

# 2009-2010

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

A publication of the

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

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**Ash Institute for Democratic Governance and Innovation**

Harvard Kennedy School  
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## Introduction

The Roy and Lila Ash Institute for Democratic Governance and Innovation fosters excellence in government around the world in order to generate and strengthen democracy. Through its research, publications, curriculum support, global network, and awards program, the Ash Institute 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 Institute serves as a catalyst for successfully addressing many of the world's most critical issues and, in turn, improving the lives of its citizens.

The Ash Institute offers the Innovations in American Government Awards Program, which is a significant force in recognizing and promoting excellence and creativity in the public sector. Through its annual awards competition, the Innovations Program provides concrete evidence that democratic government and innovation can improve the quality of life for citizens and that it deserves greater public trust. Many award-winning programs have been replicated across jurisdictions and policy areas, and some have served as harbingers of today's reform strategies or as forerunners to state and federal legislation.

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:**

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

### **The Innovations Courses listed in this guide include:**

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

**For more information about the activities of the Ash Institute, please visit:**

**[www.ashinstitute.harvard.edu](http://www.ashinstitute.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 on-line course catalog or the University's new 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 Institute.

## TABLE OF CONTENTS

### **Democratic Governance Courses**

#### **FACULTY**

- 3–11 Harvard Kennedy School  
*<http://www.hks.harvard.edu/degrees/teaching-and-courses/courses>*
- 11–13 Faculty of Arts and Sciences  
*<http://www.registrar.fas.harvard.edu/courses/>*
- 13–15 Harvard Graduate School of Education  
*<http://www.gse.harvard.edu/~catalog/index.html>*
- 15–16 Harvard Business School  
*<http://www.hbs.edu/mba/admin/acs/index.html>*  
*<http://www.hbs.edu/doctoral/registrar/course.html>*
- 17 Harvard School of Public Health  
*<http://www.hsph.harvard.edu/registrar/courses/>*

#### **SCHOOLS OUTSIDE OF HARVARD UNIVERSITY**

- 17–18 Fletcher School of Law and Diplomacy, Tufts University  
*<http://fletcher.tufts.edu/academic/course-descriptions.shtml>*
- 18 Massachusetts Institute of Technology  
*<http://web.mit.edu/catalog/index.html>*

### **Innovations Courses**

#### **FACULTY**

- 21–31 Harvard Kennedy School  
*<http://www.hks.harvard.edu/degrees/teaching-and-courses/courses>*
- 31 Faculty of Arts and Sciences  
*<http://www.registrar.fas.harvard.edu/courses/>*
- 31–33 Harvard Graduate School of Education  
*<http://www.gse.harvard.edu/~catalog/index.html>*

34–35 Harvard Business School  
<http://www.hbs.edu/mba/admin/acs/index.html>  
<http://www.hbs.edu/doctoral/registrar/course.html>

35–36 Harvard School of Public Health  
<http://www.hsph.harvard.edu/registrar/courses/>

**SCHOOLS OUTSIDE OF HARVARD UNIVERSITY**

37 Fletcher School of Law and Diplomacy, Tufts University  
<http://fletcher.tufts.edu/academic/course-descriptions.shtml>

37–38 Massachusetts Institute of Technology  
<http://web.mit.edu/catalog/index.html>

## **Democratic Governance Courses**

## Harvard Kennedy School

### **API-129 Social Problems and Government Responses**

Erzo F.P. Luttmer

How do governments respond to social problems such as poverty, inequality, and economic insecurity? Which policies are effective, which are not, and why? What are the drawbacks of various policies? This public economics course uses a rich mix of economic theory, empirical analysis, and practical policy applications in both developed and developing countries to gain a better understanding of income redistribution and social insurance programs that address these social problems. In particular, the course will analyze welfare, workfare, wage subsidies, food vouchers and subsidies, public pensions, mandated benefits, unemployment insurance, disability insurance, and public health insurance. A central goal of the course is to enable students to apply the fundamental economic principles of social insurance and income redistribution to the design and analysis of government programs anywhere in the world.

**Prerequisites:** Microeconomics at the level of API-101/102; statistics/empirical analysis at the level of API-201/202.

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

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-101A/102A and API-209/210 or API-201A/202A.

### **DPI-101 Political Institutions and Public Policy**

A, B, American Politics: A-Thomas Patterson; B-Kim Williams;

C, Comparative Politics: Anthony Saich, Tarek Masoud;

D, International Politics: Matthew Baum

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 A and B sections consider these questions primarily through the prism of American political institutions and the context they create for policymaking. The C and D 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 E section focuses on institutions and governance in international politics, with an emphasis on their implications for conflict and cooperation across a variety of policy areas. The class develops the skills for effective political analysis and advo-

cacy, including memo- and op-ed writing, as well as the skills to brief actors who need to know everything about the politics of a situation in a short period of time.

*Open to MPP1 students only.*

**DPI-132 American Presidents, Politics, & Economic Growth: A Look from WWII to Today**

Richard Parker

Barack Obama is facing an extraordinary challenge, attempting to lead America (and the world) out of the 21st century's first great global meltdown. Yet every American president since Franklin D. Roosevelt has taken it as his "duty" to "manage" the economy and "promote" economic growth—but who decides those policies, and how? Using the White House as our focal point, we'll investigate how Washington took on its permanent "growthmanship" role late in the New Deal, and how competing institutions, interest groups, intellectuals, and ideas underpinning presidencies—from Franklin D. Roosevelt and John Maynard Keynes through John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Ronald Reagan, and William Clinton, right up to George Bush and Alan Greenspan, Barack Obama and Larry Summers—have shaped that role ever since. We'll pay special attention to the shifting strategies pursued by administrations, given the contexts, competition, and challenges they faced, assessing the political pressures, the intellectual models, 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-134M Innovation and Reform in Twenty-First Century Democracies**

Elaine Kamarck

Explores innovation in American government and in the governments of the world's most mature democracies. Features government executives who won the 2005 Innovations in American Government Award. These presenters will serve as "living, breathing case studies for the course." In addition, the course will review the history of government reform movements in Great Britain, Canada, the United States, and other mature democracies. It focuses on reform concepts such as performance management, electronic government, civil service modernization, and regulation. It introduces the concepts of markets and networks as they apply to modern government. Students will be encouraged to envision government in the next century.

**DPI-202 Ethics in Public Life**

Kenneth Winston

This course in practical and professional ethics helps students develop the competence necessary to acting effectively and well in public life. Through close analysis of actual cases, we examine instances of exemplary conduct and attempt to 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 posed by interactions across geographical and cultural boundaries. Topics include the meaning of professionalism, the appeal to personal conscience in public decision making, the responsibilities that accompany global interdependence, the problem of "dirty hands," and the ethics of loyalty and dissent in bureaucratic settings. Cases from around the world form the primary focus of class discussion, but guidance is also sought from John Rawls, Machiavelli, and Confucius.

**DPI-216 Democratic Theory**

Jane Mansbridge

This course traces the evolution of Western democratic theory from the ancient Greeks to the present, with particular emphasis 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 give an appreciation of the history behind the ideas that shaped today's democracies and to pose critical normative questions for today.

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

Robert Putnam

This course addresses topics in the relationship between politics and civil society in the United States. How does civic engagement affect politics, government, economics, and social life? How can effective civic engagement be fostered? Topics include the workplace, religion, race, education, and urban design.

*Also offered by the Government Department as Gov. 2310.*

**DPI-403 Democratic Governance**

Pippa Norris

Many agencies seek to strengthen democratic governance for its own sake, as well as for the broader impact upon human development. This course provides insights into why democratic governance matters; discusses what performance indicators and analytical benchmarks are available; compares what strategies have commonly been implemented by a range of actors; and applies policy recommendations to specific cases. It covers the core principles, analytical theories, practical tools, and applied methods useful for understanding these issues. The course uses a broadly comparative methodology, incorporating quantitative econometric and survey data, combined with qualitative evidence from case studies drawn from developing societies in all world regions. The course integrates hands-on training in Stata and SPSS. Visiting speakers contribute from diverse multilateral agencies and organizations. This course is most suitable for those considering careers in the international development community.

**DPI-413 Challenges of Democratization**

Pippa Norris

Examines democracy in terms of competition, participation, and civil and political rights. Covers such questions as: What are the alternative conceptions of democracy? What democratic indices are available, and what do they indicate about worldwide trends in democratization? What underlying cultural, economic, and social conditions promote democracy? What is the role of institutions, such as parties, the media, the electoral system, and the legal system? What are the consequences of democratization for economic growth and welfare or for international peace and cooperation? The course takes a broadly comparative perspective, looking at both established and emerging democracies from all regions of the world. All classes are posted on the Web and extensive use is made of Internet resources.

See [www.pippanorris.com](http://www.pippanorris.com) for details.

**DPI-415 Comparative Politics in Global Perspective**

Pippa Norris

This course analyzes the key challenges of comparative politics in global perspective. Topics include alternative theoretical perspectives, comparative methods, and governance indicators; processes of regime transition and state-building; political culture and mass mobilization; and the design of governance institutions. Cases are drawn from all regions in the world.

**DPI-600 Press, Politics, and Public Policy**

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 medias 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 2008 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.

*Permission of the instructor required for non-HKS students.*

**DPI-608 Political Communication**

Matthew Baum

Considers the degree to which Americans political opinions and actions are influenced by the mass media, particularly television, as well as the influence of public opinion on public policy. Topics to be covered include the history of the mass media, recent trends in the news media, theories of attitude formation and change, the nature of news, the ways in which the news shapes the publics perceptions of the political world, campaign communication, how public officials gauge public opinion, how the media and public opinion affect the manner in which public officials govern, and the general role of the mass media in the democratic process.

**DPI-611 Mass Media, Public Opinion, and U.S. Foreign Policy**

Matthew Baum

Investigates the various means through which the media and public opinion can influence U.S. foreign policy. Reviews historical perspectives regarding the “proper” role of public opinion in foreign policy and more recent challenges to this perspective. This will include consideration of whether and how the media influences what the public thinks about politics and foreign policy. The course considers such questions as: How does the public learn about foreign policy? Does it care about it? If so, under what circumstances will political leaders be responsive to public preferences? Does politics really stop at the waters edge? What effect has the advent of real-time global news reporting had on U.S. foreign policy? Is this a qualitative change, or are such

claims exaggerated? The goal is to develop a coherent view of the interaction between the media, public opinion, and political leaders with respect to foreign affairs.

*Also offered by the Government Department as Gov. 2881.*

### **DPI-614M Public Opinion, Polling, and Public Policy**

Robert Blendon

Public opinion polling has become an essential tool in public policy decision making, election campaigns, and media reporting. This course focuses on helping students interested in these areas learn the basic skills required to design, use, field and critically interpret surveys measuring public opinion. The lectures will be given by Harvard faculty and guest speakers who are currently involved in international and national polling activities. The course focuses on the design of newspaper and television polling and polls for political campaign strategy. Class participants will have hands-on experience critically evaluating existing opinion surveys, designing polling questions, and interpreting results.

### **DPI-684 New Media and Democracy**

Nolan Bowie

This course focuses on information, communication, and new media technologies, their industries, and their relationships to participatory democracy, civil society, informed citizens, and economic justice. Knowledge is indeed power. So, how should it be distributed—to whom, of what quality, how much, by what means, and who should pay? In the knowledge-based global economy, timely access to relevant information, to the right technology, including high-speed broadband networks, coupled with digital-age competencies and lifelong learning opportunities, increasingly endow individuals, groups, firms, and even nations with strategic competitive advantages over others without these resources or skills. This course will examine the policies and politics associated with new disruptive media in the 21st century and the range of choices we still may have.

### **DPI-703 Understanding Democracy Through History**

Alex Keyssar

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

*This course meets the requirement for the MPA/ID democratization/governance course. Also offered by the History Department as Hist. 1390 (formerly Hist. 1984).*

**HCP-175 Political Analysis and Strategy for U.S. Health Policy**

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 Medical 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 health plan, will also be covered. Leaders in political strategy from both the health and political fields will be guest lecturers.

**IGA-313 Science, Power and Politics I**

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 policy making in democratic societies. The objective is to deepen 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 nature and role of scientific authority, sciences relations with the state, science and democracy, scientific and technical controversies, and citizenship in technological societies.

*Note: This seminar is usually paired with an advanced research seminar (IGA-314) in the spring semester, but IGA-314 will not be offered in 2009–10. Also offered by the History of Science Department as Hist. Sci. 285a.*

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

Matt Andrews

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

*This MPA/ID course is open to non-MPA/ID students by permission of the instructor only.*

**MLD-110 Strategic Management for Public Purposes**

A-Peter Zimmerman; B-Harry Spence

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.

*The spring B section will emphasize strategic management in education and human services, and this section is also offered by the Graduate School of Education as A-018. 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**

A-Ronald Heifetz; B-Dean Williams

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

*Attendance at first class required. Occasional evening meetings.*

**MLD-327 Moral Leadership: Self, Other, and Action**

Marshall Ganz, Bernard Steinberg

If we understand leadership as accepting responsibility for enabling others to achieve purpose in the face of uncertainty, what makes it “moral?” We argue the capacity for moral leadership is rooted in self-understanding, relationship to others, and hopeful action. The moral challenge lies in the sources of motivation one draws upon and the capacity to articulate shared purpose to inspire action when conditions are most ambiguous. It is less about following rules than creating conditions for learning how to act when the rules are broken. Students learn how to draw moral instruction and inspiration from close reading of diverse narrative texts and to reflect on their own leadership challenges.

*Also offered by the Divinity School as HDS-2893.*

**MLD-355M Public Narrative: Identity, Agency, and Action**

Marshall Ganz

Public narrative is how we turn values into action—the 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 Divinity School as HDS-2894.*

**MLD-377 Organizing: People, Power and Change**

Marshall Ganz

In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge: “on its progress depends that of all others,” de Tocqueville observed. To meet challenges of equity, accountability, and responsiveness, democracy requires an “organized” citizenry with power to discern, articulate, and assert its common interests effectively. As new democracies struggle to make citizen participation possible, in the United States it grows more unequal. Organizing can revitalize existing democratic institutions and create new ones. Students learn how to view social, economic, and political problems from an organizing perspective as well as how to act on them. Combining theory with practice, students learn to “map” power and interests, develop leadership, build relationships, motivate participation, devise strategy, and mobilize action to create organizations and conduct campaigns. Practices common to community, electoral, union, and issue organizing are emphasized.

*Also offered by the Divinity School as HDS-2914.*

**MLD-480 Leadership for a Networked World**

Jerry Mechling

Leaders produce value largely through *innovation and change*: in how goods and services are produced (*productivity*), in how and to whom they are distributed (*equity*), and in the trustworthiness of controversial tradeoffs and decision-making (*legitimacy*). STM-480 explores what leaders need to know and do in applying the 21st century's most significant catalyst for change: digital information technologies. In national defense, policing, health care, energy, environmental protection, education, politics, and public administration—life has already changed due to computer-based networking. It is poised to change yet more fundamentally in the future. This course is **not** about technology alone, but rather how technology AND workflow redesign AND leadership can work together in responding successfully to the enormous risks and returns of technology-enabled change. Uses theory, cases, class and net-based discussions, study groups, and a student-selected term paper. Features interaction with public and private experts/change-makers. Particularly for those interested in leadership, management, technology, public/private partnerships, international development, consulting, and innovation.

**MLD-617M Effective Implementation: Learning from Effective Implementers**

Francis Hartmann

There are many more good ideas 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.

*Permission of instructor required for non-HKS students.*

**PED-328M Microfinance in Theory and Practice**

Guy Stuart

Microfinance institutions (MFIs) provide financial services to the poor. Financial services include credit, savings, and insurance. The definition of who is poor varies by country and region, but largely includes those who work within the informal economy in developing countries. This course introduces students to the practices of MFIs in a variety of different developing countries, including India, Mexico, Bolivia, Samoa, and Haiti. It identifies the wide varieties of practices and governance structures of these organizations and the issues they confront. The course focuses on three major issues: the impact of microfinance on the well-being of clients; the problems confronting managers of MFIs; and the funding and regulatory environment in which they operate. The course is taught through a mix of case discussion, lecture, and simulation exercises. Students who complete this course will have analyzed the various reasons for the existence of MFIs as well as the challenges MFI managers face.

## Faculty of Arts and Sciences

**Government 98fg Presidents, Governors, and Mayors: Chief Executive Power in Comparative Perspective**

Carlos E. Diaz 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.

**Government 98nk Voters, Parties, and Elections in Comparative Perspective**

Arthur P. Spirling

Why do people vote the way they do? What role do parties play in democracies? Which electoral system is 'best' — and why? This seminar seeks answers to these questions and is divided into three sections dealing with the fundamentals of modern democracy: voters, parties and elections. Readings will be both theoretical and empirical, and will cover voting behavior, party organization and strategy, electoral systems and electoral reform. Substantive focus will be on Western Europe.

**Government 1162 Democratic Legislative Institutions: Parliaments in Comparative Perspective**

Reuven Y. Hazan

This course examines different democratic legislatures and compares between them. The course presents students with the basic concepts, theories and models needed to understand the structure, organizational activity and functions of democratic legislatures and allows the students to acquire the methodological tools needed in order to conduct research in the field. It addresses such topics as: the legislative process; bicameralism; executive-legislative relations; committees; oversight tools; legislative recruitment; cohesion and the decline of legislatures.

**Government 1295 Comparative Politics of Latin America**

Steven R. Levitsky

Examines dynamics of political and economic change in modern Latin America, focusing on Argentina, Brazil, Chile, Cuba, Mexico, and Venezuela. Topics include the rise of populism and import-substituting industrialization, revolutions and revolutionary movements, the causes and consequences of military rule, the politics of economic reform, democratic transitions, and democratic consolidation. The course analyzes these phenomena from a variety of different theoretical perspectives, including cultural, dependency, institutionalist, and leadership-centered approaches.

*Note: This course, when taken for a letter grade, meets the Core area requirement for Social Analysis.*

**Government 1358 Presidential Power in the United States**

Carlos E. Diaz Rosillo

Analyzes the origins and evolution of presidential power in the United States. Studies the powers of the President and analysis how those powers translate into power. Examines and evaluates the most prominent political science theories, scholarly debates, and public controversies about presidential power. Explores the strategic choices available to modern American presidents in their efforts to augment the power of the presidency and provide active leadership to the political system.

**Government 1362 Democratic Citizenship Public Opinion and Participation in the US**

Claudine Gay

Course examines the nature of public opinion and political participation. Considers how people acquire, organize, and apply their political beliefs; historical and contemporary patterns of public opinion, with emphasis on conflicts of values and social groups; who votes and why; the role of the media and political campaigns in mobilization and in formation of public opinion; and linkage between opinion, participation, and policy, with attention to whether citizens can discharge the responsibilities of democratic citizenship.

**History 2887b Debates in the Political and Ideological History of the Middle East: Seminar**

E. Roger Owen

Major questions and debates in modern Arab political and ideological writings including Orientalism, Arab and local nationalism, religious revival, power and authority, and the difficulties of establishing democratic institutions.

**Social Studies 98fu Practicing Democracy: Leadership, Community, Power**

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.*

## Harvard Graduate School of Education

**A-021 Leadership in Organizations**

Karen Mapp

This course explores how educational organizations work and how effective leadership can be exercised in them. Organizations such as public and private K-12 schools and districts, educational not-for-profits, and colleges and universities are increasingly complex and diverse, presenting great challenges for those who are attempting to lead and improve them. Whether one is trying to respond to changing demographics, introduce a new curriculum, restructure schools and/or departments, terminate a program, provide a smooth transition in leadership, or collaborate with various internal and external stakeholders, better understanding of the skills and competences required for leadership and how organizations function helps to eliminate surprise, reduce confusion, and make success more likely. Self-awareness, sound intuition, valid theory, cultural responsiveness, and leadership and management skills are all important. Through case studies, lectures, readings, interactive exercises, simulations, guest panel presentations, and class discussions, students will expand their understanding of leadership and organization the-

ory, gain experience in diagnosing and addressing leadership and organizational problems, and hone their own personal leadership skills. Permission of the instructor is required.

**A-024 Politics, Policymaking, and Political Action in Education**

Martin West

This course is about how to make use of political knowledge to analyze and act on educational institutions. The course focuses on seven key ideas that are central to political thought, and it applies these ideas to contemporary and historical cases in order to develop students' understanding, analytic skills, and capacity for effective action in the political sphere. The seven key ideas include (1) politics as a means for transforming individual interests into collective goods; (2) interests as expressions of political preference at the individual, group, and collective level; (3) institutions as the expression of political interests in society and as incentives that structure individual and group behavior; (4) policy as an expression of collective interests, and policymaking as a process for aggregating and shaping individual and group interests; (5) power as it is constructed in political relationships and expressed in institutions and political processes; (6) identity as a force in shaping individual and group political behavior; and (7) civil society as the processes and structures that underlie the formal institutional structures of political life. The course is appropriate for doctoral and master's students anticipating careers in research or practice in education and related fields. Permission of the instructor is required.

**A-115 Community Power, Decision-Making, and Education**

Charles V. Willie

This course will analyze the formal and informal decision-making structures in local communities and how they affect educational issues. The various sources of community power will be examined. How power is manifested in dominant and subdominant groups will be analyzed. Effective and ineffective means by which groups garner support from various sectors of the community will be discussed. The course will use live and written case studies of community issues. Evaluation is based on class discussion, a midterm, and an end-of-term paper on a community decision-making issue.

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

Karen Lucretia 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.

**A-608 Leadership, Entrepreneurship, and Learning**

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 intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. The course 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, but not limited to, the education sector. The course will be largely case-based and will meet twice a week for an hour and a half each. 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. The course is open to both master's and doctoral students. This course fulfills one of the School Leadership Program's school development strand requirements.

## Harvard Business School

**1562 The Moral Leader**

Sandra Sucher, Michael Wheeler

The successful leader at any level and in any arena will be presented with moral and ethical choices. This unique course is designed to encourage students to confront those fundamental moral challenges, to develop skills in moral analysis and judgment, and to come to terms with their own definition of moral leadership and how it can be translated into action. Drawing on the inspiration of major literary and historical figures such as Machiavelli, Conrad, Shackleton, and Achebe, and based upon an impressive array of literary sources, including novels, plays, history, and biography, the seminar-style setting of the course requires students to be thoroughly prepared for each session, willing to participate in rigorous analysis, continual dialogue, and intensive discussion.

**1602 Entrepreneurship in Education Reform**

Stacey Childress

Entrepreneurship in Education Reform (EER) is an elective course for second year MBA students and cross-registrants who are interested in creating, leading, or supporting education enterprises with the purpose of driving higher levels of academic achievement for all K-12 students in the United States. The course architecture is driven by the following questions:

1. Why is there an entrepreneurial opportunity in a sector that is publicly funded and historically has been publicly delivered?
2. In what specific areas of the sector are opportunities arising and why?
3. What possibilities and constraints are faced by entrepreneurs across all the opportunity areas?

4. How might we evaluate the effectiveness of the entrepreneurial approaches at work in the sector?

EER challenges students to consider these questions by examining the complexities of the existing education system, the strategies of entrepreneurial organizations that are attempting to address root causes of the performance problems in urban education, and the entrepreneurial behavior of leaders and managers trying to affect systemic change in both traditional and new types of public schools.

### **1978 Commerce and Society: Business and Creation of Social Value**

Christopher Marquis

What is the appropriate role for businesses in producing social value? What are the best strategies and tools for defining and producing socially beneficial outcomes? And what effect do these activities have on customers and employees? This course explores business strategies for effective global citizenship and examines ways in which strategic and responsible practice can be associated with bottom-line benefits. Students will be exposed to an array of challenges that corporations engage on a daily basis including social and cause-marketing, labor issues, public health dilemmas, education initiatives, environmental choices, questions of human rights, and the problems of operating in diverse and foreign cultures. While many of the examples are U.S. based, a number of materials are drawn from international situations.

### **2180 Innovating in Health Care**

Regina Herzlinger

Innovating in Health Care introduces students to the Six Forces that critically shape new health care ventures—structure, financing, technology, consumers, accountability, and public policy—and their impact on business models for three different kinds of innovations: consumer-focused, technology-driven, and consolidations. The course proceeds from this introduction to the framework to a module which delineates each of the Six Forces in detail. It concludes with case studies of firms that succeeded or floundered in response to each of the Six Forces. For example, one section focuses on how the financing force affects new ventures, i.e., how do innovators get paid? The health care industry worldwide is typically financed by a third party, not its users. In the U.S., employers are the primary sources of payment through private health insurance companies. State and federal governments pay for most of the healthcare expenses for their employees, the elderly and the poor. In the ROW, the health care expenses of developed countries are typically paid by governments. The "Note on Financing of the U.S. Health Care Sector" explains the overall financing of health care in the U.S., the interest of consumers in these financing mechanisms, the different kinds of insurance plans used by employers and government, and the accountability and public policy issues they raise. This note is accompanied by cases that describe business models in the insurance industry and entrepreneurial ventures within it. The "Note on Health Insurance Coverage, Coding, and Payment" explains how these processes operate for various types of medical technology products and related service providers. Two medical technology and health services cases illustrate payment challenges. The concluding module focuses on case studies of entrepreneurial firms, typically with the case protagonists present.

## School of Public Health

### **GHP 269 Applied Politics and Economics I: Political Economy of International Health** Dr. M. Reich

Presents theoretical perspectives, empirical cases and research issues in policy analysis, political economy, political strategies and governance in international health. Focus is on analytical and methodological issues as applied to international health policy. Examines the political economy constraints on national and international health initiatives, the role of international agencies, the impact of non-governmental organizations, and the role of the state.

## Schools Outside of Harvard University \*

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

#### **DHP P205 Decision Making and Public Policy** William Martel

All organizations, including governments, develop processes that permit policymakers to make informed decisions about highly complex problems. This interdisciplinary course examines the machinery of decision making by considering how domestic and international forces influence decisions and developing interpretive models for understanding how individuals operate in bureaucratic environments. The course uses case studies, drawn partly from the U.S. National Security Council, to focus on the theory and practice of governmental interagency processes. The course concludes with exercises in which students play the role of principals in simulated meetings of the U.S. National Security Council (NSC). Students prepare policy memoranda on critical national security and domestic crises, discuss their recommendations in NSC meetings, and defend their policies in news conferences at the end of each meeting. This course encourages students to think analytically and critically about theoretical and practical challenges of making decisions about public policy problems. *Spring semester.*

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

Since the 1970s, the state in Latin America has been transformed by two processes: (1) democratization of the region's political systems; and (2) structural reform of the region's economies. This seminar will examine how these two processes have reshaped the Latin American state and the implications for governance and social development. The first part of the course provides an overview of the major changes that have occurred in the region's states, po-

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\* Contact HKS Registrar for Cross-Registration rules and regulations

litical regimes, and markets. The second part of the course examines the implications of these changes for the quality of democracy, with attention to specific case studies. The final part of the course focuses on three kinds of state reform that Latin American governments have carried out in the context of democratization and market reform: decentralization, administrative reform, and social welfare reform. Although students are free to cover any country in the region in their individual assignments, the readings will focus on the following six countries: Argentina, Brazil, Chile, Mexico, Peru, and Venezuela. *Fall semester.*

## Massachusetts Institute of Technology

### **11.166 Law, Social Movements, and Public Policy: Comparative and International Experience**

B. Rajagopal

Examines the role that law, courts and social movements play in shaping public policy, at the global level and within selected countries. Primary focus on the interplay between law, social movements and public policy in current areas such as gender, race, labor, trade, environment, and human rights. Introduction to theories of public policy, social movements, law and society, and transnational studies. Research paper required for graduate students.

### **17.30J Making Public Policy**

J. Layzer, A. Campbell

Examines how the struggle among competing advocates shapes the outputs of government. Considers how conditions become problems for government to solve, why some political arguments are more persuasive than others, why some policy tools are preferred over others, and whether policies achieve their goals. Investigates the interactions among elected officials, think tanks, interest groups, the media, and the public in controversies over global warming, urban sprawl, Social Security, health care, education, and other issues.

## **Innovations Courses**

## Harvard Kennedy School

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

B-Leslie Jeng; C-Brigitte Madrian; D-Monica Singhal

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 B section focuses on international applications, including trade, international migration, outsourcing, tariffs and quotas, and international development. The C sections focus on applications at the nexus of business and government, including intellectual property, merger policy, labor markets, environmental regulation, and financial markets. The D section focuses on social policy and the design of optimal government programs, with applications including poverty alleviation, health, education, unemployment, and taxation.

**Prerequisite:** 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.

*Note: An "A" section will not be offered in Spring 2010.*

### **API-129 Social Problems and Government Responses**

Erzo F.P. Luttmer

How do governments respond to social problems such as poverty, inequality, and economic insecurity? Which policies are effective, which are not, and why? What are the drawbacks of various policies? This public economics course uses a rich mix of economic theory, empirical analysis, and practical policy applications in both developed and developing countries to gain a better understanding of income redistribution and social insurance programs that address these social problems. In particular, the course will analyze welfare, workfare, wage subsidies, food vouchers and subsidies, public pensions, mandated benefits, unemployment insurance, disability insurance, and public health insurance. A central goal of the course is to enable students to apply the fundamental economic principles of social insurance and income redistribution to the design and analysis of government programs anywhere in the world.

**Prerequisites:** Microeconomics at the level of API-101/102; statistics/empirical analysis at the level of API-201/202.

### **API-135 Environmental and Resource Economics and Policy**

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 Department of Economics as Econ. 1661.*

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

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-200 Strategy, Competition, and Regulation**

Erich Muehlegger

Regulation is one of the primary means by which government affects firm decisions. Through a combination of lecture and case discussions, this course provides a framework for understanding strategic firm behavior and the objectives, consequences, and design of government regulation. Designed for students interested in the intersection of business and government, topics include antitrust regulation, natural monopoly, environmental regulation, intellectual property, public goods, international trade, and health and safety regulations. In addition, the course examines the political economy of existing and prospective policies, introducing questions of fairness and justice, the influence of politics, and competition between jurisdictions.

**BGP-204M Food Policy and Agribusiness**

Ray Goldberg

Deals with public and private management of an industry sector that encompasses half the world's labor force, half the world's assets, and 40% of consumer purchases. The public policy issues of economic development, trade, nutrition, food safety, the environment, maintaining limited natural resources, protecting plant and animal diversity, intellectual property, genetics, and social and economic priorities will all be developed in case study format. Positioning public agencies and private firms within the developed and developing economies will be an integral part of the course. Wherever possible, the CEO or leading government official involved will be a guest at the class. Students may do a reading and research report for an additional one-half credit. Grading for the course is based on class participation (65%) and two written analyses of case studies (35%).

**CCJ-201 Workshop on Crime and Criminal Justice Reform in Global Context**

Christopher Stone

This is a workshop course that introduces students to the comparative study of crime problems and criminal justice responses, examining strategies for controlling crime and delivering justice across many different countries. The course combines reading, lecture, and discussion with work on an ongoing project of practical reform. Students each join a project of research and reform currently underway in the Kennedy Schools Program in Criminal Justice Policy & Management. Projects for 2009–10 include: opportunities to work on police reform in the United

States, England, Australia, Africa, and Latin America; performance measurement of sector-wide justice reform in developing countries; criminal procedure reform in China; development of international criminal justice; and more. Students with prior course work or professional experience in criminal law or procedure, law enforcement, criminal justice, or criminology will be in a strong position to take full advantage of the course material, but the workshop is open to all students.

*Also offered by the Law School as LAW-48855A.*

### **DPI-106M Acting in Time**

David Ellwood, Christopher Stone

This course invites students to join a university-wide effort, led by the Kennedy School, to develop practical lessons about how governments can more reliably act in time to avert a wide range of disasters. The Acting in Time Initiative—inspired in part by the failures of the U.S. governments preparation for, and response to, Hurricane Katrina—harnesses the capacities of faculty and students across the university to better understand the qualities of analysis, governance, policy design, democratic institutional structure, information, political mobilization, and leadership that can lead to effective and timely action. The course draws on research projects currently underway as part of this initiative, focusing on topics from energy policy and climate change, to the preparation for natural disasters, to global health pandemics. Students assemble a briefing book and present their work at the end of the course.

### **DPI-115 The American Presidency**

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 presidents 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**

Elaine Kamarck

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. Many good ideas fail because the politics are simply not right at the time—only to come back years later and succeed. This course will examine the public opinion, politics and press around a series of major modern public policy initiatives. Through a series of case studies students will explore where big ideas come from, how they get onto the public agenda and how public debate shapes an issue as it unfolds.

**DPI-134M Innovation and Reform in Twenty-First Century Democracies**

Elaine Kamarck

Explores innovation in American government and in the governments of the world's most mature democracies. Features government executives who won the 2005 Innovations in American Government Award. These presenters will serve as "living, breathing case studies for the course." In addition, the course will review the history of government reform movements in Great Britain, Canada, the United States, and other mature democracies. It focuses on reform concepts such as performance management, electronic government, civil service modernization, and regulation. It introduces the concepts of markets and networks as they apply to modern government. Students will be encouraged to envision government in the next century.

**DPI-135M Public Management Innovation and Reform**

Elaine Kamarck

At the beginning of the 21st century, many of the world's nations are engaged in serious efforts to reform their governments. This course is a review of government reform and modernization efforts around the world. It deals with the most common areas in need of reform and innovation such as civil service, regulation, service delivery, and the fight against corruption. It looks at innovations that involve the use of information technology, performance management, and competition to improve the effectiveness and efficiency of government. In addition to class lectures and discussions, the course features government innovators from around the world who can discuss their own innovations.

**DPI-312 Sparking Social Change**

Mark Moore, Archon Fung

Examines strategies and processes of contemporary social change in the United States, other developed countries, developing countries, and transnational contexts. Aimed at students who hope to produce social change but have not settled on the particular organizational "platform" for which they will make change. That is, individuals might try to change from government organization, from social movements in civil society, as private sector social entrepreneurs, or even as unencumbered individuals. Through an inductive examination of a large number of social change projects, students will gain a knowledge of strategies of change that include activities centering on government, law, social movements, joint governance, philanthropy, and private markets. Course should appeal to students with imagination, initiative, social ambition, and will aim to foster an expertise in social change that consists of keen strategic sensibilities and analogical ability to know what has worked elsewhere and how that can be adopted to one's own circumstances.

**HCP-100 Introduction to Health Care Policy**

Sheila Burke, David Stevenson

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 this system. During the fall 2009 we will give special attention to the ongoing congressional efforts to reform the system. To do so, we will focus on the major health policy institutions and important issues that cut across institutions. The policy institutions include the major insurers, the federal budget process,

and Congress. In addition special focus will be given to the quality of care, prescription drugs, and the role of consumers in health care. The course will be organized as a seminar. 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.

### **HLE-111 Institutional and Community-Based Strategies to Support Children & Strengthen Families**

Julie Boatright Wilson

Examines the design and effectiveness of current governmental and community-based strategies for supporting at-risk children and strengthening their families. Begins by exploring conceptual and developmental frameworks for assessing child and family well-being. Draws on recent research on the developmental needs of children and youth and the impact of poverty on well-being as well as other literature and theory to identify the components of best practice for dealing with these children and families. Concludes by exploring new innovations in state and local initiatives—how they began, how they evolved, and how effective they are.

### **HLE-122 Introduction to Educational Policy**

Jal Mehta

Designed to introduce students to educational policy debates, with a particular focus on the major issues and challenges facing U.S. policymakers. Begins by looking at the purposes of schooling, considering different visions of what the school system should seek to accomplish. Examines standards-based, market-driven, professionally-led, and networked models of reform, theories of change, implementation challenges, and the critiques leveled against these approaches. Examines recent reform efforts at both the federal and state levels, with particular attention to No Child Left Behind and the debates around its reauthorization. Considers issues such as leadership and change, teachers unions, and community engagement. Examines examples of good practice from other countries and from other fields as a way to stimulate creative thinking about reform. Concludes by looking towards the future, considering how the forms, values, and emphases of current schooling are likely to change in the years to come. Course enables students to learn critical “policy skills” (such as writing policy memos), and reach informed conclusions about what a better school system might look like and what the leverage points are for achieving those ends.

### **HLE-342 Tackling the Toughest Challenges for Modern American Higher Education**

Richard Light

In this class we explore seven controversies that will shape the future of American higher education. (1) Diversity: When we think about the increasing “diversity” among students at most colleges, as American demographics change, what can colleges do to help each student succeed? (2) What constructive role can standardized testing play in colleges, as part of the admissions process? (3) What are ways to assess how well a college is serving its students? What are different options for “Assessment” not just of students, but of colleges? (4) Why do some students make the transition from high school to college so smoothly, while others struggle? What college policies might help more students to make this transition well? (5) What is the future of

Americas private liberal arts colleges? (6) Are private and public institutions becoming more alike, or more different? What is the evidence? (7) How can colleges incorporate student discussions of non-academic topics, such as living a good life?

*Also offered by the Graduate School of Education as S-123.*

### **HLE-511 Proseminar on Inequality and Social Policy I**

Kathryn Edin, Bruce Western

The first doctoral seminar in the Inequality & 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. Required of second-year doctoral students in Social Policy Ph.D. programs and of doctoral fellows of the Multidisciplinary Program in Inequality & Social Policy.

*Permission of instructor required for other doctoral or non-doctoral students. Also offered by the Sociology Department as Soc 296a.*

### **HUT-201 Urban Politics, Planning, and Development**

Alan Altshuler

Examines the politics of urban planning, land use, environmental regulation, and economic development. Principal aim is to help students think strategically about the role of governance—and the group conflicts that swirl around it—in shaping the physical, social, and economic character of urban places. Focuses mainly on U.S. experience, but in global context and with attention to international comparisons. Policy topics include land use planning; zoning; infrastructure investment; downtown revitalization; public-private partnerships; and efforts to move from urban sprawl to “smart growth.” Cross-cutting topics include: comparisons of U.S. patterns of urban planning and development with those in selected other countries; the causes and consequences of sprawl and racial-class segregation in U.S. metropolitan areas; business-government relations; and contending theories about the balance of forces in U.S. urban politics. Emphasis placed throughout on the special roles of business and of grass-roots democracy in U.S. urban governance, and on tensions between the values of economic development, citizen participation, and equity.

*Also offered by the Graduate School of Design as GSD-5201.*

### **HUT-205 Leading Cities**

Anthony Williams, Stephen Goldsmith

Both in the United States and internationally, urban areas face increasingly difficult challenges of urban management and leadership. This course will examine urban leadership and whether it can make a difference for those who live in cities. Students will focus on the approaches of particular mayors and other city leaders as well the role of leadership in the context of urban problems such as education and crime control. Readings and class discussions will culminate in students independent projects which will focus on leadership and policy choices in solving a real or hypothetical city problem.

### **HUT-206 Disaster Recovery Management and Urban Development: Rebuilding New Orleans**

Doug Ahlers

Presents disaster recovery theory and practices at the federal, state, city, and neighborhood/community levels. Focuses in particular on Hurricanes Katrina and Rita in New Orleans. Applies community disaster recovery skills in field-based team projects working in the flood-damaged Broadmoor neighborhood of New Orleans. Concepts covered include: principles of disaster recovery management, the economics of disaster, risk management, hazard mitigation and land use planning, disaster recovery planning, community development, community-based recovery, repopulation dynamics, federal and state recovery programs, and housing and capital projects reconstruction and finance.

**Requirements:** Participation in a January practicum to implement team projects developed during the fall term. The field-based team projects are real recovery management projects that assist the residents of Broadmoor (the Client) with their recovery efforts. Student travel, modest accommodations, and some meals will be provided for the January field-based practicum in New Orleans.

*Enrollment Restrictions: This course is limited to students in 2-year programs who are in their second year. Students who do not meet these criteria can be admitted by special permission of the instructor. Grades for this course will not be submitted until January 22 after the student teams have submitted final deliverables to the clients in New Orleans.*

### **HUT-208 Redevelopment Policy**

Susan Fainstein

Urban redevelopment is the process by which government, private investors, and households transform the uses and financial returns of the urban built environment. As an area of public policy it is a response to the perceived deterioration of cities caused by initial poor construction, decay, economic restructuring, regional shifts, suburbanization, and social segregation. Different social groups receive different costs and benefits as a consequence of redevelopment efforts. The objective of this course is to examine the process of urban decline, the kinds of responses that it has evoked, the principal redevelopment actors, the possible range of redevelopment strategies, and the social and spatial impacts of redevelopment efforts. Primary emphasis will be on U.S. policies, but the course will also include some international comparative material. Class discussion is an essential part of the course. Written assignments will consist of two papers, the first to be based on library research and the second to involve original research. The first paper will account 30% of the grade and the second 70%. Class participation will determine borderline grades.

*Also offered by the Graduate School of Design as GSD-5484.*

### **HUT-251 Transportation Policy and Planning**

Jose Gomez-Ibanez

Provides an overview of the issues involved in transportation policy and planning, as well as an introduction to the skills necessary for solving the various analytic and managerial problems that are peculiar to this area. The course is organized around seven problems: (1) analyzing the market for a service; (2) costing and pricing; (3) operations management; (4) controlling congestion and pollution; (5) transport and land use; (6) investment evaluation; and (7) the regulation of pri-

vate carriers. Examples are drawn from both urban and inter-city passenger and freight transportation. One-quarter of the classes are lectures, and three-quarters are case discussions.

**Prerequisite:** Microeconomics at the level of API-101 or API-105 is assumed.

*Also offered by the Graduate School of Design as GSD-5302.*

**HUT-264 Housing Policy in the U.S.: Intersection of Public/Private Sectors in Housing Finance**

Eric Belsky

In the 20th century, housing policy in the United States crafted a complex finance and delivery system that is the envy of the world. This course will examine the origins of that system, the evolving role of government at the federal, state, and local levels, and emerging issues that will determine the future of housing policy. The class will explore the inherent tensions in policy and practice and the ways in which the two inform each other. Based on the instructors experiences, the course will provide students with insights into the formulation and implementation of housing programs. The course is predicated on the premise that the nexus between state and market is the defining element of housing policy in the United States and to understand that policy is to understand the coincidental and conflicting interests of the public and private sectors.

*Also offered by the Graduate School of Design as GSD-5473.*

**IGA-205 Science, Technology, Innovation, and Public Policy**

Matthew Bunn, Venkatesh Narayanamurti

From the digital revolution to biotechnology, from climate change to coping with emerging diseases, from intellectual property rights to new weapons and sensors for the modern battlefield, science and technology are critical factors in a wide range of public policies—and public policy plays a major role in shaping progress in science and technology. Effective policies must maximize the benefits of science and technology while minimizing the risks, to promote economic growth, environmental sustainability, and international security. Course examines the institutional landscape, the processes by which science and technology policies are made, and key methodologies for doing public policy analysis related to science, technology, and innovation. Explores several key case studies and issues, from energy and climate change to approaches to promoting innovation and entrepreneurship for economic growth. Emphasizes the foundations of technological literacy essential to informed policy choices. The courses coverage is global (though with a heavier focus on the United States), and includes not only government policy but also the interactions among government, business, academic institutions, and other interested non-government organizations. No previous technical background is required.

**IGA-313 Science, Power and Politics I**

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 policy making in democratic societies. The objective is to deepen 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 na-

ture and role of scientific authority, sciences relations with the state, science and democracy, scientific and technical controversies, and citizenship in technological societies.

*Note: This seminar is usually paired with an advanced research seminar (IGA-314) in the spring semester, but IGA-314 will not be offered in 2009–10. Also offered by the History of Science Department as Hist. Sci. 285a.*

### **MLD-325 Becoming a Leader**

David Gergen

No course, on its own, can create leaders, but it can help students understand the path that others have taken and also advance on their own. This course seeks to do that by studying the lives of significant leaders of the past and by drawing upon the leadership literature. The course is not theoretical but reflective. Among areas of inquiry are: the role of ambition; achieving self-awareness and self-mastery; finding one's true north; forging one's character; developing social skill sets; achieving subject mastery; crafting a career; getting out from the wood pile; taking responsibility for others; dangers of self-derailment; overcoming adversity; seeking balance in life; and achieving self-renewal. Among those whose lives will be considered are Jane Addams, Winston Churchill, John Kennedy, Barack Obama, Richard Nixon, and Albert Schweitzer. The course will be in a lecture setting but will encourage conversation. Students should expect to spend additional hours beyond the classroom with possible workshops, films, and outside speakers.

### **MLD-364 Leadership on the Line**

Ronald Heifetz

To lead is to live dangerously. 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 conflicts. And when people resist and push back, there is a strong temptation to play it safe. Those who choose to lead take the risks and sometimes are neutralized for doing so. This course has three parts: (1) the sources and forms of danger in leadership; (2) diagnostic, strategic, and tactical responses to these dangers; and (3) how 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.

**Prerequisite:** MLD-101 or permission of the instructor.

*Course meets intensively from 9 a.m.–5:30 p.m., January 4–15 (except Saturday and Sunday).*

### **MLD-480 Leadership for a Networked World**

Jerry Mechling

Leaders produce value largely through *innovation and change*: in how goods and services are produced (*productivity*), in how and to whom they are distributed (*equity*), and in the trustworthiness of controversial tradeoffs and decision-making (*legitimacy*). STM-480 explores what leaders need to know and do in applying the 21st century's most significant catalyst for change: digital information technologies. In national defense, policing, health care, energy, environmental protection, education, politics, and public administration—life has already changed due to computer-based networking. It is poised to change yet more fundamentally in the future. This

course is **not** about technology alone, but rather how technology AND workflow redesign AND leadership can work together in responding successfully to the enormous risks and returns of technology-enabled change. Uses theory, cases, class and net-based discussions, study groups, and a student-selected term paper. Features interaction with public and private experts/change-makers. Particularly for those interested in leadership, management, technology, public/private partnerships, international development, consulting, and innovation.

**MLD-601 Operations Management**

Guy Stuart

This course is an introduction to operations management. It teaches how to set up, maintain, and reengineer the processes that organizations use to provide services of public value. The course uses the case method of instruction, drawing on cases primarily from the public and nonprofit sectors, with some private sector cases where appropriate. It covers the following subjects: process flow, information technology, performance measurement, total quality management, and program innovation. The course is process-oriented and encourages students to wrestle with the details of how to get things done. The course demonstrates the importance details have for the creation of public value by nonprofit and government organizations. It is oriented toward the general manager or someone who is interested in operations and needs an introduction to the field.

**MLD-604 Performance Leadership: Producing Results in Public and Nonprofit Agencies**

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 organizations 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 agencies 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) Capitalizing on success: How can public executives use initial results to create an environment for accomplishing more?

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

A, B: Dick Cavanagh

Introduces the theory and practice of entrepreneurial management in the private, public, and social sectors. Prepares students for future work and leadership in and with entrepreneurial ventures. Explores entrepreneurial strategies, organization, and leadership. Requirements: student presentations of group research project(s) about entrepreneurial ventures or leaders in government or the nonprofit world; substantial primary and secondary research. The instructor will meet with each group, at mutually convenient times outside of class, to help structure the proj-

ect and coach the presentation; and an individual 10–15 page term paper on a past, present, or prospective entrepreneurial venture—applying the course insights to either a case study or a proposal/business plan for a new venture. Grades based 1/3rd on class participation, 1/3rd on the group research presentation, and 1/3 rd on the individual term paper. *Enrollment restricted.*

## Faculty of Arts and Sciences

### **Sociology 109 Leadership and Organizations**

David L. Ager

Focus on the sociological study of leadership emphasizing leadership in organizational settings. Topics covered: how leadership, power, influence, and social capital are interrelated; organizations as complex social systems; politics and personalities in organizational life; organization design and culture; leadership of organizational change and transformation; and creating sustainable organizations.

*Note: Open to students in all fields. Course relies heavily on the case study method for learning similar to the approach used at the Harvard Law and Business Schools.*

## Harvard Graduate School of Education

### **A-021 Leadership in Organizations**

Karen Mapp

This course explores how educational organizations work and how effective leadership can be exercised in them. Organizations such as public and private K-12 schools and districts, educational not-for-profits, and colleges and universities are increasingly complex and diverse, presenting great challenges for those who are attempting to lead and improve them. Whether one is trying to respond to changing demographics, introduce a new curriculum, restructure schools and/or departments, terminate a program, provide a smooth transition in leadership, or collaborate with various internal and external stakeholders, better understanding of the skills and competences required for leadership and how organizations function helps to eliminate surprise, reduce confusion, and make success more likely. Self-awareness, sound intuition, valid theory, cultural responsiveness, and leadership and management skills are all important. Through case studies, lectures, readings, interactive exercises, simulations, guest panel presentations, and class discussions, students will expand their understanding of leadership and organization theory, gain experience in diagnosing and addressing leadership and organizational problems, and hone their own personal leadership skills. Permission of the instructor is required.

**A-024 Politics, Policymaking, and Political Action in Education**

Martin West

This course is about how to make use of political knowledge to analyze and act on educational institutions. The course focuses on seven key ideas that are central to political thought, and it applies these ideas to contemporary and historical cases in order to develop students' understanding, analytic skills, and capacity for effective action in the political sphere. The seven key ideas include (1) politics as a means for transforming individual interests into collective goods; (2) interests as expressions of political preference at the individual, group, and collective level; (3) institutions as the expression of political interests in society and as incentives that structure individual and group behavior; (4) policy as an expression of collective interests, and policy-making as a process for aggregating and shaping individual and group interests; (5) power as it is constructed in political relationships and expressed in institutions and political processes; (6) identity as a force in shaping individual and group political behavior; and (7) civil society as the processes and structures that underlie the formal institutional structures of political life. The course is appropriate for doctoral and master's students anticipating careers in research or practice in education and related fields. Permission of the instructor is required.

**A-115 Community Power, Decision-Making, and Education**

Charles V. Willie

This course will analyze the formal and informal decision-making structures in local communities and how they affect educational issues. The various sources of community power will be examined. How power is manifested in dominant and subdominant groups will be analyzed. Effective and ineffective means by which groups garner support from various sectors of the community will be discussed. The course will use live and written case studies of community issues. Evaluation is based on class discussion, a midterm, and an end-of-term paper on a community decision-making issue.

**A-326 School Reform: Curricular and Instructional Leadership**

A, B-Katherine K. Merseth

This course explores school reform policy from the perspective of the classroom, school, and district. It will examine topics related to leadership and pedagogy, including a deep investigation into the purpose(s) of education. The course adopts a focus 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 teachers, principals, curriculum coordinators, superintendents, parents, and others with passion for school reform and educational leadership—will benefit from this course. The course will primarily use cases and case discussions as a pedagogical approach and will be extremely interactive. It will also explore and analyze successful examples of school reform. The course provides an excellent complement to the state and federal policy courses at HGSE and the Harvard Kennedy School (HKS). Students will be evaluated on the basis of class participation, short papers, and a final project or portfolio. This course fulfills one of the School Leadership Program's school development strand requirements.

**A-608 Leadership, Entrepreneurship, and Learning**

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 intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. The course 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, but not limited to, the education sector. The course will be largely case-based and will meet twice a week for an hour and a half each. 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. The course is open to both master's and doctoral students. This course fulfills one of the School Leadership Program's school development strand requirements.

**T-390A Doctoral Research Practicum: Learning Innovations Laboratory Project, Project Zero**

David Perkins

The aim of this practicum is to offer doctoral students the opportunity to experience and participate in Project Zero's Learning Innovations Laboratories (LILA), an ongoing project at HGSE (see <http://lila.pz.harvard.edu>). LILA creates and supports a collaborative learning community of twenty leaders from an international organizations and faculty from various schools across Harvard. Leaders from public, private and non-profit organizations gather at HGSE for regular meetings to share practices and explore challenges related to human development and change in the workplace. The LILA research staff facilitates and documents the collective inquiry process. For further information see: <https://lila.pz.harvard.edu>. Students will be engaged in developing research skills in conversational analysis of adult group learning discussions at LILA. Over the semester students will read literature on the methods of conversational analysis; collect, transcribe, and analyze group interactions; conduct and transcribe short interviews with selected organizational leaders at LILA's events; assist in the development of coding frameworks; and write regular research memos on emerging themes. During 2009-2010 LILA is on exploring "Leading Insight & Impact" and distilling implications for strategies for supporting creative and innovative problem-solving for organizations and their leaders. Students will also engage in synthesizing selected literature pertaining to this topic. Students will have access to LILA's library of research briefings, book reviews and articles as well as take part in regular conferences with leaders and various Harvard faculty. Students can expect to develop and sharpen practical research skills as well as learn the latest in emerging research and practices pertaining to creativity and innovation in organizations. Permission of the instructor is required.

## Harvard Business School

### **1602 Entrepreneurship in Education Reform**

Stacey Childress

Entrepreneurship in Education Reform (EER) is an elective course for second year MBA students and cross-registrants who are interested in creating, leading, or supporting education enterprises with the purpose of driving higher levels of academic achievement for all K-12 students in the United States. The course architecture is driven by the following questions:

5. Why is there an entrepreneurial opportunity in a sector that is publicly funded and historically has been publicly delivered?
6. In what specific areas of the sector are opportunities arising and why?
7. What possibilities and constraints are faced by entrepreneurs across all the opportunity areas?
8. How might we evaluate the effectiveness of the entrepreneurial approaches at work in the sector?

EER challenges students to consider these questions by examining the complexities of the existing education system, the strategies of entrepreneurial organizations that are attempting to address root causes of the performance problems in urban education, and the entrepreneurial behavior of leaders and managers trying to affect systemic change in both traditional and new types of public schools.

### **2030 Leading Innovative Ventures**

Mary Tripsas

This course is intended for students interested in launching a venture in a novel, innovative industry context—either as a start-up or a corporate venture. It should also appeal to students interested in venture capital/private equity, consulting, or general management in innovation-driven industries.

### **2090 Authentic Leadership Development**

William George, Nitin Nohria, Robert Steven Kaplan, Peter Olson

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.

**2180 Innovating in Health Care**

Regina Herzlinger

Innovating in Health Care introduces students to the Six Forces that critically shape new health care ventures—structure, financing, technology, consumers, accountability, and public policy—and their impact on business models for three different kinds of innovations: consumer-focused, technology-driven, and consolidations. The course proceeds from this introduction to the framework to a module which delineates each of the Six Forces in detail. It concludes with case studies of firms that succeeded or floundered in response to each of the Six Forces. For example, one section focuses on how the financing force affects new ventures, i.e., how do innovators get paid? The health care industry worldwide is typically financed by a third party, not its users. In the U.S., employers are the primary sources of payment through private health insurance companies. State and federal governments pay for most of the healthcare expenses for their employees, the elderly and the poor. In the ROW, the health care expenses of developed countries are typically paid by governments. The "Note on Financing of the U.S. Health Care Sector" explains the overall financing of health care in the U.S., the interest of consumers in these financing mechanisms, the different kinds of insurance plans used by employers and government, and the accountability and public policy issues they raise. This note is accompanied by cases that describe business models in the insurance industry and entrepreneurial ventures within it. The "Note on Health Insurance Coverage, Coding, and Payment" explains how these processes operate for various types of medical technology products and related service providers. Two medical technology and health services cases illustrate payment challenges. The concluding module focuses on case studies of entrepreneurial firms, typically with the case protagonists present.

## Harvard School of Public Health

**GHP 244 Health Sector Reform: A Worldwide Perspective**

Dr. T. Bossert

This course surveys the impact of the global movement to reform national health care systems in the lower and middle income countries. It introduces a framework for analyzing health care systems and designing strategies for system reform, including political dimensions, with specific references to developing countries. It then examines some of the major elements of reform strategies as they are being applied in these countries, including goal-setting, financing, the organization of health care and the role of the private health sector, governmental reform, regulation, and change in consumer behavior. Studies and case material from many different countries are used.

**HPM 228 Introduction to the New American Health Care System**

G. Moseley

This course is a comprehensive introduction to the full scope of the current health care system in the U.S. Because the system is rapidly evolving, the course is new every year. It is ideal for students who are early in their health care careers or who want a refresher on the changes that

have occurred recently. International students and mid-career physicians have found great value in the course.

After tracing the Historical Development of health care in the U.S., we look at the Societal Beliefs and Values that underlie the system. There is a good review of the Key Players and Stakeholders in the system, and how they interact with each other. Individual classes are devoted to Hospitals and the Health Professions. The Managed Care Industry and its practices are also put under a microscope.

For the most expensive health care system in the world, it is important to learn How It is Financed and what is being done to Control Its Soaring Costs. We also will examine the Quality of Care provided by the system and who has Access to it. There is a strong emphasis on the Health Policies that govern the system and the Processes by which those policies are made.

Throughout the course, we will notice the many Legal Issues that are shaping the system, particularly in the areas of Antitrust, Fraud and Abuse, and Taxation. We will spend one session comparing the U.S. system to the way health care is financed and delivered in Other Industrialized Countries. Three classes will address special challenges facing the health care system—last year they were Consumer-Driven Health Care, Medical Technology, and Elder/Long-Term Care.

#### **HPM 245 Public Health Leadership Skills**

Dr. L. Marcus, Dr. B. Dorn

It is not uncommon for HSPH graduates to find themselves in significant public health leadership positions. For students who foresee such responsibility on their career path, this course provides a focus and framework to integrate the overall HSPH experience into a leadership trajectory. Though the course is primarily practice oriented, it will cover key aspects of leadership theory and concepts. With a focus on the pragmatic problems and challenges of assuming a prominent role in the public health system, the course also incorporates the theme of assuming a prominent role in the public health system, as in "what I wish I knew before I became a state public health commissioner." The class includes a combination of lecture, discussion, role play exercises and on-the-spot presentations and critiques by instructors and students.

## Schools Outside of Harvard University \*

### Fletcher School of Law and Diplomacy Tufts University

#### DHP P205 Decision Making and Public Policy

William Martel

All organizations, including governments, develop processes that permit policymakers to make informed decisions about highly complex problems. This interdisciplinary course examines the machinery of decision making by considering how domestic and international forces influence decisions and developing interpretive models for understanding how individuals operate in bureaucratic environments. The course uses case studies, drawn partly from the U.S. National Security Council, to focus on the theory and practice of governmental interagency processes. The course concludes with exercises in which students play the role of principals in simulated meetings of the U.S. National Security Council (NSC). Students prepare policy memoranda on critical national security and domestic crises, discuss their recommendations in NSC meetings, and defend their policies in news conferences at the end of each meeting. This course encourages students to think analytically and critically about theoretical and practical challenges of making decisions about public policy problems. *Spring semester.*

### Massachusetts Institute of Technology

#### 11.344J Innovative Project Delivery in the Public and Private Sectors

C.M. Gordon

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. Consists of lectures, case studies, guest speakers, and a team project to analyze a case example.

#### 11.401 Introduction to Housing and Community Development

J.P. Thompson

Explores how public policy and private markets affect housing, economic development, and the local economy; provides an overview of techniques and specified programs policies and strategies that are (and have been) directed at neighborhood development; gives students an opportunity to reflect on their personal sense of the housing and community development process; emphasizes the institutional context within which public and private actions are undertaken.

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\* Contact HKS Registrar for Cross-Registration rules and regulations

**11.462 Housing Problems and Policies in Developing Countries**

TBD

Focuses on the particular attributes, innovations, and methods of analysis of urban land and housing in developing and transition countries. Includes an overview of theory on supply and demand, tenure, standards, and community participation, detailed review of tools used in the field, and an examination of case studies revealing innovations in the field. Particular emphasis given to affordability and accessibility by the poor. Class format combines lectures, class projects, and presentation.

**11.483 Affordable Housing Solutions in Rapidly Urbanizing Areas**

A.M. Kim

Examines why the market regularly fails to deliver affordable housing. Overviews theories of urban land markets, informality, and tools for modeling housing demand. Utilizes comparative case studies to identify the underlying factors that contribute to the success or failure of different affordable housing strategies. Posits that an understanding of property rights issues is key to developing successful policies and explores how that knowledge can be utilized to innovate new solutions, particularly in fast-growing cities.

**11.487 Urban Public Finance in Developing Countries**

A.M. Kim

Explores the question of how to pay for urban public services in developing countries. Surveys both public finance theory and applied policy debates. Students gain facility in public finance analysis, familiarity with a variety of financing schemes and their strengths and weaknesses, and a general theoretical framework with which to approach real urban financing problems in developing countries.

**11.488 Urban Development in Conflict Cities: Planning Challenges and Policy Innovations**

D. Davis

Examines urban development challenges in conflict cities. Case studies used to examine the basic infrastructural, governance, social, and economic dilemmas facing citizens and local officials. First half of course focuses on the national and transnational context in which urban conflict is likely to persist; the impacts of conflict on social, political, economic, and institutional capacities of citizens, markets, and states, both local and national; and the growing involvement of multilateral development agencies in identifying urban conflict as a barrier to economic growth. Course ends with a focus on policy innovations, and examination of potential planning, design, and policy solutions.

**15.352 Innovation in the Internet Age: Emerging Trends**

E.A. von Hippel

Important emerging trends in innovation are identified and their implications for innovation management explored. Major topics include the trend to open information (open source) rather than protected intellectual property; distribution of innovation over many independent but collaborating actors; and toolkits that empower users to innovate for themselves. Half-term subject.



HARVARD Kennedy School

**ASH INSTITUTE**

for Democratic Governance and Innovation

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