LEADERSHIP COURSES

academic year
2009 – 2010

AT HARVARD UNIVERSITY AND BEYOND

INCLUDING COURSES IN SOCIAL ENTREPRENEURSHIP

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 (CPL) 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 building a community of leadership scholars at Harvard and beyond; supporting faculty leadership research; serving as home to five master's level fellowship programs focused on public service, holding major conferences on the practice and theory of leadership; and offering study groups, workshops, and presentations for HKS students. For more information about CPL, please 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 2009-2010 at Harvard University's graduate schools, Sloan School of Management at the Massachusetts Institute of Technology, and the Fletcher School of Law and Diplomacy at 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: The Guide to Nonprofit Courses: Harvard University and Beyond, *published online by the Hauser Center for Nonprofit Organizations at http://www.hks.harvard.edu/hauser/students/courseguide/index.html*

Many factors affect course choices for students, including program requirements, prerequisites, enrollment policies, and scheduling. While we recognize that Leadership Courses *cannot address all of the logistical concerns that shape students' course choices, we hope we can provide an inspiring overview of the very rich possibilities for studying leadership at Harvard and beyond.*

Leadership Courses *also provides an overview of CPL's leadership development framework (pages 5-7). The framework organizes leadership skills and capabilities in seven key areas. The overview provides a representative sampling of how courses can be mapped to the framework. We encourage students to use this overview to help them plan their leadership course choices in ways that cover the many facets of leadership. 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.*

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

- Information here was current in mid-August 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 8.
- The Center will publish a supplemental course listing in January with updated course information for Spring 2010.
- 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.
- Detailed information about cross-registration can be found at the registrars' websites for each school (see below). In addition, Harvard University has a central website about cross-registration: http://crossreg.harvard.edu/OASIS/CrossReg/index.html
- 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.

We welcome your comments and suggestions, which will help us improve future editions of *Leadership Courses*. Please send comments to Owen Andrews, Research Manager, CPL at owen_andrews@hks.harvard.edu.

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 leadership development workshops and study groups 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 (page 6) 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, study groups, and seminars offered by CPL help students gain insights into their personal development as leaders and their interpersonal leadership competencies. Courses offered by the HKS faculty cover most aspects of the remaining four.

A Mapping Sample

Rather than providing a complete mapping of HKS and other Harvard professional school courses to the CPL leadership development model, a mapping sample is provided. Its intent is to suggest how students can assess how the courses they are considering could meet different possible leadership development needs. 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 focus on the most. We are grateful to Bill and Penny George and the George Foundation for generous support of this project.

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

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?

A Mapping Sample

PRIMARY	SECONDARY	NUMBER	TITLE	INSTRUCTOR(S)
CATALYTIC	Contextual	DPI-115	The American Presidency	R. Porter
	Organizational	MLD-110	Strategic Management for Public Purposes	P. Zimmerman
	Social Systems	HUT-205	Leading Cities	S. Goldsmith. A. Williams
CONTEXTUAL	Catalytic	MLD-801	Strategic Management of Nonprofit and Nongovernmental Organizations	C. Stone
	Leadership Theory	IGA-301	Leadership and 20th Century American Foreign Policy	J. Nye
	Social Systems	DPI-222	Presidential Elections	E. Kamarck
INTERPERSONAL	Catalytic	MLD-221	Introduction to Negotiation Analysis	B. Mandell, L. Kaboolian
	Organizational	DPI-324	Running for Office and Managing Campaigns	S. Jarding
	Personal	MLD-502	Managing People: Self, Relationship, Teams	C. Gonzalez
LEADERSHIP THEORY	Organizational	IGA-306	The Politics and Ethics of the Use of Force	B. Hehir
	Social Systems	MLD-201A	Exercising Leadership: The Politics of Change	R. Heifetz
	Personal	MLD-364	Leadership on the Line	R. Heifetz
ORGANIZATIONAL	Social Systems	MLD-101	Strategy, Structure, and Leadership in Public Service Organizations	A. Zelleke, S. Kelman, J. Donahue, C. Letts
	Personal	MLD-325	Becoming a Leader	D. Gergen
	Interpersonal	MLD-717	The Arts of Communication	M. Danziger, T. McCarthy, H. Weeks
SOCIAL SYSTEMS	Catalytic	MLD-202	Leadership: A Cross-Cultural and International Perspective	D. Williams
	Interpersonal	MLD-377	Organizing: People, Power, and Change	M. Ganz
	Leadership Theory	MLD-351	Leadership Literacy	B. Kellerman

3 CONTACT INFORMATION

HARVARD UNIVERSITY

CROSS-REGISTRATION **crossreg.harvard.edu/OASIS/CrossReg/index.html**

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	www.hbs.edu/mba/registrar/crossregistration/
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) 495-3418

HARVARD LAW SCHOOL (HLS)

HOME PAGE	www.law.harvard.edu
COURSE CATALOGUE	www.law.harvard.edu/academics/courses/2009-10/
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	http://www.hsph.harvard.edu/administrative-offices/registrar/cross-registration/
REGISTRAR	(617) 432-1032

MASSACHUSETTS INSTITUTE OF TECHNOLOGY– SLOAN SCHOOL OF MANAGEMENT

HOME PAGE	http://mitsloan.mit.edu
COURSE CATALOGUE	http://student.mit.edu/catalog/m15a.html (Management courses only)
REGISTRAR	(617) 258-6409 (Records and Registration) (617) 258-6412 (Catalogue)

TUFTS UNIVERSITY – FLETCHER SCHOOL OF LAW AND DIPLOMACY

HOME PAGE	www.fletcher.tufts.edu
COURSE CATALOGUE	fletcher.tufts.edu/academic/course-descriptions.shtml
CROSS-REGISTRATION	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/OASIS/CrossReg/index.html, 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.*

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 the 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 be required.

FALL **2009** HARVARD KENNEDY SCHOOL

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE API-129	Social Problems and Government Responses	E. Luttmer	M/W	1:10-2:30

How do governments respond to social problems such as poverty, inequality, and economic insecurity? Which policies are effective, which are not, and why? What are the drawbacks of various policies? This public economics course uses a rich mix of economic theory, empirical analysis, and practical policy applications in both developed and developing countries to gain a better understanding of income redistribution and social insurance programs that address these social problems. In particular, the course will analyze welfare, workfare, wage subsidies, food vouchers and subsidies, public pensions, mandated benefits, unemployment insurance, disability insurance, and public health insurance. A central goal of the course is to enable students to apply the fundamental economic principles of social insurance and income redistribution to the design and analysis of government programs anywhere in the world. **Prerequisites:** Microeconomics at the level of API-101/102; statistics/empirical analysis at the level of API-201/202.

BGP-100	The Business-Government Relationship in the United States	R. Porter	T/Th	2:40-4:00

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

BGP-256	Management, Finance, and Regulation of Public Infrastructure	H. Lee	M/W	11:40-1:00

This course will look at efforts to manage, finance, and regulate the transportation, telecommunication, water, sanitation, and electricity infrastructure systems in developing countries. Issues to be discussed include public-private partnerships, awarding concession contracts, project finance, contract and discretionary regulation, asset valuation, and managing the political context in which infrastructure decisions are made. The course will rely on case material taken from infrastructure programs in developing countries, including Brazil, Mexico, Thailand, Laos, Argentina, Philippines, Uganda, Madagascar, and India, as well as key developed countries, including the United Kingdom and Australia.

DPI-106M	Acting in Time (January Module)	D. Ellwood, C. Stone	Jan 8-15	10:10-11:30 1:30-4:00

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

DPI-115 **The American Presidency** — **R. Porter** — T/Th — 11:30-1:00

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

DPI-150Y **Seminar: Press, Politics, and Public Policy** — **B. Purcell, J. R. Baum** — Th — 4:10-6:00

Examines selected topics about democratic politics and institutions such as campaigns, elections, advocacy, organizing, lobbying; and about the press and its interactions with politics and public policy. MPP2 students will produce an individual, original, and in-depth policy analysis exercise. Classes consist of discussions and student oral presentations. Students will produce an individual, original, and in-depth Policy Analysis Exercise. *Open to MPP2 students only.*

DPI-201 A, B, C, D, E **The Responsibilities of Public Action** — **M. Risse (A), A. Fung (B), F. Kamm (C), C. Robichaud (D, E)** — M/W — 2:40-4:00 (A-D), 11:40-1:00 (E)

This course is a philosophical examination of the responsibilities of public policymakers in a democracy. The course asks two questions: (1) What should governments do? (2) What should political actors do? The first question requires consideration of public principles that guide good, just, and legitimate public policy. The second question requires consideration of the many and often competing obligations that should guide political actors inside and outside government, particularly when there is disagreement about what is good, just, and legitimate public policy. Discussions and assignments focus on applications of theoretical concepts from scholarly readings in philosophy and political theory to practical issues of public policy and policymaker responsibility. Open to non-MPP1 students by permission of instructor only.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

DPI-202 **Ethics in Public Life** — **K. Winston** — T/Th — 8:40-10:00

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

DPI-225 **Religion and Government: Choices of Morality, Law, and Policy** — **J. B. Hehir** — M — 4:10-6:00

This seminar examines issues of religion and the state as they are played out in the U.S. constitutional system. Course literature will be drawn from theological, moral, and legal sources. Particular attention will be given to how issues of religion and government impact and influence nonprofit organizations based in a religious tradition. Also offered by the Divinity School as HDS-2852.

SE **DPI-312** **Sparking Social Change** — **M. Moore, A. Fung** — M/W — 1:10-2:30

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

DPI-324 **Running for Office and Managing Campaigns** — **S. Jarding** — T/Th — 1:10-2:30

Designed to demystify the daunting political campaign process and operations for students who wish to run for political office or work in political campaigns. Covers all aspects of modern campaigns beginning with a discussion of the many variables candidates must consider before making the ultimate decision to run. Discusses how to create a campaign budget and how to determine how much a candidate must raise to win. Addresses how best to staff the campaign; to fundraise; how to determine the best message and how to create and implement it; how to target voters for persuasion and turnout; how to schedule and advance the candidate; set up the campaign communications office and work with the media; and how to conduct and utilize self and opposition research; the legal needs of a campaign; the increasingly powerful use of the Internet; and how to work with the blogging community. Also addresses how to set up and run a campaign field operation from campaign visibility to the ultimate job of turning out voters to the polls. Instructor is a veteran campaign manager and strategist.

DPI-330 **The Making of a Politician** — **S. Jarding** — T/Th — 10:10-11:30

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.

DPI-608 **Political Communication** — **M. Baum** — M/W — 11:40-1:00

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

DPI-611 **Mass Media, Public Opinion, and U.S. Foreign Policy** — **M. Baum** — M/W — 2:40-4:00

Investigates the various means through which the media and public opinion can influence U.S. foreign policy. Reviews historical perspectives regarding the "proper" role of public opinion in foreign policy and more recent challenges to this perspective. This will include consideration of whether and how the media influences what the public thinks about politics and foreign policy. The course considers such questions as: How does the public learn about foreign policy? Does it care about it? If so, under what circumstances will political leaders be responsive to public preferences? Does politics really stop at the water's edge? What effect has the advent of real-time global news reporting had on U.S. foreign policy? Is this a qualitative change, or are such claims exaggerated? The goal is to develop a coherent view of the interaction between the media, public opinion, and political leaders with respect to foreign affairs. Also offered by the Government Department as Gov. 2881.

DPI-684 **New Media and Democracy** — **N. Bowie** — T/Th — 1:10-2:30

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

DPI-701 **Reasoning from History** — **A. Keyssar, M. Temkin** — M/W — 11:40-1:00

This course is the schools introduction to the uses of history and historical reasoning for policymakers. It examines the diverse ways in which policymakers and social scientists commonly (and frequently) utilize historical reasoning, as well as the manner in which beliefs about history shape debates about public issues. It explores common pitfalls in the uses of history, encouraging students to develop techniques that can help them become more self-conscious and skillful in their uses of the past. Also examines collective historical memory and compares historical reasoning to other modes of analysis. Cases are drawn from both the domestic and international policies of various countries. In 2009 the course will pay particular attention to the ways in which knowledge of history and historical reasoning are relevant to understanding the current global economic crisis.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE HCP-100	Introduction to Health Care Policy	S. Burke D. Stevenson	T	4:10-6:00

The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by the organization of this system. During the fall 2009 we will give special attention to the ongoing congressional efforts to reform the system. To do so, we will focus on the major health policy institutions and important issues that cut across institutions. The policy institutions include the major insurers, the federal budget process, and Congress. In addition special focus will be given to the quality of care, prescription drugs, and the role of consumers in health care. The course will be organized as a seminar. The instructors will introduce topics and guide discussions. Students are expected to actively participate in the discussion. Literature from economics, politics, medical sociology, and ethics will be incorporated into discussions and written exercises. No disciplinary background is assumed, nor is any special familiarity with the field of health care required.

SE HCP-150Y	Seminar: Health Policy and Management (Yearlong)	M. Ruggie	Th	4:10-6:00

Designed for MPP2s conducting independent Policy Analysis Exercises (PAEs) in the field of health policy. Past topics have included an evaluation of strategies to reduce adverse drug events in hospitals and employer response to "pay or play" systems. Large group meetings will focus on choosing a client, choosing a topic, and frameworks for policy analysis. Once clients have been chosen (October), we will 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, HUT-150Y,and NPS-150Y.

SE HCP-382	Health Policy Reform: Comparative Perspective	M. Ruggie	T/Th	11:40-1:00

The United States spends more than any other country on health care, yet ranks low in terms of efficiency, effectiveness, and equality. As policymakers embark on massive health care reform, many are asking what the US can learn from the experiences of other countries. Even though all countries struggle with the fundamental tension between controlling costs and improving health care provision and outcomes, many have reformed their health care systems and are making progress in achieving their goals. This course examines developments in financing, physician payments, primary care, and the use of hospitals and technology. We compare efforts in the US with those in Canada, Britain, and Germany in a search for transferrable lessons. We will also discuss such issues as the roles and relations of government and private actors, the distribution of responsibilities for processes and outcomes, the use of rationing, and the regulation of pharmaceutical prices.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE HCP-597	Core Course in Health Policy I	J. Newhouse A. Zalavsky	T/Th	4:10-6:00

This seminar 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:** API-101 at the A level, Econ. 2140, or equivalent. This course is required for HCP-598. 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.

SE HLE-111	Institutional and Community-Based Strategies to Support Children and Families	J. Boatwright Wilson	T/Th	2:40-4:00

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

SE HLE-122	Introduction to Educational Policy	J. Mehta	M	4:00-7:00

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE HLE-150Y	**Seminar: Human Services, Labor and Education Policy and Management (Yearlong)**	T. Nelson	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.

SE HUT-201	**Urban Politics, Planning, and Development**	A. Altshuler	T/Th	8:40-10:00

Examines the politics of urban planning, land use, environmental regulation, and economic development. Principal aim is to help students think strategically about the role of governance – and the group conflicts that swirl around it – in shaping the physical, social, and economic character of urban places. Focuses mainly on U.S. experience, but in global context and with attention to international comparisons. Policy topics include land use planning; zoning; infrastructure investment; downtown revitalization; public-private partnerships; and efforts to move from urban sprawl to "smart growth." Cross-cutting topics include: comparisons of U.S. patterns of urban planning and development with those in selected other countries; the causes and consequences of sprawl and racial-class segregation in U.S. metropolitan areas; business-government relations; and contending theories about the balance of forces in U.S. urban politics. Emphasis placed throughout on the special roles of business and of grass-roots democracy in U.S. urban governance, and on tensions between the values of economic development, citizen participation, and equity. Also offered by the Graduate School of Design as GSD-5201.

IGA-206	**The Politics and Ethics of Statecraft**	J. B. Hehir	M/W	2:40-4:00

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
IGA-225M	**Power in the 21st Century (Fall Module 1)**	J. Nye	W	4:10-6:00

This course is designed to introduce practitioners to the concept of power in international affairs, and how it is changing in the context of globalization and the information revolution. The module is designed to build on other courses in theory in the IGA concentration. It will be taught in a seminar format and theoretical readings will be supplemented by policy cases.

IGA-301	**Leadership and 20th Century American Foreign Policy**	J. Nye	M	4:10-6:00

This course analyzes a series of historical case studies regarding presidents and the foreign policy decisions they have made. Students are required to complete an average of 150-200 pages of readings a week; study questions will be provided to help guide their reading. The seminar will be taught by Socratic cold calling and based on the assumption that the reading is done before class. Participation is restricted to 36 students. Each student will be required to write a paper and participate in a group exercise.

SE IGA-304	**Human Rights and International Politics: The Basic Policy Dilemmas**	M. Risse R. Stewart	T/Th	10:10-11:30

An introduction to international human rights and the dilemmas that result when states, NGOs, international institutions, and citizens try to use human rights to guide policy and action. Designed to answer basic questions like: Why do we have human rights? Are they universal? How do we reconcile conflicts between rights? What precise role should they play in determining public policy? What are the limits and shortcomings of human rights as an ethical framework? Readings range from case-specific studies to historical and political theory. Emphasis is placed on human rights as an ethical framework for public policy, rather than as a system of international law. No previous human rights experience or knowledge is required.

SE IGA-305	**International Childhood, Rights & Globalization**	J. Bhabha	M/W	11:40-1:00

Explores the impact of globalization on different aspects of childhood and on human rights issues affecting children who cross borders. Why are increasing numbers of children migrating without their families – to reunify with migrant parents after being left behind, in search of asylum, as victims of sexual or labor trafficking, as child soldiers, or as transnational adoptees? Why are citizen children unable to prevent the deportation of their noncitizen parents (does citizenship mean anything for children)? The course will consider immigration, refugee, and human rights questions as they relate to international childhood today. Also offered by the Law School as HLS-38880-31

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
IGA-308	Inclusive Security (January)	S. Hunt	Jan. 4-17, M-F	9:00-5:00

Here is an unusual opportunity to break open the concept of security and tackle leadership skills while examining the agency of women in conflicts around the world. Youll study the little understood structure of womens critical role in preventing or stopping violent conflict. Working in groups, youll then formulate concrete policy recommendations for womens full inclusion in formal and informal peace processes. The course bridges theory and practice, providing students with close interaction with inspiring women leaders from conflicts worldwide. In addition, youll receive individual classroom coaching to develop small presentation skills that have a big impact on your leadership. Grades are based on an analytical briefing paper for a policy-maker and a mock policy briefing, small group presentations of conflicts, other writing assignments (e.g. a letter to the editor and personal reflection), and class participation. Role-play, debate, video clips, films, and small group work enrich the learning far beyond readings, lectures, and classroom discussion. Many students describe this course as not only iconoclastic, but transformational. Course meets from 9 a.m.–5 p.m., unless otherwise specified, January 4-17

IGA-313	Science, Power, and Politics I	S. Jasanoff	W	2:10-3:30

This seminar introduces students to the major contributions of the field of science and technology studies (STS) to the analysis of politics and policy making in democratic societies. The objective is to deepen students understanding of the ways in which science and technology participate in the creation of social and political order. The seminar is devoted to reading and analyzing works by scholars in STS and related fields who have addressed such topics as the nature and role of scientific authority, sciences relations with the state, science and democracy, scientific and technical controversies, and citizenship in technological societies. Note: This seminar is usually paired with an advanced research seminar (IGA-314) in the spring semester, but IGA-314 will not be offered in 2009–10. Also offered by the History of Science Department as Hist. Sci. 285a

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
IGA-337	Decision Making in Recent Crises: The Formulation and Consequences of Key Decisions on Iraq, Afghanistan, and Pakistan	M. O'Sullivan	T/Th	10:10-11:30

This course uses some of the greatest contemporary challenges in American foreign policy to explore the broader issue of how and why important foreign policy decisions are made. Employing a decision making framework developed in class, students will examine more than a dozen specific, historic decisions made in regard to Iraq, Afghanistan, and Pakistan over the past seven years. This format will allow students to gain knowledge about the recent past, but also give students insight – through positive and negative examples – into how policy makers can make the best decisions in the face of imperfect information and various constraints. The course will enable students to extract lessons from Americas recent experience that have relevance to future nation-building efforts by the United States or other powers. Students will emerge from the course not only with substantive knowledge about Iraq, Afghanistan, and Pakistan, but equipped with analytical tools to understand and evaluate foreign policy decision making more generally.

MLD-101 A, B, C, D	Strategy, Structure, and Leadership in Public Service Organizations	A. Zelleke (A) S. Kelman(B) J. Donahue (C) C. Letts (D)	T/Th	11:40-1:00

This course introduces students to analytic techniques useful for managing and leading organizations. The course includes material on strategy formulation, decision-making and persuasion, performance measurement, organizational structure and interorganizational networks, working in teams, and operations management. This is a survey course, which also prepares students for higher-level courses in management. The sections of the course share a common core but differ in emphasis somewhat in terms of content and teaching style. Students will be given descriptions of section differences and will have the opportunity to express a preference for a section. Open to MPP1s only. May not be taken for credit with MLD-110.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

MLD-102 **Getting Things Done: Management in a Development Context** — **M. Andrews** — T/Th — 8:40-10:00

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

MLD-110 A, B **Strategic Management for Public Purposes** — **P. Zimmerman** — T/Th — 11:40-1:00

Focuses on strategic management in the public sectors of democratic societies. Critically examines and applies the assumptions, concepts, and tools of the new approaches to solving public problems that are being applied around the world. Important strategic decisions examined in the course include: formulating and articulating a mission and vision; formulating and internalizing in the organization a set of long-term objectives; translating objectives into measures of performance; designing production systems and organizational structures; and shaping organizational culture. Privatization and partnerships will be examined along with public provision as ways of creating public value. Most class meetings are case discussions, supplemented with conceptual materials, exercises, and group work. Cases and other readings are drawn from the United States, other industrialized countries, and developing countries. The course is designed for students with management experience. The spring B section will emphasize strategic management in education and human services, and this section is also offered by the Graduate School of Education as A-018. MLD-110 may not be taken for credit with MLD-101. Permission of the instructor required for non-HKS students.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

MLD-201A **Exercising Leadership: The Politics of Change** — **R. Heifetz** — M/W — 11:40-1:00

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.

MLD-221 A, B **Introduction to Negotiation Analysis** — **B. Mandell** — M/W — 10:10-11:30 (A) 1:10-2:30 (B)

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. MLD-221 must be used as the prerequisite for the January course MLD-230, Advanced Workshop in Multiparty Negotiation and Conflict Resolution. MLD-221 and HLS-4410021, the Winter Negotiation Workshop, may not both be taken for credit.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
MLD-230	Advanced Workshop in Multiparty Negotiation and Conflict Resolution (January)	B. Mandell	1/4/2010-1/17/2010	9:00 a.m.-8:00 p.m.

This intensive skill-building workshop on multiparty negotiation and conflict resolution (NCR) aims to help participants manage complex multi-stakeholder negotiations; mediate public disputes; design consensus-building procedures; examine cross-cultural differences and ethical dilemmas; and sustain cooperative relationships. The emphasis is on the NCR challenges faced by managers in the public and nonprofit sectors. Small groups will do intensive exercises, and participants will be provided with guided, repeated practice and feedback. **Prerequisite:** MLD-221. MLD-230 is offered in an intensive format in January (5-17). Students must be prepared to attend class daily from approximately 9 a.m.–8 p.m. and should plan their workload accordingly. MLD-230 and HLS-4410021, the Winter Negotiation Workshop, may not both be taken for credit.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
MLD-304	Judgment and Decision Making	I. Bohnet	M/W	2:40-4:00

Decision science focuses on understanding and improving the judgment and decision making of individuals, groups, and organizations. This course — an introduction to decision science — draws primarily on economics and psychology, examining the interplay between how people "should" make decisions and how people actually do. Through a combination of interactive exercises, quantitative analysis, and discussion of literature, students will learn to analyze the ways decisions are made and to improve their own judgments and decisions. Students will also learn ways to ground public policies and leadership plans in realistic assumptions about human nature. Some of the questions we will address include: Why are decision makers often overconfident? Why are they less willing to trust than to take an equivalently risky bet? Is it true that emotions corrupt, while cognitions clarify our thinking? In keeping with the interdisciplinary nature of the field, this course will be co-taught by professors from distinct disciplines: economics and psychology.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
MLD-307	Trust, Emotion, and Morality in Negotiation and Decision Making	J. Lerner	M	4:10-6:00

Addresses classic and contemporary research in trust, emotion, ethics, and morality as these factors shape negotiation and decision making. In addition to abundant reading, expert researchers from around the country will enrich the curriculum through guest lectures. Students enrolled in the course will have the opportunity to interact with the expert speakers and learn about current research. Students will develop research proposals that integrate the current scientific literature with the student's own interests. An extensive process of feedback will help students prepare high-quality proposals. The course is open to Harvard doctoral students. It is also open to others with the approval of the instructor. This course is designed to be Part I of a two-part series on judgment and decision making (Part II will be taught in the Spring by Professor Max Bazerman, HBS).

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
MLD-325	Becoming a Leader	D. Gergen	M/W	1:10-2:30

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
MLD-342	Persuasion: The Science and Art of Effective Influence (January)	G. Orren	1/5/09-1/16/09	9:00-6:00

Persuasion lies at the heart of our personal and professional lives. Whether the goal is to convince one person in a face-to-face encounter, influence a group in a meeting, sway an entire organization, or win over the public, the capacity to persuade is key to effective leadership. This course extracts from our knowledge of human behavior proven principles and techniques of effective persuasion. These powerful tools apply not only to public speaking and written communications, but also to one-on-one and small group interactions where most persuasion takes place every day. Students will hone their practical skills in persuasion through case studies, video examples, exercises, and role-plays. Students also will assess their personal strengths and weaknesses in persuasion, informed by the confidential assessments of others who have observed them closely in persuasion situations. MLD-342 is offered in an intensive format for two weeks in January. The class will meet daily from 9–6 p.m.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
MLD-355M	Public Narrative: Identity, Agency, and Action (Fall Module 1)	M. Ganz	T/Th	1:10-2:30

Public narrative is how we turn values into action — the discursive process by which individuals, communities, and nations construct identity, formulate choices, and motivate action. Because we use narrative to engage the "head" and the "heart," it both instructs and inspires, teaching us not only how we *ought* to act, but motivating us to act thus engaging the "hands" as well. Public narrative is a leadership art composed of three elements: *a story of self, a story of us, and a story of now.* A story of self communicates who I am — my values, my experience, why I do what I do. A story of us communicates who we are — our shared values, our shared experience, and why we do what we do. And a story of now articulates the present as a moment of challenge, choice, and hope. Based on a pedagogy of reflective practice, students will work in groups to learn to tell their own public story. Also offered by the Divinity School as HDS-2894.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
MLD-356M	Public Narrative: Conflict, Collaboration, and Coherence (Fall Module 2)	M. Ganz	T/Th	2:40-4:00

In this module we draw on literary, religious, philosophical, psychological, sociological, and political sources to deepen our understanding of the dynamics of public narrative. What about narrative conflict? Can we "negotiate" narratives — value-based identities — as we do "interests?" Under what conditions can narrative dissonance be constructive, creative, and generative and under what conditions can it be destructive, narrowing, and divisive? How do we manage the multiple overlapping narratives in which we play a part? Building on an understanding of how to tell their own public narrative, students will explore these and other questions in this dynamic new way of looking at collaboration and conflict — among individuals, communities, and nations. **Prerequisite:** Students must have taken MLD-355M. Also offered by the Divinity School as HDS-2894.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
MLD-364	Leadership on the Line (January)	R. Heifetz	M/F 1/5/09-1/16/09	9:00-5:30

To lead is to live dangerously. Although it may be exciting to think of leadership as inspiration, decisive action, and powerful rewards, leading requires taking risks that can jeopardize your career and your personal life. It requires putting yourself on the line, disturbing the status quo, and working with hidden conflicts. And when people resist and push back, there is a strong temptation to play it safe. Those who choose to lead take the risks and sometimes are neutralized for doing so. This course has three parts: (1) the sources and forms of danger in leadership; (2) diagnostic, strategic, and tactical responses to these dangers; and (3) how to stay alive, not only in your job, but in your heart and soul. Structured daily into large and small group discussions, the course draws on student cases and case-in-point teaching – using the classroom process to understand role and system dynamics. **Prerequisite:** MLD-101 or permission of the instructor.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE MLD-401MA	Financial Management in Public and Nonprofit Organizations (Fall Module 1)	A. Thornburg	T/Th	1:10-2:30

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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE MLD-409M	Financial Tools for Public Managers (Fall Module 2)	T. Williams	M/W	1:10-2:30

Intended for students without prior finance or accounting experience, this module intends to equip its alumni – successful public managers – with a practical understanding of the financial tools essential to implementing the strategy of a government or non-profit organization. Through real-time experience, the course unravels the basic principles of cash and accrual accounting and the building blocks of financial control. It surveys the critical success factors of good managerial control systems: hardware, software, people, organization, and process. It applies these conventions in a survey of key issues in budget execution, audit planning and response, and analysis of financial performance. The course will use case discussions and problem sets. Students taking this module may enroll in MLD-412, "Advanced Applied Budgeting" in the spring. **Prerequisite**: Students should be familiar with Microsoft Excel.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **MLD-411** **Budgeting and Financial Management** — **L. Bilmes** — T/Th — 11:40-1:00

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

MLD-517M **Social Psychology for Managers and Policy Analysts (Fall Module 1)** — **Y. Inbar** — T/Th — 2:30-4:00

How accurately do you predict the behavior of people around you? Are you often surprised by what other people do and say? Social psychologists have produced a wealth of theory and research that can help you understand and predict individual and group behavior, especially when that behavior might seem illogical. Central themes will include: When, why, and how does the environment dictate our actions? When, why, and how does personality drive our behavior? What are the appropriate implications for individual control, responsibility, and accountability? Armed with knowledge of the theories, concepts, and research findings of social psychology, you will be better able to design management initiatives and social policy that are consistent with the way real people in real organizations really function.

SE **MLD-601** **Operations Management** — **G. Stuart** — T/Th — 8:40-10:00

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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **MLD-642** **Managing Bureaucracy: Creating the Passion-Driven Organization** — **H. Spence** — T — 4:10-6:00

This course asks the questions: "How is it that we so often create organizations that stifle people's passion for the work?" and "How might we create organizations that nourish and support people's passion for the work?" The course is a seminar in advanced management theory and practice, and students are expected to have had some management experience, and some mastery of basic management principles. Readings will draw from a broad range of management literature, but discussion will focus on the management of child-serving organizations, both in education and human services and in the public and nonprofit sectors. Also offered by the Graduate School of Education as A663.

MLD-717-A **The Arts of Communication** — **M. Danziger** — M/W — 4:10-6:00

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.

MLD-717-B **The Arts of Communication** — **T. McCarthy** — T/Th — 6:00-8:00

See above

MLD-717 M-A **The Arts of Communication (January Module)** — **H. Weeks** — M-F — Jan. 4-22

See above

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
MLD-718MA MLD-718MB	Intensive Writing for Politics and Policy (Fall Module 1 and 2)	G. Harris (MA) J. Rothman (MB)	M/W	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 past and present. 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 paid to those elements most important to real-world writers. Module C prioritizes policy writing, ranging from the Spring Exercise and PAE to the diverse styles and expectations of professional memos, white papers, briefs, and proposals; modules A, B, and D explore a wider variety of formats, including op-ed writing, persuasive essays, letters, speeches, and longer-form journalism. Students are strongly encouraged to consult the course syllabi and websites to find the best fit.

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	MLD-830-A	Entrepreneurship and Innovation in the Private and Social Sectors	D. Cavanagh	M/W	4:10-6:00

Introduces the theory and practice of entrepreneurial management in the private, public, and social sectors. Prepares students for future work and leadership in and with entrepreneurial ventures. Explores entrepreneurial strategies, organization, and leadership. Requirements: student presentations of group research project(s) about entrepreneurial ventures or leaders in government or the nonprofit world; substantial primary and secondary research;. The instructor will meet with each group, at mutually convenient times outside of class, to help structure the project and coach the presentation; and an individual 10-15 page term paper on a past, present, or prospective entrepreneurial venture – applying the course insights to either a case study or a proposal/business plan for a new venture. Grades based 1/3rd on class participation, 1/3rd on the group research presentation, and 1/3 rd on the individual term paper. Enrollment restricted

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	NPS-150Y	Seminar: The Nonprofit Sector (Yearlong)	M. Ruggie	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 PED-130	Why Are So Many Countries Poor, Volatile, and Unequal	R. Hausmann	M/W	8:40-10:00

Looks into the determinants of growth, volatility, and inequality and links them to the current themes in development policy. The course covers the relationship between these three problems and a varied class of determinants such as savings, human capital accumulation, demography, geography, and the macroeconomic, structural, contractual, and political institutions. Prerequisite: There are no formal prerequisites, but familiarity with economics is strongly recommended. Students without this background may find the material difficult.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE PED-202	Foreign Aid and the Management of Development Assistance Projects	S. Peterson	T/Th	11:40-1:00

This course locates the management challenge of working in an aid dependent country and delivering an effective project that has sustainable benefits. The dynamics of foreign aid are presented along with the current debates over strategy (Millennium Development Goals) and modalities (direct budget support). With an understanding of context, the course then focuses on the nitty gritty of project management. Projects often under perform and frequently fail. Managers need to get something moving (hopefully in the right direction) that is sustainable (defined in terms of endogenous capacity) which requires steering between the rocks of inertia and the ideal. Managers of development assistance projects often face a perfect storm: turbulent environments, unrealistic expectations of funders and clients, incoherent foreign aid, fickle support, inadequate and unreliable resources, and staff who lack appropriate knowledge, skills (but most of all commitment). This course is a forum to share the experiences of the students and the resource persons using frameworks and a set of cases that allow us to collectively reflect on international development from a project perspective.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE PED-328M	Microfinance in Theory and Practice (Fall Module 1)	G. Stuart	T/Th	10:10-11:30

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE PED-375	**The Informal Economy: Links with Poverty, Growth, and Economic Crises**	**M. Chen**	M/W	10:10-11:30

Since its "discovery" in the early 1970s, the informal economy has attracted much interest and debate. Despite early predictions to the contrary, the informal economy has continued to grow, appearing in new guises and new places. Today, at least half of the workforce in most developing countries — as much as 90% of the workforce in some countries — is informally employed. Many of the workers in todays global production system are informally employed. Given these trends, there is renewed interest in — and rethinking of — the informal economy. Course begins with an overview of the historical debates, recent rethinking, and current evidence on the informal economy, including its size, composition, causes and consequences. Special attention given to the conditions and perspectives of the working poor in the informal economy, especially during the current economic crises. Focuses on alternative policy and programmatic responses to the informal economy, from regulating and taxing informal enterprises to promoting the productivity, rights, and protection of informal workers.

SE PED-501M	**Native Americans in the 21st Century: Nation Building I (January)**	**J. Kalt**	1/19/10-1/22/10	10:00-4:00

This course examines issues Native American tribes and nations face as they enter the 21st century, including: political sovereignty, economic development, constitutional reform, cultural promotion, land and water rights, religious freedom, health and social welfare, and education. Because the challenges are broad and comprehensive, the course emphasizes the breadth of issues that leaders must confront. Research finds that effective nation building must be compatible with individual societies cultures. Yet, American Indian societies are culturally heterogeneous. Hence, there is not "one size" that fits all. Case studies and simulations derived from field research and experience are utilized to engage students in the multidimensional settings that confront Native societies. Scholars and leaders from the Harvard University Native America Program provide selected presentations. Non-HKS students (graduate and undergraduate) from all schools and departments in the university are welcome by cross-registration. Jointly offered by the Graduate School of Education as GSE-A101.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE 1140-01	Business and the Environment	F. Reinhardt	X	8:30-9:50
SE 1140-02	Business and the Environment	M. Toffel	X	10:05-11:25
SE 1504-01	Building and Sustaining a Successful Enterprise	R. Gilmartin	Y	8:30-9:50
SE 1504-02	Building and Sustaining a Successful Enterprise	C. Christensen	Y	10:05-11:20
SE 1504-03	Building and Sustaining a Successful Enterprise	R. Gilmartin	Y	11:40-1:00
SE 1630-01	Entrepreneurial Management in a Turnaround Environment	J.B. Harreld	Y	8:30-9:50
SE 1630-02	Entrepreneurial Management in a Turnaround Environment	P. Marshall	Y	10:05-11:20
SE 1630-03	Entrepreneurial Management in a Turnaround Environment	P. Marshall	Y	11:40-1:00
SE 1660	Entrepreneurship and Venture Capital in Healthcare	R. Hamermesh R. Higgins	Y	8:30-9:50
SE 6626	Field Study Seminar: Evaluating the Entrepreneurial Opportunity	M. Roberts	T	3:00-5:00
SE 1908	Business at the Base of the Pyramid	V.K. Rangan M. Chu	Y	10:05-11:20
1908	Business at the Base of the Pyramid	V.K. Rangan M. Chu	Y	11:40-1:00
2261	Advanced Negotiation: Setup, Deal Design, and Tactics	J. Sebenius	X	10:05-11:25
2056	Power and Influence	A. Cuddy	Y	1:30-2:50
2090-01	Authentic Leadership Development	W. George	M/Th	3:10-4:40
2090-02	Authentic Leadership Development	N. Nohria	M/Th	3:10-4:40
2090-03	Authentic Leadership Development	R. S. Kaplan	T/W	3:10-4:40
2090-04	Authentic Leadership Development	P. Olson	T/W	3:10-4:40

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

FALL 2009

HARVARD GRADUATE SCHOOL OF DESIGN

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	5101	Histories and Theories of Urban Intervention	S. Fainstein	M/W	11:30-1:00
SE	5201	Urban Politics, Planning, and Development	A. Altshuler	T/Th	8:40-10:00
SE	5321	Climate Change, Planning, and Cities	A. Carbonell	M	2:30-5:30
SE	5476	Housing Delivery Systems in the United States	J. Stockard	W	2:00-5:00

HARVARD DIVINITY SCHOOL

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	2104	Women, Poverty, and Religion	S. Sullivan	W	10:00-12:00
	2524	Religion and American Public Life (offered jointly with FAS as 1550)	R.Thiemann	W	1:00-3:00
SE	2986	Preaching for Social Change: Seminar	C. Adams	T/Th	10-11:30
	3220	World Religions Today: Diaspora, Diversity, and Dialogue	D. Eck	W/F	10:00-11:00
	3700	Religion and Social Change in Black America	M. Frederick	M	3:00-5:00

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

FALL 2009 HARVARD GRADUATE SCHOOL OF EDUCATION

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	A-021	Leadership in Organizations	K. Mapp	M/W	10:00-12:00
SE	A-024	Politics, Policymaking, and Political Action in Education	M. West	F	12:00-3:00
SE	A-027A	Managing Financial Resources in Nonprofit Organizations	J. Honan	M/W	8:30-10:00
SE	A-100	Introduction to Educational Policy	J. Mehta	M	4:00-7:00
SE	A-107	The Sociology of Education: The Culture and Acculturation of Schools	S. Lawrence-Lightfoot	W	2:00-4:00
SE	A-115	Community Power, Decision-Making, and Education	C. Willis	M	2:00-4:00
SE	A-122	The Why, What, and How of School, Family, and Community Partnerships	K. Mapp	Th	4:00-7:00
SE	A-307	Practicum on Leadership in Non-Traditional Settings (Yearlong)	E. City	F	1:00-4:00
SE	A-326A	School Reform: Curricular and Instructional Leadership	K. Merseth	T	1:00-4:00
SE	A-326B	School Reform: Curricular and Instructional Leadership	K. Merseth	W	4:00-7:00
SE	A-608	Leadership, Entrepreneurship, and Education	M. Higgins	T/Th	10:00-11:30

HARVARD FACULTY OF ARTS & SCIENCES

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	Anthropology 1624	Contemporary Themes in the Anthropology of Politics	A. Ahmed	T/Th	12:00-1:00
	Economics 1370	Media, Democracy, and Economics	P. Aghion, B. Berner	T/Th	10:00-11:30
	Government 1362	Democratic Citizenship, Public Opinion, and Participation in the U.S.	C. Gay	M/W	10:00-11:00
	Government 1368	The Politics of American Education (offered with HKS as HLE-347)	M. West	TBA	TBA
	Government 1540	The American Presidency (offered with HKS as DPI-115)	R. Porter	T/Th	11:30-1:00
	Health Policy 2000	Core Course in Health Policy (Full Course; offered with HKS as HCP-597 and HPC-598 and with HSPH as HPM 246)	R. Frank A. Zaslavsky	T/Th	4:00-6:00
	History 1433	American Populisms: Thomas Jefferson to Rush Limbaugh	B. Flehinger	T//Th	10:00-11:00
SE	History of Science 148	History of Global Health	J. Greene	T/Th	11:00-12:00

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
Psychology 1501	Social Psychology of Organizations	J.R. Hackman	T/Th	8:30-10:00
Psychology 2553r	Decision Making and Negotiation: Research Seminar	M. Bazerman	TBA	TBA
Psychology 2554r	Moral Cognition: Research Seminar	J. Greene	TBA	TBA
Psychology 2570r	Intergroup Relations: Research Seminar	J. Sidanius	Th	5:00-7:00
Psychology 2670a	Decision Making and the Psychology of Possibility	E. Langer	W	1:00-3:00
Religion 1550	Religion and American Public Life (offered with HDS as 2540)	R. Thiemann	W	1:00-3:00
Sociology 109	Leadership and Organizations	D. Ager	M/W	11:00-12:00

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	97305A	Advanced Negotiation Theory: Seminar	L. Susskind	M	5:00-7:00
SE	30691A	The Art of Social Change: Child Welfare, Education, and Juvenile Justice	E. Bartholet and J. Budnitz	Th	5:00-7:00
	90225A	Bargaining with the Devil: Negotiation and the Problem of Evil: Seminar	R. Mnookin	T	5:00-7:00
SE	32000A	Child, Family, and State	E. Bartholet	T/W	10:30-12:00
SE	32325C	Climate Change Justice	M. Vandenbergh	T	5:00-7:00
SE	32370A	Community Action for Social and Economic Rights (Fall & Spring)	L. White	T	7:00-10:00 p.m.
SE	35244A	Education Advocacy and Systemic Change: Children at Risk Clinical Workshop	S. Cole and M. Gregory	Th	5:00-7:00
	37855A	Global Governance Today: Reading Group	D. Kennedy	M	5:00-7:00
SE	94742A	Humanitarian Protection in Situations of Armed Conflict: Clinical Seminar	B. Docherty and S. Sonnenberg	T	5:00-7:00
SE	94611A	Human Rights and the Environment Advocacy Seminar	T. Giannini	W	5:00-7:00
SE	41790	Leadership in the Public Sector	P. Heymann	Th/F	9:50-11:20

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

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	SM750.0	Introduction to Social Medicine and Global Health	A. Brandt P. Farmer D. Jones	Th	1:30-3:30
SE	HC750.0	Health Care Policy	H. Huskamp B. McNeil	Th	1:30-3:30

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	GHP214	Health, Human Rights, and the International System (Fall 2)	S. Marks	T	3:30-6:20
SE	GHP218	Health and Human Rights: Concepts and Methods for Public Health (Fall 1)	S. Gruskin	W	1:30-4:20
SE	GHP244	Health Sector Reform: A Worldwide Perspective (Fall 2)	T. Bossert	T/Th	1:30-3:20
SE	GHP527	Political Economy and Ethics of Health Reform	T. Bossert W. Hsaio	W	3:30-6:20
SE	WGH211	Women, Gender, and Health: Introductory Perspectives (Fall 1)	S. Missmer	F	9:30-12:20
SE	HPM520	Community Organizing for Health	S. Sherry	M/W	3:30-5:20
SE	ID250	Ethical Basis of Public Health (Falll 1)	M. Roberts	M/W	8:30-10:20
SE	ID262	Introduction to the Practice of Global Health (Falll 1)	R.Cash	M/W	10:30-12:20
SE	ID506	Theory and Practice of Public Health in the United States (Fall 2)	D. Walker	T/Th	1:30-3:20
SE	ID538	Foundations of Public Health	M. Perry M. Roberts, et al.	T/Th	8:30-12:20
	RDS284	Decision Theory	J. Hammit	M/W	10:30-12:20
SE	SHH296	Leadership in Minority Health Policy	C. Douglas W. King R. Kenneth	T	3:30-5:20

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

MIT – SLOAN SCHOOL OF MANAGEMENT

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
15.067	Competitive Decision-Making and Negotiation*	G. Kaufman	M/W	4:00-6:30
15.269	Literature, Ethics, and Authority*	L. Hafrey	M/W	2:30-4
15.305	Leadership and Management* (2 sections)	D. Ancona M. Keller	W T/Th	7:30-10:30 8:30-10:00
15.322	Leading Organizations*	S.J. Van Maanen	F	1:00-5:00 or 8:00-12:00 and additional lab time
15.325	Seminar in Leadership I*	S. Sacca	M/W	5:30-7:30
15.341	Individuals, Groups, and Organizations*	J. Carroll	F	9:00-12:00
15.385	Social Innovation and Entrepreneurship*	A. Wolk	T/Th	10:00-11;30
SE 15.386	Managing in Adversity*	H. Anderson, P. Kurzina	T/Th	10-11:30
15.569	Leadership Lab: Leading Sustainable Systems*	W. Orlikowski P. Senge	T	8:30-11:30

***You must pre-register and participate in Sloan's Prioritization process to take this subject.**

TUFTS FLETCHER SCHOOL OF LAW AND DIPLOMACY

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DHP D210	The Art and Science of Statecraft	D. Drezner	M/W	1:55 – 3:10
DHP D220-01	Processes of International Negotiation	B. Ganson	M	5:30-7:30
DHP D220-02	Processes of International Negotiation	B. Ganson	M	3:20-5:20
DHP D221	International Mediation	E. Babbitt	M	3:20-5:20
SE DHP D228	Protracted Social Conflict: Dynamics, Major Issues, and Possible Consequences	N. Rouhana	M	5:30-7:30
SE DHP-D230	Humanitarian Action in Complex Emergencies	D. Maxwell	T	9:00-12:00
DHP P213	Charismatic Leadership and International Relations	G. Mavrogordatos	M	5:30-7:30
SE DHP P216	International Humanitarian Policy and Public Health	A. Almedom	M	5:30-7:30
DHP P226M	Corruption, Conflict, and Peacebuilding	C. Church	M	9:40-10:55
DHP P245	Seminar on Crisis Management and Complex Emergencies	R. Pfaltzgraff	T	3:20-5:20
SE EIB E241	Micro Development Economics: Poverty Reduction Analysis for Developing Countries	J. Schaffner	T/Th	12:30-1:45
SE EIB B265	Entrepreneurial Marketing— Building a Winning Business Plan	N. Laidler-Kylander	T/Th	11:05-12:20

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

SPRING **2010** HARVARD KENNEDY SCHOOL

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE BGP-256	**Management, Finance, and Regulation of Public Infrastructure**	H. Lee	M/W	11:40-1:00

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

DPI-122	**Politics and American Public Policy**	E. Kamarck	W	4:10-6:00

How do major, transformative changes in public policy take place? Why do some big public policy reforms succeed while others fail or languish for decades? Major public policy changes often begin in the orderly world of analysis – but end in the messy world of partisan politics. To succeed a new initiative has to coincide with a political climate and a leadership capacity that allows the proponents to overcome the natural resistance to change. Many good ideas fail because the politics are simply not right at the time – only to come back years later and succeed. This course will examine the public opinion, politics and press around a series of major modern public policy initiatives. Through a series of case studies students will explore where big ideas come from, how they get onto the public agenda and how public debate shapes an issue as it unfolds.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DPI-132	**American Presidents, Politics, and Economic Growth: A Look from WWII to Today**	R. Parker	T/Th	11:40-1:00

Barack Obama is facing an extraordinary challenge, attempting to lead America (and the world) out of the 21st century's first great global meltdown. Yet every American president since Franklin D. Roosevelt has taken it as his "duty" to "manage" the economy and "promote" economic growth – but who decides those policies, and how? Using the White House as our focal point, well investigate how Washington took on its permanent "growthmanship" role late in the New Deal, and how competing institutions, interest groups, intellectuals, and ideas underpinning presidencies – from Franklin D. Roosevelt and John Maynard Keynes through John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Ronald Reagan, and William Clinton, right up to George Bush and Alan Greenspan, Barack Obama and Larry Summers – have shaped that role ever since. Well pay special attention to the shifting strategies pursued by administrations, given the contexts, competition, and challenges they faced, assessing the political pressures, the intellectual models, and the complex interplay of policymakers, politicians, journalists, interest groups, and the public. Anyone planning to work – or who has worked – in Washington will benefit from the institutional and strategic analysis and history the course provides.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DPI-134M	Innovation and Reform in Twenty-First Century Democracies (Spring Module 3)	E. Kamarck	M/W	1:10-2:30

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

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	DPI-135M	Public Management Innovation and Reform	E. Kamarck	M/W	1:10-2:30

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DPI-216	Democratic Theory	J. 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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DPI-420	Culture, Politics, and Power	D. King	M/W	1:10-2:30

This skills-based course imagines what it would be like to enter a country knowing little about that country's culture, its politics, and how power is distributed. What questions does one need to ask—and have answered—to analyze the political system and to operate within it? Students are introduced to cultural and political theories and to the literature on comparative institutions. Simulations and case studies have a central place in the course. While democratic and non-democratic regimes around the world are discussed, examples are largely drawn from Latin America, from countries within the former Soviet Union, and from the United States.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DPI-600	Press, Politics, and Public Policy	A. Jones	T	8:00-10:00

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? Should it? What is the nature of the medias power: how fully and in what ways do the media shape public opinion, debate, and policy? Are the media politically biased? How adept are political leaders at manipulating the media, and do their efforts undermine popular sovereignty? Do new communication technologies threaten the role of the traditional media? What can be learned from news coverage of the War on Terror, the war in Iraq, the 2008 election, and the current political situation? Questions such as these will be addressed in class meetings, which consist of lectures and discussion. Visiting journalists, politicians, or scholars can be expected to participate in some sessions. Permission of the instructor required for non-HKS students.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DPI-614M	Public Opinion, Polling, and Public Policy (Spring Module 3)	R. Blendon	M/W	8:40-10:00

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DPI-685	2020 Vision and Information Policy: Considering the Public Interest	N. Bowie	M/W	1:10-2:30

If knowledge is always incomplete and information imperfect, how do policymakers plan for future events and the consequences of change in Internet time? This course will focus on the year 2020 and beyond. Anticipating Web 4.0 or 5.0 and a new Internet, mobile phone/PCs with voice-enabled search and display, real-time language translation, and always-on universal, ubiquitous, ultra-speed connectivity to any kind of content from anywhere produced by anyone, what key policy questions will determine whether this future information society will be good, bad, or ugly? Students, in collaboration with one another (Collective Genius), will consider different assumptions and values leading to different futures. Sci-fi novels and movies as well as traditional texts, the blogosphere, trend reports, and the predictions of "experts," think tanks, and the work of creative speculators will be used to think about how society may attain desired outcomes and avoid dystopia.

HCP-175	Political Analysis and Strategy for U.S. Health Policy	R. Blendon	M/W	4:10-5:30

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.

HCP-598	Core Course in Health Policy II	J. Newhouse A. 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-201	Poverty and Social Policy	K. Edin	M/W	11:40-1:00

Examines the causes and consequences of poverty and explores strategies for addressing it. Begins with the major theoretical explanations scholars have advanced to explain the persistence of poverty including family structure, urban labor markets, residential segregation, welfare policy, the criminal justice system, education and health. The focus then shifts to the consequences of poverty, especially for children. Throughout the course, students are introduced to current policy approaches to alleviating poverty.

SE HLE-207	Social Structure and Culture in the Study of Race and Urban Poverty	W. Wilson	Th	2:00-4:00

The purpose of this course is to critically examine current writings and debates on how social structure and culture affect the social outcomes of African Americans and immigrants in the United States. The relevance of these works for public and social policy will also be discussed. Also offered by the African and African American Studies Department as AAAS-211.

SE HLE-313	Market-Based Reform in American Education	M. West	TBA	TBA

Examines the theoretical rationale for market-based education reforms and empirical evidence on their consequences for students. Topics include public school choice, charter schools, vouchers, and homeschooling. Special attention is paid to the design and operation of education markets, the politics of market-based school reform, legal challenges to school choice programs, and methods for evaluating school choice initiatives. Prior coursework in quantitative methods is recommended.

SE HUT-205	Leading Cities	S. Goldsmith A. Williams	T/Th	1:10-2:30

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **HUT-208** **Redevelopment Policy** — **S. Fainstein** — TBA — TBA

Urban redevelopment is the process by which government, private investors, and households transform the uses and financial returns of the urban built environment. As an area of public policy it is a response to the perceived deterioration of cities caused by initial poor construction, decay, economic restructuring, regional shifts, suburbanization, and social segregation. Different social groups receive different costs and benefits as a consequence of redevelopment efforts. The objective of this course is to examine the process of urban decline, the kinds of responses that it has evoked, the principal redevelopment actors, the possible range of redevelopment strategies, and the social and spatial impacts of redevelopment efforts. Primary emphasis will be on U.S. policies, but the course will also include some international comparative material. Class discussion is an essential part of the course. Written assignments will consist of two papers, the first to be based on library research and the second to involve original research. The first paper will account 30% of the grade and the second 70%. Class participation will determine borderline grades. Also offered by the Graduate School of Design as GSD-5484.

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

IGA-103 **Global Governance** — **J. Ruggie** — M/W — 11:30-1:00

This course focuses on the interplay among states, international organizations (such as the UN, WTO, IMF, and World Bank), multinational corporations, civil society organizations, and activist networks in making "public policy" at the global level. Cases are drawn from a broad range of issue areas, including peace and security, economic relations, human rights, and the environment. The objective is to better understand the evolution of global governance arrangements and what difference they make. Priority enrollment will be given to IGA concentrators. Also offered by the Law School as HLS-37850A.

IGA-201 **Central Challenges of American Foreign Policy** — **G. Allison** — M/W — 2:40-4:00

This course requires students to analyze todays central issues in American foreign policy. For each issue there will be an analysis of the international environment, identification of specific policy options, consideration of pros and cons, and reflection on processes for choice and action. The course seeks to combine operational assignments with conceptual and theoretical approaches. Students learn not only about current issues but also how to analyze and present issues in analytic options memos. Also offered by the Government Department as Gov. 2790.

IGA-306 **The Politics and Ethics of the Use of Force** — **J. B. 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 Divinity School as HDS-2853.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **MLD-110-B** **Strategic Management for Public Purposes** — **H. 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 examined in the course include: formulating and articulating a mission and vision; formulating and internalizing in the organization a set of long-term objectives; translating objectives into measures of performance; designing production systems and organizational structures; and shaping organizational culture. Privatization and partnerships will be examined along with public provision as ways of creating public value. Most class meetings are case discussions, supplemented with conceptual materials, exercises, and group work. Cases and other readings are drawn from the United States, other industrialized countries, and developing countries. The course is designed for students with management experience. The spring B section will emphasize strategic management in education and human services, and this section is also offered by the Graduate School of Education as A-018. MLD-110 may not be taken for credit with MLD-101. Permission of the instructor required for non-HKS students.

MLD-201-B **Exercising Leadership: The Politics of Change** — **D. Williams** — M/W — 2:40-4:00

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

MLD-202 **Exercising Leadership: A Cross-Cultural and International Perspective** — **D. Williams** — M/W — 8:40-10:00

Begins with the premise that globalization is producing a set of tensions and forces that are felt at all levels of society – in nations and between nations, and in villages and between villages. These tensions generate disequilibrium and disruptions in cultures that have both positive and negative consequences. This course examines the exercise of real leadership in dealing with these challenges. Examines the role and function of authority and how it can be used to stimulate creativity, promote more effective problem solving, build bridges, orchestrate better societal adaptations, and orient people to do the vital work that generates a true sense of progress. Draws on historical and current events to examine the successes and failures of those who have tried to lead. Students will have an opportunity to present personal leadership dilemmas they are facing or that their community or country faces. Analysis and discussion will be conducted in small groups and the large class. **Pre-requisite:** *Attendance in MLD-201 or MLD-364, or permission of the instructor.*

MLD-221-C **Introduction to Negotiation Analysis** — **L. Kaboolian** — T/Th — 2:40-4:00

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. MLD-221 must be used as the prerequisite for the January course MLD-230, Advanced Workshop in Multiparty Negotiation and Conflict Resolution. MLD-221 and HLS-4410021, the Winter Negotiation Workshop, may not both be taken for credit

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

MLD-221-D **Introduction to Negotiation Analysis** — A. Zelleke — M/W — 2:40-4:00

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. MLD-221 must be used as the prerequisite for the January course MLD-230, Advanced Workshop in Multiparty Negotiation and Conflict Resolution. MLD-221 and HLS-4410021, the Winter Negotiation Workshop, may not both be taken for credit.

MLD-324M **Women and Leadership (Spring Module 3)** — B. Kellerman — T/Th — 11:40-1:00

This course provides students who have a general interest in leadership with ideas, information, and insights that pertain to women and leadership in particular. It does not intend, directly, to train women to become leaders, or even to become better leaders than they already are. Rather it assumes that knowing about women and leadership—about power, authority, and influence as they apply to women especially—will impact how widely and well leadership is exercised by women and men alike. The course assumes: that historically women have had far less access to leadership roles than have men; that the reasons for this diminished access are as varied as they are complex; that as a matter of equity women should have greater access to leadership roles in the future than they did in the past; and that so far as leadership is concerned, women have challenges that are uniquely theirs.

MLD-327 **Moral Leadership: Self, Other, and Action** — M. Ganz, B. Steinberg — M/W — 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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

MLD-336 **The Genius and Folly of Power: How Leaders Use and Misuse Power and Influence** — R. Kramer — M/W — 1:10-2:30

The course examines how leaders use both personal and institutional power to achieve stunning results. Examines how great leaders from both the public and private sectors analyze political situations in their organizations and how they select the most appropriate strategies for achieving the results they desire. Examines how great leaders use their power to more effectively organize and engage groups and larger collectives to implement their vision. Explores how great leaders creatively redesign institutions to make them more efficient and effective. Explores how leaders recruit, mobilize, and motivate others to help them achieve stunning results at the collective level, and the importance of leader trust building in the achievement process. The second focus of the course is political folly, in which we examine how and why even very smart and creative leaders sometimes use their power ineffectively, with results that prove counterproductive and even self-defeating. In particular, we examine some of the psychological, social, and institutional drivers of leader folly. The course uses an array of cases, videos, and both in-class and out-of-class exercises to develop these points.

MLD-351 **Leadership Literacy** — B. Kellerman — T/Th — 10:10-11:30

This course considers the leadership literature judged seminal. The first half of the semester will be devoted to readings from Lao Tsu to Lenin; the second half will focus on 20th century writers 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 are also required.) The course explores the following 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? The main text for the course will be Kellerman's new book on the great leadership literature, to be published in 2010.

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **MLD-377** **Organizing: People, Power, and Change** — **M. Ganz** — T/Th — 1:10-2:30

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.

SE **MLD-401M-B** **Financial Management in Public and Nonprofit Organizations (Spring Module 3)** — **A. Thornburg** — T/Th — 11:40-1:00

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 **MLD-427** **Managing Financial Resources in Non Profit Organizations** — **J. Honan** — T/Th — 8:40-10:00

This course will provide a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting/resource allocation, cost containment and retrenchment, and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination. Also offered as GSE A027B

MLD-480 **Leadership for a Networked World** — **J. Mechling** — M/W — 2:40-4:00

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

SE **MLD-502** **Managing People: Self, Relationships, and Teams** — **C. Gonzalez** — M/W — 1:10-2:30

Designed to enhance your effectiveness at managing people. The people in question include yourself, your peers, your bosses, your subordinates, and other key players inside and outside your organization. Addresses such questions as: What are your usual techniques for influencing other people, and how can you increase your influence? What can you do to foster developmental relationships with mentors (and tormentors)? How can you cultivate networks that will enhance your effectiveness? Where does your power come from, and how can you enhance it? What balance should you strike between authenticity and diplomacy, and what are the ethical issues involved? How can you build effective partnerships and coalitions? How can you design and launch high-performing teams?

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE MLD-604	Performance Leadership: Producing Results in Public and Nonprofit Agencies	R. Behn	M/W	1:10-2:30

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 MLD-617M	Effective Implementation: Learning from Effective Implementers (Spring Module 4)	F. Hartmann	T/Th	11:40-1:00

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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
MLD-717-C, MLD-717M-B	The Arts of Communication	M. Danziger (C) T. McCarthy (M-B—Spring Module 3)	M/W T/Th	4:10-6:00 6:00-8:00

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.

MLD-718 M-C, M-D	Intensive Writing for Politics and Policy	L. Herman (M-C—Spring Module 3) J. Rothman (M-D—Spring Module 4)	M/W	11:40-1:00

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.

SE MLD-801	Strategic Management of Nonprofit and Nongovernmental Organizations	C. 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.

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **MLD-810M** **Financial Strategy and Leadership in High-Performing Nonprofits (Spring Module 4)** — **L. Ragin** — T/Th — 11:40-1:00

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 **MLD-820M** **Marketing for Nonprofits and Public Organizations (Spring Module 3)** — **M. Felcher** — T/Th — 1:10-2:30

Description not available at publication time.

SE **MLD-830-B** **Entrepreneurship and Innovation in the Private and Social Sectors** — **D. Cavanagh** — M — 4:10-6:00

Introduces the theory and practice of entrepreneurial management in the private, public, and social sectors. Prepares students for future work and leadership in and with entrepreneurial ventures. Explores entrepreneurial strategies, organization, and leadership. Requirements: student presentations of group research project(s) about entrepreneurial ventures or leaders in government or the nonprofit world; substantial primary and secondary research;. The instructor will meet with each group, at mutually convenient times outside of class, to help structure the project and coach the presentation; and an individual 10-15 page term paper on a past, present, or prospective entrepreneurial venture – applying the course insights to either a case study or a proposal/business plan for a new venture. Grades based 1/3rd on class participation, 1/3rd on the group research presentation, and 1/3 rd on the individual term paper. Enrollment restricted.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **NPS-150Y** **Seminar: The Nonprofit Sector** — **M. Ruggie** — 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

SE **PED-203M** **The Basics of Public Financial Management (Spring Module 3)** — **S. Peterson** — T/Th — 11:40-1:00

The basic questions of public financial management include: how much governments can raise in taxation, how they allocate revenues, and how far their spending can exceed current revenues through deficit financing. Financial management in the public sector differs significantly from that of the private sector as it has multiple bottom lines not just one. Students learn the three key financial documents of a government: *Budgets*, *Statement of Government Operations*, and *Financial Statements*. The *Budget* is the most important policy statement of a government as it presents public priorities. The *Statement of Government Operations* shows the overall fiscal position (health) of a government and *Financial Statements* show whether the budget (which is a plan of expenditure) was implemented. This is an applied course which provides students with hands on skills and practical insights on how governments really do manage or fail to manage public finance. The course uses case material from developed and developing countries.

SE **PED-205M** **Beyond the Basics of Public Financial Management (Spring Module 4)** — **S. Peterson** — T/Th — 11:40-1:00

Many governments have moved, or are attempting to move, beyond the basics of public financial management which focuses on financial control (line item cash budgets, single entry bookkeeping, cash accounting) to *financial management* and *planning*. Five techniques are at the heart of these reforms: multi-year frameworks, performance budgeting, accrual accounting, integrated financial information systems and fiscal rules. Many of these techniques have been borrowed from the private sector and the course critically assesses their impact on improving outcomes in public sector finance. The course concludes with techniques for assessing public financial management systems including the IMFs Code of Fiscal Transparency and the evolving Public Expenditure and Financial Accountability (PEFA) framework. This is an applied course based on practical experience from developed and developing countries and recent cases of financial reform.

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE PED-318	The Economics of Health and Development	A. Chandra	T/Th	1:10-2:30

This course examines health issues in developing countries from the standpoint of economics, with a focus on applied microeconomic research and econometric methods. Specific topics include: private and social returns to health, the effect of health on growth and development, gender differences in health; structural problems in delivery; health finance; technology adoption and behavioral change; infant mortality; worms; AIDS; malaria; and the long-run impact of disease. For each of these topics, special attention will be paid to the identifying causal effects that inform the design of public policies, and contrast the lessons learnt from this approach to those obtained from observational studies. **Prerequisite:** API-101, 102, 201, 202. *Also offered by the Economics Department as Econ 1389.*

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE PED-329	The Microeconomics of Competitiveness and Development	M. Porter	M/T	4:15 -6:15

This course is about competitiveness and economic development viewed from the microeconomic perspective. While sound macroeconomic policies, stable legal and political systems, and the accumulation of factors of production affect the potential for competitiveness, wealth is actually created at the microeconomic level. The course covers both developing and advanced economies and examines competitiveness and economic policy at the national level, the regional level within nations, and for groups of neighboring countries. Addresses government policy toward the economy as well as the implications for business, universities, and other institutions. Taught using the case method. Significant advance preparation for class is required. Prerequisites: Open to graduate students from all parts of the university. Advanced training in management or economics required. Interested students must complete the online application by the deadline in early January. *Also offered by the Harvard Business School as HBS-1260. Enrollment restricted.*

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE PED-502	Native Americans in the 21st Century: Nation Building II	D. 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.*

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
1647-00	Building a Business in the Context of a Life	B. Chakravorti	X	1:30-2:50
1123-01	Entrepreneurial Leadership in Turbulent Times	N. Koehn	X	8:30 - 9:50
1123-02	Entrepreneurial Leadership in Turbulent Times	N. Koehn	X	10:05 - 11:25
6611-00	Field Study Seminar: Building Green Businesses	F. Reinhardt, J. Lassiter R. Henderson L. Fleming	T	3:00-5:00
1676-01	Founders' Dilemmas: Money and Power in Entrepreneurial Ventures	N. Wasserman	X	10:05 - 11:25
1676-02	Founders' Dilemmas: Money and Power in Entrepreneurial Ventures	N. Wasserman	X	11:40 - 1:00
1640-00	International Entrepreneurship	M. Khaire	Y	8:30-9:50
2030-01	Leading Innovative Ventures	M. Tripsas	X	11:40-1:00
2030-02	Leading Innovative Ventures	M. Tripsas	X	1:30-2:50
2140-01	Managing Innovation	K. Lakhani	X	8:30-9:50
2140-02	Managing Innovation	S. Thomke	X	10:05-11:25
6340-00	Field Study Seminar: Innovating in Health Care	R. Herzlinger	Th	3:00-5:00
2180-00	Innovating in Health Care	R. Herzlinger	Y	1:30-2:50
1960-00	Marketing and Innovation	E. Ofek	Y	8:30-9:50
1504-01	Building and Sustaining a Successful Enterprise	G. Pisano W. Shih	X	8:30-9:50
1504-02	Building and Sustaining a Successful Enterprise	G. Pisano W. Shih	X	10:05-11:25
2240-00	Complex Negotiations	M. Wheeler	Y	11:40-1:00
2056-00	Power and Influence	D. Thomas	X	8:30-9:50
2050-00	Great Business Leaders: The Importance of Contextual Intelligence	A. Mayo	Y	10:05-11:25
2020-01	Leading Teams	R. Ely	Y	11:40-1:00
2020-02	Leading Teams	R. Ely	Y	1:30-2:50
1263-00	Executing Strategy	J. B. Harreld	Y	8:30-9:50
1220-00	Strategic Reasoning Laboratory: How to Think Like Great Strategists	G. Gavetti	Y	11:40-1:00
1260-00	Microeconomics of Competitiveness: Firms, Clusters and Economic Development	M. Porter	M/T	4:15-6:15

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SPRING 2010 HARVARD GRADUATE SCHOOL OF DESIGN

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
Course listings unavailable at publication time.				

HARVARD DIVINITY SCHOOL

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
2721	The Ethical and Religious Thought of Martin Luther King, Jr.	P. Williams	M	3:00-5:00
2540	Religion and Society in America Today: Change and Continuity	H. Cox	T/another hour TBA	3:00-5:00;
2818	Religion in Global Politics	M. Toft	W	4:10-6:00
2893	Moral Leadership: Self, Other, and Action	M. Ganz	M	4:00-6:00
2914	Organizing: People, Power, and Change	M. Ganz	T/Th	1-2:30
2925	Administration and Leadership	E. Click	W	3:00-5:00
2987	Faith-Based Economic Development	C. Adams	Th	3:00-5:00
3859	The Politics of Storytelling	M. Jackson	TBA	TBA

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SPRING 2010 HARVARD GRADUATE SCHOOL OF EDUCATION

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	A-010B	Communication and School Leadership (May Module)	B. Jentz	M & F	8:30-4:00
	A-010C	Adult Development and School Leadership (May Module)	R. Kegan	T, W, Th, F	TBA
SE	A-018	Strategic Management for Public Purposes	L. Spence	T/Th	10:10-11:30
SE	A-027B	Managing Financial Resources in Nonprofit Organizations	J. Honan	T/Th	8:40-10:00
SE	A-119	Race, Class, and Educational Inequality	J. Diamond	T	1:00-4:00
SE	A-132	Educational Innovation and Social Entrepreneurship in Comparative Perspective	F. Reimers	F	8:30-11:30
SE	A-312	Systemic Reform in Urban School Districts and Schools	T. Payzant	M/W	8:30-10:00
SE	A-315	Market-Based Reforms in American Education	M. West	T.Th	11:30-1:00
SE	A-605	Leading and Managing Organizations	J. Murphy	T	8:30-11:30
	A-770	Reflecting on Leadership, Management, and Governance	J. McLaughlin	F	9:00-12:00
	T-131	Teachers, Leadership, and Power: Changing the Teaching Career	K. Boles	W	4:00-7:00

HARVARD FACULTY OF ARTS & SCIENCES

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	African and African American Studies 147	Racial Identity, Politics, and Public Policy	L. Bobo	W	1:00-3:00
	Anthropology 2645	Reconfiguring Regimes: Power, Law, and Governance	K. Theidon	W	1:00-3:00
SE	Economics 1389	The Economics of Health and Development	A. Chandra	T/Th	1:00-2:30
SE	Environmental Science and Public Policy	Environmental Policy	J. Briscoe P. Rogers	M/W	2:30-4:00
	Government 1092	The Past and Future of the Left (Offered with HLS as 44170-31)	R. Unger	M	1:00-3:00
	Government 1118	Political Geography	A. Mountz	M/W	1:00-2:00
	Government 1162	Democratic Legislative Institutions: Parliaments in Comparative Perspective	R. Hazan	T/Th	1:00-2:30
	Government 2090	In Defense of Politics	H. Mansfield	W	2:00-4:00
	Government 2125	Religion and Global Politics (offered with HKS as IGA-315)	M. Toft	TBA	TBA
	Government 1358	Presidential Power in the United States	C. Diaz-Rosillo	M/W	11:00-12:00
SE	Government 1597	Advanced Topics in Health Policy	D. Carpenter	TBA	TBA
	Psychology 1554	Decision Making and Negotiation	G. Barron	TBA	TBA
	Psychology 2553r	Decision Making and Negotiation: Research Seminar	M. Bazerman	TBA	TBA
	Psychology 2554r	Moral Cognition: Research Seminar	J. Greene	TBA	TBA
	Psychology 2570r	Intergroup Relations: Research Semianr	J. Sidanius	Th	5:00-7:00
SE	Sociology 145	Urban Social Problems	K. Edin	M/W	3:00-4:00

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

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	32370A	Community Action for Social and Economic Rights (Fall & Spring)	L. White	T	7:00-10:00 p.m.
	34305A	Democracy: Of, By, and for the People: Reading Group	S. Robinson	T	1:00-3:00
SE	32544A	Education Advocacy and Systemic Change: Children at Risk Clinical Workshop	S. Cole	Th	5:00-7:00
	37850A	Global Governance (offered with HKS as IGA 103)	M. Ruggie		
SE	94740A	Human Rights Advocacy: Seminar	J. Cavallaro	M	5:00-7:00
SE	38200A	International Human Rights	J. Cavallaro	W/Th	1:00-2:30
SE	46925A	The Law of Nonprofit Organizations	M. Fremont-Smith A. Spitzer	M/T	1:00-2:30
	44170A	The Past and Future of the Left	R. Unger	M	1:00-3:00

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	HC750.0	Health Care Policy	H. Huskamp, B. McNeil	Th—January	10:30-12:30
SE	SM715.0	Seminar in Global Health Equity	B. Good, M. Good	TBA	TBA
SE	HO705.0	Justice, Health, and Genetics	L. Guenin	T	4:00-6:00

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	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	ID205	Societal Response to Disaster (Spring 1)	J. Learning	T/Th	4:00-6:00
SE	ID242	Policies and Strategies for Change in Health Policy (Spring 1)	R. Blendon	T/Th	3:30-5:20
SE	ID250	Ethical Basis of the Practice of Public Health (Spring 1)	D. Wikler	M/W	10:30-12:30
SE	ID261-01	Practice of Health Care Management and Policy	J. Kasten	M	5:30-7:20
SE	ID261-02	Practice of Health Care Management and Policy	J. McDonough	M	8:30-10:20
SE	ID292	Justice and Resource Allocation (Spring 2)	N. Daniels	T/Th	10:30-12:20
SE	ID513	Ethics and Health Disparities (Spring 1)	N. Daniels	T/Th	10:30-12:20
SE	GHP288	Issues in Health and Human Rights (Spring 2)	S. Marks	T/Th	1:30-3:20
SE	GHP513	Public Health Operations in Complex Emergencies and War (Spring 1)	M. Van Rooyen	Th	8:30-10:20
SE	HPM213	Public Health Law (Spring 1)	M. Mello	M/W	1:30-3:20
SE	HMP227	The Economics of Health Policy	J. Newhouse	M/W	8:30-10:00
SE	HPM230	Managing People in Health Care Organizations (Spring 2)	G. Moseley	M/W	3:30-5:20
SE	HPM231	Competitive Strategy (Spring 1)	N. Kane	M/W	1:30-3:20
SE	HPM 245	Public Health Leadership Skills	B. Dorn L. Marcus	Winter Session Jan 21, 22, 23, 26, 27	
SE	HPM278	Skills and Methods of Health Care Negotiation and Conflict Resolution (Spring 2)	B. Dorn L. Marcus	Th	8:30-12:20
SE	HPM283	Advanced Skills and Methods of Health Care Negotiation and Conflict Resolution (Spring 2)	B. Dorn L. Marcus	Th	10:30-12:20
	HPM536	Leading Change (Spring 2)	J. Conway	T	8:30-10:20
SE	HPM539	Health Care Organizations and Behavior (Spring 2)	S. Singer	M/W	10:30-12:20
	HPM540	Public Health Response to Mass Emergencies	J. Burstein P. Biddinger J. Leaning	Winter Session Jan 5-9 Jan 12-16	
	PM542	Theory and Practice of Effective Leadership (Spring 1)	M. Jacobson T. Anastasi	Saturdays Feb. 7, 21; Mar. 7, 14	9:00-5:00

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
15.270	Ethical Practice: Professionalism, Social Responsibility, and the Purpose of the Corporation	L. Hafrey	TBA	TBA
15.318	Leadership and Change in Organizations	D. Ancona	TBA	TBA
15.320	Strategic Organizational Design	T. Malone	TBA	TBA
15.343	Managing Transformations in Work Organizations and Society	T. Kochan	TBA	TBA
SE 15. 351	Managing Innovation and Entrepreneurship	F. Murray	TBA	TBA
SE 15.394	Designing and Leading the Entrepreneurial Organization	Staff	TBA	TBA

*You must pre-register and participate in Sloan's Prioritization process to take this subject.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DHP D211	The Politics of Statecraft	D. Drezner	M/W	9:40-10:55
DHP D220-01	Processes of International Negotiation	E. Babbitt	T	3:20-5:20
DHP D220-02	Processes of International Negotiation	N. Rouhana	Th	5:30-7:30
DHP D223	Conflict Resolution Theory	E. Babbitt	T/Th	11:05-12:20
SE DHP 231	Human Rights Protection of Civilians during Situations of Armed Conflict	D. Mazurana	M	3:20-5:20
SE DHP 232	Gender, Culture, and Conflict in Complex Humanitarian Emergencies	D. Mazurana	M/W	9:40-10:55
DHP 233	Daily Risks and Crisis Events: How People & Planners Cope with Vulnerability	P. Webb	T	9:00-12:00
SE DHP D237	Nutrition in Complex Emergencies: Policies, Practices, and Decisionmaking	Sadler and Young	M	9:00-12:00
DHP P203	Analytic Frameworks for Public Policy Decisions	C. Gideon	T/Th	11:05-12:20
DHP P205	Decision Making and Public Policy	W. Martel	M	3:20-5:20
DHP P209	International NGOs: Ethics and Management Practice	J. Hammock	M	5:30-8:00

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