

2015–2016

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

A publication of the

Ash Center for Democratic Governance and Innovation
Harvard Kennedy School

2015–2016

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

A publication of the

Ash Center for Democratic Governance and Innovation

Harvard Kennedy School
79 John F. Kennedy Street
Cambridge, MA 02138

617-495-0557
www.ash.harvard.edu

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.

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.

TABLE OF CONTENTS

Democratic Governance Courses

FACULTY

- 3 Harvard Kennedy School
www.hks.harvard.edu/degrees/teaching-courses/course-listing
- 30 Harvard Business School
www.hbs.edu/coursecatalog
www.hbs.edu/doctorsal/registrat/courses.html
- 31 Harvard Divinity School
www.hds.harvard.edu/academics/courses
- 33 Harvard Extension School
www.extension.harvard.edu/courses
- 34 Harvard Faculty of Arts and Sciences
www.registrat.fas.harvard.edu/courses
- 38 Harvard Graduate School of Design
www.gsd.harvard.edu/courses
- 38 Harvard Graduate School of Education
www.gse.harvard.edu/academics/catalogue
- 40 Harvard School of Public Health
www.hsph.harvard.edu/administrative-offices/registrat/courses-and-schedules

SCHOOLS OUTSIDE OF HARVARD UNIVERSITY

- 42 Fletcher School of Law and Diplomacy at Tufts University
fletcher.tufts.edu/Academic/Courses
- 43 Massachusetts Institute of Technology
<http://web.mit.edu/catalog/subjects.html>

Innovation Courses

FACULTY

- 47 Harvard Kennedy School
www.hks.harvard.edu/degrees/teaching-courses/course-listing

- 64 Harvard Business School
www.hbs.edu/coursecatalog
www.hbs.edu/doctoral/registrar/courses.html
- 66 Harvard Extension School
www.extension.harvard.edu/courses
- 66 Harvard Faculty of Arts and Sciences
www.registrar.fas.harvard.edu/courses
- 66 Harvard Graduate School of Design
www.gsd.harvard.edu/courses
- 69 Harvard Graduate School of Education
www.gse.harvard.edu/academics/catalogue
- 71 Harvard School of Public Health
www.hsph.harvard.edu/administrative-offices/registrar/courses-and-schedules

SCHOOLS OUTSIDE OF HARVARD UNIVERSITY

- 74 Massachusetts Institute of Technology
<http://web.mit.edu/catalog/subjects.html>

Democratic Governance Courses

Harvard Kennedy School

API-126

American Economic Policy

Spring

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-505M

Policy Analysis

Spring Mod4

A: Jose Gomez-Ibanez

B: Jose Gomez-Ibanez, Dan Levy

C: Mary Jo Bane

D: John Donahue

This module gives students training and practice in the skills of applied policy analysis. It will equip them to define problems systematically, and to select and apply analytical tools, in the service of better policy decisions. Put differently, and more briefly, it aims to inculcate the characteristic MPP habit of mind. Two related conceptual themes underpin the course. The first is the architecture of alignment among mission, capacity, and support. The second is the structured identification and processing of options, generally in the absence of perfect or complete information. These two themes provide the conceptual structure into which many specific analytic tools can be slotted as the challenges of a particular policy arena require. The module features a mix of case discussions, short lectures, and electronic tutorials accessed outside of class time. In addition, students—working both individually and in groups—will apply the tools of policy analysis to real-world, real-time policy issues of their choosing. Throughout the module there will be opportunities to practice, and to get feedback on, policy-relevant communication. Open to MPP1 students only.

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.

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: Quinton Mayne

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.

Section I is part of a five course integrated cohort tailored to the needs of MPP students interested in the International and Global Affairs (IGA) policy area of concentration. Students who enroll in DPI-101I must also enroll in API-102I, API-202I, DPI-201I, and IGA-100 during the spring 2015 semester. Participation in this experimental integrated cohort is required for prospective IGA concentrators.

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.

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 Thomas Patterson

There are six PAC seminars, each bearing the same “150Y” designation along with the relevant policy-area prefix: BGP, DPI, IGA, ITF, 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). Open to MPP2 students only.

DPI-201 **The Responsibilities of Public Action**
 Fall A: Arthur Applbaum
 B: Christopher Robichaud
 C: Frances Kamm
 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 policy-maker responsibility.

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.

DPI-216 **Democratic Theory**
Spring Jane Mansbridge

Democracy is a work in progress. To figure out where we are and where we want to go, this course traces how Western democratic theory evolved from the ancient Greeks to the present, particularly emphasizing on the institutions that influenced and were in turn influenced by these evolving theories. Readings from Aristotle and Hobbes through Habermas and Foucault, with one foray into Islamic thought. The course has two aims: to appreciate the varied and sometimes contradictory history behind the ideas that shaped today's democracies and to pose critical normative questions for today. To see a short VIDEO describing this course, please follow this link: <http://www.youtube.com/watch?v=C6itEgdLTcs>.

DPI-312 **Sparking Social Change in a Dynamic World**
Fall Mark Moore, James Bildner

Examines strategies and processes of contemporary social change in the United States, other developed countries, developing countries, and transnational contexts. Aimed at students who hope to produce social change from varied social platforms including start-up social enterprises as well as established organizations, and located in the for-profit, non-profit, and governmental sectors. Will also explore different methods for producing social change ranging from social and political mobilization, through the development of specific products and services that can be scaled up through market processes and financial markets as well as new cross sector instruments such as social impact bonds, pay for performance contracts and impact investing. Through an inductive examination of a large number of social change projects, students will gain a knowledge of how different processes and structures of society can be used to leverage social change efforts as well as how these different processes produce different "end games"

from open source to government adoption and can produce profound and lasting change in government policy, social research and development, philanthropy and volunteerism, market processes, and social and political mobilization. Course provides a detailed context for students who aspire to make a difference in the world and help drive systemic change.

To see a short VIDEO describing this course, please follow this link:

<http://www.youtube.com/watch?v=QwuiFdVuFVI>.

DPI-322M Presidential Elections
January Elaine Kamarck

In a nation where there are hundreds of separate election contests every year, Presidential Elections are the only truly national elections. But this is not the only thing that makes them unique. Both the nomination system, consisting of primaries, caucuses and a national convention and the general election, dominated by the demands of the Electoral College, differ substantially from all other elections in the American political system. This module will provide students with the history and political science they will need to make sense of the 2016 presidential election and beyond. It will focus on the structure of the presidential election system, both the nominating system and the general election; the very different sets of voters that participate in presidential primaries and presidential general elections; the influences that contribute to the unique narratives of both challenger and incumbent campaigns; and finally the role issues play in creating a mandate for governance by the person who wins the presidency. On several occasions we will also meet outside of class to view video of important campaign events. The course also includes several speakers with extensive experience in some aspect of presidential campaigns. In addition, on the weekend in between the two weeks of this module students will go to New Hampshire to observe and/or participate in campaign activities leading to the run up to the New Hampshire Primary. The module presupposes a basic level of understanding of American government and politics. International students are encouraged to take the class and Course Assistants will provide regular extra study groups for them.

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.

DPI-345M **Green Politics and Public Policy in a Global Age**
Spring M3 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 learn-

ing 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 video taped 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.

DPI-360 Social Capital and Public Affairs: Research Seminar
Spring 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-393 The Civil Rights Movement, Race and Policy in Modern America
Spring Leah Wright Rigueur

This course traces the development of the American civil rights movement over the course of the 20th and 21st century, exploring many of the major sites of protest, opposition and resistance, via the concept of the long “black freedom struggle.” Beginning with Plessy v. Ferguson (1896) and ending with the “Black Lives Matter” campaign (2015), our investigation will focus on three broad themes: equal citizenship, strategies of leadership, and public policy: approaches and solutions. Some of the questions we will cover include: who “counts” as a civil rights activist? What are the priorities of these activists? How was civil rights policy formed and shaped? Were these policies effective? How does a long history of civil rights activism guide present-day black protest and policy making?

DPI-401 Institutions and Development
Spring 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-413 **Democratization**
Fall 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 governance, 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-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.electoral-integrityproject.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, failing 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-450 **The Political Economy of Transition in China**
 Spring Anthony Saich

China’s incremental reforms have been compared favorably as a transition strategy with the “shock therapy” attempted in Eastern Europe and Russia. Reality is more complex, progress is mixed, and the country is now facing major challenges from delayed reforms, especially in the industrial and financial sectors. How are the state’s priorities set? Relevant theories on socio-economic development and transitions will be analyzed through a detailed study of the policy-making process in China. China provides an interesting empirical testing ground for comparative theory, as it has moved from a statist model of development to one that makes greater use of market forces within an authoritarian political structure. The course first evaluates China’s evolving development strategies. Second, it analyzes the politics of the current transition, with detailed discussion of economic and social policy formulation and implementation.

DPI-452 **Restless Empire: The Past, Present, and Future of Chinese Power**
 Fall Arne Westad

At the beginning of the 21st century, China is moving ever closer to the center of international affairs. This course traces the country’s complex foreign relations over the past 250 years, identifying the forces that will determine its path in the decades to come. Since the height of the Qing Empire in the 18th century, China’s confrontation with foreign powers have caused its world view to fluctuate between feelings of dominance and subjugation, emulation and defiance. From the invasion of Burma in the 1760s to the Boxer Rebellion in the early 20th century and the rivalry with the United States in eastern Asia today, many of these encounters have left the Chinese with a sense of humiliation and resentment, and have inflamed their notions of justice, hierarchy, and China’s regional centrality. This course is essential for anyone wishing to understand the recent past and probable future of this dynamic and complex country.

DPI-460 **Latin American Politics and Policymaking**
Spring 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-505 **The Supreme Court and Public Policy**
Spring Maya Sen

Learning how courts interpret policy has become an important component of the policymaker's toolkit. This course aims to introduce students to how Constitutional interpretation touches upon pressing policy questions of today. Students will engage with what courts expect to see from policymakers, while also learning how to read cases from a lawyer's perspective. Topics covered include federalism, LGBT rights, race and ethnicity, criminal justice issues, voting rights, and political questions. Texts will include cases decided by the Supreme Court, including recent cases from the 2013–14 and 2014–15 terms, and also contemporary scholarship on judicial politics and decision making. Throughout, the emphasis will be on what policy makers can expect from the courts in terms of federal and state policy interpretation.

DPI-562 **Public Problems: Advice, Strategy and Analysis**
Spring 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.

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.

DPI-684 New Media, Surveillance, Access, Propaganda and Democracy
Fall Nolan Bowie

In a viable democracy, citizens must not only be sufficiently informed and effectively engaged in the process of self-governance and self-government, but must also be reasonably free of both government and private sector surveillance, from excessive propaganda, disinformation, and manipulation. In the 21st century they ought to have ready access to affordable communications networks and to tools and skills necessary to empower themselves and their communities democratically. The course will examine various assumptions concerning the digital age and information society, First Amendment law and practice, intellectual property, minority viewpoint access opportunities and barriers (winners and losers), and media justice issues, generally. Does government have an affirmative role to produce and deploy information and communication products, services, applications, and infrastructure as public services and public goods, or not? If so, what are the tipping points of market failure necessary to justify and provoke effective government action—national defense rationale, public interest rationale, human rights rationale, sustainable development rationale, global competitiveness rationale, etc.? The role of social and community mesh networks, crowd sourcing news, immersive education, e-government, e-democracy, censorship, and the disruptive nature of new technology and constant change will be discussed in the context of democratic institutions and procedures.

DPI-710 History of the U.S. for Policymakers, Activists, and Citizens
Spring Alex Keyssar

This is a course intended for policy students, both from the U.S. and from abroad, who would like to enlarge or shore up their knowledge of U.S. history. The course will deal with the major themes, issues, and turning points in the evolution of the modern U.S. (largely post-1900) with an eye towards developments that are likely to be relevant to understanding current and future problems and policy issues. Among the topics to be considered historically are: the constitution and institutions of governance; parties and political institutions; the relationship between business and government; immigration; race; labor and social welfare provisions; regional differences; imperialism; and the Cold War. Some attention will also be devoted to the ways in which historical understanding can fruitfully serve policymakers.

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-810M Introduction to Writing for Policy and Politics
 Fall M1 A: Greg Harris
 Fall M2 B: Alexandria Marzano-Lesnevich
 Spring M3 C: Greg Harris

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 M2 A: Greg Harris
 Spring M4 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. Those who have not taken DPI-810M should apply, with a writing sample, to the instructor. Each course in the DPI communications series assumes a fluency with the English language.

DPI-820M Policy Writing for Decision Makers

Fall M1 A: Lauren Brodsky
 Fall M2 B: Lauren Brodsky
 Spring M3 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 learn the styles and genres of policy writing, including proposals, position papers, and briefing books, and 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 presents writing assignments focusing on problems you may face as a policy writer and decision maker, with attention to the research methods, modes of analysis, persuasive arguments, recommendations, refutations, and graphic support that turn research and advocacy into action. It will also teach you the strategies, techniques, and production habits of highly skilled writers. Each course in the DPI communications series assumes a fluency with the English language.

DPI-821M Advanced Policy Writing for Decision Makers

January Morgan McVicar

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 2015 semester that have been tailored to the needs of prospective IGA concentrators—i.e. API-102I (Lawrence/Reinhart), API-202I (Yanagizawa-Drott), DPI-101I (Masoud) and DPI-201I (Risse).

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

Analyzes and evaluates the statecraft and leadership of seven political leaders. Statecraft will be evaluated in each case in terms of the historical record left by the statesman and the moral judgment that can be made regarding his accomplishments. The course analyzes the statecraft of Otto von Bismarck, Woodrow Wilson, John F. Kennedy, Charles de Gaulle, Henry Kissinger, Jimmy Carter, and Tony Blair.

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

There are six PAC seminars, each bearing the same “150Y” designation along with the relevant policy-area prefix: BGP, DPI, IGA, ITF, 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.

**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.

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
Spring 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 completely 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

Food and farming have emerged as urgent social concerns. The policy challenges in this area include widespread undernutrition in many poor countries, a growing obesity crisis in wealthy countries, and unstable international food prices. Populations displaced by war and drought struggle for access to international assistance. Skewed ownership of agricultural land and inadequate public investment in infrastructure bring rural poverty and social inequity. Unsustainable farming systems encouraged by sub-optimal government policy are both a cause and a consequence of climate change. In poor countries governments typically tax farmers to subsi-

dize food consumers, while in rich countries they subsidize farmers, often at excessive cost to consumers and taxpayers. Expanding livestock industries invite controversy on grounds of health, food safety, and animal welfare. Advocates for organic, local, and slow foods challenge conventional food and farming practices. Genetically engineered seeds spark intense conflict. This course will review the politics of food and farming in both rich and poor countries. It emphasizes the durable importance of national governments and national policy making, plus the significant influence of intergovernmental organizations (IGOs), multinational food and agribusiness companies, and international NGOs ranging from humanitarian relief and advocacy organizations to social entrepreneurs and philanthropic foundations. Guest speakers will be scheduled, and students will be invited to help organize optional field trips.

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

Spring M3 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-490M The Global Health System: Governance Challenges and Institutional Innovations

Spring M3 Suerie Moon

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 institu-

tional 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.

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**
 Spring M3 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. There are no prerequisites.

MLD-101 **Management, Leadership, and Decision Making**
 Year A: Hannah Riley Bowles
 B: Mark Fagan, Jorrit de Jong
 C: Nathalie Laidler-Kylander, Robert Livingston
 D: Dana Born

MLD-101 is a survey course designed for professional students with aspirations to contribute to the public good. It provides an introduction to important concepts and analytic frameworks for management, leadership, and decision making. The course includes material on topics such as aligning mission and strategy, performance measurement, basic marketing and operations, motivating people, biases in decision making, and working in teams. Open to MPP1s only. May not be taken for credit with MLD-110.

MLD-102 Getting Things Done: Management in a Development Context
 Fall 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 current approaches to public problem solving applied around the world. Important strategic decisions examined in the course include: formulating and articulating a mission and vision; formulating and embedding values and long-term objectives in the organizations; translating objectives into metrics and measures of performance; designing service delivery and production systems and organizational structure and shaping organizational culture. Privatization and partnerships will be examined along with public provision as ways of creating public value. Most class meetings are case discussions, supplemented with conceptual materials, exercises, and group work. Cases and other readings 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.

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

This course applies theory to the practice of leadership within societies and organizations facing the adaptive challenges of a changing world. We clarify the relationship among key concepts—leadership, management, authority, power, influence, followership, citizenship—to provide a coherent, practical foundation. The course develops: a) diagnostic tools for analyzing the dynamics of change in social systems, and b) strategies of action to mobilize collective attention and responsibility for tough challenges; generate innovation; orchestrate multi-party conflict; lead through crisis; gain, use, and negotiate with authority; and build a culture of long-term

adaptability. Through these frameworks and tools, students discover options for practicing leadership with and without authority, 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, a major paper, and complete attendance are required. Attendance at first class required. Occasional evening meetings.

MLD-301 Leadership Decision Making
Fall Jennifer Lerner

Professionals who work in government, business, the legal system, medicine, and many other settings make critically important decisions every day. Whom should our organization hire? How much financial risk can we tolerate? How should we structure accountability systems? Taking this course will help you to make such decisions in a less biased and more systematic way. It will also help you understand the underlying psychology of the mind. More specifically, it will help you understand when and why humans depart from standards of accuracy and rationality in judgment and decision making. Course topics will include (a) basic mental processes in perception, memory and context dependence; (b) how questions affect answers; (c) models of decision making; (d) heuristics and biases; (e) social and group influences; (f) common traps; and (g) debiasing techniques. We will also discuss emotion. The lectures and discussions will be coordinated to complement weekly readings, which draw from psychology (primarily), behavioral economics, and neuroscience. Throughout the course, the overarching goals are to: (1) Learn about the academic field of judgment and decision making, its major theories, results, and debates. (2) Become a critical consumer of research findings, learning: (a) how to identify behavioral science studies on a given topic and (b) the methodological standards for evaluating the soundness of such studies. (3) Develop the ability to effectively write and speak about behavioral science theories, results, and debates. (4) Acquire practical skills for improving your own judgments and decisions. (5) Acquire knowledge of which biases individuals can fix with training/knowledge and which biases individuals cannot fix unless managers engage in institutional design (e.g., nudges). (6) Develop a capstone project in which you apply the material in a way that will improve professional decision making processes. Possible selections include legal process, government institutions, medical settings, and other areas where high stakes decisions are made regarding policy. Enrollment is open to any Harvard University student with graduate student standing. Undergraduates may enroll only by permission of the instructor. No specific prerequisites but prior coursework in psychology and economics will be a significant help. No space for auditors.

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-325 **Becoming a Leader**
 Fall David Gergen

Leaders are not born but are self made through personal journeys that can last a lifetime. The purpose of MLD-325 is to help students along the way, better understanding how and why others have succeeded—and often failed. The course will consist of a wide array of readings, classroom conversations, outside speakers and occasional films. The first portion of the course will focus on the inner journey of leaders—how they develop self-awareness, authenticity and a personal voice; the latter portion will concentrate on the outer journey—mastering the arts of leading up (your boss), leading down (your team), and leading across (collaboration with other organizations). This is not a skill building course but one that, hopefully, will encourage reflective leadership.

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-355M **Public Narrative: Self, Us, Now**
 Fall M1 Marshall Ganz

*If I am not for myself, who will be for me?
 When I am only for myself, what am I?
 If not now, when?
 — Hillel, 1st century Jerusalem sage*

Crafting your public narrative is a way to connect three core elements of leadership practice: story (why we must act now, heart), strategy (how we can act now, head), and action (what we must do to act now, hands). As Rabbi Hillel’s powerful words suggest, to stand for yourself is a first but insufficient step. You must also construct the community with whom you stand, and move that community to act together now. To combine stories of self, us and now, find common threads in values that call you to your mission, values shared by your community, and challenges to those values that demand action now. You may want to begin with a Story of Now, working backward through the Story of the Us with whom you are working to the Story of Self in which your calling is grounded. Based on a pedagogy of reflective practice, students will work in groups to learn to tell their own public story. Also offered by the Graduate School of Education as A-111P.

MLD-365 **Public Narrative: Conflict, Continuity, Change**
Fall M3 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 serious leadership challenge: loss, domination, difference, and change. Most of us have experienced these leadership challenges in our family, in our work life, or in our communities. We can draw the narrative content of these experiences to equip ourselves to deal with them in public life. We can respond to domination, for example, with resistance or with compliance; to difference with inclusion or exclusion; to loss with redemption or contamination; to change with rejection, conservation, reform or revolution. The question is how we can respond—and enable others to respond with “agency”—our capacity to act mindfully—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 **Budgeting and Financial Management**
Spring M4 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.

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 M4 Francis Hartmann

Producing tangible and measurable 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.

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

There are six PAC seminars, each bearing the same “150Y” designation along with the relevant policy-area prefix: BGP, DPI, IGA, ITF, 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.

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 course prerequisites.

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: Eduardo Levy Yeyati
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.

PED-307 Public Policy and Service Delivery in Weak States
 Fall Michael Callen

Governments serve several functions key to economic development including correcting market failures, raising taxes, delivering services, and protecting property rights. Yet, particularly in poor countries, they often fail to do so effectively. This course we will review relevant theories both for why these failures happen and why they persist. We will also focus specifically on empirical case studies of policies and reforms that have proven effective in poor and in weakly institutionalized states, aiming to draw more general lessons for how to implement policy in these settings.

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.

PED-315M Gender Inequality and Development
 Fall M2 Jeni Klugman

There is a growing focus on gender inequality in global and national discussions, media and debates. This half course aims to review key issues in gender equality and economic development, across a range of dimensions of well-being. It will begin by reviewing progress and constraints, and why gender is relevant. It will take a deeper dive into selected areas where challenges persist and explore how they can be addressed—including labor markets and gender based violence—and conclude with a review of the global agenda, linked to the post 2015 development framework. Particular attention will be given to low income countries. Promising policy reforms and interventions to promote gender equality will be explored.

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.

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. Recommended course: PED-501M. Enrollment limited to 24 students. Permission of instructor required. Also offered by the Graduate School of Education as A-102.

SUP-125 **Public Economics: Designing Government Policy**
Spring Martin Feldstein, Raj Chetty

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. Prerequisites: Social Analysis 10; Ec 1010a; API-101; or permission of instructor. Also offered by the Economics Department as Ec 1410.

SUP-150Y **Seminar: Social and Urban Policy**
Year Joshua Goodman

There are six PAC seminars, each bearing the same "150Y" designation along with the relevant policy-area prefix: BGP, DPI, IGA, ITF, 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.

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-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. in-

cluding 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 Business School

1139 **History of American Democracy**
Fall David Moss

Today we often hear that American democracy is broken—but what would a healthy democracy look like? How has American democratic governance functioned in the past, and how has it changed over time? This course approaches American history with these questions in mind. The course will be taught by the case-method and include both Harvard undergraduates and MBA students. Each session will introduce students to a different critical episode in the development of American democracy, from the drafting of the Constitution to contemporary fights over corporate political activity. The course is of relevance to business students because the quality and style of democratic governance (in fiscal policy, economic regulation, education, social welfare, and so on) have enormous implications for the nature of the business environment—in the United States and in democracies around the world. Also Harvard College US/W 39

2053 **All Roads Lead to Rome: Leadership Lessons from Antiquity**
Fall Frances Frei, Emma Dench

How have our notions of leadership evolved over the years? In this course, we will explore the modern leadership literature alongside some of the most influential readings in history. We will compare and contrast how we think of leadership today against the writings of Julius Caesar, Augustus and Marcus Aurelius to the philosophical reflections of Seneca the Younger (tutor and advisor of the emperor Nero), the historical account of Tacitus and satirical treatments of Lucian. Reading the ancient authors alongside modern leadership literature, we will consider the ways

in which these ancient lessons on leadership might be useful in our own society, careers and lives. The focus of the historical readings will be Rome, which had an overseas empire that lasted in the west for more than 700 years (and for considerably longer in the east). Romans were well known for power and vast organizational structures. Perhaps less well known is that they subjected that same power and those same organizational structures to intense scrutiny, reflecting on the nature of success and its precariousness, the ethics of leadership, the dynamics of power, and how best to prepare the next generation. In lieu of an exam, there will be concise weekly reflections.

Harvard Divinity School

2825 Religion, Conflict, and Peace
Fall Diane Moore

In this course, we will explore a series of contemporary conflicts in different regions of the world with a special focus on identifying and analyzing the diverse and complex roles that religions play in both promoting and mitigating violence in each context. Students will learn a method for recognizing and analyzing how religious ideologies are embedded in all arenas of human agency and not isolated from political, economic, and cultural life as is often assumed. In addition to examining the conflicts themselves, we will also explore the religious dimensions of the impacts those conflicts have on civic life in areas such as public health, education, and commerce. What roles do religions play in fostering violence and what roles do they play in promoting peace? How do religious institutions and ideologies function to support and/or thwart public health initiatives? What are the ideological justifications for functional economic policies and how do they reflect and/or challenge diverse religious values? What roles do religions play in advancing or suppressing educational opportunities and for whom? Are media representations of the religious dimensions of conflict accurate? Possible countries of focus include Brazil, Egypt, France, Israel/Palestine, Myanmar, Nigeria, Qatar, the Philippines, Somalia, Syria, Turkey, and the United States. Final projects will be individually shaped based on interest and (where relevant) professional focus. Outstanding student work may be considered for publication on the Religious Literacy Project website at Harvard Divinity School. The course is open to all and especially relevant for aspiring or professional educators, journalists, public health workers, foreign service officers and government officials who wish to better understand how religions function in contemporary world affairs. Professionals from those fields will make guest presentations throughout the term.

2848 Border Crossings: Immigration in America
Spring Diane Moore

In this seminar we will explore the contested world of immigration in America and the social, political, economic, and cultural confluences that shape contemporary debates. Special emphasis will be given to the roles that religions play in all arenas. The first half of the course will focus on shaping a critical theory framework as a lens of analysis that will be applied to a variety of case studies representing diverse immigrant experiences. The final third of the course will focus on the contentious issues surrounding Mexican immigrants to the US and will include a five day long

study tour to the Arizona-Mexico border that will be held during spring break. The study tour will be hosted by Borderlinks (www.borderlinks.org) who will work with us to shape experiences and conversations relevant to our study. This opportunity is funded by a generous grant from the Ford Foundation. Seminar enrollment is limited to 14 participants. Note: The course is co-taught with Maritza Hernandez. Enrollment Limited: Limited to 14 students. Instructor's permission required.

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.

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.

Harvard Extension School

GOVT E-1207 Capitalism as a System of Governance

Fall

Bruce R. Scott

Capitalism seems to have been coined around 1850 as a pejorative term by socialists. If thought of as a system of governance for economic relationships, then it seems to have originated in Venice around 1300. Still, the term was not much used in academic or policy analysis until 1950 and never has had a standard definition. Then in 1990 it became a standard term because the USSR, the leading socialist model, had collapsed. Today many economists treat capitalism as a self-regulating system of markets. In sum, the situation is that there is no accepted definition but, as Margaret Thatcher famously said, “there is no alternative.” To deal with this situation of no definition and no alternative, this course builds from an analytic framework in political economy, an area of study which was divided into political science and economics in the 1880s and 1890s. Students learn that all economic markets in modern countries are embedded in market frameworks, which are created and legitimated by governments through laws and regulations. Legal guidelines determine market frameworks, such as property rights and trading relationships. These rules of the game emanate from governments, not from the economic actors themselves. With this perspective, there are no markets without property, no property without law, and no law without government. In a strict literal sense, there are no free markets, as all are regulated to a greater or lesser degree by governments. The operations of a capitalist system inevitably lead to increasing inequalities, both economic and political, and the operations of US-style shareholder capitalism have led to both the highest incomes and the greatest inequalities in the world. The challenge for this course is to consider at what point these inequalities might subvert Lincolnian democracy, “government of the people, by the people and for the people,” and by what measures could the inequalities be reduced.

GOVT E-1353 Leadership Lessons from Modern Presidential Politics

Winter

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.

HIST E-1651 American Constitutional History II
Fall Robert J. Allison

This course explores changes in the American Constitutional system since the Civil War. Topics include due process and national citizenship; the growth and expansion of federal power; the evolution of segregation; the New Deal; the return of civil rights; the expansion of individual rights; the role of courts and states in the federal system.

Harvard Faculty of Arts and Sciences

Econ 1370 Media, Democracy and Economics
Fall Philippe Aghion and Benedicte Berner

This course will analyze the role of media in political and economic development. Topics covered are the history of the relationship between media and the state, media and democracy today, laws governing the media and its practice, legal and political pressures on the media, media as an economic object, ownership of media and its effects, media coverage on elections and in developing countries, competition and truth in the market for news, the current mainstream media, and journalistic ethics. Prerequisites: Ec 10a and Ec 10b.

Gov 30 American Government: A New Perspective
Fall Paul E. Peterson

Provides an overview of contemporary American politics. It analyses the way in which recent changes in elections and media coverage have helped shape key aspects of American government, including the courts, Congress, and the Presidency, the workings of interest groups and political parties, and, also, the making of public policy. Permanent political campaigns have altered governmental institutions and processes. The course explains how and why. Note: This course, when taken for a letter grade, meets the General Education requirement for United States in the World.

Gov 94fg Presidents, Governors, and Mayors: Chief Executive Power in Comparative Perspective
Fall 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 94ha The Political Science of American Democracy
 Fall Harvey C. Mansfield

A close reading of the two essential books on American politics, *The Federalist* (Papers) and Tocqueville's *Democracy in America*. Readings also in Tom Paine, the *Anti-Federalists*, Thomas Jefferson, and Abraham Lincoln.

Gov 94le Liberalism and Empire
 Fall Cheryl Brown Welch

Can theories grounded in moral universalism and democratic principles legitimate imperial domination and intervention? Modern liberal political thought emerged in tandem with European expansion into the "new world" and then into Asia and Africa, generating both critics and supporters of imperialism. Focusing on the imperial impulse in Britain, France, and the United States, this seminar examines the conceptual connections between liberal democracy and empire in political thinkers from John Locke to Niall Ferguson.

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 94xp Cyberpolitics
 Spring Cheryl Brown Welch

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). 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 1243 **Russian Politics in Transition**
Fall Timothy J. Colton

An examination of politics in the Russian Federation since the collapse of Soviet communism, focusing on the factors promoting and impeding the development of a stable democratic regime. Topics include the general dynamics of political and economic transformation, leadership, institution building, political culture, regionalism and federalism, electoral and party politics, state-society relations and interest groups, and Russian nationalism and neo-imperialism.

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 84I **Democracy and Education in Modern America**
Spring James T. Kloppenberg

The birth of contemporary American politics and our current regime of primary, secondary, and university education both date from the 1890–1930 period. Focusing on psychology, philosophy, and political and educational reform, with particular emphasis on the writings of William James and John Dewey, this course examines the shaping of modern American democracy and education.

History 1330 **Social Thought in Modern America**
Spring 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
Fall 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.

Soc Stu 98ab Science and Democracy in Modern America
Fall Andrew Jewett

Science, in its many guises, is a crucial force in the modern world. How has its growing authority reshaped American democracy since the late nineteenth century? Our readings will address that question in theoretical and practical terms by exploring science's changing roles in academia, political ideology, social thought, popular culture, public education, state administration, and law, as well as its complex ties to religion, secularism, and technological innovation. Note: This course will be lotteried.

Soc Stu 98fu Practicing Democracy: Leadership, Community, Power
Fall Marshall L. Ganz

Making democracy work requires an “organized” citizenry with power to assert its interests effectively. Yet US political participation declines, growing more unequal, as new democracies struggle to make citizen participation possible. Students learn to address public problems by organizing: developing leadership, building community, and mobilizing power. Our pedagogy links sociological, political science, and social psychology theory with democratic practice. Note: Ten hours per week of field work required. This course will be lotteried. Undergraduate Seminar

Sociology 163 Science, Technology, and Democracy
Fall Hiro Saito

As an integral part of society, science and technology play increasingly important roles in shaping political debates and public policies. This course explores the roles of science and technology in democratic politics in light of the 2011 Fukushima Daiichi Nuclear Accident.

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.

Harvard Graduate School of Design

SES-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-024 Politics and Education Policy in the United States
Fall Martin 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

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.

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 School of Public Health

GHP 269 **Applied Politics & Economics I**
Spring TBA

This course presents theoretical perspectives, empirical cases and research issues in policy analysis and political economy in global health. The focus is on analytical and methodological issues. The main purpose is to examine the political economy constraints on national and global health initiatives, the role of international agencies, the impact of non-governmental organizations, and the role of the state. Course Activities: All students will be expected to participate actively in class discussions and submit three assignments. Doctoral students in GHP must write a final paper; master's students and non-GHP doctoral students have the option to either write a final paper or complete a take-home final exam. Exams and papers will constitute 80% of the grade and class participation 20%.

GHP 552 **Leadership Development in Global Health**
Spring TBA

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 to 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 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.

Schools Outside of Harvard University *

Fletcher School of Law and Diplomacy Tufts University

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 democratization 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 P293 **Democracy and State Reform in Latin America**
Spring 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.

* Contact HKS Registrar for cross-registration rules and regulations

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.

Massachusetts Institute of Technology

11.166 **Law, Social Movements, and Public Policy: Comparative and International Experience**
 Spring Balakrishnan Rajagopal

Studies the interaction between law, courts, and social movements in shaping domestic and global public policy. Examines how groups mobilize to use law to affect change and why they succeed and fail. Uses case studies to explore the interplay between law, social movements, and public policy in current areas such as gender, race, labor, trade, environment, and human rights. Introduces the theories of public policy, social movements, law and society, and transnational studies. Students taking the graduate version complete additional assignments. Limited to 15.

Innovation Courses

Harvard Kennedy School

API-102 Economic Analysis of Public Policy

Spring

A: Deborah Haas-Wilson

B: Joseph Aldy

I: International and Global Affairs: Robert Lawrence, Carmen Reinhart

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. The A section focuses on social policy and the design of optimal government programs, with applications including poverty alleviation, health, education, unemployment, and taxation. 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.

API-126 American Economic Policy

Spring

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. Prerequisite: Introductory microeconomics. Also offered by the Economics Department as Ec 1661.

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. Please note, for 2014-15, HUCE energy consortium students may take this course in lieu of API-164.

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. The focus is on critical interpretation, with applications to policy analysis and program evaluation. Includes experimental design, sampling methods, probability, confidence intervals, hypothesis tests, and regression. 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. There will be two midterms and a final. May not be taken in addition to API-201.

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. These experiments will help refine our understanding of economic and political behavior in the real world. Prior courses in microeconomics and mathematics are helpful but not required. Students may receive credit for both API-303 and API-110 or API-112 only if API-303 is taken first.

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 by October 31 to Kevin Doyle at kdoyle@law.harvard.edu.

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 Department of Government as Gov 1540. In addition to the regular class meetings, Kennedy School students will meet in an extra session each week.

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.

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 Rangoon, to Oakland, to Tehran, and most recently the 'Arab Spring' and 'Occupy' 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. Policy advocates encounter new challenges as they consider how

citizen media and technology usage for activism is enabled or curtailed by government policy and adhoc 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-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 is an introductory energy policy course which 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, energy efficiency, climate change and global energy politics will be covered. 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 part relies heavily on case studies to explore specific challenges, which will allow students to apply the tools acquired in the first segment. Previous exposure to micro-economics is useful, but not required. Please note, for 2014–15, HUCE energy consortium students may take this course in lieu of API-164.

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-523 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 function, 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-101 Strategy, Structure, and Leadership in Public Service Organizations

Fall A: Hannah Riley Bowles
 B: Mark Fagan, Jorrit de Jong
 C: Nathalie Laidler-Kylander, Robert Livingston
 D: Dana Born

MLD-101 is a survey course designed for professional students with aspirations to contribute to the public good. It provides an introduction to important concepts and analytic frameworks for management, leadership, and decision making. The course includes material on topics such as aligning mission and strategy, performance measurement, basic marketing and operations, motivating people, biases in decision making, and working in teams. Open to MPP1s only. May not be taken for credit with MLD-110.

MLD-102 Getting Things Done: Management in a Development Context

Fall 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. Priority enrollment given to MPA/ID students.

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

This course applies theory to the practice of leadership within societies and organizations facing the adaptive challenges of a changing world. We clarify the relationship among key concepts—leadership, management, authority, power, influence, followership, citizenship—to provide a coherent, practical foundation. The course develops: a) diagnostic tools for analyzing the dynamics of change in social systems, and b) strategies of action to mobilize collective attention and responsibility for tough challenges; generate innovation; orchestrate multi-party conflict; lead through crisis; gain, use, and negotiate with authority; and build a culture of long-term adaptability. Through these frameworks and tools, students discover options for practicing leadership with and without authority, 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, a major paper, and complete attendance 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 or permission of the instructor.

| | |
|----------------|--|
| 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 be 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.

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 M4 Francis Hartmann

Producing tangible and measurable 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 M4 Stephen Goldsmith

As more and more residents flock to cities around the world public leaders will need innovation in order to improve performance over time, and increase responsiveness to changing material and social conditions in the world. 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: how can cities become learning organizations and innovative jurisdictions that utilize the potential for public value creation? Relying on the recorded experience of innovators in government accumulated through 25 years of HKS-award winning innovations in government as well as academic research from around the world, 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-620M is a strongly recommended module for MLD 621M (Innovation Field Lab by Professor De Jong).

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

The Innovation Field Lab provides a one-of-a-kind experiential learning environment for students, delivers valuable, tailor-made innovations to cities, and creates the opportunity for cutting-edge research at the intersection of theory and practice. City residents expect high quality services that represent value for taxpayer money and respond to pressing public problems. In order to meet these demands, city leaders must craft innovative programs and operations. However, in an era of constrained budgets, government rarely has the time, capacity or funds to develop and implement new ideas and tools. Recognizing that improving social conditions is a collaborative, multi-sector effort, the Ash Center for Democratic Governance and Innovation at HKS has partnered with a group of Massachusetts cities to address this imbalance. The result is the Innovation Field Lab. In the first half of the course, students will familiarize themselves with the social and administrative realities in the cities they have been assigned to and learn to apply foundational frameworks of strategic innovation, collaborative governance, performance management and public leadership. In the second half, student teams will be embedded alongside city officials and local nonprofits as they explore and address the city's challenges. Using concepts learned in the course, as well as knowledge from other courses and prior experiences, students will develop tools and processes to help cities manage workflows, collect and analyze data, and ultimately make better decisions. Weekly class sessions will take place on campus. Additionally, city teams will meet once a week, either on campus or in their respective cities. The work will be very demanding, but also very rewarding. Students should expect to be continually challenged: innovation in the real world requires creativity, patience, persistence, and teamwork

that brings together political, technical, and analytical skills. This course is for students who are willing to go the extra mile and are comfortable with the inevitable uncertainty associated with making change. Dr. Jorrit de Jong (HKS Lecturer and Academic Director of the Innovations in Government Program) and Mayor Joseph Curtatone (Mayor of Somerville and Senior Fellow at HKS) will facilitate the weekly on-campus sessions, while field lab coaches will be available to help coordinate the on-site work in participating cities. This course will benefit from a balanced group of students whose skills and experiences will complement each other. Experience in municipal government, urban planning, community development, policy analysis, public-sector innovation, consulting, data-analytics, coding, and change management will enable students to excel in this course. Students with no experience in any of these areas should contact professor De Jong to determine if they are sufficiently prepared for this class. Recommended prior or companion courses include: DPI-312 (Moore and Bildner); SUP-601 (Mayne); MLD-620.

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

(Previously offered as MLD-830B). 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-100 Economic Development Policy
Spring Rema Hann

This course provides the analytical tools for economic policymaking in developing countries. We present major policy approaches in the developing world today and the empirical evidence for their effectiveness. We discuss specific cases worldwide to learn which policies have worked, which ones have not, and how a rigorous evaluation of these experiences can inform the design of better economic development policies in the future. The course is organized around four main themes: (1) Economic Growth (Inequality, Structural Changes and Development Strategies); (2) Human Development (Population Growth, Health, Education, and Culture); (3) Markets Institutions (Private Sector Development, Credit Market, Urban and Rural Development), (4) Government effectiveness (Corruption, Conflict, Political, Legal and Fiscal Institutions).

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 will explore 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.

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

This survey course focuses on several categories of social and economic problems faced by the countries of South Asia, with specific focus on the realms of Education, Health, and Financial Inclusion. Each problem category will be dealt with through a survey lecture, supplemented by

assigned and recommended readings for those wishing to explore the topic further, and an in-depth look at several organizations, companies and non-profits that have attempted to address some of the problems within that category. The primary objective of the course is to engage students (in an inter-disciplinary and university-wide setting) with the modern day challenges affecting South Asia, and to examine a range of entrepreneurial attempts to solve these problems. The course will be listed at HBS, FAS, HSPH, HGSE, HLS, HMS, and HKS. The mixture of student backgrounds is crucial for its success. The lectures and deep-dive case studies are the core of the course and will review the available evidence on the incidence, causes and consequences of the problem in question. Additionally, we will draw extensively on video and film materials when relevant. Case studies of each solution will examine whether and why it worked, and how it could have been improved, as well as compare the effort to other ambient successes and failures. Some overview lectures might be delivered by visitors; the case studies will be discussed interactively and might feature the protagonists wherever feasible. Graduate students will be required to develop a project report. The idea of the project is to present a candidate solution—this may take the form of a business plan, a plan to build a non-profit, a plan to create a regulatory intervention, all of which are equally admissible—that solves a crisply stated, and significant, problem in a particular setting in South Asia. After the course, but not as a part of it, teams that reach a threshold level of excellence in their project reports may be eligible for funding through the South Asia Initiative for exploratory work on their project. Also offered by the Business School as HBS 1266, the department of General Education as SW47, the School of Public Health as GHP 568, and the School of Education as GSE A-819.

SUP-321M Designing Social Security Systems
Spring M3 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-415 Dilemmas of Excellence and Equity in K–12 American Schools
Fall Katherine Merseth

Throughout its history, the American education system has served as a critical force in reflecting, reinforcing, and reshaping American society. K–12 schools, arguably the most "common" of all public institutions function as a microcosm in which broader social, political, legal, economic, and cultural issues are played out. This course asks students to grapple with some of the major policy and leadership dilemmas that have defined American K–12 education throughout history to the present. What should be the purpose of schooling? What constitutes educational excellence, who decides what it is, and how can it be achieved? Is a goal of equity possible in American society? How does equity work within a meritocracy? Do we have a meritocracy in U.S. schools? Finally, how do we manage the different answers to these questions that may come from policymakers, school practitioners, and the courts? This course will explore these questions from a variety of perspectives, drawing on historical, contemporary, comparative, and

personal examples. The course will focus on the dual goals of equity and excellence in schools and how policy and leadership influence (either positively or negatively) these goals. In order to become effective education leaders and policymakers, students will explore various school reform levers and policies to determine their effectiveness in managing the tension of achieving equity and excellence for all K–12 students.

Also offered by the Graduate School of Education as A-335. Course meets Mondays from 4–7pm with a required 80 minute section to follow (several days/times will be available). Prerequisite: Permission of instructor required. Students will submit a one-page statement describing why this course is relevant for their studies. Please visit the A335 iSite at HGSE for further information <http://isites.harvard.edu/icb/icb.do?keyword=k104962&pageid=icb.page677319> .

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

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

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

SUP-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-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 challenges. 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. Also offered by the Graduate School of Design as SES-05326.

SUP-663 **Land Use and Environmental Law**
Fall David Karnovsky

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 disposal, design review, environmental justice, climate change, historic preservation, energy siting, 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 secondary sources, including law review and journal articles, book excerpts, and professional reports. 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 fundamentals from both public and private perspectives. Topics addressed include: establishing investment/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 financing; 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 applicable 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 relief activities. Lectures, cases, exercises, site visits, guest lectures, and class discussions will involve 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 corporations, public housing authorities, housing finance agencies, private developers, and financial intermediaries. Identifies, defines, and analyzes development cost, financing, operating, rental assistance, tax credit, entitlement, and project-generated cross income subsidy vehicles. Assesses 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 single financial package. Reviews other aspects of the affordable housing development process, including assembling and managing the development team, preparing feasibility studies, controlling sites, gaining community support, securing subsidies, establishing design objectives, coordinating the design and construction process, selecting residents or homeowners, providing supportive services, and managing the completed asset. Historically, almost all students in this course have participated in the Affordable Housing Development Competition (AHDC) sponsored 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 affordable 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 Christopher Jencks, Jennifer Hochschild

This is the first semester of the three-course sequence for doctoral students in the Inequality and Social Policy program. This semester considers the effects of policies and institutions in creating or reducing inequality in the U.S. and other advanced democracies, as well as the reciprocal effects of inequality on political activity and policy choices. Applicants must have successfully completed two semesters of statistics. Required of second-year doctoral students in Social Policy Ph.D. programs and of doctoral fellows in the Multidisciplinary Program in Inequality and Social Policy. Permission of instructor is required for other doctoral or non-doctoral students. Also offered by the Government Department as Gov 2340a.

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 of 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.

2090 Authentic Leadership Development
 Fall Scott Snook, Thomas DeLong
 Spring Amy Edmondson, Lakshmi Ramarajan

The purpose of ALD is to help you become more effective, authentic individuals and leaders. We do this by carving out some sacred time and space in your busy lives to engage in a theoretically-supported, disciplined, meaningful conversation about who you are and the purpose of your leadership. This is a different kind of work. You cannot do it alone. Do not take this course unless you are open to sharing personal insights, experiences, ambitions, and fears both in class and in your Leadership Development Groups (LDGs).

ALD requires an unusually high degree of curiosity, reflection and interpersonal openness. You will be asked to think differently and explore new behaviors. We expect you to be absolutely honest with yourself and others. While few of our students are completely comfortable or sure about this type of work coming in, you must be at least open to experimenting with a different kind of learning. This is the bare minimum for joining ALD. Those who are not fully committed to investing in this course end up wasting their time. More importantly, they waste the valuable time and effort of others. We invite you to be “all in.”

2134 Digital Innovation and Transformation
 Fall 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
 Fall 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 Extension School

GOVT E-1511 The Changing Geopolitics of Energy
Spring Nadiya Kravets

Consistent access to cheap energy resources has been one of the major factors of economic success and development. Securing access and an affordable price has driven and continues to drive global competition among the greatest energy consuming powers. Energy producers, on the other hand, attempt to leverage their energy power to achieve domestic and/or international political and developmental aims. This course examines international relations from the perspective of competition and, at times, cooperation for access and distribution of energy resources around the globe. The course is divided into three parts: understanding energy demand, supply, and price; geopolitics of energy; and energy and the future.

Harvard Faculty of Arts and Sciences

History 84I Democracy and Education in Modern America
Spring James T. Kloppenberg

The birth of contemporary American politics and our current regime of primary, secondary, and university education both date from the 1890-1930 period. Focusing on psychology, philosophy, and political and educational reform, with particular emphasis on the writings of William James and John Dewey, this course examines the shaping of modern American democracy and education.

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 institutions 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.

**SES-05342 Creating Resilient Cities: Future Coasts and Spatial Analysis
of Cities at Risk**
Fall Joyce Klein Rosenthal

Coastal cities are undergoing environmental changes at a scale and pace that challenges traditional cultures, disciplinary methods, experience, histories and techniques. The same could be said about social change and economic transformation in many of these cities, and their interactions exacerbate the challenges of governance and response in planning and design.

Cities have responded by developing new institutions, planning processes and design approaches aimed at promoting resilience to the impacts of climate change and variability. This course will examine the impacts of environmental change on cities, and explore planning and design approaches that emerged to foster development under these conditions. We will examine the urban risk and resilience paradigm and the integration of hazard risk reduction and climate action planning. We will focus on social equity and vulnerability, the merger of chronic and episodic shocks at the urban scale, the analysis of resilience as a paradigm in planning and the development of professional responses in these areas.

- Lectures, class discussion and assignments will focus in three areas:
The methods and process of contemporary city planning and designs for adapting to environmental change and weather extremes.

- The changing landscape of policies and design for coastal resilience; strategies for conservation of damaged coastal areas and adaptive approaches for coping with increased tidal and storm surge risks concurrent with sea-level rise.
- The use of mapping and spatial analysis in adaptive planning and urban climate research; the use of spatial data and the development of spatial narratives to describe and explain urban vulnerabilities and resilience.

SES-05346 Design, Development, and Democracy in the Future City

Fall Stephen Gray

This workshop will question status quo urban design practices in search of a new paradigm for development that balances the democratic values of planning with the power of urban design vision. It will involve research, analysis, and an interdisciplinary design project.

Cultural, social, and economic diversity in the United States is expanding. Nowhere is this demographic complexity more evident than in the country's urban centers where people of different races, ideologies, religions, sexual orientations, and socio-economic origins find themselves sharing the same space. Urban centers are also shifting physically—in some cases as a result of mounting development pressures, in others as a result of crippling disinvestment — but in all cases, these shifts are dramatically altering the physical landscape.

Our greatest contribution as urban designers is our ability to facilitate the complex negotiation that takes place in cities and to help diverse groups move together towards a common vision. At the same time, our greatest challenge will be to identify and proactively build upon the values of an increasingly diverse public. These changes in cities beg two important questions: What role does the design process have in connecting and building trust among the increasingly diverse public? And, can broad-based engagement make for better designed and more inclusive cities?

- Students will create a community profile. This will include researching recent projects and planning efforts, identifying local players, and developing new ways of seeing the community through creative and analytical mappings and visualizations.
- Students will form cross-disciplinary teams to develop and illustrate district-scale design visions that build from a balanced understanding of economic pressures, political complexities, and social realities of the city.
- Students will participate in a convening of grassroots leaders, community development staff, designers, engaged artists, and public officials to share effective practices, in order to consider new tools, processes, and infrastructure for broad based public engagement in the process of city-building. (mid-November TBD)

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-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 intergovernmental partnership that constitutes public education in America, states play the lead role in establishing 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, systemic 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 immerses students in the realities of state governance in education. It begins with a thorough consideration 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 education policymaking entities in Massachusetts. Each team will be assigned a particular educational 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 procedure will be posted on the course website.

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-608 Leadership, Entrepreneurship, and Learning
Fall 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.

T-211S Peace Education in a Comparative Perspective
Fall Silvia Diazgranados Ferrans

This module will introduce students to the field of peace education in a comparative manner, with a focus on its application in settings of intractable conflict, inter-ethnic tension, experienced tranquility, and extremism. During the course, students will use a critical, multi-level lens to participate in discussions, debates, and workshops, analyzing peace-building efforts as they relate to educational policy and practice in different contexts. The module will help students: (1) gain a critical consciousness of the roots, forms and effects of violence and the ways in which our psychology, culture, and history interact to promote or reduce violent behaviors; (2) learn about the concepts and principles of peace education and the diverse meanings and frameworks that practitioners and policy-makers use according to their understanding of the concept of peace and the contexts in which they want to address conflict and violence; and (3) identify the ways in which education can reproduce violence by amplifying the effects of inequality, exclusion, and polarization, or contribute to peace building by transforming educational content, structure, and pedagogy in ways that expand our individual and collective universe of moral responsibility.

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

GHP 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 8am on Friday, April 29, 2016, and continues through 3pm 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 & 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 con-

texts, 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
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 *

Massachusetts Institute of Technology

11.252J Computer Games and Simulations for Investigation and Education
Spring Eric Klopfer

Understand how we learn from computer games and simulations, and delve into the process of building and testing their own simulations. First, students explore the design and use of games and simulations in the classroom, and the research and development issues associated with desktop computer-based, handheld computer based and non-computer based media. Students then develop their own simulations and games, study what and how people learn from them (including field testing of products), and how games and simulations can be implemented in educational settings. All levels of computer experience welcome. Graduate students are expected to complete additional assignments.

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.

* Contact HKS Registrar for cross-registration rules and regulations

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.



HARVARD Kennedy School

ASH CENTER

for Democratic Governance
and Innovation

Ash Center for Democratic Governance and Innovation

Harvard Kennedy School
79 John F. Kennedy Street
Cambridge, MA 02138

617-495-0557

www.ash.harvard.edu