LEADERSHIPCOURSES

AT HARVARD UNIVERSITY AND BEYOND

academic year
2008 – 2009

INCLUDING COURSES IN SOCIAL ENTREPRENEURSHIP

SPRING SEMESTER SUPPLEMENT

HARVARD Kennedy School
Center for Public
LEADERSHIP

"The essence of the Kennedy School has always been an abiding commitment to advancing the public interest with the influence of powerful ideas and the training of talented leaders."

David T. Ellwood, Dean, Harvard Kennedy School, July 2004

"Harvard University aspires to provide education and scholarship of the highest quality—to advance the frontiers of knowledge and to prepare individuals for life, work, and leadership."

Harvard University Statement of Values, August 2002

THE CENTER FOR PUBLIC LEADERSHIP

Established in 2000 through a generous grant from the Wexner Foundation, the Center for Public Leadership at Harvard Kennedy School seeks to advance the frontiers of knowledge about leadership and to expand the pool of leaders for the common good. CPL provides cutting-edge teaching and research as well as hands-on training in the practical skills of leadership for people in government, nonprofits, and business. Our initiatives include holding major conferences on the practice of leadership; offering study groups, workshops, and presentations for HKS students; building a community of leadership scholars at Harvard and beyond; supporting faculty and doctoral leadership research, and serving as home to four master's-level fellowship programs focused on public service. For more information about CPL, go to www.hks.harvard.edu/leadership.

HARVARD KENNEDY SCHOOL

The mission of Harvard Kennedy School is to train enlightened public leaders and to generate the ideas that provide the answers to our most challenging public problems. Through our rigorous education programs and cutting-edge research initiatives, we seek to influence and improve governance and the development of smart public policy at all levels.

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1 ABOUT *LEADERSHIP COURSES*

Leadership Courses, prepared by the Center for Public Leadership at Harvard Kennedy School, provides students at HKS and the broader Harvard community with comprehensive information on courses in leadership and social entrepreneurship available in 2008-2009 at Harvard University's graduate schools, the Massachusetts Institute of Technology, and Tufts University.

Because the path to leadership and public service is different for each student, our listings are as inclusive as possible. Students will find both courses that cover fundamental aspects of leadership and social entrepreneurship and courses that shed light on fields and topics that are potentially useful to leaders and social entrepreneurs. For students interested in social entrepreneurship, we also recommend two other guides: *Hauser Center Guide to Noprofit Courses at Harvard University and Beyond*, published online by the Hauser Center for Nonprofit Organizations at www.hks.harvard.edu/hauser/tour/courses/index.html and *The Unofficial Handbook for Social Entrepreneurship at Harvard*, a student publication, new this year, from Social Enterprise in Action (SEIA), a student group at the Kennedy School.

This year, for the first time, the Center offers students a leadership development framework (pages 5-8). The framework organizes leadership skills and capabilities in five key areas and categorizes HKS leadership courses within those areas. We have developed this framework with the support and guidance of the faculty who offer these courses, and we are indebted to them for their help in its development.

We are grateful to Penny and Bill George and the George Foundation for their generous support of leadership development.

USING *LEADERSHIP COURSES*, PLEASE BEAR IN MIND THAT:

- Information here was current in mid-January 2009, but course offerings, instructors, and meeting dates and times are subject to further change. For up-to-date information, consult the registrars' offices and registrars' websites listed on page 9.
- Courses outside of HKS, even at other Harvard schools, may not satisfy credit requirements. To determine whether specific courses qualify for HKS credit, please consult www.hks.harvard.edu/registrar.
- All courses listed here are open to graduate students. Undergraduate courses are not included.
- Course descriptions are included only for HKS courses. Other course descriptions can be found on their schools' websites or, in some cases, on instructors' websites.

2 MAPPING A PATH THROUGH LEADERSHIP COURSEWORK: THE CPL LEADERSHIP DEVELOPMENT MODEL

The Model

Students are drawn to Harvard Kennedy School by the school's mission to train enlightened public leaders and by the hope that what they learn here will help them make a difference in the world as servants of the common good and leaders of social progress. As part of the Kennedy School, the Center for Public Leadership strives to meet students' needs through efforts such as our fellowship programs, our cocurricular program for all HKS students, our research initiatives, and this course guide.

To help students and practitioners understand the elements of leadership and to create a common vocabulary for exploring what leadership entails and how it develops, a CPL faculty task force researched and created a leadership development model. The CPL model identifies seven broad competencies (often reflecting the overlap between leadership and management) that leaders need to draw upon to various degrees and in varying combinations over their careers.

For example, to be effective, people who lead must know how to use basic organizational management tools. But leaders must also understand a variety of factors that can influence themselves and others (e.g., social systems, ethical commitments, personal strengths and weaknesses). No one piece of the puzzle portrayed in the figure (left) is more important than the others.

CPL partners with Kennedy School faculty and other entities within the School to ensure that students have opportunities to develop all seven competencies. Thus, John F. Kennedy Jr. Forum events that feature leaders from around the world can enrich students' understanding of the myriad contexts for leadership. Cocurricular workshops offered by CPL focus on personal and interpersonal leadership competencies. Courses offered by the HKS faculty cover most aspects of the remaining four.

THE CPL LEADERSHIP DEVELOPMENT MODEL

CATALYTIC

Identifying, analyzing, and judging complex collective challenges and opportunities; mobilizing others to remain focused on addressing them

What are the key challenges facing this group now, and how can I mobilize the group to address them?

SOCIAL SYSTEMS

Reading and analyzing dynamic social and political systems

What is collectively happening here?

CONTEXTUAL

Knowing the cultural, historical, institutional, intellectual, and policy context in which one operates

Where am I?

INTERPERSONAL

Modulating one's behavior in order to interact effectively in a variety of settings

How do I need to interact with others in order to help this group function effectively?

ORGANIZATIONAL

Planning, organizing, coordinating, and executing collective action

What is the best way of organizing this work and the people doing it?

LEADERSHIP THEORY

Understanding the fundamental leadership concepts, constructs, and research findings

What have the great thinkers and theorists, past and present, said about leadership?

PERSONAL

Being self-aware (able to reflect on one's own thinking, feeling, and behavior); knowing one's strengths and weaknesses, predilections, dominant tendencies, and values

Who am I?

MAPPING A PATH THROUGH LEADERSHIP COURSEWORK: THE CPL LEADERSHIP DEVELOPMENT MODEL

The Mapping

To help students choose courses in leadership areas they'd like to develop, *Leadership Courses* offers a mapping of Kennedy School courses to the seven competencies. The mapping aligns each course with:

- a primary leadership competency which is prominently featured in the course
- a secondary competency which is also a meaningful part of the course

The mapping is based upon interviews with Kennedy School faculty to determine which competencies their courses focused on the most. In the first chart, we list and categorize all courses for which faculty have been interviewed. In the second chart, we include HKS courses for which interviews still need to be included, and which we encourage students to consider as additional opportunities to develop particular leadership competencies. Over time, we will extend the mapping to other schools at Harvard which prepare students for public service and leadership.

SEE TABLE ON NEXT PAGE

The Mapping

PRIMARY	SECONDARY	CODE	TITLE	INSTRUCTOR(S)	SEM	DAY	TIME
CATALYTIC	Contextual	BGP-100	The Business-Government Relationship in the United States	**PORTER**	F	M/W	2:40-4:00
	Contextual	PAL-115	The American Presidency	**PORTER**	F	T/Th	11:30-1:00
	Organizational	STM-110A	Strategic Management for Public Purposes	**BANE/ZIMMERMAN**	F	T/Th	10:10-11:30
	Organizational	STM-110B	Strategic Management for Public Purposes	**SPENCE**	S	T/Th	10:10-11:30
	Social Systems	PAL-101	Exercising Leadership: Mobilizing Group Resources	**HEIFETZ**	F	M/W	10:10-11:30
	Social Systems	STM-480	Leadership for a Networked World	**MECHLING**	F	M/W	10:10-11:30
	Social Systems	STM-166M	Leading Cities	**GOLDSMITH**	S	T/Th	11:40-1:00
CONTEXTUAL	Catalytic	NPS-201	Strategic Management of Nonprofit and Nongovernmental Organizations	**STONE**	S	M/W	8:40-10:00
	Leadership Theory	IGA-301	Leadership and Ethics in Foreign Policy	**NYE**	F	W	4:10-6:00
	Leadership Theory	IGA-318	Leadership and Governance: The Politics of Contemporary Africa	**ROTBERG**	S	M/W	4:10-6:00
	Leadership Theory	IGA-319	Leadership, Democracy, and Conflict: The Politics of the Developing World	**ROTBERG**	F	M/W	4:10-6:00
	Personal	IGA-203	Human Rights and U.S. Foreign Policy	**POWER**	S	M/W	11:40-1:00
	Social Systems	PAL-110A, B	Political Institutions and Public Policy: American Politics	**KAMARCK PATTERSON**	S	M/W	10:10-11:30, 11:40-1:00
	Social Systems	PAL-110 C, D, E	Political Institutions and Public Policy: Comparative Politics	**CULPEPPER SAICH MASOUD**	S	M/W	10:10-11:30, 1:10-2:30
	Social Systems	PAL-222	Presidential Elections	**KAMARCK**	S	W	4:10-6:00
INTERPERSONAL	Catalytic	STM-221A, B	Introduction to Negotiation Analysis	**MANDELL**	F	M/W	10:10-11:30, 1:10-2:30
	Catalytic	STM-221C, D	Introduction to Negotiation Analysis	**KABOOLIAN INBAR**	S	T/Th, M/W	1:10-2:30, 11:40-1:00
	Organizational	PAL-224	Running for Office and Managing Campaigns	**JARDING**	S	T/Th	1:10-2:30
	Personal	PAL-230	To Be a Politician	**JARDING**	S	M/W	2:40-4:00
	Personal	STM-502	Managing People: Self, Relationships, and Teams	**KATZ**	S	T/Th	11:40-1:00

The Mapping

PRIMARY	SECONDARY	CODE	TITLE	INSTRUCTOR(S)	SEM	DAY	TIME
LEADERSHIP THEORY	Organizational	IGA-306	The Politics and Ethics of the Use of Force	**HEHIR**	S	T/Th	2:40-4:00
	Personal	API-307	Trust, Emotion, and Morality in Negotiation and Decision Making	**LERNER**	F	M	4:10-6:00
ORGANIZATIONAL	Contextual	PAL-125	Religion and Government: Choices of Morality, Law, and Policy	**HEHIR**	F	M	4:10-6:00
	Social Systems	STM-101 A, B, C, D, E	The Strategic Management of Public Organizations	**LETTS GONZALEZ DONAHUE KELMAN ZELLEKE**	F	T/Th	8:40-10:00, 10:10-11:30, 11:40-1:00
PERSONAL	Interpersonal	PAL-100	Becoming a Leader	**GERGEN**	S	M/W	2:40-4:00
	Interpersonal	PAL-117A, B	The Arts of Communication	**MCCARTHY DANZIGER**	F	M/W, T/Th	4:10-6:00, 6:10-8:00
	Interpersonal	PAL-117C	The Arts of Communication	**MCCARTHY**	S	T/Th	6:10-8:00
	Interpersonal	PAL-117M	The Arts of Communication	**WEEKS**	F	1/8/09-1/23/09	9:00-5:00
	Interpersonal	PAL-127	Moral Leadership: Self, Other, and Action	**GANZ/STEINBERG**	S	M	4:10-6:00
	Interpersonal	PAL-154M	Public Narrative: Identity, Agency, and Action	**GANZ**	F	T/Th	1:10-2:30
	Interpersonal	PAL-164	Leadership on the Line	**HEIFETZ**	JAN	1/5/09-1/16/09	9:00-5:30
	Interpersonal	PAL-210	The U.S. Congress and Law Making	**KING**	S	T/Th	8:40-10:00
	Interpersonal	PAL-229	Driving Forces in American Politics	**KAMARCK GERGEN**	F	M/W	2:40-4:00
		API-602	Ethics in Public Life	**WINSTON**	F	T/Th	8:40-10:00
SOCIAL SYSTEMS	Catalytic	PAL-102	Leadership: A Cross-Cultural and International Perspective	**WILLIAMS**	S	M/W	4:10-7:00
	Interpersonal	PAL-177	Organizing: People, Power and Change	**GANZ**	S	T/Th	2:40-4:00
	Leadership Theory	PAL-124M	Women and Leadership	**KELLERMAN**	S	T/Th	11:40-1:00
	Leadership Theory	PAL-151	Leadership Literacy	**KELLERMAN**	S	T/Th	10:10-11:30
	Leadership Theory	STM-517M	Social Psychology for Managers and Policy Analysts	**KATZ**	S	M/W	11:40-1:00
	Organizational	IGA-206	The Politics & Ethics of Statecraft	**HEHIR**	F	M/W	2:40-4:00
	Personal	API-304	Judgment and Decision Making	**LERNER**	F	M/W	2:40-4:00
	Personal	IGA-313	Science, Power, and Politics	**JASANOFF**	F	W	4:10-6:00

3 CONTACT INFORMATION

HARVARD KENNEDY SCHOOL OF GOVERNMENT (HKS)

HOME PAGE	www.hks.harvard.edu
COURSE CATALOGUE	www.hks.harvard.edu/teachingcentral
CROSS-REGISTRATION	www.hks.harvard.edu/registrar/crossreg_procedures.htm
REGISTRAR	(617) 495-1150

HARVARD BUSINESS SCHOOL (HBS)

HOME PAGE	www.hbs.edu
COURSE CATALOGUE	www.hbs.edu/mba/academics/coursecatalog/index.html
CROSS-REGISTRATION	crossreg.hbs.edu
REGISTRAR	(617) 495-6247

HARVARD DIVINITY SCHOOL (HDS)

HOME PAGE	www.hds.harvard.edu
COURSE CATALOGUE	www.hds.harvard.edu/registrar/applications/Courses
CROSS-REGISTRATION	www.hds.harvard.edu/registrar/crossreg.html
REGISTRAR	(617) 495-5760

HARVARD FACULTY OF ARTS AND SCIENCES (FAS)

HOME PAGE	www.fas.harvard.edu
COURSE CATALOGUE	www.registrar.fas.harvard.edu/Courses
CROSS-REGISTRATION	www.registrar.fas.harvard.edu
REGISTRAR	(617) 495-1543

HARVARD GRADUATE SCHOOL OF DESIGN (GSD)

HOME PAGE	www.gsd.harvard.edu
COURSE CATALOGUE	www.gsd.harvard.edu/cgi-bin/courses/index.cgi
CROSS-REGISTRATION	www.gsd.harvard.edu/inside/registrar/cross_reg
REGISTRAR	(617) 496-5154

HARVARD GRADUATE SCHOOL OF EDUCATION (GSE)

HOME PAGE	www.gse.harvard.edu
COURSE CATALOGUE	www.gse.harvard.edu/~catalog
CROSS-REGISTRATION	www.gse.harvard.edu/~reg
REGISTRAR	(617) 495-3419

HARVARD LAW SCHOOL (HLS)

HOME PAGE	www.law.harvard.edu
COURSE CATALOGUE	www.law.harvard.edu/academics/courses/2007-08/
CROSS-REGISTRATION	www.law.harvard.edu/academics/registrar/cross-registration
REGISTRAR	(617) 432-4612

HARVARD MEDICAL SCHOOL (HMS)

HOME PAGE	www.hms.harvard.edu
COURSE CATALOGUE	http://medcatalog.harvard.edu
CROSS-REGISTRATION	www.hms.harvard.edu/registrar/register/register.html
REGISTRAR	(617) 432-1515

HARVARD SCHOOL OF PUBLIC HEALTH (HSPH)

HOME PAGE	www.hsph.harvard.edu
COURSE CATALOGUE	www.hsph.harvard.edu/registrar/courses/index.shtml
CROSS-REGISTRATION	www.hsph.harvard.edu/registrar/xreg/index.shtml
REGISTRAR	(617) 432-1032

MASSACHUSETTS INSTITUTE OF TECHNOLOGY– SLOAN SCHOOL OF MANAGEMENT

HOME PAGE	http://mitsloan.mit.edu
COURSE CATALOGUE	http://mitsloan.mit.edu/students/academiclife/schedule/F08Schedule.pdf
CROSS-REGISTRATION	http://sloanbid.mit.edu
REGISTRAR	(617) 258-6432

TUFTS UNIVERSITY – FLETCHER SCHOOL OF LAW AND DIPLOMACY

HOME PAGE	www.fletcher.tufts.edu
COURSE CATALOGUE	http://fletcher.tufts.edu/academic
CROSS-REGISTRATION	http://fletcher.tufts.edu/academic/registraroffice.shtml
REGISTRAR	(617) 627-3055

4 CROSS-REGISTRATION

Most Harvard graduate schools have similar cross-registration procedures. Full information on all aspects of cross-registration at Harvard and with MIT and Tufts can be found at http://crossreg.harvard.edu, which we strongly encourage students to consult as they plan cross-registration. HKS students with questions about cross-registration requirements should also consult www.hks.harvard.edu/registrar.

HERE ARE SOME KEY POINTS TO BE AWARE OF:

- Different schools have different class starting dates and exam periods. Students should therefore take care not to enroll in courses at different schools with conflicting exam times, and should also take note of different "Add" and "Drop" deadlines.

- Consult the respective school's registrar regarding waiting lists, course selection lotteries, pre-registration requirements, and the grading system (Generally, the grading system and regulations of the host school will be observed.)

- Since each school has its own guidelines for cross-registration credit, the registrar of your home school can verify whether or not a particular course may be taken for credit.

Basic cross-registration requirements are similar at the following schools: Harvard Kennedy School of Government, Harvard Divinity School, Harvard Faculty of Arts and Sciences, Harvard Graduate School of Design, Harvard Graduate School of Education, Harvard Law School, Harvard Medical School, Harvard School of Public Health, Tufts University – Fletcher School of Law and Diplomacy.

At these schools, first take the cross-registration petition from your home School to the instructor for his or her signature, and then submit the petition to that School's Registrar. Note that the process is not complete until the Registrar approves the petition.

At Harvard Business School, in addition, petitions are used where necessary in course lotteries for over-subscribed courses, and there is a mandatory materials fee ($150 per 3–credit course; $75 per 1.5–credit course) for all cross-registering students that must be submitted with the petition.

At MIT–Sloan School of Management, special rules apply for HKS students. Due to high demand, enrollment is limited to unrestricted electives only and to students who demonstrate "compelling educational" reasons. A petition to enroll (available from the HKS Registrar's office) must be completed and submitted by the announced deadline. Completion of a brief biographical form may also required.

SPRING **2009** HARVARD KENNEDY SCHOOL

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-100M	**Becoming a Leader**	**Gergen**	M/W	2:40-4:00

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. 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.

PAL-101B *Additional course listing*	**Exercising Leadership: Mobilizing Group Resources**	**O' Doherty**	**T/Th**	1:10-2:30

This course explores the exercise of leadership in the midst of the conflicting forces that arise within political and organizational systems when faced with adaptive challenges. Taking a prescriptive and practical approach, the course: (1) distinguishes between authority and leadership; (2) provides a diagnostic framework for assessing the typical mechanisms by which social systems avoid work on critical issues; and (3) explores strategies and tactics of intervention to mobilize progress. The course consists primarily of discussion and casework. Participants investigate the applicability of the concepts presented in the course by analyzing cases from their own professional experience. Numerous large and small group exercises, written analysis, and a major paper are required.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-102M	**Exercising Leadership: A Cross-Cultural and International Perspective**	**Williams, D.**	M/W	4:10-7:00

This course examines the exercise of leadership, with or without authority, in one's own culture, across cultural boundaries and in international settings. The premise of the course is that each culture (and sub-culture) has its own distinct set of values, traditions, myths, habits, and priorities. These factors produce a context that shapes and constrains the role of authority, a community's approach to public problem solving, and the orchestration of "adaptive work." The course will present (1) a diagnostic framework to identify what's deficient in the culture as it pertains to addressing the threats and opportunities that globalization in particular generates, and (2) a model of leadership and intervention to mobilize people and groups to face the reality of their condition, solve problems, and make changes needed to progress. The course draws on historical and current events, and the personal experiences of students, to examine the demands of leadership. Please note this course will remain 1.0 credit, but will be taught intensively in Module Period 3. (While there are no prerequisites, students are encouraged to have taken PAL-101 or PAL-164).

SE Indicates courses that may be of interest to students focusing on social entrepreneurship.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-110 A, B	Political Institutions and Public Policy: American Politics	Kamarck Patterson	M/W	10:10-11:30 11:40-1:00
PAL-110 C, D, E	Political Institutions and Public Policy: Comparative Politics	Culpepper Saich Masoud Baum	M/W	10:10-11:30, 1:10-2:30

This is a course about fundamental problems of participation, democratic governance, and conflict in contemporary political systems. It will provide you 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, D, and E sections look at systematic variations across different sorts of political institutions in both advanced and developing democracies, as well as in countries that are not democracies. The class develops the skills for effective political analysis and advocacy, including memo- and op-ed writing, as well as the skills to brief actors who need to know everything about the politics of a situation in a short period of time. Open to MPP1 students only.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE PAL-112 *New meeting time*	Leadership in the Public Sector	Heymann	M/T	1:00-2:30

Lawyers are as deeply involved in political decision making as they are in judicial decision making, whether the occasion is legislation or administrative regulation or deciding on a discrete action by a governmental or other organizational unit. They also are called upon to manage public organizations. Most people learn these additional skills, if at all, through experience. There is, however, a logic that can help almost as much in understanding political choices as learning the basics of legal argument do in understanding judicial choices. The course teaches the thought process of policy choice and of management. At the same time, it provides vicarious experience in a variety of political/managerial settings through detailed case studies produced at the Harvard Kennedy School. Most classes involve adopting a particular role in a specific situation and thinking through what you might want to accomplish in that role and how to go about it in that setting. The examples are from domestic and foreign policy areas and almost always involve the political structures of the United States. Also offered by the Law School as HLS-41790A.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE PAL-117C	The Arts of Communication	McCarthy	T/Th	6:10-8:00

Today's leaders must have an ability not only to analyze thoughtfully but also to communicate clearly and persuasively. This course will seek to strengthen the capacity of each student to write and speak well in public settings. Approximately one-half of the course will be devoted to classes that introduce students to strategies of communication and to models of public presentations. The other half will consist of smaller workshops in which students will hone their skills in speaking. The course is designed for potential leaders in politics and public policy as well as other professions.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-118M C, D	Intensive Writing for Politics and Policy	Herman Harris	M/W M/W	2:40-4:00 1:10-2:30

This is an intensive six-week course in effective writing. We will focus on the strategies and techniques behind great policy writing and on the skills and habits of excellent political writers, from George Orwell to Christopher Hitchens. Weekly writing assignments, along with many focused exercises, will hone skills on the levels of words, sentences, paragraphs, editing, rhetoric, argument, and structure. Every element of the writing process will be explored and addressed, with special attention to those elements most important to real-world writers. The first half of the course focuses on different formats and genres (op-eds, memos, academic articles, journalistic essays, speeches, and so on); the course culminates in a single, perfected piece of work related to each student's special area of expertise.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-124M	Women and Leadership	Kellerman	T/Th	11:40-1:00

In 1963 Betty Friedan arguably launched the contemporary women's movement with her book *The Feminine Mystique.* Friedan famously identified the problem that has no name: the confinement of American women in particular to a separate and unequal domestic sphere. More than four decades later, there have been significant changes in the status of women. However the number of women in positions of leadership in the United States and elsewhere in the world remains, for a constellation of reasons, strikingly low. This course considers the overarching questions of why it has been, and still is, so difficult for women to get to the top. Topics to be addressed include: the nature/nurture debate as it pertains to gender; national/cultural differences; women in the workplace; women in, and running for, elective office; work/life/family balance issues; how women and men relate, especially in the workplace; leadership style; and women in the eyes of the law.

SE Indicates courses that may be of interest to students focusing on social entrepreneurship.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-127	Moral Leadership: Self, Other, Action	Ganz, Steinberg	M	4:10-6:00

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.

PAL-150Y	Seminar: Politics and Advocacy (Yearlong)	Patterson	Th	4:10-6:00

Examines selected topics in the field of politics and advocacy such as elections, campaigns, organizing, and lobbying. MPP2 students will produce an individual, original, and in-depth policy analysis exercise. Classes consist of discussions and student oral presentations. Open to MPP2 students only. Taught jointly with PPP-150Y.

PAL-151	Leadership Literacy	Kellerman	T/Th	10:10-11:30

This course considers the leadership literature judged seminal. Roughly the first half of the semester will be devoted to readings in chronological order from Lao Tsu to Lenin; the second half will focus on 20th century writers (and filmmakers) from Freud to Friedan. The course is designed to evoke reflective thinking about the prescriptive implications of work widely acknowledged to have enduring impact. Since the pedagogy is Socratic, students are expected to speak in some depth about work by a wide range of thinkers and activists. (Short papers will also be required.) In particular, the course explores the following four questions: (1) What makes this work "required reading?" (2) What kind of a world follows from the worldview of this particular writer? (3) What distinguishes writing about leadership from writing as leadership? (4) How do great ideas affect public life?

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-177	Organizing: People, Power, and Change	Ganz	T/Th	2:40-4:00

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.

PAL-210 *New meeting time*	The U.S. Congress and Law Making	King	T/Th	1:10-2:30

What would it be like to be a member of Congress or to serve as a staffer on Capitol Hill? Taught by the faculty chair of Harvard's Program for Newly Elected Members of Congress, this course puts students in the midst of legislative politics through simulations, readings, and guests. The course begins with the theory and history of legislatures and ends with a simulation involving lobbyists, journalists, and would-be legislators. It is ideal for anyone considering working with the Congress or state legislatures.

PAL-216	Democratic Theory	Mansbridge	T/Th	1:10-2:30

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. Also offered by the Government Department as Gov. 1039.

SE Indicates courses that may be of interest to students focusing on social entrepreneurship.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-222 *New title*	**Research Seminar on Presidential Elections**	**Kamarck**	W	4:10-6:00

Covers contemporary history and political science on the American presidential nomination and election process. Begins with the history of the presidential nomination process and the reform movement that transformed that process from one dominated by political elites to a process dominated by partisan voters. Then turns to the general election process and looks at the history and structure of the Electoral College and how it has shaped the evolution of political parties and presidential contests in the United States. The course contains readings on the most important presidential elections in modern American history as well as discussions of the major debates that have shaped the American electoral system. In addition, students will be asked to keep up to prepare a major research paper on the 2008 presidential election.

PAL-223 *Additional course listing*	**Policy, Politics, and the Impact of illegal Immigrants from Latin America**	**Schumacher-Matos**	T	4:10-6:00

This inter-disciplinary seminar will separate myths from facts and explore domestic and international policy proposals going forward. History sets the context, followed by the current political and sociological debate over American national identity. Push factors driving immigration from Latin America will be analyzed with pull factors from the United States. The course will then turn to the domestic economic impact of illegal immigration, both fiscally and on jobs, wages and growth. Legal issues follow, including the battles over federalism, the rights of undocumented residents and the changing concepts of citizenship and borders. Allied are opposing moral concepts of justice, grace and God. This leads into current politics, including the roles of the media and populist backlash. Foreign policy implications are analyzed. Students will make their own choices among the diagnosed policy alternatives involving enforcement, integration and temporary worker programs.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-224 *New meeting time*	**Running for Office and Managing Campaigns**	**Jarding**	T/Th	11:40-1:00

This course is designed for students who wish to run for political office or work in political campaigns. It covers all aspects of modern campaigns beginning with a thorough discussion of the many variables candidates must consider before making the ultimate decision to run. It then discusses setting up and implementing a fundraising plan and designing a campaign budget. It explores proper campaign scheduling; press office set up and press relations; and creation of a field plan including phone and door-to-door canvassing, signage, support committees, and candidate advance. It discusses the need for and the use of polling, media, and direct mail consultants, and it examines self and opposition research programs, legal needs of a campaign, and the increasingly powerful uses of the Internet. Finally, it thoroughly explores the multiple aspects of coordinated campaigns and get-out-the-vote programs. Instructor is a veteran campaign manager and strategist.

PAL-230 *New meeting time*	**The Making of a Politician**	**Jarding**	T/Th	2:40-4:00

Explores what it takes to be a successful politician. From media training, candidate presentation, debate prep, and to how to write a speech that captures your audience, this course examines the intricacies of becoming a polished and accomplished public figure. The course also looks to the various audiences with whom a candidate must connect and capture. Toward this goal, the course also explores the various ways a candidate will interact and work with the media including how to conduct press conferences and media availabilities to how to grab the attention of the media through press releases, radio actuality feeds, and satellite feeds. In general, the course will teach how to deal with and communicate through the powerful so-called "earned" media. The intent of the course in no small part is to demystify the candidate development process and to help interested students understand the importance of public service.

PAL-232 *Not offered*	**American Presidents, Politics, and Economic Growth: A Look from WWII to Today**	**Parker**	T/Th	2:40-4:00

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE API-206	Fundamentals of Program and Policy Evaluation	Panayotou	M/W	10:10-11:30

Program evaluation aims to determine whether a particular program, regulation, or policy is achieving its objectives by ascertaining whether it has had a verifiable causal effect on intended (and unintended) outcomes. This course aims to equip students with the basic evaluation tools and understanding necessary to become critical consumers and effective users of program evaluations in improving policy outcomes and designing more effective programs and policies. It is designed to provide students with a foundation in the methods and applications of program and policy instrument evaluation in a variety of policy areas such as education, public health, and social policy. Students will analyze evaluations of the effectiveness of a variety of programs and policy instruments through exercises and case studies. The course is intended for students in the MPP, MPA2, and MC/MPA programs who are familiar with the basic concepts of statistical testing and applied regression analysis. While methodologically less advanced than API-208, this course is not appropriate for students with no background in basic statistical techniques. No calculus is used. The course will have a midterm exam and a final paper.

SE API-208	Program Evaluation: Estimating Program Effectiveness with Empirical Analysis	Abadie	T/Th	1:10-2:30

Program evaluation comprises a set of statistical tools for assessing the impact of public interventions. This methodological course will develop students' skills in quantitative program evaluation. Students will study a variety of evaluation designs (from random assignment to quasi-experimental evaluation methods) and analyze data from actual evaluations, such as the national Job Training Partnership Act Study. The course evaluates the strengths and weaknesses of alternative evaluation methods. This course meets the PhD requirement for empirical methods. Prerequisite: Familiarity with the basic concepts of statistical inference, regression analysis, and instrumental variables (such as API-202 or API-210).

API-214M *Module, not full course*	Public Opinion, Polling, and Public Policy	Blendon	M/W	10:10-11:30

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, and critically interpret surveys measuring public opinion. The lectures in this course will be given by Harvard faculty and guest speakers who are currently involved in international and national polling activities. Guest speakers will include experts in issue polling, newspaper and television polling, political campaign strategy, and election exit polling. In addition, class participants will have hands-on experience analyzing and critically evaluating existing opinion surveys, designing polling questions, and interpreting results.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
API-308	Behavioral Approaches to Decision Making and Negotiation	Bazerman	M	3:00-6:00

This course will provide a research overview of the field of behavioral decision making and decision analytic perspectives to negotiation. A core focus of the course will be the individual as a less-than-perfect decision maker in individual and competitive contexts. We will examine the implications of imperfect behavior for theoretical development. We will also examine the implications for training individuals to make wiser decisions. This course will involve students in an intensive, thorough survey of the intersection of analytic and behavioral perspectives on decision making and negotiation. Each class, we will cover an area in depth, explicate some major perspectives in the field, review a select set of readings, and discuss some of the critical issues that have been raised with regard to theory and experimentation. The course is appropriate for students with an experimental research agenda. The course is open to Harvard doctoral students. It is also open to others with the approval of the instructor. Also offered by the Harvard Business School as HBS 4420-00 and the Psychology Department as Psy 2650.

API-312	Emotion and Decision Making Research Laboratory	Lerner	Th	2:30-4:00

This course is a continuation of API-311. Prerequisites: API-311. This course is for Harvard doctoral students. It is also open to others with the approval of the instructor. Also offered by the Psychology Department as Psych 2555r.

API-414	Citizen Politics	Norris	M/W	2:40-4:00

This course provides the analytical knowledge and practical skills to understand patterns of mass activism in democratic politics worldwide, including in established and newer democracies. The course covers the nature of mass belief systems, modes of political activism and protest politics, value change and ideological orientations, electoral behavior, the structure of political alignments, confidence in government, issues of political representation, and the implications of citizen politics for democratic institutions. The first half of the course will review the research literature and the second will apply these in projects using cross-national time-series survey datasets, such as the World Values Survey, the Afro-barometer, the Latin-Barometer, the Euro-Barometer, and the European Social Survey. The course will also provide an introduction to using Stata and/or SPSS for survey analysis.

SE Indicates courses that may be of interest to students focusing on social entrepreneurship.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **HCP-103M** **HIV/AIDS and Public Policy** — **Kaufman** — M/W — 1:10-2:30

The HIV/AIDS epidemic is undermining hard-won development gains in many countries. Much has been learned about how to prevent, treat, and mitigate the social and economic impacts of AIDS for families and communities. However, the global AIDS epidemic continues to expand. This course focuses on good governance and the public policies required to address the AIDS epidemic. Students will be introduced to key policy perspectives to frame the HIV/AIDS epidemic, including socioeconomic, gender, and human rights perspectives. Lessons from the international experience in responding to the epidemic, needed sector-based actions, and sectoral coordination for interventions to be effective will be reviewed. The course will discuss public-private partnerships, workplace policies and programs, and the role of NGOs and the media in the AIDS response; it will review approaches for multi-sectoral strategic planning and coordination/collaboration.

SE **HCP-175** **Political Analysis and Strategy for U.S. Health Policy** — **Blendon** — M/W — 4:40-6:00

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.

SE **HCP-598** **Core Course in Health Policy II** — **Frank Newhouse Zaslavsky** — T/Th — 4:10-6:00

This seminar is the follow-on seminar to the fall term HCP-597. It is required for doctoral candidates in health policy and is open to others by permission of the instructor. Topics covered will include the financing and organization of health care, medical manpower, medical malpractice, technology assessment, prevention, mental health, long-term care, and quality of care. Prerequisite: HCP-597 or API-101 at the A level, Econ. 2140a, or equivalent. In general, master's students should take HCP-272 and not this course. Also offered by the Faculty of Arts and Sciences as Health Policy 2000 and by the School of Public Health as HPM-246. Permission of instructor required.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **HLE-150Y** **Seminar: Human Services, Labor and Education Policy and Management (Yearlong)** — **Nelson, Boatwright Wilson** — Th — 4:10-6:00

Designed for MPP2s conducting independent Policy Analysis Exercises (PAEs) in human services, labor, or education. Past topics have included an assessment of services for families involved in the welfare and child welfare systems and strategic plans for charter schools. Large group meetings will focus on choosing a client, choosing a topic, and frameworks for policy analysis. Once clients have been chosen (October), we break into small groups where students will meet regularly with an advisor and with other students conducting PAEs on similar topics. Students are required to write a PAE, give a presentation of their research, and provide intellectual support to others in the course. Open to MPP2s only. Taught jointly with CCJ-150Y, HCP-150Y, and NPS-150Y.

SE **HUT-201B** *New meeting time* **Urban Politics, Planning, and Development** — **Fainstein** — T/Th — 10:00-11:30

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 with some attention to international comparisons. Policy topics include land use planning; zoning; infrastructure investment; downtown revitalization; public-private partnerships for economic development; 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-5201A & B.

SE Indicates courses that may be of interest to students focusing on social entrepreneurship.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE HUT-264	Housing Policy in the U.S.: Intersection of Public/Private Sectors in Housing Finance	Belsky	F	2:00-5:00

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 instructor's 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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE HUT-266	Affordable Housing and Mixed-Income Development, Finance, and Management	Marchant	M/W	4:40-6:00

Explores the development, financing, and management of both rental and ownership, affordable and mixed-income housing developments. Analyzes both public and private development cost, tax credit, operating, debt service, and rental assistance subsidy vehicles. Addresses the common practice of aggregating subsidies into comprehensive gap funding packages. Reviews establishing development objectives, assembling and managing a development team, preparing feasibility studies, controlling sites, gaining community support, securing subsidies, syndicating tax credits, coordinating the design and construction process and managing the completed asset. Includes discussion of inclusionary, workforce, and special needs housing. Many students elect to participate in the Affordable Housing Development Competition (AHDC), an exercise where interdisciplinary student teams from Harvard and MIT work with clients to develop affordable housing proposals for selected sites in the Greater Boston area. For these students the AHDC proposal becomes the final course assignment. The course includes lectures, cases, exercises, site visits, guest lectures, and student presentations.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
IGA-203	Human Rights and U.S. Foreign Policy	Power	M/W	11:40-1:00

This course explores the role of human rights in the formulation and conduct of U.S. foreign policy. Students will begin by exploring the concepts of human rights and the U.S. national interest. They will analyze some of the changes in the U.S. human rights rhetoric, policy, and organizational structure in recent decades, probing the links between American decision making and international and nongovernmental influences and institutions. By examining recent cases of U.S. foreign policymaking, the class will explore the intersection between human rights, economic and security aims, and domestic politics. The cases, which include U.S. prosecution of the "war on terror" as well as U.S. policy toward Iraq, Rwanda, and the International Criminal Court, will highlight recurring tensions between individual rights and sovereignty, values and interests, exceptionalism and internationalism, and peace and justice.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
IGA-208	Modern Diplomacy: Peace and War in the 21st Century	Burns	T/Th	11:30-1:00

Diplomacy may become the indispensable asset of the United States and the rising powers --China, India, Brazil, the EU--in an increasingly globalized 21st century world. Can we learn to place greater value in diplomacy as a key weapon in our national security strategy? Can the U.S. and the rising powers work together to rebuild international institutions to cope with transnational challenges--regional wars, terrorism, nuclear proliferation, climate change? Why has diplomacy been successful in stopping war and creating stability in some regions, such as the Balkans, and so unsuccessful elsewhere as in Iraq and Afghanistan? Course examines some of the great diplomatic achievements and practitioners of the recent past, including diplomacy's role in the war and peace issues of the post Cold War era from the fall of communism to Bosnia and Kosovo, Afghanistan and Iraq, the Iran nuclear challenge and Darfur. Studies how diplomacy is changing in our own time including major roles for the NGOs, international institutions and multinational corporations in global governance. Students will develop some of the diplomatic, political and presentational skills necessary for professional success in government, the NGO world, and the private sector. Students will be expected to have done all readings before each class, to participate actively in class discussions, and will be given the opportunity to lead class discussions on specific crises and diplomatic assignments.

SE Indicates courses that may be of interest to students focusing on social entrepreneurship.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
IGA-303	Defense Resource Allocation and Force Planning	White	M/W	11:40-1:00

Examines how the United States makes defense resource-allocation decisions in the context of national security policy. Analyzes budget and performance-management issues in terms of specific, concrete choices. Teaches how policies are formulated and translated into forces and capabilities. Designed to prepare students who anticipate careers in U.S. national security agencies or in similar capacities (U.S. or non-U.S.) or are generally interested in issues concerning the public management of large, complex organizations. Topics include: defense goals and budgets; PPBS; performance-management practices; force size and mix, active versus reserve forces; mobility requirements; conventional versus nuclear forces; procurement management; manpower requirements; and interagency issues. Students will be required to develop realistic policy options and budget simulations and to produce professional products as assignments, such as concise memos, briefings, budget proposals, and testimony.

IGA-306	The Politics and Ethics of the Use of Force	Hehir	T/Th	2:40-4:00

Examines normative discourse about the use of force. Primary attention will be paid analytically and historically to the "Just War/Just Defense" ethic. Reading and lectures will assess the ethic in light of challenges to it from the tradition of non-violence and from the nature of modern warfare. The ethic will be tested in light of distinct challenges posed by weapons of mass destruction, humanitarian military intervention, and response to terrorism. Also offered by the Government Department as Gov. 2726 and by the Divinity School as HDS-2853.

IGA-309	American Warfare and the Humanitarian Ethic: Law, Norms, and Practice	Sewall	M/W	10:10-11:30

Critically examines the conduct of modern U.S. warfare through ethical, legal, and operational analysis. Students will examine such challenges as balancing collateral damage and force protection and upholding existing norms in the face of asymmetric challenges. The course focuses on jus in *bello* issues and considers both the military and humanitarian perspectives. Participants will explore the principles of international humanitarian law and the "Just War" ethic. Reviewing U.S. military operations since 1991, students will investigate how public expectations, military strategies, and technological capabilities affect outcomes on the ground. More broadly, the course considers the extent to which humanitarian restraint is compatible with the successful conduct of war.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
IGA-317 *Additional course listing*	Expertise and Democracy in Science and Technology Policy	Jasanoff	W	1:00-4:00

Policymaking in today's complex, technologically advanced societies could not proceed without the involvement of experts. But who are experts, whom do they represent, what are the sources of their authority, and how can expertise be held to democratic controls? In addressing these questions, this course takes a critical look at the assumptions underlying the use of expertise in policymaking and asks how our intensive reliance on experts affects the quality, effectiveness, and accountability of public policy. Drawing on literature from law, political science, policy analysis, and science and technology studies, the course considers how expertise is defined in such areas as environment, medicine, risk, and bioethics, as well as in various types of legal and regulatory proceedings. Case studies and theoretical readings are used to explore the reasons for expert controversies, the basis for public trust in experts, media reliance on experts, and cross-cultural differences in the use of experts.

IGA-318	Leadership and Governance: The Politics of Contemporary Africa	Rotberg	M/W	4:10-6:00

Closely examines the positive and negative leadership contributions, styles, accomplishments, and governance and economic growth legacies for their respective countries of Nelson Mandela and Thabo Mbeki, Sir Seretse Khama, Olusegun Obasanjo, Yoweri Museveni, Joaquim Chissano, Ellen Johnson-Sirleaf, Joseph Kabila, Julius Nyerere, Jomo Kenyatta, Robert Mugabe, and other contemporary and near-contemporary political exemplars. Explores the impact of leadership on good governance and on political culture and institutions. Students will become familiar with different African political trajectories; participants in the seminar will develop and present specific "cases" within the overall framework. Learning will be very hands-on and interactive. One or two leaders, or their proxies, may take part directly. Through the lenses of leadership and governance, seminar participants will appreciate the complex nature of politics in sub-Saharan Africa and come to understand how vexing problems of contemporary Africa have been addressed, successfully or not, by a number of Africa's key figures.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
IGA-337 *Additional course listing*	America's Involvement in Iraq: Ten Key Decisions and Their Consequences	O'Sullivan	T/Th	10:10-11:30

The course provides students a thorough understanding of one of America's toughest foreign policy challenges in the post-cold war era, Iraq. Examines ten key decisions made during the U.S. engagement with Iraq over the last six years including: the decisions to go to war, to have an extended occupation, to hold early elections, to reverse policy and authorize a surge, and to negotiate a Status of Forces Agreement to replace the UN mandate. Develops a framework for explaining and evaluating decision and provides insights on how policy makers can make the best decisions in the face of imperfect information and various constraints. Enables students to extract lessons from America's recent experience in Iraq that have relevance to future nation-building efforts by the United States or other powers. Provides analytical tools to understand and evaluate foreign policy decision making more generally and nation building in particular. Designed to help prepare students for any position in which they may need to make policy decisions in complex environments.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE NPS-150Y	Seminar: The Nonprofit Sector	Boatwright Wilson Nelson	Th	4:10-6:00

Designed for MPP2s conducting independent Policy Analysis Exercises (PAEs) on nonprofit organizations, this seminar offers readings and guidance for PAEs concerned with organizational strategy, governance, marketing, and partnerships with other agencies. Past topics have included expansion strategies for an inner-city nonprofit literacy program, designing a church-sponsored racial reconciliation initiative in a troubled American city, and establishing an organization to promote affirmative action in higher education in Brazil. Large group meetings focus on choosing a client, choosing a topic, and frameworks for policy analysis. Once clients have been chosen (October), students break into smaller groups where students will meet regularly with an advisor and other students conducting PAEs on similar topics. Students are required to write a PAE, give a presentation of their research, and provide intellectual support to others in the course. Open to MPP2 students only. Taught jointly with CCJ-150Y, HCP-150Y, and HLE-150Y

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE NPS-201	Strategic Management of Nonprofit and Nongovernmental Organizations	Stone	M/W	8:40-10:00

Focuses on challenges of leadership and senior management that require special attention in nonprofit and nongovernmental organizations. The course aims to provide students with the conceptual and analytic base needed to build and direct a new or established organization, finding a balance between strategic discipline and flexibility. The course exposes students to several analytic tools and processes (e.g., strategic triangle, SWOT analysis, budgets and financial statements, matrix management, performance measurement, and knowledge management), but the focus throughout is on strategy and leadership. Students should be familiar with basic management concepts, either through an earlier course or professional experience. The course is taught primarily through cases covering a wide range of organizations. Students undertake a major "benchmarking": project for a real client organization, presenting the results in class and in a final paper.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE NPS-201V	Business Planning for New Nonprofit Organizations	Stone	W	2:40-4:00

This course is designed for social entrepreneurs and other students planning to create a new nonprofit organization. The course is ONLY open to students also registered simultaneously for NPS-201. Each student enrolled in NPS-201V will produce a business plan for a nonprofit start-up organization of his or her own design. The start-up organization can be designed to be established within or outside the United States. The new entity can be planned to attract funds from government, foundations, corporations, individuals, and/or earned-income enterprises. Students will attend one weekly class meeting (in addition to the meetings of NPS-201) and will read additional material related to the production of nonprofit business plans.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE NPS-301M	Financial Strategy and Leadership in High-Performing Nonprofits	Honan Regin	T/Th	2:40-4:00

Few nonprofit leaders, even in the most established institutions, have successfully integrated sophisticated financial strategy into their larger strategic visions. This advanced-level module will hone those skills, focusing on the following three questions: How do different constituents assess the financial health of a nonprofit organization and what strategies do nonprofit leaders pursue to achieve financial health and sustainability? What strategies do donors and grant-makers use to help nonprofits achieve high performance and maximize impact? What strategies do nonprofit leaders use to manage and overcome financial deficits? This is a case-writing class. Classroom discussion will focus on case studies, and each student will develop and present a new case study on financial leadership in a nonprofit organization. Prior coursework in financial management or management/leadership experience in nonprofit organizations is a prerequisite for admission to this module. Also offered by the Graduate School of Education as A-010H.

SE Indicates courses that may be of interest to students focusing on social entrepreneurship.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PED-313	The Politics of Development Policy	Grindle	M/W	8:40-10:00

How do governments make decisions about development policies? Why does "slippage" often occur during implementation? How are policy reform initiatives introduced and sustained? This course analyzes the political economy surrounding major policies for economic and social development in developing and transitional countries. It emphasizes ways that political analysis can improve policy analysis, particularly regarding decision making, implementation, and the management of reformist initiatives. It assesses how political relationships and bureaucratic influences shape policy decision making and the allocation of public resources. Assignments focus on the political analysis of reforms selected by students and the strategic management of political conflicts related to policy change.

PED-502 *New meeting time*	Native Americans in the 21st Century: Nation Building II	Norman	T	4:00-6:00

This field-based research course focuses on some of the major issues Native American Indian tribes and nations face as the 21st century begins. It provides in-depth, hands-on exposure to native development issues, including: sovereignty, economic development, constitutional reform, leadership, health and social welfare, land and water rights, culture and language, religious freedom, and education. In particular, the course emphasizes problem definition, client relationships, and designing and completing a research project. The course is devoted primarily to preparation and presentation of a comprehensive research paper based on a field investigation. In addition to interdisciplinary faculty presentations on topics such as field research methods and problem definition, students will make presentations on their work in progress and findings. Prerequisite: PED-501M or permission of instructor. Also offered by the School of Education as GSE-A102.

PPP-100	Press, Politics, and Public Policy	Jones	T	8:10-10:00

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? What is the nature of the media's power: how fully and in what ways do the media shape public opinion, debate, and policy? Are the media politically biased? How adept are political leaders at manipulating the media, and do their efforts undermine popular sovereignty? Do new communication technologies threaten the role of the traditional media? 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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PPP-150Y	Seminar: Press, Politics, and Public Policy (Yearlong)	Patterson	Th	4:10-6:00

Examines selected topics in the field of press, politics, and public policy. Students will produce an individual, original, and in-depth Policy Analysis Exercise (PAE) or research paper. Classes consist of discussions and student oral presentations. Open to MPP2 students only. Taught jointly with PAL-150Y.

SE	STM-103	Democratic Governance	Norris	M/W	1:10-2:30

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.

SE	STM-104	Performance Leadership: Producing Results in Public and Nonprofit Agencies	Behn	T/Th	11:40-1:00

You are the leader of a public or nonprofit organization. Your job is to produce results. But what results? And how? How can you improve significantly your organization's performance? This course examines the five challenges of performance leadership: (1) Choosing and producing results: How can public executives determine the results they will produce and develop effective strategies for delivering them? (2) Seizing and creating opportunities: How can public executives recognize or shape events and attitudes to foster the desire and capability to improve performance? (3) Measuring performance: How can public executives measure their agency's results and use such measures to learn how to improve performance? (4) Motivating individuals and energizing teams: How can public executives inspire people in a variety of organizational arrangements, from bureaucracies to collaboratives, to pursue public purposes creatively? (5) Capitalizing on success: How can public executives use initial results to create an environment for accomplishing more?

SE Indicates courses that may be of interest to students focusing on social entrepreneurship.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **STM-110B** **Strategic Management for Public Purposes** — **Spence** — T/Th — 10:10-11:30

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 that will be 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. STM-110 may not be taken for credit with STM-101. Permission of the instructor required for non-HKS students.

SE **STM-117M** *New meeting time* **Effective Implementation: Learning from Effective Implementers** — **Hartmann** — T/Th — 8:40-10:00

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?); developing resilience; and self-evaluation and self-discipline. Permission of instructor required for non-HKS students.

SE **STM-166m** **Leading Cities** — **Goldsmith** — T/Th — 11:40-1:00

Examines the leadership of U.S. cities in solving urban problems. Students will concentrate on the factors that lead to the success and failure of various initiatives. 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.

STM-199 *New meeting time* **Doctoral Seminar on Public Management and Leadership** — **Bowles** — Th — 4:10-6:00

Focuses on theoretical and empirical research on complex organizations and institutions that create public value. Examines major contemporary theories of organizing, managing, and leading, as well as the diverse methods for studying public-serving organizations and institutions. Topics include: organizational change, authority and power, knowledge management, diversity, social capital, team and work group dynamics, and the growing importance of interorganizational arrangements. This course fulfills the public management requirement for PhD students. Permission of an instructor is required for non-PhD students.

STM-221 C, D *New meeting time* **Introduction to Negotiation Analysis** — **Kaboolian** T/Th 1:10-2:30; **Martin** M/W 11:40-1:00

Introduces students to the theory and practice of negotiation. The ability to successfully negotiate rests on a combination of analytical and interpersonal skills. Analysis is important because negotiators cannot develop promising strategies without a deep understanding of the context of the situation, the interests of the other parties, and the range of possible moves and countermoves. Interpersonal skills are important because negotiation is essentially a process of communication, trust building (or breaking), and mutual persuasion. This course will develop a set of conceptual frameworks that should help students analyze future negotiation situations and prepare more effectively. Through participation in negotiation simulations, students will have the opportunity to exercise powers of communication and persuasion and to experiment with a variety of negotiation tactics and strategies. Students must be available Tuesday from 4 p.m.–6 p.m. to participate in group exercises. STM-221 must be used as the prerequisite for the January course STM-230, Advanced Workshop in Multiparty Negotiation and Conflict Resolution. STM-221 and HLS-4410021, the Winter Negotiation Workshop, may not both be taken for credit.

SE **STM-301** **Operations Management** — **Stuart** — M/W — 1:10-2:30

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.

SE Indicates courses that may be of interest to students focusing on social entrepreneurship.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE STM-400	Financial Control in Nonprofit and Public Organizations	Sparrow	M/W	8:40-10:00

For students who understand the importance of sound financial management in public or not-for-profit institutions but lack any formal training in this area. The course demystifies financial terminology and teaches the basics of financial accounting and managerial control. The first half of the course provides hands-on experience with numbers as students learn cash and accrual accounting methods and conventions. The second half explores the connections between financial control systems and managerial purposes, enabling students to understand what different reporting, cost accounting, and modeling systems can and cannot do for them. Topics include: cash and accrual accounting, financial statement analysis, fixed and variable costs, direct and indirect costs, cost accounting, activity-based costing, modeling, endowment management, and fraud control. No prerequisites, but students will be expected to begin working through Anthony and Pearlman's *Essentials of Accounting* (9th Edition) prior to the first class. Exercises will require use of Microsoft Excel. Not open to undergraduates.

SE STM-401MB	Financial Management in Public and Nonprofit Organizations	Thornburg	T/Th	8:40-10:00

Provides students with an understanding of nonprofit and public financial statements including familiarity with accounting terminology and accounting principles for various organizations. Students will gain a working knowledge of basic financial management tools including cost analysis and behavior, break-even analysis, financial ratios and benchmarking tools and other techniques used in nonprofit and public organizations. Through problem sets and case studies, the concepts and tools will be applied to assess financial viability, debt capacity, and operating performance of nonprofit and governmental entities. This introductory course is designed for students with no prior experience or training in accounting or finance and serves as a prerequisite for upper-level courses in financial management.

SE STM-501M	Group and Team Dynamics	Gonzalez	M/W	2:40-4:00

More than ever, major decisions in organizations are made by collections of individuals, and groups and teams are responsible for executing tasks in the workplace. What happens when members of these groups get together to reach decisions and get things done? In this course, we will open up the black box of group functioning. We will reveal the fundamental building blocks of group decision-making processes. The dynamic social processes that help and hinder group performance will also be uncovered. Groups have the potential to outperform individuals acting alone, but this potential all too often goes unrealized. The topics covered in this course will help you to develop a framework for understanding the internal operation of groups, small and large – and help you as a leader, manager, or key contributor, to enhance the efficiency and effectiveness of the boards, committees, task forces, and working groups to which you belong.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE STM-502 *Not offered*	Managing People: Self, Relationships, and Teams	Katz	T/Th	11:40-1:00
SE STM-504	Building Organizational Social Capital: Informal Networks Within and Between Organizations	Lazer	M/W	10:10-11:30

How does the informal set of connections within and among organizations ("organizational social capital") affect how organizations function and perform? There has been enormous attention in recent years on the role that informal networks play in the success of individuals — witness the rise of online services such as LinkedIn, Facebook, and other social networking sites. There has also been an increased awareness that public value is coproduced by public and private actors and that the system's effectiveness at producing public value depends on how those actors are connected. The objective of this course is threefold: (1) To master key ideas regarding organizational social capital. Why do informal networks matter? When do they matter? (2) To provide a set of diagnostic tools to examine the structure of a network. Who talks with whom? Are the people who should be talking to each other actually talking to each other? (3) To distill this research into a set of actionable tools for managers. What policies encourage an effective informal network to emerge in an organization? How do we use existing networks to catalyze collaboration within an organization and/or among organizations?

STM-517m *Not Offered*	Social Psychology for Managers and Policy Analysts	Katz	M/W	11:40-1:00
STP-150Y *New meeting time*	Seminar in Science, Technology, and Public Policy (Yearlong)	Boatwright Wilson Toft	W	4:10-6:00

This seminar structures students' efforts, and supplements their concentrated substantive work with faculty advisors, on a Policy Analysis Exercise (PAE) in the area of science, technology and public policy. The objective of the seminar is to help students select their topics and advisors and to create a supportive social infrastructure for students working on their PAE. Students will be matched with individual advisors (apart from the faculty leading this seminar) who are specialists in the area in which the student is doing the PAE and who are in the best position to give customized advice. The early part of the seminar is organized around topic/client selection, matching students with advisors, and research design. The latter part focuses on how to organize the materials gathered for the PAE. Students will give each other feedback and present their findings to the seminar. Open to MPP2 students only. Taught jointly with ENR-150Y and ISP-150Y.

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	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	1123-01	Entrepreneurial Leadership: Past, Present and Future	Koehn	X	10:05-11:25
SE	1123-02	Entrepreneurial Leadership: Past, Present and Future	Koehn	X	11:40-1:00
	1504-00	Building and Sustaining a Successful Enterprise *Closed to cross-registrants*	Christensen	X	8:30-9:50
	1550-00	Managing in the Information Age	McAfee	Y	10:05-11:25
	1562-00	The Moral Leader *Submit CV to Professor Wheeler and Mary Alice Wood. HBS*	Wheeler	M/T	3:00-5:00
	1582-00	Leading and Governing High Performing Nonprofit Organizations	Ebrahim	X	11:40-1:00
SE	1602-01	Entrepreneurship in Education Reform *By lottery; closed January 15*	Childress	X	10:05-11:25
SE	1602-02	Entrepreneurship in Education Reform *By lottery; closed January 15*	Childress	X	11:40-1:00
SE	1640-01	International Entrepreneurship	Isenberg	X	8:30-9:50
SE	1640-02	International Entrepreneurship	Isenberg	X	10:05-11:25
	1647-00	Building Business in the Context of a Life	Davis	X	1:30-2:50
SE	1660-00	Entrepreneurship and Venture Capital in Health Care	Hamermesh Higgins	Y	8:30-9:50
	1816-01	Managing, Organizing, and Negotiating for Value	Hall	Y	10:05-11:25
	1816-02	Managing, Organizing, and Negotiating for Value	Wasynczuk	Y	11:40-1:00
	1905-00	Agribusiness (Half Course)	Bell	Y	11:40-1:00
SE	1908-00	Business at the Base of the Pyramid *Contact Luz Velazquez, HBS*	Rangan, Chu	X	1:30-2:50

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	1914-01	Strategic Marketing in Creative Industries *Email resume to Elaine Shaffer, HBS*	Elberse	X	10:05-11:25
	1914-02	Strategic Marketing in Creative Industries *Email resume to Elaine Shaffer, HBS*	Elberse	X	11:40-1:00
	2010-00	The Board of Directors and Corporate Governance	Khurana	X	1:30-2:50
	2020-01	Leading Teams	Ely	Y	11:40-1:00
	2020-02	Leading Teams	Ely	Y	1:30-2:50
SE	2030-00	Leading Innovative Ventures	Tripsas	X	11:40-1:00
SE	2040-00	Managing Change	Kanter	W/Th	3:00-5:30
	2050-00	Great Business Leaders: The Importance of Contextual Intelligence *New meeting time; full course; new course number*	Mayo	X	11:40-1:00
	2056-00	Power and Influence	Thomas	Y	10:05-11:25
	2215-00	Great Negotiators (Half Course)	Sebenius	X	1:30-2:50
	2240-00	Complex Negotiation *Submit CV to Professor Wheeler and Mary Alice Wood, HBS*	Wheeler	Y	11:40-1:00
	2275-00	Advanced Negotiation (Half Course)	Sebenius	X	8:30-9:50
	6340-00	Field Study Seminar: Innovating in Health Care	Herzlinger	Y	1:30-2:50

Courses on the HBS "X-Schedule" generally meet in the first half of the week; those on the "Y-Schedule" generally meet in the second half. For details, point your web browser to "crossreg.hbs.edu" and click on "Course Planning Resources."

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SPRING 2009 HARVARD GRADUATE SCHOOL OF DESIGN

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
5103	Public and Private Development *Additional course listing*	Kayden	M/W	11:30-1:00
5201B	Urban Politics, Planning, and Development *Additional course listing*	Fainstein	T/Th	10:00-11:30
5302	Transportation Policy, Planning, and Management *Additional course listing*	Gomez-Ibanez	M/W	10:00-11:30
5403M3	Public Approvals for Private Development Projects *Additional course listing*	Kiefer	T/Th	4:30-6:00
5473	Housing Policy in the United States: The Intersection of the Public and Private Sectors *Additional course listing*	Belsky	F	2:00-5:00
7407	Managing the Design Project *Additional course listing*	Jennings	Th	8:30-11:30

HARVARD DIVINITY SCHOOL

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
2526	Religion, Politics, and Public Policy in the U.S. *Offered in Fall 2008, not spring 2009*	**Parker**	TBA	TBA
2721	The Ethical and Religious Thought of Martin Luther King, Jr.: Seminar	**Williams**	M	3:00-5:00
2819	Ethics and Public Policy	Paris	M/F	1:00-2:30
2853	The Politics and Ethics of the Use of Force *Additional course listing*	Hehir	T/Th	2:40-4:00
SE 2893	Moral Leadership: Self, Other, and Action	**Ganz, Steinberg**	M	4:10-6:00
SE 2914	Organizing: People, Power, and Change *New meeting time*	**Ganz**	T/Th	2:40-4:00
2925	Administration and Leadership	**Click**	W	3:00-5:00
SE 2987	Faith-Based Economic Development	**Adams**	Th	3:00-5:00

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
A-010B	Communication and School Leadership (Module)	**Jentz**	M/F	8:30-4:00
A-010C	Adult Development and School Leadership (Module)	**Kegan**	T/W/Th	8:30-11:30 (T/Th) 9:00-12:00 (W)
A-010H	Financial Strategy and Leadership in High-Performing Nonprofits	**Honan**	T/Th	2:40-4:00
A-018	Strategic Management for Public Purposes	**Spence**	T/Th	10:10-11:30
SE A-027	Managing Financial Resources in Nonprofit Organizations	**Honan**	T/Th	8:30-10:00
A-102	Native Americans in the 21st Century: Nation-Building II	**Norman**	T	4:00-6:00
SE A-106	Social Capital, Schools, and Democracy	**Warren**	T	1:00-4:00
A-114	Schooling and Society	**Mehta**	F	12:00-3:00
A-152	Proseminar on the Urban Superintendency (Yearlong)	**Peterkin Jewell-Sherman**	T	11:30-4:00
SE A-307	Practicum on Leadership in Nontraditional Settings (Yearlong) *New meeting time*	**Teitel**	F	1:00-4:00
A-320	Building a Democratic School	**Nathan**	Th	4:00-7:00
A-328	Proseminar: School Leadership (Yearlong)	**Jackson**	T	5:00-7:00
A-340	Internship on the Urban Superintendency	**Peterkin**	8/1/08-3/31/09	
SE A-506	Teachers' Unions and School Improvement	**Johnson**	Th	1:00-4:00
A-604	Partnering: Leadership Skills for a Networked World	**Teitel**	F	8:30-11:30
A-770	Reflecting on Leadership, Management, and Governance *New course name*	**McLaughlin**	F	9:00-12:00
SE A-804	Monitoring and Evaluating for Improving Education Systems	**Hua**	W	2:00-5:00
SE A-810Z	Community Participation in Education: Lessons from Africa	**Burchfield**	Th	4:00-7:00
SE A-811	Education, Poverty, and Inequality in Latin America *New meeting time*	**Reimers**	F	8:30-11:30
SE AT-105	New Professional Roles for Teachers	**Boles**	W	4:00-7:00
SE H-175	Good Work in Education: When Excellence, Engagement and Ethics Meet	**Gardner**	M	4:00-6:00
H-310Z	Educating for Democracy Through Facing History and Ourselves	**Selman**	M	4:00-6:00
T-006	Adult Development	**Kegan**	M	12:00-2:00
T-330A	Seminar and Practicum in School Principalship: Instructional Leadership and Supervision (Elementary-School Level) (Yearlong)	**Jewell-Sherman**	Th	8:30-11:30
T-330B	Seminar and Practicum in School Principalship: Instructional Leadership and Supervision (Middle-School Level) (Yearlong)	**Jewell-Sherman**	Th	8:30-11:30
T-330C	Seminar and Practicum in School Principalship: Instructional Leadership and Supervision (High-School Level) (Yearlong)	**Jewell-Sherman**	Th	8:30-11:30
T-405	Social Dimensions of Teaching and Learning	**Gehlbach**	T	2:30-5:30

SE Indicates courses that may be of interest to students focusing on social entrepreneurship.

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	African and African American Studies 147	Racial Identity, Politics, and Public Policy *New meeting time*	Bobo	M	3:00-5:00
SE	African and African American Studies 197	Poverty, Race, and Health	Williams	M	4:00-6:00
SE	African and African American Studies 211	Social Structure and Culture in the Study of Race	Wilson	Th	2:00-4:00
	Anthropology 1760	Nationalism and Bureaucracy *Not offered*	Herzfeld	M/W	10:00
SE	Anthropology 2800	Intervention: The Anthropology of Post-Conflict Humanitarianism *New meeting time*	Theidon Del Vecchio Good	W	1:00-3:00
SE	Economics 1393	Poverty and Development	Nunn	M/W	1:00-2:30
	Economics 1400	The Contents of Globalization: Issues, Actors, and Decisions *Expected to be given 2009-2010*	Summers Pritchett	T/Th	11:30-1:00
	Economics 1410	Public Sector Economics	Desai Feldstein	M/W/F	9:00
	Economics 1420	American Economic Policy *New faculty*	Baicker Feldstein Lawrence Liebman Stavins	M/W/F	10:00
	Economics 1430	Macroeconomics and Politics	Barro	T/Th	2:30-4:00
	Economics 1460	Economics of Health Care Policy	Newhouse	M/W	8:40-10:00
SE	Economics 1815	Social Problems of the American Economy	Katz	T/Th	10:00-11:30
SE	Economics 2058	Networks and Social Capital *New meeting time*	Mobius	T/Th	8:30-10:00
SE	Economics 2330	History and Human Capital *New meeting time*	Goldin Katz	M/W	2:30-4:00
SE	Economics 2350	Workshop in Religion, Political Economy, and Society	Barro Glaeser Khwaja McCleary	Th	12:30-2:00
	Economics 2670	Organizational Economics	Baker	M/W	10:30-12:00
	Economics 2811	Social Economics	Fryer	M/W	8:30-10:00
	Government 1039	Democratic Theory	Mansbridge	T/Th	1:10-2:30
SE	Government 1057	Global Distributive Justice and Political Borders: Seminar	Welch	TBA	TBA

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE Government 1093	Ethics, Biotechnology, and the Future of Human Nature	Sandel Melton	M	2:00-4:00
Government 1111	Political Institutions in Democracies and Non-Democracies *New meeting time*	Ichino	T/Th	10:00
SE Government 1295	Comparative Politics in Latin America	Levitsky	M/W	2:00-3:30
SE Government 1362	Democratic Citizenship, Public Opinion, and Participation in the US	Gay	M/W	10:00
SE Health Policy 2000	Core Course in Health Policy	Frank Newhouse Zaslavsky	T/Th	4:00-6:00
History 1452	American Politics and Society, Reconstruction to the Present	Throntveit	T/Th	10:00
SE History 2918	International Human Rights	Elkins	M	4:00-6:00
SE History of Science 293	Experts, Politics and Public Policy *Expected to be given 2009-2010*	Jasanoff	TBA	TBA
SE Philosophy 171z	Global Justice	Risse	T/Th	10:00
SE Philosophy 276x	Bioethics: Seminar	Kamm	W	5:00-7:00
Psychology 1505	Social Cognition *New meeting time*	Langer	T/Th	10:00-11:30
Psychology 1551	Mind Perception *Offered Fall 2008, not Spring 2009*	Wegner	M	2:30-4:30
Psychology 2553r	Decision Making and Negotiation: Research Seminar	Bazerman	TBA	TBA
Psychology 2555r	Emotion and Decision Making: Research Seminar *Additional course listing*	Lerner	Th	2:30-4:00
Psychology 2570r	Intergroup Relations: Research Seminar	Sidanius	Th	5:00-7:00
Psychology 2650	Behavioral Approaches to Decision Making and Negotiation	Bazerman	M	3:00-6:00
Psychology 2670b	Decision Making II *Prerequisite: Psychology 2670a or 1571a*	Langer	T	1:30-3:30
SE Sociology 159	Social Entrepreneurship	Ager	T/Th	1:00-2:30
SE Sociology 190	Life and Death in the U.S.: Medicine and Disease in Social Context	Christakis	M/W	3:00

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE 32370A	Community Action for Social and Economic Rights *New meeting time*	**White**	M	7:00-10:00
SE 35265A	Election Law: The Law of Democracy	**Kang**	M/T	5:00-7:00
SE 38200A	International Human Rights	**Goodman**	M/T	1:00-3:00
SE 38230A	Human Rights, State Sovereignty, and Prosecution: Issues in Forced Migration and Refugee Protection	**Bhabha**	T	5:00-7:00
SE 38735A	International Human Rights and Domestic Law in the Inter-American System: Reading Group	**Carozza**	Th	5:00-7:00
SE 41790A	Leadership in the Public Sector	**Heymann**	M/T	1:00-2:30
44000A	Mediation	**Hoffman**	Th	4:00-7:00
44100A	Negotiation Workshop B	**Bordone**	W/Th	3:00-7:10
44105C	Negotiation and Mediation: Clinical Workshop	**Bordone**	T	5:00-7:00
48325A	Trust, Vision, and Doubt in Law, Politics and Ethics *New meeting time*	**Brewer**	M/W	11:00-12:00
90452A	Challenges in Global Economic Governance	**Dunoff**	W	5:00-7:00
90480A	Citizenship: Seminar	**Neuman**	W	5:00-7:00
95311A	Advanced Research Seminar on Law and Policy (Fall and Spring)	**Heymann**	T	5:00-7:00
95925A	Law and Politics: Seminar	**Robinson**	T	5:00-7:00

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
CS704.0	Human Values as They Relate to Medicine (Half Time)	**Diamandopoulos**	M/W/F	2:00-5:00
GR502M.5	Decision Making and Resource Allocation in Medicine (Yearlong)	**Cummings**	T	11:00
HC706.0	Introduction to Health Care Management	**Finkelstein Slavin**	TBA	TBA
HO730.0	Emerging a Culturally Competent Physician: Self Awareness and Cultural Identity	**Goodenough Llerena-Quinn**	T	5:30-7:30
SE HT939.0	Designing and Sustaining Technology Innovation for Global Health Practice *Additional course listing*	Blander, Demirci	T	3:30-6:30
ME726M.0	Spirituality and Healing in Medicine	**Peteet D'Ambra Lowenstein**	T	5:30-7:30
SE SM715.0	Seminar in Global Health Equity	**Good, Good**	TBA	TBA

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	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	EH231	Occupational Health Policy and Administration	Langer Christiani	M	3:30-5:20
	GHP283	Pharmaceutical Policy and Global Health	Reich	M	3:30-5:20
SE	GHP513	Public Health Operations in Complex Emergencies and War	Van Rooyen	Th	8:30-10:20
SE	HPM208	Health Care Regulation and Planning *Not offered*	Swartz	M/W	10:30-12:20
	HPM222	Financial Management of Health Care Organizations	Rivenson, Puhy	T/Th	10:30-12:20
	HPM223	Public Speaking for Managers	Campbell	T	3:30-5:20
	HPM230	Managing People in Health Care Organizations	Moseley	M/W	3:30-5:20
SE	HPM231	Competitive Strategy *New meeting time*	Kane	W/W	1:30-3:20
SE	HPM232	Operations Management in Service Delivery Organizations	Litvak	T/Th	8:30-10:20
SE	HPM233	Strategic Marketing Management in Health Systems	TBA	F	12:30-4:20
	HPM246	Seminar in Health Policy	Newhouse	T/Th	4:00-6:00
	HPM247	Political Analysis and Strategy for U.S. Health Policy *Not offered*	Blendon	M/W	4:30-6:00
	HPM278	Skills and Methods of Health Care Negotiation and Conflict Resolution	Marcus, Dorn	Th	8:30-10:20
	HPM283	Advanced Skills and Methods of Health Care Negotiation	Marcus, Dorn	Th	10:30-12:20
	HPM297	Public Opinion, Polling, and Public Policy *Not offered*	Blendon	M/W	10:10-11:30
	HPM516	Health Care: Quality Improvement	Leape, Schneider	T/Th	1:30-3:20
SE	HPM536	Leading Change	Conway	T	8:30-10:20
SE	ID236	Social Epidemiology *New instructor*	Williams	T	1:30-4:20
	ID242	Politics and Strategies for Change in Health Policy	Blendon	T/Th	3:30-5:20
	ID250	Ethical Basis of the Practice of Public Health	Wikler	M/W	10:30-12:20
	ID261 -- 01	Practice of Health Care Management	Kasten	M	5:30-7:20
	ID261 -- 02	Practice of Health Care Management	McDonough	M	8:30-10:20
SE	ID264	Practice of Family and Community Health	Gottlieb	F	8:30-10:20
SE	ID272	Financing Health Care in Developing Countries	Liu, Hsiao	T/Th	1:30-3:20
	ID284	Media and Health Communication: Practical Skills	Winsten Herman Kawachi	M	10:30-1:20
	ID292	Justice and Resource Allocation	Daniels	T/Th	10:30-12:20
SE	ID536	Business Planning for Health Organizations	Campbell	F	10:30-12:20
SE	SHH207	Race, Ethnicity, and Health: Perspectives from Social and Behavioral Sciences *New instructor; New meeting time*	Williams	T	3:30-6:20
SE	SHH210	Women, Health, and Development: Reconciling Science and Policy	Swenson	W	3:30-5:20
	SHH211	Health Promotion Through Mass Media	Viswanath	T	10:30-1:20
	SHH220	Society and its Effects on Child Health *New meeting time*	Palfrey, Samuels	T/Th	1:30-3:20
	SHH246	Issues in MCH Programs and Policies	McCormick	M/W	8:30-10:20
	SHH298	Issues in Minority Health Policy	Reede, King	W	3:30-5:20
SE	WGH200	Women, Gender and Health	Krieger, Gruskin	W	12:30-3:20

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
15.067	Competitive Decision-Making and Negotiation	**Kaufman** **Gordon**	M/W	4:00-6:30
15.071	The Edge: Decision Methodologies for Managers	**Bertsimas**	M/W	4:00-5:30
15.127J	Designing and Sustaining Technology Innovation for Global Health Practice	**Demirci, Blander**	T	3:30-6:30
15.141J	Economies of Health Care Industries	**Berndt**	W	4:00-7:00
15.220	Global Strategy and Organization	**Lessard** **Obukhova**	M/W T/Th	8:30-10:00 10:00-11:30 2:30-4:00 4:00-5:30
15.270	Ethical Practice: Professionalism, Social Responsibility, and the Purpose of the Corporation	**Hafrey**	M/W	2:30-4:00
15.281	Advanced Managerial Communications	**Hartman**	M/W	2:30-4:00 4:00-5:30
15.305	Leadership and Management *Not offered*	**Ancona, Keller**	TBA	TBA
15.317	Organizational Leadership and Change	**Kochan, Klein**	F	8:30-11:30
15.318	Leadership and Change in Organizations	**Klein**	F	1:00-4:00
15.388	Designing and Leading the Innovative Organization	**Burton**	M/W	8:30-10:00 10:00-11:30
15.390	New Enterprises	**Anderson/Aulet** **Afeyan**	M/W M	4:00-5:30 6:00-9:00
15.394	Designing and Leading the Entrepreneurial Organization	**Burton**	M	6:00-9:00
15.398	Corporations at the Crossroads: The CEO Perspective	**Anderson** **Kurzina**	W	6:00-8:00
15.399	Entrepreneurship Lab	**Bohn** **Morse** **Preston**	W	6:00-9:00
15.431	Entrepreneurial Finance	**Schoar**	M/W	1:00-2:30 2:30-4:00
15.569	Leadership Lab: Creating Systemic Change Across Value Chains *Not offered*	**Orlikowski** **Senge**	TBA	TBA
15.665	Power and Negotiation	**Curhan**	Th	2:30-5:30 6:00-9:00
15.667	Negotiation and Conflict Management *Not offered*	**Rowe, Kochan**	TBA	TBA

This information is provided largely as a guide to future planning. Because of the deadlines and procedures for pre-registration, cross-registration, and course bidding at Sloan, many of these courses may be closed by mid-January. Please contact the registrar's office at MIT early in your course planning for the next semester for the latest information on how to cross-register.

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DHP D220 (01)	Processes of International Negotiation	**Ganson**	F	9:00-11:00
DHP D220 (02)	Processes of International Negotiation *New instructor; new meeting time*	**Ganson**	W	3:20-5:20
DHP D221	International Mediation *New meeting time*	**Babbitt**	T	3:20-5:20
DHP D227	Law and Politics of International Conflict Management	**Chayes**	T/Th	9:40-10:55
SE DHP D228m	Protracted Social Conflict: Dynamics, Major Issues, and Possible Consequences *Additional course listing*	Rouhana	TBA	TBA
DHP D233	Daily Risks and Crisis Events: How People and Planners Cope with Vulnerability *New meeting time*	**Webb**	T	9:00-12:00
DHP D235	Research Methods in Humanitarian Settings *New meeting time*	**Jacobsen**	F	1:00
DHP P203	Analytic Frameworks for Public Policy Decisions *New meeting time*	**Gideon**	T/Th	9:40-10:55
DHP P205	Decision Making and Public Policy	**Martel**	M/W	11:05-12:20
DHP P209	International NGOs: Ethics and Management Practice *Additional course listing*	Hammock	M	1:00-3:10
SE DHP P219	Political Economy of Development	**Burgess**	M/W	1:55-3:10
SE DHP P227	Advanced Seminar in Development and Conflict Resolution *New instructor; new meeting time*	**Uvin, Chigas**	F	8:30-10:30 9:00-5:00
DHP P232	Communication Policy Analysis	**Gideon**	M	3:20-5:20
SE EIB B290	Leadership: Personal and Organizational Challenges	**Thomas**	F	9:00-12:00
SE EIB E245	Managing Economic Reform in Low Income Countries	**Botchwey**	M	3:20-5:20
SE ILO L211	Seminar on Current Issues in Human Rights	**Hannum**	T	3:20-5:20
SE ILO L220	International Organizations	**Johnstone**	M/W	8:15-9:30
ILO L221	Seminar on Actors in Global Governance	**Johnstone**	W	3:20-5:20

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