2017-2018

A GUIDE TO COURSES

Related to
Democratic Governance, Innovation, and Technology
for Harvard Kennedy School Students

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Innovation**
and **Technology**
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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 Innovations Courses listed in this guide include those that:

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

The Technology Courses listed in this guide include those that:

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

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

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

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DEMOCRATIC GOVERNANCE COURSES

HARVARD KENNEDY SCHOOL

DEV 130
Why Are So Many Countries Poor, Volatile, and Unequal?

Fall | Ricardo Hausmann

(Previously offered as PED-130). This course explores the causes and consequences of three salient and interrelated characteristics of developing countries, namely poverty, volatility, and inequality, and it links them to current themes in development policy. The course will characterize the relationships between these three problems and a varied class of proximate and deeper determinants of economic development, including national saving, human capital accumulation, international trade and technology diffusion, demography, geography, and macroeconomic, structural, contractual, and political institutions. The emphasis throughout will be on informing the discussion on development policy. Prerequisites: There are no formal prerequisites but familiarity with economics and elementary statistics is strongly recommended. Students lacking this background may find the material challenging. This course meets the requirement for an introductory course to the PED area of concentration. Review Session: Friday 8:45-10:00 (Starr).

DEV 150Y
Seminar: Political and Economic Development

Year | Ryan Sheely

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

DEV 210
Public Finance in Theory and Practice

Fall | Jay Rosengard

(Previously offered as PED-210). 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. Course Notes: No economics or statistics course prerequisites – both economists and non-economists are welcome. Meets the "Strategic Management" requirement for the MLD Certificate. To see a short VIDEO describing this course, please follow this link: www.youtube.com/watch?v=b9ycl06tevc&feature=relmfu. Class Notes: Review session: Friday 8:45-10:00am (Weil).

DEV 250Y
Second-Year Policy Analysis Seminar

Year | A: Carmen Reinhart
       B: Rema Hanna
       C: Michael Walton

(Previously offered as PED-250Y). This is a required second-year paper for students in the MPA/ID program, aimed at integrating course work through the application of analytic tools to a policy and institutional problem. The goal is to produce recommendations for policymakers that are technically rigorous, practical, and politically relevant. Students will work with seminar leaders and faculty advisors to conceptualize policy and institutional problems for a client. Some students establish a real relationship

with a client, but this is not required, as the focus is on defining and analyzing an important issue that is amenable to the range of techniques developed in course work. This is not a consultancy exercise. Students develop a conceptual and empirical strategy, and undertake a mix of technical, political, and implementation-related analysis in the process of preparation of a draft and final report. There is also substantial emphasis on effective presentation, in both the writing and oral presentations. This course is required for second-year MPA/ID students and is not open to non-MPA/ID students. Please note, this is one half of a yearlong course. Students enrolled in the fall section will automatically be enrolled in the spring section.

DEV 309
Development Policy Strategy

Fall | Ricardo Hausmann

(Previously offered as PED-309). 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, economic complexity, 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, but others with similar previous coursework may be admitted with faculty consent. Review session: Friday 2:45-4:00pm (L130). Prerequisite: MPAID students only.

DEV 501M
Native Americans in the 21st Century: Nation Building I

January | Joseph Kalt

(Previously offered as PED-501M). This course examines the challenges that contemporary Native American tribes and nations face as they endeavor to rebuild their communities, strengthen their cul-

tures, 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.

DEV 502
Native Americans in the 21st Century: Nation Building II

Spring | Dennis Norman

(Previously offered as PED-502).This field-based research course focuses on some of the major issues Native American Indian tribes and nations face as the 21st century begins. It provides in-depth, hands-on exposure to native development issues, including: sovereignty, economic development, constitutional reform, leadership, health and social welfare, land and water rights, culture and language, religious freedom, and education. In particular, the course emphasizes problem definition, client relationships, and designing and completing a research project. The course is devoted primarily to preparation and presentation of a comprehensive research paper based on a field investigation. In addition to interdisciplinary faculty presentations on topics such as field research methods and problem definition, students will make presentations on their work in progress and findings. Enrollment limited to 24 students. Permission of instructor required. Must contact instructor prior to enrolling by email, dennis_norman@harvard.edu. Also offered by the Graduate School of Education as A-102 and the Faculty of Arts and Science as EMR-121.

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.

DPI 117M
The Evolution of the 21st Century American Presidency: Bush, Obama, and Trump

Spring 2 | Elaine Kamarck

This module will be an in-depth look at the 21st century American presidency. The module is designed to be a seminar for students who have a background in American government, politics and history. It will focus on the exercise of presidential power in the 21st century by examining presidential failures and presidential successes and the critical components of each such as policy, communication and implementation. In the course of this we will examine specific topics such as how modern presidents are nominated and selected and the ways that the current electoral system rewards certain characteristics of would-be presidents and ignores others. We will compare the exercise of public or rhetorical power versus the exercise of private power or the ability to persuade other elites in the system. We will look at the presidential circle; consisting of, at various times, vice presidents, spouses and key advisors, as a means of understanding the filters through which information moves and decisions are made. And we will look at how presidents change the political parties they belong to and how their parties shape and constrain presidential action.

DPI 395
Political Revolutions

Fall | Leah Wright Rigueur

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

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 FDR to Donald Trump

Fall | Richard Parker

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

Trump may seem extreme, but every president since Franklin Roosevelt—Democrat and Republican alike--has declared it his "duty" to "manage" the economy and "promote" America's economic growth at home and abroad--responsibilities never mentioned in the Constitution. But how did that come to be--and who actually decides those policies, why, and how? Using the White House as our focal point, we'll discover how 20th century American presidents took on this new role as "Economist-in-Chief" --and how "growthmanship" became their Holy Grail. We'll investigate how competing institutions, interest groups, intellectuals, and ideas first shaped that role—and sus-

tained it ever since. We'll pay special attention to the shifting strategies pursued by administrations, and the contexts, competition, and challenges they faced. We'll assess the domestic and global political pressures on them, the economic models and political ideals they deployed, and the complex interplay of policymakers, politicians, journalists, interest groups, and the public. Anyone planning to work -- or who has worked -- in Washington will benefit from the institutional and strategic analysis and history this course provides.

DPI 150Y
Seminar: Democracy, Politics, and Institutions

Year | Matthew Baum

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

DPI 201
The Responsibilities of Public Action

Fall | A: Mathias Risse
B: Christopher Robichaud
C: Christopher Robichaud
D: Mathias Risse

This course is a philosophical examination of the responsibilities of public policymakers in a democracy. The course asks two questions: (1) What should governments do? (2) What should political actors do? The first question requires consideration of public principles that guide good, just, and legitimate public policy. The second question requires consideration of the many and often competing obligations that should guide political actors inside and outside government, particularly when there is disagreement about what is good, just, and legitimate public policy. Discussions and assignments focus on applications of theoretical concepts from scholarly readings in philosophy and political theory to practical issues of

public policy and policymaker responsibility. Open to non-MPP1 students by permission of instructor only.

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 305
Challenges Facing Democracy in the United States

Fall | Alex Keyssar

This course will deal with an assembly of current challenges to the effective working of democratic institutions in the United States. Among them are: the narrowing of voting rights and the erection of procedural obstacles to voting; problems with districting and gerrymandering (both partisan and racial); the Electoral College and its impact on presidential campaigns; low turnout in elections; the roles of the Senate and the Supreme Court; and the impact of money on political campaigns and policy-making, particularly in an era of rapidly growing inequality. The approach to these issues will be both historical (how the problems evolved) and forward-looking (how can they be solved). Although focused on the United States, some attention will be given to international comparisons.

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 337
Party System Institutionalization, Decay, and Collapse

Spring | Scott Mainwaring

This course will examine the building, decay, and collapse of political parties and party systems, as well as the consequences of these processes. In 1942, the well known political scientist E. E. Schattschneider famously wrote that "Political parties created modern democracy and modern democracy is unthinkable save in terms of the parties." When we survey the world's democratic and semi-democratic polities, however, outside of the advanced industrial democracies, many have weak parties and inchoate party systems. In many countries, once powerful parties have disappeared. In other third and fourth wave democracies, solid parties underpin solid democracies, just as Schattschneider expected. What accounts for successful party building and for the institutionalization of a party system? What accounts for the collapse of major parties and even entire party systems? Why do parties remain weak in some democracies and semi-democracies? How does the

institutionalization of parties under authoritarian rule affect the political regime? These are some of the questions we will grapple with. Course Notes: Also offered by the Government Department as Gov 2241.

DPI 342
Religion, Politics, and Public Policy in America

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/racial/regional "blocs" persist, with patterns of beliefs and values that influence everything from where we live and whom we marry, to our policy debates and our presidential choices. "Why?" and "how?" are the questions we'll try to answer. We'll look at America's migration and settlement patterns, why some denominations have grown while others have declined, and how issues -- from 19th century struggles over slavery's abolition, temperance, public education, and women's suffrage, right on up to today's fiercely-fought quarrels about homosexuality, abortion, welfare reform, economic justice, and the environment-- have been (and are being) consciously and unconsciously shaped by Americans' religious identities and values. We'll also examine whether, with the sudden recent rise of the "nones", that history of influence is coming to an end -- and why and what might replace it. Whether you plan a career in public life -- or just want to understand more deeply what shapes our public debates -- this course opens up a "hidden" side of America's history, politics, and economic, social, and cultural relations in ways that few Americans themselves understand.

DPI 345M
Green Politics and Public Policy in a Global Age

Spring 1 | Muriel Rouyer

Environmental issues have become increasingly significant in democratic politics and are now a salient issue of global politics, with climate change occupying central stage today. This course focuses on the ways that different democratic polities are tackling green, global concerns, and climate action in particular. What is the role of political systems? What roles can markets and regulation play? At what scale (local, national, federal, or supranational) are green policies most effectively executed? What has been the role of international negotiations regarding environmental and climate action, particularly since the recent Paris agreement? 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 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 (1:00-6:00) will be spent learning about the advocacy efforts of local energy and environment NGOs and simulating lobbying meetings on their behalf. The lobbying sessions will be conducted with former state legislators to add realism to the experience. As part of that process the students will (1) determine who to target and the message to deliver; (2) hold the session; and (3) provide follow-up materials. The simulations will be 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. Course meets January 8-12, 9:00am-6:00pm.

DPI 401M
Institutions and Development

Fall 2 | Ryan Sheely

Provides an introduction to the role that institutions play in the practice of policy analysis in international development, drawing on theory and evidence from the fields of comparative politics and public policy. 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 and evaluate innovative policy interventions. By the end of the course, students will be able to communicate institutional analyses effectively, critically evaluate policy proposals, and craft policy solutions that are politically supportable and administratively feasible. Course Notes: Open to MPA/ID2 students only. Open to MPP2 students by permission of the instructor. Course Requirements: Prerequisite: MPAID students only

DPI 407
Getting and Keeping Democracy

Fall | Tarek Masoud, Scott Mainwaring

This is a course about how democracy comes into being and how it breaks down, and about what citizens, activists, and policymakers around the world can do to make the former more likely and the latter less so. Around the world, there is an increasing sense that democracy is under threat. In established democracies such as the United States and France, nativist and populist political leaders question liberal, democratic arrangements that had long been taken for granted. In new democracies such as Tunisia and Indonesia, political leaders capitalize on instability and disorder that invariably attend democratic transition to call for a return to the old, authoritarian order. And in authoritarian regimes, leaders point to models of economic success offered by such countries as China and Singapore to portray undemocratic, nonconsensual politics as more capable of delivering the prosperity that citizens desire. The legitimacy that democracy once enjoyed is now no more.

In order to understand what we can do to erect democracy where it doesn't exist, to make it work better where it is does exist, and to shore it up where it is fragile, this course draws on a variety of literatures to distill key lessons for citizens, activists, and policymakers. The readings will also cover a variety of regions, from Europe to Latin America to the Middle

East to Southeast Asia, and will bring into dialogue the work of scholars and practitioners. Exercises will be writing intensive, and intended to help students develop their own intellectually coherent visions for how democracy can be built, deepened, and defended. This course is designed for students who seek careers in development and in international affairs. In addition to emerging with tools and insights useful for supporting democracy in their home countries and around the world, students will gain groundings in some of the principal social scientific approaches to the analysis of democracy and authoritarianism.

DPI 415
Comparative Politics and Policy

Fall | Pippa Norris

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

DPI 431
Global Europe in the 21st Century: Democracy, Governance, and Policy

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 with global ambit. 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 prosperity, 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 prone to multiple crisis that affect both its political and economic credibility. 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 socioeconomic development and transitions will be analyzed through a detailed study of the policymaking 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

Spring | 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 562
Public Problems: Advice, Strategy and Analysis

Fall | Archon Fung, David Barron

This is a jointly taught seminar that is required for students in their third and fourth years of the HLS/ HKS joint degree program. It will use a series of case studies to examine how to analyze, advise and strategize the resolution of a series of difficult real world public problems at the intersection of law and policy from the vantage point of government decision makers at the city, state and federal levels, as well as from the vantage point of nongovernmental organizations and advocacy groups. Students enrolled at the Kennedy School who have already received a JD or have completed the first year of law school, or students at the Law School who have received a public policy degree or are presently enrolled in a public policy program other than the HKS program may also take this seminar with the permission of Professors Barron and Fung. Also offered by the Law School as 2398.

DPI 563Y
Integrated Law/Policy Research and Writing

Year | Archon Fung, Sarah Wald

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

DPI 616
Public Opinion

Fall | Pippa Norris

This course aims to sharpen your understanding of public opinion and develop practical skills in applied survey research. Each week is divided into two sessions. Monday classes provide the theoretical framework for understanding public opinion including the nature of mass beliefs, policy attitudes, political participation, value change, elections and parties, voting behavior, social cleavages and partisan orientations, knowledge and beliefs, the media and campaigns, and the nature of public opinion. It covers these issues by comparing the United States with other major comparable postindustrial societies as well as across a broader range of developing societies around the world.

Wednesday classes deepen applied skills in using survey research to understand these topics. We will work hands-on from web-based online applications and shared datasets, for example, the American National Election Survey, the U.S. General Social Survey, the Eurobarometer, the European Social Survey, the Afro-barometer, the World Values Survey, the International Social Survey Program, and national equivalents. The course will use a broadly comparative approach using evidence from a wide range of data sources and countries. Students acquire the applied skills to use these resources for research

projects. The applied classes cover soup-to-nuts issues of valid and reliable research design; sampling and fieldwork; theory construction, model building, and hypothesis-testing; survey data sources; the appropriate statistical techniques for analyzing survey data; and the professional presentation of findings and graphical results.

The course is designed for careers analyzing public opinion polling and survey research, policy analysis, campaign management, broadcasting and journalism, and statistics. Recommended Prep: There are no prerequisites for taking the class but basic familiarity with statistical programs such as Stata and SPSS would be advantageous.

DPI 720
Leaders and Leadership in History

Spring | Moshik Temkin

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

DPI 730
The Past and the Present: Directed Research in History and Public Policy

Spring | Moshik Temkin

This course is intended for students who are interested in conducting high-level historical research related to contemporary public issues, both American and non-American. It will also introduce students to important policy-relevant literature in different fields of history, including social, political, gender, and race. The course is open to students in public policy, history, government, economics, law, education, urban studies, public health, sociology, and other related fields and disciplines, with the professor's permission. The course has three principal components: 1) reading signal works that connect historical scholarship to public policy; 2) developing individual research projects; and 3) presenting student work and commenting on the work of others. Students might develop a work of scholarship unique to the course or use the course as a workshop for a research project developed elsewhere, such as theses and dissertations. The course is designed to enhance students' research skills and to provide a foundation for rigorous historical analysis of public issues.

DPI 810M
Introduction to Writing for Policy and Politics

Fall 1 | A: Greg Harris
Fall 2 | B: Alexandria Marzano-Lesnevich
Spring 1 | C: Greg Harris
Spring 2 | D: Alexandria Marzano-Lesnevich

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

DPI 811M
Advanced Intensive Writing for Policy and Politics

Fall 2 | A: Greg Harris
Spring 2 | B: Greg Harris

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

DPI 820M
Policy Memo Writing for Decision Makers

Fall 1 | A: Lauren Brodsky
Fall 2 | B: Lauren Brodsky
Spring 2 | C: Lauren Brodsky

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

DPI 821M
Long-Form Policy Writing for Decision Makers

Spring 1 | Lauren Brodsky

This course focuses on the essential elements of policy writing: analysis, structure, style and persuasion. As the course focuses on longer format policy-relevant research and writing, students working on their Policy Analysis Exercise (PAE) or Second Year Policy Analysis (SYPA) will find this class particularly useful. We will deconstruct examples of superior and poor long format policy analysis papers to understand what goes in to great policy writing and what to avoid. Students will have an opportunity to present their work, gaining valuable feedback from classmates and the instructor ahead of PAE and SYPA due dates.

Every course in the DPI communications series assumes a fluency with the English language. Students outside of the MPP2 and MPAID2 programs must seek permission from the instructor to register.

IGA 100
International and Global Affairs: Concepts and Applications

Spring | Stephen Walt

This course is a wide-ranging introduction to the core principles of international and global affairs. Introductory sessions will cover key concepts and theories of international relations and global governance and the challenges of policy analysis in these domains. Subsequent weeks will apply these ideas to diverse set of policy problems reflecting the current agendas of professionals working in international and global affairs. Individual IGA faculty will cover topics drawn from their own research and policy interests. The course also emphasizes skill development, through an array of written and oral exercises and team activities. Priority will be given to MPP1 students enrolled in the IGA integrated cohort, with remaining enrollment space open to MPP2, MPA, MC/MPA, and MPA/ID students. Required for those considering a concentration in IGA. Will draw on skills/concepts presented in MPP core courses offered during the spring semester that have been tailored to the needs of prospective IGA concentrators - i.e. API-102I, API-202I, DPI-101I.

IGA 103
Global Governance

Fall | John Ruggie

This course focuses on the interplay among states, international organizations, multinational corporations, civil society organizations, and activist networks in global governance. Cases are drawn from a broad range of issue areas, including economic relations, human rights, peace and security, and the environment. The objective is to better understand the dynamics and evolution of formal and informal 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. Review session: Friday 2:45-4:00pm (L280).

IGA 107M
Global Justice

Fall 1 | Kathryn Sikkink

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

IGA 112
The Politics and Ethics of Statecraft

Fall | J. Bryan Hehir

The course examines the relationship of moral reasoning and the study and practice of world politics. The focus of the course is the normative and political analysis of the statecraft of eight world leaders: Otto von Bismarck, Woodrow Wilson, John F. Kennedy, Charles de Gaulle, Henry Kissinger, Margaret Thatcher, Golda Meir, Nelson Mandela and Barack Obama. Statecraft is examined comparatively among the eight and focuses upon the relevance of their legacies to contemporary world politics in its ethical, political and strategic dimensions. Also offered by the Divinity School as 2854.

IGA 150Y
Seminar: International and Global Affairs

Year | Matthew Bunn

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

IGA 211
Central Challenges of American National Security, Strategy, and the Press

Fall | Graham Allison, David Sanger

Using a series of case studies from the front page, and from the most urgent and important 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 Russiagate and the economic and military rise of China to the Arab Awakening and ongoing war with ISIS. 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 major 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 leaks about Russia's cyber intervention in the 2016 election, WikiLeaks, and the Snowden case as well as the revelations about drones and secret, American-led cyberattacks, and other examples of the publication of classified information. Also offered by the Government Department as Gov 1796. Review session: Wednesday 4:15-6:00 (T275).

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. Course meeting times may vary; please see syllabus for updates.

IGA 224
Decision Making in Recent Crises

Spring 2 | 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 the Middle East over the last fifteen years. There is a special emphasis on Iraq, given the centrality of that case to shaping policymakers thinking about intervention in the Middle East more broadly. This case 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 the Middle East, 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 227
Insurgents, Terrorists, and Violence: Causes and Consequences of Civil War

Spring | Dara Kay Cohen

Why do civil wars begin? What motivates the members of armed groups, including rebel groups and terrorist organizations? When and how do civil wars end? What are the social and economic consequences of war? In this course, we will consider major questions about civil war, terrorism, and the use of violence by armed groups. We begin with a review of theoretical constructs, then turn to a series of debates drawn from recent research on the causes of civil wars, how insurgent and terrorist groups are organized, the dynamics of violence during wars, and the ways that wars are terminated. The course will conclude with an examination of policy responses and interventions.

IGA 229
Sex, Violence, and Global Politics

Fall | Dara Kay Cohen

In this course, we will consider the international dimensions of sex, gender and violence, largely within the context of war and conflict. Both academic scholarship and current policy debates are informed

by powerful—and often unquestioned—assumptions about sex, gender and violence. Recent research has started to challenge some of these ideas, and policymakers are responding with calls for better data, increased attention to long-hidden problems, and new strategies to confront these difficult problems. In the course, we begin with a review of theoretical constructs, then turn to a series of policy relevant questions on the politics of sex, gender, and violence. Topics that we will cover include gendered causes and consequences of war (e.g., Does gender inequality cause conflict? Are women leaders more peaceful? What are the consequences of war, for women and men?); gendered motivations for political violence; sex and gender within armed groups, including the military, insurgencies and terrorist organizations; and wartime sexual violence. The course will include discussions of research design and implementation, as well as the implications of research on policy responses and interventions.

IGA 347
Human Rights and National Security: The Case of Torture

Spring | Douglas Johnson, Alberto Mora

The course explores in depth how the use of torture became both strategy and policy in Washington. Through that prism, it asks and challenges students to explore deeper political, legal, constitutional, and ethical questions about how a strong, well-institutionalized, democratic political system could violate its own laws and the international conventions to which it has subscribed. We will look broadly at US national security and how it was affected by the decision to deploy cruel interrogation methods and torture as part of the "war on terrorism." In doing so, the course seeks to quantify and specify the range of costs and consequences to U.S. interests and standing in the world, as well as how it affected national policies and global institutions. What led to this use of cruel interrogation methods by a democratic political system? Where and how could a supposedly robust system of institutionalized checks and balances so completely fail? How did U.S. institutions, including Congress and the judiciary, respond? How adequate are these safeguards now that public opinion has shifted to accept torture's use? We will study the findings of the US Senate Intelligence Committee and its claims that the CIA engaged in a pattern of lying to Congress and the President on the dimensions and effectiveness of the interrogation program, raising questions about the structures and accountabilities of US national security systems. Students will become acquainted with relevant treaties and mechanisms established to prevent torture and other

sources of knowledge about the issue, thus building a deeper understanding of what constitutes cruelty and torture. The course will introduce students to insightful readings about enhanced interrogation methods, including previously classified memos, as well as literature in medicine, psychology, and sociology. Through lectures and discussions with former policymakers, top officials, and investigators, the course will examine historical, normative, constitutional, and international aspects of the issue.

IGA 385
Strategizing for Human Rights: Moving from Ideals to Practice

Fall | Douglas Johnson

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

IGA 422
Global Food Politics and Policy

Fall | Robert Paarlberg

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

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

Spring 1 | Cristine Russell

The media play a unique role in shaping public understanding, policy, and political debate about controversial climate, energy, and environmental issues around the world. However, as mainstream news outlets shrink, the Internet provides a growing global megaphone for confusing and often contradictory information and opinion. This course is designed to help students navigate the rapidly changing media landscape, using examples from current global energy and environmental debates. Media topics include the global impact of Trump Administration policies; science and climate denialism; climate change and extreme weather; energy, climate and development; the future of fossil fuels, renewable energy and nuclear power; and the changing Arctic. 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 an op-ed, class blog and role-play exercise. Guest speakers add real-world perspectives. Lessons from this course apply readily to other public policy issues as well.

IGA 513
Science, Power, and Politics

Fall | Sheila Jasanoff

This seminar introduces students to the major contributions of the field of science and technology studies (STS) to the analysis of politics and policymaking in democratic societies. The objective is to expand students' understanding of the ways in which science and technology participate in the creation of social and political order. The seminar is devoted to reading and analyzing works by scholars in STS and related fields who have addressed such topics as the relationship between scientific and political authority, science's relations with the state, science and democracy, scientific and technical controversies, and citizenship in technological societies. Undergraduates may enroll only by permission of the instructor. Also offered by the History of Science Department as HistSci 285. First class meeting: Friday, September 1st (L382).

IGA 610M
Leadership & Ethics in American Foreign Policy

Fall 1 | A: Joseph Nye
Spring 1 | B: Joseph Nye

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

MLD 102
Getting Things Done: Management in a Development Context

Fall 1 | A: Matt Andrews
Fall 1 | B: Matt Andrews

People in developing countries require service delivery from the government and civil society. Service delivery, which includes a wide variety of activities from education to regulatory enforcement, requires more than technical policy analysis. A critical driver of success is good management and governance, especially in the face of major resource constraints and in complex settings. Good management is often easy to recognize, when observed, but hard to practice. This course introduces students to critical concepts in organization theory, public management, and the practice of development to enable them to understand the individual, structural, and systemic underpinnings of good management and governance. Through theoretical readings, case study discussions, and simulations, students will apply theoretical concepts to real-world situations and, through simulations, experience the difficulty of managing. Building on analytical work from other courses, students will focus on such critical issues as corruption, participatory development, scaling up, social service delivery, and emergency response. The required textbook for this course is Andrews, Matt. 2013. The Limits of Institutional Reform in Development. Cambridge University Press: New York. Prerequisite; Second Year MPAID Students Only OR Permission of Instructor.

MLD 110
Strategic Management for Public Purposes

Fall | Peter Zimmerman

Everybody needs a strategy. Strategy is the best concept we have for thinking about future action in light of our aspirations and current capabilities. MLD-110 focuses specifically on strategic management and leadership in the public arena in democratic societies; how leaders, managers and social entrepreneurs devise and execute strategies for change. Critically examines the assumptions, concepts, and tools of public problem solving applied around the world. Important elements in the course include: formulating and articulating mission, vision and public value; translating objectives into metrics and measures of performance; designing service delivery and production systems; embedding values and long-term objectives in organizations; analyzing and shaping organizational culture; and working through public, private and nongovernmental organizations, including coalitions, partnerships and networks and across organizational boundaries. Classes are framed through the lens of decision makers exercising leadership and managerial skills in an uncertain world. Most class meetings are case discussions, supplemented with conceptual materials, exercises, and group work. One or two visitors and an optional site visit bring live cases to the class. Course materials are drawn from the United States, other industrialized countries, and developing countries. The course is designed for students with management experience. Review session: Friday 8:45-10:00am (L332).

MLD 201
Exercising Leadership: The Politics of Change

Fall | A: Farayi Chipungu
Fall | B: Timothy O'Brien
Spring | C: Hugh O'Doherty

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

MLD 355M
Public Narrative: Self, Us, Now

Fall | Marshall Ganz

Questions of what I am called to do, what is my community called to do, and what we are called to do now are at least as old as the three questions posed by the first century Jerusalem sage, Rabbi Hillel:

If I am not for myself, who will be for me?
When I am for myself alone, what am I?
If not now, when?

This course offers students an opportunity to develop their capacity to lead by asking themselves these questions at a time in their lives when it really matters. . . and learning how to ask them of others. Public narrative is the leadership practice of translating values into action. To lead is to accept responsibility for enabling others to achieve shared purpose in the face of uncertainty. Public narrative is a discursive process through which individuals, communities, and nations learn to make choices, construct identity, and inspire action. Responding to challenges with agency requires courage that is grounded in our capacity to access hope over fear; empathy over alienation; and self-worth over self-doubt. We can use public narrative to link our own calling to that of our community to a call to action. It is learning how to tell a story of self, a story of us, and a story of now. Because it engages the "head" and the "heart" narrative can instruct and inspire - teaching us not only why we should act, but moving us to act. Based on a pedagogy of reflective practice, this course offers students the opportunity to work in groups to learn to tell their own public narrative. Also offered by the Graduate School of Education as A-111P.

MLD 356M
Public Narrative: Loss, Difference, Power, and Change

Fall 2 | Marshall MLD 355M   MLD 355M

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

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: 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. Course Notes: Also offered by the Graduate School of Education as A-612.

MLD 410
State and Local Financial Policy

Spring | Shelby Chodos

The course provides an introduction to issues of financial management in state and local government. The class explores three interrelated areas: (1) raising revenues - including the trade-offs associated with establishing a sustainable tax base; (2) raising capital

by borrowing in the capital markets; and (3) investing funds - in the context of both cash management and funding pension systems. Specific topics include: state and local tax policy, transit finance, school finance, privatization, economic development, debt management, and infrastructure finance. This course is policy focused and is not a substitute for courses in corporate finance, project finance, or the capital markets. The course is not intended to be a theoretical treatment of public finance, but was instead designed for students who desire a practical overview of real world challenges at the state and local level.

MLD 411M
Introduction to Budgeting and Financial Management

Fall 2 | Linda Bilmes

Budget concepts and techniques are central to the successful operation of government, nonprofit, 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, variance analysis, activity-based costing, cost accounting, revenue forecasting, capital budgeting, and financial management techniques such as the Balanced Scorecard. The course will use case discussions, problem sets, online tutorials, and individual and group exercises. Students who complete MLD-411M may enroll in MLD-412, the Greater Boston Applied Field Lab, an advanced spring semester course in which students work on challenging urban management and financial projects in the region. Students may also join the MLD-411 alumni program. Prerequisite: Students should be familiar with Microsoft Excel. Optional Review Session: Friday 11:45am-1:00pm (L140).

MLD 412
Greater Boston Applied Field Lab: Advanced Budgeting, Financial Management and Operations

Spring | Linda Bilmes

This course is an experience-learning lab that will enable students to work on financial and operational challenges in the local community. Projects typically include work in the cities of Boston, Somerville,

Cambridge, departments of the state of MA, the MBTA, local infrastructure projects, local congressional offices and budgetary/operational challenges. Additional course work includes training in advanced relevant analytical skills, such as GIS mapping and financial spreadsheet modelling. Extensive field work. Students who complete the course may be eligible for paid summer follow-on work in the field or conducting research on the relevant datasets. Course Notes: Prerequisite: Basic analytical skills in budget/finance/accounting (demonstrated through course work such as MLD-411, 411M, MLD-401M, API-401, or similar) or MBA program; and permission of the instructor. Applicants will be required to submit a short statement of interest. Course Requirements: Prerequisite: API-141 OR MLD-401 OR MLD-411.

SUP 125
Public Economics: Designing Government Policy

Fall | Martin Feldstein

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

SUP 150Y
Seminar: Social and Urban Policy

Year | Julie Boatright Wilson

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

SUP 206
The Causes and Consequences of Inequality

Spring | David Deming

Why has earnings inequality in the U.S. and other developed countries increased so much since the 1970s? What are the consequences of rising inequality, and what can we do about it? This course provides an overview of what social science has to say about the causes and consequences of inequality, and engages students in a critical and balanced discussion of the positive and normative issues concerning rising inequality. Example topics include: 1) the key role of education and skills in rising inequality among the "99 percent"; 2) inequality in childhood and family environments, including schooling; 3) the role of changes in economic institutions such as unionization and the minimum wage; 4) rising wealth inequality, taxation and capital mobility; 5) global issues in inequality, including outsourcing, immigration and trade. We will also consider the consequences of rising inequality for political and social institutions in the U.S. and around the world, including (for example) political capture by elites and preferences for redistributive social policy. Course assignments will ask students to analyze and develop policy solutions for addressing rising inequality in the U.S. and around the world. Also offered by the Graduate School of Education as A138. This course forms a unified sequence with SUP-204 "Growth, Inequality, and the Income of Households" taught in the fall. While either course can be taken separately, taking them together as a sequence is recommended for students wanting to pursue a more in depth study of household incomes and inequality.

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 analyz-

ing how health policy is shaped by interest groups, media, public opinion, legislative lobbying, elections, coalition building, policy legacies, institutions, and the politics of information. Student-led case studies focus on marijuana legalization in Colorado, defunding Planned Parenthood, as well as major movements toward comprehensive national health insurance in the U.S. including the Clinton and Obama health plans and the debate over the implementation of the Affordable Care Act. Leaders in political strategy from both the health and political fields will be guest lecturers. 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.

SUP 601
Urban Politics, Planning, and Development

Spring | Quinton Mayne

In the face of failures and dysfunction at the national level, there is growing excitement about the welfare- and democracy-enhancing potential of cities. Yet, not all cities are able to realize their promise as engines of economic growth and human development. Why some fail, while others succeed depends crucially on the politics and governance practices that shape cities and metropolitan regions. Understanding the politics of urban planning and development is therefore fundamental to unlocking the potential of our cities to boost the wealth, health, and well-being of citizens

and communities. This course focuses on urban politics in the United States and Europe. Key topics include U.S. and European urban politics viewed in the large, and more specifically the politics of land-use, economic development, housing, water, policing, and transit. Cross-cutting themes include: the role of business and non-profits in local governance; citizen participation and urban social movements; the importance of race, ethnicity, and class in shaping group conflict and co-operation at the local level; as well as the costs and benefits of local government fragmentation. The course involves in-class exercises, group work, and simulations, as well as guest lectures. Most class sessions build off single-city case studies, including written and multi-media cases on Stuttgart, New Orleans, Atlanta, Naples, Seattle, New York, Portland, Chicago, Detroit, London, Boston, and Copenhagen.

The course purposes are twofold: (1) to enhance your sophistication in thinking about and analyzing the factors & conditions that shape political & planning processes at the urban level and what their consequences are; and (2) to hone your skills in thinking strategically about how to exercise influence in and on these decision processes.

HARVARD DIVINITY SCHOOL

3354
Political Violence in the Name of God: Comparing Islam and Christianity

Fall | Jocelyne Cesari

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

3368
Islam, Modernity and Politics

Spring | Ousmane Oumar Kane

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

HARVARD EXTENSION SCHOOL

GOVT E-1207
Capitalism as a System of Governance

Fall | Bruce R. Scott

This course introduces materials which allow students to explore the relationship between capitalism, the system which governs the economic relationships in a society, and democracy, which governs the political relationships. The focus of the course is primarily on the United States in the period since World War II. However, as background, the course also includes an exploration of how capitalism first emerged in Europe in the 1400s, based on institutional innovations led by constitutional monarchies and the development of regulated banking systems which expanded the money supply beyond what could be managed on the basis of hard currency (coins), and reciprocity as managed through the feudal system. In particular, it analyzes the transformation of the US from an egalitarian economic and political system (1630-1830) to the most unequal among developed countries from 1980 onward. Specifically, we explore whether the US since 1970 has been a victim of excess deregulation, excess empowerment of its large firms, inadequate attention to antitrust, excessive use of incentive compensation typically paid in grants of corporate stock to those with already high incomes, and excess focus on consumer prices as the leading measure of economic performance. We then consider how these two systems have come together in an innovation which has become known as law and economics. Finally, we consider some remedies which would aim to reestablish a more balanced focus on opportunities for meaningful employment throughout a lifetime and a more balanced development of opportunities between rural and urban areas as they existed prior to 1980.

HARVARD FACULTY OF ARTS AND SCIENCES

GOVT E-1353
Leadership Lessons from Modern Presidential Politics

January | John Paul Rollert, George Jacob Wendt

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

sector. Our readings are drawn from history, literature, philosophy, business, and politics. In addition to lectures and discussion, this course also features guest speakers from the Romney campaign and the Obama White House.

GOVT E-1354
Ideas About Leadership: Theoretical, Historical, and Personal Frameworks

Fall | Mary Raum

Leadership moves the world. That's why it is important, why we study it and why we strive to do it well. It is a research area, a practical skill, and a personal philosophy. Thoughts about leading have evolved over time to include broad categorizations of transactional transformational, behavioral, and situational approaches. Numerous examples of leading exist across generations which serve as examples to bridge theory with reality. The course is designed to meet three objectives. First is to become acquainted with several of the primary theoretical ideas about leading. Second is to introduce illustrations of current or historical leaders and situations to enrich the theoretical assertions. Third is to participate in an active self-reflection about leadership qualities, strengths, and weaknesses.

GOVT E-1750
International Organization

Spring | Don Babai

Can states work out cooperative solutions to problems of human injustice and environmental degradation? What is the record of the United Nations in conflict management? What has been the impact of World Bank programs on the alleviation of poverty? Why are the International Monetary Fund and the World Trade Organization regarded as necessities by some and as obstacles by others? These are some of the questions addressed in an exploration of the potentials and limitations of international organizations.

Fr. Seminar 41R
Media in American Politics

Fall | Matthew Baum

This course considers the degree to which Americans' political opinions and actions are influenced by the media as well as the influence of the media on public policy. Topics to be covered include the history of the mass media, recent trends in the media, theories of media effects, the implications for politics of changes in media (e.g., the rise of the Internet, social media and partisan media), the ways in which the news shapes the public's perceptions of the political world, campaign communication, how the media affect the manner in which public officials govern, and the general role of the media in the democratic process. Course Requirements: Course open to Freshman Students Only.

Gov 30
American Government: A New Perspective

Fall | Paul 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. This course, when taken for a letter grade, meets the General Education requirement for United States in the World. This course fulfills the requirement that one of the eight General Education courses also engage substantially with Study of the Past.

Gov 94EK
Globalization and Private Governance
Fall | Michael Hiscox

This research seminar examines the impact of globalization on labor and environmental standards in developing nations. Topics include: the rules of the World Trade Organization and various preferential - trade agreements, including NAFTA, and how these affect regulatory standards set by governments; the effects of corporate social responsibility (CSR) measures, including corpo-

rate codes of conduct; the effectiveness of activist campaigns, and; the impact of voluntary certification and labeling schemes such as Fair Trade. Undergraduate seminar. Enrollment by lottery. Please see Gov Dept undergraduate website for details.

Gov 94GS
Globalization and Civil Society

Spring | Susan Pharr

This seminar examines the rise of civil society worldwide and the role civil society organizations play in shaping social, economic, and political realities. It explores the origins of the concept; the relation between civil society and democracy; the complex roles of civil society in developed democracies, in democratic transitions, under conditions of repression, and in transborder advocacy and development. Cases include: Europe, U.S., Japan, Korea, Taiwan, and China. Undergraduate seminar. Enrollment by lottery. Please see Gov Dept undergraduate website for details.

Gov 94IP
Identity, Politics, and Policy

Fall | Ana Weeks

What explains the meteoric shift in favor of same-sex marriage in recent years? Why do some countries ban head scarves? Can public policy change deeply-held cultural values? This course draws on multiple approaches to the study of identity -- gender, sexuality, race, religion, and others -- to examine its role in politics. It explores the evolution of policies related to group rights and equality across advanced democracies. Topics include multiculturalism, LGBT rights, affirmative action, and gender quotas. Undergraduate seminar. Enrollment by lottery. Please see Gov Dept undergraduate website for details.

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. Enrollment by lottery.

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. Enrollment by lottery. Please see Gov Dept undergraduate website for details.

Gov 1203
Capitalism and Democracy in Central and Eastern Europe

Spring | Grzegorz Ekiert

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

Gov 1292
Politics in Brazil

Fall | Frances Hagopian

Introduces students to politics and political change in Latin America's largest country. Outlines historical perspectives and contemporary challenges,

and examines political institutions, civil society, and contemporary politics and policy. Emphasis is on how institutional change, decentralization, and the mobilization of civil society have interacted to change the trajectory of Brazilian politics by deepening citizen participation, strengthening political parties and political representation, reforming social policy, guaranteeing citizenship rights, and ultimately reducing inequality and deepening democracy.

Hist 1001
The War in Vietnam

Fall | Fredrik Logevall

The struggle for Vietnam occupies a central place in the history of the 20th century. How did it happen? Why did first France and then the United States wage large-scale war there, and why did both powers fail in their effort to subdue the revolutionary Vietnamese forces? And what is the legacy of the struggle for our world and for U.S. foreign policy today? This course examines these and related questions, with particular attention to the long period of direct American involvement. The events will be considered in their relationship to Vietnam's history, to American politics and society, and to the concurrent Cold War.

Sociology 181
Social Change in Modern Korea

Fall | Paul Y. Chang

This course explores the incredible transformation of Korean society in the modern period. We begin with the demise of the Choso/a7n Dynasty at the end of the 19th century before covering the Japanese colonial period (1910-1945), the emergence of two Korean nation-states (1945-1948), the Korean War (1950-53), and the contemporary period (1960-present). The course is divided into two distinct parts. In the first part of the course we discuss Korea's political and economic transformation and in the second, we cover social and cultural change. Upon completion of the course, students should have a thorough grasp of the vast social changes Korea underwent in the 20th century.

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

ADV 9630
Urban Design Proseminar

Fall | Eve Blau

The proseminar is a forum for conversation on contemporary urban design. It is structured around three overlapping discussions: the formation of the discipline, critiques of urban design, & projections and speculations on the future of the discipline. Theory & practice are contextualized in a way that is not limited to the study of the physical city but includes operations made on the city as well as topics in related fields. The course examines the contested terrain of architecture, landscape architecture, urban planning & design, with engineering, geography, sociology, & scientific, cultural, & historical disciplines. Although all the mechanisms for considering the city cannot be covered within the constraints of the proseminar, the focus will be on developing a critical perspective that comes from a deeper understanding of theory, practice, & speculation. Presentations by guest GSD & Harvard faculty, together with site visits, will contextualize urban design today & its range of opportunities and potential. The proseminar requires active engagement with discussions & assignments, & provides a foundation for further course & studio work at the GSD. Expectations: The emphasis of the course is on engagement: with the readings, the guests, & with the discussions. Grading: Class participation (30%), Response Papers (40%), Assignment 1 (10%), Assignment 2 (20%).

HIS 4329
Urbanization in the East Asian Region

Fall | Peter Rowe

The purpose of this lecture course is to provide an overall account of the urbanization in selected cities within the rapidly developing East Asian region; to characterize relevant political traditions and forms of planning administration affecting urbanization there; and to depict prevalent patterns of urbanization, including illustration at appropriate levels, such as district, block, and building type. The questions being addressed are whether there is a distinctive form to urbanization within the Pacific Asian region, or whether it is largely a matter of satisfying demands for rapid urban expansion within the ambit of internationally available building technology? Are there common problems and opportunities accompanying urbanization within the Pacific Asian region, or is each place sufficiently different so as to defy unitary characterization? The cities in question are Singapore, Macau, Hong Kong, Taipei, Tokyo, Seoul, Shanghai, Beijing, Suzhou, Wenzhou, and Wuhan. The course will begin with a summary account of traditional manners of city making as well as later western influences, including those from the Soviet Union, in the case of China. The format will be lectures about each city, in turn, followed by several discussion sections including comparisons among selected cities. Given China's current prominence in the region, the course will conclude with a summary account of urban formation there and an analysis of its likely sustainability. Stu-dents will be required to write two papers: one about a particular project or plan, and the other about a particular issue of concern or interest. The first class of 4329 will be on Monday, September 11. The Teaching Fellow for the course is Yun Fu.

HARVARD GRADUATE SCHOOL OF EDUCATION

EDU A024
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 curricula legitimate some forms of knowledge while excluding others. Educational attainment is a key factor in the economic success of individuals, groups, and nations. Public school systems are among the economy's largest employers and command a sizable share of state and local government budgets. It is no surprise, then, that education policy debates are often contentious. This course surveys the politics of education in the United States. It considers the key institutions (e.g., school boards, state governments, Congress, the executive branch, and courts) and actors (e.g., elected officials, organized interests, and the general public) shaping the American K-12 education system in order to understand recent reforms and their consequences for students. Students will examine past conflicts over education governance and have the opportunity to develop their views on ongoing policy debates. The course draws on concepts from political science and related disciplines to shed light on the development of the American education system while using education policy as a lens through which to learn about American politics and the nature of political action generally. No prerequisites. Strongly recommended for students in the Education Policy and Management Program. It is also designed be useful for Ed.D., Ph.D., and Ed.L.D. students and for graduate students in other Harvard schools with an interest in applied political analysis. Open to advanced undergraduates with a strong interest in education policy. Jointly offered at the Harvard Kennedy School (HKS) as SUP-449.

EDU A826
The Politics of Education in the Developing World

Fall | Emmerich Davies

Have globalization and market-oriented reforms constrained or empowered domestic government efforts to provide broad-based education? How should developing country governments engage the private sector in the provision of education? What is the effect of political and administrative decentralization on parental participation and educational outcomes? This course will explore these and other questions as we try to understand the role that political institutions, elected leaders, civil society, and bureaucrats play in the provision of education across the developing world. We will ask who the key actors, interests, and incentives are in education politics through individual case studies across various countries in Latin America, sub-Saharan Africa, and South and East Asia. By the end of the course we will have learned to identify the incentives of actors, their options, and how to best engage them in education policy making. The class will use a series of case studies, policy evaluations, and theoretical readings to explore these questions in the context of the politics of the developing world. The emphasis will be on real world ex-

amples and policies, and we will leave with a broader understanding of the incentives and constraints political actors face in the developing world.

EDU A830
Education and International Development

Spring | Emmerich Davies

This course is intended as an introduction to the major theories of international development and education. The course will review literatures across the social sciences with a focus on political science, education, and economics on the relationship between education and economic and political development. We will begin by exploring major debates on development: Why are some countries rich and some poor? From there, we ask what the relationship is between economic and political development and education. Is development a prerequisite for the provision of education, or does the relationship run the other way? We will also explore the effects of education on nation building, citizenship, and identity in a comparative context. At the same time, we will also critique existing theories of development and what they mean for our broader thinking on education. Who and what is forgotten when we talk about development? How should we incorporate them in our policy-making and research on education? The course will include a semester-long research intensive project through which students will deepen their research, writing, and policy analysis skills. The research project will be independently designed by students in consultation with the instructor. Permission of instructor required. Enrollment limited to 20. Suitable for master's students interested in research policy and for doctoral students looking to do research in international education.

EDU H517
Contemporary Immigration Policy and Educational Practice

Spring | Roberto 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.

Learning Goals: The primary objective of this course is to assist students in building a fundamental understanding of various issues relevant to immigration policy and educational practice. It is designed to achieve the following objectives: 1. To provide students with an understanding of the public policy context of immigration and how that context shapes immigrants' daily realities and our work with immigrant communities, families, and individuals; 2. To present students with important controversies and trends in contemporary immigration and education policy and help them to develop a critical perspective with respect to such controversies and trends; 3. To help students understand the important implications of immigration policies for the education and schooling of immigrant youth; 4. To provide students the tools to critically examine their professional work and evaluate its outcomes in ways that are self-reflective; 5. To broaden students' viewpoints so they can advocate for the policies and practices that meet the needs of immigrant students and their families.

EDU T014
Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism

Spring | Aaliyah El-Amin

The persistence of inequality and oppression in the United States, specifically along racial lines, is clear: Racism is an ugly tear in the fabric of American society. Schools, a dominant social and political institution, create and enforce racial meaning. Just as schools have the power to perpetuate racist frames and ideologies, schools also have a unique opportunity to equip students with the tools to envision and create a more just society. Based in critical theory and critical pedagogy--approaches that involve explicitly identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic oppression--this course assumes that schools can and should prepare young people to deconstruct and dismantle racist forces. Thus, the course covers the concepts and tools that can be developed in schools and support youth of color to not only be resilient to (recover quickly or withstand), but also resist (take action in opposition to) racist condi-

tions. Concepts explored in depth include: a strong sense of racial-ethnic identity, collective obligation, critical consciousness, and activism. We will first examine how schools and education organizations work to cultivate each of these concepts through practice-based strategies such as: intentionally racially homogenous schools, youth participatory action research, critical literacy, ethnic studies, and critical arts. We will then examine concepts that both students of color and all educators need to understand in order to be unwavering agents of change for racial justice in challenging contexts, such as hope. Finally, we will discuss strategies for consciousness-raising with white students. As a culminating project, students will design and present new education-based, anti-racist interventions. Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on course website.

HARVARD CHAN SCHOOL OF PUBLIC HEALTH

GHP 262
Emerging Issues in Humanitarian Response and Human Rights

Fall | Phuong Pham, Jacqueline Bhabha, Jennifer Leaning

The course will provide an introduction to frameworks and constructs that form the foundation for understanding and engaging in humanitarian and human rights research and action. The course will also examine emerging critical challenges to Humanitarian Response and Human Rights Protection that have multi-dimensional global impacts. These issues include armed conflict, social oppression, climate change, famine, migration, ethnic and other forms of discrimination, and gender-based violence. The major options of protection and support, including early warning and prevention and mitigation strategies, will be analyzed through case studies and discussion of current research findings, through the various lenses of the norms, actors and processes of international humanitarian and human rights law, operations and policy.

GHP 552
Leadership Development in Global Health

Fall 1 | Somsak Chunharas

The Richard L. and Ronay A. Menschel Senior Leadership Fellows Program offers a rare opportunity for those who have recently served in senior top-level positions in government, multilateral institutions, and non-profit organizations to spend three months at the Harvard T. H. Chan School of Public Health to share leadership vision and experiences, by mentoring and teaching of students who aspire to take on similar roles. These courses, taught by a Senior Leadership Fellow, will focus on various leadership challenges in areas such as, politics and public health; health equity; policy implementation; poverty and access to health care, and universal health coverage. Current fellows will offer a half-semester course that is unique and reflects the individual fellows career and leadership experiences. Examples of past fellows include:
• Gabriel Jaramillo, General Manager of the Global Fund to Fight AIDS, TB and Malaria
• Recep Akdag, Minister of Health of Turkey (2002-2013)
• Ashok Alexander, Bill & Melinda Gates Foundations India office (2003-2012)
• Sujatha Rao, Union Secretary, Ministry of Health and Family Welfare, Government of India

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

SCHOOLS OUTSIDE OF HARVARD UNIVERSITY
Contact HKS Registrar for cross-registration rules and regulations

FLETCHER SCHOOL OF LAW AND DIPLOMACY AT TUFTS UNIVERSITY

DHP P219
Political Economy of Development

Spring | Katrina Burgess

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

DHP P261
Democratization in the Middle East: Theory and Practice

Fall | Elizabeth H. Prodromou

This course explores the intersection of geography, religion, and security in the trans-regional, trans-continental space of Eurasia. The course focuses primarily on the relationship between the United States & Russia, & questions whether the US and Russia are engaged in a zero-sum competition in Eurasia. The course has three parts: an introduction to theories of classical & critical geopolitics; an introduction to the origins of Eurasia as a geographic & cultural space, where religion figures prominently in competing geographies of power and identity; &, a review of key cases that give comparative purchased into the religion-security nexus in Eurasia.

DHP P290
Migration and Transnationalism in Latin America

Fall | Katrina Burgess

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

DHP P293
Democracy and State Reform in Latin America

Fall | Katrina Burgess

This seminar examines how democratization & market reform have interacted to reshape the state & 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, & 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 & non-discrimination; democracy; economic & social rights; business & human rights; & 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.

ILO L212
Nationalism, Self-Determination and Minority Rights

Fall | Hurst Hannum

This seminar explores the evolution of the concepts of self-determination and minority rights from the nineteenth century to the present. The focus is on changing legal norms, including interpretation of the principle of self-determination by the League of Nations and United Nations; protection of the rights of ethnic, religious, and linguistic minorities; and the articulation of the rights of indigenous peoples. The seminar requires a substantial research paper that analyzes a contemporary situation in which these issues are significant. Open to students who have completed L200, L210 or equivalent.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

17.178
Political Economy of Institutions and Development
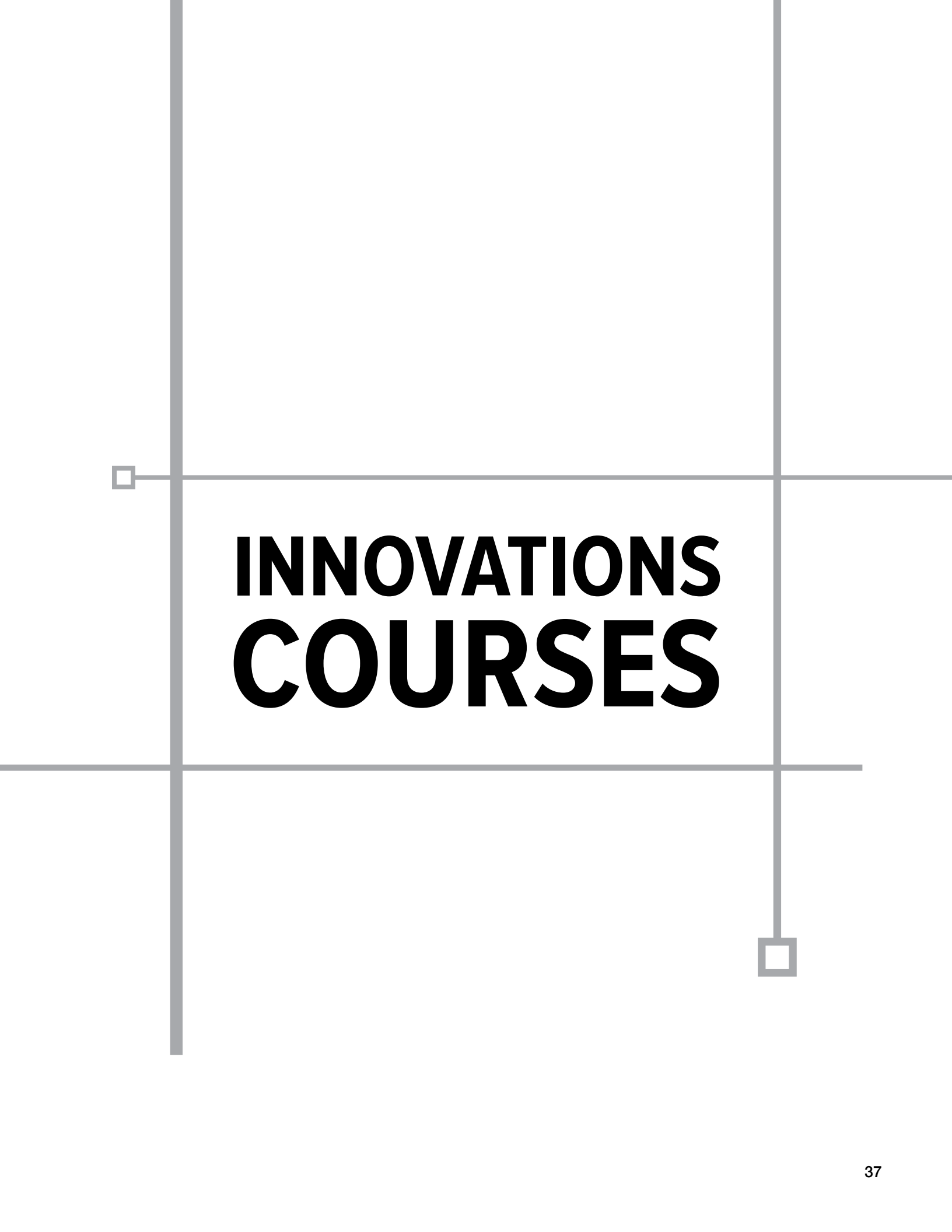
Fall | B. Schneider

Explores institutional diversity in capitalist development, both historical and contemporary, and various explanations (e.g. economic, institutional, sociological, and political) for the divergent economic organization. Examines dimensions of comparison, including issues in business-government relations, labor relations, vocational training, and multinational corporations. Also considers global production networks, natural resource dependence, diversified business groups, industrial policy, and globalization.

17.263
Electoral Politics, Public Opinion, and Democracy

Fall | A. White

Considers the role of elections in American politics. Issues explored include empirical and theoretical models of electoral competition, the effect of elections on public policy, and proposals to improve elections. Special emphasis is given to mass voting behavior, political parties, the media, and campaign finance. Subject focuses on US elections, but provides some contrasts with other countries, especially the United Kingdom.

INNOVATIONS COURSES

HARVARD KENNEDY SCHOOL

API 102
Economic Analysis of Public Policy

Spring: A: Mark Shepard
          B: Joseph Aldy
          I: Robert Lawrence
          Z: Jeffrey Liebman

This course builds on API-101 to develop microeconomic tools of analysis for policy problems through various policy applications. The course is broadly focused on evaluating the rationale for government intervention in the economy and evaluating the efficiency, incentive, and distributional effects of government policies. Course Notes: 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. Class Notes: The A section focuses on social policy (for example, health, education, social insurance, and poverty alleviation) and other, public finance topics (e.g., taxation, inequality, and cost-benefit analysis), and competition policy. Review session: Friday 10:15-11:30. Course Requirements: Prerequisite: API-101.

API 126
American Economic Policy

Fall | Jeffrey Liebman, Martin Feldstein, Lawrence Summers

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

API 135
Fundamentals of Environmental Economics and Policy

Spring | Robert Stavins

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

API 166
Electricity Market Design

Fall | William Hogan

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

API 303
Game Theory and Strategic Decisions

Spring | Pinar Dogan

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

API 304
Behavioral Economics and Public Policy

Fall | Brigitte Madrian

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

API 305
Behavioral Economics, Law and Public Policy

Spring | Cass Sunstein

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

BGP 100
The Business-Government Relationship in the United States

Fall | Roger Porter

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

BGP 150Y
Seminar: Business and Government

Year | John Haigh

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

BGP 235M
Private Capital for Public Purpose: Impact Investing and Its Siblings

Spring | David Wood

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

DEV 209
Management, Finance, and Regulation of Public Infrastructure in Developing Countries

Spring | Henry Lee

(Previously offered as PED-209). This course explores efforts to manage, finance, and regulate the transportation, water, sanitation, and energy infrastructure systems in developing countries. Issues to be discussed include public-private partnerships (PPPs), the fundamentals of project finance, contract and discretionary regulation, stakeholder involvement, and managing the political and strategic 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. Class Notes: Review session: Friday 2:45-4:00pm (Starr).

DEV 338
Contemporary Developing Countries: Entrepreneurial Solutions to Intractable Problems

Fall | Tarun Khanna

(Previously offered as PED-338). This course will provide a framework (and multiple lenses) through which to think about the salient economic and social problems of the five billion people of the developing world, and to work in a team setting toward identifying entrepreneurial solutions to such problems. Case study discussions will cover challenges and solutions in fields as diverse as health, education, technology, urban planning, and arts and the humanities. The modules themselves will be team-taught by faculty from engineering, the arts, urban design, healthcare and business. The course will embrace a bias toward action by enabling students to understand the potential of individual agency in addressing these problems. All students will participate in the development of a business plan or grant proposal to tackle their chosen problem in a specific developing country/region, emphasizing the importance of contextualizing the entrepreneurial intervention. The student-team will ideally be comprised of students with diverse backgrounds from across the University. Course Notes: Also offered by the Business School as 1266, the General Education Department as Societies of the World 47, the School of Public Health as GHP 568, the Law School as 2543, the Graduate School of Education as A-819, the Graduate School of Design as SES 5375, and the Medical School as IND-520.

DPI 421
Power Shifts: Understanding Global Change Through History

Fall | Arne Westad

Nobody can understand the present without a keen understanding of the past. After all, history is all we have to go on in providing the raw material for making sense of the world we live in today. Successful policymakers often recognize this and turn a view of the past to their advantage in interpreting the present. They appreciate that any good strategy is grounded in a sound view of history. This course explores major historical shifts from European and Asian antiquity up to today. It looks at power in all its dimensions – material, demographic, technological, ideological, military, or religious – and shows how it has influenced and been influenced by broader transformations. Our aim is to better identify the key causes of power shifts, but also to get an impression of the fickleness of established orders in times of change. Class Notes: Review session: Friday 11:45am-1:00pm (L382).

DPI 730
The Past and the Present: Directed Research in History and Public Policy

Spring | Moshik Temkin

This course is intended for students who are interested in conducting high-level historical research related to contemporary public issues, both American and non-American. It will also introduce students to important policy-relevant literature in different fields of history, including social, political, gender, and race. The course is open to students in public policy, history, government, economics, law, education, urban studies, public health, sociology, and other related fields and disciplines, with the professor's permission. The course has three principal components: 1) reading signal works that connect historical scholarship to public policy; 2) developing individual research projects; and 3) presenting student work and commenting on the work of others. Students might develop a work of scholarship unique to the course or use the course as a workshop for a research project developed elsewhere, such as theses and dissertations. The course is designed to enhance students' research skills and to provide a foundation for rigorous historical analysis of public issues.

IGA 165M
Corporate Social Responsibility

Spring 1 | Jane Nelson, John Ruggie

(Previously offered as BGP-230M). This module provides an overview of corporate responsibility (CSR) and responsible investment, focusing on today's interplay between large corporations and governments, intergovernmental institutions, investors and non-governmental organizations (NGOs). Over the past several decades many factors have contributed to increased expectations for corporations to adopt CSR programs as governments have reduced their regulatory and ownership roles in favor of market-based approaches. Advocates have seen CSR as a means of addressing governance gaps where government is weak. Critics have seen CSR as an intrusion of corporate interests in the public sphere where government is strong. During its evolution, CSR has progressed from traditional philanthropy to encompass not only what companies do with their profits, but also how they make them. Through their stakeholder relations and business models, companies can help address environmental concerns, human rights public policies and practices. Companies can also identify opportunities for innovative products, technologies and business models aimed at solving social or environmental challenges. CSR has also become a tool for investors, to mitigate emerging social, environmental and governance risks and to identify opportunities for aligning financial performance with social, environmental and governance (ESG) performance. In addition, CSR has become a lever for civil society organizations to influence corporate practice and public policy. The course focuses on large multinational corporations and examines tools used to improve corporate social risk management, accountability and transparency and tools used to enhance corporate social innovation and shared value. What has worked, what hasn't, and why? What are CSR's limits? What is the future of CSR? The module surveys the literature and examines topical examples drawn from today's U.S. and global experiences.

IGA 182
The Future of World Politics: Horizontal Power

Spring | Richard Rosecrance

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

IGA 410
Energy Policy: Technologies, Systems, and Markets

Fall | Henry Lee

Energy is a critical component of every dimension of human society. It is an essential input for economic development, transportation, and agriculture, and it shapes national and international policies in the environmental, national security, and technology arenas. IGA-410 introduces students to the policy and economic dimensions of the energy choices to meet societal goals -- both global and domestic. Oil and gas markets, electricity policy, technology innovation, renewable energy, climate change and global energy politics will be covered, as well as the energy challenges facing India and China. The first part of the course introduces students to quantitative and qualitative analytical tools to assess energy problems and the fundamental concepts of energy policy. The second will use case studies to explore specific challenges, which will allow students to apply the tools acquired in the first segment. Review Session: Friday 10:15-11:30am (Land) Previous exposure to micro-economics is useful, but not required.

IGA 412
The Geopolitics of Energy

Fall | Meghan O'Sullivan

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

IGA 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 functions, and outline the policy implications of adopting a systems approach to economic change. The course is offered in three units. The first unit covers the historical origins and theories of innovation systems from a public policy perspective. The second unit involves learning from contemporary case studies of innovation systems at the regional, national, and international levels. The third unit analyzes the policy implications and limitations of adopting a systems approach. The course is taught largely using the case method involving reading and

discussion. Each reading of the case is guided by a set of study questions. The final output of the class is a 5,000-word policy paper. Through class discussion and the final paper, students are expected to show understanding of the concept of innovation systems, its applications to specific settings, and its relevance to public policy. Training in science, technology, or engineering is not a requirement for the course.

MLD 364
Leadership from the Inside Out: The Personal Capacity to Lead and Stay Alive

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. In this course, we explore how self-knowledge and self-discipline form the foundation for staying alive in leadership. The course has three parts: (1) the sources and forms of danger in leadership; (2) diagnostic, strategic, and tactical responses to these dangers; and (3) the personal capacities to lead and 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, identity, 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.

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 road-

map is: creating value, delivering quality services, delivering efficient services, managing performance, utilizing technology, and addressing unique challenges. Throughout the course, tools will be introduced including process mapping and reengineering, capacity and root-cause analysis, and total quality management. The course capstone is a client project in which student teams help local agencies solve actual operational problems. The course is oriented toward the general manager or those interested in an introduction to the field. A Friday recitation provides additional practice with the tools that are taught. Review Sessions: Friday 8:45-10:00am (Weil/BL1) & Friday 10:15-11:30 (Weil/BL1).

MLD 602
Performance Leadership: Producing Results in Public and Nonprofit Agencies

Spring | Robert Behn

You are the leader of a public or nonprofit organization. Your job is to produce results. But what results? And how? How can you improve significantly your organization's performance? This course examines the five challenges of performance leadership: (1) Choosing and producing results: How can public executives determine the results they will produce next 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 progress and 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://video.hks.harvard.edu/play.aspx?path=/classtrailer/spring2010mld.m4v&seek=2006

MLD 617M
Effective Implementation: Learning from Effective Implementers

Spring 2 | Francis Hartmann

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

MLD 620M
Urban Innovation: Concepts and Practices

Spring 2 | Stephen Goldsmith

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

MLD 621
Innovation Field Lab: Public Problem Solving in Massachusetts Cities

Spring | Jorrit de Jong

The Innovation Field Lab provides a one-of-a-kind experiential learning environment for students, delivers tailor-made innovations to cities, and creates the opportunity for cutting-edge action research. 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. The Ash Center at HKS has partnered with 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 explore and address the city's challenges on location. Using concepts and skills learned in the course, as well as from other courses and prior experiences, students will help cities reinvent practice. 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 demanding, but 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 on-campus sessions, while field lab coaches will be available to help coordinate the field work. 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. More info: https://ash.harvard.edu/innovation-field-lab

MLD 830
Entrepreneurship and Innovation in the Private and Social Sectors

Fall | Dick Cavanagh

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

MLD 831
Entrepreneurship and Innovation in the Private and Social Sectors (Business Plan Workshop)

Spring | Dick Cavanagh

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

SUP 321M
Designing Social Security Systems

Spring 2 | Jo Anne Barnhart

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

SUP 425M
Developing Effective School and Community Interventions for At-Risk Children

January | Richard Weissbourd

How can we develop more effective interventions for at-risk children? This module will address this question with a focus on children in poverty and children suffering social and emotional risks. Students' primary work will be to develop a proposal for an intervention that they will then present to Boston city leaders, including the Mayor of Boston (schedule permitting) and city leaders from other nearby towns. Students may select an intervention designed to improve students' academic performance, to reduce children's social or emotional risks, or to promote social, emotional or moral development. The module will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency; new models of resiliency will also be examined. Attention will be given to the different sources and different expression of risk and resilience across race, class, and culture. For each of the interventions, we will explore several questions: How convinced are we--based on the available evidence--that the intervention will, in fact, be effective? In what sense is the intervention effective? For example, what kinds of children are helped by these interventions, how much are they helped, and who is left behind? What is the "theory of change," and what are the major ingredients of the intervention? What are the factors, including political factors, that determine whether a city leader supports an intervention? How can interventions best be sustained over time? What determines whether interventions

can be effectively scaled up? Classes will consist of discussion, lectures, and guest speakers involved in interventions but will also be devoted to students presenting their proposals at various stages. Prerequisite: Prior knowledge and background in theories of risk and resilience and experience with program development and interventions is helpful. Enrollment is limited to enable more intensive classroom discussion. Also offered by the Graduate School of Education as H-310W.

SUP 450
The Consequences of Educational Policy Interventions in Developing Countries: Evidence from Recent Impact

Spring | Felipe Barrera-Osorio

The past two decades have seen the emergence of numerous rigorous evaluations of educational interventions in developing countries. These studies employ methodologies that allow researchers to reach causal conclusions about the effects of the programs that they evaluated. This course aims to distill the main policy lessons from these studies by reviewing the main theories that motivated them, the empirical strategies used to assess them, the emerging puzzles, and the substantive results and their policy implications. The course will analyze new evidence emerging from developing countries concerning basic education (K-12), and have an economic perspective on educational problems. By the end of the course, students will have acquired: comprehensive knowledge of the evidence of the impact of various strategies to improve access to education and learning in developing countries; an understanding of the policy consequences of these educational strategies, and of the strengths and weaknesses of different methodological approaches to impact evaluation in education; and strong analytical and communication skills to make evidence-based judgments and convey them effectively to non-technical audiences. The course is designed for master's and doctoral students, and for other graduate students across Harvard interested in education and economics of education in developing countries. Prerequisite: Prior knowledge of economics as demonstrated by completion of A-205, or a similar course, is required. Also required is a basic understanding of statistics, as demonstrated by completion of S-012 or a similar course. Also offered by the School of Education as A-822.

SUP 470
Strategies and Policies for Narrowing Racial Achievement Gaps

Spring | Ronald Ferguson

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

SUP 500
Introduction to Health Care Policy

Fall | Sheila Burke, Benjamin Cook

The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by the organization of the system. We will give attention to the status and implementation of the 2010 reform legislation and the ongoing budget debate in the U.S. Congress related to health care. We will focus on the major health policy institutions and important issues that cut across institutions, including private insur-

ers and the federal/state financing programs (Medicare and Medicaid/SCHIP). In addition focus will be given to the quality of care, structure of the delivery system, the drivers of cost growth, and long-term care. The course will be a combination of lectures and discussions. The instructors will introduce topics and guide discussions. Students are expected to actively participate in the discussion. Literature from economics, politics, medical sociology, and ethics will be incorporated into discussions and written exercises. No disciplinary background is assumed, nor is any special familiarity with the field of health care required.

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

Spring | Robert Blendon

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

SUP 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.

**SUP 663
Land Use and Environmental Law**

Fall | Jerold Kayden

As a scarce and necessary resource for earthly activity, land triggers competition and conflict over its possession, use, development, and preservation. For privately owned land, the market manages much of the competition through its familiar allocative price-setting features. At the same time, because use of land in one location affects the interests of neighbors and the general public and because market mechanisms alone do not always protect or advance such interests, government has enacted land use and environmental laws that significantly affect how land is handled. Expressed through local ordinances, higher-level legislation, constitutions, discretionary governmental decisions, administrative regulations, judicial opinions, and private agreements, these laws affect the look, feel, character, and composition of cities, suburbs, and rural areas everywhere.

This course introduces students to the content and controversies of land use and environmental laws. No prior legal knowledge is presumed. The purpose of the course is to provide students with a basic understanding of the theories, rationales, techniques, and implementing institutions involved in legally controlling the possession, use, development, and preservation of land. Particular attention is paid to law's intended and unintended impacts on the physical pattern of built environments and resulting social and economic outcomes, on the increasing overlap of land use law and environmental law regimes especially when climate change and urban resilience are front and center, and on the tensions between individual rights and asserted socio-economic goals often resolved within the context of constitutional law by the courts. Law's approach is distinguished from those employed by other fields and disciplines. The role of the non-lawyer professional (planner, designer, public policymaker, developer, activist, etc.) in the crafting and implementation of land use and environmental laws is highlighted. Although United States law provides the principal material for the course, comparisons with legal regimes in other countries are regularly made. For better and worse, United States law has been a key reference point for planning and environmental laws worldwide. The legal techniques explored in the course include laws dealing with zoning, subdivisions, growth management, transfer of development rights, exactions and impact fees, form-based codes, environmental impact reviews, wetlands and water, endangered species, clean air, solid and hazardous waste 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; eval-

uating 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; federal 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.

HARVARD BUSINESS SCHOOL

1562
The Moral Leader

Fall | Joseph L. Badaracco

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

1562
The Moral Leader

Spring | Sandra J. Sucher

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

1595
Public Entrepreneurship

Fall | Mitchell Weiss

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

2134
Digital Innovation and Transformation

Spring | Karim Lakhani, Feng Zhu

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

6140
Field Course: Innovating in Health Care

Spring | Regina Herzlinger

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

HARVARD DIVINITY SCHOOL

2124
Urban Shock

Spring | Steven Jungkeit

According to some estimates, one half of the world's population now lives in an urban setting. While some North American cities have undergone massive decline, urban zones in Asia, South America and Africa have seen explosive and unprecedented growth. This seminar is an exploration of the ethical and social issues that have arisen as a result of that decline and growth. In particular, we shall concentrate our attention on the movements, performances,

choreographies, and disciplines of human bodies, both individually and collectively, as they navigate those various urban environments. Seminar sessions shall be devoted to a number of urban "sites," noting the bodily performances or rituals called forth within those sites. Among those sites are consumer spaces, industrial zones, impoverished streetscapes, theatrical and utopian spaces, ritual or sacred spaces, and finally the body itself as a kind of construction site. Particular attention will be given to Paris, New Orleans, and other urban zones around the globe. Readings will draw from Marxist and Frankfurt School theorists, as well as queer, posthuman, and religious studies texts. In addition, different forms of expression and creativity such as music, films, novels, and performance art shall be considered throughout the course as we account for the complex ways urban systems work on bodies.

2925
Administration and Leadership

Fall | Emily Click

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

HARVARD EXTENSION SCHOOL

GOVT E-1744
Women, Peace, and Security

Spring | Joan Johnson-Freese

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

HARVARD GRADUATE SCHOOL OF DESIGN

DES 3241
Theories of Landscape as Urbanism, Landscape as Infrastructure: Paradigms, Practices

Fall | Pierre Belanger

Responding to contemporary urban patterns, ecological pressures and decaying infrastructures, this course brings together a series of influential thinkers and researchers from the design commons across North America to discuss different methods, models and measures of large scale, long range design for the 21st century. Organized around a sequence of weekly topics and readings, guest presentations focus on the future of the region that, with the predominance of landscape ecology and the revival of geography worldwide, challenge the laissez-faire dogma of neo-liberalist economics, Fordist forms of civil engineering, and Euclidean planning policies that marked the past century. From Geddes to Gottmann, Mackaye to Mumford, Olmsted to Odum, the first part of the course re-examines a series of influential plans, projects, and practitioners to trace a cross-section through the history of urbanization in North America and the industrialized world to chart the trajectory of an emergent regional paradigm. Foregrounding the nascent reciprocity between ecology, economy and energy, the second part of the course opens a horizon on pressing issues facing cities today to recast the infrastructural and geopolitical role of landscape as operating system for future urbanism. Drawing from an array of contemporary projects and historic public works, the course concludes with student-led presentations of mapping projects that focus on transboundary watershed regions throughout the world; regions where, according to the United Nations, more than 60% of the world population will be living by the year 2030. Foreshadowing the preeminence of ecology in cities and infrastructures, the motive of the course is to construct a clear, multivalent discourse on the field of landscape as it becomes the locus of intellectual, ecological and economic change of significance, globally. This course is an advanced offering from the Department of Landscape Architecture and the

Urbanism, Landscape, Ecology Concentration of the Advanced Studies Program at the Harvard Graduate School of Design. Students with interests in urbanism, landscape, ecology, risk, and power from the interrelated disciplines of urban design, planning, engineering and architecture are welcome. Students from the Graduate School of Design and Harvard University. MIT cross-registrants are welcome. Fellows and scholars from across the Harvard-MIT communities are welcome to audit with permission from the instructor. Lecture Friday, 2-4 in room 111. Workshop Friday, 4-6 in 111. Sections Friday, 12-1 pm & 1-2 pm.

DES 3348
The Idea of Environment

Fall | Dilip da Cunha

The environment is the milieu in which designers and planners operate. It is a messy world of facts, meanings, relations and actions that calls them to intervene - i.e., to make a plan, solve a problem, create a product, or strategize a process. They use various measures to assess and project their interventions from beauty and efficiency to systems and sustainability. Increasing volatility and uncertainty of the environment, however, alongside a growing sense and presence of crises and disasters has seen the rise today of the idea of resilience as a measure of intervention. This class explores the environment through six forms by which it is imaged and imagined, defended and critiqued, planned and designed. Each gathers distinct modes of representation, means of visualization, and measures by which they are engaged, planned and designed. The six forms of environment are: 1. Geographic Space: maps and plans; Apollo's Eye; and the measure of space/time2. Urban Infrastructure: cities and regions; Geddes' Valley Section; and the measure of solution/failure3. Cultural Context: histories and texts; Reflective Gaze; and the measure of meaning/difference4. Development Trajectory: needs and economies; Homo Economics; and the measure of growth/sustainability5. Ecological Relations: natures and systems; Thoreau's Walking; and the measure of dependency/autonomy6. Temporal Dynamics: seas and rivers; Aqua Fluxes; and the measure of complexity/resilience. The course is designed as a lecture + seminar + workshop. Each class will begin with a presentation by the instructor that situates the idea of environment in an argumentative framework. It will serve to frame a class discussion informed by readings, life experiences, and design possibilities. The last hour will be spent critiquing and developing student's projects on articulating particular risk environments toward resilience. Evaluation: Contribution to class discussions,

biweekly contribution to workshop, and final project presented in an exhibition/review format.

HIS 4115
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.

PRO 7420
Innovation in Project Delivery

Fall | Mark Johnson

Project delivery - the organizational, legal and economic arrangements by which society produces its built environment - has undergone a radical transformation over the past half century. From a stable set of business practices there has been a proliferation of project delivery methods, each responding to changing circumstances in the industry. With that rate of change accelerating, leadership in the field will require anticipating change and capitalizing on it with project delivery innovation.

The pedagogical intent of the course is to (a.) provide an understanding of contemporary project delivery methods, (b.) recognize those methods resulted from innovation in response to changes in the industry, (c.) identify current industry evolution and disruption, and (d.) conceive of new project delivery methods or changed roles within existing ones in response to these disruptions.

The first half of the course is devoted to contemporary project delivery methods, with an emphasis on how each was the product of adaptation from previous modes of practice. Each method will be examined in terms of the contractual roles, relationships and duties of the architect and other parties, including how each creates value, assumes risk and earns compensation. The second half of the course is devoted to disruptive forces and project delivery adaptation. Selection of a delivery method will be critically examined in the context of project goals. How parties are retained and adapt their roles will be explored. This class has no prerequisites and no prior experience or study is required.

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 paper exploring policy options to address an urban problem or issue for a specific city. Course Notes: Also offered by the Graduate School of Design as SES-05213.

HARVARD GRADUATE SCHOOL OF EDUCATION

EDU A021
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.

EDU A111C
Politics and Education Change: Case Studies

Spring | Christopher Gabrieli

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

EDU A122
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.

EDU A125
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.

EDU A132
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.

EDU A320
Building a Democratic School: School Design Workshop

Spring | Linda Nathan

Boston's pilot school initiative, begun in 1994, is in the forefront of a national movement to create small, innovative learning communities as alternatives to traditional ways of organizing public education systems. This course, taught by the founding headmaster of one of Boston's most successful pilot schools (the Boston Arts Academy), examines a wide range of issues related to the philosophy, planning, governance, and sustenance of nontraditional public schools, including charter schools. The course is

intended for students with significant experience as teachers or administrators and for those who wish to become school leaders or program or policy designers. Students will be expected to reflect on their own experience as material for analysis in written assignments and class discussions. Permission of instructor required. Enrollment procedure will be posted on the course website. For admission, students must submit a short statement describing an experience with one of the topics on this syllabus, or a related dilemma in school management or leadership, and what you expect to get out of this course. Essays should be emailed to lnathan@artistryandscholarship. org prior to January 16, 2018. Class Notes: Final exhibitions will take place on Thursday, May 4, 1:00 - 5:00 p.m.

A608
Leadership, Entrepreneurship, and Learning

Fall | 1: Monica C. Higgins
       2: Monica C. Higgins

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

EDU A610C
Systems and People: Exercising Adaptive Leadership and Working Across Difference in Organizations

Spring 1 | Candice Crawford-Zakian

How do group dynamics and social identity interact with leadership? What overt and covert dynamics come to life in diverse groups that influence our ability to exercise leadership, mobilize followership, access power, and use authority productively? How can we learn to identify those dynamics and then enhance the effectiveness of our leadership actions in diverse groups? This course will explore these questions and provide opportunities to learn about fundamental patterns that emerge in groups and influence progress. Participants will learn to examine challenging social dynamics that impede progress through the lens of systems psychodynamics and adaptive leadership. They will learn to apply core concepts of adaptive leadership to personal leadership challenges from their previous work experience. Students will develop a regular reflective practice to study the impact of social identity on leadership activity and work setting dynamics. They will explore these elements in the context of current sociopolitical dynamics and examine meaningful uses of power, authority, and leadership through their own personal experience. This course will develop critical thinking, diagnosing, and strategic skills for addressing challenges in diverse work settings and creating impact. The course utilizes methods of "case-in-point" experiential learning, whereby the classroom becomes a learning laboratory, as well as individualized reflection, team based learning exercises, and traditional lecture. Permission of instructor required. This course is most appropriate for students with at least three years of formal work experience. Enrollment procedure will be posted on course website.

EDU A613
Social Relationships and Networks in School Organizations

January | Ebony Bridwell-Mitchell

Schools, like all organizations, are social systems. This means successful school outcomes cannot be achieved by simply having the right policies, programs, and routines. Social relationships also matter for school outcomes. This course uses the conceptual, analytical, and technical tools of social network analysis to help students think more systematically about how social relationships in schools matter. By the end of the course students will be able to answer questions such as: How does the strength of teachers' relationships to one another affect their instructional practice? Why do different kinds of social relationships evolve in different contexts? How do the features of a school's social network affect policy implementation, advice seeking, and social capital? How can the dynamics of social relationships and networks be leveraged to better design and evaluate effective reform policies? As part of the course, students will be introduced to the social network software UCINET and will apply their knowledge to identify ways to improve schools at the building, system, or sector level.

EDU T522
Innovation by Design: Projects in Educational Technology

Fall | David Dockterman

In this course, students experience firsthand the research-based design process with their own technology-based project. They will start with an education related problem of their choice--past projects have tackled everything from fostering student creativity to supporting poorly educated hospital patients to teaching vocabulary or negative numbers. Working in small groups of shared interest, students will investigate the research, practice, and theories that suggest causes of and ways to address the problem. They will use the research as a spark for developing an innovative idea that incorporates appropriate uses of technology (computers, mobile devices, TV, game consoles, etc.) as needed for the project's targeted audience and context (school classroom, museum exhibit, corporate office, home entertainment area, subway, or wherever). In an iterative cycle, students will test and revise their idea with wireframes and prototypes, gather feedback, make revisions, and prepare a final presentation to share their findings and progress. This course takes students through the entire design and prototyping process in a supportive environment. Lectures and class presentations will dissect the creative and development steps using existing products and the students' own projects. Studio/lab times (using a mix of prototyping and development tools) will be devoted to supporting the creation of project prototypes and to give students a hands-on feel for software implementation. Projects from T-522 can be considered for further development in the spring in T-581.No prerequisites; no programming experience necessary.

HARVARD SCHOOL OF PUBLIC HEALTH

GHP 212
Political Economy of Health Sector Reform

Fall 2 | Thomas Bossert

This seminar examines how the political economy context of health systems influences the outcomes or performance of those systems. The course begins with a review of several key theories/concepts in political economy and the strategic interactions of politics and economics in health systems. We examine concepts such as "path dependency" to help understand why some policies are difficult to change; how "political institutions" like the type of democracy or authoritarian government might influence the type of reforms possible; and how weak "state capacity" creates problems when some countries seek to implement complex reforms. We illustrate how these theories and concepts can be applied to explain past events and also to design more successful health reforms by taking into account political, economic, and institutional constraints. We review different empirical methods, including quantitative, comparative case studies and game theory used to test the broader theories, applying them to cases such as health sector reform in Mexico and Ghana and other countries based on student interests. The course involves a critical review of theories and empirical academic literature in order to develop a political economy analysis of a health reform in a country selected by each student. The course is open to doctoral and masters students with a basic understanding of the political economy literature of health systems and interest in applied and academic research. The course builds on materials taught in GHP 244, GHP 269, and GHP 270. Course Prerequisite: Instructor Permission required – see course note.

Course Note: Students wishing to enroll in GHP 212 must email an essay (maximum half-page) to the course instructor, Thomas Bossert (tbossert@hsph. harvard.edu) by 5:00pm on Monday, October 9, 2017. Applicants will be notified of their status by Wednesday, October 13, 2017. The essay should contain the following information: name; email; academic department; degree program; list of courses you have taken in political analysis, political economy, economics and/or health systems; an explanation of how you will benefit from taking this course; relevance to career path and/or research. Students who have taken GHP 244, GHP 269, and/or GHP 270 will be given preference.

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.

HCM 782
Innovative Problem Solving & Design Thinking for Health

Fall | Linda Cyr

The capacity to innovate is critical in today's rapidly changing healthcare environment. Design thinking is a disciplined approach to innovation that has been adopted by leading healthcare organizations (e.g. Mayo Clinic, Kaiser, IBM Watson Health) and government agencies (e.g. CDC, HHS). In contrast to a traditional approach to problem solving that focuses on deciding among known solutions, an innovative approach to problem solving that focuses on deciding among known solutions, an innovative approach seeks the best solution possible given available resources, time, and team competencies. Innovative problem solving maximizes leaning to reduce uncertainty by focuses on generation of new alternatives, experimentation, and exploration of multiple solutions. This course includes a mix of individual and group exercises in class as well as a series of assignments that enable students to effectively use innovation tools, acquire skills, and adopt mindsets that complement the analytical approaches developed in other courses.

HPM 295
Design of Social Innovation

Fall | Patrick Whitney

This is a semester long class in which students will address the large ambiguous problem of identifying and treating infectious diseases before they become pandemics. Our conjecture is that people have behaviors that, while not monitored by medical protocols, could indicate an emerging problem. For example, in late 2003 people in SE China were buying a huge number of facemasks for months before medical scientists identified SARS.

It will be useful to students interested in tackling problems in which decisions have to be made with incomplete and fast changing information. This includes many areas in addition to public health such as learning, food, community development and public policy.

Students will be provided with qualitative data gathered this summer from regions in Brazil that are traditionally incubators for infectious diseases. Students will be involved in diverse activities including analyzing ethnographic data, identifying patterns in the daily activities of medical workers, examining providers of food and water, and investigating the relevant habits of people living in the area. They will also be involved in reframing problems, using early stage prototypes, concept creation and design of flexible systems and other design practices. There will be frequent visits from experts in design, other fields related to design, and public health. Interested students need to request admission by contacting: whitney@hsph.harvard.edu.

HPM 557
Innovation and Entrepreneurship in Health Care

Fall 2 | 1: Richard Siegrist, Teresa Chahine
2: Richard Siegrist, Teresa Chahine

This course is designed to expose students to the theory and practice of innovation and entrepreneurship in health care settings, both domestically and abroad. The first half of the sessions focus on various aspects of starting and growing a new health care business, whether a for-profit or non-profit venture. The second half of the sessions focus on fostering innovation and intrapreneurship in established organizations such as non-profit, for-profit or governmental organizations engaged in health care related activities. Registration Note: Priority given to first year DrPH students and MPH 45/65 Health

Management students. Class Notes: Priority given to first year DrPH students and MPH45/MPH65 Health Management students.

ID 552
Innovation & Global Health Systems

Fall 2 | Rifat Atun

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.

SCHOOLS OUTSIDE OF HARVARD UNIVERSITY
Contact HKS Registrar for cross-registration rules and regulations

FLETCHER SCHOOL OF LAW AND DIPLOMACY AT TUFTS UNIVERSITY

SBS 201
Society and Health

Fall 1 | 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.

DHP P256
Innovation for Sustainable Prosperity

Spring | Kelly Sims Gallagher

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

EIB B236
Innovation and Entrepreneurship in the Evolving Context of International Business

Spring | Bhaskar Chakravorti

This course will prepare students with conceptual frameworks and practical tools for addressing several questions: How does innovation create, sustain or disrupt competitive advantage for international pure-profit and social enterprises, including those targeted at the bottom-of-the-pyramid? How does the international context create distinct situations where innovation influences competitive advantage? How does the rise of emerging markets change the opportunities for innovation and the strategic choice set? What are the challenges facing innovators and entrepreneurial enterprises? The course progresses in four phases. The first phase lays the foundations of innovation as a key strategic lever for disruptive entrants and for incumbents, as well as for those creating a new industry altogether. Subsequent phases build on it by considering the global context, how innovation expands the strategic choice space, and how emerging markets expand it even further.

EIB B291
Leadership: Building Teams, Organizations & Shaping Your Path

Fall | Alnoor Ebrahim

This course explores the fundamental aspects of managing & leading people including: managing one-on-one relationships; influencing team behavior; & motivating & aligning people behind a common vision. It also examines the challenges & trade-offs in creating a meaningful personal leadership path, especially in the early stages of your career. The course pedagogy is case-method discussion, drawing primarily on cases from the private sector, supplemented with comparative material from the public sector and civil society. This course will provide you with a number of critical concepts & competencies that will be useful in both the short term & long term.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

10.807
Innovation Teams

Fall | F. Murray, L. Perez-Breva
Spring | F. Murray, L. Perez-Breva

Same subject as 15.371J. Introduces skills & capabilities for systematic technical & functional exploration, opportunity discovery, market understanding, value economics, innovation scale-up, intellectual property, elements of technology commercialization at scale, & communicating/working for impact inside and outside home disciplines. Students work in multidisciplinary teams formed around MIT research breakthroughs, with extensive in-class coaching from faculty & guidance from lab members & select mentors. Demonstrates a structured approach to innovating in which everything is a variable & the product, technology, & opportunities for new ventures can be seen as an act of synthesis. Teams gather evidence that permits a fact-based iteration across multiple application domains, markets, functionalities, technologies, & products, leading to a recommendation that maps a space of opportunity & includes actionable next steps to evolve the market & technology.

11.165
Urban Energy Systems and Policy

Fall | D. Hsu

Examines efforts in developing and advanced nations and regions. Examines key issues in the current and future development of urban energy systems, such as technology, use, behavior, regulation, climate change, and lack of access or energy poverty. Case studies on a diverse sampling of cities explore how prospective technologies and policies can be implemented. Includes intensive group research projects, discussion, and debate. Students taking the graduate version complete additional assignments. Prereq: 14.01 or permission of instructor.

11.401
Introduction to Housing and Community Development

Fall | J. Steil

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

11.463
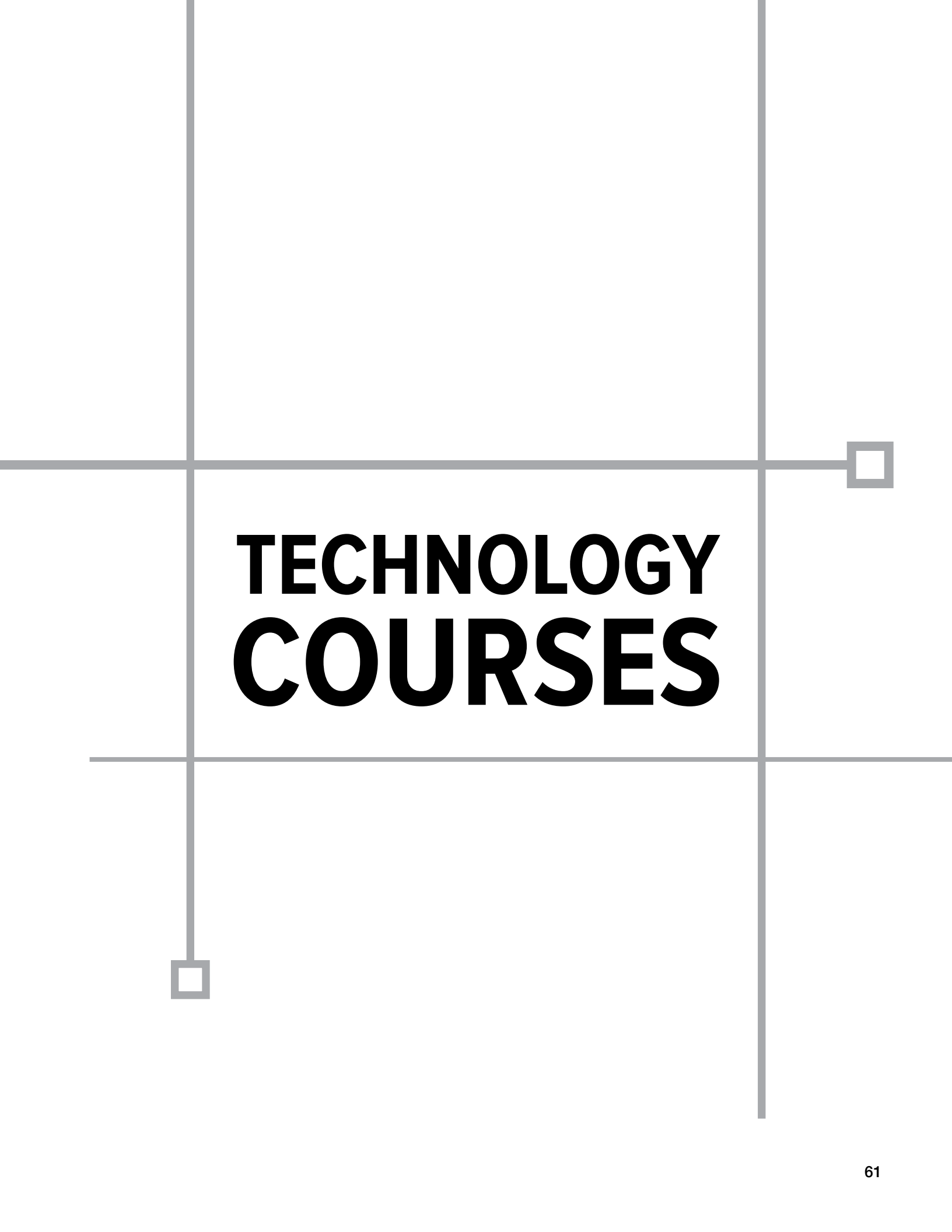**Structuring Low-Income Housing Projects in Developing Countries**

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.

TECHNOLOGY COURSES

HARVARD KENNEDY SCHOOL

DPI 662
Digital Government: Technology, Policy, and Public Service Innovation

Fall | David Eaves

Intended for those interested in public policy and service delivery, this course provides a broad overview of emerging opportunities, challenges and risks created by information technology in the public sector. The course will be particularly concerned with how information technology increases the feedback loop - and thus the speed - at which bureaucracies can learn and adapt. The course will provide an introduction to core concepts in the digital space and then explore the opportunities and challenges around the use of data analytics, security and privacy concerns, agile and iterative policy and program development, and design thinking. The course will also look how technology is already and could continue to shape the structure and functions of government.

DPI 670M
Preventing Digital Disaster: Lessons from Healthcare.gov

Spring 1 | Steven Kelman, David Eaves

Healthcare.gov was a critical movement in digital government - it marked the first time both a government website became a national story and of when the future of a critical policy hung on the ability to deliver a digital service. The reality is, healthcare.gov is not unique. Every year hundreds, if not thousands of government IT projects fail. The cost of these failures runs into the billions. These projects, however, remain hidden, quietly shelved by their governments. What makes healthcare.gov unique is how it has become safe to talk about it. This course will look at a range of issues that led Healthcare.gov to fail. These include issues such as the drafting of the policy and the law itself, procurement rules, the project management and accountability among others. We live in a world where IT will form a critical part of almost every service and policy area. In this class students will gain important insights into why IT projects fail and how to prevent them from doing so in the first place. Class Notes: Review session: Friday 8:45-10:00am (L140).

DPI 671M
Disrupting Bureaucracy: Understanding Recent Efforts in Digital Government

Spring 2 | David Eaves

Over the past decade governments have pursued a number of strategies to modernize the public service particularly in light of the opportunities and challenges created by digital services. This course will explore some of the central reasons governments struggled to use information technology effectively and examine recent efforts to rethink how local, regional and national governments use technology and deliver services. Each week a different organization will looked at, examples will include the United States Digital Service, UK Government Digital Service, Office of New Urban Mechanics, Code for America and others. Students will assess what are these organizations goal, their theory of change, how effective have they been at achieving their broader transformative goals and what lessons can we take away about fostering digital government? The course will also look at the bureaucratic and political requirements, risks and challenges in launching and sustaining these types of efforts will be examined. At the end of this course students will have a strong understanding of why using innovation and digital government is difficult to execute, best practices for shifting an organization into using them effectively and an understanding of skills required to execute such a shift. Class Notes: Review session: Friday 8:45-10:00am (L140).

DPI 687M
Internet and Society: The Technologies and Politics of Control

January | Jonathan Zittrain

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

IGA 236
Cybersecurity Technology, Policy, and Law

Spring | Bruce Schneier, James Waldo

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

IGA 238
Technology, Privacy, and the Trans-National Nature of the Internet

Fall | James Waldo

Advances in technology have led to worries about "the reasonable expectation of privacy" since Warren and Brandeis wrote their seminal article on the subject at the end of the 19th century. These worries have continued and evolved as the technology of communication has been seen as a technology of surveillance. The modern world of computers, cell phones, CCTV-camera, and the emerging Internet of Things offer unprecedented opportunities for tracking everything everyone does. At the same time, policy around the right to privacy and indeed the definition of what privacy means have evolved in different ways in different countries. European laws attempt to protect the privacy of the individual from corporations, while U.S. law tries to protect the privacy of the individual from the government. Corporations doing business in multiple jurisdictions find themselves subject to conflicting and sometimes contradictory rules and regulations, while users find it difficult to know what rights they have with respect to their interactions. This course will look at the state of both policy and technology surrounding privacy. Is the technology capable of the kinds of panopticon-style surveillance that critics worry about? What laws cover the use and abuse of such technology, both in the United States and abroad? What is meant by privacy, and how can it be preserved in the face of ongoing technology? And how can nation-states regulate the gathering, access, and use of the information we generate with our technology to preserve some sense of privacy and autonomy?

IGA 380M
Human Rights Advocacy Using Video, Social Media and Participatory Media

January | Sam Gregory

Aided by the spread in low-cost, high-quality technologies, video and moving image media are becoming increasingly ubiquitous and multi-form (even though a considerable digital divide exists in terms of access, literacy, and skills both within and between societies across the globe); video will soon be part of every communications and advocacy strategy. Increasing moving image creation, usage and literacy defines much of the experience of a connected younger generation, particularly in the Global North and within certain sectors of Global South society. Use of video, including particularly mobile video, has publicized and documented many emerging human rights struggles from Yangon, to Oakland, to Tehran, and most recently the 'Arab Spring', 'Occupy' and "Black Lives Matter" movements, and characterizes many vibrant citizen media spaces that fill niches long ignored or abandoned by the mainstream media. However, strategic, directed, impact-driven use of video remains under-utilized as an intervention by either NGOs or citizen networks in human rights spaces including treaty monitoring systems, legislative debates, lobbying of decision makers, and community organizing. Many human rights actors do not yet have the skills, connections, or experience to organize, aggregate, or coordinate others' audiovisual media including citizen media content in spaces like YouTube, create their own targeted advocacy media for specific audiences, collaborate to develop compelling material with professional or citizen storytellers, or to link their strategic use of video to new participatory technologies that enhance creation, distribution, and debate, such as mobile, social media, data visualization, mapping, and Web 2.0 tools. A range of new storytelling formats such as virtual reality and immersive

live video provide new opportunities for engagement. Policy advocates encounter new challenges as they consider how citizen media and technology usage for activism is enabled or curtailed by government policy and ad hoc decisions and the actions of private sector actors such as mobile and online service providers. This course, taught by a leading practitioner of using video, social media, and participatory technologies for human rights advocacy, will combine a focus on practical advocacy skills for using video, as well as social media (particularly as it relates to video) and other networked/participatory media with analytical discussion, expert guest speakers, exercises, and review of topline emerging trends and overarching policy questions.

IGA 526
Governing Transformative Biotechnology

Spring | Calestous Juma

The global community faces a wide range of emerging challenges related to global food security, human health and the environment. Advances in science, technology and engineering play transformative roles in addressing such challenges. However, attempts to apply new technologies to address these challenges are often associated with public controversies. This seminar examines the dynamics of such controversies with particular reference to advances in biotechnology in general and synthetic biology in particular. Using case studies, the seminar examines the role of public policy in resolving public controversies arising from the application of new technologies to sustainability. Training in natural science or engineering is not a requirement for the seminar.

IGA 528
Technology and Policy

Spring | David Keith

Traditional economic growth theory treats technological change as the residual need to explain observed growth after accounting for capital and labor inputs. Newer economic theories treat technology as endogenous, but they, too, have a rather narrow view of how innovation works. Policy analysis too often borrows these view, taking technological change either as an abstract concept to be applauded or subsidized in general terms, or even as an exogenous force that simply shifts the balance of power between actors. Both of these views are too passive. From birth control to nitrogen fertilizers, society has

shaped technology; and, technological change—revolutionary or incremental—has reshaped society. Governments seek to direct technology to their ends, be they environmental protection or economic growth, fostering democracy or enabling repression. Firms and civil society organizations likewise seek to direct technologies and are themselves reshaped by technological change. This course addresses the public policy of emerging technologies. The course is built on three case studies and a crosscutting technology analysis toolkit. For 2017 the three cases will (likely) be: solar geoengineering, CRISPR and related gene editing tools, and a historical look at civilian nuclear power. Each case study will combine lectures with a structured policy analysis exercise. Guest lectures will be used to bring a diversity of perspectives to each case. The technology analysis toolkit will cover tools for understanding and managing technological change grouped into four broad areas: assessment and forecasting, risk and decision analysis, public risk perception, and US government science and technology policy processes.

HARVARD BUSINESS SCHOOL

1365
Big Data and Critical Thinking

Fall | Lutz Finger

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

thoughtfully discuss the role of data. What question is being asked? What is being measured in order to answer it? Why and how is the model or algorithm useful in answering it? How confident are we in the predictions? Is there over-fitting of data? How can we visualize it? How does machine learning occur? What implications does the analysis have for managerial action or decision making?

1755
Launching Technology Ventures

Spring | Jeffrey Bussgang, Jeffrey F. Rayport

The course takes the perspective of functional leaders in information technology startups, with a focus on product, engineering, sales, marketing, and business development. For each function, we explore challenges that managers encounter before and after a startup achieves product-market fit, that is, a match between its product solution and market needs. We also study cross-functional conflict in new ventures and ways in which managers cope with such conflict. LTV will emphasize implementation rather than strategy issues, and thus should overlap minimally with The Online Economy, Competing with Social Networks, and Strategy & Technology. Likewise, LTV will largely avoid concepts covered in Entrepreneurial Finance and Founders' Dilemmas.

1785
Scaling Technology Ventures

Spring | Tom Eisenmann, Jeffrey F. Rayport

The course adopts the perspective of the CEO and functional leaders in growing information technology ventures, with a focus on formulating strategy; designing organizational structure, systems, and culture; and managing challenges within and across the product, engineering, sales, marketing, and business development functions. We explore issues that leaders and managers encounter after a startup achieves product-market fit, that is, a match between its product solution and market needs. STV is a natural companion to the MBA elective Launching Technology Ventures (LTV). LTV focuses on early-stage ventures that are still pursuing product-market fit, whereas STV focuses on later-stage ventures. Given its integrative general management orientation, STV will overlap modestly with some other technology entrepreneurship-themed courses, but in ways that should be largely complementary, since these courses provide a deeper immersion into a single

topic area and typically explore this topic across both early- and later-stage startups.

2134
Digital Innovation and Transformation

Spring | Karim R. Lakhani, Feng Zhu

Today firms are now establishing market leadership by mastering digital innovation. For example the traditional "Mad Men" advertising agencies now have to be able to blend digital products and services with creative strategy. Amazon is as much a retailer and supply chain powerhouse as it is a digital innovator. Similarly the Netflix business model is heavily reliant on continuously building and enhancing digital products and services to compete against incumbents in the entertainment industry. Ford is realizing that its future competitors are likely to be Facebook and Google and not BMW and Toyota. Meanwhile, Local Motors, an HBS-alum led startup, is using crowdsourcing, digital fabrication and 3D printing to disrupt the automotive industry. The course introduces you to the critical elements of designing and developing digital products and services, how these can be configured and lead, and how the results are managed. These elements include economic and technological principles underlying digital transformation, identifying and integrating diverse user needs, organizing and leading product and service innovation initiatives, harnessing crowdsourcing and distributed innovation networks.

HARVARD EXTENSION SCHOOL

CSCI E-8
Web GIS: Technologies and Applications

Spring | Pinde Fu

Web GIS, as the combination of the web and GIS (Geographic Information Systems), is a new and promising field. It has unlocked the power of GIS, and put online maps and geospatial intelligence in the offices of millions and the hands of billions. This course aims to provide students with the essential web GIS knowledge needed for managing web GIS projects, teach students the latest web GIS technologies needed for building modern web GIS apps, and inspire students with real world application case studies. This course focuses on Esri's web GIS platform, the most widely used GIS technology

in government and business information systems. Products taught in this course include ArcGIS Online, Story Maps, Web AppBuilder, Collector and Survey 123 mobile GIS, AppStudio, Operations Dashboard, ArcGIS Pro, 3D web scenes, ArcGIS Earth, and ArcGIS API for JavaScript. Access to Harvard ArcGIS server and other ArcGIS software is provided.

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

Fall | Scott Bradner, Benoit Gaucherin

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

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

Spring | Scott Bradner

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

CSCI E-63
Big Data Analytics

Fall | Zoran B. Djordjevic

The emphasis of the course is on mastering two of the most important big data technologies: Spark 2 and deep learning with TensorFlow. Spark is an evolution of Hadoop and Map/Reduce but with massive speedup and scalability improvements. TensorFlow is Google's open-source framework for distributed neural networks-based machine learning. The explosion of social media and the computerization of every aspect of social and economic activity results in the creation of large volumes of semi-structured data: web logs, videos, speech recordings, photographs, e-mails, Tweets, and similar data. In a parallel development, computers keep getting ever more powerful and storage ever cheaper. Today, we can reliably and cheaply store huge volumes of data, efficiently analyze them, and extract business and socially relevant information. This course familiarizes the students with the most important information technologies used in manipulating, storing, and analyzing big data. We examine the basic tools for statistical analysis, R and Python, and several machine learning algorithms. We examine Spark Core, Spark ML (machine learning) API, and Spark Streaming which allows analysis of data in flight, that is, in near real time. We learn to use TensorFlow for several standard practices including regression, clustering, and classification. We learn about so-called noSQL storage solutions exemplified by Cassandra for their critical features: speed of reads and writes, and the ability to scale to extreme volumes. We learn about memory-resident databases and graph databases (Spark GraphX and Ne4J). We acquire practical skills in scalable mes-

saging systems like Kafka and Amazon Kinesis. We conduct most of our exercises in Amazon Cloud, so students master the most important AWS services. By the end of the course, students are able to initiate and design highly scalable systems that can accept, store, and analyze large volumes of unstructured data in batch mode and/or real time. Most lectures are presented using Python examples. Some lectures use Java and R.

CSCI E-78
Wearable Technologies and the Internet of Things

Spring | Aline Yurik

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

CSCI E-82
Advanced Machine Learning, Data Mining, and Artificial Intelligence

Fall | Peter Vaughan Henstock

The course is intended to combine the theory with the hands-on practice of solving modern industry problems with an emphasis on image processing and natural language processing. Topics include outlier detection, advanced clustering techniques, deep learning, dimensionality reduction methods, frequent item set mining, and recommender systems. Topics also considered include reinforcement learning, graph-based models, search optimization, and time series analysis. The course uses Python as the pri-

mary language, although later projects can include R and other languages. The course also introduces some industry standard tools to prepare students for artificial intelligence jobs. Students may not receive degree or certificate credit for both this course and CSCI E-81 or CSCI E-181, offered previously.

CSCI E-83
Fundamentals of Data Science

Fall | Stephen Elston, Jonathan Sanito
Spring | Stephen Elston, Jonathan Sanito

In today's digital world, the ability to derive insights and make predictions from data is an increasingly important skill. In this course, students learn the underlying concepts and practical skills required to start a career in data science. The course includes an introduction to the student's choice of R or Python, essential languages for data scientists. Students learn the principles of exploring and visualizing data and data cleansing and preparation with R or Python. Techniques and theory for predictive modeling and machine learning are introduced. The course culminates in an on-campus weekend where students participate in a competition to create the best machine learning model for a specific problem. The recorded lectures are from the Microsoft Professional Program for Data Science.

CSCI E-86
Building the Brain: A Survey of Artificial Intelligence

Spring | Gabriele Fariello

Artificial intelligence (AI) is evolving at a blistering pace. The creation of systems that are faster, better, and smarter than ourselves may well be, as I.J. Good wrote in 1965, "the last invention that man need ever make." What is it, what is it not, and how does it compare to real brains and where does it fall short? We go over neurophysiology, neurons, and the current understanding of human brain connectivity. We explore the history of AI and robotics and we learn the state of the science behind it.

CSCI E-88
Principles of Big Data Processing

Fall | Marina Yu Popova

The goal of this course is to learn core principles of building highly distributed, highly available systems for processing large volumes of data with historical & near real-time querying capabilities. We cover the stages of data processing that are common to most real-world systems, including high-volume, high-speed data ingestion, historical & real-time metrics aggregation, unique counts, data de-duplication & re-processing, storage options for different operations, & principles of distributed data indexing & search. We review approaches to solving common challenges of such systems & implement some of them. The focus of this course is on understanding the challenges & core principles of big data processing, not on specific frameworks or technologies used for implementation. We review a few notable technologies for each area with a deeper dive into a few select ones. The course is structured as a progression of topics covering the-full, end-to-end data processing pipeline.scenarios.

HARVARD FACULTY OF ARTS AND SCIENCES

GOVT E-1007
Cyberpolitics

Spring | Ruxandra Paul

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

GOVT E-1743
Cyberspace and International Security

Fall | Derek Reveron

In a very short time, individuals and companies have harnessed cyberspace to create new industries, a vibrant social space, and a new economic sphere that are intertwined with our everyday lives. At the same time, individuals, subnational groups, and governments are using cyberspace to advance interests through malicious activity. Terrorists recruit, train, and target through the Internet, hackers steal data, and intelligence services conduct espionage. Still, the vast majority of cyberspace is a civilian space used by individuals, businesses, and governments for legitimate purposes. This course examines current and future threats to cyberspace, studies various approaches to advance and defend national interests, and contrasts the US approach with European, Russian, and Chinese approaches in cyberspace.

CompSci 50
Introduction to Computer Science I

Fall | David Malan

Introduction to the intellectual enterprises of computer science and the art of programming. This course teaches students how to think algorithmically and solve problems efficiently. Topics include abstraction, algorithms, data structures, encapsulation, resource management, security, software engineering, and web development. Languages include C, PHP, and JavaScript plus SQL, CSS, and HTML. Problem sets inspired by real-world domains of biology, cryptography, finance, forensics, and gaming. Designed for concentrators and non-concentrators alike, with or without prior programming experience. 68% of CS50 students have never taken CS before.

CompSci 51
Introduction to Computer Science II

Spring | Stuart Shieber

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

CompSci 105
Privacy and Technology

Fall | James Waldo

What is privacy, and how is it affected by recent developments in technology? This course critically examines popular concepts of privacy and uses a rigorous analysis of technologies to understand the policy and ethical issues at play. Case studies: database anonymity, research ethics, wiretapping, surveillance, and others. Course relies on some technical material, but is open and accessible to all students, especially those with interest in economics, engineering, political science, computer science, sociology, biology, law, government, philosophy.

CompSci 109b
Data Science 2: Advanced Topics in Data Science

Spring | Mark Glickman

Data Science 2 is the second half of a one-year introduction to data science. Building upon the material in Data Science 1, the course introduces advanced methods for data wrangling, data visualization, and statistical modeling and prediction. Topics include big data and database management, interactive visualizations, nonlinear statistical models, and deep learning. Part two of a two part series. The curriculum for this course builds throughout the academic year. Students are strongly encouraged to enroll in both the fall and spring course within the same academic year.

Course Notes: Can only be taken after successful completion of CS 109a, AC 209a, Stat 121a, or equivalent. Students who have previously taken CS 109, AC 209, or Stat 121 cannot take CS 109b, AC 209b, or Stat 121b for credit.

Recommended Prep: CS 109a, AC 209a, or Stat 121a required. Course Requirements: Requisite: (Must take CS 109A OR APCOMP 209A OR STAT 121A before taking CS 109B) AND (Not to be taken in addition to CS 109, OR APCOMP 209, OR APCOMP 209B, OR STAT 121, OR STAT 121B.) Course offered through the Harvard Extension School as CSCI E-109B.

CompSci 165
Data Systems

Fall | Stratos Idreos

We are in the big data era and data systems sit in the critical path of everything we do. We are going through major transformations in businesses, sciences, as well as everyday life - collecting and analyzing data changes everything and data systems provide the means to store and analyze a massive amount of data. This course is a comprehensive introduction to modern data systems. The primary focus of the course is on the modern trends that are shaping the data management industry right now: column-store and hybrid systems, shared nothing architectures, cache conscious algorithms, hardware/software co-design, main-memory systems, adaptive indexing, stream processing, scientific data management, and key-value stores. We also study the history of data systems, traditional and seminal concepts and ideas such as the relational model, row-store database systems, optimization, indexing, concurrency control, recovery and SQL. In this way, we discuss both how and why data systems evolved over the years, as well as how these concepts apply today and how data systems might evolve in the future. We focus on understanding concepts and trends rather than specific techniques that will soon be outdated - as such the class relies largely on recent research material and on a semi-flipped class model with a lot of hands-on interaction in each class. Course offered through the Harvard Extension School as CSCI E-165.

CompSci 262
Introduction to Distributed Computing

Spring | James Waldo

An examination of the special problems associated with distributed computing such as partial failure, lack of global knowledge, asynchrony and coordination of time, and protocols that function in the face of these problems. Emphasis on both the theory that grounds thinking about these systems and in the ways to design and build such systems. Recommended Prep: Computer Science 161 or permission of instructor.

CompSci 265
Big Data Systems

Spring | Stratos Idreos

Big data is everywhere. A fundamental goal across numerous modern businesses and sciences is to be able to exploit as many machines as possible, to consume as much information as possible and as fast as possible. The big challenge is "how to turn data into useful knowledge". This is far from a simple task and a moving target as both the underlying hardware and our ability to collect data evolve. In this class, we will discuss how to design data systems and algorithms that can "scale up" and "scale out". Scale up refers to the ability to use a single machine to all its potential, i.e., to exploit properly the memory hierarchy and the multiple CPU and GPU cores. Scale out refers to the ability to use more than 1 machines (typically 100s or 1000s) effectively. This is a research oriented class. Every week we will read two modern research papers; one from the scale up area and one from the scale out area. We will use examples from several areas, including relational systems and distributed databases, graph processing systems (i.e., for social networks), key value stores, noSQL and newSQL systems as well as mobile computing. Each student will work on a semester long data systems research project (in groups of 2-4 students) which can be in any of the above areas and will be based on an open research problem. Course offered through the Harvard Extension School as CSCI E-265.

Hist 1952
Mapping History

Fall | Kelly A. O'Neill

The history of maps and mapping from the age of Enlightenment to the era of GIS and GeoJSON. We will examine the way states and individuals have used maps to create ideas, shape policies, and generate political and cultural capital. We will also study the production of maps – both print-based and digital – by historians themselves. What new insights about the past can we gain by mapping it? How are innovations in cartographic technology changing the way historians think and write? In today's interactive digital environments, where does the map end and history begin?

Hist 1993
Introduction to Digital History

Fall | Gabriel Pizzorno

This course trains students in a range of digital methods used for the acquisition, analysis, and visualization of data in the context of historical research. Beyond developing practical skills, students will learn how to critically evaluate the potential and limitations of new technologies, and how to integrate them into their work in a careful, theoretically informed way.

HARVARD GRADUATE SCHOOL OF EDUCATION

EDU S052
Applied Data Analysis

Spring | Andrew Ho

This course is designed for those who want to extend their data analytic skills beyond a basic knowledge of multiple regression analysis and who want to communicate their findings clearly to audiences of researchers, scholars, and policymakers. S-052 contributes directly to the diverse data analytic toolkit that the well-equipped empirical researcher must possess in order to perform sensible analyses of complex educational, psychological, and social data. The course begins with general linear models and continues with generalized linear models, survival analysis, multilevel models, multivariate methods, causal inference, and measurement. Specific methods exemplifying each of these topics include regression, discrete-time survival analysis, fixed and random effects models, principal components analysis, instrumental variables, and reliability, respectively. S-052 is an applied course. It offers conceptual explanations of statistical techniques and provides many opportunities to examine, implement, and practice them using real data. The course will feature the intensive use of Stata statistical software in all data analyses. Learning the programming skills necessary for data analyses and the communication skills to discuss them is an integral part of the course. Attendance at weekly sections is required. Prerequisites: Successful completion of S-040 (B+ or better allowed, A- or A recommended) or an equivalent course or courses that include 12 or more full hours of class time on multiple regression and its direct extensions. Students who do not meet the prerequisite should consider S-030. See the syllabus at the instructor's website for more details.

EDU T521
Design and Development of Technology-Enhanced Assessments

Spring | Yigal Rosen

Higher-order skills, such as critical thinking, complex problem solving, and collaboration, transform lives and drive economies. However, measuring these skills with traditional assessment methods is a challenging task. Recent advancements in computer science, cognitive psychology, and educational assessment theory are enabling the development of innovative measurement methods. This course offers hands-on learning and research experiences on concepts and techniques essential for the design and development of technology-enhanced assessments for higher-order skills at scale. Students will explore innovative assessments in higher education through targeted projects on digital learning platforms such as HarvardX and Canvas. In the K-12 context, students will explore conceptual frameworks and data analytics in large-scale assessment programs such as PISA and NAEP. The course will be structured in three phases. The first phase will emphasize learning and critical review of research in higher-order skills and technology-enhanced assessments. The second phase will involve assessment design, along with development of team project proposals for technology-enhanced assessment in higher education or K-12. Students will apply theories and techniques to design, develop, and validate technology-enhanced assessments based on archived or ongoing learning and assessment programs. A broad spectrum of projects will be available for students, ranging from a qualitative gap analysis of learning objectives targeted by assessments in a course to quantitative analysis of clickstream data from learners engaged with innovative assessments. In the third phase, students will share their research reports and will discuss implications of their findings to theory, research, and practice. This course will utilize a combination of lectures, hands-on individual and team assignments, and discussions, to help participants understand research on technology-enhanced assessment and transformative applications of real-world skills assessment to learning and college and career readiness. Enrollment is limited to 40. No prerequisites. This course is supported by the Office of the Vice Provost for Advances in Learning (VPAL) Research Team and HarvardX.

HARVARD CHAN SCHOOL OF PUBLIC HEALTH

BST 262
Computing for Big Data

Fall 2 | Christine Choirat

Big data is everywhere, from Omics and Health Policy to Environmental Health. Every single aspect of the Health Sciences is being transformed. However, it is hard to navigate and critically assess tools and techniques in such a fast-moving big data panorama. In this course, we are going to give a critical presentation of theoretical approaches and software implementations of tools to collect, store and process data at scale. The goal is not just to learn recipes to manipulate big data but learn how to reason in terms of big data, from software design and tool selection to implementation, optimization and maintenance.

SCHOOLS OUTSIDE OF HARVARD UNIVERSITY
Contact HKS Registrar for cross-registration rules and regulations

FLETCHER SCHOOL OF LAW AND DIPLOMACY AT TUFTS UNIVERSITY

DHP P207
GIS for International Applications

Spring | Patrick Florance

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

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

4.390
Art, Culture and Technology Studio

Fall | Art and Culture & Technology Staff
Spring | Art and Culture & Technology Staff

Explores the theory and criticism of intersections between art, culture, and technology in relation to contemporary artistic practice, critical design, and media. Students consider methods of investigation, documentation, and display and explore modes of communication across disciplines. Students develop projects in which they organize research methods and goals, engage in production, cultivate a context for their practice, and explore how to compellingly communicate, display, and document their work. Regular presentation and peer-critique sessions, as well as reviews involving ACT faculty and fellows, and external guest reviewers provide students with ample feedback as their projects develop. Restricted to SMACT students.

4.481
Building Technology Seminar

Fall | L. R. Glicksman, C. Mueller, C. Reinhart, L. K. Norford

Fundamental research methodologies and ongoing investigations in building technology to support the development of student research projects. Topics drawn from low energy building design and thermal comfort, building systems analysis and control, daylighting, structural design and analysis, novel building materials and construction techniques and resource dynamics. Organized as a series of two- and three-week sessions that consider topics through readings, discussions, design and analysis projects, and student presentations. Prereqs: Permission of instructor.

17.309
Science, Technology, and Public Policy

Fall | K. Oye

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

21A.500
Technology and Culture

Fall | S. Helmreich

Same subject as STS.075J. Examines the intersections of technology, culture, & politics in a variety of social and historical settings ranging from 19th-century factories to 21st-century techno dance floors, from Victorian London to anything-goes Las Vegas. Discussions & readings organized around three questions: what cultural effects & risks follow from treating biology as technology; how computers have changed the way we think about ourselves & others; & how politics are built into our infrastructures. Explores the forces behind technological and cultural change; how technological & cultural artifacts are understood and used by different communities; & whether, in what ways, and for whom technology has produced a better world. Limited to 40.

STS.043
Technology and Self: Science, Technology, and Memoir

Fall | S. Turkle

Focuses on the memoir as a window onto the relationship of the scientist, engineer, and technologist to his or her work. Studies the subjective side of technology & the social & psychological dimensions of technological change. Students write about specific objects & their role in their lives - memoir fragments. Readings concern child development theory & the role of technology in development. Explores the connection between material culture, identity, cognitive & emotional development. Students taking graduate version complete additional assignments.

STS.044
Technology and Self: Things and Thinking

Fall | S. Turkle

Explores emotional & intellectual impact of objects. The growing literature on cognition & "things" cuts across anthropology, history, social theory, literature, sociology, & psychology and is of great relevance to science students. Examines the range of theories, from Mary Douglas in anthropology to D. W. Winnicott in psychoanalytic thinking, that underlies "thing" or "object" analysis. Students taking graduate version complete additional assignments.

ASH CENTER STUDENT RESOURCES

Student Speaker Series

The Student Speaker Series provides an opportunity for students supported by the Center to present lessons learned from research projects and applied learning experiences before an audience of their peers. Each week throughout the academic year, we invite students to offer brief remarks on their research, provide an opportunity to respond to one another's work, and then open the table for discussion. Each event is open to the public, and lunch is provided.

Technology and Democracy Skills Workshops

The Center offers students a series of hands-on workshops for students on technology-focused hard and soft skills, designed and led by the Ash Center's Technology and Democracy Fellows. These range from tutorials on the use of critical technology tools to more abstract concepts such as managing technology projects, entrepreneurship, and design thinking.

Summer Opportunities

The Summer Fellowship in Innovation embeds students with some of the most creative and effective public officials in the country. Students spend 8-10 weeks learning and making substantive contributions to innovative public-sector projects. Summer fellows receive funding for travel and living expenses. The Vietnam Program provides students a research opportunity at the Fulbright School in Ho Chi Minh City. Interns support the research of faculty on property and land rights issues, industrial policy, and other macroeconomic and trade issues.

Winter Travel

The Center connects students with PAE and SYPA clients doing substantive work in fields relevant to Democratic Governance and Innovation and provides travel grants to second-year MPP and MPA-ID students working on their PAE or SYPA. Grants are awarded to student teams working on projects with a connection to Ash Center faculty or with a topic related to the Center's research and programmatic priorities.

Student Initiatives and Independent Study

The Center supports student-led events, conferences, and other initiatives that offer applied learning opportunities. Periodically, the Center awards research grants to HKS students for independent research projects, with preference given to projects involving Ash Center faculty.

Research Assistantships and Student Writers

Students engage with Ash Center-affiliated faculty and research programs as research, course, and teaching assistants, working on a wide variety of topics. The Center also engages students as writers/researchers for the Center's blogs: Challenges to Democracy, Data-Smart City Solutions, and Innovators Insights. For details, contact faculty/faculty assistants or research program staff directly.

More information can be found online:
https://ash.harvard.edu/for-students

HARVARD Kennedy School

ASH CENTER
for Democratic Governance
and Innovation