

# 2014–2015

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

A publication of the

**Ash Center for Democratic Governance and Innovation**  
Harvard Kennedy School

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**Ash Center for Democratic Governance and Innovation**

Harvard Kennedy School  
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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 Innovation Courses listed in this guide include those that:**

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

**For more information about the research of the Ash Center, please visit [www.ash.harvard.edu](http://www.ash.harvard.edu)**

Courses listed below are arranged by faculty. Students are encouraged to explore opportunities in faculties not listed and to examine cross-registration possibilities at other schools in the Boston area. Please review each faculty's online course catalog or the University's comprehensive catalog at [www.coursecatalog.harvard.edu](http://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

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

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

**API-130**                      **Public Economics in International Perspective**  
Spring                              Monica Singhal

Explores the causes and consequences of differences among governments' alternative approaches to fundamental public policy issues. Takes a cross-country comparative approach to study topics including the role of the government in the economy, social insurance, welfare, retirement systems, health care, fiscal federalism, local public goods, tax efficiency, and tax reform. The course incorporates selected topics of particular importance in developing countries, such as informal insurance, credit constraints, health externalities, the role of NGOs, and tax compliance. Strong emphasis is placed on understanding empirical methods used in the economic analysis of public policy. *Prerequisites: Microeconomics and statistics/econometrics at the level of API-109/110 or API-101Z/102Z and API-209/210 or API-201/202, or permission of the instructor.*

**API-505M**                      **Policy Analysis**  
Fall                                      A- John Donahue, Jose Gomez-Ibanez  
    B- John Donahue, Jose Gomez-Ibanez  
    C- Suzanne Cooper, Mary Jo Bane  
    D- Dan Levy, Laura Diaz Anadon

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



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

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

**DPI-101**            **Political Institutions and Public Policy**  
Spring                G- American Politics: Thomas Patterson  
                              H- American Politics: Matthew Baum  
                              I- Comparative Politics for International and Global Affairs: Tarek Masoud  
                              J- Comparative Politics: Candelaria Garay  
                              K- 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, J, and K sections look at systematic variations across different sorts of political institutions in both advanced and developing democracies, as well as in countries that are not democracies. The class develops the skills for effective political analysis and advocacy, including memo- and op ed writing, as well as the skills to brief actors who need to know everything about the politics of a situation in a short period of time. *Open to MPP1 students only.*

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

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

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

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

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

**DPI-121                    Congress: The Role of Legislating in Democracy**  
Spring                    Barney Frank

The analysis of the workings of the U.S. Congress over the past several decades will focus on the specific activities of the U.S. House and Senate, within the context of those considerations that apply to legislative bodies in democratic societies. The course will present the instructor’s views on those aspects of legislating which are distinctive from other forms of activity, and address the broader fundamental question of how legislative representation should function in a democratic society. *Also offered by the Law School as 2732.*

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

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

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

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

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

**DPI-150Y**            **Seminar: Democracy, Politics, and Institutions**  
Year                    Thomas Patterson

There are six PAC seminars, each bearing the same “150Y” designation along with the relevant policy-area prefix: BGP, DPI, IGA, ITF, PED, and SUP. While the seminars differ in the subject-area concentrations of their students, they share key characteristics: All are explicitly geared to supporting students as they produce their Policy Analysis Exercises, all meet in both the Fall and Spring terms (though usually not every week). *Open to MPP2 students only.*

**DPI-201**            **The Responsibilities of Public Action**  
Spring                A- Arthur Applbaum  
                              B- for Business and Government Policy: Christopher Robichaud  
                              C- Frances Kamm  
                              D- Christopher Robichaud  
                              I- for International and Global Affairs: 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.

Section B is part of a three course integrated cohort for MPP students interested in the Business and Government Policy (BGP) policy area of concentration. Students who enroll in DPI-201B must also enroll in API-102B and API-202B during the Spring 2015 semester. Participation in this experimental integrated cohort—which also features co curricular experiences—is highly recommended for aspiring BGP concentrators.

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

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

This course in practical and professional ethics helps students develop the skills they need for acting effectively and well in public life. Through close analysis of actual cases, we examine instances of exemplary conduct and learn from moral failures; engage in ethical debate in the classroom and in writing assignments; trace the connections between ethical judgment and specific public policies; and explore the challenges in working across geographical and cultural boundaries. Topics include the meaning of professionalism, the appeal to personal conscience in public decision making, the responsibilities that arise from global interdependence, the problem of “dirty hands,” and the ethics of loyalty and dissent in bureaucratic settings. Cases from around the world provide the primary focus of class discussion, supplemented by the writings of Machiavelli and Confucius.

**DPI-205**                      **Responsibility and Representation: Meeting The Demands of Political Life**  
 Spring                            Michael Ignatieff

This is a course for students considering a career in politics and seeking to prepare themselves for the demands of public life: staying truthful versus saying what it takes to win; balancing partisanship with civility; doing what your constituents want versus what you think is right; managing the pressures of money and influence; being loyal to party versus being loyal to yourself and your people; maintaining the distinction between enemies and adversaries; knowing the difference between an honorable compromise and a rotten one; knowing when to fight and when to make a deal; when to shoulder responsibility and when to force it on to others. The readings will balance the classics—Edmund Burke, James Madison, Niccolo Machiavelli, Max Weber—with contemporary case studies designed to test student responses to practical ethical dilemmas for those seeking and holding public office in the United States and in democratic societies in the rest of the world.

**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-230**                      **Legitimacy and Resistance**  
 Fall                              Arthur Applbaum

This course examines theories of political legitimacy and of justified dissent and resistance from the French Wars of Religion in the 16th century to the Arab Spring today. Readings from the

Vindiciae Contra Tyrannos, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Immanuel Kant, and John Rawls. *Prerequisite: one course in ethics, moral philosophy, political philosophy, or political theory.*

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

Religion may well still be the most powerful—yet seriously unexamined—force in American public life. Two centuries ago the U.S population was predominantly white, from the United Kingdom, and Protestant Christian; today America is multicultural, multiracial, and barely 50% Protestant. Yet, unique among advanced nations, Americans still remain highly religious—over 90% affirm their belief in god. Moreover, amidst its diversity, distinct and stable religious/cultural/regional “blocs” persist, with patterns of beliefs and values that influence everything from where we live and whom we marry, our policy debates and our presidential choices. “Why?” and “how?” are the questions we’ll try to answer. We’ll look at America’s migration and settlement patterns, why some denominations have grown while others have declined, and how issues—from 19th century struggles over slavery’s abolition, temperance, public education, and women’s suffrage, then right on up to today’s fiercely-fought questions about homosexuality, abortion, welfare reform, economic justice, and the environment—have been (and are being) shaped by Americans’ religious identities and values. We’ll also examine whether that history of influence is or is not coming to an end—and why and what will replace it. Whether you plan a career in public life—or just want to understand more deeply what shapes our public debates—this course opens up a “hidden” side of America’s history, politics, and economic, social, and cultural relations in ways that few Americans themselves understand.

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

Environmental issues have become increasingly significant in democratic politics and are now a salient issue of global politics, both at the inter-state and transnational levels. This module focuses on the ways that different democratic polities are adapting to green, global concerns. What is the state of international negotiations about so-called green policies? What roles can markets and institutions play? At what scale (local, national, federal, or supranational) are green policies most effectively executed? This module will identify the political challenges and dilemmas posed by green policies in democracies, discuss the best green 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, with specific case studies from America and Europe.

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

Lobbying is often called the 4th branch of government since this multi-billion dollar industry significantly impacts policymaking. This intensive course provides the opportunity to understand the fundamentals of lobbying while learning firsthand about the lobbying efforts of energy and environmental advocacy groups representing a variety of perspectives. Mornings (9:00–12:00)

will be devoted to discussing lobbying basics—history and current size/scale/scope, value proposition, strategies and toolkit, regulations, players, scandals, etc. Lunchtime guest speakers will share perspectives on lobbying from the frontline. The afternoons (1:00–5:00) will be spent learning about the advocacy efforts of local energy and environment NGOs and simulating lobbying meetings on their behalf. The lobbying sessions will be conducted with former state legislators to add realism to the experience. As part of that process the students will 1) determine who to target and the message to deliver; 2) hold the session; and 3) provide follow-up materials. The simulations will be video taped and debriefed with the legislator and the class. At the end of the course the students will have a working knowledge of lobbying practices from the perspective of the “lobbyer” and “lobbyee” as well as gained experience in developing a lobbying deliverable.

**DPI-375                      The History of the Effort to Achieve Legal Equality for Lesbian, Gay, Bisexual, and Transgender People in the United States**

Fall                              Barney Frank

This course will describe, analyze, and agonize over the efforts by gay, lesbian, bisexual, and transgender people to adopt a legal framework in which differential treatment based on their sexual orientation or gender identity is prohibited. The course will deal with events at both the state and federal levels. Much of the course work will consist of an analysis of the various strategies and tactics adopted both by proponents of these legal changes and by those that have been opposed to them. The course will focus on the history of events after the 1969 Stonewall incident, up through contemporary issues. Much of it will reflect the personal experiences of the instructor who filed gay rights legislation in Massachusetts in 1972, and who was a Member of the U.S. House of Representatives for every debate but one that has occurred on this subject in our history. *Also offered by the Law School as 2731.*

**DPI-401                      Institutions and Development**

Fall                              Ryan Sheely

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

**DPI-402M                    Institutions and Development**

Spring M3                    Ryan Sheely

Provides an introduction to the role that institutions play in the practice of international development, drawing on theory and evidence from the field of comparative politics and a variety of other social scientific disciplines. Emphasizes using these theories and concepts to develop applied frameworks that are relevant to policy analysts, managers, and activists. Students utilize these frameworks to assess the institutional structures shaping a given policy problem and de-

velop innovative policy interventions. By the end of the course, students will be able to communicate institutional analyses effectively, critically evaluate policy documents and academic articles, and craft policy solutions that are politically supportable and administratively feasible. *Open to non MPA/ID students by permission of the instructor only.*

**DPI-413**            **Democratization**  
Fall                    Pippa Norris

Examines autocracies, hybrid states, democracies, and processes of regime change in terms of competition, participation, and civil and political rights. Covers questions such as: What are the alternative conceptions of democracy and autocracy? What indices are available and what do they suggest about worldwide trends? What underlying cultural, economic, and social conditions promote regime change? What can be done to strengthen the institutions of democratic governance, such as through constitutions, elections, and rule of law? What are the consequences of democratization for economic growth, welfare and security? With a broadly comparative perspective, these issues are examined from all regions of the world. Assessment involves both a scholarly research paper and an applied policy report. *See [www.pippanorris.com](http://www.pippanorris.com) for details.*

**DPI-416**            **Electoral Integrity**  
Fall                    Pippa Norris

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

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

From its origins as a small economic community (EC) under the protection of the United States and NATO, the European Union (EU) has evolved into a powerful supranational body. Its institutions and public policies impact both its members (states and individuals) and the wider world, making it a significant actor of multilevel governance and a global player on the international stage. To its admirers (and by its own account), the EU is a major force for the global good and the rule of law, peacefully spreading democracy, human rights, multilateralism, and sustainable development. To its critics, the EU is weak at best, hypocritical and self-interested at worst, failing to deliver on its promises and aims, and demonstrating its lack of political credibility and economic viability in the wake of the recent global financial crisis. What kind of power is the EU? What does it do and what does it want? What sort of global relationships does it seek and foster? What specific challenges is it facing today? Can Europe help shape a new and prosperous world order? This course will address these core questions directly. We will cover the in-

stitutions 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-434**                      **Current Challenges to EU Governance**  
Spring                              Ireneusz Pawel Karolewski

This unit gives an overview of current challenges to EU governance. As a first step, the course introduces the students to the key concepts and controversies discussed in the study of European integration. Next, it discusses the institutional set-up, main actors and decision making in the EU; in particular it takes a closer look at the relationship between the EU institutions and the power relations between the actors. In addition, the unit outlines various theoretical debates in the study of the European integration that provide useful tools for the analysis of EU politics and policies. Afterwards, the course explores in more detail some relevant policy fields of the EU, highlighting the controversies present in these areas. These areas include the economic governance of the EU, the EU's security and defense policies as well as Justice and Home Affairs. Against this backdrop, the unit engages with the current challenges to EU governance emphasizing those linked to the EU's future developments. The challenges include centrifugal politics in the EU, the external governance of the EU and European identity. The goal of the course is to provide an introduction to analytical tools useful for the exploration of current developments in the EU on the one hand and to engage students with the current challenges the EU is facing, in particular regarding institutions, policies and legitimacy of the EU, on the other.

**DPI-440**                      **Middle Eastern Politics and Policy**  
Spring                              Tarek Masoud

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

**DPI-460**                      **Latin American Politics and Policymaking**  
Fall                                      Candelaria Garay

This course focuses on the politics of policymaking in contemporary Latin America. It explores the literature on Latin America politics in an effort to understand how political dynamics (e.g., democratization), institutions (e.g., federalism), and different actors (e.g., social movements, inter-



national 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**  
Spring                      Archon Fung, David Barron

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

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

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

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

*The seminar will meet several times in the fall and several in the spring. This module is required for students earning a joint degree from Harvard Law School and the Harvard Kennedy School and only open to fourth year students in this joint degree program.*

**DPI-600**                    **Press, Politics, and Public Policy**  
Spring                      Alex Jones

The U.S. news media are viewed as enormously powerful and have a strong role in all aspects of governance. Should journalists, who are not elected by the people, have this much power, and can they exercise it effectively? Or are news organizations hopelessly compromised by their drive for profit? What is the impact of the tumultuous change sweeping the news media? Will

traditional news survive? Should it? What is the nature of the media's power: how fully and in what ways do the media shape public opinion, debate, and policy? Are the media politically biased? How adept are political leaders at manipulating the media, and do their efforts undermine popular sovereignty? Do new communication technologies threaten the role of the traditional media? What can be learned from news coverage of the War on Terror, the war in Iraq, the 2010 election, and the current political situation? Questions such as these will be addressed in class meetings, which consist of lectures and discussion. Visiting journalists, politicians, or scholars can be expected to participate in some sessions.

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

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

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

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

**DPI-714            The United States and the World: Politics, Policy, and the Uses  
of History**

Spring            Moshik Temkin

This course provides a historical framework for understanding the influence of the United States on the wider world and the impact of global events and trends and policymaking in the United States. It also focuses on the ways in which policymakers, activists, and citizens can, do, and should (or should not) make use of history in their professional and public lives. Our first goal is to examine the diverse connections between American and international policy history. Our second goal is to permit you to become more self-aware, reflective, and skilled at using and thinking about history in variety of public and policy settings. Adopting a loosely chronological structure, and making use of sources both written and visual, we will grapple with issues that have provoked much debate among historians and policymakers: What are the sources, dynamics, and long-term implications of the American rise to global power? How have American mass production and culture conquered the global market? More broadly, what have been the roles of the United States in the wider world? What place has the wider world had in shaping American domestic policies? What responsibility (for better or for worse) does the United States bear for the way the world looks today? And how can this history help us in understanding, and formulating, public policy in the future?

**DPI-720            Leaders and Leadership in History**

Fall            Moshik Temkin

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

**DPI-810M           Introduction to Writing for Policy and Politics**

Fall M2            B- Alexandria Marzano-Lesnevich  
Spring M4        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, argu-

ments, recommendations, refutations and explanations. Weekly writing assignments, along with many focused exercises, will hone skills and provide ample opportunity for feedback. *Each course in the DPI communications series assumes a fluency with the English language.*

**DPI-811M      Advanced Intensive Writing for Policy and Politics**

Fall M1	A- Greg Harris
Fall M2	B- Alexandria Marzano-Lesnevich
Spring M3	C- Greg Harris
Spring M4	D- Alexandria Marzano-Lesnevich

This six-week course, which can be taken alone or in sequence with DPI-810M, gives you the tools to write and publish pieces in policy and academic journals, newspapers, magazines, and popular blogs, in such forms as the feature story, personal essay, academic essay, op-ed, and book proposal. Through workshops and intensive one-on-one editing, students will focus on advanced techniques in style, rhetoric, structure, argument, explanation, and storytelling. The goal is a confident, efficient, and vital writing and revision process. Those who have not taken DPI-810M should apply, with a writing sample, to the instructor. *Each course in the DPI communications series assumes a fluency with the English language.*

**DPI-820M      Policy Writing for Decision Makers**

Fall M1	A- Lauren Brodsky
Fall M2	B- Lauren Brodsky
Spring M3	C- Susha Raman

This six-week course helps turn you into a strong policy writer—someone who writes with the ease, confidence, clarity, and modes of persuasion necessary for professional policymaking. Newer policy writers will learn the styles and genres of policy writing, including proposals, position papers, and briefing books, and gain mastery over the short policy memo style required for most HKS courses. Returning policy writers will find the course a beneficial refresher of the policy writing skills necessary for success in high-level policy making careers. The course presents writing assignments focusing on problems you may face as a policy writer and decision maker, with attention to the research methods, modes of analysis, persuasive arguments, recommendations, refutations, and graphic support that turn research and advocacy into action. It will also teach you the strategies, techniques, and production habits of highly skilled writers. *Each course in the DPI communications series assumes a fluency with the English language.*

**DPI-821M      Advanced Policy Writing for Decision Makers**

January	Morgan McVicar
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This course will focus on the modes of analysis, persuasive arguments, recommendations, refutations, overall structure, and graphic support necessary to write extended policy analysis. We will focus on extended policy papers, including white papers and briefing books. You should arrive with a long-form project clearly in mind that you can develop effectively during the January term. (A Policy Analysis Exercise (PAE) or Second Year Policy Analysis (SYPA) could be two such long-form projects.) *Each course in the DPI communications series assumes a fluency with the English language.*

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

This course is a wide-ranging introduction to the core principles of international and global affairs. Introductory sessions will cover key concepts and theories of international relations and global governance and the challenges of policy analysis in these domains. Subsequent weeks will apply these ideas to diverse set of policy problems reflecting the current agendas of professionals working in international and global affairs. Individual IGA faculty will cover topics drawn from their own research and policy interests. The course also emphasizes skill development, through an array of written and oral exercises and team activities.

*Priority will be given to MPP1 students enrolled in the IGA integrated cohort, with remaining enrollment space open to MPP2, MPA, MC/MPA, and MPA/ID students. Required for those considering a concentration in IGA. Will draw on skills/concepts presented in MPP core courses offered during the spring 2015 semester that have been tailored to the needs of prospective IGA concentrators—i.e. API-102I (Lawrence/Reinhart), API-202I (Yanagizawa-Drott), DPI-101I (Masoud) and DPI-201I (Risse).*

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

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

**IGA-118**                    **The Problem of War: 1914, 1939, and 2030(?)**  
Fall                             Richard Rosecrance

This course or pro-seminar is designed to inquire into what caused war and what systemically and empirically could prevent it in the future. We will meet from 8–10 on Wednesday and will have occasional visiting lectures, experts on the topics considered. There will be a final paper (3000 words) and a brief mid-term test on the reading. *Participants will be expected to have looked at the reading prior to the relevant class session.*

**IGA-121**                    **Religion and World Politics: Connections and Collisions**  
Spring                        J. Bryan Hehir

This course will examine, from a historical and analytical perspective, the role of religion in the modern state system: its place, its absence, and its recent resurgence. *Also offered by the Divinity School as HDS 2861.*

**IGA-135**                    **Ethics and Global Governance**  
 Fall                            Mathias Risse

This course seeks to introduce students to the ethical aspects of some major problems in global governance, with a special focus on human rights. In addition to human rights, topics include foundations of ethical theory, intervention, climate change, immigration and trade. Background readings come mostly from moral philosophical, political theory and political science. Each session pays special attention to a particular policy area in the international domain and thereby combines philosophical inquiry with applied questions. The course does not have any formal prerequisites.

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

There are six PAC seminars, each bearing the same “150Y” designation along with the relevant policy-area prefix: BGP, DPI, IGA, ITF, PED, and SUP. While the seminars differ in the subject-area concentrations of their students, they share key characteristics: All are explicitly geared to supporting students as they produce their Policy Analysis Exercises, all meet in both the Fall and Spring terms (though usually not every week), and all are open only to MPP2 students.

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

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

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

Here is an unusual opportunity to break open the traditional concept of security and tackle an array of leadership skills while examining the little-understood structure of women's critical role in preventing or stopping violent conflict. Working in groups, you'll formulate concrete policy recommendations for women's full inclusion in formal and informal peace processes. The course bridges theory and practice, providing students close interaction with inspiring women leaders from conflicts worldwide. In addition, you'll receive individual classroom coaching to develop nuanced presentation skills. Grades are heavily based on an analytical briefing paper for a policy-maker, as well as class participation. Role-play, debate, videos, a mock policy briefing, a Forum presentation, and small group work enrich the readings, lectures, and classroom discussion. Many students describe this course as not only iconoclastic, but also transformational.

**IGA-372      Human Rights and the Politics of Inclusion**  
Spring      Charlie Clements, Michael Stein

This course will examine issues and discrimination based on race, gender, sexual preference, disability, etc. and the tactics and strategies used by those communities to gain recognition of their rights. 'Inclusion' should not be inferred as an end point as these struggles span generations, and the victories, such as the 19th Amendment, the Voting Rights Act, or the Convention on the Rights of Persons with Disabilities, are beginnings rather than endings. Though much of the course content will be related to these struggles within the U.S., particular attention will be paid to what Kathryn Sikkink has termed the 'boomerang' impact of transnational advocacy networks in other countries.

**IGA-422      Global Food Politics and Policy**  
Fall      Robert Paarlberg

Food and farming have emerged as urgent social concerns. The policy challenges in this area include widespread undernutrition in many poor countries, a growing obesity crisis in wealthy countries, and unstable international food prices. Populations displaced by war and drought struggle for access to international assistance. Skewed ownership of agricultural land and inadequate public investment in infrastructure bring rural poverty and social inequity. Unsustainable farming systems encouraged by sub-optimal government policy are both a cause and a consequence of climate change. In poor countries governments typically tax farmers to subsidize food consumers, while in rich countries they subsidize farmers, often at excessive cost to consumers and taxpayers. Expanding livestock industries invite controversy on grounds of health, food safety, and animal welfare. Advocates for organic, local, and slow foods challenge conventional food and farming practices. Genetically engineered seeds spark intense conflict. This course will review the politics of food and farming in both rich and poor countries. It emphasizes the durable importance of national governments and national policy making, plus the significant influence of intergovernmental organizations (IGOs), multinational food and agribusiness companies, and international NGOs ranging from humanitarian relief and advocacy organizations to social entrepreneurs and philanthropic foundations. Guest speakers will be scheduled, and students will be invited to help organize optional field trips.

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

Spring M3      Cristine Russell

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

**IGA-490M      The Global Health System: Governance Challenges and Institutional Innovations**

Spring M3      Suerie Moon

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



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

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

**IGA-610M**        **Leadership and Ethics in American Foreign Policy**  
Fall M1             Joseph Nye

The first four sessions of the module will survey theories of good and bad leadership and the ethical frameworks for making such judgments. Specific emphasis is on the particular context of world politics and foreign policy as a setting for ethics and leadership. The main part of the course will then analyze a series of case studies regarding selected American presidents in the 20th century and the foreign policy decisions they made. There are no prerequisites.

**MLD-110**        **Strategic Management for Public Purposes**  
Fall                    A- Peter Zimmerman  
Spring                B- Steven Strauss

Section A: Everybody needs a strategy. Strategy is the best concept we have for thinking about future action in light of our aspirations and current capabilities. MLD-110 focuses specifically on strategic management and leadership in the public arena in democratic societies; how leaders, managers and social entrepreneurs devise and execute strategies for change. Critically examines the assumptions, concepts, and tools of current approaches to public problem solving applied around the world. Important strategic decisions examined in the course include: formulating and articulating a mission and vision; formulating and embedding values and long-term objectives in organizations; translating objectives into metrics and measures of performance; designing service delivery and production systems and organizational structure and shaping organizational culture. Privatization and partnerships will be examined along with public provision as ways of creating public value. Most class meetings are case discussions, supplemented with conceptual materials, exercises, and group work. Cases and other readings are drawn from the United States, other industrialized countries, and developing countries. The course is designed for students with management experience.

Section B: Focuses on strategic management in the public sectors of democratic societies. Critically examines and applies the assumptions, concepts, and tools of the new approaches to solving public problems that are being applied around the world. Important strategic decisions examined in the course include: formulating and articulating a mission and vision; formulating and internalizing in the organization a set of long-term objectives; translating objectives into measures of performance; designing production systems and organizational structures; and

shaping organizational culture. Privatization and partnerships will be examined along with public provision as ways of creating public value. Most class meetings are case discussions, supplemented with conceptual materials, exercises, and group work. Cases and other readings are drawn from the United States, other industrialized countries, and developing countries. The course is designed for students with management experience. *MLD-110 may not be taken for credit with MLD-101. Permission of the instructor required for non-HKS students.*

**MLD-201                      Exercising Leadership: The Politics of Change**

Fall	A- Ronald Heifetz
Spring	B- Hugh O'Doherty
Fall	C- Timothy O'Brien

This course applies theory to the practice of leadership within societies and organizations facing the adaptive challenges of a changing world. We clarify the relationship among key concepts—leadership, management, authority, power, influence, followership, citizenship—to provide a coherent, practical foundation. The course develops: a) diagnostic tools for analyzing the dynamics of change in social systems, and b) strategies of action to mobilize collective attention and responsibility for tough challenges; generate innovation; orchestrate multi-party conflict; lead through crisis; gain, use, and negotiate with authority; and build a culture of long-term adaptability. Through these frameworks and tools, students discover options for practicing leadership with and without authority, from any position in an organization or society. In addition to lectures, discussion, and small group work, the course draws on student cases of leadership, experiential exercises, and case-in-point teaching—using the classroom process to understand social system dynamics. Numerous written analyses, a major paper, and complete attendance are required. *Attendance at first class required. Occasional evening meetings.*

**MLD-301                      Professional Judgment and Decision Making**

Fall	Jennifer Lerner
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Professionals who work in government, business, the legal system, medicine, and many other settings make critically important decisions every day. Whom should our organization hire? How much financial risk can we tolerate? How should we structure accountability systems? Taking this course will help you to make such decisions in a less biased and more systematic way. It will also help you understand the underlying psychology of the mind. More specifically, it will help you understand when and why humans depart from standards of accuracy and rationality in judgment and decision making. Course topics will include (a) basic mental processes in perception, memory and context dependence; (b) how questions affect answers; (c) models of decision making; (d) heuristics and biases; (e) social and group influences; (f) common traps; and (g) debiasing techniques. We will also discuss emotion. However, students who want to heavily focus on emotion should consider also taking the follow-up course, MLD-302, in a subsequent semester. The lectures and discussions will be coordinated to complement weekly readings, which draw from psychology (primarily), behavioral economics, and neuroscience. Throughout the course, the overarching goals are to: (1) Learn about the academic field of judgment and decision making, its major theories, results, and debates. (2) Become a critical consumer of research findings, learning: (a) how to identify behavioral science studies on a given topic and (b) the methodological standards for evaluating the soundness of such studies. (3) Develop the

ability to effectively write and speak about behavioral science theories, results, and debates. (4) Acquire practical skills for improving your own judgments and decisions. (5) Acquire knowledge of which biases individuals can fix with training/knowledge and which biases individuals cannot fix unless managers engage in institutional design (e.g., nudges). (6) Develop a capstone project in which you apply the material in a way that will improve professional decision making processes. Possible selections include legal process, government institutions, medical settings, and other areas where high stakes decisions are made regarding policy.

*Enrollment is open to any Harvard University student with graduate student standing. Undergraduates may enroll only by permission of the instructor. No specific prerequisites but prior coursework in psychology and economics will be a significant help. No space for auditors.*

**MLD-302**            **Reason, Passion and Policymaking**  
Spring                Jennifer Lerner

The course begins by examining modern scientific insights into human emotion. Is it necessary to think in order to feel? Who's in charge—cognition or emotion? Does emotion make us less rational? When and why do emotions from one situation bias decisions in other, ostensibly unrelated, situations? What is happiness and can we attain it? Discussions of the ways that basic cognitive-emotional processes relate to decision making will be combined with an emphasis on a rigorous scientific approach. Throughout the course, students will apply the material to a policymaking domain of their choice. The lectures and discussions will be coordinated to complement weekly readings, which draw from psychology, behavioral economics, and neuroscience. Throughout the course, the primary goals are to: 1) Learn about the academic field of emotion and cognition, its major theories, results, and debates. 2) Become a critical consumer of research findings by learning: (a) how to find behavioral science studies on a given topic and (b) the methodological standards for evaluating the soundness of such studies. 3) Apply the research findings to a policy domain of your choice, e.g., health, business, education, the law, etc. 4) Develop the ability to effectively write and speak about behavioral science theories, results, and debates, especially as they relate to decisions with policy relevance. 5) Acquire practical skills for improving your own judgments and decisions. 6) Acquire knowledge of which biases individuals can fix with training/knowledge and which biases individuals cannot fix unless managers engage in institutional design (e.g., nudges). 7) Develop a capstone project in which you apply the material in a way that will improve professional decision making processes. Possible selections include legal process, government institutions, medical settings, and other areas where high stakes decisions are made regarding policy.

*Enrollment is open to any Harvard University student with graduate student standing. Undergraduates may enroll only by permission of the instructor. No specific prerequisites but prior coursework in psychology and economics will be a significant help. No space for auditors. Students who previously took MLD-305, may not also take MLD-302 for credit.*

**MLD-326**            **Decision Making and Leadership in the Public Sector**  
Spring                Philip Heymann

Lawyers are as deeply involved in political decision making as they are in judicial decision making, whether the occasion is legislation or administrative regulation or deciding on a discrete action by a governmental or other organizational unit. They also are called upon to manage public

organizations. Most people learn these additional skills, if at all, through experience. There is, however, a logic that can help almost as much in understanding political choices as learning the basics of legal argument does in understanding judicial choices. The course teaches the thought process of policy choice and of management. At the same time, it provides vicarious experience in a variety of political/managerial settings through detailed case studies mostly produced at the Harvard Kennedy School. Most classes involve adopting a particular role in a specific situation and thinking through what you might want to accomplish in that role and how to go about it in that setting. The examples are from domestic and foreign policy areas and almost always involve the political structures of the United States. Course meets at HLS. *Also offered by the Law School as 2267.*

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

“Noticing” will challenge participants to improve their ability to notice critical events in the world around them. The fields of behavioral decision research and behavioral economics generally focus on how we misuse information. In contrast, noticing is about our failure to even see critical information that surrounds us. The feeder funds that sent money to Madoff, the Penn State officials who allowed a pedophile access to children, the U.S. government officials who failed to see the threats to our airline security before 9/11, and countless other examples documents the human capacity to not notice across many domains, including intelligence, negotiations, decision making, and ethics. Avoiding noticing failures is the central mission of the course. Course meets 1/5–1/9, 9:00–6:00

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

Public narrative is how we turn values into action—a discursive process by which individuals, communities, and nations construct identity, formulate choices, and motivate action. Because we use narrative to engage the “head” and the “heart,” it both instructs and inspires, teaching us not only how we ought to act, but motivating us to act—thus engaging the “hands” as well. Public narrative is a leadership art composed of three elements: a story of self, a story of us, and a story of now. A story of self communicates who I am: my values, my experience, why I do what I do. A story of us communicates who we are: our shared values, our shared experience, and why we do what we do. And a story of now articulates the present as a moment of challenge, choice, and hope. Based on a pedagogy of reflective practice, students will work in groups to learn to tell their own public story. *Also offered by the Graduate School of Education as A-111P.*

**MLD-410      State and Local Public Finance**  
Spring            Shelby Chodos

Provides an introduction to issues of financial management in state and local government. 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 the roles of rating agencies, investment bankers, and investors. This course is policy focused and is not a substitute for courses in corporate finance, project finance, or the capital markets. The course is an introduction to finance and is probably not suitable for students whose work experience or prior course work in finance has already given them an exposure to basic issues of financial management and the capital markets or whose primary interest is outside the United States.

**MLD-411M      Budgeting and Financial Management**  
Spring M4      Linda Bilmes

Budget concepts and techniques are central to the successful operation of government, non-profit, and for-profit organizations. This rigorous introductory course aims to demystify the budget process for those who are new to the world of budgeting. It covers the entire budget process, including budget formulation and execution, program development, cost and revenue estimation, budget strategies and tactics, and budget evaluation. The course will include performance-based budgets, performance measurement, variance analysis, activity-based costing, cost accounting, capital budgeting, and finance. The course will use case discussions, problem sets, online tutorials, and individual and group exercises. Students taking this course may enroll in MLD-412M, a follow-on course in “applied budgeting” in the spring. Students who complete the course successfully may participate in the MLD-411 alumni program. *Prerequisite: Students should be familiar with Microsoft Excel.*

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

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

**MLD-617M      Effective Implementation: Learning from Effective Implementers**  
Spring M4      Francis Hartmann

Producing tangible and measurable results is an important part of work in the public sector. Yet there are many more good ideas about producing results than there are good ideas imple-

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

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

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

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

There are six PAC seminars, each bearing the same “150Y” designation along with the relevant policy-area prefix: BGP, DPI, IGA, ITF, PED, and SUP. While the seminars differ in the subject-area concentrations of their students, they share key characteristics: All are explicitly geared to supporting students as they produce their Policy Analysis Exercises, all meet in both the Fall and Spring terms (though usually not every week), and all are open only to MPP2 students.

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

Examines policy options, with their strategic trade-offs and operational implications, for the design and implementation of public finance in both high-income countries and developing/transitional economies. Covers the role and size of the public sector, including the rationale for public sector interventions such as market failure and distributional concerns; public resource mobilization via direct and indirect taxation, including the economics of taxation, taxation of income, wealth and consumption, tax incentives, tax compliance and enforcement, and tax reform, as well as user charges and fees; public expenditure policy, including assessment of government social protection programs and public sector efficiency and effectiveness; balanced budgets, deficit financing, debt management, fiscal consolidation, and fiscal sustainability in the context of economic crises and the debate over fiscal stimulus vs. fiscal austerity policies; and fiscal decentralization and intergovernmental fiscal relations. Emphasizes utilization of theoretical and

applied techniques in a comparative context for evaluation of the impact of alternative resource mobilization and expenditure policies on economic growth and stability, allocative efficiency, and social equity. Heavy use of case studies. No economics course prerequisites.

To see a short VIDEO describing this course, please follow this link:  
[www.youtube.com/watch?v=b9ycl06tevc&feature=relmfu](http://www.youtube.com/watch?v=b9ycl06tevc&feature=relmfu).

**PED-309**            **Development Policy Strategy**  
Fall                    Ricardo Hausmann

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

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

This course examines the challenges that contemporary Native American tribes and nations face as they endeavor to rebuild their communities, strengthen their cultures, and support their citizens. The range of issues that Native leaders and policymakers confront is wide and encompass political sovereignty, economic development, constitutional reform, cultural promotion, land and water rights, religious freedom, health and social welfare, and education. Because the challenges are broad and comprehensive, the course emphasizes the interdisciplinary nature of current Native nation building. Research finds that effective nation building must be compatible with individual societies' cultures. Yet, American Indian tribes are culturally heterogeneous. Hence, there is not "one size" that fits all. Case studies and simulations derived from field research and experience are utilized to engage students in the multidimensional settings that confront Native societies. Scholars and leaders from the Harvard University Native America Program provide selected presentations. Prominent North American Native leaders address the class, giving their perspectives on the choices and constraints they confront in their nation building efforts.

Non-HKS students (graduate and undergraduate) from all schools and departments in the university are welcome by cross-registration. Grades will be based on: issues briefs, 20%; and a take-home final exam, 80%. *Jointly offered by the Graduate School of Education as A-101.*

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

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

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

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

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

There are six PAC seminars, each bearing the same “150Y” designation along with the relevant policy-area prefix: BGP, DPI, IGA, ITF, PED, and SUP. While the seminars differ in the subject-area concentrations of their students, they share key characteristics: All are explicitly geared to supporting students as they produce their Policy Analysis Exercises, all meet in both the Fall and Spring terms (though usually not every week), and all are open only to MPP2 students.

**SUP-205                    Inequality and Social Policy**  
Fall                      Dara Lee Luca

This course examines inequality and poverty in the U.S. The goals of the course are threefold: first, it will provide an in-depth examination of the nature and extent of inequality in the US, focusing on the 20th century and the dramatic rise in income inequality in recent decades. Second, it will review different theories and the supporting empirical findings on the causes and consequences of inequality. Third, it will develop analytical frameworks for evaluating and designing policy interventions targeted towards alleviating social inequality, with an emphasis on issues related to health care, education, discrimination, and the criminal justice system.



**SUP-311            The Economic Impact of Immigration**  
Spring            Dara Lee Luca

This course explores the impact of immigration on the U.S. economy. The course will begin by reviewing the evolution of U.S. immigration policy over the 20th century. It will engage micro-economic tools and theory to analyze the causes and consequences of immigration, focusing on four central questions: Why do people migrate? What are the factors affecting the economic performance of immigrants and their families? How do immigrants affect the economy and labor markets? How does policy shape immigration patterns? The overarching goal of the course is to develop analytical frameworks to evaluate the impact of immigration and design immigration policy.

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

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

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

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

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

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

## Harvard Business School

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

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

## Harvard Divinity School

**HDS 2848**      **Border Crossings: Immigration in America**  
Spring            Diane Moore

In this seminar we will explore the contested world of immigration in America and the social, political, economic, and cultural confluences that shape contemporary debates. Special emphasis will be given to the roles that religions play in all arenas. The first half of the course will focus on shaping a critical theory framework as a lens of analysis that will be applied to a variety of case studies representing diverse immigrant experiences. The final third of the course will focus on the contentious issues surrounding Mexican immigrants to the US and will include a five day long study tour to the Arizona-Mexico border that will be held during spring break. The study tour will be hosted by Borderlinks ([www.borderlinks.org](http://www.borderlinks.org)) who will work with us to shape experiences and conversations relevant to our study. This opportunity is funded by a generous grant from the Ford Foundation. Seminar enrollment is limited to 14 participants. Note: The course is co-taught with Maritza Hernandez. *Enrollment Limited: Limited to 14 students. Instructor's permission required.*

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

The focus of this course is to develop an understanding of the evolving relationship among religion, secularism, democracy and public education in the United States. Our exploration will include 1) a historical review of the relationship between religion and public education in the U.S. with special attention to pivotal Supreme Court decisions that have shaped public policy discourses in these areas over the past half century; 2) a consideration of the social and moral consequences that stem from privileging secularism and democracy as the normative ideologies of the public sphere; and 3) a historical and contemporary analysis of differing views regarding the nature and purpose of public education and the role of religion in those debates. Final projects may focus on the legal, political or curricular dimensions of the course. *Note: This course is required for those wishing to pursue the Religious Studies and Education Certificate.*

**HDS 3700**      **Religion and Social Change**  
Fall                Marla Frederick

Religion has inspired new understandings of social and political engagement. From early protest oriented struggles for civil rights in the US to the more recent personal responsibility calls of the Million Man March, this course takes African American religious engagement with the process of democracy as a starting point for thinking about how other communities around the world have employed religion as a means of advancing social change. Through ethnography, auto/biography, and documentary film, this class compares and contrasts the influence that religious moods and motivations have had on calls for democracy and social change in places like Latin America, the Middle East and West Africa. In each instance the course questions the place of the US government and US religious bodies in these global efforts towards change. *Note: Course has weekly section to be arranged.*

## Harvard Extension School

**GOVT E-1968 Islam and Democracy: Religion, Modernity, and the State**  
Fall Jocelyne Cesari

The goal of this course is to explain why and how Islam became such a political force in most Muslim-majority countries. The course discusses the probability of democratization opened by the Arab Spring and contends that acceptance of democratic rules does not mean an end to the role of religion in politics. Instead, unsecular democracies arise in which there are free and fair elections even as the inequality between citizens based on religion is maintained. The course provides an understanding of the political specificities of the Arab Spring, revisits the role of religion in politics, and questions the definition of secularism as separation of church and state. Cases studies include Tunisia, Egypt, Libya, Yemen, Turkey, and Pakistan.

**HIST E-1352 Capitalism as a System of Governance**  
Fall Bruce R. Scott

The course begins with an American perspective on the financial crisis of 2008, and then examines a case in which Walmart was unable to secure a permit to operate in Chestertown, Maryland. The course then broadly examine the development of capitalism worldwide, tracing its historical evolution from its origins in Venice through its early adoption in the Netherlands, England, and the United States, and its much later adoption in the rest of Western Europe, Latin America, and still later in Asia. The course considers the role of political systems in shaping capitalist systems. Historically, limited monarchy seems to have always preceded capitalism, but capitalism as a system of governance has always preceded large scale or representative democracy. However, capitalism and democracy have prevailed in the world since 1990. These two systems coexist in partially overlapping domains, continually compete for power, and transform each other through time. The course ends with a focus on the development of US capitalism and democracy since 1830, and considers several proposals to reform the system.

## Harvard Faculty of Arts and Sciences

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

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

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

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

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

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

**Gov 94ha**                **The Political Science of American Democracy**  
Fall                         Harvey C. Mansfield

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

**Gov 94le**                **Liberalism and Empire**  
Fall                         Cheryl Brown Welch

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

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

The “rights revolutions” of the 1960s and 1970s removed barriers to full citizenship for African Americans, women, and other formerly marginalized groups. But inequalities of wealth and income have grown since the 1970s. How do changing social and economic inequalities influence

American democracy? This seminar explores empirical research and normative debates about political participation, about government responsiveness to citizen preferences, and about the impact of public policies on social opportunity and citizen participation. *Undergraduate Seminar.*

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

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

**Gov 94xp**                      **Cyberpolitics**  
Spring                                      Cheryl Brown Welch

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

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

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

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

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

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

Introduces students to politics and political change in Latin America's largest country. Outlines historical perspectives and contemporary challenges, and examines political institutions, civil society, and contemporary politics and policy. Emphasis is on how institutional change, decentralization, and the mobilization of civil society have interacted to change the trajectory of Brazilian politics by deepening citizen participation, strengthening political parties and political representation, reforming social policy, guaranteeing citizenship rights, and ultimately reducing inequality and deepening democracy.

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

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

**History 1511**    **Latin America and the United States**  
Spring          Kirsten Weld

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

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

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

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

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

**Soc Stu 98hb     Is Democracy Possible Everywhere?**  
 Spring                     Daniel F. Ziblatt

Debates today rage about whether democracy is really possible in places like China or the Middle East. This tutorial asks whether there are, in fact, any preconditions for or impediments to the establishment and consolidation of democracy. Among the factors we will consider: mass culture, elite norms, religion, economic development, ethnic pluralism, and associational life. *Note: This course will be lotteried.*

**Sociology 163     Science, Technology, and Democracy**  
 Fall                     Hiro Saito

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

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

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



## Harvard Graduate School of Design

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

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

## Harvard Graduate School of Education

**A-024**                    **Politics and Education Policy in the United States**  
Fall                         Martin West

Education is inherently political. The experience of schooling contributes to the socialization of citizens, and curricular choices inevitably legitimate some forms of knowledge while excluding others. Educational attainment is a key determinant of the economic success of individuals and 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. Students will study past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts. The course we will draw on concepts from political science to

help students 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.

*The course is strongly recommended for students in the Education Policy and Management program as a broad overview of education policy in the United States. It is also designed to 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. The course is open to advanced undergraduates with a strong interest in education policy. A basic familiarity with the American political system is helpful, but there are no formal prerequisites. Jointly offered at the Harvard Kennedy School (HKS) as SUP-449.*

**A-129                      The Federal Government in the Schools**  
Spring                      Thomas Hehir

The course is intended to explore the current role that the federal government plays in our preK-12 public schools, and how current practitioners or policymakers can manage that role in ways that improve outcomes for all children. Particular emphasis will be placed on how federal programs impact at the school level and how school site leaders can manage and use various federal programs to improve educational results for all children. For those outside of schools, this course will provide a deeper understanding of how these programs can be used to support positive outcomes for students at the local level. The course begins with a brief examination of the history of school reform efforts in the United States, emphasizing the role that the federal government has played in the formation and shaping of how our schools function. Students will explore the role the federal government has played (and not played), for better or worse, in the creation of vocational education, bilingual education, racially integrated schools, gender-equitable programs, and inclusive environments for students with disabilities. The course will then focus on federal government's role in policymaking and enforcement. Students will explore how the structure of the federal government interacts with national sentiment, history, local and state systems, and research to promote (and inhibit) the creation of policies that seek to influence public education. Subsequently, the bulk of the course will focus on federal policies that impact the work of educators in districts and schools, particularly the Elementary and Secondary Education Act/No Child Left Behind Act, the Perkins Act, the Individuals with Disabilities Education Act, the Children's Social Security Program, the Medicaid and the Affordable Care Act, Head Start, Race to the Top and the State Waiver Program. Students will explore in detail how these policies are shaping the way schools currently operate, how school-based practitioners can use them to improve outcomes for children, and where potential policy "gaps" exist for productive future work. Each week students will be expected to do a variety of activities including writing policy memoranda and policy briefs. Each student in the class will participate in a semester-long group activity resulting in a policy proposal that addresses a federal policy involving preK-12 children. This proposal will be presented at the end of the semester to a panel of Washington policy makers. Further, each week class discussion and postings will focus on the practical application of policies as raised by the cases or readings. Students in the course will develop an understanding of the formation of federal policy agendas, the specification of policy alternatives, and the reality of implementation "on the ground" of federal programs in the schools. *Strongly recommended for Ed.M. students in the Education Policy and Management Program.*

**A-166**                      **Civic Education and Civic Action: Theory, Research, and Practice**  
 Fall                              Helen Haste

This advanced course is designed to equip researchers and practitioners with critical and technical skills. The course will address the following questions: How does one define the terms “civic engagement,” “civic action,” and “civic education,” and how does one justify the definitions? What educational objectives are implied by these definitions, within what social-political contexts? What personal, community, and educational experiences and social, cultural, political, and educational contexts promote or inhibit the development of active civic participation? How might understanding these enable constructing civic education programs, within and beyond the school, and by what criteria can we evaluate their effectiveness? The course explores how questions about participation relate to concepts of democracy, rights, globalization, national identity, and definitions of citizenship. It also reviews the antecedents of civic engagement and action, educational and community programs, and interactive and other media experiences. The course includes a detailed examination of research programs—critically considering both methods and data—on civic engagement internationally: for example, community groups, service programs, evaluations of interventions, the use of games and interactive media for civic education, and the effects of civic and social movement participation. Students will explore curricular materials, media, school and classroom climate and culture, and activity programs. In addition, students will generate research questions; design studies, curricula, and action programs; and produce educational material using multimedia.

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

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

**H-310Z**                      **Educating for Democracy through Facing History and Ourselves**  
 Spring M3                      Dennis J. Barr

What are the conditions that create a just society? How important is it that young people around the world have the opportunity to examine this kind of question in depth in their schools? What kind of preparation do teachers need to be able to foster student engagement in the complex and controversial social and civic issues of our times? What role should the study of history play in this enterprise, and how can history and ethics be integrated in ways that promote the de-

velopment of young people's capacities for social and civic participation? What are the core competencies underlying thoughtful and active participation, and how might these competencies be assessed? This module examines these and other questions about the role of education in promoting a civil society. A case study based on an international educational program, Facing History and Ourselves, will ground questions about the development of adolescent ethical awareness, social responsibility, and civic participation. Relevant theory and practice-based research will be covered. Students will also gain direct experience with the content, methodology, and pedagogy of Facing History and Ourselves through a two-day professional development workshop and discussions with program staff.

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

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

## Harvard School of Public Health

**GHP 215**                      **Foundations in Humanitarian Studies, and Human Rights**  
Fall                              Michael J. VanRooyen

This course will provide students with an introduction to the frameworks and constructs that form the foundation of humanitarian and human rights studies. Lectures, case studies and table top exercise will provide students with an essential understanding of the humanitarian architecture, the historical context for humanitarian response, international humanitarian law frameworks, basic processes of standard setting and interpretation of international human rights norms and operational and policy issues in crisis contexts. The historical evolution of humanitarian action will be explored and emerging issues in the sector will be discussed. Students will develop their capacity to undertake sound policy analysis and suggest practical recommendations on measures to promote the protection of vulnerable groups. There are no prerequisites for taking the course and it is open to all. This course also serves as part of the core (required) curriculum for the Interdisciplinary Concentration in Humanitarian Studies, Ethics and Human Rights.

**HPM 211            The Health Care Safety Net & Vulnerable Populations**  
Fall                    Benjamin Sommers

This course examines U.S. health policy for vulnerable populations. We will analyze several key components of the health care safety net for poor Americans: Medicaid, community health centers, public hospitals, and unique state-based programs for low-income families. We will also explore issues related to the health care of special populations including Native Americans, immigrants, the homeless, and prisoners. The course will focus on major policy issues related to access and care for these populations, including the impact of the Affordable Care Act on the safety net, expanding coverage to the uninsured, and the future of Medicaid. We will draw on a variety of materials and learning approaches, such as research articles, case studies, newspaper editorials, and a classroom policy debate. No previous coursework required, but class participation and discussion are essential. **Course restricted:** *Due to limited class size, MPH-CMP/LPH and HPM students will have first priority for enrollment. Students from other departments are welcome to waitlist.*

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

Using the framework of community organizing, the course examines the elements of building and sustaining constituency involvement in health care. This course focuses on organizing consumer and community interests in the health system with particular emphasis on effective interventions by and for the traditionally disenfranchised. Analysis of health policy and politics is used to identify strategic opportunities and challenges for consumer intervention. The course emphasizes the practical applications of organizing and policy analysis to influence health policy particularly at the institutional, local and state levels. Extensive use of recent case examples ground the class in the current issues faced by community groups and other health interests in a rapidly changing health system.

**HPM 552            Health Policy, Leadership, and Politics at the State Level**  
Fall                    James Doyle and Mark Smith

This course is designed to give students a first-person look at public health leadership and decision-making from the perspective of a highly successful and effective public health practitioner who is a Senior Leadership Fellow in HSPH Division of Policy Translation and Leadership Development. The specific content and structure of each seminar is designed and shaped based on the background and experience of the Senior Leadership Fellow who is leading the seminar, with the participation and guidance of Dr. Robert Blendon, the head of the Division. A major emphasis in each seminar will be the role and use of evidence in public health decision-making, and the pragmatic problems and challenges of having a prominent leadership role in public health.

## Schools Outside of Harvard University \*

### Fletcher School of Law and Diplomacy Tufts University

**DHP P202 Leadership in Public and Private Sector Organizations**  
Fall William T. Martel

Leadership involves guiding individuals and public and private sector organizations and making decisions about highly complex problems. This course examines how leadership is defined, theoretical models for evaluating leadership, why certain practical approaches to leadership succeed while others fail, and evaluates various leaders and leadership styles. It draws on case studies of diverse leaders from government and business, including presidents, prime ministers, CEOs of major corporations, governors, and mayors. It helps the student develop frameworks for evaluating leadership styles while thinking systematically about challenges facing contemporary leaders.

**DHP P205 Decision Making and Public Policy**  
Spring William T. Martel

The challenge for policymakers in all public and private organizations is to make informed decisions about complex problems. This interdisciplinary course studies how the policymaking process operates, considers domestic and international influence decisions, examines interpretive models for understanding the theory and practice of policymaking, and studies governmental interagency processes. It uses case studies to evaluate the theory and practice of policymaking. Students prepare several policy memoranda on national security and domestic issues, and participate in simulated meetings of the U.S. National Security Council. This course encourages students to think analytically and critically about the theory and practice of policymaking.

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

This course focuses on one of the central policymaking challenges in international relations: understanding how countries define and try to build democratic regimes. The course explores democratization in the Middle East by unpacking representative cases from the region to illustrate broader regional patterns. History and geopolitics are emphasized as critical factors in the region's democratization experience. A review of democracy and democratization literatures is designed to help specify definitional differences for regime types (democratic, authoritarian, hybrid); explore the utility of requisites for building democratic norms and structures; and, consider the relevance of leadership, culture, and institutional design for sustainable democratization.

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\* Contact HKS Registrar for cross-registration rules and regulations

**DHP P293**      **Democracy and State Reform in Latin America**  
Spring            Katrina Burgess

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

**ILO L211**      **Current Issues in Human Rights**  
Spring            Hurst Hannum

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

## Massachusetts Institute of Technology

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

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

## **Innovation Courses**



## Harvard Kennedy School

### **API-102 Economic Analysis of Public Policy**

Spring

A- Monica Singhal

B- Business and Government Policy: Deborah Haas-Wilson

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

Z- Jeffrey Liebman

This course builds on API-101 to develop microeconomic tools of analysis for policy problems through various policy applications. The course is broadly focused on evaluating the rationale for government intervention in the economy and evaluating the efficiency, incentive, and distributional effects of government policies. The A section focuses on social policy and the design of optimal government programs, with applications including poverty alleviation, health, education, unemployment, and taxation. Prerequisites: API-101 or equivalent. *Students may receive credit for both API-102 and API-110 or API-112 only if API-102 is taken first.*

### **API-126 American Economic Policy**

Spring

Jeffrey Liebman, Martin Feldstein, Lawrence Summers

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

### **API-130 Public Economics in International Perspective**

Spring

Monica Singhal

Explores the causes and consequences of differences among governments' alternative approaches to fundamental public policy issues. Takes a cross-country comparative approach to study topics including the role of the government in the economy, social insurance, welfare, retirement systems, health care, fiscal federalism, local public goods, tax efficiency, and tax reform. The course incorporates selected topics of particular importance in developing countries, such as informal insurance, credit constraints, health externalities, the role of NGOs, and tax compliance. Strong emphasis is placed on understanding empirical methods used in the economic analysis of public policy. *Prerequisites: Microeconomics and statistics/econometrics at the level of API-109/110 or API-101Z/102Z and API-209/210 or API-201/202, or permission of the instructor.*

### **API-135 Fundamentals of Environmental Economics and Policy**

Spring

Robert Stavins

Provides a survey, from the perspective of economics, of public policy issues associated with environmental protection and natural resources management. Lectures on conceptual and methodological topics are combined with examinations of specific resource and environmental

issues, with particular focus on global climate change economics and policy. *Prerequisite: Introductory microeconomics. Also offered by the Economics Department as Ec 1661.*

**API-148                      Advanced Risk Management and Infrastructure Finance**  
Fall                              Akash Deep

The course presents an advanced treatment of the theory of financial risk management and its application to infrastructure finance. The theory presented in the course covers the topics of economic and financial rate of return, measurement of risk exposure, cost of funds, capital structure, valuation methods, dynamic hedging using futures and swaps, and credit risk models and derivatives. Applications, discussed mostly in the form of infrastructure cases, will examine issues related to project finance, public-private partnerships, project appraisal, risk allocation, debt management, commodity, interest-rate and currency risk hedging, credit enhancement, regulation and privatization. *Prerequisite: Prior course in finance at the level of API-141 or equivalent.*

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

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

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

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

Intended for decision makers, this course provides a broad overview of the major concepts of statistics. The focus is on critical interpretation, with applications to policy analysis and program evaluation. Includes experimental design, sampling methods, probability, confidence intervals, hypothesis tests, and regression. Using case studies, the course asks what insight data can provide—and what it cannot—and compares the perspectives of statistics and ethics. *The mathematical background required is kept to a minimum, though students should be familiar with some algebra and be able to handle data with a calculator and Excel. There will be two midterms and a final. May not be taken in addition to API-201.*

**API-303                      Game Theory and Strategic Decisions**  
Spring                            Janina Matuszeski

This course uses game theory to study strategic behavior in real-world situations. It develops theoretical concepts, such as incentives, strategies, threats and promises, and signaling, with application to a range of policy issues. Examples will be drawn from a wide variety of areas, such as management, labor bargaining, international negotiations, auction design, and voting

behavior. This course will also explore how people actually behave in strategic settings through a series of participatory demonstrations. These experiments will help refine our understanding of economic and political behavior in the real world. Prior courses in microeconomics and mathematics are helpful but not required. *Students may receive credit for both API-303 and API-110 or API-112 only if API-303 is taken first.*

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

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

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

This seminar will explore a series of issues at the intersection of behavioral economics and public policy. Potential questions will involve climate change; energy efficiency; health care; and basic rights. There will be some discussion of paternalism and the implications of neuroscience as well. *Also offered by the Law School as 2589 and the Economics Department as Ec 2050. Permission of the instructor is required. To apply, please send a statement of interest and your resume by October 31 to Kevin Doyle at [kdoyle@law.harvard.edu](mailto:kdoyle@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 six PAC seminars, each bearing the same “150Y” designation along with the relevant policy-area prefix: BGP, DPI, IGA, ITF, PED, and SUP. While the seminars differ in the subject-

area concentrations of their students, they share key characteristics: All are explicitly geared to supporting students as they produce their Policy Analysis Exercises, all meet in both the Fall and Spring terms (though usually not every week), and all are open only to MPP2 students. *Taught jointly with ITF-150Y.*

**BGP-230M      Corporate Social Responsibility**  
Spring M3      Jane Nelson, Steve Lydenberg

This module provides an overview of corporate social responsibility (CSR) and responsible investment, focusing on today's interplay between large corporations and governments, inter-governmental 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 US and global experiences.

**BGP-235M      Private Capital for Public Purpose: Impact Investing and  
Its Siblings**  
Spring M3      David Wood

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

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

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

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

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

**DPI-659            Media, Politics and Power in the Digital Age**  
Fall                    Nicco Mele

From Obama's use of the Internet to drive his presidential campaign victory to the upheaval of the Arab Spring, digital technology is challenging and changing established institutions on a number of fronts. This course introduces students to the history of the Internet and the emerging technologies that are defining the Digital Age. We work through the impact on established institutions as well as the underlying technical concepts and infrastructure of digital media. After the course, the student should have a basic technical literacy, appropriate for any professional, and broad knowledge of emerging trends. To understand the digital age, you need to live it. In addition to the assigned readings, students will be expected to use the online tools that are discussed. Only by participating in the online digital culture can students begin to understand the changing nature of the media landscape and glimpse the future.

**DPI-685            2025 Vision and Information Policy: Considering the Public Interest**  
Spring                Nolan Bowie

If knowledge is always incomplete and information imperfect, how do policymakers plan for future events and the consequences of change in Internet time? This course will focus on the year 2020 and beyond. Anticipating Web 4.0 or 5.0 and a new Internet, mobile phone/PCs with voice-enabled search and display, real-time language translation, and always-on universal, ubiquitous, ultra-speed connectivity to any kind of content from anywhere produced by anyone, what

key policy questions will determine whether this future information society will be good, bad, or ugly? Students, in collaboration with one another (Collective Genius), will consider different assumptions and values leading to different futures. Sci-fi novels and movies as well as traditional texts, the blogosphere, trend reports, and the predictions of “experts,” think tanks, and the work of creative speculators will be used to think about how society may attain desired outcomes and avoid dystopia.

**IGA-216                      Innovation and National Security**  
Fall                              Kevin Kit Parker

This course will ask if the U.S. defense industrial complex facilitates victory by technological innovation. We define defense technologies in three categories: 1) Convenience Technologies, 2) Sustainability Technologies, and 3) Decisive Technologies. If we define Decisive Technologies as those technologies that are strategically managed and tactically deployed, the last century may have seen only two: radar and the atomic bomb. We will debate money as a weapon system and whether or not it is a valid weapon technology. We will examine technologies introduced during the Global War on Terror (GWOT) and ask which category they fall in, if they were a true technological innovation, and if they facilitated victory in a battle vs war. We will discuss barriers to innovation and technological surprise on the battlefield. *Prerequisite: National Security background or graduate level coursework in engineering, mathematics, computer science, physics, or chemistry.*

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

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

ticipatory technologies for human rights advocacy, will combine a focus on practical advocacy skills for using video, as well as social media (particularly as it relates to video) and other networked/participatory media with analytical discussion, expert guest speakers, exercises, and review of topline emerging trends and overarching policy questions.

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

Energy is a critical component of every dimension of human society. It is an essential input for economic development, transportation, and agriculture, and it shapes national and international policies in the environmental, national security, and technology arenas. IGA-410 is an introductory energy policy course which introduces students to the policy and economic dimensions of the energy choices to meet societal goals—both global and domestic. Oil and gas markets, electricity policy, technology innovation, renewable energy, energy efficiency, climate change and global energy politics will be covered. The first part of the course introduces students to quantitative and qualitative analytical tools to assess energy problems and the fundamental concepts of energy policy. The second part relies heavily on case studies to explore specific challenges, which will allow students to apply the tools acquired in the first segment. Previous exposure to micro-economics is useful, but not required. *Please note, for 2014-15, HUCE energy consortium students may take this course in lieu of API-164.*

**IGA-412**            **The Geopolitics of Energy**  
Spring                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.

**MLD-101**           **Strategy, Structure, and Leadership in Public Service Organizations**  
Fall                    A- Hannah Riley Bowles  
                          B- Nathalie Laidler-Kylander  
                          C- Jorrit de Jong  
                          D- Dana Born

This course introduces students to important concepts and analytic frameworks for management, leadership, and decision making in public-sector organizations. The course includes material on topics such as motivating people, fundamental biases in decision making, working

through teams and networks, strategic management, performance measurement, and leading change in organizations. *Open to MPP1s only. May not be taken for credit with MLD-110.*

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

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

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

This course applies theory to the practice of leadership within societies and organizations facing the adaptive challenges of a changing world. We clarify the relationship among key concepts—leadership, management, authority, power, influence, followership, citizenship—to provide a coherent, practical foundation. The course develops: a) diagnostic tools for analyzing the dynamics of change in social systems, and b) strategies of action to mobilize collective attention and responsibility for tough challenges; generate innovation; orchestrate multi-party conflict; lead through crisis; gain, use, and negotiate with authority; and build a culture of long-term adaptability. Through these frameworks and tools, students discover options for practicing leadership with and without authority, from any position in an organization or society. In addition to lectures, discussion, and small group work, the course draws on student cases of leadership, experiential exercises, and case-in-point teaching—using the classroom process to understand social system dynamics. Numerous written analyses, a major paper, and complete attendance are required. *Attendance at first class required. Occasional evening meetings*

**MLD-202                      Exercising Leadership: A Cross-Cultural & International Perspective**  
Spring                              Dean Williams

Begins with the premise that globalization is producing a set of tensions and forces that are felt at all levels of society—in nations and between nations, and in villages and between villages. These tensions generate disequilibrium and disruptions in cultures that have both positive and negative consequences. This course examines the exercise of real leadership in dealing with



these challenges. Examines the role and function of authority and how it can be used to stimulate creativity, promote more effective problem solving, build bridges, orchestrate better societal adaptations, and orient people to do the vital work that generates a true sense of progress. Draws on historical and current events to examine the successes and failures of those who have tried to lead. Students will have an opportunity to present personal leadership dilemmas they are facing or that their community or country faces. Analysis and discussion will be conducted in small groups and the large class.

**MLD-332 Leadership and Innovation for a Livable City**

Fall David Gergen

In much of the world, economic and social progress increasingly depends upon the vitality of cities. For the first time in history, more than half of the world's population live in urban areas and by 2050, some three quarters will (including a high percentage of HKS graduates). The increasing inability of national governments to meet the needs of their citizens makes cities even more important. The United States provides a vivid example of how much cities now matter: estimates say its top 100 metropolitan areas cover just 12% the country's land mass but account for 65% of its populations, 75% of its GDP and 80% of its patents. This course is experimental, seeking to understand how leadership and innovation can improve city life. It will draw heavily upon first hand exposure to Boston, a city emerging from decades of economic stagnation in the 1950s and '60s to become one of the country's most dynamic, diverse, well-educated and innovative centers—and yet, a laboratory for change that still has daunting challenges. The course will build upon another experimental course—on New York City—offered this past January. We will spend time in the classroom on most Monday afternoons and on field visits on a number of Friday afternoons—a combination that students in January found helpful for learning. Our intention is to explore questions about urban leadership and innovation through conversations with prominent practitioners and thinkers as well as readings. In the classroom as well as the field, we will meet with those whose work is crucial to Boston—whether in government, non-profits, business, universities, education, health centers, the arts and more. Along the way, we will try to sort out hard debates (How fares school reform? What should be done about growing inequality? How can a city best capture the advantages of a start-up culture and new technologies?)

*Students should be expected to be available for classroom work on Mondays from 4:10 to 5:30 p.m. and for field trips on Fridays stretching from 10:00 am to 5:00 p.m. The schedule within these slots will fluctuate according to the availability of guest speakers and field visits. Please see syllabus for specific schedule. Students will frequently be responsible for their own travel around Boston on field learning days.*

**MLD-364 Leadership on the Line**

January Ronald Heifetz

To lead is to live with danger. Although it may be exciting to think of leadership as inspiration, decisive action, and powerful rewards, leading requires taking risks that can jeopardize your career and your personal life. It requires putting yourself on the line, disturbing the status quo, and working with hidden organizational and political conflicts. Those who choose to lead take the risks and sometimes are neutralized for doing so. This course has three parts: (1) the sources and forms of danger in leadership; (2) diagnostic, strategic, and tactical responses to these dan-

gers; and (3) ways to stay alive, not only in your job, but in your heart and soul. Structured daily into large and small group discussions, the course draws on student cases and case-in-point teaching—using the classroom process to understand role and system dynamics. The course is designed to be a transformative personal experience with the intent to generate more options for diagnosis and action in the practice of leadership. It complements the systems framework developed in MLD-201. *Prerequisite: MLD-201 or permission of the instructor.*

**MLD-601                      Operations Management**  
Fall                              Mark Fagan

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

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

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

**MLD-617M                      Effective Implementation: Learning from Effective Implementers**  
Spring M4                              Francis Hartmann

Producing tangible and measurable results is an important part of work in the public sector. Yet there are many more good ideas about producing results than there are good ideas implemented. This happens for many reasons, among them that no one really stayed with the idea to

“make it happen.” This course consists of a case-informed conversation about traits of persons who have been demonstrably effective at translating ideas into action. The objective of the course is to have each of us become more effective in the public service and public policy arena. Each class will address at least one trait that seems to be related to effective implementation, for example: success (knowing what it is); relentlessness (sustained attention); collaboration and bringing out the best in others; setbacks, defeats, and failure; fear, courage, and confidence; help (when does one need it, and what does it look like?); and resilience.

**MLD-620M      Urban Innovation: Concepts and Practices**

Spring M3      Stephen Goldsmith

As more and more residents flock to cities around the world public leaders will need innovation in order to improve performance over time, and increase responsiveness to changing material and social conditions in the world. The innovations can include changes in existing processes for delivering public goods and services, or for the introduction of new products and services, or for mobilizing and deploying resources to deal with public problems. This course seeks to equip students who wish to be innovators with the knowledge and skills necessary to imagine and implement innovative solutions to public problems. It will focus primarily on innovation in state and local government: how can cities become learning organizations and innovative jurisdictions that utilize the potential for public value creation? Relying on the recorded experience of innovators in government accumulated through 25 years of HKS-award winning innovations in government as well as academic research from around the world, the course seeks to develop the attitudes and analytic skills that support individuals who aspire to make positive change either as innovators or designers of institutions that can support innovators. *MLD-620M is a required module for MLD 621M (Innovation Field Lab by Professor De Jong).*

**MLD-621M      Developing and Implementing Innovation in Cities  
in Massachusetts**

Spring M4      Jorrit de Jong

Many cities are challenged by both insufficient resources and increasingly high expectations from residents for better quality services, value for tax money and more responsiveness to pressing public problems. City leaders are looking to meet those demands by innovating government programs and operations. This module seeks to offer help to Massachusetts cities and give students the opportunity to do real work on real problems and learn about the practice of public sector innovation.

The Innovation Field Lab will be facilitated by Dr. Jorrit de Jong (Lecturer at HKS), Joe Curtatone (Mayor of Somerville and Senior Fellow at HKS), and Janice Delory (Senior Fellow at HKS and former Chief of Staff of Mayor Curtatone). Student teams will be assigned to three nearby cities to work on a common problem. About half of the time will be spent in the field, and half of the time will be spent on campus. Class sessions will include case discussion, design work, simulation, peer consulting, and discussion of literature on public sector innovation. In addition to that, this module requires a considerable amount of work outside of class in the city teams. Space is limited to 25 students. *MLD 621 (by Professor De Jong) is only open to students who have taken MLD 620 (by Professor Goldsmith)*

**MLD-805                      Philanthropy and Public Problem-Solving**  
Spring                              Christine Letts, James Bildner

This course is intended for students of Harvard College and Harvard Kennedy School to explore the role of philanthropy in public problem-solving. Using cases and readings, the course will cover the history and role of philanthropy and the nonprofit sector, relationship of both to government, the nature of strategic philanthropy, organizational assessment and impact of private action for public good. Students will choose a problem area with a focus on Boston, and, in teams, research the policies, responses/interventions, role of institutions, strengths and weaknesses of the response and institutional arrangements associated with the problem. A foundation has provided \$100,000 (for an enrollment of more than 20 students) for the students to grant to organizations determined as a result of their research. This course is designed to introduce students to philanthropy and public problem solving—preference will be given to students with a demonstrated interest in philanthropy and public problem solving and who are looking to have a deeper understanding of the context in which philanthropy is applied but may have limited prior exposure. Enrollment will be 50% undergraduates and 50% HKS graduate students. *Also offered by the Sociology department as Soc 152.*

**MLD-830                      Entrepreneurship and Innovation in the Private and Social Sectors**  
A- Fall                              A/B: Dick Cavanagh  
B- Spring

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-835                      Social Entrepreneurship, Policy and Systems Change: How to Drive Significant Impact on Social Problems**  
Spring                              Alan Khazei

This seminar is designed for students with an interest in social entrepreneurship who would like to explore how social entrepreneurs can affect policy and become systems-changers. The course will explore “action tanking,” combining the best of what a think tank does—generate and promote policy ideas and proposals—with what a direct service organization does—put ideas into action and achieve demonstrable results. The course will also explore different models of “collective impact” and coalition building. As part of the course, students will be exposed (through occasional site visits and guest lectures) to leading social entrepreneurs looking to engage the class about how to achieve impact. Students will work individually or in teams to produce an important written work product—a draft plan for a social enterprise action tank (for a new initiative or an existing organization) that presents in some detail a “systems change strategy”; the course will culminate with presentations of these plans to peers and special guests for feedback and discussion.

**PED-100            Economic Development Policy**  
Spring            Anh Tran

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

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

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

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

This survey course focuses on several categories of social and economic problems faced by the countries of South Asia, with specific focus on the realms of Education, Health, and Financial Inclusion. Each problem category will be dealt with through a survey lecture, supplemented by assigned and recommended readings for those wishing to explore the topic further, and an in-depth look at several organizations, companies and non-profits that have attempted to address some of the problems within that category. The primary objective of the course is to engage students (in an inter-disciplinary and university-wide setting) with the modern day challenges affecting South Asia, and to examine a range of entrepreneurial attempts to solve these problems. The course will be listed at HBS, FAS, HSPH, HGSE, HLS, HMS, and HKS. The mixture of student backgrounds is crucial for its success. The lectures and deep-dive case studies are the core of the course and will review the available evidence on the incidence, causes and consequences of the problem in question. Additionally, we will draw extensively on video and film materials when relevant. Case studies of each solution will examine whether and why it worked, and how it could have been improved, as well as compare the effort to other ambient successes and failures. Some overview lectures might be delivered by visitors; the case studies will be discussed interactively and might feature the protagonists wherever feasible. Graduate students will be required to develop a project report. The idea of the project is to pres-

ent a candidate solution—this may take the form of a business plan, a plan to build a non-profit, a plan to create a regulatory intervention, all of which are equally admissible—that solves a crisply stated, and significant, problem in a particular setting in South Asia. After the course, but not as a part of it, teams that reach a threshold level of excellence in their project reports may be eligible for funding through the South Asia Initiative for exploratory work on their project. *Also offered by the Business School as HBS 1266, the department of General Education as SW47, the School of Public Health as GHP 568, and the School of Education as GSE A-819.*

**SUP-321M      Designing Social Security Systems**

Spring M3      Jo Anne Barnhart

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

**SUP-415      School Reform: Policy, Practice, and Leadership**

Fall      Katherine Merseth

This course explores school reform policy and practice from the perspective of the classroom, school, and district. It examines topics related to leadership and pedagogy, including a deep investigation into the purpose(s) of education. The course focuses on leading and enacting school reforms, with a keen eye on practice within school districts, buildings, and classrooms and an emphasis on how policies play out in the real world. Those with an interest in teaching or work in education—current and aspiring teachers, principals, curriculum coordinators, superintendents, parents, and others with passion for school reform and educational leadership—will benefit from this course. The course primarily uses cases and case discussions as a pedagogical approach and is extremely interactive. It also explores and analyzes successful examples of school reform. The course provides an excellent complement to the state and federal policy courses at HGSE and at the Harvard Kennedy School. Students will be evaluated on the basis of class participation, short papers, and a final project or portfolio. *Also offered by the Graduate School of Education as A326A.*

**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 so-

cial, 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 examines both public policies and private-sector decisions that affect achievement gaps and other developmental disparities among youth from ages 10 to 25. Racial gaps are the major, but not the exclusive focus. The course begins with basic ideas from social science research about the determinants of youth development outcomes. It moves on to address issues

and examples concerning design and implementation of community-level systems and structures to support youth from disadvantaged backgrounds. The next major section of the course concerns evaluation. We review the major types of evaluation research on interventions to affect achievement-gaps and youth-development and the uses and misuses of each. The final segment of the course considers the need to develop both public policies and social change and communication strategies outside of government—in schools, communities, and homes—to affect how teachers, parents, and peers help shape developmental experiences that affect achievement levels and disparities. *Also offered by the Graduate School of Education as A-108.*

**SUP-500                      Introduction to Health Care Policy**  
Fall                              Sheila Burke, Richard Frank

The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by the organization of the system. We will give attention to the status and implementation of the 2010 reform legislation and the ongoing budget debate in the U.S. Congress related to health care. We will focus on the major health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP). In addition focus will be given to the quality of care, structure of the delivery system, the drivers of cost growth, and longterm care. The course will be a combination of lectures and discussions. The instructors will introduce topics and guide discussions. Students are expected to actively participate in the discussion. Literature from economics, politics, medical sociology, and ethics will be incorporated into discussions and written exercises. No disciplinary background is assumed, nor is any special familiarity with the field of health care required.

**SUP-517M                    Innovation, Access to Medicines and Global Governance**  
Spring M4                    John-Arne Rottingen, Steven Hoffman

This graduate course will explore global policy issues affecting innovation and access to health technologies in developing countries. In particular, the course will examine the importance of innovation and access to health technologies like drugs, diagnostics and vaccines for achieving better global health; the role that global governance in a broad sense plays in facilitating and preventing achievement of these goals; the challenges of fostering research, development and innovation in medicines and health technologies in the discovery and development phases for diseases that primarily affect the world's poor (e.g., lack of markets/incentives, lack of capacity); barriers to providing access to medicines for people around the world at the delivery stage (e.g., intellectual property protections, trade regimes, corruption, counterfeiting, regulatory processes, health systems capacity, markets); and the role that international institutions and other actors can play in responding to these challenges (i.e., intellectual property reform, pooled funding mechanisms, incentives, information and accountability). Students will also review various proposals for reform and global efforts to address this challenge. This course will focus on international and global factors and will to a lesser extent address national pharmaceutical policies in developing countries. The course will be in a seminar format with active involvement of students through case study discussions and simulations. Students will learn about current policy processes and understand how countries are negotiating reforms in this field of global health. *Also offered by the School of Public Health as GHP 554.*



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

This course is designed to meet the following objectives: (1) to analyze the politics surrounding major health policy developments in the United States; (2) to examine and to develop possible strategies for influencing political debates and health policy outcomes; and (3) to emphasize the ways political analysis and strategy can improve policy outcomes. Major topics to be covered include analyzing the role of interest groups, media, public opinion, legislative lobbying, elections, coalition building, policy legacies, institutions, and the politics of information as it affects health policy. Case studies focus on the enactment of the Medicare Prescription Drug Bill, The Massachusetts Universal bill, as well as passionate issues such as abortion. Major movements toward comprehensive national health insurance, including the Clinton and Obama health plan, will also be covered. Leaders in political strategy from both the health and political fields will be guest lecturers. *Also offered by the School of Public Health as HPM 247cd.*

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

Course focuses on how public governance and planning shape cities and urban regions in the United States and Europe. Topics include U.S. and European urban politics viewed in the large, and more specifically the politics of land-use and social planning, suburbanization and gentrification, race and immigration, squatting, and mass transit. Cross-cutting themes include the role of business in local governance; citizen participation and urban social movements; equity issues in urban place-making, the costs and benefits of local-government fragmentation; and contending theories about the balance of public and private forces in U.S. and European urban politics. Course combines lectures, discussion, in-class exercises, and group work. Readings focus squarely on compare-and-contrast examination of concrete case studies from the U.S. and Europe. Course aims are twofold: to enhance your sophistication in thinking about how and why public decisions are made at the urban level and what their consequences are; and to hone your skills in thinking strategically about how to exercise influence in such decision processes. *Also offered by the Graduate School of Design as GSD 5201.*

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

This course examines housing as an object of policy and planning as it relates to urban form and issues of social concern. It is intended to provide those with an interest in urban policy and planning with a broad background on why housing matters and how its unique attributes a) give rise to certain policy and planning challenges and b) shape how practitioners respond to these challenges. After laying out a conceptual framework for understanding the unique role housing plays in the constitution of urban areas and its implications for public policy and urban planning, the course provides an overview of critical topics in housing and U.S. urbanism. These include: the role of homes as co-constitutive of the private and domestic realms; housing as a commodity; housing as an icon and encoder of social status; housing as constitutive of “neighborhoods” and how it influences resident outcomes; participatory planning for community development; capital formation and housing investment; theories of housing and urban spatial form; the suburbs and their discontents; exclusionary and inclusionary zoning; development exactions; provision

of municipal services, public economics, and residential choice; trends in and theories of residential segregation; theories and responses to the concentration of urban poverty; community development and housing's role in it; affordable housing policy, planning, and development; transit-oriented development and mixed income housing; housing investment for transformation of distressed communities; sustainable infill development, master-planned development, and regional governance and planning. Upon completion, students will have a firm grasp of housing and urban issues, a theoretical frame for understanding them, and a working knowledge of the planning and policy tools used to address these issues. The course will involve lectures and discussions. Students will be graded based on course participation and the completion of written assignments. *Also offered by the Graduate School of Design as SES-05326.*

**SUP-663                      Land Use and Environmental Law**  
 Fall                              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; evaluating and controlling prospective development sites; creating sound development plans; understanding the public entitlement process; preparing market and feasibility studies; securing debt and equity financing; coordinating the design and construction process; and marketing and managing real estate assets. Includes preparation of income statements; sources and uses of funds statements; 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.*

**SUP-921                      Proseminar on Inequality and Social Policy I**  
Fall                      Theda Skocpol, Devah Pager

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

## Harvard Business School

**1123                      Power and Glory in Turbulent Times: The History of Leadership from  
Henry V to Steve Jobs**  
Winter                      Nancy Koehn

This course examines the effectiveness of individual leaders who lived and worked in moments of great turbulence. The course aims to understand the choices they made, including the strategies they used, the values they lived by, and the tradeoffs they accepted as they created widespread power in companies, communities, and nations. It also focuses on the impact, immediate and long-term, that each of these individuals had, and how this impact was related to their animating missions. Particular attention is paid to what it means to lead forcefully in times of ongoing crisis and to the relevant lessons that these leaders offer for our own moment, in the early 21st century. Finally, the course strives to draw credible inspiration from these individuals and the contexts in which they acted.

This course offers students the opportunity to explore the lives of a range of men and women—from business, government, and other realms—during widespread disruption. It covers the individual journeys of these people, the changes in the nature of the organizations they led, and the dynamic environments in which they each lived and worked. Throughout the course, students are encouraged to examine the choices each leader made, the path he or she traveled, the values and objectives he or she nurtured, and the larger stage on which that person acted. This perspective provides a broad understanding of the long-term impact of leadership and innovation on business, government, and society. In looking closely at the agency of other individuals who have exerted lasting influence, students are challenged to consider their own agency, along with their ambitions and ideas about leadership.

The course will draw on a range of materials from the humanities and social sciences, including case studies, articles, book chapters, plays, and multimedia offerings.

**1164 Innovation in Business, Energy, and Environment**

Fall Rebecca Henderson and Joseph Lassiter, Senior Lecturer John Macomber

This course is designed for students who expect to be general managers or entrepreneurs in businesses which are particularly influenced by issues in energy, power, water, or other factors that engage natural resources and the environment. Students who anticipate careers in consulting, VC/PE, or investing in businesses touching these areas (including fossil and nuclear energy) will also find the course useful. It has two objectives. The first is to explore the tools of finance, strategy, and marketing as businesses decide how to respond to opportunities—and threats—in conventional energy, new energy, water, food, transit, and related areas. The second is to enhance technical knowledge as the foundation for assessing many of these topics. In addition, the impact on these businesses of regulations, incentives, public opinion, and disruptions to supply chains are explicitly considered.

**1485 Building Cities: Infrastructure and Sustainability**

Winter John D. Macomber

This course is designed for students who would like to understand issues and opportunities related to three very large challenges of our times: 1) rapid urbanization as hundreds of millions of people around the world move to cities; 2) existing global scarcity of basics like clean water, clean air, food and land plus excesses of traffic and waste, each of which gets exacerbated by rapid urbanization; and 3) the apparent inability of federal governments to invest in advance of these phenomena to anticipate the issues. Accordingly, business has a wide range of obligations—and opportunities—to intervene.

Cases are drawn from both emerging economies and developed economies, and from both new cities and existing cities ranging from New York and London to Ho Chi Minh City, Mumbai, Lagos, and Bogota. Real estate, project finance, infrastructure finance, and the delivery and operation of these elements of cities play prominent roles in each module.

This course does not go deeply into soft infrastructure elements including schools, hospitals, security, governance, or job creation. The premise is that a) hard infrastructure like water, power, transit, and ICT are necessary predecessors to the provision of soft infrastructure and b) small firms, multinationals, and investors have more and better defined investment opportunities in the hard infrastructure realm.

**1524 Reimagining Capitalism: Business and Big Problems**  
 Winter Rebecca M. Henderson, Clayton S. Rose, George Serafeim

Growing income inequality, poor or declining educational systems, unequal access to affordable health care and the fear of continuing economic distress are putting stress on political systems worldwide and challenging the credibility of business. At the same time rates of environmental degradation are increasing, sea levels are rising and unchecked emissions of greenhouse gases threaten to destabilize the climate. Robust political responses based on strong social support are crucial to meeting these challenges, but action by the private sector will also be critically important.

This course is designed for students who want to explore the idea that at least some of these “big” problems can be effectively addressed by high performing private firms. Historically these kinds of problems have often been considered to be the responsibility of the state. We’ll look at why private firms might be able to play a major role in solving them in today’s world, and we will explore the ways in which accomplishing this may require both changes in how firms and leaders consider their obligations and engage with the issues, as well as changes in the “rules of the game” by which capitalism is structured.

The course differs from a number of excellent offerings that explore related issues in at least three respects. First, we explicitly challenge the boundaries of the current system, asking whether there is a different way to run firms and/or a different way to think about and/or shape the system/institutions in which they are embedded (e.g., the notion that shareholder value comes at the expense of stakeholder satisfaction). Second, we explore the degree to which leaders that root their actions in their most deeply held values can act as change agents within the larger system, and we examine how and why your own career might help to accelerate change. Finally, we will rely more on readings than on cases, and more on discussion in small groups than on classical case discussions. Approximately half of the sessions are held in the Hives and there are lots of opportunity to practice using the ideas we discuss.

*Note: This course is a renamed version of this year’s “Reimagining Capitalism.” We believe that the new title much better reflects the actual content of the course—which is not about designing a utopian alternative to the current system, but rather about wrestling with the dilemmas and responsibilities inherent in being a private sector leader in a world increasingly facing intractable problems that are simultaneously economic, social and political.*

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

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, but also visual media—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.

**1666 Entrepreneurship in Healthcare IT and Services**  
Fall Robert Higgins

The healthcare industry is a late adopter of IT innovations (relative to other industries, such as finance, entertainment, or retail), and the use of information technology and mobile health applications (mHealth) within this sector has recently begun to explode. For example, adoption of electronic medical records by physicians has risen from 15% in 2000 to 57% in 2011. As data from healthcare providers and payors becomes ubiquitous, entrepreneurs are capitalizing on a tremendous opportunity to make sense of this data. Innovative start-ups are utilizing ‘big data’ and mHealth to offer solutions that improve quality, lower costs, and streamline access to healthcare services. This course will examine a series of innovations within the burgeoning HCIT industry, and look at the decisions entrepreneurs face as they refine their business models, innovate, and grow. The learning objectives of this course are:

1. To examine the opportunities within the HCIT and healthcare service industries: What products are needed? How will these products improve access, quality and efficiency? How will the explosion in mHealth affect healthcare? How have service companies used innovation?
2. To understand the incentives and needs of the major customers served by HCIT vendors (payors, providers, patients).
3. To examine a number of business models and discuss how entrepreneurs make strategic decisions to find the “killer app”.
4. To survey the funding avenues available to new ventures and to examine how entrepreneurs realize value in HCIT. What options are available to founders and how do these options advance the business model and support (or detract from) the entrepreneur’s goals for the company, its employees, and its growth prospects?

**2090 Authentic Leadership Development**  
A: Fall A- Thomas DeLong, Scott Snook  
B: Winter B- Scoot Snook

The purpose of Authentic Leadership Development (ALD) is to enable students to develop themselves as leaders of organizations and to embark on paths of personal leadership development. ALD requires personal curiosity and reflection from students and personal openness and sharing in class discussions, leadership discussion groups, and one-on-one sessions with peer mentors and the professor. Leadership development concepts used in the course will be immediately applicable for students and useful for the rest of their lives.

**2134 Digital Innovation and Transformation**  
Winter Karim Lakhani, Marco Iansiti, Steve Sinofsky, Shane Greenstein

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 under-

stand 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.

**2185**                      **Innovating Biomedical Technology**  
Fall                              Regina Herzlinger and Kevin Schulman

From the artificial heart to the wonders of genomics, medical technology has been a key factor in the advance of modern medicine. This course requires completion of Innovating in Health Care (IHC), an intensive course offered in the early Fall.

Health care technology innovation requires a specific application of the Six Factors framework of the IHC course with a focus on global regulation of medical technology products and extensive and expensive development timelines (public policy, accountability factors); unique market adoption (structure, consumers factors); reimbursement (financing) challenges; and life cycle management (technology). Innovating in the life sciences thus requires an assessment of business, clinical, managerial, and regulatory risk; creation of a portfolio of simultaneous multiple strategies (development, acquisition, divestment); as well as a clear understanding of valuation milestones, to properly assess opportunities. The ethical implications of technology development are an important consideration as well addressed.

**2230**                      **Managing Global Health: Applying Behavioral Economics to Create Impact**  
Winter                              Nava Ashraf

Managing Global Health (MGH) trains students to see through the lens of the end-user and to use the levers of behavior change to generate impact in health and social programs. Although most of the applications are in global health, it is appropriate for students who anticipate working in health, education, or international development sectors, as well as those with a general interest in learning how behavioral economics can be effectively applied.

Health, and development more broadly, is not something we give to people: it is something they co-produce together with supply-side and institutional factors. In this course, students learn how to design products and services from the perspective of the patient/customer and the provider/supplier. Students will also learn to utilize the most cutting-edge and gold standard research and evaluation methods in this design. Through exposure to major practitioner challenges and innovative solutions from HBS Case discussions, protagonists from the field, expert guest faculty from across Harvard, and engagement with research in public health, public policy, psychology, and economics, students will learn to bridge the worlds of research and action to creatively, and skillfully, make an impact in global health.



**6062**                    **Innovating for Recovery: Business Strategy and Entrepreneurship**  
Winter                    Hiroataka Takeuchi

Post disaster settings provide opportunities to examine the effectiveness of leadership in mobilizing people and resources in highly dynamic situations. This course focuses on the links between strategy and innovation that prove useful in rebuilding a region post disaster. Students will examine and compare the styles and approaches of entrepreneurs working for a variety of different types of organizations operating in Japan, seeking to develop more general lessons about the effectiveness of alternative leadership styles and business models for creating both economic and societal value in challenging settings.

Students enrolled on the Japan IXP will work in teams to undertake a project with an organization led by an entrepreneur, with the purpose of rebuilding the Tohoku Region, which suffered immense devastation from the 2011 earthquake, tsunami and nuclear disaster. Teams will travel to Tokyo and the Tohoku Region to work on these projects, providing an opportunity both to contribute to the progress of the organizations with which they are working and simultaneously to examine the nature of leadership and the effectiveness of different approaches in such settings. Teams will also gather in a larger group over the course of the IXP to visiting the sites and interact with the local people affected by the disaster.

**6140**                    **Field Course: Innovating in Health Care**  
Fall                        Regina Herzlinger, Co-taught with Kevin Schulman

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.

**6180**                    **Field Course: Health Care Computer Assisted Innovations**  
Fall                        Regina Herzlinger and Margo Seltzer

For students with a career focus in health IT, informatics, social media, telemedicine, or computer-based medical technology. Additional field based experience in innovating new health care computer-assisted ventures on topics chosen by the students or from those made available by the faculty.

## Harvard Extension School

### **GOVT E-1511    The Changing Geopolitics of Energy**

Spring                      Nadiya Kravets

Consistent access to cheap energy resources has been the defining factor of economic success and development. Securing access and an affordable price has driven and continues to drive global competition among the greatest energy consuming powers while energy producers, on the other hand, attempt to leverage their energy power to achieve political aims. This course examines international relations from the perspective of competition and at times cooperation for access and distribution of energy resources around the globe. During the course of the semester we examine topics such as the politics of Middle Eastern energy supplies and US dependence on the Middle East, the competition for the Caspian and Central Asian energy resources, Chinese energy presence in Africa, Latin American energy markets and competition, and European and North American energy markets. We also dedicate time to the discussion of new energy market innovations beginning to fundamentally challenge the traditional oil and gas contracts, such as the mining of unconventional oil and gas, gas liquefaction and its effects on market structure and price, and the environmental effects of new types of energy mining techniques.

### **LSTU E-120        Internet and Society: Technologies and Politics of Control**

Spring                      Andrew Sellars

This course examines current legal, political, social, and technical struggles for control of the global Internet and the content and relationships it conveys. The course focuses on the interaction of new technologies and services with emerging models of production, innovation, communication, learning, and civic engagement—looking at both the US and international contexts. *Prerequisites: willingness to experiment with new technologies and to participate in class discussions, whether virtually or in person. No legal background required.*

### **MGMT E-4030    Leading through Change**

Spring                      Harold Langlois, Kathrine Suzanne Livingston

Today's competitive business environments demand that individuals and companies continually reinvent themselves. Leading knowledge-based organizations requires the establishment of environments that facilitate learning and the management of the anxieties surrounding change. Leadership at every level must instill a sense of urgency and commitment to the change process. This course examines how and why individuals and organizations resist change, and the skills that leaders need to overcome these obstacles. *Prerequisite: a B or higher grade in EXPO E-34 or a satisfactory score on the mandatory test of critical reading and writing skills.*

## Harvard Faculty of Arts and Sciences

**ESPP 90p**      **Biotechnology, Environment and Public Policy**  
Spring            Calestous Juma

This seminar examines the implications of biotechnology for sustainability. Using case studies, it focuses on policy approaches for maximizing the benefits of biotechnology and minimizing their risks. It addresses the following themes: (1) scientific and technological advances in biotechnology and sustainability; (2) social responses to the use of biotechnology; (3) application of biotechnology specific sectors such as agriculture; industry; energy; bioremediation and species conservation; (4) socio-economic impacts; and (5) policy and institutional considerations. *Undergraduate Junior Seminar*

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

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

## Harvard Graduate School of Design

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

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

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

- Part Two explores some of the key episodes, movements and pioneering figures in the history of modern urban planning since the first industrial revolution of the 19th century. Although we focus in some detail on the ideas, visions and practices of well-known urban, regional and territorial planners, we embed their activities within the historically and geographically specific constraints, opportunities and struggles associated with each of the major phases of modern capitalist urbanization and associated formations of national state power. In thus proceeding, we explore the conflictual interaction of capitalist firms, property developers (rentiers), political institutions and social movements at various spatial scales, and the consequences of that interaction for the institutional, legal, spatial and ideological terrains of “planning” and for the broader geographies of urban development.
- Part Three offers a broad overview of some key lines of debate in contemporary planning theory. What is the appropriate role of planning in a period of heightened fiscal austerity and global financial crisis, in which dominant ideologies promote a reduced role of state institutions in reorganizing the social fabric and the built environment? We consider several approaches that attempt to illuminate the changing nature of contemporary urbanism and the possible role of planning in reshaping cities, regions, territories and the planet as a whole.

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

Fall                      Joyce Klein Rosenthal

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

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

- Lectures, class discussion and assignments will focus in three areas: The methods and process of contemporary city planning and designs for adapting to environmental change and weather extremes.
- The changing landscape of policies and design for coastal resilience; strategies for conservation of damaged coastal areas and adaptive approaches for coping with increased tidal and storm surge risks concurrent with sea-level rise.
- The use of mapping and spatial analysis in adaptive planning and urban climate research; the use of spatial data and the development of spatial narratives to describe and explain urban vulnerabilities and resilience.

## Harvard Graduate School of Education

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

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

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

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

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

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

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

This course is for students who are interested in gaining a better understanding of how social entrepreneurs can generate sustainable educational innovations. Over the course of the semester, participants will develop a viable education venture, preparing them to launch their own social enterprise to improve educational opportunity. The course will be taught at the Harvard Innovation Lab (i-lab) and will involve a series of activities and experiential workshops focused on the fundamentals of creating an educational enterprise. Readings, discussions, and related activities examine the contributions of social entrepreneurs to expanding educational opportunity. Students will engage in biweekly conversations with guest mentors, all of whom are education entrepreneurs working domestically or internationally. Weekly discussion sections will include workshops to build targeted skill sets. *Permission of instructor required. Enrollment is limited to 60; auditors not permitted. The ideal student for this course is one who wishes to address a need in the education sphere through innovation. Students with prior knowledge and experience in education, technology, or business given preference. Enrollment procedure will be posted on the course website.*

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

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

## Harvard School of Public Health

**GHP 244-01 Health Sector Reform: A Worldwide Perspective**  
Fall Thomas Bossert

This course is designed to help students understand health systems, and processes to reform them, in middle and low income countries. It presents a purposeful framework for the analysis of why health systems are not able to achieve broad objectives such as health status improvement, financial risk protection and patient satisfaction, as well as greater access to services with better quality and more efficiency. It introduces the concept of control knobs for developing appropriate options to reform the systems in policy areas of financing (including tax and insurance based systems), payments to providers, organizational changes like centralization and use of private sector, regulations and persuasion through social marketing. It also includes attention to ethical choices and to political feasibility of reform options. The course involves case studies, class discussion and lectures and mid-term and final papers that apply the framework concepts of a country chosen by each student.

**GHP 527-01 Political Economy & the Ethics of Health Reform**  
Spring Thomas Bossert, William Hsiao

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

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

**HCM710-01      Leadership and Innovation in Health Care**

Full Year              Sara Jean Singer

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

**HPM 235-1      Managing Health Care Costs**

Fall                      Jeffrey Levin-Scherz

Health care inflation in the United States—and in many other countries—has consistently exceeded overall inflation and employers, government, and individuals are increasingly reluctant to pay increasing amounts for health care coverage. Employer-based health care coverage has diminished, and escalating health care costs threaten other important programs of local and state governments. Forecasters estimate that the Medicare Trust Fund will be depleted long before the Social Security Trust Fund, suggesting that Medicare will require substantial cuts or additional governmental subsidies. Now that health care reform legislation is being implemented, attention has turned to the task of decreasing health care inflation while not diminishing quality or innovation.

This course will use lectures, case studies and a simulation to examine the major factors that determine the cost of health care in the United States, and the impact of these forces on system stakeholders. We will review the advantages, disadvantages and feasibility of different approaches to moderating rising costs, including benefit design, medical management, utilization review, provider profiling and reporting, information technology, and regulatory action. We will also review efforts to improve health care affordability in other countries, although the main focus of the course is the US health care system. Students will be encouraged to develop their own critical assessment of the prospects of using these techniques to control health care spending and to improve access and quality of care. A number of guest speakers will provide a first-hand



perspective on some topics. Students will design a business plan for an intervention to lower health care costs for the final group project.

**SBS 201**            **Society and Health**  
Fall                    Ichiro Kawachi

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

## Schools Outside of Harvard University \*

### **Fletcher School of Law and Diplomacy** Tufts University

**DHP P203**            **Analytic Frameworks for Public Policy Decisions**  
Fall                    Carolyn Gideon

Introduction to the basic tools of policy analysis and decision making, providing students with analytic skills to make policy decisions in many types of organizations. The course includes an introduction to public policy objectives, decision making, and the role of analysis. Students then learn powerful analytic decision-making techniques, including decision trees, Bayes theorem, utility theory, prospect theory, game theory, benefit-cost analysis, and tipping models. Case studies are used to learn the policy analysis tools while applying them to real world policy problems. Cases come from developed and developing countries, and cover many different policy fields. *No background in economics or statistics is required.*

**DHP P207**            **GIS for International Applications**  
Spring                Patrick Florance, Barbara Parmenter

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

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\* Contact HKS Registrar for cross-registration rules and regulations

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.

**DHP P253      Sustainable Development Diplomacy**  
Fall                      Mihaela Papa, Patrick Verkooijen

The principle goal of the course is to acquaint students with a thorough understanding of sustainable Development Diplomacy (SDD) from both a governance and negotiation viewpoint. By looking at foreign policy through a sustainability and development lens, students will learn of the complexity of the competing claims on natural resources and the role that global natural resources play in national and international security, business relations, and trade policies. The governance and negotiation lessons are drawn from a range of real-world natural resource policy responses, such as in the field of forests, water, food, and climate change.

## Massachusetts Institute of Technology

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

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

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

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

**11.380**                    **Urban Climate Adaptation**  
Spring                    J. Carmin

Examines the challenges cities face and strategies to prepare for the impacts of climate change. Particular attention to the needs of vulnerable populations and resource-constrained cities, global and national adaptation policies and funding mechanisms, and ways in which local government and community-based activities can promote climate-readiness. *Prerequisite: Permission of instructor.*

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

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

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

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

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

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

**11.483**                    **Housing & Land Use in Rapidly Urbanizing Regions**  
Fall                        Y. Hong

Studies current urban controversies over affordable housing, land redevelopment, and public space, with special attention to property rights. Reviews how law, economics, sociology and planning theories frame these issues and interplays them with spatial approaches of urban de-

sign and geography. Explores cases that use property rights strategies to increase economic growth and social justice, providing insight for future design and policymaking. Topics include land trusts for affordable housing, mixed-use public space, and critical cartography.

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

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

**STS.032**                      **Energy, Environment, and Society**  
 Spring                        C. Mavhunga

Examines national and global energy debates, namely energy security, climate change, and energy access. Explores technological, market, environmental, cultural and political “fixes” to the energy question, as well as a wide variety of energy forms and stakeholders. Evaluates development, nuclear security, environment ethics, and conflicts between energy and food security. Includes debates, presentations, group projects (in class and in the Cambridge community), grant-writing, and individual written assignments. Enrollment limited.



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