. Please note that this course will meet in the Academic Dean's office (Littauer 320).

DPI-703   **Understanding Democracy Through History**
Spring   Alex Keyssar

An historical course that will examine the evolution of democracies in different nations over extended periods of time. Beginning with the Greeks, yet focusing on the 19th and 20th centuries, the course will concentrate on one fundamental issue: Under what circumstances or conditions have democracies (or political rights) expanded, and under what circumstances or conditions have they contracted? The histories of the United States and Western Europe will be examined; other case studies will be drawn from Latin America, Africa, Asia, and the Middle East and will vary from year to year. Participants in the course will be encouraged to work in depth on issues or nations of their own choosing. Readings will include historical studies as well as comparative theoretical works. This course meets the requirement for the MPA/ID democratization/governance course. Also offered by the History Department as Hist 1390.

DPI-720   **Leaders and Leadership in History**
Fall   Moshik Temkin

Do leaders make history or does history make leaders? This course will address this question by focusing on leaders and leadership in particularly trying historical circumstances. How did certain people arrive at leadership positions? What choices did they make in difficult situations?

How do we evaluate their successes or failures? What makes them stand out (for better or worse) or recede from memory over time? What kinds of lessons can we learn from their careers? We will address these core questions through a critical examination of a series of twentieth century historical cases, proceeding in rough chronological order. Some are considered unquestionable successes and others partial or even abject failures. In some cases, these were national or world leaders; in other cases, these were unsung or informal leaders. Often the leadership in question was not by any particular individual but by a group or collective. We will also look at social leaders, leadership within bureaucracies, reluctant leadership, self-defeating leadership, non-heroic leadership, and dissenting leadership. Through the use of history and historical thinking, and drawing on a variety of sources and cases both American and international (with an emphasis on films), the goal of the course is to permit you to become more self-conscious, historically-minded, and reflective in thinking about leadership-your own and that of others-in a variety of public and policy settings.

DPI-730	**The Past and the Present: Directed Research in History and Public Policy**
Spring	Moshik Temkin

This course is intended for students who are interested in conducting historical research related to contemporary public issues, both American and non-American. It is open to students in public policy, history, government, economics, law, education, urban affairs, public health, sociology, and other related fields and disciplines. The course is divided into three parts: (1) reading signal works that connect historical scholarship to a variety of public policy domains; (2) developing individual research projects; and (3) presenting student work and commenting on the work of others. Students might develop a work of scholarship unique to this course or use the course as a workshop for a research project developed elsewhere theses, dissertations, or other types of work. The course is linked to the Harvard Seminar on History and Policy. Based at the Kennedy School, this public forum features presentations by invited scholars whose cutting-edge historical work is informed by or seeks to influence ongoing policy debates. Students will be involved in this seminar and will have the opportunity to serve as commentators. The course is designed to enhance students' research skills, to provide a foundation for rigorous historical analysis of public issues, and to help students produce first-rate work linking history to public policy.

DPI-810M	**Introduction to Writing for Policy and Politics**
Fall 1	A: Greg Harris
Fall 2	B: Alexandria Marzano-Lesnevich
Spring 1	C: Greg Harris
Spring 2	D: Alexandria Marzano-Lesnevich

This intensive six-week course in effective writing focuses on the strategies and techniques behind great persuasive writing in both politics and policy. Every element of the writing process will be explored and addressed, with special attention paid to those special problems you will face as a writer in the public, discursive world of emails, memos, articles, editorials, blogs, arguments, recommendations, refutations and explanations. Weekly writing assignments, along with many focused exercises, will hone skills and provide ample opportunity for feedback. Students whose goals include longer-form writing, extended policy writing, or writing for publication should strongly consider taking this course in a sequence with DPI-811M. Each course in the DPI communications series assumes a fluency with the English language.

DPI-811M   Advanced Intensive Writing for Policy and Politics
Fall 2   A: Greg Harris
Spring 2   B: Greg Harris

This six-week course, which can be taken alone or in sequence with DPI-810M, gives you the tools to write and publish pieces in policy and academic journals, newspapers, magazines, and popular blogs, in such forms as the feature story, personal essay, academic essay, op-ed, and book proposal. Through workshops and intensive one-on-one editing, students will focus on advanced techniques in style, rhetoric, structure, argument, explanation, and storytelling. The goal is a confident, efficient, and vital writing and revision process. Each course in the DPI communications series assumes a fluency with the English language.

DPI-820M   Policy Writing for Decision Makers
Fall 1   A: Lauren Brodsky
Fall 2   B: Lauren Brodsky
Spring 2   C: Lauren Brodsky

This six-week course helps turn you into a strong policy writer—someone who writes with the ease, confidence, clarity, and modes of persuasion necessary for professional policymaking. Newer policy writers will gain mastery over the short policy memo style required for most HKS courses. Returning policy writers will find the course a beneficial refresher of the policy writing skills necessary for success in high-level policy making careers. The course highlights modes of analysis, persuasive arguments, and recommendations that turn research and advocacy into action. It will also teach you the strategies, techniques, and production habits of highly skilled writers. Students will complete the module with two polished policy memos. Each course in the DPI communications series assumes a fluency with the English language.

DPI-821M   Advanced Policy Writing for Decision Makers
Spring 1   Lauren Brodsky

This course focuses on the essential elements of policy writing: analysis, structure, style and persuasion. There will be a strong emphasis on revision. Students are expected to come into the first day of class with a long-form project underway, such as a white paper, position paper or briefing book. Students working on their Policy Analysis Exercise (PAE) or Second Year Policy Analysis (SYPA) will find this class particularly useful, though the class is not limited to those students. We will deconstruct examples of superior and poor white papers to understand what goes in to great policy writing and what to avoid. There will be presentations by students in each class, followed by analysis and critique from peers and the instructor. Individual sessions with the instructor are an integral part of this course. Every course in the DPI communications series assumes a fluency with the English language.

IGA-100   International and Global Affairs: Concepts and Applications
Spring   Stephen Walt

This course is a wide-ranging introduction to the core principles of international and global affairs. Introductory sessions will cover key concepts and theories of international relations and global governance and the challenges of policy analysis in these domains. Subsequent weeks

will apply these ideas to diverse set of policy problems reflecting the current agendas of professionals working in international and global affairs. Individual IGA faculty will cover topics drawn from their own research and policy interests. The course also emphasizes skill development, through an array of written and oral exercises and team activities. Priority will be given to MPP1 students enrolled in the IGA integrated cohort, with remaining enrollment space open to MPP2, MPA, MC/MPA, and MPA/ID students. Required for those considering a concentration in IGA. Will draw on skills/concepts presented in MPP core courses offered during the spring semester that have been tailored to the needs of prospective IGA concentrators—i.e. API-102I, API-202I, DPI-101I. Review Session: Friday 1:15–2:30p.m. (L140)

IGA-103	**Global Governance**
Fall	John Ruggie

This course focuses on the interplay among states, international organizations (such as the UN, WTO, IMF, and World Bank), multinational corporations, civil society organizations, and activist networks in global governance. Cases are drawn from a broad range of issue areas, including peace and security, economic relations, human rights, and the environment. The objective is to better understand the evolution of global governance arrangements and what difference they make, in light of globalization and emerging geopolitical changes. Also offered by the Law School as HLS 2100.

IGA-107M	**Global Justice**
Fall 1	Kathryn Sikkink

This class will use a global justice approach to help us explore and address practical policy questions. A global justice approach stresses fairness, political and economic equality of both opportunity and outcome, and accountability. It can refer to equality among countries as well as among people. In this module, we will consider the multiple meanings of global justice, and use case studies to examine specific issues, from chronic malnourishment to gender violence, in terms of these different understandings of justice. Using what Amartya Sen calls a "realization-focused comparative approach" we will scrutinize global policies to try to arrive at some agreement on the injustice of certain practices or outcomes relative to others. On justice as accountability, we will examine the increasing practices of holding both state and non-state actors accountable for violations of core human rights. We will explore different forms of inequality as a key form of injustice, including economic, racial, and gender inequality. We will ask about the justice implications of an increase in equality among countries, as with the economic and political rise of countries such as China, India, and Brazil, when it is accompanied by an increase of economic inequality within countries. Because the course is a module, it will provide more of a gateway or introduction to the topic that could later be deepened through other courses at HKS.

IGA-112	**The Politics and Ethics of Statecraft**
Fall	J. Bryan Hehir

The course examines the relationship of moral reasoning and the study and practice of world politics. The focus of the course is the normative and political analysis of the statecraft of eight world leaders: Otto von Bismarck, Woodrow Wilson, John F. Kennedy, Charles de Gaulle, Henry

Kissinger, Margaret Thatcher, Golda Meir, Nelson Mandela and Barack Obama. Statecraft is examined comparatively among the eight and focuses upon the relevance of their legacies to contemporary world politics in its ethical, political and strategic dimensions.

IGA-150Y   **Seminar: International and Global Affairs**
Year   Matthew Bunn

There are five PAC seminars, each bearing the same "150Y" designation along with the relevant policy-area prefix: BGP, DPI, IGA, PED, and SUP. While the seminars differ in the subject-area concentrations of their students, they share key characteristics: All are explicitly geared to supporting students as they produce their Policy Analysis Exercises, all meet in both the Fall and Spring terms (though usually not every week), and all are open only to MPP2 students. Open to MPP2 students only. Please note, this is one half of a yearlong course. Students enrolled in the fall section will automatically be enrolled in the spring section.

IGA-211   **Central Challenges of American National Security, Strategy,**
                  and the Press
Fall   Graham Allison, David Sanger

Using a series of case studies from the front page, and from the most urgent issues on the U.S. national security agenda, this course will engage students in grappling with the hardest American national security challenges of the decade ahead. Issues range from the Arab Awakening and intervention in civil wars to combating Iran's nuclear ambitions and dealing with the economic and military rise of China. Assignments require strategic thinking: analyzing dynamics of issues and developing strategies in a government whose deliberations are discombobulated by leaks, reports about internal differences among policymakers, and press analyses. Students will learn to devise strategies and write Strategic Options Memos as participants in the policymaking process. Strategic Options Memos combine careful analysis and strategic imagination, on the one hand, with the necessity to communicate to major constituencies in order to sustain public support, on the other. A subtheme of the course explores coping with a world where a pervasive press makes secrecy more often the exception than the rule. In each case, there will be exploration of how media coverage affects decision making, with an examination of WikiLeaks and the Snowden case, the revelations about drones and secret, American-led cyberattacks, and other examples of the publication of classified information. Because of time constraints, Mr. Sanger will be joining a limited number of class sessions, and may participate in some remotely. Also offered by the Government Department as Gov 1796. Review Session: Wednesday 4:15–6:00p.m. (L140). There will be an extra class on Wednesday, September 7th from 4:15–6:00p.m. in L140 (strongly encouraged).

IGA-218M   **Inclusive Security**
January   Swanee Hunt

Here is an unusual opportunity to break open the traditional concept of security and tackle an array of leadership skills while examining the little-understood structure of women's critical role in preventing or stopping violent conflict. Working in groups, you'll formulate concrete policy recommendations for women's full inclusion in formal and informal peace processes. The course bridges theory and practice, providing students close interaction with inspiring women leaders

from conflicts worldwide. In addition, you'll receive individual classroom coaching to develop nuanced presentation skills. Grades are heavily based on an analytical briefing paper for a policymaker, as well as class participation. Role-play, debate, videos, a mock policy briefing, a Forum presentation, and small group work enrich the readings, lectures, and classroom discussion. Many students describe this course as not only iconoclastic, but also transformational.

IGA-224   Decision Making in Recent Crises
Fall   Meghan O'Sullivan

This course uses some of the greatest contemporary challenges in American foreign policy to explore the broader issue of how and why important foreign policy decisions are made. Employing a decision making framework developed in class, students will examine more than a dozen specific, historic decisions made in regard to Iraq, Afghanistan, and Pakistan over the past twelve years. This format allows students not only to gain knowledge about the recent past, but also to gain insight—through positive and negative examples—into how policymakers can make the best decisions in the face of imperfect information and various constraints. The course enables students to extract lessons from recent experiences which are relevant for current and future interventions and nation-building efforts by the United States or other powers. Students will emerge from the course not only with substantive knowledge about Iraq, Afghanistan, and Pakistan, but equipped with analytical tools to understand and evaluate foreign policy decision making more generally. To see a short VIDEO describing this course, please follow this link: http://www.youtube.com/watch?v=3c9zj9FEdQg.

IGA-347   Torture and Public Policy
Spring   Douglas Johnson, Alberto Mora

Reports emerging from the Senate Intelligence Committee on interrogation conclude that the CIA used far harsher interrogation than authorized to many more people than previously reported with far less success in intelligence gathering—perhaps even no success whatsoever—than had been previously asserted; the report also documents a pattern of lying both to Congress and to the President himself on all these and other dimensions of the interrogation program. This new information comes on top of previously documented failures by top administration officials to abide by ratified treaties, long standing laws, bypassing a set of procedures designed to provide checks and balances that would prevent bad policy development. The case of the decision to use torture and cruelty as a central component of America's war against terror presents a rare opportunity to understand how policy making could go so wrong. This course will examine the basis of this thinking historically, normatively, and constitutionally and consider the freedom from torture as it is constituted in international law, one of the few such rights that has been given the special status of "non-derogable." The course will acquaint students with the treaties and mechanisms established to prevent torture and other sources of knowledge about torture that are available to consult to understand what constitutes cruelty and torture, including the fields of medicine, psychology, sociology and law. The course will look broadly at US national security issues and how they were affected by the decision to use cruelty and torture as part of the US "war against terrorism," and seek to quantify and specify the full range of costs and consequences to American security because of this decision. Through the prism of this decision, the course will examine what is known of the decision process that led to the policy of cruelty to understand where and how a supposedly robust system of checks and balances could so com-

pletely fail. Students will draw on these various lines of enquiry to answer this question: How can we move the ban on cruelty and torture from its current status as a policy decision to once again stand as an inviolable and inherent right of all persons.

IGA-385   Strategizing for Human Rights: Moving from Ideals to Practice
Fall   Douglas Johnson

Violence and social injustices abound in the world. How do we make a difference? This class will apply the concepts of strategizing to today's human rights struggles, examining cases of successful efforts to learn key principles and applying them to live and unsettled cases. Over the last decades, the human rights movement has emphasized the development of international treaties to define ideals as legal norms, created international institutions and instruments to encourage those norms to be implemented, and built local, national, and transnational civil society organizations to bring attention to the gap between norms and reality. Yet many believe that the global situation is getting worse, not better, and that we have reached "the end times of human rights." Committing our professional futures to human rights struggle requires not only moral commitment but also the sense that we are being effective and strategic in our approaches to change making. We will study how to think strategically and apply that thinking to cases that are still active arenas of conflict over ideals of justice and the realities of power imbalance, where the risks of failure are both present and of serious consequence. We will explore social science research that is useful to the leadership task of strategizing, broaden our understanding of available tactics, use tactical mapping and other strategizing tools to construct alternative scenarios to resolve an active human rights struggle, and apply analytic frameworks that help us think through the acceptable balance between risk and success in making social change.

IGA-422   Global Food Politics and Policy
Fall   Robert Paarlberg

This course reviews the policy landscape around food and farming in rich and poor countries. This is a highly contested landscape, with scientists, commercial farmers, agribusiness and food companies, environmentalists, consumer organizations, and social justice advocates often holding sharply different views. Policy actions by national governments usually drive the system, together with the behavior of international organizations, private companies, NGOs, social entrepreneurs, and humanitarian relief agencies. Understanding the economic and institutional foundation beneath these actions is key to effective public policymaking. Food markets can be global, but agricultural circumstances are highly localized and can differ dramatically between rich and poor countries. The poor still rely on low-resource farming systems not well supported by public policy, while most rich countries benefit from highly capitalized agricultural sectors that receive generous subsidies from government. Nutrition circumstances differ as well, as persistent hunger is still a deadly challenge in many tropical countries, while in rich countries (particularly the United States) excessive food consumption and obesity are now a more prominent diet-linked threat to health. The environmental impact of different farming and livestock systems, and different dietary patterns, will be explored and debated. Fish farming and wild catch fisheries will be examined. Attention will also be paid to policies that address consumer choice, food safety, genetically modified foods, and animal welfare. Course requirements will include a decision memo, op-ed style essays, and participation in briefs or debates in class.

IGA-451M   Controversies in Climate, Energy, and the Media: Improving
Public Communication
Spring 1   Cristine Russell

The media play a unique role in shaping public understanding, policy, and political debate about controversial climate, energy, and environmental issues around the world. However, as mainstream news outlets shrink, the Internet provides a growing global megaphone for confusing and often contradictory information and opinion. This course is designed to help students navigate the rapidly changing media landscape, using examples from current global energy and environmental debates. Media topics include climate change and extreme weather; science and climate denialism; the natural gas revolution and fracking; the Keystone XL pipeline; energy, climate and development; renewable energy; nuclear power; and new technologies. Analyses of media coverage will examine how complex policy issues (involving environmental, health and economic risks/benefits) become polarized and how public communication could be improved. Increasingly, all professionals in the public and private sectors, by choice or necessity, need to become better communicators in conventional and social media. Practical communication, writing and media strategies/skills will include a class blog and role-play exercise. Guest speakers add real-world perspectives. Lessons from this course apply readily to other public policy issues as well.

IGA-513   Science, Power, and Politics
Fall   Sheila Jasanoff

This seminar introduces students to the major contributions of the field of science and technology studies (STS) to the analysis of politics and policymaking in democratic societies. The objective is to expand students' understanding of the ways in which science and technology participate in the creation of social and political order. The seminar is devoted to reading and analyzing works by scholars in STS and related fields who have addressed such topics as the relationship between scientific and political authority, science's relations with the state, science and democracy, scientific and technical controversies, and citizenship in technological societies. Undergraduates may enroll only by permission of the instructor. Also offered by the History of Science Department as HistSci 285.

IGA-610M   Leadership and Ethics in American Foreign Policy
Fall 1   A: Joseph Nye
Spring 1   B: Joseph Nye

The first four sessions of the module will survey theories of good and bad leadership and the ethical frameworks for making such judgments. Specific emphasis is on the particular context of world politics and foreign policy as a setting for ethics and leadership. The main part of the course will then analyze a series of case studies regarding selected American presidents in the 20th century and the foreign policy decisions they made.

MLD-102 **Getting Things Done: Management in a Development Context**
Fall   A: Matt Andrews
Fall   B: Matt Andrews

People in developing countries require service delivery from the government and civil society. Service delivery, which includes a wide variety of activities from education to regulatory enforcement, requires more than technical policy analysis. A critical driver of success is good management and governance, especially in the face of major resource constraints and in complex settings. Good management is often easy to recognize, when observed, but hard to practice. This course introduces students to critical concepts in organization theory, public management, and the practice of development to enable them to understand the individual, structural, and systemic underpinnings of good management and governance. Through theoretical readings, case study discussions, and simulations, students will apply theoretical concepts to real-world situations and, through simulations, experience the difficulty of managing. Building on analytical work from other courses, students will focus on such critical issues as corruption, participatory development, scaling up, social service delivery, and emergency response. This course is open to MPA/ID students. Others by permission of the instructor only.

MLD-110 **Strategic Management for Public Purposes**
Fall   Peter Zimmerman

Everybody needs a strategy. Strategy is the best concept we have for thinking about future action in light of our aspirations and current capabilities. MLD-110 focuses specifically on strategic management and leadership in the public arena in democratic societies; how leaders, managers and social entrepreneurs devise and execute strategies for change. Critically examines the assumptions, concepts, and tools of public problem solving applied around the world. Important elements in the course include: formulating and articulating mission, vision and public value; translating objectives into metrics and measures of performance; designing service delivery and production systems; embedding values and long-term objectives in organizations; analyzing and shaping organizational culture; and working through public, private and non-governmental organizations, including coalitions, partnerships and networks and across organizational boundaries. Classes are framed through the lens of decision makers exercising leadership and managerial skills in an uncertain world. Most class meetings are case discussions, supplemented with conceptual materials, exercises, and group work. One or two visitors and an optional site visit bring live cases to the class. Course materials are drawn from the United States, other industrialized countries, and developing countries. The course is designed for students with management experience. MLD-110 may not be taken for credit with MLD-101. Permission of the instructor required for non-HKS students. Review Session: Friday 10:15–11:30a.m. (WEil/BL1).

MLD-201 **Exercising Leadership: The Politics of Change**
Fall   A: Ronald Heifetz
Fall   B: Timothy O'Brien
Spring   C: Hugh O'Doherty

This course applies theory to the practice of leadership within societies and organizations as they face the adaptive challenges of a changing world. Clarifies the relationship among key concepts —leadership, management, authority, power, influence, followership, and citizenship—to provide

a practical, coherent, and clear theoretical grasp of this area of practice. The course develops: a) diagnostic tools for analyzing the complexity of change in social systems, and b) a strategy of action that includes: mobilizing engagement, generating innovation, orchestrating multi-party conflict, regulating disequilibrium, and gaining, using, and negotiating with authority. Through these frameworks and tools, students discover options for practicing leadership from any position in an organization or society. In addition to lectures, discussion, and small group work, the course draws on student cases of leadership, experiential exercises, and case-in-point teaching—using the classroom process to understand social system dynamics. Numerous written analyses and a major paper are required. Attendance at first class required. Occasional evening meetings.

MLD- 323   Authentic Leadership Development
Spring   Dana Born

Harvard Kennedy School students embrace "ask what you can do to make the world a better place." The opportunity while here is to prepare yourself on how to be effective influencing for good. The purpose of the Authentic Leadership Development (ALD) is to enable students to prepare themselves to exercise effective leadership within and across sectors and to embark on paths of personal openness and sharing in class discussions, leadership development groups, and one-on-one sessions with the professor. Leadership development concepts used in this course will be immediately applicable for students and useful for the rest of their lives. Students must be available Wednesday from 4:00 p.m–6:00 p.m. to participate in Leadership Development Groups.

MLD-328M   Noticing: A Leadership Challenge
January   Max Bazerman

"Noticing" will challenge participants to improve their ability to notice critical events in the world around them. The fields of behavioral decision research and behavioral economics generally focus on how we misuse information. In contrast, noticing is about our failure to even see critical information that surrounds us. The feeder funds that sent money to Madoff, the Penn State officials who allowed a pedophile access to children, the U.S. government officials who failed to see the threats to our airline security before 9/11, and countless other examples documents the human capacity to not notice across many domains, including intelligence, negotiations, decision making, and ethics. Avoiding noticing failures is the central mission of the course.

MLD-356M   Public Narrative: Conflict, Continuity, Change
Fall 2   Marshall Ganz

This module builds on its prerequisite MLD-355M, "Public Narrative: Self, Us, Now." In this module we go deeper. We explore how we can use public narrative to acquire agency in the face of critical leadership challenges: those of loss, domination, difference, and change. Most of us have experienced these leadership challenges in our families, work lives, or communities. We can learn to draw on the narrative content of this experiences to enable ourselves to deal with them in public life. We can respond to domination, for example, with a narrative of resistance or of compliance; to difference with narratives of inclusion or exclusion; to loss with narratives of redemption or contamination; and to change with narratives of rejection, conservation, reform or revolution. The question is how we can respond and enable others to respond with "agency" by accessing hope over fear, empathy over alienation, and self-worth over self-doubt. Prerequisite: MLD-355M. Also offered by the Graduate School of Education as A-111Q.

MLD-410   State and Local Public Finance
Spring   Shelby Chodos

The course provides an introduction to issues of financial management in state and local government. The class explores three interrelated areas: (1) raising revenues—including the trade-offs associated with establishing a sustainable tax base; (2) raising capital by borrowing in the capital markets; and (3) investing funds—in the context of both cash management and funding pension systems. Specific topics include: state and local tax policy, transit finance, school finance, privatization, economic development, debt management, and infrastructure finance. This course is policy focused and is not a substitute for courses in corporate finance, project finance, or the capital markets. The course is not intended to be a theoretical treatment of public finance, but was instead designed for students who desire a practical overview of real world challenges at the state and local level.

MLD-411M   Introduction to Budgeting and Financial Management
Spring 1   Linda Bilmes

Budget concepts and techniques are central to the successful operation of government, non-profit, and for-profit organizations. This rigorous introductory course aims to demystify the budget process for those who are new to the world of budgeting. It covers the entire budget process, including budget formulation and execution, program development, cost and revenue estimation, budget strategies and tactics, and budget evaluation. The course will include performance-based budgets, performance measurement, variance analysis, activity-based costing, cost accounting, capital budgeting, and finance. The course will use case discussions, problem sets, online tutorials, and individual and group exercises. Students taking this course may enroll in MLD-412M, a follow-on course in "applied budgeting" in the spring. Students who complete the course successfully may participate in the MLD-411 alumni program. Prerequisite: Students should be familiar with Microsoft Excel. Mandatory Additional Session: Wednesday 4:15–6:00p.m. (L230). Review Session: Friday 10:15–11:30a.m. (1 Brattle 401).

**MLD-602   Performance Leadership: Producing Results in Public
                   and Nonprofit Agencies**
Spring   Robert Behn

You are the leader of a public or nonprofit organization. Your job is to produce results. But what results? And how? How can you improve significantly your organization's performance? This course examines the five challenges of performance leadership: (1) Choosing and producing results: How can public executives determine the results they will produce and develop effective strategies for delivering them? (2) Seizing and creating opportunities: How can public executives recognize or shape events and attitudes to foster the desire and capability to improve performance? (3) Measuring performance: How can public executives measure their agency's results and use such measures to learn how to improve performance? (4) Motivating individuals and energizing teams: How can public executives inspire people in a variety of organizational arrangements, from bureaucracies to collaboratives, to pursue public purposes creatively? (5) Creating targets: How can public executives use specific results to be achieved by specific dates to mobilize people and resources to ratchet up performance? To see a short VIDEO describing this course, please follow this link: http://www.youtube.com/watch?v=cgXQcmVOmP.

MLD-617M **Effective Implementation: Learning from Effective Implementers**
Spring 2   Francis Hartmann

Producing tangible and measureable results is an important part of work in the public sector. Yet there are many more good ideas about producing results than there are good ideas implemented. This happens for many reasons, among them that no one really stayed with the idea to "make it happen." This course consists of a case-informed conversation about traits of persons who have been demonstrably effective at translating ideas into action. The objective of the course is to have each of us become more effective in the public service and public policy arena. Each class will address at least one trait that seems to be related to effective implementation, for example: success (knowing what it is); relentlessness (sustained attention); collaboration and bringing out the best in others; setbacks, defeats, and failure; fear, courage, and confidence; help (when does one need it, and what does it look like?); and resilience.

PED-130 **Why Are So Many Countries Poor, Volatile, and Unequal?**
Fall   Ricardo Hausmann

This course explores the causes and consequences of three salient and interrelated characteristics of developing countries, namely poverty, volatility, and inequality, and it links them to current themes in development policy. The course will characterize the relationships between these three problems and a varied class of proximate and deeper determinants of economic development, including national saving, human capital accumulation, international trade and technology diffusion, demography, geography, and macroeconomic, structural, contractual, and political institutions. The emphasis throughout will be on informing the discussion on development policy. Prerequisites: There are no formal prerequisites but familiarity with economics and elementary statistics is strongly recommended. Students lacking this background may find the material challenging. This course meets the requirement for an introductory course to the PED area of concentration. Review Session: Friday 8:45-10:00 (Starr).

PED-150Y **Seminar: Political and Economic Development**
Year   Ryan Sheely

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PED-210 **Public Finance in Theory and Practice**
Fall   Jay Rosengard

Examines policy options, with their strategic trade-offs and operational implications, for the design and implementation of public finance in both high-income countries and developing/transitional economies. Covers the role and size of the public sector, including the rationale for public

sector interventions such as market failure and distributional concerns; public resource mobilization via direct and indirect taxation, including the economics of taxation, taxation of income, wealth and consumption, tax incentives, tax compliance and enforcement, and tax reform, as well as user charges and fees; public expenditure policy, including assessment of government social protection programs and public sector efficiency and effectiveness; balanced budgets, deficit financing, debt management, fiscal consolidation, and fiscal sustainability in the context of economic crises and the debate over fiscal stimulus vs. fiscal austerity policies; and fiscal decentralization and intergovernmental fiscal relations. Emphasizes utilization of theoretical and applied techniques in a comparative context for evaluation of the impact of alternative resource mobilization and expenditure policies on economic growth and stability, allocative efficiency, and social equity. Heavy use of case studies. No economics or statistics course prerequisites – both economists and non-economists are welcome Meets the "Strategic Management" requirement for the MLD Certificate. To see a short VIDEO describing this course, please follow this link: www.youtube.com/watch?v=b9ycl06tevc&feature=relmfu.

PED-250Y   Second-Year Policy Analysis Seminar
Year   A: Carmen Reinhart
                  B: Rema Hanna
                  C: Michael Walton

This is a required second-year paper for students in the MPA/ID program, aimed at integrating course work through the application of analytic tools to a policy and institutional problem. The goal is to produce recommendations for policymakers that are technically rigorous, practical, and politically relevant. Students will work with seminar leaders and faculty advisors to conceptualize policy and institutional problems for a client. Some students establish a real relationship with a client, but this is not required, as the focus is on defining and analyzing an important issue that is amenable to the range of techniques developed in course work. This is not a consultancy exercise. Students develop a conceptual and empirical strategy, and undertake a mix of technical, political, and implementation-related analysis in the process of preparation of a draft and final report. There is also substantial emphasis on effective presentation, in both the writing and oral presentations. This course is required for second-year MPA/ID students and is not open to non-MPA/ID students. Please note, this is one half of a yearlong course. Students enrolled in the fall section will automatically be enrolled in the spring section.

PED-309   Development Policy Strategy
Fall   Ricardo Hausmann

This course will integrate the analyses of short- and long-run dimensions of development in the design of an overall development strategy. The course will review various determinants of economic growth, macroeconomic volatility, and income distribution, such as factor accumulation, demography, geography, and institutions. It will develop the tools necessary for diagnosing growth constraints, macroeconomic imbalances, fiscal policy, trade, the performance of financial and labor markets, and the sources of inequality and volatility, with an eye toward relevant policy issues. Students will learn to employ all available information to generate a diagnostic of the development challenges and opportunities that countries face and will be required to design an overall development strategy for a country of their choice. This course is intended for second-year MPA/ID students. Review Session: Friday 11:45am–1:00p.m. (L230).

PED-501M   Native Americans in the 21st Century: Nation Building I
January   Joseph Kalt

This course examines the challenges that contemporary Native American tribes and nations face as they endeavor to rebuild their communities, strengthen their cultures, and support their citizens. The range of issues that Native leaders and policymakers confront is wide and encompass political sovereignty, economic development, constitutional reform, cultural promotion, land and water rights, religious freedom, health and social welfare, and education. Because the challenges are broad and comprehensive, the course emphasizes the interdisciplinary nature of current Native nation building. Research finds that effective nation building must be compatible with individual societies' cultures. Yet, American Indian tribes are culturally heterogeneous. Hence, there is not "one size" that fits all. Case studies and simulations derived from field research and experience are utilized to engage students in the multidimensional settings that confront Native societies. Scholars and leaders from the Harvard University Native America Program provide selected presentations. Prominent North American Native leaders address the class, giving their perspectives on the choices and constraints they confront in their nation building efforts. Non-HKS students (graduate and undergraduate) from all schools and departments in the university are welcome by cross-registration. Grades will be based on: issues briefs, 20%; and a take-home final exam, 80%. Jointly offered by the Graduate School of Education as A-101. Course meets January 12–15.

PED-502   Native Americans in the 21st Century: Nation Building II
Spring   Dennis Norman

This field-based research course focuses on some of the major issues Native American Indian tribes and nations face as the 21st century begins. It provides in-depth, hands-on exposure to native development issues, including: sovereignty, economic development, constitutional reform, leadership, health and social welfare, land and water rights, culture and language, religious freedom, and education. In particular, the course emphasizes problem definition, client relationships, and designing and completing a research project. The course is devoted primarily to preparation and presentation of a comprehensive research paper based on a field investigation. In addition to interdisciplinary faculty presentations on topics such as field research methods and problem definition, students will make presentations on their work in progress and findings. Enrollment limited to 24 students. Permission of instructor required. Must contact instructor prior to enrolling by email, dennis_norman@harvard.edu. Also offered by the Graduate School of Education as A-102 and the Faculty of Arts and Science as EMR-121. Recommended course: PED-501M.

SUP-125   Public Economics: Designing Government Policy
Fall   Martin Feldstein, Stan Veuger

An economic analysis of government policy in market economies. Examines efficiency and equity arguments for government intervention, alternative tax systems, and empirical evidence on taxes and government programs, particularly social insurance and taxation. Also offered by the Economics Department as Ec 1410. Prerequisites: Social Analysis 10; Ec 1010a; API-101; or permission of instructor.

SUP-150Y   **Seminar: Social and Urban Policy**
Year   Julie Boatright Wilson

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SUP-311   **The Economic Impact of Immigration**
Fall   George Borjas

Investigates the impact of immigration on the U.S. economy. Describes the history of immigration policy and analyzes the various economic issues that dominate the current debate over immigration policy: the changing contribution of immigrants to the country's skill endowment; the rate of economic assimilation experienced by immigrants; the impact of immigrants on the employment opportunities of native-born workers; the extent to which immigrants "pay their way" in the welfare state; and the source and magnitude of the economic benefits generated by immigration. Also contrasts the economic impact of current immigration to that of the immigrants who arrived in the United States at the beginning of the 20th century and examines the extent to which the effects of immigration persists across generations. Concludes by providing a comparative study of immigration policies across immigrant-receiving countries and of the global impact of pursuing a policy of open borders.

SUP-449   **Politics and Education Policy in the U.S.**
Fall   Marty West

Education is inherently political. The experience of schooling contributes to the socialization of citizens, and curricular choices inevitably legitimate some forms of knowledge while excluding others. Educational attainment is a key determinant of the economic success of individuals and groups. The education sector is among the largest employers in the national economy, and public schools typically command a sizable share of state and local government budgets. It is no surprise, then, that education policy debates are so often contentious. This course examines the politics of education in the United States. It considers the key institutions (e.g., school boards, state governments, Congress, executive branch agencies, and courts) and actors (e.g. elected officials, parents, teachers unions, and the general public) shaping the American K–12 education system in order to understand recent reform efforts and their consequences for students. We will study past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts. Throughout the course we will draw on concepts from political science to understand the development of the American education system while using education policy to learn about American politics and the nature of political action more generally. Also offered by the Graduate School of Education as A-024.

SUP-520M   **The Global Health System: Governance Challenges and Institutional Innovations**

Spring 1   Suerie Moon

(Previously offered as IGA-490M) Public health challenges—for example, pandemic flu, HIV/AIDS, obesity, neglected diseases, or tobacco use—increasingly shape and are shaped by the political, economic, and social aspects of globalization. Outbreaks of new infectious diseases, such as SARS or H1N1 flu, can wreak immediate economic havoc on a regional or global scale. Neglected diseases, such as sleeping sickness, continue to cause immense human suffering. Meanwhile, international rules that fall outside the traditional health sphere—such as those governing intellectual property, trade in agriculture, human migration, and greenhouse gas emissions—can have profound impacts on human health. While strong national health systems are critical for meeting the needs of their populations, the effects of and capacities to respond to a particular health threat often lie outside the control of any one nation state. How suitable are existing international/global and national institutions for responding effectively and equitably to such challenges? What functions must the 'global health system' achieve? Where are the major governance gaps? What institutional innovations have succeeded? And how can we improve our collective capacity to respond to the increasingly complex nature of global health challenges? Through an intensive half-semester module, this course is intended to equip students with an analytic approach to answering these questions through: a basic introduction to major public health challenges and key questions in global governance; an understanding of the current functioning of the global health system and its shortcomings; and exposure to new approaches to addressing global public health challenges. The course will include case studies of innovative governance arrangements such as: the Framework Convention on Tobacco Control; the revised International Health Regulations; the Global Fund to Fight AIDS, Tuberculosis and Malaria; and product development partnerships for drug development, among others. The course is expected to be of particular interest to students of public health and public policy, but is open to all graduate students across the University. Also offered by the School of Public Health as GHP 548.

SUP-575   **Political Analysis and Strategy for U.S. Health Policy**

Spring   Robert Blendon

Health policymaking in the U.S. has a strong political dimension. This course offers analytical insights into understanding U.S. health policymaking and developing political strategies that influence health policy outcomes. The course provides both the theoretical basis and strategic skills for those in future leadership roles to influence the health policy process. Major topics to be covered include analyzing how health policy is shaped by interest groups, media, public opinion, legislative lobbying, elections, coalition building, policy legacies, institutions, and the politics of information. Student-led case studies focus on the repeal of the Medicare Catastrophic Coverage Act, defunding Planned Parenthood, and the Food Safety Modernization Act, as well as major movements toward comprehensive national health insurance in the U.S. including the Clinton and Obama health plans and the debate over the implementation of the Affordable Care Act. Leaders in political strategy from both the health and political fields will be guest lecturers. Not open to auditors. Also offered by the School of Public Health as HPM 247.

SUP-600   **Policymaking in Urban Settings**
Fall   James Carras

An introduction to policymaking in American cities, focusing on economic, demographic, institutional, and political settings. It examines economic development and job growth in the context of metropolitan regions and the emerging "new economy" and addresses federal, state, and local government strategies for expanding community economic development and affordable housing opportunities. Of special concern is the continuing spatial and racial isolation of low-income populations, especially minority populations, in central-city neighborhoods and how suburbanization of employment, reduction in low-skilled jobs, and racial discrimination combine to limit housing and employment opportunities. During the semester, students will complete two brief policy memoranda and a take-home examination consisting of three short essays. Also offered by the Graduate School of Design as SES-05213.

Harvard Divinity School

2339   **War, Peace and Religion in the United States**
Spring   David Holland

Religious ideas and religious institutions have had a fraught relationship with war in the United States. During the American Revolution, many Protestant preachers actively drummed up support for the war while Quaker meetings renewed their commitment to pacifism. During the Vietnam War, Catholic priests such as Phillip and Daniel Berrigan famously pushed for peace while the Catholic War Veterans association publically endorsed an expansion of the war into Cambodia. Beginning with Metacom's War, and concluding with the current "War on Terror," this course will examine the ways in which religious faith and military conflict have intertwined in the history of colonial North America and the United States. We will read a number of historians working on a broad range of conflicts, including Jill Lepore's writing on Metacom's War, Thomas Kidd's writing on the Revolution, Harry Stout's and Mark Noll's on the Civil War, Jonathan Ebel on the World Wars, David Settje's on the Cold and Vietnam Wars, and more.

2415   **Liberal and Liberation Theologies in Dialogue**
Spring   Dan McKanan

This course will explore the possibilities for fruitful interchange between classic liberal theologies and contemporary theologies of liberation. We will begin with major texts of American liberal theology (Channing, Emerson, Bushnell, Rauschenbusch), then turn to the defining liberationist texts (Gutierrez, Cone, Daly), and conclude with several attempts to integrate the traditions. Jointly offered as Religion 1538.

2699A/B   **Religions and the Practice of Peace: Dean's Cross-Disciplinary Interfaculty and Graduate Colloquium**
Year   Jeffrey Seul, Elizabeth Lee-Hood

This course, part of HDS's initiative on Religions and the Practice of Peace (RPP), is a unique opportunity for Harvard graduate students to join with diverse peers from across Harvard University as contributing members of the RPP Working Group and monthly public RPP Colloquium series. Students have opportunities to interact with faculty, experts, leaders, scholars, practitioners, and religious peacebuilders from across Harvard University, the local area, and around the globe with a shared interest in religions and the practice of peace. Students meet twice each month, once at the public RPP Colloquium session and once in a student discussion section over dinner. They delve into issues raised at the public RPP Colloquium sessions, study readings assigned by the guest speakers, prepare as a team for the public sessions, explore a topic of special interest through an individual project, and generate ideas for the future of RPP at Harvard and beyond. Students are invited to reflect throughout the course upon what they are learning in relation to their spiritual, ethical, intellectual, and vocational formation as leaders. All are welcome to share the wisdom for sustainable peace from their spiritual and cultural traditions and diverse life experiences and to explore them as resources for building sustainable peace.

To join the course, kindly send us a few paragraphs on your interest in the colloquium (up to 500 words) and a brief bio acquainting us with you and your relevant background (up to 500 words) Monday, Sept 5 via email to atemin@hds.harvard.edu. Later submissions will be welcome until the course is filled. Information session on Thursday, Sept 1 at 6:00–7:30 pm. First course meeting for students accepted into the course on Thursday, September 8 at 6:00–8:30 pm. Occasional special sessions TBA.

Course is on a Sat/Unsat basis, but may be taken for a letter grade or on a non-credit basis with instructor permission at the start of the course. This is an indivisible year-long course. Students must complete both terms of this course (parts A and B) within the same academic year in order to receive credit.

2766   **Transformative Leadership and Spiritual Development: Cultivating Capacities for Sustainable Peace**
Fall   Jeffrey Seul, Elizabeth Lee-Hood

The urgent challenge of bringing about a more humane and harmonious world conducive to sustainable peace for the human family and all life will entail integrating this as a goal into leadership priorities across sectors. This will require a more holistic approach to leadership preparation that integrates spiritual and ethical formation with intellectual and vocational formation and leverages the millennia of wisdom on spiritual formation, peace practice, and transformative leadership in our spiritual and cultural traditions. In our efforts to transform conflict and cultivate sustainable peace within ourselves, our communities, our institutions, and our world by "being the change" we wish to see:
• What capacities, qualities, and wisdom do we need, and how can we cultivate these?
• What resources and supports can empower and sustain us?
• How can mutual sharing and learning with people of diverse disciplines, cultures, and religions enhance our effectiveness as leaders?

This student-facilitated, experiential-learning, peer-to-peer engagement program for students from across Harvard's graduate schools offers a unique opportunity to join with diverse peers over dinner to explore the spiritual dimensions of peace practice and transformative leadership. Students will share wisdom from their spiritual and cultural traditions and life experiences and reflect upon how they can apply this in their own contexts, while developing their leadership skills. A multidisciplinary array of distinguished faculty, alumni, and religious leaders from across Harvard University and beyond will serve as visiting mentors, offering presentations and skill-building workshops.

For more details on this program and a partial list of mentors, visit the TLSD Program page. To learn about the Religions and the Practice of Peace (RPP) Initiative of which this program is a part, visit the RPP website.

Students must submit a brief statement of interest (up to 500 words) and a brief bio acquainting us with you and your relevant background (up to 500 words) Monday, September 5 via email to atemin@hds.harvard.edu. Early submission is encouraged, but later submissions will be welcome until the course is filled. Introductory Session on Wednesday, August 31 pm. First Session for students accepted into the program on Monday, September 12 from 6:00–8:30 p.m. (a make-up session later in the week will be arranged for students who request an absence in observance of the 'Eid holiday). Opening Retreat on Sunday, September 18 from 2:30–8:30 pm. Course is on a Sat/Unsat basis, but may be taken on a non-credit basis with instructor permission at the start of the course.

2833   **Policing and Militarization Today**
Fall   Aisha Beliso-De Jesus, Laurence Ralph

The issue of force is at the heart of policing and militarization. Scholarship conceives of force as being spread across a continuum. This broadly encompasses the physical presence of the beat cop to the global force of military occupation. Deadly force, an issue in both militarization and policing, is a growing concern today. For a long time, students of policing have thought that the police continuum of force ceases where the military one starts (with lethal force involving a growing number of casualties). Yet, in the wake of Ferguson, contemporary forms of civil unrest serve to question old theories. The threat of uprisings have transformed some non-war zones, like U.S. metropolitan areas, into battle zones were police resemble the military—helmets, flak jackets, armored tanks, and tactical force. This course explores policing and militarization from an anthropological perspective. Students will examine the militarization of borders, bodies and sites, contemporary issues of policing in various contexts, different subjects' encounters with police and the military, questions of religion, race, gender and sexuality, along with the practice of militarized policing in the United States and abroad. Jointly offered as African and African American Studies 175x and Anthropology 1750.

2916   **Religion, Democracy and Education**
Fall   Diane Moore

The focus of this course is to develop an understanding of the evolving relationship among religion, secularism, democracy and public education in the United States. Our exploration will include 1) a historical review of the relationship between religion and public education in the U.S. with special attention to pivotal Supreme Court decisions that have shaped public policy dis-

courses in these areas over the past half century; 2) a consideration of the social and moral consequences that stem from privileging secularism and democracy as the normative ideologies of the public sphere; and 3) a historical and contemporary analysis of differing views regarding the nature and purpose of public education and the role of religion in those debates. Final projects may focus on the legal, political or curricular dimensions of the course. Note: This course is required for those wishing to pursue the Religious Studies and Education Certificate.

3140   **Human Migration & US-Mexico Borderlands: Moral Dilemmas**
                  & Sacred Bundles in Comparative Perspective
Fall   David L. Carrasco

Responding to one of the major political, economic and religious developments of our times, this seminar locates the immigration crisis of the Mexico-U.S. borderlands within the epic context of human migration in history and global perspectives. The first part of the seminar will read and critique a series of books and articles about human migration, Mexican migrations to the U.S. in the last 120 years and the enigma and fluidity of national borders. The seminar will then develop a comparative perspective on immigration by comparing Mexican migrations with migrations from a) Latin America to the U.S, b) the African American migration within the U.S. from south to north, c) contemporary migrations from Africa to countries of the European Union. Questions such as 'what economic and political forces cause people to migrate?', 'do they migrate as individuals or families?'. 'How do walls, fences and borders work and what do they mean ?' and 'what is immigration reform-anyway?' will be explored. We will examine the profound economic and moral dilemmas facing migrants, families, sending and receiving countries. The course uses Professor Carrasco's concept of 'sacred bundles' to explore the question 'what cultural and religious resources help migrants survive the ordeal of migration and establish new identities?' Jointly offered as Anthropology 1401.

3223   **Religion, Gender and Politics in Transnational Perspective**
Fall   Leila Ahmed, Ann Braude

The course follows key themes in religion and gender as these were shaped and reshaped through the colonial and post-colonial eras. In particular, the religious history of American women and the history of women in Islam primarily in relation to the Middle East (professors Braude's and Ahmed's fields respectively) are intertwined and brought into conversation. The interaction of religion, gender and sexuality and the turns and complexities imparted to these by the politics of imperialism, race, resistance, and the politics of class, are examined in the context of the emergence of modernity, nationalism, feminism and the globalization of religions in the wake of empire and Christian mission. Jointly offered as Religion 1009.

3353   **Religion, Society and Governance**
Spring   Jocelyne Cesari

Heaven on Earth?: Exploring Religious Freedom and Governance for Islam and Christianity in Europe and in the United States. In this course, we will investigate the relationship between modernization, politics, and religion in western democracies. We will systematically analyze the status of religion within the modern nation—states through several case studies both diachronically and synchronically. We will look into different case studies (France, Germany, Spain, the USA)

that illustrate the different conceptions of secularism and different political recognition of freedom of religion. We will expand our discussion by analyzing if, why and how Islam is a challenge to secular democracies by addressing different crises from the Rushdie Affair to the cartoon crisis. We will particularly focus on human rights, freedom of speech, and women status. Finally, we will also take into account the influence of transnational religious and secular movements on the debate of freedom of religion and tolerance in Europe and the United States.

3354	**Political Violence in the Name of God: Holy War, Jihad and Religious Revolution**
Fall	Jocelyne Cesari

Everywhere we witness greater tensions and confrontations between religions and the secular principles of the international system. This course will address the following questions: Has secular nationalism failed? Why is religion seen as a legitimate alternative form of politics nationally and internationally? Is there a proclivity to violence from religious extremists? This course will assess the influence of religion on political violence at both the domestic and international level by looking at the theories of war in Islam and Christianity and their resonance with current conflicts in Iraq, Syria, sub Saharan Africa and South East Asia. Each session will present the evolution of theological positions in different political contexts as well as the ways secular conflicts tend to become sacralized. It will analyze the multifaceted calls to Jihad from Hezbollah or Hamas to ISIS. It will compare religious revolution and religious nationalisms from a Christian and Muslim perspectives.

3368	**Islam, Modernity and Politics**
Spring	Ousmane Oumar Kane

The aim of this seminar is to study the evolution of Islamic thought and political practices in Muslim societies from the 19th to the early 21st centuries. Attention will be devoted to the patterns of interaction between the Muslim World and the West because it is our assumption that these patterns contribute to influence ideological formations and modes of religious/political mobilizations in the Muslim World. By the end of the eighteenth century, much of the Muslim World was in "decline" whereas European imperial powers, mainly France and Great Britain, were on the rise. The course will explore the response of Muslim societies and intellectuals to the rise of European prominence. The major 19th century reformist movements that appeared in the Muslim World will be discussed, ranging from movements advocating mild reform to those rejecting all influence of "Western civilization" and advocating a return to the Tradition of Muhammad. In the twentieth century, virtually all the Muslim World came under European colonial domination. During colonial rule and after, the Muslim world experienced major transformations which affected the nature and administration of law, politics and society. It is in this context, that the new Islamic revival that some have called "Islamism" was articulated as an alternative to Westernization. The course will address the rise of contemporary "Islamism," as an alternative to Western domination and modernization/Westernization. The major theorists of political Islam as well as the different trajectories of "Islamism" in diverse Muslim societies will be covered. The impact of political Islam in the West will also be addressed. The final part of the course will assess the trajectories of political Islam and address the ongoing debates on post-Islamism, secularism and modernity. Jointly offered as Islamic Civilizations 170.

Harvard Extension School

GOVT E-1207   **Capitalism as a System of Governance**
Fall   Bruce R. Scott

Capitalism emerged in Europe in the period 1400–1800 and since 1990 it has been the prevailing system of economic governance the world over. In spite of this prevailing position, and the fact that the term itself was coined in 1850, capitalism has no generally accepted definition and is often assumed to be almost co-extensive with markets. In the instructor's view, capitalism is a complex, socially created system of indirect economic governance which employs both hierarchy and markets to allocate resources, and is built upon the rule of law, and therefore constitutional government, which defies simple definition and is often misunderstood and/or misused. This course aims to explain and build upon a definition of capitalism which is grounded in the study of political economy. It begins from the proposition that there are no markets without market frameworks, and these market frameworks are created and regulated by governments and not the economic actors themselves. This view is, in many respects, analogous to a view of competition in organized sports, where the sporting competition takes place in frameworks created and indeed supervised by sporting authorities and not the athletes themselves. And, as with sports, there are no free or unregulated markets. The course begins with four classes designed to explore how capitalism and democracy co-exist, overlap, and influence each other. The next four classes examine capitalism's historical origins in Europe and its spread to the western hemisphere, and the remaining seven classes consider how capitalism and democracy have transformed each other in the US since 1830, including the two transformations from social democratic capitalism to a more oligarchic form. The course also considers several specific examples of institutional innovations, such as regulation of new drugs and US permission for firms to repurchase their own shares, as well as the attempt to establish capitalism in a post-conflict situation in Bosnia.

GOVT E-1353   **Leadership Lessons from Modern Presidential Politics**
January   John Paul Rollert, George Jacob Wendt

Presidential campaigns share much in common with start-up ventures. Capital must be raised; a large, diverse team must be organized and deployed; and a brand must be developed and sold. The hours are long, the pressure is incredibly intense, and the stakes couldn't be higher. Succeed, and you're on your way to the White House. Fail, and you're left looking for a job. Accordingly, presidential campaigns provide remarkable lessons in compelling leadership and successful management. This course aims to harvest them by way of an analysis of the 2008 and 2012 presidential campaigns as well as the first and second terms of President Barack Obama. Though emphasis is placed on presidential politics, the lessons may be applied across the public and private sector. Our readings are drawn from history, literature, philosophy, business, and politics. In addition to lectures and discussion, this course also features guest speakers from the Romney campaign and the Obama White House.

GOVT E-1354   **Ideas About Leadership: Theoretical, Historical, and Personal Frameworks**
Fall   Mary Raum

Leadership moves the world. That's why it is important, why we study it and why we strive to do it well. It is a research area, a practical skill, and a personal philosophy. Thoughts about leading have evolved over time to include broad categorizations of transactional transformational, behavioral, and situational approaches. Numerous examples of leading exist across generations which serve as examples to bridge theory with reality. The course is designed to meet three objectives. First is to become acquainted with several of the primary theoretical ideas about leading. Second is to introduce illustrations of current or historical leaders and situations to enrich the theoretical assertions. Third is to participate in an active self-reflection about leadership qualities, strengths, and weaknesses. Students may not count both GOVT E-1354 and MGMT E-4185 for degree credit.

GOVT E-1356   **The Road to the White House**
Fall   Carlos E. Diaz Rosillo

This course examines the role of presidential campaigns and elections in American politics. It studies the origins and evolution of the presidential selection process and explores how modern campaigns inform, influence, and mobilize voters. Topics to be studied include the role of political parties and candidates, campaign strategies and tactics, political advertising and media coverage, campaign finance and voter mobilization, and the transition from campaigning to governing. The 2016 campaign is used as a laboratory in which to explore political science research on presidential campaigns and elections. After taking this course, students are able to analyze and evaluate the conduct of presidential campaigns and elections in the United States, exhibit a thorough understanding of our electoral system, and critically engage the literature on presidential campaigns and elections and how it relates to the current electoral process. The recorded lectures are from the Harvard Faculty of Arts and Sciences course Government 1359.

Harvard Faculty of Arts and Sciences

Gov 30   **American Government: A New Perspective**
Fall   Steven Levitsky

Provides an introduction to key concepts and theoretical approaches in comparative politics. Major themes include the causes of democratization, economic development, ethnic conflict, and social revolutions; as well as the role of the state, political institutions, and civil society. Examines and critically evaluates different theoretical approaches to politics including modernization, Marxist, cultural, institutionalist, and leadership-centered approaches. Compares cases from Africa, Asia, Europe, Middle East and Latin America to provide students with grounding in the basic tools of comparative analysis.

Gov 94FG **Presidents, Governors, and Mayors: Chief Executive Power in Comparative Perspective**
Spring Carlos E. Díaz Rosillo

Analyzes the foundation, development, and exercise of chief executive power at the national, state, and local levels of government in the United States. Examines the applicability of different political science theories of presidential power to the broader exercise of chief executive power. Explores the sources and limits of executive authority, the roles and responsibilities of political chief executives at different levels of government, and the way in which institutions affect the exercise of chief executive power.

Gov 94OA **Inequality and American Democracy**
Spring Theda Skocpol

The "rights revolutions" of the 1960s and 1970s removed barriers to full citizenship for African Americans, women, and other formerly marginalized groups. But inequalities of wealth and income have grown since the 1970s. How do changing social and economic inequalities influence American democracy? This seminar explores empirical research and normative debates about political participation, about government responsiveness to citizen preferences, and about the impact of public policies on social opportunity and citizen participation. Undergraduate Seminar.

Gov 94OF **Law and Politics in Multicultural Democracies**
Fall Ofrit Liviatan

Examines the role of law in the governance of cultural diversity drawing on examples from the USA, Western Europe, India and Israel. Central themes at the intersection of law and politics will be explored, including: the impact of courts on rights protections, law's function as a venue of conflict resolution, and courts' relationship with other political institutions. Specific attention will be given to contemporary controversies such as Islamic veiling, abortion and same sex marriage. Undergraduate Seminar.

Gov 1203 **Capitalism and Democracy in Central and Eastern Europe**
Spring Grzegorz Ekiert

General introduction to East European politics focusing on the countries outside the former Soviet Union. Examines critical periods and dynamics of political and economic changes in the region from the end of World War I to the recent enlargement of the European Union.

Gov 1292 **Politics in Brazil**
Fall Frances Hagopian

Introduces students to politics and political change in Latin America's largest country. Outlines historical perspectives and contemporary challenges, and examines political institutions, civil society, and contemporary politics and policy. Emphasis is on how institutional change, decentralization, and the mobilization of civil society have interacted to change the trajectory of

Brazilian politics by deepening citizen participation, strengthening political parties and political representation, reforming social policy, guaranteeing citizenship rights, and ultimately reducing inequality and deepening democracy.

History 1330   Social Thought in Modern America
Fall   James T. Kloppenberg

An inquiry into American ideas since 1870, examining developments in political and social theory, philosophy, and literature in the context of socioeconomic change. Topics include the breakdown of Victorian idealism and laissez-faire; the emergence of social science and progressivism; conflicts over gender, race, and ethnicity; interwar cultural ferment and political reform; post-World War II theories of consensus and 1960s radicalism; and the consequences for democracy of our contemporary culture of hyper-partisanship. Note: This course, when taken for a letter grade, meets the Core area requirement for Historical Study A.

History 1511   Latin America and the United States
Spring   Kirsten Weld

Surveys the complex, mutually constitutive, and often thorny relationship—characterized by suspicion and antagonism, but also by fascination and desire—between the United States and the diverse republics south of the Rio Grande. Examines public policy, US expansionism and empire, popular culture and consumption, competing economic development models, migration, tourism, the Cold War, sovereignty, dissent, and contrasting visions of democratic citizenship. Note: This course, when taken for a letter grade, meets the General Education requirement for United States in the World or the Core area requirement for Historical Study A. This course fulfills the requirement that one of the eight General Education courses also engage substantially with Study of the Past.

Sociology 189   Democracy and Social Movements in East Asia
Spring   Paul Y. Chang

Social movements are an important part of both democratic and non-democratic societies. This course assesses the status of civil society in East Asian nations by surveying contemporary social movements in Japan, China, and South Korea. We start the course by discussing the main concepts and analytic approaches in social movement theory. We then apply these theoretical frameworks to specific social movements in East Asia. With the theoretical and empirical tools gleaned from the lectures and readings, students will pursue a case analysis of an East Asian social movement of their choosing.

Sociology 296A Proseminar on Inequality & Social Policy I
Fall   Devah Pager, Jennifer Hochschild

The first doctoral seminar in the Inequality and Social Policy three-course sequence, this course considers the effects of policies and institutions in creating or reducing inequality in the U.S. and other advanced democracies, we well as the reciprocal effects of inequality on political activity and policy choices.

Harvard Graduate School of Design

05502   **Urban Governance and the Politics of Planning in the Developing World**
Fall   Diane Davis

Course starts from the premise that urban politics and governance arrangements can both enable and constrain effective planning action. Using a focus on cities in the developing world, the course examines an array of governance structures (centralized versus decentralized institutions; local versus national states; participatory budgeting, etc.) and political arrangements (democracy versus authoritarianism; neoliberal versus populist versus leftist party politics; social movements) and urban conditions (poverty, inequality, class or ethnic conflict, infrastructural scarcities, etc.) that are relatively common to cities of the global south. In addition to assessing the impacts of political structures and conditions on planning, urban policy formation, and project implementation, the course asks which governance arrangements and/or political contexts are more or less likely to produce equitable, inclusive, and sustainable urban environments. To address Class meetings are structured around discussion of case studies and theories that give us the basis for documenting the ways that politics affect urban policy and the built environment of the city more generally. Special attention is paid to transportation, housing, informal vending, mega-project development, and to cities with violence or intractable ethnic or religious division, with examples drawn from Latin America, the Middle East, South Asia, and East Asia.

Harvard Graduate School of Education

A-011L   **Educating Across the Aisle**
Fall   Todd Pittinsky

Examining and understanding education policy from different political perspectives is essential for all who aspire to be effective education leaders at any level, from national policymakers to teachers who need to engage with parents with a variety of political viewpoints and community members who must be rallied to vote for school budgets. This course will examine, at a practical level, how political ideology and affiliation affect educational policy in the United States and specifically how political ideology and affiliation often complicate attempts to increase the quality of U.S. K–12 education. We will also probe the role of political differences in the history, development, and current dilemmas of K–12 education policy in the United States. This will give us a more nuanced understanding of the current situation and points of consensus and dissensus. We will then analyze and discuss how different political perspectives approach current debates in education policy and, perhaps most important, where opportunities exist to forge collaboration across political divides for the betterment of U.S. K–12 education.

A-111G   **Debating Education Policy**
Winter   Frederick M. Hess

In the course of six three-hour classes, this workshop will aim to provide a survey of key policy debates and how those issues are contested. The course will explore democratic governance, education policymaking, the impact of research on policy, the role of advocacy and constituent politics, and how policy does or doesn't shape education practice. Students will read a sampling of normative and empirical accounts while addressing specific programs and policy proposals such as the No Child Left Behind Act, the Common Core, value-added teacher evaluation, statewide voucher programs, charter schooling, the Race to the Top, and parent trigger laws. The course is intended to be interactive, with students talking to guests involved in the policy fights, role-playing key disputes, reading and critiquing real-time examples of policy argument, and penning strategies for addressing the political dimension of the policy debate. Permission of instructor required. Enrollment is limited to 25. Enrollment procedure will be posted on the course website.

A-608   **Leadership, Entrepreneurship, and Learning**
Fall   A: Monica Higgins
            B: Monica Higgins

This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others. The course will be largely case-based. Students will be expected to come to class prepared and ready to discuss the case and, if called upon, to role-play their recommendations and take a stand as well. Permission of instructor required. Enrollment is limited to 60 students per section. Required for first-year Ed.L.D. students who must take the 8:30 a.m. section. For remaining spaces, admission is by lottery, with HGSE students given preference. Please note that the course is offered twice: once at 8:30 a.m. and once at 10:00 a.m. A small number of spaces may be available to cross-registrants. Enrollment procedure will be posted on the course website.

H-517   **Contemporary Immigration Policy and Educational Practice**
Spring   Roberto G. Gonzales

Today's immigration debates have brought to the fore conflicting visions regarding the place of immigrants in our society and educational systems. This course will examine legal and undocumented immigration from both community level and policy frames of understanding and interrogation. Students will start with the broad question of what Americans should do with the current immigration system—including the estimated 11.1 million people presently living in the United States in unauthorized residency status—and then take a deeper look at the ways in which U.S. laws and school experiences shape the everyday lives of immigrant children, adolescents, and young adults. Finally, students will explore the challenges educators face in working within the intersection of immigration policy and people's lives, and how this work shapes various possible roles as teachers, leaders, school policy makers, advocates, and allies.

Harvard T. H. Chan School of Public Health

GHP 552   **Leadership Development in Global Health**
Fall I   Muhammad Pete

Leadership has several dimensions. These include vision, passion, flexibility, risk-taking, connectedness, and the ability to inspire. One key attribute of effective leaders is that they are able to recognize common patterns across varied situations. In seeking to resolve complex problems, leaders are able bring to bear innovative solutions drawn from seemingly different sectors. A complex and pervasive problem in public health is: How to scale up the delivery of often well-known solutions Excellent interventions often achieve too limited a reach to have major health impact. For example, Coca Cola reaches far-flung villages in India, while a common measles vaccine does not. This course postulates that approaches and methods drawn from the world of business are the key to scale up of delivery, with speed and quality. The aim is to build an understanding of the various dimensions of leadership in the delivery of public health, from the top to the frontline. We will examine the leadership experiences of the instructor, who with no background in public health, envisioned and worked to build the largest private HIV prevention program in the world. Leadership, scale, and the business model, are the three inter-related components of the course The course will primarily examine Avahan (2003–), the Bill and Melinda Gates Foundation's India HIV prevention program. Inferences will also be drawn from other public health and business delivery situations. The issues and critical choices involved in each stage of developing a large public health delivery program to achieve impact will be explored. The business analogies will be depicted in the design of strategy, creation of a fluid organization, speedy and flexible execution, and the building of sustainability, backed by dynamic advocacy at every stage. Leadership will function as the common thread highlighted throughout the sessions. We seek to give students new insights and a toolkit for building personal leadership and approaching challenges of scale up, which they will likely encounter in a career in public health. The content of the course should be especially relevant to people who are interested in becoming leaders in public health policy, program design and implementation, and government. Students will have the opportunity to engage and interact with and discover from the experiences of a diverse set of leaders from the field a such as a community leader of a sex worker organization, a business entrepreneur who advised large-scale public health programs, and a program implementer from the field. By the end of the course, we hope that students will have a deep appreciation of the knowledge and critical thinking required to lead large-scale public health delivery programs.

HPM 520   **Organizing Consumer and Community Interests in the Health System**
Fall   Susan Sherry

Using the framework of community organizing, the course examines the elements of building and sustaining constituency involvement in health care. This course focuses on organizing consumer and community interests in the health system with particular emphasis on effective interventions by and for the traditionally disenfranchised. Analysis of health policy and politics is used to identify strategic opportunities and challenges for consumer intervention. The course emphasizes the practical applications of organizing and policy analysis to influence health policy

particularly at the institutional, local and state levels. Extensive use of recent case examples ground the class in the current issues faced by community groups and other health interests in a rapidly changing health system.

SBS 298   **Issues in Minority Health Policy**
Spring   Joan Reede, Alden Matthew Landry

This course explores public policy issues impacting the health status of minority and disadvantaged populations, with special emphasis on problem identification, policy analysis, and program planning. Participants will engage with faculty members at Harvard as well as key minority health policy leaders from both the public and private sectors to explore current and future policy affecting minority and disadvantaged populations. Course Activities: Students are expected to actively participate in class discussions; divided in teams, students will be required to give presentations and submit papers that discuss a health policy issue or a topic impacting minority populations. Course Note: Enrollment requires a brief interview with the course assistant as well as submission of a short personal statement.

Schools Outside of Harvard University *

Fletcher School of Law and Diplomacy Tufts University

DHP P219   **Political Economy of Development**
Spring   Katrina Burgess

This class offers a survey of some of the key debates and issues in the political economy of development. First, we examine alternative approaches to development and how they have informed policies in developing countries since the 1950s. Second, we compare different patterns of interaction among the state, political parties, interest groups, and civil society and examine how they have affected development outcomes. Third, we address current topics such as the rise of China and India, new approaches to poverty alleviation, and the impact of global financial crises on developing countries.

DHP P261   **Democratization in the Middle East: Theory and Practice**
Fall   Elizabeth H. Prodromou

This course focuses on one of the central policymaking challenges in international relations: understanding how countries define and try to build democratic regimes. The course explores de-

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* Contact HKS Registrar for cross-registration rules and regulations

mocratization in the Middle East by unpacking representative cases from the region to illustrate broader regional patterns. History and geopolitics are emphasized as critical factors in the region's democratization experience. A review of democracy and democratization literatures is designed to help specify definitional differences for regime types (democratic, authoritarian, hybrid); explore the utility of requisites for building democratic norms and structures; and, consider the relevance of leadership, culture, and institutional design for sustainable democratization.

DHP P290   Migration and Transnationalism in Latin America
Fall   Katrina Burgess

This seminar will examine the implications of international migration, migrant remittances, and transnationalism for development and politics in Latin America. The first section addresses alternative theories of migration and reviews global patterns of migration in both sending and receiving countries. The last two sections focus on the impact of international migration and remittances on economic development and politics in sending countries, primarily in Latin America but with some comparative data from other developing countries.

DHP P293   Democracy and State Reform in Latin America
Fall   Katrina Burgess

This seminar examines how democratization and market reform have interacted to reshape the state and society in Latin America. The first part of the course provides an historical overview of these processes in ten Latin American countries: Brazil, Mexico, Argentina, Chile, Peru, Venezuela, Colombia, El Salvador, Bolivia, and Ecuador. The second part of the course addresses the region's ongoing struggles to deepen democracy in the areas of participation, citizenship, public security, accountability, decentralization, social policy, and civil rights.

ILO L211   Current Issues in Human Rights
Spring   Hurst Hannum

This seminar analyzes in greater depth a limited number of issues that are of contemporary interest in the field of international human rights law. While specific topics vary, those addressed in recent years have included equality and non-discrimination; democracy; economic and social rights; business and human rights; and humanitarian intervention. The seminar requires a substantial research paper that analyzes a human rights issue in depth, the topic to be determined in consultation with the instructor. Open to students who have completed L210 or equivalent. Spring semester.

ILO L212   Nationalism, Self-Determination and Minority Rights
Fall   Hurst Hannum

This seminar explores the evolution of the concepts of self-determination and minority rights from the nineteenth century to the present. The focus is on changing legal norms, including interpretation of the principle of self-determination by the League of Nations and United Nations; protection of the rights of ethnic, religious, and linguistic minorities; and the articulation of the

rights of indigenous peoples. The seminar requires a substantial research paper that analyzes a contemporary situation in which these issues are significant. Open to students who have completed L200, L210 or equivalent.

Massachusetts Institute of Technology

17.252   **Congress and the American Political System I**
Spring   C. Stewart

Focuses on both the internal processes of the House and Senate and on the place of Congress in the American political system. Attention to committee behavior, leadership patterns, and informal organization. Considers relations between Congress and other branches of government, as well as relations between the two houses of Congress itself. Students taking the graduate version are expected to pursue the subject in greater depth through reading and individual research.

17.262   **Congress and the American Political System II**
Spring   C. Stewart

Analyzes the development of the US Congress by focusing on the competing theoretical lenses through which legislatures have been studied. Particularly compares sociological and economic models of legislative behavior, applying those models to floor decision-making, committee behavior, political parties, relations with other branches of the Federal government, and elections. Students taking the graduate version are expected to pursue the subject in greater depth through reading and individual research.

17.267   **Democracy in America**
Fall   C. Warshaw

Examines the functioning of democracy in the US beginning with the theoretical foundations of democratic representation. Explores how the views of the public influence policy making. Examines factors, such as malapportionment, that lead to non-majoritarian outcomes. Reviews evidence on how well policy outcomes reflect public opinion, and whether certain groups are over or under-represented in the policy process. Discusses reforms that might make our democracy more responsive to the American public.

17.524   **State, Society, and Political Behavior in Developing Contexts (New)**
Fall   L. Tsai

Examines the political behavior of citizens in developing countries and the question of why governmental performance remains poor in these contexts, despite citizen efforts, international aid, and civil society initiatives. Evaluates and builds on our current understanding of political be-

havior and state-society relations when democratic institutions are weak, state capacity is low, and regimes are changing. Explores these questions by drawing on new and old literatures from institutional, sociological, psychological, and political economy perspectives.

Innovation Courses

Harvard Kennedy School

API-102   **Economic Analysis of Public Policy**
Spring   A: Mark Shepard
             B: Joseph Aldy
             I: Robert Lawrence
             Z: Jeffrey Liebman

This course builds on API-101 to develop microeconomic tools of analysis for policy problems through various policy applications. The course is broadly focused on evaluating the rationale for government intervention in the economy and evaluating the efficiency, incentive, and distributional effects of government policies. Prerequisites: API-101 or equivalent. Students may receive credit for both API-102 and API-110 or API-112 only if API-102 is taken first. The A section focuses on social policy (for example, health, education, social insurance, and poverty alleviation), public finance, and competition policy. Review Session: Friday 8:45–10:00a.m. (L280).

API-126   **American Economic Policy**
Fall   Jeffrey Liebman, Martin Feldstein, Lawrence Summers

Analyzes major issues in American economic policy, including national savings, taxation, health care, Social Security, budget policy, monetary and fiscal policy, and exchange rate management. Current economic issues and policy options are discussed in detail and in the context of current academic thinking. Prerequisites: Econ. 1010a or 1011a; API-101; or permission of instructor. Also offered by the Economics Department as Ec 1420.

API-135   **Fundamentals of Environmental Economics and Policy**
Spring   Robert Stavins

Provides a survey, from the perspective of economics, of public policy issues associated with environmental protection and natural resources management. Lectures on conceptual and methodological topics are combined with examinations of specific resource and environmental issues, with particular focus on global climate change economics and policy. Also offered by the Economics Department as Ec 1661. Prerequisite: Introductory microeconomics.

API-166   **Electricity Market Design**
Fall   William Hogan

Topics in electricity market design starting from the foundations of coordination for competition. Infrastructure investment, Resource Adequacy, Pricing Models, Cost Allocation, Energy Trading, Forward Hedging, Market Manipulation, Distribution Regulation, and Policy for Clean Energy Innovation. Assumes some knowledge about the engineering, economics, and regulation of the power sector. Prerequisite: API-102, IGA-410 or equivalent. Permission of the instructor required.

API-303   **Game Theory and Strategic Decisions**
Spring   Pinar Dogan

This course uses game theory to study strategic behavior in real-world situations. It develops theoretical concepts, such as incentives, strategies, threats and promises, and signaling, with application to a range of policy issues. Examples will be drawn from a wide variety of areas, such as management, labor bargaining, international negotiations, auction design, and voting behavior. This course will also explore how people actually behave in strategic settings through a series of participatory demonstrations. Students may receive credit for both API-303 and API-110 or API-112 only if API-303 is taken first. Review Session: Friday 1:15–2:30p.m. (L332) Prior courses in microeconomics and mathematics are helpful but not required.

API-304   **Behavioral Economics and Public Policy**
Fall   Brigitte Madrian

This course will examine the relationship between behavioral economics and public policy. Individuals frequently make decisions that systematically depart from the predictions of standard economic models. Behavioral economics attempts to understand these departures by integrating an understanding of the psychology of human behavior into economic analysis. The course will review the major themes of behavioral economics and address the implications for public policy in a wide variety of domains, including: retirement savings, social security, labor markets, household borrowing (credit cards, mortgages, payday lending), education, energy use, health care, addiction, organ donation, tax collection and compliance, and social welfare programs.

API-305   **Behavioral Economics, Law and Public Policy**
Spring   Cass Sunstein

This seminar will explore a series of issues at the intersection of behavioral economics and public policy. Potential questions will involve climate change; energy efficiency; health care; and basic rights. There will be some discussion of paternalism and the implications of neuroscience as well. Also offered by the Law School as 2589 and the Economics Department as Ec 2050. Permission of the instructor is required. To apply, please send a statement of interest and your resume to Ashley Nahlen anahlen@law.harvard.edu.

BGP-100   **The Business-Government Relationship in the United States**
Fall   Roger Porter

This survey course is designed to help students think analytically about the ways in which government and business interact with one another in a mixed economy. It examines: (1) how business and government are organized and how they seek to influence one another; (2) how government policies affect the competitive positions of individual firms and industries and how firms and industries compete to influence such policies; (3) the ways in which government policies affect economic growth and the ways in which governments seek to achieve a variety of noneconomic objectives; and (4) how to define national economic interest in an increasingly integrated global economy. Although the focus is on U.S. business-government relationships, comparisons are made to ways in which government and business interact in other nations.

BGP-150Y   **Seminar: Business and Government**
Year   John Haigh

There are five PAC seminars, each bearing the same "150Y" designation along with the relevant policy-area prefix: BGP, DPI, IGA, PED, and SUP. While the seminars differ in the subject-area concentrations of their students, they share key characteristics: All are explicitly geared to supporting students as they produce their Policy Analysis Exercises, all meet in both the Fall and Spring terms (though usually not every week), and all are open only to MPP2 students. Open to MPP2 students only. Please note, this is one half of a yearlong course. Students enrolled in the fall section will automatically be enrolled in the spring section.

BGP-235M   **Private Capital for Public Purpose: Impact Investing and Its Siblings**
Spring   David Wood

This module will introduce and critically analyze efforts to direct private sector financial investments to public purpose. These efforts—falling under the headings of impact, responsible, mission, social, and sustainable investing—looks for ways to maximize the social utility of private investment. We will examine the: 1) types of investors engaged in these efforts (e.g. individuals, pension funds, endowments, foundations); 2) social goals they hope to achieve through their investments; 3) investment strategies and vehicles through which they hope to achieve these goals; 4) intersections of impact investing and public policy; 5) ways that stakeholders assess the impact of these investments. The class will balance U.S. domestic and global examples of investment, policymaking, and advocacy.

DPI-115   **The American Presidency**
Fall   Roger Porter

This course analyzes the development and modern practice of presidential leadership in the United States by: (1) examining the evolution of the modern presidency, the process of presidential selection, and the structure of the presidency as an institution; (2) considering the ways in which presidents make decisions and seek to shape foreign, economic, and domestic policy; and (3) exploring the relationship of the presidency with other major government institutions, organized interest groups, the press, and the public. Its primary concern is with the political resources and constraints influencing the president's ability to provide leadership in the U.S. political system. Also offered by the Government Department as Gov 1540. In addition to the regular class meetings, Kennedy School students will meet in an extra session each week. Mandatory Review Session: Friday 3:00–4:00p.m. (T275).

DPI-122   **Politics & American Public Policy**
Fall   David King

How do major, transformative changes in public policy take place? Why do some big public policy reforms succeed while others fail or languish for decades? Major public policy changes often begin in the orderly world of analysis—but end in the messy world of partisan politics. To succeed a new initiative has to coincide with a political climate and a leadership capacity that allows the proponents to overcome the natural resistance to change. This course explores the

major political institutions and organizations in the U.S. policy process. A "lobbying simulation" plays an important role in integrating elements of the course, and the course underscores the important roles of state, local, and tribal governments in addition to the federal government.

DPI-395   **Political Revolutions**
Fall   Leah Wright Rigueur

This course examines the concept of political revolutions, or transformative shifts in the American political sphere. The class provides critical analysis of the origin, context, and structure of public rebellion, backlash, and socio-political revolt in the United States, through the lens of race. Using this broad theme of race, the course focuses on the ways in which the racial experiences and emotions of the nation's citizens collide to produce different forms of resistance within the American political arena. Topics covered include race riots, urban disorder, civil rights activism, racial and ethnic nationalism, economic populist uprisings, transnational/international racialized movements, party realignment and polarization, and political rebellions of the left and the right. The course also assesses a diverse set of ideological institutions and political groups including Black Lives Matter and the Tea Party. Students will consider not only the "nuts and bolts" and structures of race and political revolutions, they will also question how these intense reactions and processes have influenced political institutions and the development of policy in both the past and the present.

DPI-421   **Power Shifts: Understanding Global Change Through History**
Fall   Arne Westad

Nobody can understand the present without a keen understanding of the past. After all, history is all we have to go on in providing the raw material for making sense of the world we live in today. Successful policymakers often recognize this and turn a view of the past to their advantage in interpreting the present. They appreciate that any good strategy is grounded in a sound view of history. This course explores major historical shifts from European and Asian antiquity up to today. It looks at power in all its dimensions—material, demographic, technological, ideological, military, or religious—and shows how it has influenced and been influenced by broader transformations. Our aim is to better identify the key causes of power shifts, but also to get an impression of the fickleness of established orders in times of change. Review Session: Friday 2:45–4:00p.m. (Weil/BL1).

IGA-165M   **Corporate Social Responsibility**
Spring 1   Jane Nelson, John Ruggie

(Previously offered as BGP-230M) This module provides an overview of corporate responsibility (CSR) and responsible investment, focusing on today's interplay between large corporations and governments, intergovernmental institutions, investors and non-governmental organizations (NGOs). Over the past several decades many factors have contributed to increased expectations for corporations to adopt CSR programs as governments have reduced their regulatory and ownership roles in favor of market-based approaches. Advocates have seen CSR as a means of addressing governance gaps where government is weak. Critics have seen CSR as an intrusion of corporate interests in the public sphere where government is strong. During its evolution, CSR has progressed from traditional philanthropy to encompass not only what companies do

with their profits, but also how they make them. Through their stakeholder relations and business models, companies can help address environmental concerns, human rights public policies and practices. Companies can also identify opportunities for innovative products, technologies and business models aimed at solving social or environmental challenges. CSR has also become a tool for investors, to mitigate emerging social, environmental and governance risks and to identify opportunities for aligning financial performance with social, environmental and governance (ESG) performance. In addition, CSR has become a lever for civil society organizations to influence corporate practice and public policy. The course focuses on large multinational corporations and examines tools used to improve corporate social risk management, accountability and transparency and tools used to enhance corporate social innovation and shared value. What has worked, what hasn't, and why? What are CSR's limits? What is the future of CSR? The module surveys the literature and examines topical examples drawn from today's U.S. and global experiences.

IGA-182   **The Future of World Politics: Horizontal Power**
Spring   Richard Rosecrance

Ever since Thucydides, there has been an assumption that population, geographic size, economic GDP and military weapons determine the "power" of a nation. These are vertical measures. But we will inquire into horizontal or lateral influence as well—stemming from the spread of values, institutions, financial flows, technology, migration, trade, and habitual and accepted practices. Previously the distribution of "messages" between outsiders and insiders was regarded to determine the contours of loyalty—the "oneness"—of a "nation." With the Internet, these communications are even more definitive. It is theoretically possible that the flow of messages outside could dwarf or become equally important to those emanating inside, threatening the viability of national units and changing international interactions accordingly. We will have two tasks in this course: (1) to determine the pattern of such horizontal factors (great or small, positive or negative) and (2) to compare them with vertical influences of the traditional sort. China now or soon will dominate vertical power measures; but it will be some time before it charts or commands the horizontal power vectors we have mentioned. Beijing is itself greatly influenced by horizontal flows in finance, energy and pollution, and technology, e.g. Members of the class will each (1) pick a lateral influence (migration, financial flows, trade flows, technology, norms and/or institutions, and depict its increase or decrease overtime, and (2) indicate the consequences of the change to nations and the international system (and US-Chinese relations) as a result. There will be a 3,000 word paper as well as a written exam [on the reading] (in class).

IGA-410   **Energy Policy: Technologies, Systems, and Markets**
Fall   Henry Lee

Energy is a critical component of every dimension of human society. It is an essential input for economic development, transportation, and agriculture, and it shapes national and international policies in the environmental, national security, and technology arenas. IGA-410 introduces students to the policy and economic dimensions of the energy choices to meet societal goals—both global and domestic. Oil and gas markets, electricity policy, technology innovation, renewable energy, climate change and global energy politics will be covered, as well as the energy challenges facing India and China. The first part of the course introduces students to quantitative and qualitative analytical tools to assess energy problems and the fundamental concepts of energy

policy. The second will use case studies to explore specific challenges, which will allow students to apply the tools acquired in the first segment. Review Session: Friday 10:15–11:30a.m. (Land) Previous exposure to micro-economics is useful, but not required.

IGA-412   **The Geopolitics of Energy**
Fall   Meghan O'Sullivan

The Geopolitics of Energy examines the intersection between international security, politics, and energy. The course begins with the recognition that energy has long been a major determinant of power in the international system and that every shift in global energy patterns has brought with it changes in international politics. IGA-412 explores how countries shape their grand strategies to meet their energy needs, as well as how such actions have implications for other countries and global politics. It looks at pressing contemporary issues related to peak oil, political reform and energy, pipeline politics, and the aggressive pursuit of oil and gas worldwide. The course also looks at new technologies and innovations—such as those making the extraction of shale gas economical or the growth of solar power—and how they are changing patterns of trades and could shape new alliances. Finally, IGA-412 considers the consequences of a successful shift away from petroleum based economies to anticipate how a new energy order will alter global politics in fundamental ways.

IGA-52   **Innovation for Global Development**
Fall   Calestous Juma

Global development is increasingly being understood as a result of the interplay between technical innovation and institutional change. The interplay involves the generation and application of new knowledge in economic development. These interactions occur in the context of continuously evolving systems of innovation at regional, national, and international levels. This view is a significant departure from traditional economic approaches that treated technological change as an exogenous factor in economic transformation. The aim of this course is to analyze the historical and theoretical underpinnings of innovation systems, provide examples of how those systems functions, and outline the policy implications of adopting a systems approach to economic change. The course is offered in three units. The first unit covers the historical origins and theories of innovation systems from a public policy perspective. The second unit involves learning from contemporary case studies of innovation systems at the regional, national, and international levels. The third unit analyzes the policy implications and limitations of adopting a systems approach. The course is taught largely using the case method involving reading and discussion. Each reading of the case is guided by a set of study questions. The final output of the class is a 5,000-word policy paper. Through class discussion and the final paper, students are expected to show understanding of the concept of innovation systems, its applications to specific settings, and its relevance to public policy. Training in science, technology, or engineering is not a requirement for the course.

MLD-102   **Getting Things Done: Management in a Development Context**
Fall   A: Matt Andrews
                B: Matt Andrews

People in developing countries require service delivery from the government and civil society. Service delivery, which includes a wide variety of activities from education to regulatory enforcement, requires more than technical policy analysis. A critical driver of success is good management and governance, especially in the face of major resource constraints and in complex settings. Good management is often easy to recognize, when observed, but hard to practice. This course introduces students to critical concepts in organization theory, public management, and the practice of development to enable them to understand the individual, structural, and systemic underpinnings of good management and governance. Through theoretical readings, case study discussions, and simulations, students will apply theoretical concepts to real-world situations and, through simulations, experience the difficulty of managing. Building on analytical work from other courses, students will focus on such critical issues as corruption, participatory development, scaling up, social service delivery, and emergency response. This course is open to MPA/ID students. Others by permission of the instructor only.

MLD-201   **Exercising Leadership: The Politics of Change**
Fall   A: Ronald Heifetz
Fall   B: Timothy O'Brien
Spring   C: Hugh O'Doherty

This course applies theory to the practice of leadership within societies and organizations as they face the adaptive challenges of a changing world. Clarifies the relationship among key concepts—leadership, management, authority, power, influence, followership, citizenship—to provide a practical, coherent, and clear theoretical grasp of this area of practice. The course develops: a) diagnostic tools for analyzing the complexity of change in social systems, and b) a strategy of action that includes: mobilizing engagement, generating innovation, orchestrating multi-party conflict, regulating disequilibrium, and gaining, using, and negotiating with authority. Through these frameworks and tools, students discover options for practicing leadership from any position in an organization or society. In addition to lectures, discussion, and small group work, the course draws on student cases of leadership, experiential exercises, and case-in-point teaching—using the classroom process to understand social system dynamics. Numerous written analyses and a major paper are required. Attendance at first class required. Occasional evening meetings.

MLD-364   **Leadership on the Line**
January   Ronald Heifetz

To lead is to live with danger. Although it may be exciting to think of leadership as inspiration, decisive action, and powerful rewards, leading requires taking risks that can jeopardize your career and your personal life. It requires putting yourself on the line, disturbing the status quo, and working with hidden organizational and political conflicts. Those who choose to lead take the risks and sometimes are neutralized for doing so. This course has three parts: (1) the sources and forms of danger in leadership; (2) diagnostic, strategic, and tactical responses to these dangers; and (3) ways to stay alive, not only in your job, but in your heart and soul. Structured daily into large and small group discussions, the course draws on student cases and case-in-point teaching—using the classroom process to understand role and system dynamics. The course

is designed to be a transformative personal experience with the intent to generate more options for diagnosis and action in the practice of leadership. It complements the systems framework developed in MLD-201. Prerequisite: MLD-201.

MLD-377   Organizing: People, Power, Change
Spring   Marshall Ganz

"In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others," de Tocqueville observed. Fulfilling the democratic promise of equity, accountability and inclusion requires the participation of an "organized" citizenry that can articulate and assert its shared interests effectively. We can use the practice of organizing to engage others in confronting major public challenges by enabling muted voices to be heard, values to be translated into action, and political will to mobilized. Leadership in organizing requires accepting responsibility to enable others to achieve shared purpose in the face of uncertainty. Organizers ask three questions: who are my people, what is their challenge, and how can they turn resources they have into the power they need to meet that challenge. In this course, students accept responsibility for organizing a "constituency" to achieve an outcome by the end of the semester. Students learn as reflective practitioners of leadership of their campaign: building relationships committed to common purpose; turning value into motivated action through narrative; strategizing to turn resources into the power to achieve outcomes; taking effective action; and structuring leadership collaboratively. Also offered by the Graduate School of Education as A-612.

MLD-601   Operations Management
Fall   Mark Fagan

This course is an introduction to operations management which entails creating public value by efficiently delivering quality services. The course provides students with the tools to identify opportunities for improvement, diagnose problems and barriers, and design efficient and effective solutions. The course uses the case method of instruction, drawing examples primarily from the public and nonprofit sectors with some private sector cases. The course roadmap is: creating value, delivering quality services, delivering efficient services, managing performance, utilizing technology, and addressing unique challenges. Throughout the course, tools will be introduced including process mapping and reengineering, capacity and root-cause analysis, and total quality management. The course capstone is a client project in which student teams help local agencies solve actual operational problems. The course is oriented toward the general manager or those interested in an introduction to the field. A Friday recitation provides additional practice with the tools that are taught. Review Sessions: Friday 8:45–10:00a.m. (Weil/BL1) & Friday 10:15–11:30 (Weil/BL1)

**MLD-602   Performance Leadership: Producing Results in Public and
                   Nonprofit Agencies**
Spring   Robert Behn

You are the leader of a public or nonprofit organization. Your job is to produce results. But what results? And how? How can you improve significantly your organization's performance? This course examines the five challenges of performance leadership: (1) Choosing and producing

results: How can public executives determine the results they will produce and develop effective strategies for delivering them? (2) Seizing and creating opportunities: How can public executives recognize or shape events and attitudes to foster the desire and capability to improve performance? (3) Measuring performance: How can public executives measure their agency's results and use such measures to learn how to improve performance? (4) Motivating individuals and energizing teams: How can public executives inspire people in a variety of organizational arrangements, from bureaucracies to collaboratives, to pursue public purposes creatively? (5) Creating targets: How can public executives use specific results to be achieved by specific dates to mobilize people and resources to ratchet up performance? To see a short VIDEO describing this course, please follow this link: http://www.youtube.com/watch?v=cgXQcmVOmPU.

MLD-617M   Effective Implementation: Learning from Effective Implementers
Spring 2   Francis Hartmann

Producing tangible and measureable results is an important part of work in the public sector. Yet there are many more good ideas about producing results than there are good ideas implemented. This happens for many reasons, among them that no one really stayed with the idea to "make it happen." This course consists of a case-informed conversation about traits of persons who have been demonstrably effective at translating ideas into action. The objective of the course is to have each of us become more effective in the public service and public policy arena. Each class will address at least one trait that seems to be related to effective implementation, for example: success (knowing what it is); relentlessness (sustained attention); collaboration and bringing out the best in others; setbacks, defeats, and failure; fear, courage, and confidence; help (when does one need it, and what does it look like?); and resilience.

MLD-620M   Urban Innovation: Concepts and Practices
Spring 2   Stephen Goldsmith

The UN estimates that two-thirds of the world's population will be living in urban areas by 2050. As more and more residents flock to cities around the world, public leaders will need innovation in order to improve performance and increase responsiveness to changing material and social conditions. The innovations can include changes in existing processes for delivering public goods and services, or for the introduction of new products and services, or for mobilizing and deploying resources to deal with public problems. This course seeks to equip students who wish to be innovators with the knowledge and skills necessary to imagine and implement innovative solutions to public problems. It will focus primarily on innovation in state and local government, asking: how can cities become learning organizations and innovative jurisdictions that unleash their potential for public value creation? The course seeks to develop the attitudes and analytic skills that support individuals who aspire to make positive change, either as innovators or designers of institutions that can support innovators.

MLD-621   Innovation Field Lab: Public Problem Solving in Massachusetts Cities
Spring   Jorrit de Jong

City residents have expectations for quality services, value for taxpayer money and responsiveness to pressing public problems. In an era of constrained budgets, many city leaders endeavor to meet those demands by innovating government programs and operations, but rarely

have the time, capacity or funds to develop and implement novel practices. Recognizing that improving social conditions is a collaborative, multi-sector effort, the Ash Center for Democratic Governance and Innovation at HKS has partnered with Massachusetts cities to address this imbalance. The Innovation Field Lab provides cities with real, usable innovations, affords a one-of-a-kind learning environment for students and creates the opportunity for cutting-edge action research. The work will be very demanding, but also very rewarding. Students should expect to be permanently challenged: innovation in the real world requires creativity, persistence, energy, patience, sensitivity, hard work and the willingness to go the extra mile. In the first half of the course, students will familiarize themselves with the realities in the cities and learn to apply foundational frameworks of strategic innovation, collaborative governance, performance management and public leadership. In the second half, student teams will embed themselves alongside city officials and local nonprofits as they design and implement innovative solutions to the cities'€™ most pressing challenges. During the field work, Jorrit de Jong and Joe Curtatone (Mayor of Somerville and Senior Fellow at HKS) will facilitate sessions on Campus focused on debriefing the field work and strategizing. Check out an HKS web article on the 2015 Lab here:http://www.hks.harvard.edu/news-events/news/articles/innovation-field-lab

MLD-830   **Entrepreneurship and Innovation in the Private and Social Sectors**
Fall   Dick Cavanagh

Introduces the theory and practice of entrepreneurial management in the private and social sectors. Prepares students for future work and leadership in and with entrepreneurial ventures. Explores entrepreneurial strategies, organization, and leadership. Requirements: student preparation and presentation of small group research project(s) about entrepreneurial ventures or leaders in the private or nonprofit world; substantial primary and secondary research. The instructor will meet with each group at mutually convenient times during and outside of class, to help structure the project and coach the presentations of these business plans and case studies. Grades based 1/3 on class participation, 1/3 on the group research presentation, and 1/3 on a case final exam. Students without prior academic or professional exposure to financial management are urged to enroll in "Entrepreneurial Finance" (MLD-829MA) concurrently.

MLD-831   **Entrepreneurship and Innovation in the Private and Social Sectors**
                     (Business Plan Workshop)
Spring   Dick Cavanagh

In this seminar/workshop students apply the theory and practice of entrepreneurial management in the private and social sectors by creating business plans and presentations for new social enterprises. Prepares students for future work and leadership in and with entrepreneurial ventures. Explores entrepreneurial strategies, organization, and leadership and sources of financing for entrepreneurs. Requirements: An individual 10–15 page paper applying the course insights to a proposal/business plan for a new social venture; a PowerPoint presentation "pitch;" and a brief "elevator speech" pitch. Grades based 1/2 on class participation and 1/2 on the individual term paper. Students without prior academic or professional exposure to financial management are urged to enroll in "Entrepreneurial Finance I" (MLD-829MA or MLD-829MB) prior to or concurrently with MLD-831. MLD-830 and MLD-831 cannot both be taken for credit. MLD-831 is designed for students who are more advanced in their business planning.

PED-115   **Using Data to Understand Good Governance**
Spring   Filipe Campante, David Yanagizawa-Drott

The data show that good governance is associated with desirable outcomes across countries and societies: higher life satisfaction, greater income per capita, lower child mortality, longer life expectancy, less disease, etc. But these statistical associations in the data are not sufficient to establish either that good governance truly causes such societal outcomes, or what types of policies produce them. This course asks: What are the determinants of good governance? Is good governance "good" beyond its intrinsic desirability? If so, how? We use a data-driven approach to answer these questions, focusing on quantitative empirical methods and their applications to policy. The goal is to develop skills to be savvy consumers, as well as producers, of policy-relevant evidence related to issues of governance, in rich and poor countries alike. Topics will include: democracy, corruption, conflict, culture, mass media, Internet and social media.

PED-209   **Management, Finance, and Regulation of Public Infrastructure**
                     in Developing Countries
Spring   Henry Lee

This course explores efforts to manage, finance, and regulate the transportation, telecommunication, water, sanitation, and energy infrastructure systems in developing countries. Issues to be discussed include public-private partnerships, the fundamentals of project finance, contract and discretionary regulation, and managing the political context in which infrastructure decisions are made. The course will rely on case material taken from infrastructure programs in developing countries, including Brazil, Mexico, Thailand, Laos, Argentina, Chile, Lesotho, Uganda, Madagascar, and India, as well as some developed countries, including the United Kingdom, Canada, and Australia. Review Session: Friday 10:15–11:30 (Starr).

PED-338   **Contemporary South Asia: Entrepreneurial Solutions to Intractable**
                     Social & Economic Problems
Fall   Tarun Khanna

This course will provide a framework (and multiple lenses) through which to think about the salient economic and social problems of the five billion people of the developing world, and to work in a team setting toward identifying entrepreneurial solutions to such problems. Case study discussions will cover challenges and solutions in fields as diverse as health, education, technology, urban planning, and arts and the humanities. The modules themselves will be team-taught by faculty from engineering, the arts, urban design, healthcare and business. The course will embrace a bias toward action by enabling students to understand the potential of individual agency in addressing these problems. All students will participate in the development of a business plan or grant proposal to tackle their chosen problem in a specific developing country/region, emphasizing the importance of contextualizing the entrepreneurial intervention. The student-team will ideally be comprised of students with diverse backgrounds from across the University. Also offered by the Business School as 1266, the General Education Department as Societies of the World 47, the School of Public Health as GHP 568, the Law School as 2543, and the Graduate School of Education as A-819.

SUP-321M   Designing Social Security Systems
Spring 2   Jo Anne Barnhart

This module examines philosophical, political, economic, demographic, and structural issues that come into play in designing and implementing social security and assistance programs in developed and developing countries. From a multi-national comparative perspective, it considers the several steps from moral obligation, program financing, and payment issuance in order to identify and analyze the various factors that influence social insurance and public assistance program design and to consider the policy implications for developing successful, sustainable programs. Student-developed ideas for new programs/ program changes are examined from the perspective of policy practitioner.

SUP-425M   Developing Effective School and Community Interventions for
**   At-Risk Children**
January   Richard Weissbourd

How can we develop more effective interventions for at-risk children? This module will address this question with a focus on children in poverty and children suffering social and emotional risks. Students' primary work will be to develop a proposal for an intervention that they will then present to Boston city leaders, including the Mayor of Boston (schedule permitting) and city leaders from other nearby towns. Students may select an intervention designed to improve students' academic performance, to reduce children's social or emotional risks, or to promote social, emotional or moral development. The module will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency; new models of resiliency will also be examined. Attention will be given to the different sources and different expression of risk and resilience across race, class, and culture. For each of the interventions, we will explore several questions: How convinced are we—based on the available evidence—that the intervention will, in fact, be effective? In what sense is the intervention effective? For example, what kinds of children are helped by these interventions, how much are they helped, and who is left behind? What is the "theory of change," and what are the major ingredients of the intervention? What are the factors, including political factors, that determine whether a city leader supports an intervention? How can interventions best be sustained over time? What determines whether interventions can be effectively scaled up? Classes will consist of discussion, lectures, and guest speakers involved in interventions but will also be devoted to students presenting their proposals at various stages. Prerequisite: Prior knowledge and background in theories of risk and resilience and experience with program development and interventions is helpful. Enrollment is limited to enable more intensive classroom discussion. Also offered by the Graduate School of Education as H-310W.

SUP-450   The Consequences of Educational Policy Interventions in Developing
**   Countries: Evidence from Recent Impact**
Spring   Felipe Barrera-Osorio

The past two decades have seen the emergence of numerous rigorous evaluations of educational interventions in developing countries. These studies employ methodologies that allow researchers to reach causal conclusions about the effects of the programs that they evaluated. This course aims to distill the main policy lessons from these studies by reviewing the main theories that motivated them, the empirical strategies used to assess them, the emerging puzzles,

and the substantive results and their policy implications. The course will analyze new evidence emerging from developing countries concerning basic education (K–12), and have an economic perspective on educational problems. By the end of the course, students will have acquired: comprehensive knowledge of the evidence of the impact of various strategies to improve access to education and learning in developing countries; an understanding of the policy consequences of these educational strategies, and of the strengths and weaknesses of different methodological approaches to impact evaluation in education; and strong analytical and communication skills to make evidence-based judgments and convey them effectively to non-technical audiences. The course is designed for master's and doctoral students, and for other graduate students across Harvard interested in education and economics of education in developing countries. Prerequisite: Prior knowledge of economics as demonstrated by completion of A-205, or a similar course, is required. Also required is a basic understanding of statistics, as demonstrated by completion of S-012 or a similar course. Also offered by the School of Education as A-822.

SUP-470   **Strategies and Policies for Narrowing Racial Achievement Gaps**
Spring   Ronald Ferguson

This course develops a "big picture" understanding of how policymakers, philanthropists, and civic entities can work in concert with schools, families, and out-of-school-time organizations in pursuit of excellence with equity for children and youth. As the title suggests, the course is concerned with strategies and policies for narrowing racial achievement gaps. But narrowing gaps is not enough. Excellence matters too. Therefore, the focus of the course is academic excellence with equity. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds, with "group-proportional equality" (race fades as a predictor) and widespread excellence. With an emphasis on students of color and youth from less advantaged families, the course explores several policy and strategic responses to achievement disparity: identify and work to remove key structural barriers to educational equity; promote a civic ethos of collective responsibility for excellence with equity goals; design more effective policies and practices to improve the quality of teaching; provide consistently high-quality out-of-school-time learning opportunities; support families with ideas and practices for parenting children more effectively; engage youth to reshape their culture of achievement to align with their most positive values; mobilize the business community to support youth, including integrated work and learning; and help build and promote a national social and political movement for excellence with equity. The course concerns theories, evidence, designs, methods, and mechanisms associated with these major prescriptions for raising achievement and closing gaps. Also offered by the Graduate School of Education as A-108.

SUP-500   **Introduction to Health Care Policy**
Fall   Sheila Burke, Benjamin Cook

The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by the organization of the system. We will give attention to the status and implementation of the 2010 reform legislation and the ongoing budget debate in the U.S. Congress related to health care. We will focus on the major health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP). In addition focus will be given to the quality of care, structure of the delivery system, the drivers of cost growth, and long-term

care. The course will be a combination of lectures and discussions. The instructors will introduce topics and guide discussions. Students are expected to actively participate in the discussion. Literature from economics, politics, medical sociology, and ethics will be incorporated into discussions and written exercises. No disciplinary background is assumed, nor is any special familiarity with the field of health care required.

SUP-575   **Political Analysis and Strategy for U.S. Health Policy**
Spring   Robert Blendon

Health policymaking in the U.S. has a strong political dimension. This course offers analytical insights into understanding U.S. health policymaking and developing political strategies that influence health policy outcomes. The course provides both the theoretical basis and strategic skills for those in future leadership roles to influence the health policy process. Major topics to be covered include analyzing how health policy is shaped by interest groups, media, public opinion, legislative lobbying, elections, coalition building, policy legacies, institutions, and the politics of information. Student-led case studies focus on marijuana legalization in Colorado, defunding Planned Parenthood, and gun control legislation, as well as major movements toward comprehensive national health insurance in the U.S. including the Clinton and Obama health plans and the debate over the implementation of the Affordable Care Act. Leaders in political strategy from both the health and political fields will be guest lecturers. Not open to auditors. Also offered by the School of Public Health as HPM 247.

SUP-601   **Urban Politics, Planning, and Development**
Spring   Quinton Mayne

Course focuses on how public governance and planning shape cities and urban regions in the United States and Europe. Topics include U.S. and European urban politics viewed in the large, and more specifically the politics of land-use and social planning, suburbanization and gentrification, race and immigration, squatting, and mass transit. Cross-cutting themes include the role of business in local governance; citizen participation and urban social movements; equity issues in urban place-making, the costs and benefits of local-government fragmentation; and contending theories about the balance of public and private forces in U.S. and European urban politics. Course combines lectures, discussion, in-class exercises, and group work. Readings focus squarely on compare-and-contrast examination of concrete case studies from the U.S. and Europe. Course aims are twofold: to enhance your sophistication in thinking about how and why public decisions are made at the urban level and what their consequences are; and to hone your skills in thinking strategically about how to exercise influence in such decision processes. Also offered by the Graduate School of Design as SES-05201.

SUP-661   **Housing and Urbanization in the United States**
Fall   James Stockard, Jennifer Molinsky

This course examines housing as an object of policy and planning as it relates to urban form and issues of social concern. It is intended to provide those with an interest in urban policy and planning with a broad background on why housing matters and how its unique attributes a) give rise to certain policy and planning challenges and b) shape how practitioners respond to these chal-

lenges. After laying out a conceptual framework for understanding the unique role housing plays in the constitution of urban areas and its implications for public policy and urban planning, the course provides an overview of critical topics in housing and U.S. urbanism. These include: the role of homes as co-constitutive of the private and domestic realms; housing as a commodity; housing as an icon and encoder of social status; housing as constitutive of "neighborhoods" and how it influences resident outcomes; participatory planning for community development; capital formation and housing investment; theories of housing and urban spatial form; the suburbs and their discontents; exclusionary and inclusionary zoning; development exactions; provision of municipal services, public economics, and residential choice; trends in and theories of residential segregation; theories and responses to the concentration of urban poverty; community development and housing's role in it; affordable housing policy, planning, and development; transit-oriented development and mixed income housing; housing investment for transformation of distressed communities; sustainable infill development, master-planned development, and regional governance and planning. Upon completion, students will have a firm grasp of housing and urban issues, a theoretical frame for understanding them, and a working knowledge of the planning and policy tools used to address these issues. The course will involve lectures and discussions. Students will be graded based on course participation and the completion of written assignments.

SUP-663   Land Use and Environmental Law
Fall   Jerold Kayden

As a scarce and necessary resource for earthly activity, land triggers competition and conflict over its possession, use, development, and preservation. For privately owned land, the market manages much of the competition through its familiar allocative price-setting features. At the same time, because use of land in one location affects the interests of neighbors and the general public and because market mechanisms alone do not always protect or advance such interests, government has enacted land use and environmental laws that significantly affect how land is handled. Expressed through local ordinances, higher-level legislation, constitutions, discretionary governmental decisions, administrative regulations, judicial opinions, and private agreements, these laws affect the look, feel, character, and composition of cities, suburbs, and rural areas everywhere. This course introduces students to the content and controversies of land use and environmental laws. No prior legal knowledge is presumed. The purpose of the course is to provide students with a basic understanding of the theories, rationales, techniques, and implementing institutions involved in legally controlling the possession, use, development, and preservation of land. Particular attention is paid to law's intended and unintended impacts on the physical pattern of built environments and resulting social and economic outcomes, on the increasing overlap of land use law and environmental law regimes especially when climate change and urban resilience are front and center, and on the tensions between individual rights and asserted socio-economic goals often resolved within the context of constitutional law by the courts. Law's approach is distinguished from those employed by other fields and disciplines. The role of the non-lawyer professional (planner, designer, public policymaker, developer, activist, etc.) in the crafting and implementation of land use and environmental laws is highlighted. Although United States law provides the principal material for the course, comparisons with legal regimes in other countries are regularly made. For better and worse, United States law has been a key reference point for planning and environmental laws worldwide. The legal techniques explored in the course include laws dealing with zoning, subdivisions, growth management, transfer of development rights, exactions and impact fees, form-based codes, environmental impact reviews, wetlands and water, endangered species, clean air, solid and hazardous waste dis-

posal, design review, environmental justice, climate change, historic preservation, energy sit-ing, billboard/sign/cell tower controls, eminent domain, building codes, and private homeowner associations. Course readings are drawn from primary sources, including local ordinances, higher level legislation, constitutions, judicial opinions, and private agreements, and from sec-ondary sources, including law review and journal articles, book excerpts, and professional re-ports. Assignments include a five-page paper and a final exam. Also offered by the Graduate School of Design as SES-05206.

SUP-665	**Real Estate Finance and Development Fundamentals for Public and Private Participants**
Fall	Edward Marchant

Provides an analytical framework for understanding real estate finance and development fun-damentals from both public and private perspectives. Topics addressed include: establishing in-vestment/development objectives; structuring ownership entities; evaluating and controlling prospective development sites; creating sound development plans; understanding the public entitlement process; preparing market and feasibility studies; securing debt and equity financ-ing; coordinating the design and construction process; and marketing and managing real estate assets. Includes preparation of income statements; sources and uses of funds statements; fed-eral tax impact analyses; and discounted cash flow analyses. Principles learned should be ap-plicable globally for private, public, NGO, and not-for-profit participants in either policy planning for or implementation of real estate development, community redevelopment, and/or disaster re-lief activities. Lectures, cases, exercises, site visits, guest lectures, and class discussions will in-volve a variety of real property asset types, including several structured as public-private partnerships. No prior finance or real estate development experience is expected or required. Also offered by the Graduate School of Design as SES-05492.

SUP-666	**Affordable and Mixed-Income Housing Development, Finance, and Management**
Spring	Edward Marchant

Explores issues relating to the development, financing, and management of housing affordable to low and moderate income households. Examines community-based development corpora-tions, public housing authorities, housing finance agencies, private developers, and financial in-termediaries. Identifies, defines, and analyzes development cost, financing, operating, rental assistance, tax credit, entitlement, and project-generated cross income subsidy vehicles. As-sesses alternative debt and equity funding sources for both rental and for-sale mixed-income housing and addresses the now common practice of aggregating multiple subsidies into a sin-gle financial package. Reviews other aspects of the affordable housing development process, including assembling and managing the development team, preparing feasibility studies, con-trolling sites, gaining community support, securing subsidies, establishing design objectives, coordinating the design and construction process, selecting residents or homeowners, provid-ing supportive services, and managing the completed asset. Historically, almost all students in this course have participated in the Affordable Housing Development Competition (AHDC) spon-sored by the Federal Home Loan Bank of Boston and others. As part of this competition, teams of multidisciplinary graduate students primarily from Harvard and MIT prepare detailed afford-able housing proposals working with real sponsors on real sites in the Greater Boston area. These AHDC proposals serve as the final project for this course. The course includes lectures,

cases, exercises, site visits, guest lectures, and student presentations. No prior real estate development or finance experience is expected or required. Also offered by the Graduate School of Design as SES-05490.

SUP-668   **Public and Private Development**
Spring   Jerold Kayden

Develops the analytical frameworks, skills, and body of knowledge required to understand, evaluate, and implement public and private development within cities and surrounding regions. Through lectures, discussions, case studies, and exercises, the course measures the complex blend of public and private actions promoting growth and change against financial/economic, institutional/administrative, legal, political, physical planning, and other metrics. Topics include: government subsidies; approaches to land acquisition and disposition; private provision of public benefits through exactions; linkage; and inclusionary/incentive zoning; strategic capital investments; and urban redevelopment strategies. Also offered by the Graduate School of Design as SES-05103.

SUP-921   **Proseminar on Inequality and Social Policy I**
Fall   Jennifer Hochschild, Devah Pager

The first doctoral seminar in the Inequality and Social Policy three-course sequence, this course considers the effects of policies and institutions in creating or reducing inequality in the U.S. and other advanced democracies, we well as the reciprocal effects of inequality on political activity and policy choices. Required of second-year doctoral students in Social Policy Ph.D. 205programs and of doctoral fellows of the Multidisciplinary Program in Inequality and Social Policy. Permission of instructor required for other doctoral or non-doctoral students. Also offered by the Sociology Department as Soc 296a.

Harvard Business School

1562   **The Moral Leader**
Fall   Joseph L. Badaracco

This course uses works of literature, primarily novels, in place of case studies. Its aim, as a former student put it, is to show "how people develop the skills, courage, and perseverance to use power, money, and influence in constructive ways." The course readings for this course come from many countries, they include novels, short stories, plays, and excerpts from classic works of moral philosophy. The readings also span many centuries, ranging from ancient Greek plays to Shakespeare to contemporary works.

1562	The Moral Leader
Spring	Sandra J. Sucher

Leaders of groups and organizations face moral decisions throughout their careers. These may entail operational issues where the boundary between right and wrong is blurry, changing, or hotly debated. They may involve the moral propriety of an enterprise or undertaking. Often the hardest cases are those where conflicting obligations, all legitimate, are at stake. This course looks to the arts—principally novels, plays, and biography—to illuminate how such issues may be responsibly understood and managed. Dr. Robert Coles, of the Harvard School of Education, launched the initial version of this course almost 30 years ago. He observed that: "Novels and stories are renderings life; they can not only keep us company, but admonish, point us in new directions, or give us the courage to stay a given course. They can offer us kinsmen, kinswomen, comrades, advisers—offer us other eyes through which we might see, other ears with which we may make soundings." When such works are read and analyzed in class, students and teachers alike learn from one another's perspectives.

1595	Public Entrepreneurship
Fall	Mitchell Weiss

Public entrepreneurship is designed for future private entrepreneurs and public leaders who want to build new ventures operating in or selling into traditionally public domains. The last few years have seen a wave of new public entrepreneurs start companies that sell to government or directly to citizens and growing interest in these companies by venture funds and other investors. Collaborating with them are Chief Innovation Officers, Chief Data Officers, CIO's, CTO's, Chiefs of Staff, elected officials and other public leaders transforming government. And supporting these public entrepreneurs are the ecosystem partners making impact investments in this space, training technologists to work in it, and providing accelerator and incubator opportunities for startup-efforts. The course will help students evaluate and prepare for careers as public entrepreneurs across all three domains.

2134	Digital Innovation and Transformation
Spring	Karim Lakhani, Feng Zhu

Digital Innovation and Transformation is a new course designed to equip students to confidently help conceive, lead and execute digital innovation initiatives. The basic premise of the course is that the digital revolution is rapidly transforming the fundamental nature of many companies in a wide range of industries and executives, entrepreneurs and general managers need to understand the economics, technology paradigms and management practices of innovating in digital-centric businesses to ensure corporate and personal success. The course is intended for students pursuing business careers in which digital innovation is critical to the development of new products and services, e.g., entrepreneurial start-ups, consulting and venture capital, and senior positions in marketing, R&D, and strategy. Frequent visits by case protagonists and industry experts will enable students to understand the career options in this rapidly evolving space.

6140   **Field Course: Innovating in Health Care**
Spring   Regina Herzlinger

For students with a career focus in health care services, health insurance, health IT or medical technology. Additional field based experience in innovating new health care ventures on topics chosen by the students or from those made available by the faculty.

Harvard Divinity School

2124   **Urban Shock**
Spring   Steven Jungkeit

According to some estimates, one half of the world's population now lives in an urban setting. While some North American cities have undergone massive decline, urban zones in Asia, South America and Africa have seen explosive and unprecedented growth. This seminar is an exploration of the ethical and social issues that have arisen as a result of that decline and growth. In particular, we shall concentrate our attention on the movements, performances, choreographies, and disciplines of human bodies, both individually and collectively, as they navigate those various urban environments. Seminar sessions shall be devoted to a number of urban "sites," noting the bodily performances or rituals called forth within those sites. Among those sites are consumer spaces, industrial zones, impoverished streetscapes, theatrical and utopian spaces, ritual or sacred spaces, and finally the body itself as a kind of construction site. Particular attention will be given to Paris, New Orleans, and other urban zones around the globe. Readings will draw from Marxist and Frankfurt School theorists, as well as queer, posthuman, and religious studies texts. In addition, different forms of expression and creativity such as music, films, novels, and performance art shall be considered throughout the course as we account for the complex ways urban systems work on bodies.

2925   **Administration and Leadership**
Fall   Emily Click

Students preparing for positions of ministerial leadership in churches, other religious communities or other institutions will be introduced to several topics under the broad category of leadership, including: leadership theory and practice for community adaptation; conflict: its resolution, mediation and benefits; organizational self-understanding, vision and mission; and organizational planning, finances, and record keeping. Attention will be paid to the theological and values considerations involved. The course will rely heavily on building a learning community. The course focuses more closely on leadership, but includes several sessions dedicated to crucial aspects of administration.

Harvard Extension School

GOVT E-1744   Women, Peace, and Security
Spring   Joan Johnson-Freese

This course examines the increasingly recognized role of women in global peace and security affairs, as evidenced by the first-ever 2001 US Department of State Action Plan on Women, Peace, and Security. From politics to the military, education, nongovernmental organizations, and grass roots organizations, women are involved in conflict prevention and peace building. Consideration is given to various perspectives on empowering women to play positive, active roles in these areas and historical case studies are examined.

Harvard Graduate School of Design

HIS-04115   History and Theory of Urban Interventions
Fall   Neil Brenner

This class provides a high-intensity introduction the history and theory of urban planning practice under modern capitalism. Building upon an interdisciplinary literature drawn from planning theory and history as well as urban social science (geography, sociology, political science, history), we explore the emergence, development and continual transformation of urban planning in relation to changing configurations of capitalist urbanization, modern state power and sociopolitical struggle. We also explore, a) the changing sites and targets of planning intervention, from the neighborhood, city and regional scales to those of the metropolis, national economy and beyond, and, b) the evolution of political and institutional struggles regarding its instruments, goals and constituencies. The course is organized in three main parts.

Part One surveys several key intellectual perspectives on the nature of planning in modern capitalist social formations. Key questions include: What is planning, and how and why does it emerge? How are planning practices and visions linked to broader structures of economic and political life, including formations of social power? How are the sites and targets of planning constructed, and how do they change across time and space? Do planners serve private interests or the public good?

Part Two explores some of the key episodes, movements and pioneering figures in the history of modern urban planning since the first industrial revolution of the 19th century. Although we focus in some detail on the ideas, visions and practices of well-known urban, regional and territorial planners, we embed their activities within the historically and geographically specific constraints, opportunities and struggles associated with each of the major phases of modern capitalist urbanization and associated formations of national state power. In thus proceeding, we explore the conflictual interaction of capitalist firms, property developers (rentiers), political in-

stitutions and social movements at various spatial scales, and the consequences of that interaction for the institutional, legal, spatial and ideological terrains of "planning" and for the broader geographies of urban development.

Part Three offers a broad overview of some key lines of debate in contemporary planning theory. What is the appropriate role of planning in a period of heightened fiscal austerity and global financial crisis, in which dominant ideologies promote a reduced role of state institutions in reorganizing the social fabric and the built environment? We consider several approaches that attempt to illuminate the changing nature of contemporary urbanism and the possible role of planning in reshaping cities, regions, territories and the planet as a whole.

Harvard Graduate School of Education

A-021   **Leadership in Social-Change Organizations**
Fall   Karen Mapp

This course explores the types of leadership practices and organizational structures needed to create and sustain social-change organizations that focus on the closing of existing educational opportunity gaps and, as stated in the 2010 U.S. Department of Education's Blueprint for Reform, the provision of an education where "every student graduates from high school well prepared for college and a career." What kinds of leadership skills and practices are required to take on and succeed at this type of social-change work? What types of organizational structures create the conditions for successful initiatives aimed at addressing issues of educational access, equity, and equality? Components of the course will include (1) the exploration of current leadership and organizational theory; (2) meetings with educational leaders from a diverse spectrum of education-related organizations such as schools, community-based institutions, not-for-profit organizations, and parent and student groups; and (3) an in-depth analysis of a social-change organization. Through the lens of social change in education, as a community of learners we will expand our understanding of leadership and organizational theory, gain expertise in diagnosing and addressing leadership and organizational challenges, and reflect on and enhance our own leadership skills and practices. Permission of instructor required. Enrollment is limited to 50. Enrollment procedure will be posted on the course website.

A-029   **An Introduction to Education Finance and Budgeting**
Fall   Jon Fullerton

This course introduces students to public education financing and budgeting systems in the United States. The course begins from the premise that how money is spent and how much money is spent are reflection of one's actual, as opposed to theoretical, policy priorities. Specific topics covered will include revenue generation options, equity and adequacy frameworks for evaluating school finance systems, school and district budget processes and the politics of budgeting, cost drivers, activity-based costing and cost-benefit analysis, and performance management. This is a hands-on course; students will be expected to access and analyze publicly

available data sets using Microsoft Excel and to create compelling presentations aimed at policymakers from the results. Students are required to complete a final budget policy project and present results to system leaders. At the end of the course, students should have an understanding of the American school finance framework, be able to analyze school and district budgets with a critical eye, and be able to think fluently about the financial implications of policies or proposals. Permission of instructor required. Enrollment is limited to 30. Enrollment procedure will be posted on the course website.

A-111C   Politics and Education Change: A Case Study
Spring   Christopher Gabrieli

What does it take to achieve policy change in public education? In this module, we will study how and why education policy shifts (or doesn't) through case studies at the federal, state, and district level. For example, when President Obama says to students, "The longer you are [in school], the smarter you get"—where did that idea come from and how did it make it into federal policy? We will explore and test a classic political science framework (John Kingdon's) for how policy agendas are set. Each week, we will focus on a specific case study ranging from the Race to the Top effort of the Obama/Duncan administration, the Clintons' teacher quality effort when Bill Clinton was governor of Arkansas, Governor Cuomo's New York state education commission, the creation and use of charter laws, and the decision of a single district in Massachusetts to deploy expanded learning time in their schools. We will look at how individuals and institutions have worked to drive change. We will draw on the instructor's own experience in seeking policy change and hear from weekly guests who are current leading advocates, participants and critics to study the process and practice of policy change in American education.

A-122   The Why, What, and How of School, Family, and
**   Community Partnerships**
Spring   Karen Mapp

This course examines the role of school, family, and community partnerships as a component of whole-school educational reform. Why is partnership now considered an important element of whole-school reform? What is the definition of partnership? How are effective partnerships among school staff, parents, and community members developed and sustained? As a learning community, we will interrogate our own beliefs about the role of families and community members in school reform; analyze the research on the impact of home-school and community-school partnerships on student learning; and explore the various theoretical frameworks about these partnerships. We will also investigate "promising practice" strategies being implemented by schools and districts to cultivate and sustain school, family, and community connections that support children's learning. Through case studies, lectures, readings, guest panel presentations, site visits, and class discussions we will probe the benefits and challenges of these partnerships. Permission of instructor required. Enrollment is limited to 50. Students who have taken or plan to take A-111R should not take this course. Enrollment procedure will be posted on the course website.

A-125   **State Education Policy: A Practicum**
Fall   Paul Reville

States play a central role in contemporary U.S. education policy. In the complex intergovern-mental partnership that constitutes public education in America, states play the lead role in es-tablishing local systems of schools, setting goals, creating assessments and accountability mechanisms for those systems, and regulating and financing the schools. For the past two decades, states have assumed an even larger role with the advent of standards-based, sys-temic school reform, a set of policies that originated in the states. It is impossible to understand current education policy without a thorough grasp of the role, responsibilities, and challenges facing state governments in the execution of their leadership role in education. This course im-merses students in the realities of state governance in education. It begins with a thorough con-sideration of the state's role in education, state education policy, and current issues in state policy. After this introduction, the commonwealth of Massachusetts, one of the nation's leading school reform states, becomes the laboratory for the course. Students will examine a number of education policy issues in the context of Massachusetts. Students will be introduced to the history, politics, and current education policy issues in Massachusetts; however, they will also consider other states' approaches to matters of policy leadership and development. Students will participate in small groups for the purpose of serving as consulting teams to various edu-cation policymaking entities in Massachusetts. Each team will be assigned a particular educa-tional policy challenge and be charged with researching an issue—its history, politics, and current status. Then, each team will propose a set of recommendations to address the policy challenge. Each team will make a culminating oral and written presentation to the class and to senior staff of the particular organization. Permission of instructor required. Enrollment proce-dure will be posted on the course website.

A-129   **The Federal Government in the Schools**
Spring   Laura Schifter

Even though the federal government contributes a relatively small amount of funding to schools, the policies established by the federal government can have a large impact. The goal of this course is to develop a comprehensive understanding of the current federal policy landscape, how federal policy is developed, and how federal policy interacts with state and local policy. In particular, the course focuses on federal policies that impact the work of educators in schools including policies on assessment, accountability, special education, bilingual education, early education, school discipline, and school reform. Students will also learn about how policy is de-veloped at the federal level and about how policy at the federal level interacts with policy at the state and local level by engaging in two project-based simulations. The first simulation will ask students to engage in a mock-congressional markup following a bill on seclusion and restraint in schools from introduction through committee mark-up. The second simulation will be a mock-grant competition where students will take on the role of states applying for a grant from the fed-eral government on high school reform. Students will be expected to read relevant statutes, regulations, research and commentary; write reflection posts on the readings; and actively en-gage in course activities related to the course project. Strongly recommended for Ed.M. students in the Education Policy and Management Program.

A-132   **Educational Innovation and Social Entrepreneurship in**
                   Comparative Perspective
Spring   Fernando Reimers

This course is for students who are interested in gaining a better understanding of how social entrepreneurs can generate sustainable educational innovations. Over the course of the semester, participants will develop a viable education venture, preparing them to launch their own social enterprise to improve educational opportunity. The course will be taught at the Harvard Innovation Lab (i-lab) and will involve a series of activities and experiential workshops focused on the fundamentals of creating an educational enterprise. Readings, discussions, and related activities examine the contributions of social entrepreneurs to expanding educational opportunity. Students will engage in biweekly conversations with guest mentors, all of whom are education entrepreneurs working domestically or internationally. Weekly discussion sections will include workshops to build targeted skill sets.

Permission of instructor required. Enrollment is limited to 60; auditors not permitted. The ideal student for this course is one who wishes to address a need in the education sphere through innovation. Students with prior knowledge and experience in education, technology, or business given preference. Enrollment procedure will be posted on the course website.

A-312   **Systemic Reform in Urban School Districts and Schools**
Fall   Andres Alonso

The recent past has seen extraordinary federal and state efforts to bring about system reforms in American public education systems. The results have been the introduction of new forms of competition, changes in state laws that have reshaped evaluation for teachers and administrators, the emergence of national Common Core standards and assessments, and unprecedented political dissension about the best ways to bring about improvement in public education. What seemed an attempted massive restructuring of the public education system is under retreat as the complexities of bringing about improvement in resilient bureaucracies and political and cultural systems reassert themselves against structural reforms. This course examines innovation efforts in districts and charter management organizations over the past decade in their political and cultural context, as well as insights from private sector improvement efforts, to explore the opportunities and constraints shaping system reform efforts in American education over the past decade. The course will reflect the perspective of a district leader who helped lead the reform efforts in New York City and Baltimore over ten years, as well as those of other leaders and critics of the reform movement who will discuss their aims, opportunities, challenges and lessons learned in response to the cases. Students will explore the theories of action and strategies in specific cases, probe deeply into the role and dilemmas of reform leaders in district and other leadership contexts, and build their skills through hands-on projects and feedback on their writing and presentation. The course is part of a two course sequence with A325, which focuses granularly on the leadership of learning in classrooms, schools and systems, but students can take each course individually. Permission of instructor required. Enrollment limited to 30. Students with an interest in district leadership roles given preference. Enrollment procedure will be posted on the course website.

A-142   **Analyzing Education Policy**
Spring   Joshua Goodman

This course examines education policy issues in the United States and abroad, with an emphasis on rigorous quantitative evaluation of such policies. By the course's end, students should have an analytical framework for thinking clearly about the impacts of education policies, as well as the ability to distinguish good quantitative research from bad. The course's major units are the human capital model, private returns to schooling, resource quantity and quality, school and individual incentives, and social returns to schooling. Within each unit students will explore specific policy questions, with an emphasis on the methods used to best evaluate such policies. Permission of the instructor required. Prerequisites: prior experience with multivariate regression analysis and quasi experimental methods. Jointly offered at the Harvard Kennedy School (HKS) as SUP-427, where 25 seats will be held for HGSE students.

A-608   **Leadership, Entrepreneurship, and Learning**
Fall   1: Monica C. Higgins
          2: Monica C. Higgins

This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be entrepreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others. The course will be largely case-based. Students will be expected to come to class prepared and ready to discuss the case and, if called upon, to role-play their recommendations and take a stand as well. Permission of instructor required. Enrollment is limited to 90. Required for first-year Ed.L.D. students. For remaining spaces, admission is by lottery, with preference given to HGSE students. A small number of spaces may be available to cross-registrants. Enrollment procedure will be posted on the course website.

Harvard T. H. Chan School of Public Health

GHP 244   **Health Sector Reform: A Worldwide Perspective**
Fall   Thomas Bossert

This course is designed to help students understand health systems, and processes to reform them, in middle and low income countries. It presents a purposeful framework for the analysis of why health systems are not able to achieve broad objectives such as health status improvement, financial risk protection and patient satisfaction, as well as greater access to services with better quality and more efficiency. It introduces the concept of control knobs for developing appropriate options to reform the systems in policy areas of financing (including tax and insurance based systems), payments to providers, organizational changes like centralization and use of pri-

vate sector, regulations and persuasion through social marketing. It also includes attention to ethical choices and to political feasibility of reform options. The course involves case studies, class discussion and lectures and mid-term and final papers that apply the framework concepts of a country chosen by each student.

GHP 515   **International Humanitarian Response I**
Spring   Stephanie Kayden

This course offers practical training in the complex issues and field skills needed to engage in humanitarian work. Students will gain familiarity with the concepts and international standards for humanitarian response. While providing a solid theoretical foundation, the course will focus on practical skills such as conducting rapid assessments, ensuring field security, and interacting with aid agencies, the military, and the media during humanitarian crises. The course culminates in a required three-day intensive humanitarian crisis field simulation (GHP 518) in late April. Topics covered:
• Humanitarian response community and history
• International Humanitarian Law and Human Rights Law
• Sphere standards (shelter, water and sanitation, food security, health)
• Civil-military relations, media skills, logistics, and budgeting
• Monitoring and evaluation, accountability
• Personal security, mental health, stress, and teamwork
• Humanitarian technology, crowdsourcing, and GPS skills

Co-requisite: GHP 518, International Humanitarian Response II, Spring 2. Course note: This course is cross listed with Tufts Friedman School as NUTR324 and DHP213, and with the Harvard Graduate School of Design as SES05432.

GHP 518   **International Humanitarian Response II**
Spring   Stephanie Kayden

GHP 518 is an intensive field simulation that begins at 8a.m. on Friday, April 29, 2016, and continues through 3p.m. on Sunday, May 1, 2016, at Harold Parker State Forest in North Andover, MA. Students will camp for two nights in the forest as part of an aid agency team responding to a simulated international disaster and conflict. Student teams will carry out rapid assessments, create a comprehensive humanitarian aid plan, and manage interactions with refugees, officials, and other humanitarian actors. Students will face challenges that test their subject knowledge, team skills, creativity, and grit. Course Fee: $300 to cover camping gear hire, food, and other equipment costs. Co-requisite: GHP 515, International Humanitarian Response I, Spring term. Course note: This course is cross listed with Tufts Friedman School as NUTR324 and DHP213, and with the Harvard Graduate School of Design as SES05432.

GHP 527   **Political Economy and the Ethics of Health Reform**
Spring   Thomas Bossert

In this advanced doctoral seminar course, students will be introduced to theoretical and methodological approaches from political science, economics and applied ethics to understanding the policy process that leads to (or obstructs) health system reform. The course will begin by linking broad theoretical approaches to a pair of in-depth case studies (Mexico and Ghana) of health

system change. As the students become more familiar with these approaches in particular contexts, the course will build parsimonious theories that can be applied more generally. Students will learn to use comparative, quantitative and formal approaches to analyze health system change. Students will learn how to craft important research questions and to use the appropriate evaluation methods to investigate the impacts of health system reforms. This class will help students identify potential research topics by showing where the frontier of knowledge is about political economy and health systems and the determinants of health systems performance.

HCM 710   Leadership and Innovation in Health Care Organizations
Full Year   Sara Jean Singer

The Institute of Medicine's goal of health care that is safe, effective, patient-centered, efficient, timely, and equitable won't be accomplished primarily through policy reform. Health care organizations individually and collectively must learn to innovate, change, and improve continuously. Health care organizations are made up of individuals, groups, and teams their customers, suppliers, and employees who make each organization unique. Successfully leading as a manager in this context requires understanding and applying knowledge about how people and groups act in organizations. People and groups interrelate with each other, with the organization, and within the system in which they work; and the health care system presents distinctive challenges and constraints. This course aims to help health care managers understand organizations and organizational behavior through discussion of case studies of organizational challenges, hands-on exercises, and contemporary and seminal literature addressing major theoretical perspectives on organizations. We will examine both macro issues (that impact organizations as a whole) and micro issues (that impact individuals and teams). Written assignments are designed to allow students to reflect on and apply lessons drawn from personal experience in organizations.

ID 552   Innovation & Global Health Systems
Fall   Rifat Atun, Ashish Jha

This course examines innovation from a systems perspective. Aimed at high level practitioners interested in leadership roles in the public, private, nonprofit and multi/bi-lateral arenas, the course will take the form of a structured discussion-based seminar. Objectives are to gain foundational knowledge on health systems thinking and innovation through cross-cutting themes, case studies and enabling ecosystems. Throughout, high-level leaders will join the course, providing an opportunity for students to gain a deep understanding of respective areas of expertise. Because of the importance of exposing future practitioners and leaders to current innovators in the field of health systems, approximately 40% of the sessions for this course will be facilitated by outside faculty and speakers.

SBS 201   Society and Health
Fall   Ichiro Kawachi

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

Schools Outside of Harvard University *

Fletcher School of Law and Diplomacy Tufts University

DHP P256 **Innovation for Sustainable Prosperity**
Spring Kelly Sims Gallagher

Innovation is the main source of economic growth and improvements in productivity, is a key lever for catalyzing development, reducing environmental harm, improving human health and well-being, and enhances national security. This seminar explores the nature of technology, theories and "stylized facts" about innovation processes, and how to think about innovation systems. A major focus is policy for innovation. Topics include national innovation systems, management of risks, global change, actors and institutions, social innovation, private vs. public, education, cross-country comparisons, competitiveness, technology transfer and diffusion, learning and "catch-up", IPR's, and leapfrogging. Case studies are used to understand each topic.

EIB B236 **Strategy and Innovation in the Evolving Context of
International Business**
Spring Bhaskar Chakravorti

This course will prepare students with conceptual frameworks and practical approaches to addressing several questions: What constitutes, sustains or disrupts competitive advantage for international pure-profit and social enterprises? How does the international context create distinct sources of competitive advantage? If innovation involves new market spaces, then how does the rise of emerging markets change the opportunities for innovation and its influence on the strategic choice set? What are the challenges facing innovators? The course progresses in four phases. The first phase lays the foundations of strategy and innovation. Subsequent phases build on it by considering the global context, how innovation expands the strategic choice space, and how emerging markets expand it even further.

* Contact HKS Registrar for cross-registration rules and regulations

Massachusetts Institute of Technology

11.142   **Geography of the Global Economy**
Spring   A. Glasmeier

Analyzes implications of economic globalization for communities, regions, international businesses and economic development organizations. Uses spatial analysis techniques to model the role of energy resources in shaping international political economy. Investigates key drivers of human, physical, and social capital flows and their roles in modern human settlement systems. Surveys contemporary models of industrialization and places them in geographic context. Connects forces of change with their implications for the distribution of wealth and human well-being.

11.252J   **Computer Games and Simulations for Investigation and Education**
Spring   S. Tutwiler

One of two introductory subjects on teaching and learning science and mathematics in a variety of K–12 settings. Topics include student misconceptions, formative assessment, standards and standardized testing, multiple intelligences, and educational technology. Students gain practical experience through weekly visits to schools, classroom discussions, selected readings, and activities to develop a critical and broad understanding of past and current forces that shape the goals and processes of education, and explores the challenges and opportunities of teaching. Students work collaboratively and individually on papers, projects, and in-class presentations.

11.147   **Innovative Budgeting and Finance for the Public Sector**
Spring   G. Carolini

Examines globally relevant challenges of adequately and effectively attending to public sector responsibilities for basic services with limited resources. Particular attention to the contexts of fiscal crises, rapid population growth, as well as shrinkage: through an introduction to methods and processes of budgeting, accounting, and financial mobilization in the public sector; use of case studies and practice exercises to explore revenue strategies and to gain fiscal analytical competencies; study of pioneering examples of promising budget and accounting processes as well as innovative funding mobilization via taxation, capital markets, and experimental experiences with mechanisms such as land-value capture. Students taking graduate version are expected to explore the subject in greater depth.

11.344J   **Innovative Project Delivery in the Public and Private Sectors**
Spring   C. M. Gordon

Develops a strong strategic understanding of how best to deliver various types of projects in the built environment. Examines the compatibility of various project delivery methods, consisting of organizations, contracts, and award methods, with certain types of projects and owners. Six methods examined: traditional general contracting; construction management; multiple primes; design-build; turnkey; and build-operate-transfer. Includes lectures, case studies, guest speakers, and a team project to analyze a case example.

11.401   **Introduction to Housing and Community Development**
Fall   J. Phillip Thompson

Provides a critical introduction to the shape and determinants of political, social and economic inequality in America. Explores equitable development as a response framework for planners; social capital and community building as planning concepts; and the history, development, and current prospects of the fields of housing (with an emphasis on affordability and inclusion) and local economic development. Considers multiple scales but primarily the neighborhood, city/town, and metro region, centered on the interplay of policies, institutions and markets.

11.463J   **Structuring Low-Income Housing Projects in Developing Countries**
Fall   Reinhard Goethert

Examines dynamic relationship among key actors: beneficiaries, government, and funder. Emphasis on cost recovery, affordability, replicability, user selection, and project administration. Extensive case examples provide basis for comparisons.

11.474   **D-Lab: Disseminating Water, Sanitation and Hygiene Innovations**
                    for the Common Good
Spring   Susan Murcott

Focuses on disseminating water, sanitation and hygiene (WASH) innovations in developing countries, especially among underserved communities. Structured around field-based learning, case studies, lectures and videos. Emphasis on core WASH principles, culture-specific solutions, appropriate and sustainable technologies, behavior change, social marketing and building partnerships. Term project entails implementing the "next steps" in a WASH innovation in a specific locale and/or a new proposal/plan/project. Long-term commitment to specific real-world WASH projects which have been disseminated by MIT faculty, students and alumni. Students taking graduate version complete additional assignments. Limited to 30.

**15.371J**   **Innovation Teams**
Fall, Spring   F. Murray, L. Perez-Breva

Students work in teams to develop commercialization strategies for innovative research projects generated in MIT laboratories. Projects cover critical aspects of commercialization, from selecting the target application and market for the technology to developing an intellectual property strategy and performing a competitive analysis. Instruction provided in communication and teamwork skills, as well as analysis of the challenges and benefits of technology transfer. Includes lectures, guest speakers, and extensive team coaching. Designed primarily for students in engineering, science, and management. Applications, resumes, and a brief statement of interest are required prior to registration.

17.516   **Transitional Justice**
Spring   M. Nobles

Emerging democracies are now confronted with what has been termed "the torturer problem." The questions are old ones: What is to be done about the perpetrator(s) and what is to be done for the abused? Seminar broadly examines the theoretical and empirical approaches to understanding the issues commonly associated with "transitional justice," including its motivations, agents, institutions, and decisions. Cases are drawn from various countries and historical periods, including post-World War II Europe, 19th-century America, and 20th-century Africa and Latin America.

Technology Courses
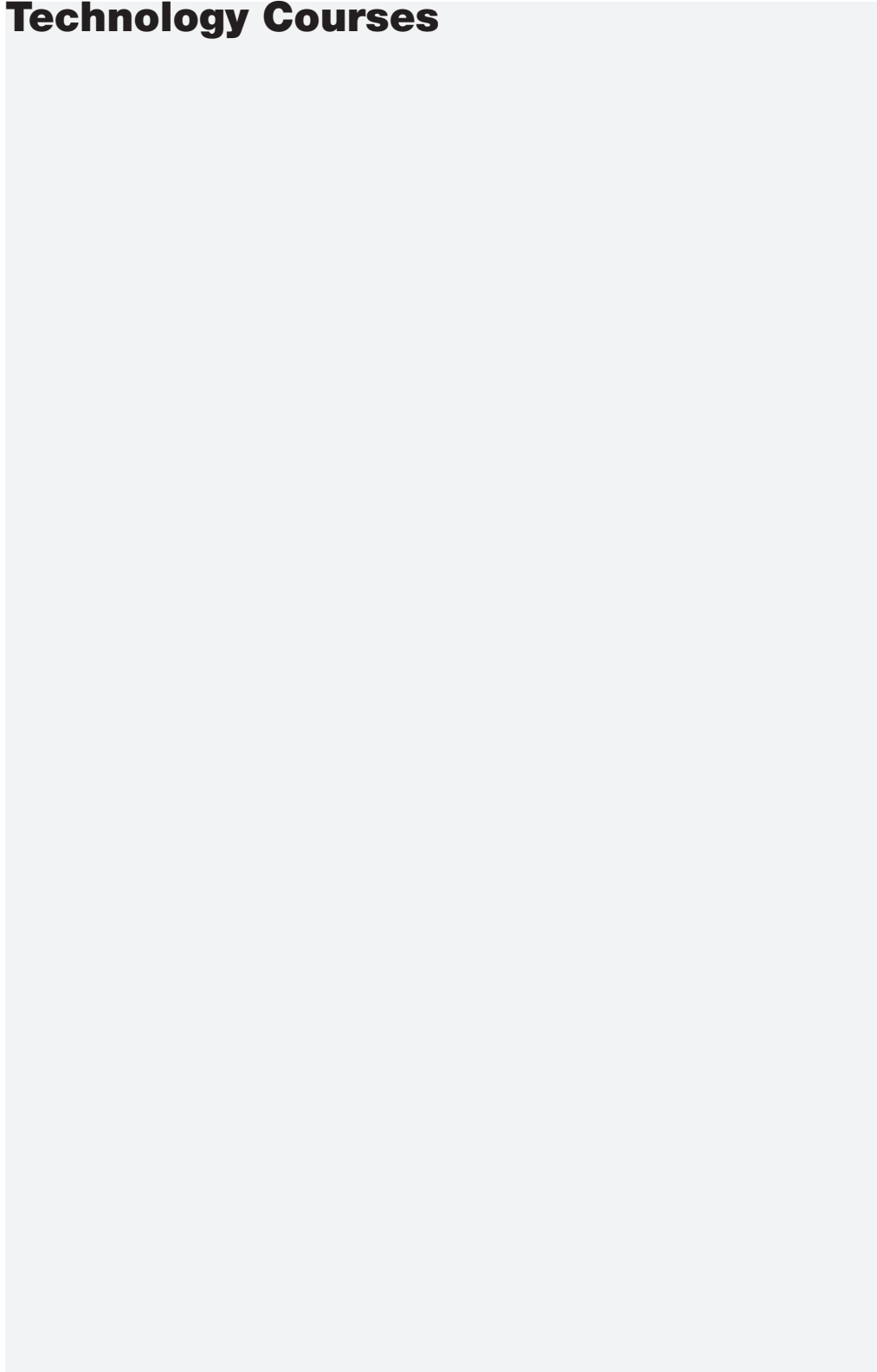
Harvard Kennedy School

API-205   **Politics and Policies: What Can Statistics Tell Us?**
Fall   Deborah Hughes Hallett

Intended for decision makers, this course provides a broad overview of the major concepts of statistics. Includes experimental design, sampling methods, probability, confidence intervals, hypothesis tests, and multiple regression. The focus is on critical interpretation, with applications to policy analysis and program evaluation. Using case studies, the course asks what insight data can provide—and what it cannot—and compares the perspectives of statistics and ethics. The mathematical background required is kept to a minimum, though students should be familiar with some algebra and be able to handle data with a calculator and Excel. May not be taken in addition to API-201. Review Session: Friday 2:45–4:00p.m. (L140).

API-209   **Advanced Quantitative Methods I: Statistics**
Fall   Dan Levy

The goal of this course is to prepare students to analyze public policy issues using statistics. Topics included fall in the areas of probability theory, sampling, estimation, hypothesis testing, and regression analysis. While many students taking this class will have already taken courses in statistics and regression analysis, this course will probably place a much stronger emphasis than typical courses on conceptually understanding the statistical methods. Since the course is targeted to first-year students in the MPA/ID program, we will not shy away from using the mathematical tools needed to develop the conceptual understanding. But the emphasis of the course will be on the conceptual understanding and application of the tools rather than on the math or the mechanics behind the tools. This course is open to non-MPA/ID students only by permission of the instructor. May not be taken for credit with API-201. Students must attend one of the following review sessions: Friday 1:15–2:30p.m. (Starr) OR 2:45–4:00p.m. (Starr). Prerequisites: Multivariate calculus or linear algebra.

API-210   **Advanced Quantitative Methods II: Econometric Methods**
Fall   Theodore Svoronos

Intended as a continuation of API-209, Advanced Quantitative Methods I, this course focuses on developing the theoretical basis and practical application of the most common tools of empirical analysis including non-linear models, instrumental variables, and panel data. Foundations of analysis will be coupled with hands-on examples and assignments involving the analysis of data sets. Prerequisite: API-209 or permission of instructor. This course is open to non-MPA/ID students only by permission of instructor. May not be taken for credit with API-202. Students must attend one of the following review sessions: Friday 8:45–10:00a.m. (Land) OR Friday 10:15–11:30a.m. (L332).

DPI-662   **Digital Government: Technology, Policy, and Public Service Innovation**
Fall   David Eaves

Intended for those interested in public policy and service delivery this course provides a broad overview of emerging opportunities, challenges and risks created by information technology in the public sector. The course will be particularly concerned with how information technology increases the feedback loop—and thus the speed—at which bureaucracies can learn and adapt. Topics covered will include the use of data analytics, security and privacy concerns, agile and iterative policy and program development, design thinking, as well as the impact of information technology on the election cycle.

DPI-670M   **Preventing Digital Disaster: Lessons from Healthcare.gov**
Spring 2   Steven Kelman, David Eaves

Healthcare.gov was a critical movement in digital government—it marked the first time both a government website became a national story and of when the future of a critical policy hung on the ability to deliver a digital service. The reality is, healthcare.gov is not unique. Every year hundreds, if not thousands of government IT projects fail. The cost of these failures runs into the billions. These projects, however, remain hidden, quietly shelved by their governments. What makes healthcare.gov unique is how it has become safe to talk about it. This course will look at a range of issues that led Healthcare.gov to fail. These include issues such as the drafting of the policy and the law itself, procurement rules, the project management and accountability among others. We live in a world where IT will form a critical part of almost every service and policy area. With this class will gain important insights into why IT projects fail and how to prevent them from doing so in the first place.

DPI-671M   **Disrupting Bureaucracy: Understanding Recent Efforts
in Digital Government**
Spring 1   David Eaves

Over the past decade governments have pursued a number of strategies to modernize the public service particularly in light of the opportunities and challenges created by digital services. This course will explore some of the central reasons governments struggled to use information technology effectively and examine recent efforts to rethink how local, regional and national governments use technology and deliver services. Each week a different organization will looked at, examples will include the United States Digital Service, UK Government Digital Service, Office of New Urban Mechanics, Code for America and others. Students will assess what are these organizations goal, their theory of change, how effective have they been at achieving their broader transformative goals and what lessons can we take away about fostering digital government? The course will also look at the bureaucratic and political requirements, risks and challenges in launching and sustaining these types of efforts will be examined. At the end of this course students will have a strong understanding of why using innovation and digital government is difficult to execute, best practices for shifting an organization into using them effectively and an understanding of skills required to execute such a shift.

DPI-687M   **Internet and Society: The Technologies and Politics of Control**
January   Jonathan Zittrain

This course offers an intensive introduction to the field of cyberlaw. We will investigate the evolving nature of online architecture and activities, and the ways in which, law has been, and will be, leveraged to influence them. Course themes include the complex interaction between Internet governance organizations and sovereign states, the search for balance between the ease of disseminating information online and the interest of copyright holders, privacy advocates, and others in controlling that dissemination, and the roles of intermediaries and platforms in shaping what people can and cannot do online. May include Berkman Center fellows and affiliates. Please visit http://brk.mn/IS17. to access the application and read more about the course Permission of the instructor required. Also offered by the Law School as 2728.

IGA-236   **Cybersecurity Technology, Policy, and Law**
Spring   Bruce Schneier

In our information-age society, cybersecurity has become a paramount concern and an increasingly broad area of public policy. From cybercrime to national security, from corporate data collection to government surveillance, from cell phones to driverless cars, issues of cybersecurity are everywhere. These issues are complex and multifaceted, touching on such things as personal freedom and autonomy, public safety, corporate behavior and profitability, international relations, and war. This course seeks to explore the complex interplay of public policy issues in cybersecurity. In the first half of the course, we will survey the nature of cybersecurity threats, explore the human factors surrounding cybersecurity, and seek to understand the basics of cybersecurity technologies. In the second half, we will take our newfound expertise and use it to examine a series of cybersecurity policy issues, both current and near-future. While these issues will primarily be US-focused, we will also discuss relevant issues in the EU and China, as well as international tensions and norms. Cyberspace is fundamentally technological, and an area where public policy requires a firm understanding of the underlying technologies. Cybersecurity is no exception. While this class assumes no computer science background and will make these technologies comprehensible to the layperson, there is a strong technological component to this class.

IGA-238   **Technology, Privacy, and the Trans-National Nature of the Internet**
Fall   James Waldo

Advances in technology have led to worries about "the reasonable expectation of privacy" since Warren and Brandeis wrote their seminal article on the subject at the end of the 19th century. These worries have continued and evolved as the technology of communication has been seen as a technology of surveillance. The modern world of computers, cell phones, CCTV-camera, and the emerging Internet of Things offer unprecedented opportunities for tracking everything everyone does. At the same time, policy around the right to privacy and indeed the definition of what privacy means have evolved in different ways in different countries. European laws attempt to protect the privacy of the individual from corporations, while U.S. law tries to protect the privacy of the individual from the government. Corporations doing business in multiple jurisdictions find themselves subject to conflicting and sometimes contradictory rules and regulations, while users find it difficult to know what rights they have with respect to their interactions. This course

will look at the state of both policy and technology surrounding privacy. Is the technology capable of the kinds of panopticon-style surveillance that critics worry about? What laws cover the use and abuse of such technology, both in the United States and abroad? What is meant by privacy, and how can it be preserved in the face of ongoing technology? And how can nation-states regulate the gathering, access, and use of the information we generate with our technology to preserve some sense of privacy and autonomy?

IGA-380M   **Human Rights Advocacy Using Video, Social Media and Participatory Media**
January   Sam Gregory

Aided by the spread in low-cost, high-quality technologies, video and moving image media are becoming increasingly ubiquitous and multi-form (even though a considerable digital divide exists in terms of access, literacy, and skills both within and between societies across the globe); video will soon be part of every communications and advocacy strategy. Increasing moving image creation, usage and literacy defines much of the experience of a connected younger generation, particularly in the Global North and within certain sectors of Global South society. Use of video, including particularly mobile video, has publicized and documented many emerging human rights struggles from Yangon, to Oakland, to Tehran, and most recently the 'Arab Spring', 'Occupy' and "Black Lives Matter" movements, and characterizes many vibrant citizen media spaces that fill niches long ignored or abandoned by the mainstream media. However, strategic, directed, impact-driven use of video remains under-utilized as an intervention by either NGOs or citizen networks in human rights spaces including treaty monitoring systems, legislative debates, lobbying of decision makers, and community organizing. Many human rights actors do not yet have the skills, connections, or experience to organize, aggregate, or coordinate others' audiovisual media including citizen media content in spaces like YouTube, create their own targeted advocacy media for specific audiences, collaborate to develop compelling material with professional or citizen storytellers, or to link their strategic use of video to new participatory technologies that enhance creation, distribution, and debate, such as mobile, social media, data visualization, mapping, and Web 2.0 tools. A range of new storytelling formats such as virtual reality and immersive live video provide new opportunities for engagement. Policy advocates encounter new challenges as they consider how citizen media and technology usage for activism is enabled or curtailed by government policy and ad hoc decisions and the actions of private sector actors such as mobile and online service providers. This course, taught by a leading practitioner of using video, social media, and participatory technologies for human rights advocacy, will combine a focus on practical advocacy skills for using video, as well as social media (particularly as it relates to video) and other networked/participatory media with analytical discussion, expert guest speakers, exercises, and review of topline emerging trends and overarching policy questions.

IGA-526   **Governing Transformative Biotechnology**
Spring   Calestous Juma

The global community faces a wide range of emerging challenges related to global food security, human health and the environment. Advances in science, technology and engineering play transformative roles in addressing such challenges. However, attempts to apply new technologies to address these challenges are often associated with public controversies. This seminar

examines the dynamics of such controversies with particular reference to advances in biotechnology in general and synthetic biology in particular. Using case studies, the seminar examines the role of public policy in resolving public controversies arising from the application of new technologies to sustainability. Training in natural science or engineering is not a requirement for the seminar.

IGA-528   Technology and Policy
Spring   David Keith

Traditional economic growth theory treats technological change as the residual need to explain observed growth after accounting for capital and labor inputs. Newer economic theories treat technology as endogenous, but they, too, have a rather narrow view of how innovation works. Policy analysis too often borrows these view, taking technological change either as an abstract concept to be applauded or subsidized in general terms, or even as an exogenous force that simply shifts the balance of power between actors. Both of these views are too passive. From birth control to nitrogen fertilizers, society has shaped technology; and, technological change—revolutionary or incremental—has reshaped society. Governments seek to direct technology to their ends, be they environmental protection or economic growth, fostering democracy or enabling repression. Firms and civil society organizations likewise seek to direct technologies and are themselves reshaped by technological change. This course addresses the public policy of emerging technologies. The course is built on three case studies and a crosscutting technology analysis toolkit. For 2017 the three cases will (likely) be: solar geoengineering, CRISPR and related gene editing tools, and a historical look at civilian nuclear power. Each case study will combine lectures with a structured policy analysis exercise. Guest lectures will be used to bring a diversity of perspectives to each case. The technology analysis toolkit will cover tools for understanding and managing technological change grouped into four broad areas: assessment and forecasting, risk and decision analysis, public risk perception, and US government science and technology policy processes.

PED-115   Using Data to Understand Good Governance
Spring   Filipe Campante

The data show that good governance is associated with desirable outcomes across countries and societies: higher life satisfaction, greater income per capita, lower child mortality, longer life expectancy, less disease, etc. But these statistical associations in the data are not sufficient to establish either that good governance truly causes such societal outcomes, or what types of policies produce them. This course asks: What are the determinants of good governance? Is good governance "good" beyond its intrinsic desirability? If so, how? We use a data-driven approach to answer these questions, focusing on quantitative empirical methods and their applications to policy. The goal is to develop skills to be savvy consumers, as well as producers, of policy-relevant evidence related to issues of governance, in rich and poor countries alike. Topics will include: democracy, corruption, conflict, culture, mass media, quotas, and foreign aid.

Harvard Business School

1365   **Big Data and Critical Thinking**
Fall   Lutz Finger

The last few years has seen an explosion of data. Data is being collected at a staggering rate from a wide range of sources as the scale of digital activities has increased. Companies have enormous data on customers-what they buy, how they buy, and where they buy, the professional and social groups to which people belong, employee engagement, and operational performance. Data is sometimes described as the "new gold." But value is not created by data; it is created by the application of data to achieve a business need. Data science seeks to make sense of and gain insights from data. To manage effectively in this new world requires a fluency in big data and machine learning as well as the skills to think critically about those processes, their application, and appropriately interpret the insights they may (or may not) yield. This course will help students develop the basic data skills, language, and attributes needed to lead an organization towards becoming data-centric and to potentially create data products. You will learn the basic concepts about data and data science by building the main models in Excel-no programming knowledge is required nor is it needed. After introducing a technique our focus will be on critically thinking through the intuition behind the algorithm to thoughtfully discuss the role of data. What question is being asked? What is being measured in order to answer it? Why and how is the model or algorithm useful in answering it? How confident are we in the predictions? Is there over-fitting of data? How can we visualize it? How does machine learning occur? What implications does the analysis have for managerial action or decision making?

Harvard Extension School

CSCI E-8   **Web GIS: Technologies and Applications**
Spring   Pinde Fu

Web GIS, as the combination of the web and GIS (Geographic Information Systems), is a new and promising field. It has unlocked the power of GIS, and put online maps and geospatial intelligence in the offices of millions and the hands of billions. This course aims to provide students with the essential web GIS knowledge needed for managing web GIS projects, teach students the latest web GIS technologies needed for building modern web GIS apps, and inspire students with real world application case studies. This course focuses on Esri's web GIS platform, the most widely used GIS technology in government and business information systems. Products taught in this course include ArcGIS Online, Story Maps, Web AppBuilder, Collector and Survey 123 mobile GIS, AppStudio, Operations Dashboard, ArcGIS Pro, 3D web scenes, ArcGIS Earth, and ArcGIS API for JavaScript. Access to Harvard ArcGIS server and other ArcGIS software is provided.

CSCI E-45A   **The Cyber World: Hardware, Software, Networks, Security,**
                  and Management
Fall   Scott Bradner

Today we all live and work in a participatory cyberspace. Computers, the data networks that interconnect them, and the services available over the networks make up this cyberspace. As cyberspace invades almost all areas of modern day living, playing, and working, it is becoming more important that people understand its technical and political underpinnings and operations, as well as its capabilities, threats, and weaknesses. This is a companion course to CSCI E-45b. The goal of this pair of courses is to give students the tools they need to understand, use, and manage the technologies involved, as well as the ability to appreciate the legal, social, and political dynamics of this ever expanding universe and the interplay between the cyber and physical worlds. The pair of courses covers the essential elements of computing and the history, structure, operation, and governance of the Internet. This course focuses on the fundamental workings of the digital world. From individual computing devices to the broader Internet, students learn how each piece in this gigantic puzzle comes together to create the digital infrastructure that is the cyberspace of today and tomorrow. In addition, we explore the fundamental concepts, technologies, and issues associated with managing and securing cyberspace.

CSCI E-45B   **The Cyber World: Governance, Threats, Conflict, Privacy, Identity,**
                  and Commerce
Spring   Scott Bradner

Today we all live and work in a participatory cyberspace. Computers, the data networks that interconnect them, and the services available over the networks make up this cyberspace. As cyberspace invades almost all areas of modern day living, playing, and working, it is becoming more important that people understand its technical and political underpinnings and operations, as well as its capabilities, threats, and weaknesses. This is a companion course to CSCI E-45a. The goal of this pair of courses is to give students the tools they need to understand, use, and manage the technologies involved, as well as the ability to appreciate the legal, social, and political dynamics of this ever expanding universe and the interplay between the cyber and physical worlds. The pair of courses covers the essential elements of computing and the history, structure, operation, and governance of the Internet. This course explores the technical and legal aspects of the interactions and tensions between security, usability, privacy, and surveillance in a post NSA-revelation world. We also look at the technical and legal underpinnings that affect the use of cyberspace for businesses. Finally, we explore the rapidly changing dangers of cyberspace from viruses to state-sponsored cyber-conflict.

CSCI E-63   **Big Data Analytics**
Spring   Zoran B. Djordjevic

The explosion of social media and the computerization of every aspect of social and economic activity resulted in creation of large volumes of mostly unstructured data: web logs, videos, speech recordings, photographs, e-mails, Tweets, and similar data. In a parallel development, computers keep getting ever more powerful and storage ever cheaper. Today, we have the ability to reliably and cheaply store huge volumes of data, efficiently analyze them, and extract business and socially relevant information. The key objective of this course is to familiarize the students with key information technologies used in manipulating, storing, and analyzing big

data. We look at the basic tools for statistical analysis, R and Python, and some key methods of machine learning. We review MapReduce techniques for parallel processing, Hadoop, an open source framework for running MapReduce on Internet scale problems and HDFS, Hadoop's Distributed File System. We spend considerable time mastering Spark which emerged as the most important big data processing framework. We examine Spark streaming which allows analysis of data in flight—that is, near real time. We touch on tools that provide SQL-like access to unstructured data like Hive. We analyze so-called NoSQL storage solutions exemplified by Cassandra for their critical features: speed of reads and writes, and ability to scale to extreme volumes. We examine memory resident databases (VoltDB, SciDB) and graph databases (Ne4J). Students gain the ability to initiate and design highly scalable systems that can accept, store, and analyze large volumes of unstructured data in batch mode and/or real time. Most lectures are presented using Java examples. Some lectures use Python and R.

CSCI E-78   Wearable Technologies and the Internet of Things
Spring   Aline Yurik

The wearable technologies field has been experiencing explosive growth with exciting applications in the fields of medicine, sports, fitness, entertainment, as well as new ways for people to interact, communicate, and experience the environment around them. The Internet of Things (IoT) works with sensors and software in wearable technologies to provide a communications network that allows data collection and information exchange for wearable devices. The applications range from helping manage chronic diseases to experiencing entertainment, sports, and games in a virtual-reality setting. Enterprise architecture is expanding to include the communications network of the Internet of Things, and data from wearable devices is being incorporated in big data analytics frameworks. In this course we review aspects of wearable technologies, including the software, architecture, UX design, communication networks, and data analytics. We review current and proposed uses of this emerging technology.

CSCI E-81   Machine Learning and Data Mining
Fall   Peter Vaughan Henstock

With the rise of data science and big data fields, machine learning has gained further recognition as the key driver behind the successful advance of these fields. However, many recent entrants to the field can only utilize the variety of machine learning algorithms as black boxes. This course aims to empower students to effectively use and understand the primary approaches so as to be able to modify them for specific uses. Our focus is less on theory and more on practice. Students engage in hands-on implementation of some of the fundamental algorithms such as predictive modeling and clustering applied to real, open-ended problems. While most of the course focuses on machine learning, we also have a few lectures on text/data mining algorithms.

CSCI E-84   A Practical Approach to Data Science
Fall   Ramon Mata-Toledo

This course is a survey of the growing field of data science and its applicability to the business world. It teaches students to gather, select, and model large amounts of data. We consider the tremendous amount of data available (volume), how to acquire it in a timely manner (velocity), and how to extract what is meaningful for a particular enterprise from a multitude of sources that

may take many forms of images, media sources, social networks, and the like (variety). This course also deals with how to store and protect both the data and the information generated from it. Although the course relies on well-known techniques and theory from mathematics, modeling, probability, statistics, and computer science to address these issues, we approach the course from a more practical, hands-on point of view where the student samples, explores, modifies, models, and assesses target data sets through the use of a comprehensive workbench approach using data mining and data warehousing tools. The large data sets considered are freely available from traditional data centers or network environments such as the US Census Bureau as well as from new storage technologies such as the cloud. The course also explores the technical and practical aspects of data science, the historical value of digital data, and its effects on and implications for today's business world.

CSCI E-90   **Cloud Computing and the Internet of Things**
Fall   Zoran B. Djordjevic

Cloud computing has entered the mainstream of information technology, providing infinite or at least highly elastic scalability in delivery of enterprise applications and software as a service (SaaS). All technologically advanced companies are migrating their information technology operations to the cloud reaping huge financial and performance benefits. Amazon Elastic Cloud, Microsoft Azure, Google App Engine, and a few other offerings give both mature software vendors and start-ups the option to deploy their applications to a system of infinite computational power with practically no initial capital investment and with modest operating costs proportional to the actual use. The course introduces students to the most important services in Amazon Web Services (AWS): EC2, S3, SNS, SQS, AWS Lambda, and others. We master the automation of application delivery using cloud formation and EC2 Container Service, and mobile apps development and deployment using Mobile Hub. A special emphasis is placed on use of AWS IoT as the enablement of the Internet of things. We learn to migrate existing applications into the cloud by navigating through phases such as creation of a private cloud; attaching, in a secure fashion, the private cloud to the public cloud; and provisioning and maintaining resources in the public cloud. We deal with non-trivial issues such as load balancing, caching, distributed transactions, identity and authorization management, and data encryption. We review Microsoft Azure Cloud services and compare them with the corresponding AWS services.

GOVT E-1007   **Cyberpolitics**
Spring   Ruxandra Paul

This seminar examines how the digital age has transformed politics around the world, in democratic and authoritarian contexts. Information and communication technologies change how people, states, and non-state actors interact. Social media (Facebook, Twitter) facilitate information sharing and collective action. Technology creates new access points and new vulnerabilities. The course includes four modules: e-democracy (civic engagement, elections, accountability); online revolutions (resistance, repression, mobilization); security (cyberwar, terrorism, hacking); and beyond state boundaries (international cooperation, diasporas, transnational activism).

Harvard Faculty of Arts and Sciences

CompSci 50   **Introduction to Computer Science I**
Fall   David Malan

Introduction to the intellectual enterprises of computer science and the art of programming. This course teaches students how to think algorithmically and solve problems efficiently. Topics include abstraction, algorithms, data structures, encapsulation, resource management, security, software engineering, and web development. Languages include C, PHP, and JavaScript plus SQL, CSS, and HTML. Problem sets inspired by real-world domains of biology, cryptography, finance, forensics, and gaming. Designed for concentrators and non-concentrators alike, with or without prior programming experience. 72% of CS50 students have never taken CS before.

CompSci 51   **Introduction to Computer Science II**
Spring   Stuart Shieber

Abstraction and design in computation. Topics include functional and object-oriented styles of programming, software engineering in the small, and models of computation. Our main goal is to understand how to design large programs to make them readable, maintainable, elegant, and efficient.

CompSci 90NAR   **The Internet: Governance and Power**
Fall   Virgilio Almeida

In this course, we study cyberspace governance. Cyberspace is a unique combination of physical and virtual properties. In this course, we view cyberspace as a structure consisting of three layers: the physical layer represented by the global communication infrastructure and two virtual layers, composed by the Internet layer and the social and economic layer. Our focus concentrates on the top two layers. The principles, norms, rules, and procedures that shape the cyberspace are studied in this course through quantitative analysis of data collected from different sources in the digital world. Data-oriented analysis of problems and policies in cyberspace will be illustrated by examining several case studies in the major internet platforms. The case studies will help students to understand the role of social algorithms, programs that rank and classify people and information and services that provide customized experiences. Ultimately, students learn how to use quantitative methods to understand different issues related to digital governance.

CompSci 165   **Data Systems**
Fall   Stratos Idreos

We are in the big data era and data systems sit in the critical path of everything we do. We are going through major transformations in businesses, sciences, as well as everyday life—collecting and analyzing data changes everything and data systems provide the means to store and analyze a massive amount of data. This course is a comprehensive introduction to modern data systems. The primary focus of the course is on the modern trends that are shaping the data

management industry right now: column-store and hybrid systems, shared nothing architectures, cache conscious algorithms, hardware/software co-design, main-memory systems, adaptive indexing, stream processing, scientific data management, and key-value stores. We also study the history of data systems, traditional and seminal concepts and ideas such as the relational model, row-store database systems, optimization, indexing, concurrency control, recovery and SQL. In this way, we discuss both how and why data systems evolved over the years, as well as how these concepts apply today and how data systems might evolve in the future. We focus on understanding concepts and trends rather than specific techniques that will soon be outdated—as such the class relies largely on recent research material and on a semi-flipped class model with a lot of hands-on interaction in each class.

CompSci 265   **Big Data Systems**
Spring   Stratos Idreos

Big data is everywhere. A fundamental goal across numerous modern businesses and sciences is to be able to exploit as many machines as possible, to consume as much information as possible and as fast as possible. The big challenge is "how to turn data into useful knowledge". This is far from a simple task and a moving target as both the underlying hardware and our ability to collect data evolve. In this class, we will discuss how to design data systems and algorithms that can "scale up" and "scale out". Scale up refers to the ability to use a single machine to all its potential, i.e., to exploit properly the memory hierarchy and the multiple CPU and GPU cores. Scale out refers to the ability to use more than 1 machines (typically 100s or 1000s) effectively. This is a research oriented class. Every week we will read two modern research papers; one from the scale up area and one from the scale out area. We will use examples from several areas, including relational systems and distributed databases, graph processing systems (i.e., for social networks), key value stores, noSQL and newSQL systems as well as mobile computing. Each student will work on a semester long data systems research project (in groups of 2–4 students) which can be in any of the above areas and will be based on an open research problem.

Harvard T. H. Chan School of Public Health

GHP 220   **Introduction to Demographic Methods**
Fall   Marcia Castro

This is an introductory level class on the analysis of mortality, fertility and population change. It is required for all masters' and doctoral students in the department of Global Health and Population. Students are introduced to the core literature in this field through lectures, and assigned readings selected from peer-reviewed journals and textbooks. Together, these provide a graduate-level introduction to the principle sources and characteristics of population data and to the essential methods used for the analysis of population problems. The emphasis throughout is on understanding the key processes, models and assumptions used primarily for the analysis of demographic components. Practical training will be given through a required weekly laboratory session, assignments, and a final examination. Examples presented in class and used in assignments are drawn from several countries, combining both developed and developing in assignments are drawn from several countries, combining both developed and developing world realities.

Schools Outside of Harvard University *

Fletcher School of Law and Diplomacy Tufts University

DHP P207   **GIS for International Applications**
Spring   Patrick Florance

This course introduces students to the use of geospatial technologies, data, and analysis focusing on applications in the international context. The course gives primary emphasis to the use of geographic information systems (GIS) for data creation, mapping, and analysis. It will also cover the use of global positioning systems (GPS) for field data collection and mapping; cartography for high quality visualization; and the use of map mash-ups and crowd sourcing in the international arena. Final projects are large-format poster info-graphics. More detailed course information is available at: https://wikis.uit.tufts.edu/confluence/display/GISINT/Home. Enrollment limited to 26 students.

Massachusetts Institute of Technology

11.151   **Youth Political Participation**
Spring   J. S. Light

Surveys youth political participation in the US since the early 1800s. Investigates trends in youth political activism during specific historical periods, as well as what difference youth media production and technology use (e.g., radio, music, automobiles, ready-made clothing) made in determining the course of events. Explores what is truly new about "new media" and reviews lessons from history for present-day activists based on patterns of past failure and success. Some mandatory field trips may occur during class time.

17.309   **Science, Technology, and Public Policy**
Fall   K. Oye

Analysis of issues at the intersection of science, technology, public policy, and business. Cases drawn from antitrust and intellectual property rights; health and environmental policy; defense procurement and strategy; strategic trade and industrial policy; and R&D funding. Structured around theories of political economy, modified to take into account integration of uncertain technical information into public and private decision-making. Meets with 17.310[J]. Limited to 18.

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