LEADERSHIPCOURSES

AT HARVARD UNIVERSITY AND BEYOND

academic year
2008 – 2009

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

HARVARD KENNEDY SCHOOL

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

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1 ABOUT *LEADERSHIP COURSES*

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

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

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

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

- Information here was current in mid-August 2008, but course offerings, instructors, and meeting dates and times are subject to further change. For up-to-date information, consult the registrars' offices and registrars' websites listed on page 9.
- The Center will publish a supplemental course listing in January with updated course information for Spring 2009.
- Courses outside of HKS, even at other Harvard schools, may not satisfy credit requirements. To determine whether specific courses qualify for HKS credit, please consult www.hks.harvard.edu/registrar.
- All courses listed here are open to graduate students. Undergraduate courses are not included.
- Course descriptions are included only for HKS courses. Other course descriptions can be found on their schools' websites or, in some cases, on instructors' websites.

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

The Model

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

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

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

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

CATALYTIC

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

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

SOCIAL SYSTEMS

Reading and analyzing dynamic social and political systems

What is collectively happening here?

CONTEXTUAL

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

Where am I?

INTERPERSONAL

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

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

ORGANIZATIONAL

Planning, organizing, coordinating, and executing collective action

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

LEADERSHIP THEORY

Understanding the fundamental leadership concepts, constructs, and research findings

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

PERSONAL

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

Who am I?

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

The Mapping

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

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

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

SEE TABLE ON NEXT PAGE

The Mapping

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

The Mapping

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

3 CONTACT INFORMATION

HARVARD KENNEDY SCHOOL OF GOVERNMENT (HKS)

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

HARVARD BUSINESS SCHOOL (HBS)

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

HARVARD DIVINITY SCHOOL (HDS)

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

HARVARD FACULTY OF ARTS AND SCIENCES (FAS)

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

HARVARD GRADUATE SCHOOL OF DESIGN (GSD)

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

HARVARD GRADUATE SCHOOL OF EDUCATION (GSE)

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

HARVARD LAW SCHOOL (HLS)

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

HARVARD MEDICAL SCHOOL (HMS)

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

HARVARD SCHOOL OF PUBLIC HEALTH (HSPH)

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

MASSACHUSETTS INSTITUTE OF TECHNOLOGY– SLOAN SCHOOL OF MANAGEMENT

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

TUFTS UNIVERSITY – FLETCHER SCHOOL OF LAW AND DIPLOMACY

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

4 CROSS-REGISTRATION

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

HERE ARE SOME KEY POINTS TO BE AWARE OF:

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

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

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

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

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

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

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

FALL **2008** HARVARD KENNEDY SCHOOL

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-101	**Exercising Leadership: Mobilizing Group Resources**	**Heifetz**	M/W	10:10-11:30

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

PAL-115	**The American Presidency**	**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 president's ability to provide leadership in the U.S. political system. Also offered by the Department of Government as Gov. 1540. In addition to the regular class meetings, Kennedy School students will meet in an extra session each week.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-117A	**The Arts of Communication**	**Danziger**	M/W	4:10-6:00
PAL-117B		**McCarthy**	T/Th	6:10-8:00

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

PAL-117M	**The Arts of Communication (January 2009)**	**Weeks**	1/8/09-1/23/09	9:00-5:00

Today's leaders must have not only an ability to analyze thoughtfully but also to communicate clearly and persuasively. This intensive course will seek to strengthen the capacity of each student to speak well in public settings. Approximately one-half of the course will be devoted to classes that introduce students to strategies of communication. The other half will consist of smaller workshops in which students will hone their speaking skills, including the development and analysis of both their presentations and their sense of presence, and handling stressful situations in which they must manage themselves well. Meets daily Thu. Jan. 8–Fri. Jan. 23. Hours to be determined. No meetings on Jan. 15 and 21. No meetings on weekends. May not be taken with PAL-117 A or B.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-118MA	Intensive Writing for Politics and Policy	Herman	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.

PAL-122	Religion, Politics, and Public Policy	Parker	T/Th	2:40-4:00

Religion may well be the most powerful, yet seriously unexamined, force in the 21st century. Science and democratic and market-based cultures have stripped religion of much of its central claims to public authority, yet left unanswered a range of questions, such as: As a public figure, how should you judge political and policy claims of religiously based groups or issues? How should we conceive of, and organize, public life in ways that allow for tolerant religious debate? If you believe in God, how can you — as a person in public life — live and act in concert with your religious beliefs? Recent debates on abortion rights, the Christian Right, and "family values" and earlier debates on abolition, sufferance, and temperance all have deeply religious dimensions. Millions of Americans have "rediscovered" religious beliefs. The course examines the shape of American religious beliefs today and probes how they continue to arise in law, politics, economics, the press, public morality, and social policy. Also offered by the Divinity School as HDS-2526.

PAL-125	Religion and Government: Choices of Morality, Law, and Policy	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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-136M	Genius and Folly: How Leaders Use and Misuse Power (January 2009)	Kramer	See below	9:00-5:00

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. Class meets Jan. 12, 15, 20, and 22.

PAL-142	Persuasion: The Science and Art of Effective Influence (January 2009)	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 will also assess their personal strengths and weaknesses in persuasion, informed by the confidential assessments of others who have observed them closely in persuasion situations. PAL-142 is offered in an intensive format for two weeks in January. The class will meet daily from 9–6 p.m.

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

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PAL-154M	Public Narrative: Identity, Agency, and Action	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.

PAL-155M	Public Narrative: Conflict, Collaboration, and Coherence	Ganz	T/Th	1:10-2:30

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 PAL-154M. Also offered by the Divinity School as HDS-2894.

PAL-164	Leadership on the Line (January 2009)	Heifetz	1/5/09-1/16/09	9:00-5:30

To lead is to live dangerously. Although it may be romantic and 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's a strong temptation to play it safe. Those who choose to lead take the risks and sometimes get burned. 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. The course will be structured around large and small group discussions each day. Prerequisite: PAL-101 or permission of the instructor. Course meets intensively from 9 a.m.–5:30 p.m., January 5–16 (except Saturday and Sunday).

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE PAL-218	Innovations in Democratic Governance: Solving Public Problems	Fung	M/W	1:10-2:30

This course examines a wide array of democratic reform efforts that seek to increase the legitimacy, fairness, and effectiveness of governance in state, civil society, and economy through strategies of participation, deliberation, and transparency. The course asks three main questions: (1) What problems can greater participation helpfully address? (2) What institutional designs and structures organize participation in ways that address those problems? (3) What skills and tools are necessary to craft those institutions? We answer these questions by exploring real-world cases of large- and medium-scale reform in the United States, Canada, India, Latin America, and elsewhere. Reforms range across issues and problems that include public budgeting, community development, health care, environmental protection, neighborhood governance, immigration, and public security. Students are expected to apply lessons about participation and institutional design to a policy, organization, or institution of their own choice in term projects. This course may be used to meet the MPA/ID democratization/governance requirement.

PAL-229	Driving Forces in American Politics	Gergen, Kamarck	M/W	2:40-4:00

Designed to provide Kennedy School students and upper-class students from the Faculty of Arts and Sciences with a deep understanding of the forces behind modern American politics. Always offered in election years, it will not focus on elections per se; rather it will provide students with knowledge and historical context for those forces that affect all American elections. Each topic will be approached historically and empirically — drawing from the best history and political science available. In addition to extensive reading, students will be required to choose a certain number of Institute of Politics lectures and study groups to attend when they are appropriate to the subject matter of the course.

PAL-231	Election Reform	King	M/W	1:10-2:30

This research seminar is about the mechanics of representation and the consequences of various reform proposals both within the United States and other countries. Students will read foundational works about political parties and political behavior and apply insights from that literature to current proposals, including how votes are cast and counted; how parties and candidates gain access to the political process; and how campaigns are funded. A substantial research paper accounts for most of a student's grade in this seminar.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
API-304	Judgment and Decision Making	Bohnet, Lerner	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
API-307	Trust, Emotion, and Morality in Negotiation and Decision Making	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
API-601 A, B, C, D, E	The Responsibilities of Public Action	Robichaud, Fung, Risse, Kamm	M/W	10:10-11:30 11:40-1:00 2:40-4:00

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
API-602	Ethics in Public Life	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 the real world. 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 such theorists as John Rawls, Machiavelli, and Confucius.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
API-701	Reasoning from History	Keyssar	M/W	2:40-4:00

This course is the school's 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.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
BGP-100	The Business-Government Relationship in the United States	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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE BGP-236	Public Private Partnerships	Trager	T/Th	10:10-11:30

What makes a complex public policy problem eligible for a multi-stakeholder solution? An increasing number of solutions throughout the world consist of public-private partnerships. Reasons for partnership include financial motivations but also skills-based and capacity-based motivations. This course examines the conditions and skills that are favorable to the creation and management of public-private partnerships, with an emphasis on the private sector's role in the partnership's structure and mission. It makes use of case studies and readings to illustrate the variety of situations and challenges facing public officials and their private sector colleagues. Focus questions include: How do public officials make strategic decisions to partner with the private sector? What motivates the private sector to participate as a partner? How are public-private partnerships negotiated? What are the issues associated with creating cross-border structures and managing partners with a global perspective? What are the choices public officials must make to successfully run a partnership?

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE BGP-256	Management, Finance, and Regulation of Public Infrastructure	Lee	M/W	1:10-2:30

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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE HCP-100	Introduction to Health Care Policy	Burke, Frank	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 of 2008 we will give special attention to health policy in the context of a Presidential election. 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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
HCP-150Y	Seminar: Health Policy and Management (Yearlong)	Boatwright Wilson Nelson	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, HLE-150Y,and NPS-150Y

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE HCP-382	Health Policy Reform: Comparative Perspective	Ruggie, M.	T/Th	11:40-1:00

As countries struggle to reform their health care systems, they are confronting the fundamental tension between controlling costs and maintaining or improving quality and equality in health care provision. This course focuses on selected industrialized countries (Canada, Britain, Germany, France) whose health policies have informed initiatives in the United States. At the same time, these countries have borrowed ideas from the United States. We first ground analysis of each country within the framework of such social policies as Social Security, welfare, and labor markets. Next we explore country-level debates of such issues as funding mechanisms, physician payments, hospitals and technology, and rationing. The course also considers academic debates about, for instance, convergence or divergence across countries. Based on student interest, additional countries or issues will be selected for further consideration, using the analytical tools developed in the course.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE HCP-597	Core Course in Health Policy I	Frank Newhouse Zaslavsky	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-150Y	Seminar: Human Services, Labor and Education Policy and Management (Yearlong)	Boatwright Wilson 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. Taught jointly with CCJ-150Y, HCP-150Y, and NPS-150Y.

SE HUT-100	Policymaking in Urban Settings	Apgar	T/Th	1:10-2:30

An introduction to policymaking in American cities, focusing on economic, demographic, institutional, and political settings. It examines economic development and job growth in the context of metropolitan regions and addresses federal, state, and local government strategies for expanding community economic development and affordable housing opportunities. Of special concern is the continuing spatial and racial isolation of low-income populations, especially minority populations, in central-city neighborhoods and how suburbanization of employment, reduction in low-skilled jobs, and racial discrimination combine to limit housing and employment opportunities. During the semester, students will complete two brief policy memoranda and a take-home examination consisting of three short essays. Also offered by the Graduate School of Design as GSD-5213.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
HUT-201A	Urban Politics, Planning, and Development	Altshuler	M/W	11:40-1:00

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 with some attention to international comparisons. Policy topics include land use planning; zoning; infrastructure investment; downtown revitalization; public-private partnerships for economic development; and efforts to move from urban sprawl to "smart growth." Cross-cutting topics include: comparisons of U.S. patterns of urban planning and development with those in selected other countries; the causes and consequences of sprawl and racial-class segregation in U.S. metropolitan areas; business-government relations; and contending theories about the balance of forces in U.S. urban politics. Emphasis placed throughout on the special roles of business and of grass-roots democracy in U.S. urban governance, and on tensions between the values of economic development, citizen participation, and equity. Also offered by the Graduate School of Design as GSD-5201A & B.

IGA-206	The Politics and Ethics of Statecraft	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.

IGA-225M	Power in the 21st Century	Nye	M	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	Nye	W	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 Indicates courses that may be of interest to students focusing on social entrepreneurship.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
IGA-302	National Security Organization and Management	White	M/W	11:40-1:00

Teaches how the U.S. national security establishment has evolved its structure and management practices over time in order to execute security policy (as reviewed in ISP-205). Concentrates on the Department of Defense but covers other principal national security agencies as well. Designed to prepare students who anticipate careers in these agencies or are generally interested in issues concerning the public management of large, complex organizations. Topics include: the legal framework for national security organizations (including the national command authority); principles guiding organizational structure; long-term planning procedures; the resource-allocation process; management of conventional combat operations; homeland security, crisis management; system-acquisition policy; and human resources management. Students will be required to develop realistic organizational and policy options and to produce professional products as assignments, such as concise memos, briefings, and oral and written policy guidance and committee reports.

IGA-304	Human Rights and International Politics: The Basic Policy Dilemmas	Risse	T/Th	11:40-1:00

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.

IGA-313	Science, Power, and Politics I	Jasanoff	W	4:10-6:00

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, science's relations with the state, science and democracy, scientific and technical controversies, and the politics of technology. 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 2008–09. Also offered by the History of Science Department as Hist. Sci. 285a.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE IGA-319	Leadership, Democracy, and Conflict: The Politics of the Developing World	Rotberg	M/W	4:10-6:00

The developing world encompasses three-fifths of the world's people, spread across a great arc of territory from Fiji to Haiti — from Oceania through East and South Asia to the Middle East, Africa, and Latin America. This course focuses on the tension between democracy and authoritarianism in the political systems and the day-to-day politics of the nations of the developing world. It examines varieties of leadership and the performance of leaders, both participatory and autocratic, and assesses the critical importance of leadership in the progressive growth of the developing world. The course discusses such controversial subjects as state failure, conflict prevention, truth commissions, corruption, electoral methods, bureaucratic skills and behavior, legislatures, the relevance of different colonial experiences, demographic and ecological variables, ethnicity, economic growth patterns, educational issues, and the causes of intrastate conflict. Subjects include the role of Islam, terror, AIDS, and nation building.

SE NPS-150Y	Seminar: The Nonprofit Sector	Boatwright Wilson Nelson	Th	4:10-6:00

Designed for MPP2s conducting independent Policy Analysis Exercises (PAEs) on nonprofit organizations, this seminar offers readings and guidance for PAEs concerned with organizational strategy, governance, marketing, and partnerships with other agencies. Past topics have included expansion strategies for an inner-city nonprofit literacy program, designing a church-sponsored racial reconciliation initiative in a troubled American city, and establishing an organization to promote affirmative action in higher education in Brazil. Large group meetings focus on choosing a client, choosing a topic, and frameworks for policy analysis. Once clients have been chosen (October), students break into smaller groups where they 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 Indicates courses that may be of interest to students focusing on social entrepreneurship.

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

The project approach continues to be one of the principal means of providing technical assistance to promote development in third world countries. Projects often under perform and frequently fail. The challenges are to 'get something moving' and sustained. The course distills over 20 years of project management experience by the instructor principally in Africa. The course examines a variety of areas: education, health, agriculture, civil service, and infrastructure. A baseline project is also presented (the Ethiopian financial reform) which the instructor just completed after 12 years. Specific topics covered include: the foreign aid environment, design and deliverables, strategy and tactics, recruitment and management of professional staff, the project cycle, donor/lender management, management techniques (log frames, responsibility matrices, evaluation), typical crises and how to manage them (corruption, stakeholder and staff turnover), institutionalizing, and exit.

SE PED-328M	Microfinance in Theory and Practice	Stuart	T/Th	2:40-4:00

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 PED-376	Civil Society and Development	Brown	T/Th	11:40-1:00

Civil society organizations (CSOs) — nongovernmental organizations, churches, community organizations, social movements — are increasingly important actors in governance, development, and social problem solving. They are both agents and objects of globalization, democratization, and shifting patterns of governance. Course examines shifting concepts of civil society and its contributions to social entrepreneurship, social and institutional capital, and innovation and social learning, especially in the developing world. Course explores the challenges of leading and managing CSOs and their links to government and business actors to influence policy and solve intransigent problems. It examines CSOs as innovators in transnational governance and problem solving on issues such as human rights, poverty alleviation and corruption. The class uses cases, lectures, readings, simulations, and discussions of student experiences to build perspectives and capacities for working with civil society actors in many contexts.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PED-501M	Native Americans in the 21st Century: Nation Building I (January 2009)	Kalt	1/20/09-1/23/09	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. PED-501M will be held from January 20-23, 2009, meeting daily from 10 a.m.–12:30 p.m. and 1:30 p.m.–4 p.m. Grades will be based on: issues briefs, 10%; simulations/participation, 20%; and take-home final exam, 70%. Jointly offered by the Graduate School of Education as GSE-A101.

PPP-150Y	Seminar: Press, Politics, and Public Policy (Yearlong)	Patterson	Th	4:10-6:00

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

PPP-184	New Media and Democracy	Bowie	T/Th	11:40-1:00

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.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
PPP-306	Mass Media, Public Opinion, and U.S. Foreign Policy	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.

PPP-308	How Politicians Connect	Schwartz	T/Th	1:10-2:30

This course will discuss how the press both facilitates and undermines the connection between the public and the politician, how politicians use polling to understand the public, and the role of the Internet in building political networks. The course will cover the use of images, advertising, biography, and other techniques politicians and campaigns use to create connections with voters.

STM-101 A, B, C, D, E	Strategy, Structure, and Leadership in Public Service Organizations	Zelleke Gonzalez Donahue Kelman Letts	T/Th	8:40-10:00, 10:10-11:30, 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 STM-110.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE STM-102	Getting Things Done: Management in a Development Context	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.

STM-110A	Strategic Management for Public Purposes	Bane Zimmerman	T/Th	10:10-11:30

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE STM-145	**Entrepreneurship and Innovation in the Public, Private, and Social Sectors**	Cavanagh Higgins	M/W	2:40-4:00

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; a short briefing memorandum in preparation for the presentation; and an hour-long presentation. The instructors 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.

STM-221 A, B	**Introduction to Negotiation Analysis**	Mandell	M/W	10:10-11:30 1:10-2:30

Introduces students to the theory and practice of negotiation. The ability to successfully negotiate rests on a combination of analytical and interpersonal skills. Analysis is important because negotiators cannot develop promising strategies without a deep understanding of the context of the situation, the interests of the other parties, and the range of possible moves and countermoves. Interpersonal skills are important because negotiation is essentially a process of communication, trust building (or breaking), and mutual persuasion. This course will develop a set of conceptual frameworks that should help students analyze future negotiation situations and prepare more effectively. Through participation in negotiation simulations, students will have the opportunity to exercise powers of communication and persuasion and to experiment with a variety of negotiation tactics and strategies. Students must be available Tuesday from 4 p.m.–6 p.m. to participate in group exercises. STM-221 must be used as the prerequisite for the January course STM-230, Advanced Workshop in Multiparty Negotiation and Conflict Resolution. STM-221 and HLS-44410021, the Winter Negotiation Workshop, may not both be taken for credit.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
STM-230	**Advanced Workshop in Multiparty Negotiation and Conflict Resolution (January 2009)**	Mandell	1/5/09-1/17/09	8:30-8:30

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: STM-221. STM-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. STM-230 and HLS-44410021, the Winter Negotiation Workshop, may not both be taken for credit.

SE STM-342	**Managing Bureaucracy: Creating the Passion-Driven Organization**	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.

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE STM-401MA	Financial Management in Public and Nonprofit Organizations	Honan Thornburg	T/Th	2:40-4:00

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

SE STM-411	Budgeting and Financial Management	Bilmes	T/Th	10:10-11:30

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. 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 STM-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.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE STM-480	Leadership for a Networked World	Mechling	M/W	10:10-11:30

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.

STP-150Y	Seminar in Science, Technology, and Public Policy (Yearlong)	Boatwright Wilson Toft	Th W	4:10-6:00 8:30-10:00

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
1105	Energy (Half Course)	Reinhardt	X	8:30-9:50
1122-01	The Coming of Managerial Capitalism: The United States	Tedlow	X	11:40-1:00
1122-02	The Coming of Managerial Capitalism: The United States	Tedlow	X	1:30-2:50
SE 1130-01	Entrepreneurship and Global Capitalism	Jones	Y	10:05-11:25
SE 1130-02	Entrepreneurship and Global Capitalism	Jones	Y	11:40-1:00
1145	Business and the Environment (Half Course)	Reinhardt	X	8:30-9:50
SE 1504-01	Building and Sustaining a Successful Enterprise	Shih	X	8:30-9:50
SE 1504-02	Building and Sustaining a Successful Enterprise	Kaufman	X	10:05-11:25
SE 1504-03	Building and Sustaining a Successful Enterprise	Shih	X	11:40-1:00
SE 1504-04	Building and Sustaining a Successful Enterprise	Gilmartin	Y	8:30-9:50
SE 1504-05	Building and Sustaining a Successful Enterprise	Gilmartin	Y	11:40-1:00
1562-01	The Moral Leader	Sucher	T	3:00-5:00
1562-02	The Moral Leader	Rose	W	3:00-5:00
SE 1582	Leading and Governing High Performing Nonprofit Organizations	Grossman	X	8:30-9:50
SE 1630-01	Entrepreneurial Management in a Turnaround Environment	Marshall	X	10:05-11:25
SE 1630-02	Entrepreneurial Management in a Turnaround Environment	Marshall	X	11:40-1:00
1978-00	Customers, Commerce, and Society	Leonard, Rangan	X	1:30-2:50
2010-00	The Board of Directors and Corporate Governance	Lorsch	Y	1:30-2:50
2020-01	Leading Teams	Polzer	Y	11:40-1:00
2020-02	Leading Teams	Polzer	Y	1:30-2:50
2056-00	Power and Influence	James	Y	10:05-11:25
2060-01	Managing Human Capital	Groysberg	X	10:05-11:25
2060-02	Managing Human Capital	Groysberg	X	11:40-1:00
2090-00	Authentic Leadership Development	George	M/Th	3:10-4:40
2090-02	Authentic Leadership Development	Nohria	M/Th	3:10-4:40
2120-01	Managing Service Operations	Campbell	X	10:05-11:25
2120-02	Managing Service Operations	Raman	X	11:40-1:00
SE 2180-00	Innovating in Health Care	Herzlinger	X	1:30-2:50
SE 2190-00	Managing Medicine	Bohmer	Y	11:40-1:00

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FALL 2008 HARVARD GRADUATE SCHOOL OF DESIGN

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	4345	Race, Inequality, and Cities	Sugrue	M	2:30-5:30
	5201A	Urban Politics, Planning and Development	Altshuler	M/W	11:40-1:00
	5213	Policy Making in Urban Settings	Apgar	T/Th	1:10-2:30
SE	5476	Housing Delivery Systems in the United States	Stockard	W	2:00-5:00
	5484	Redevelopment Policy	Fainstein	M/W	10:00-11:30

HARVARD DIVINITY SCHOOL

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	1416	The Bible and Politics	Hanson	T/Th	8:30-10:00
	2511	Religion and Politics in Current "Fundamentalist" Movements	Cox	Th	1:00-3:00
	2528	Religion and the Public Intellectual	Thiemann	W	1:00-3:00
SE	2707	Religion, Reconciliation, and Peacemaking	Aquino	F	1:00-3:00
SE	2805	Religion, Ethics, and Human Rights: Seminar	Thiemann, Sokol	T	1:00-3:00
	2818	Religion in Global Politics	Toft	W	4:10-6:00
SE	2852	Religion and Government: Choices of Morality, Law, and Policy: Seminar	Hehir	M	4:10-6:00
	2894	Public Narrative	Ganz	T/Th	1:10-2:30
	2898	Public Christianity: Poverty, AIDS, and Criminal Justice: Seminar	Boulton	W	8:00-10:00
	2907	Introduction to Public Preaching	Gomes	Th	2:00-5:00
	2916	Religion, Democracy, and Education	Moore	W	4:00-6:00
	2918	Education for Liberation	Richardson	Th	4:00-6:00

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

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	A-021	Leadership in Organizations	Mapp	M/W	10:00-12:00
	A-024	Politics, Policymaking, and Political Action in Education	Elmore	F	11:30-2:30
	A-100	Introduction to Education Policy	Mehta	M	4:00-7:00
	A-101	Native Americans in the 21st Century: Nation Building I	Kalt	1/20/09-1/23/09	10:00-4:00
SE	A-115	Community Power, Decision-Making, and Education	Willie	M	4:00-6:00
	A-120	Controversies in Federal Education Policy: Can Title I Close the Achievement Gap?	Kim	W	4:00-7:00
SE	A-122	The Why, What and How of School, Family, and Community Partnerships	Mapp	W	4:00-7:00
	A-152	Proseminar on the Urban Superintendency (Yearlong)	Peterkin, Jewell-Sherman	T	11:30-4:00
SE	A-307	Practicum on Leadership in Nontraditional Settings (Yearlong)	Teitel	F	8:30-11:30
	A-326A	School Reform: Curricular and Instructional Leadership	Merseth	T	1:00-4:00
	A-326B	School Reform: Curricular and Instructional Leadership	Merseth	W	4:00-7:00
	A-328	Proseminar: School Leadership (Yearlong)	Jackson	T	5:00-7:00
	A-340	Internship on the Urban Superintendency (Yearlong)	Peterkin	8/1/08 - 3/31/09	
SE	A-608	Leadership, Entrepreneurship, and Learning	Higgins	T/Th	10:00-11:30
	A-663	Managing Bureaucracy: Creating the Passion-Driven Organization	Spence	T	4:00-6:00
SE	A-801	Education Policy Analysis and Research in Developing Countries	Reimers	F	8:30-11:30
SE	H-603	Educating for Civic Responsibility	Haste	W	2:00-4:00
SE	T-131	Teachers, Leadership, and Power: Changing the Teaching Career	Boles	Th	4:00-7:00

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
T-330A	Seminar and Practicum in School Principalship: Instructional Leadership and Supervision (Elementary-School Level) (Yearlong)	Jewell-Sherman	Th	8:30-11:30
T-330B	Seminar and Practicum in School Principalship: Instructional Leadership and Supervision (Middle-School Level) (Yearlong)	Jewell-Sherman	Th	8:30-11:30
T-330C	Seminar and Practicum in School Principalship: Instructional Leadership and Supervision (High-School Level) (Yearlong)	Jewell-Sherman	Th	8:30-11:30

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	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	African and American Studies 128	Black Nationalism	Shelby	M	1:00-3:00
SE	Anthropology 1825	Health, Culture, and Community: Case Studies in Global Health	Kim Farmer Kleinman	T/Th	10:00-11:30
	Economics 1059	Theories of Decisionmaking in Economics	Lipman	T/Th	10:00-11:30
SE	Economics 1390	Microfinance: Theory and Practice	Armendariz	M/W	1:00-2:30
	Economics 2030	Psychology and Economics	Laibson Mullainathan Shleifer	W	1:00-3:00
SE	Economics 2350	Workshop in Religion, Political Economy, and Society,	Barro Glaeser Khwaja McCleary	Th	12:30-2:00
	Government 1042	Theories of Peace and War in Western Political Thought	Welch	W	4:00-6:00
	Government 1540	The American Presidency	Porter	T/Th	11:30-1:00
	Government 2034	Ethics, Economics, and Law	Sandel	M	5:00-7:00
	Government 2160	Politics and Economics	Alt, Iversen	T	2:00-4:00
SE	Government 2340a	Social Policy I	Hochschild Western	W	2:00-4:00
SE	Health Policy 2000	Core Course in Health Policy	Frank, Newhouse Zaslavsky	T/Th	4:00-6:00
	History of Science 285a	Science, Power, and Politics I	Jasanoff	W	4:10-6:00
	Human Evolutionary Biology 1330	Primate Social Behavior	Wrangham Gilby	T/Th	10:00-11:30
SE	Philosophy 179	Race and Social Justice	Shelby	T/Th	12:00
	Psychology 1501	Social Psychology of Organizations	Hackman	T/Th	8:30-10:00
	Psychology 2553r	Decision Making and Negotiation: Research Seminar	Bazerman	TBA	TBA
	Psychology 2570r	Intergroup Relations: Research Seminar	Sidanius	Th	5:00-7:00
	Psychology 2630	Social Behavior in Organizations: Seminar	Hackman	Th	11:30-1:00
	Psychology 2670a	Decision Making I	Langer	W	1:00-3:00
	Religion 1076	Religion and Politics in Current "Fundamentalist" Movements	Cox	Th	1:00-3:00
SE	Religion 1567	Religion and the Public Intellectual	Thiemann	W	1:00-3:00
SE	Religion 1568	Religion, Ethics, and Human Rights	Thiemann	T	1:00-3:00
SE	Sociology 109	Leadership and Organizations	Ager	M/W	10:00
SE	Sociology 145	Urban Social Problems	Edin	T/Th	2:00
SE	Sociology 165	Inequalities in Health Care	Ruggie, M.	M/W	3:00

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HARVARD LAW SCHOOL

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	33599A	Constitutional Dictatorship: Reading Group	**Levinson**	T	5:00-7:00
	34160A	Creation of the Constitution (Winter)	**McConnell**	M/T/W/Th/F	9:00-12:10
SE	34237A	Critical Perspectives on the Law: Issues of Race, Gender, Class and Social Change: Reading Group	**Guinier Brown-Nagin**	T	7:00-9:00
	34301A	Democratic Theory and the Law (Winter)	**Brettschneider Estlund**	M/T/W/Th/F	1:00-4:00
	35255A	Practical and Theoretical Regulation of Voting	**Greiner Quinn**	W/Th	3:30-5:00
	39120A	International Negotiation	**Blum**	W/F	1:15-2:45
	41205A	Law and the Policy of Counter-Terrorism	**Blum, Heymann**	Th/F	10:00-11:30
	42300-A	Legal Profession: Ethics in Public Interest Law	**Brown-Nagin**	W/Th	1:00-2:00
	45407A	Race Relations and the Presidential Election of 2008	**Kennedy**	W	1:00-3:00
SE	46381A	Shareholder Activism	**Bebchuk, Young**	M/T	3:15-4:45
	46925A	Taxation and Regulation of Non-Profits	**Spitzer Fremont-Smith**	Th/F	10:00-11:30
	92792A	Dispute Systems Design: Seminar	**Bordone**	W	5:00-7:00
SE	93115A	Economic and Social Rights: Seminar	Alston	T	5:00-7:00
SE	93375A	Ethics, Economics and Law: Seminar	**Sandel**	M	5:00-7:00
SE	94611A	Human Rights and the Environment Advocacy Seminar	**Docherty Giannini**	T	5:00-7:00
SE	94740A	Human Rights Advocacy: Seminar A	**Cavallaro Nowrojee**	T	5:00-7:00
	95311A	Advanced Research Seminar on Law and Public Policy	**Heymann**	T	5:00-7:00

HARVARD MEDICAL SCHOOL

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	CS704.0	Human Values as They Relate to Medicine (Half Time)	**Diamandopoulos**	M/W/F	2:00-5:00
SE	HC750.0	Introduction to Health Care Policy	**Huskamp McNeil**	Th	1:30-3:30
	GR502M.5	Decision Making and Resource Allocation in Medicine (Yearlong)	**Cummings**	T	11:00
	MA902.0	Narrative Ethics: Literary Texts and Moral Issues in Medicine (January 2009)	**Montello**	TBA	TBA
SE	SM750.0	Introduction to Social Medicine and Global Health	**Brandt Farmer Jones**	Th	1:30-3:30

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

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	GHP211	Management Control in Health Organizations	Campbell	T/Th	3:20-5:20
SE	GHP214	Health, Human Rights, and the International System	Marks	T	3:30-6:20
SE	GHP218	Health and Human Rights: Concepts and Methods for Public Health	Gruskin	W	1:30-4:20
SE	GHP244	Health Sector Reform: A Worldwide Perspective	Bossert	T/Th	1:30-3:20
SE	GHP263	Grant Writing for Funding of Research and Health Care Projects (Winter)	Dumbaugh Bloom	1/5/09-1/16/09	9:00-12:00
SE	GHP268	Field Experience in Health and Human Rights (Winter)	Marks	TBA	TBA
SE	GHP293	Individual and Social Responsibility for Health	Wikler	M/W	8:30-10:20
	HCM778	Skills and Methods of Health Care Negotiation and Conflict Resolution	Marcus Dorn	TBA	TBA
SE	HPM223	Public Speaking for Managers	Campbell	T	3:30-5:20
SE	HPM228	Introduction to the New American Health Care System: Law, Policy, Management	Moseley	M/W	3:30-5:20
	HPM235	Managed Care Policy Issues	Turnbull Levin-Scherz	M/W	8:30-10:20
	HPM245	Public Health Leadership Skills (Winter)	Marcus, Dorn	TBA	TBA
	HPM246	Seminar in Health Policy	Newhouse	T/Th	4:00-6:00
SE	HPM520	Organizing Consumer and Community Interests in the Health System	Sherry	M/W	3:30-5:20
	ID250	Ethical Basis of the Practice of Public Health	Roberts	M/W	8:30-10:20
SE	ID262	Introduction to the Practice of International Health	Cash	M/W	10:30-12:20
SE	ID295	Program Evaluation of Public Health Programs (Winter)	Mitchell, Brown	TBA	TBA
SE	ID506	Theory and Practice of Public Health in the United States	Koh, Walker	Th	1:30-5:00
	ID517	Public Health Response to Mass Emergencies (Winter)	Leaning Burstein Biddinger	TBA	TBA
	RDS280	Decision Analysis for Health	Goldie	T/Th	1:30-3:20
	RDS284	Decision Theory	Hammitt	M/W	10:30-12:20
SE	SHH201	Society and Health	Kawachi	M/W	3:30-5:20
	SHH265	Program Planning: Design and Evaluation	Rudd, Molner	M/W	1:30-3:20
	SHH296	Leadership in Minority Health Policy	Reede Douglass King	T	3:30-5:20

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
15.067	Competitive Decision Making and Negotiation	Kaufman	M/W	4:00-6:30
15.269	Literature, Ethics, and Authority	Hafrey	M/W	2:30-4:00
15.280 A1,A2, B1, B2, C1, C2, D1, D2 ,E1, E2, F1, F2	Communication for Managers	Pittore Healy-Tangney Heagney Hafrey Kelly Hartman Blackburn	T/Th	1:00-2:30 2:30-4:00 4:00-5:30
15.305A	Special Seminar in Organization Studies: Leadership and Management	Marshall	W	7:30-10:30
15.305B	Special Seminar in Organization Studies: Leadership and Management	Keller	T/Th	8:30-10:00
15.310	Managerial Psychology	Carroll	M/W	11:00-12:00
15.311 A,B,C,D,E,F	Organizational Processes	Fernandez Mortensen Loyd	T/Th	1:00-2:30 2:30-4:00 4:00-5:30
15.322A	Leading Organizations	Van Maanen	F	8:00-12:00
15.322B	Leading Organizations	Van Maanen	F	1:00-5:00
15.325	Seminar in Leadership	Sacca	M/W	5:30-8:00
15.341	Individuals, Groups and Organizations	Carroll	F	9:00-12:00
15.360A	Introduction to Technological Entrepreneurship	Roberts	W	4:00-7:00
15.369	Corporate Entrepreneurship: Strategies for Technology-Based New Business Development	Livada	T	4:00-6:30
SE 15.380	Special Studies in Entrepreneurship	Morse	TBA	TBA
SE 15.389A	Global Entrepreneurship Lab	Loessberg, Locke	T/Th	2:30-4:00
SE 15.389B	Global Entrepreneurship Lab	Lehrich, Huang	T/Th	4:00-5:30
SE 15.389C	Global Entrepreneurship Lab	Sastry, Locke	M/W	4:00-5:30
SE 15.390A	New Enterprises	Anderson Zolot, Aulet	M/W	4:00-5:30
SE 15.390B	New Enterprises	Afeyan	M	6:00-9:00
SE 15.391	Early Stage Capital	Loessberg	T/Th	1:00-2:30
SE 15.399	Entrepreneurship Lab	Preston Morse MacCormack	W	6:00-9:00
15.569	Leadership Lab: Creating Systemic Change Across Value Chains	Orlikowski Senge	T	8:30-11:30
SE 15.615	Basic Business Law for the Entrepreneur and Manager	Akula	M/W	8:30-10:00
15.665A	Power and Negotiation	Baccaro	Th	2:30-5:30
15.665B	Power and Negotiation	Baccaro	T	5:30-8:30
15.668	People and Organizations	Kochan	M/W	3:30-5:00
15.670	Leadership and Change	Kochan	T	3:00-5:00
15.768	Management of Services: Concepts, Design, and Delivery	Fine	M	2:30-5:30
15.799	Workshop in Operations Management	Sterman	M	11:30-1:00
15.902A	Strategic Management	Hax	M/W/F	1:00-2:30
15.902B	Strategic Management	Hax	M/W/F	10:00-11:30
SE 15.963	Special Seminar in Management: Social Entrepreneurship	Wolk	T/Th	10:00-11:30
15.966	Special Seminar in Management: Managing in Adversity — The CEO Perspective	Anderson Kurzina	T/Th	10:00-11:30
SE 15.971	Special Seminar in Management: Developmental Entrepreneurship	Pentland	Th	4:00-6:00
15.972	Special Seminar in Management: Leadership and Ethics	Hanson	W	4:00-5:30

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
15.973	Special Seminar in Management: Press Relations for Management	Primack	T	4:00-7:00
15.974A	Special Seminar in Management: Practical Leadership	Bentley	T	4:00-7:00
15.974B	Special Seminar in Management: Practical Leadership	Bentley	W	8:30-11:30
SE 15.975	Special Seminar in Management: Leading Profound Innovation for a More Sustainable World	Scharmer	Th	5:00-8:00
15.978	Special Seminar in Management: Conversations with Jack Welch	Welch	Th	4:30-6:30
15.991A	Special Seminar in Management: Managing Technological Innovation	MacCormack	M/W	2:30-4:00
15.991B	Special Seminar in Management: Managing Technological Innovation	MacCormack	M/W	1:00-2:30
15.992	Special Seminar in Management: Networks and Organization	Wheat	W	8:30-11:30
15.993A	Special Seminar in Management: Managing New Ventures	Roberts	M/W	2:30-4:00
15.993B	Special Seminar in Management: Managing New Ventures	Roberts	M/W	1:00-2:30
15.996	Special Seminar in Management: Cross-Cultural Leadership	Bentley	T	4:00-7:00

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NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
DHP D200	Diplomacy: History, Theory and Practice	Henrikson	Th	3:20-5:20
DHP D204	Seminar on U.S. Public Diplomacy	Rugh	T	5:30-8:30
DHP D220 (01)	Processes of International Negotiation	Babbitt	M	3:20-5:20
DHP D220 (02)	Processes of International Negotiation	Salacuse	W	3:20-5:20
DHP D220 (03)	Processes of International Negotiation	Ganson	F	10:30-12:30
DHP D223	Conflict Resolution Theory	Babbitt	M/W	9:40-10:55
DHP D230	Humanitarian Aid in Complex Emergencies	Maxwell	T	9:00-12:00
DHP D232	Gender, Culture and Conflict in Humanitarian Complex Emergencies	Mazurana	M/W	5:30-7:30
DHP P200	International Relations Theory and Practice	Pfaltzgraff	T/Th	9:40-10:55
DHP P202	Seminar on Leadership Challenges	Martel	M	3:20-5:20
DHP P206	Foundations of Policy Analysis	Martel	M/W	11:05-12:20
DHP P216	International Humanitarian Policy and Public Health	Almedom	M	3:20-5:20
DHP P221	International Political Economy	Burgess	T/Th	12:30-1:45
DHP P226m	Corruption, Conflict, and Peacebuilding	Church	M/W	9:40-10:55
DHP P228	Evaluation of Peacebuilding and International Development	Church	T/Th	11:05-12:20
DHP P231	International Communication	O'Donnell	M/W	1:55-3:10
DHP P240	The Role of Force in International Politics	Shultz	M/W	7:45-9:30
DHP P245	Seminar on Crisis Management and Complex Emergencies	Pfaltzgraff	T	3:20-5:20
DHP P257	Corporate Management of Environmental Issues	Rappaport	T/Th	12:30-1:15
DHP P293	Democracy and State Reform in Latin America	Burgess	W	3:20-5:20

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
EIB B200 (01)	Foundations in Financial Accounting and Corporate Finance	Jacque	M/W	9:40-10:55
EIB B200 (02)	Foundations in Financial Accounting and Corporate Finance	Jacque	M/W	1:55-3:10
SE EIB B203	Non-Profit Accounting and Budgeting for Social Responsibility	Hunter	Th	3:20-5:20
EIB B235	Managing the Global Corporation	Thoman	Th	3:20-5:20
SE EIB B241	Microfinance: Issues and Breakthroughs	Wilson	F	10:30-1:00
EIB B260	International Marketing	Simonin	M/W	11:05-12:20
SE EIB E241	Micro Development Economies: Poverty Reduction Policy Analysis for Developing Countries	Schaffner	M/W	1:55-3:10
ILO L210	International Human Rights Law	Hannum	M/W	1:55-3:10
ILO L224	Seminar on Peace Operations	Johnstone	T	3:20-5:20

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

SPRING **2009** HARVARD KENNEDY SCHOOL

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

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

PAL-102M	**Exercising Leadership: A Cross-Cultural and International Perspective**	**Williams, D.**	M/W	4:10-7:00

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

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

This is a course about fundamental problems of participation, democratic governance, and conflict in contemporary political systems. It will provide you with an analytical toolkit for understanding and acting on the political dimensions of policy problems. The A and B sections consider these questions primarily through the prism of American political institutions and the context they create for policymaking. The C,D, and E sections look at systematic variations across different sorts of political institutions in both advanced and developing democracies, as well as in countries that are not democracies. The class develops the skills for effective political analysis and advocacy, including memo- and op-ed writing, as well as the skills to brief actors who need to know everything about the politics of a situation in a short period of time. Open to MPP1 students only.

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

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

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

PAL-117C	The Arts of Communication	McCarthy	T/Th	6:10-8:00

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

PAL-118MC	Intensive Writing for Politics and Policy	Herman	M/W	2:40-4:00
		Harris	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, from George Orwell to Christopher Hitchens. Weekly writing assignments, along with many focused exercises, will hone skills on the levels of words, sentences, paragraphs, editing, rhetoric, argument, and structure. Every element of the writing process will be explored and addressed, with special attention to those elements most important to real-world writers. The first half of the course focuses on different formats and genres (op-eds, memos, academic articles, journalistic essays, speeches, and so on); the course culminates in a single, perfected piece of work related to each student's special area of expertise.

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

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

PAL-127	Moral Leadership: Self, Other, Action	Ganz, Steinberg	M	4:10-6:00

If we understand leadership as accepting responsibility for enabling others to achieve purpose in the face of uncertainty, what makes it "moral?" We argue the capacity for moral leadership is rooted in self-understanding, relationship to others, and hopeful action. The moral challenge lies in the sources of motivation one draws upon and the capacity to articulate shared purpose to inspire action when conditions are most ambiguous. It is less about following rules than creating conditions for learning how to act when the rules are broken. Students learn how to draw moral instruction and inspiration from close reading of diverse narrative texts and to reflect on their own leadership challenges. Also offered by the Divinity School as HDS-2893.

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

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

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

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

SE **PAL-177** **Organizing: People, Power, and Change** — **Ganz** — T/Th — 2:40-4:00

In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge: "on its progress depends that of all others," de Tocqueville observed. To meet challenges of equity, accountability, and responsiveness, democracy requires an "organized" citizenry with power to discern, articulate, and assert its common interests effectively. As new democracies struggle to make citizen participation possible, in the United States it grows more unequal. Organizing can revitalize existing democratic institutions and create new ones. Students learn how to view social, economic, and political problems from an organizing perspective as well as how to act on them. Combining theory with practice, students learn to "map" power and interests, develop leadership, build relationships, motivate participation, devise strategy, and mobilize action to create organizations and conduct campaigns. Practices common to community, electoral, union, and issue organizing are emphasized. Also offered by the Divinity School as HDS-2914.

PAL-210 **The U.S. Congress and Law Making** — **King** — T/Th — 8:40-10:00

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

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

This course traces the evolution of Western democratic theory from the ancient Greeks to the present, with particular emphasis on the institutions that influenced and were in turn influenced by these evolving theories. Readings from Aristotle and Hobbes through Habermas and Foucault, with one foray into Islamic thought. The course has two aims: to give an appreciation of the history behind the ideas that shaped today's democracies and to pose critical normative questions for today. Also offered by the Government Department as Gov. 1039.

PAL-222 **Presidential Elections** — **Kamarck** — W — 4:10-6:00

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

PAL-224 **Running for Office and Managing Campaigns** — **Jarding** — T/Th — 1:10-2:30

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

PAL-230 **The Making of a Politician** — Jarding — M/W — 2:40-4:00

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

PAL-232 **American Presidents, Politics, and Economic Growth: A Look from WWII to Today** — Parker — T/Th — 2:40-4:00

Every American president since Franklin D. Roosevelt has taken it as his "duty" to "manage" the economy and "promote" economic growth – but who decides those policies, and how? Using the White House as our focal point, we'll investigate how Washington took on its permanent "growthmanship" role late in the New Deal, and how competing institutions, interest groups, intellectuals, and ideas underpinning presidencies – from Franklin D. Roosevelt and John Maynard Keynes through John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Ronald Reagan, and William Clinton, right up to George Bush and Alan Greenspan – have shaped that role ever since. We'll pay special attention to the shifting strategies pursued by administrations, given the contexts, competition, and challenges they faced, assessing the political pressures, the intellectual models, and the complex interplay of policymakers, politicians, journalists, interest groups, and the public. Anyone planning to work – or has worked – in Washington will benefit from the institutional and strategic analysis and history the course provides.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME

SE **API-206** **Fundamentals of Program and Policy Evaluation** — Panayotou — M/W — 10:10-11:30

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

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

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

API-214M **Public Opinion, Polling, and Public Policy** — Blendon — M/W — 10:10-11:30

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

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

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

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

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

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE HCP-175	Political Analysis and Strategy for U.S. Health Policy	Blendon	M/W	4:40-6:00

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

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

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

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

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE HUT-201B	Urban Politics, Planning, and Development	Fainstein	TBA	TBA

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

SE HUT-264	Housing Policy in the U.S.: Intersection of Public/Private Sectors in Housing Finance	Belsky Retsinas	F	2:00-5:00

In the 20th century, housing policy in the United States crafted a complex finance and delivery system that is the envy of the world. This course will examine the origins of that system, the evolving role of government at the federal, state, and local levels, and emerging issues that will determine the future of housing policy. The class will explore the inherent tensions in policy and practice and the ways in which the two inform each other. Based on the instructor's experiences, the course will provide students with insights into the formulation and implementation of housing programs. The course is predicated on the premise that the nexus between state and market is the defining element of housing policy in the United States and to understand that policy is to understand the coincidental and conflicting interests of the public and private sectors. Also offered by the Graduate School of Design as GSD-5473.

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

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

IGA-203	Human Rights and U.S. Foreign Policy	Power	M/W	11:40-1:00

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

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

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

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

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

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

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
IGA-318	Leadership and Governance: The Politics of Contemporary Africa	Rotberg	M/W	4:10-6:00

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

SE	NPS-150Y	Seminar: The Nonprofit Sector	Boatwright Wilson Nelson	Th	4:10-6:00

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

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

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

SE NPS-201V	Business Planning for New Nonprofit Organizations	Stone	W	2:40-4:00

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

SE NPS-301M	Financial Strategy and Leadership in High-Performing Nonprofits	Honan	T/Th	2:40-4:00

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

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

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

PED-502	Native Americans in the 21st Century: Nation Building II	Norman	TBA	4:00-6:00

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

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

The U.S. news media are viewed as enormously powerful and have a strong role in all aspects of governance. Should journalists, who are not elected by the people, have this much power, and can they exercise it effectively? Or are news organizations hopelessly compromised by their drive for profit? What is the impact of the tumultuous change sweeping the news media? Will traditional news survive? What is the nature of the media's power: how fully and in what ways do the media shape public opinion, debate, and policy? Are the media politically biased? How adept are political leaders at manipulating the media, and do their efforts undermine popular sovereignty? Do new communication technologies threaten the role of the traditional media? Questions such as these will be addressed in class meetings, which consist of lectures and discussion. Visiting journalists, politicians, or scholars can be expected to participate in some sessions. Permission of the instructor required for non-HKS students.

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

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

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

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

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

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE STM-110B	Strategic Management for Public Purposes	Spence	T/Th	10:10-11:30

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

SE	STM-117M	Effective Implementation: Learning from Effective Implementers	Hartmann	T/Th	2:30-4:00

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

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

Examines the leadership of U.S. cities in solving urban problems. Students will concentrate on the factors that lead to the success and failure of various initiatives. Readings and class discussions will culminate in students' independent projects, which will focus on leadership and policy choices in solving a real or hypothetical city problem.

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
STM-199	Doctoral Seminar on Public Management and Leadership	Pittinsky	Th	4:10-6:00

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

STM-221 C, D	Introduction to Negotiation Analysis	Kaboolian	T/Th M/W	1:10-2:30 11:40-1:00

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

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

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

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

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

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

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

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

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

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE STM-502	Managing People: Self, Relationships, and Teams	Katz	T/Th	11:40-1:00

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?

SE STM-504	Building Organizational Social Capital: Informal Networks Within and Between Organizations	Lazer	M/W	10:10-11:30

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
TM-517m	Social Psychology for Managers and Policy Analysts	Katz	M/W	11:40-1:00

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.

STP-150Y	Seminar in Science, Technology, and Public Policy (Yearlong)	Boatwright Wilson Toft	W	8:30-10:00

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

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

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	1123-01	Entrepreneurial Leadership: Past, Present and Future	Koehn	X	10:05-11:25
SE	1123-02	Entrepreneurial Leadership: Past, Present and Future	Koehn	X	11:40-1:00
	1504-00	Building and Sustaining a Successful Enterprise	Christensen	X	8:30-9:50
	1550-00	Managing in the Information Age	McAfee	Y	10:05-11:25
	1562-00	The Moral Leader	Wheeler	M/T	3:00-5:00
	1582-00	Leading and Governing High Performing Nonprofit Organizations	Ebrahim	X	11:40-1:00
SE	1602-01	Entrepreneurship in Education Reform	Childress	X	10:05-11:25
SE	1602-02	Entrepreneurship in Education Reform	Childress	X	11:40-1:00
SE	1640-01	International Entrepreneurship	Isenberg	X	8:30-9:50
SE	1640-02	International Entrepreneurship	Isenberg	X	10:05-11:25
	1647-00	Building Business in the Context of a Life	Davis	X	1:30-2:50
SE	1660-00	Entrepreneurship and Venture Capital in Health Care	Hamermesh Higgins	Y	8:30-9:50
	1816-01	Managing, Organizing, and Negotiating for Value	Hall	Y	10:05-11:25
	1816-02	Managing, Organizing, and Negotiating for Value	Wasynczuk	Y	11:40-1:00
	1905-00	Agribusiness (Half Course)	Bell	Y	11:40-1:00
SE	1908-00	Business at the Base of the Pyramid	Rangan, Chu	X	1:30-2:50
	1914-01	Strategic Marketing in Creative Industries	Elberse	X	10:05-11:25
	1914-02	Strategic Marketing in Creative Industries	Elberse	X	11:40-1:00
	2005-00	Great Business Leaders: The Importance of Contextual Intelligence (Half Course)	Mayo	X	10:05-11:25
	2010-00	The Board of Directors and Corporate Governance	Khurana	X	1:30-2:50
	2020-01	Leading Teams	Ely	Y	11:40-1:00
	2020-02	Leading Teams	Ely	Y	1:30-2:50
SE	2030-00	Leading Innovative Ventures	Tripsas	X	11:40-1:00
SE	2040-00	Managing Change	Kanter	W/Th	3:00-5:30
	2056-00	Power and Influence	Thomas	Y	10:05-11:25
	2215-00	Great Negotiators (Half Course)	Sebenius	X	1:30-2:50
	2240-00	Complex Negotiation	Wheeler	Y	11:40-1:00
	2275-00	Advanced Negotiation (Half Course)	Sebenius	X	8:30-9:50
	6340-00	Field Study Seminar: Innovating in Health Care	Herzlinger	Y	1:30-2:50

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

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

SPRING 2009 HARVARD GRADUATE SCHOOL OF DESIGN

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
Information Unavailable at Time of Printing				

HARVARD DIVINITY SCHOOL

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	2526	Religion, Politics, and Public Policy in the U.S.	**Parker**	TBA	TBA
	2721	The Ethical and Religious Thought of Martin Luther King, Jr.: Seminar	**Williams**	M	3:00-5:00
SE	2893	Moral Leadership: Self, Other, and Action	**Ganz, Steinberg**	M	4:10-6:00
SE	2914	Organizing: People, Power, and Change	**Ganz**	T/Th	1:10-2:30
	2925	Administration and Leadership	**Click**	W	3:00-5:00
SE	2987	Faith-Based Economic Development	**Adams**	Th	3:00-5:00

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

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

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	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	African and African American Studies 147	Racial Identity, Politics, and Public Policy	Bobo	M	1:00-3:00
SE	African and African American Studies 197	Poverty, Race, and Health	Williams	M	4:00-6:00
SE	African and African American Studies 211	Social Structure and Culture in the Study of Race	Wilson	Th	2:00-4:00
	Anthropology 1760	Nationalism and Bureaucracy	Herzfeld	M/W	10:00
SE	Anthropology 2800	Intervention: The Anthropology of Post-Conflict Humanitarianism	Theidon Del Vecchio Good	Th	1:00-3:00
SE	Economics 1393	Poverty and Development	Nunn	M/W	1:00-2:30
	Economics 1400	The Contents of Globalization: Issues, Actors, and Decisions	Summers Pritchett	T/Th	11:30-1:00
	Economics 1410	Public Sector Economics	Cutler Desai Feldstein	M/W/F	9:00
	Economics 1420	American Economic Policy	Feldstein Liebman	M/W/F	10:00
	Economics 1430	Macroeconomics and Politics	Barro	T/Th	2:30-4:00
	Economics 1460	Economics of Health Care Policy	Newhouse	M/W	8:40-10:00
SE	Economics 1815	Social Problems of the American Economy	Katz	T/Th	10:00-11:30
SE	Economics 2058	Networks and Social Capital	Mobius	T	5:30-8:30
SE	Economics 2330	History and Human Capital	Goldin Katz	M/W	10:00
SE	Economics 2350	Workshop in Religion, Political Economy, and Society	Barro Glaeser Khwaja McCleary	Th	12:30-2:00
	Economics 2670	Organizational Economics	Baker	M/W	10:30-12:00
	Economics 2811	Social Economics	Fryer	M/W	8:30-10:00
	Government 1039	Democratic Theory	Mansbridge	T/Th	1:10-2:30
SE	Government 1057	Global Distributive Justice and Political Borders: Seminar	Welch	TBA	TBA
SE	Government 1093	Ethics, Biotechnology, and the Future of Human Nature	Sandel Melton	M	2:00-4:00
	Government 1111	Political Institutions in Democracies and Non-Democracies	Ichino	T/Th	1:00
	Government 1295	Comparative Politics in Latin America	Levitsky	M/W	2:00-3:30
	Government 1362	Democratic Citizenship, Public Opinion, and Participation in the US	Gay	M/W	10:00
SE	Health Policy 2000	Core Course in Health Policy	Frank Newhouse Zaslavsky	T/Th	4:00-6:00
	History 1452	American Politics and Society, Reconstruction to the Present	Throntveit	T/Th	10:00
SE	History 2918	International Human Rights	Elkins	M	4:00-6:00
SE	History of Science 293	Experts, Politics and Public Policy	Jasanoff	TBA	TBA
SE	Philosophy 171z	Global Justice	Risse	T/Th	10:00
SE	Philosophy 276x	Bioethics: Seminar	Kamm	W	5:00-7:00
	Psychology 1505	Social Cognition	Langer	W	1:00-3:00
	Psychology 1551	Mind Perception	Wegner	M	2:30-4:30
	Psychology 2553r	Decision Making and Negotiation: Research Seminar	Bazerman	TBA	TBA
	Psychology 2570r	Intergroup Relations: Research Seminar	Sidanius	Th	5:00-7:00
	Psychology 2650	Behavioral Approaches to Decision Making and Negotiation	Bazerman	M	3:00-6:00
	Psychology 2670b	Decision Making II	Langer	T	1:30-3:30
SE	Sociology 159	Social Entrepreneurship	Ager	TBA	TBA
SE	Sociology 190	Life and Death in the U.S.: Medicine and Disease in Social Context	Christakis	M/W	3:00

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

SPRING 2009 HARVARD LAW SCHOOL

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
SE	32370A	Community Action for Social and Economic Rights	White	M/T	7:00-8:30
SE	35265A	Election Law: The Law of Democracy	Kang	M/T	5:00-7:00
SE	38200A	International Human Rights	Goodman	M/T	1:00-3:00
SE	38230A	Human Rights, State Sovereignty, and Prosecution: Issues in Forced Migration and Refugee Protection	Bhabha	T	5:00-7:00
SE	38735A	International Human Rights and Domestic Law in the Inter-American System: Reading Group	Carozza	Th	5:00-7:00
SE	41790A	Leadership in the Public Sector	Heymann	M/T	1:00-2:30
	44000A	Mediation	Hoffman	Th	4:00-7:00
	44100A	Negotiation Workshop B	Bordone	W/Th	3:00-7:10
	44105C	Negotiation and Mediation: Clinical Workshop	Bordone	T	5:00-7:00
	48325A	Trust, Vision, and Doubt in Law, Politics and Ethics	Brewer	TBA	TBA
	90452A	Challenges in Global Economic Governance	Dunoff	W	5:00-7:00
	90480A	Citizenship: Seminar	Neuman	W	5:00-7:00
	95311A	Advanced Research Seminar on Law and Policy (Fall and Spring)	Heymann	T	5:00-7:00
	95925A	Law and Politics: Seminar	Robinson	T	5:00-7:00

HARVARD MEDICAL SCHOOL

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

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

	NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
	EH231	Occupational Health Policy and Administration	Langer Christiani	M	3:30-5:20
	GHP283	Pharmaceutical Policy and Global Health	Reich	M	3:30-5:20
SE	GHP513	Public Health Operations in Complex Emergencies and War	Van Rooyen	Th	8:30-10:20
	HPM208	Health Care Regulation and Planning	Swartz	M/W	10:30-12:20
SE	HPM222	Financial Management of Health Care Organizations	Rivenson, Puhy	T/Th	10:30-12:20
	HPM223	Public Speaking for Managers	Campbell	T	3:30-5:20
	HPM230	Managing People in Health Care Organizations	Moseley	M/W	3:30-5:20
SE	HPM231	Competitive Strategy	Kane	W/F	8:30-10:20
SE	HPM232	Operations Management in Service Delivery Organizations	Litvak	T/Th	8:30-10:20
SE	HPM233	Strategic Marketing Management in Health Systems	TBA	F	12:30-4:20
	HPM246	Seminar in Health Policy	Newhouse	T/Th	4:00-6:00
	HPM247	Political Analysis and Strategy for U.S. Health Policy	Blendon	M/W	4:30-6:00
	HPM278	Skills and Methods of Health Care Negotiation and Conflict Resolution	Marcus, Dorn	Th	8:30-10:20
	HPM283	Advanced Skills and Methods of Health Care Negotiation	Marcus, Dorn	Th	10:30-12:20
	HPM297	Public Opinion, Polling, and Public Policy	Blendon	M/W	10:10-11:30
	HPM516	Health Care: Quality Improvement	Leape, Schneider	T/Th	1:30-3:20
SE	HPM536	Leading Change	Conway	T	8:30-10:20
SE	ID236	Social Epidemiology	Berkman	T	1:30-4:20
	ID242	Politics and Strategies for Change in Health Policy	Blendon	T/Th	3:30-5:20
	ID250	Ethical Basis of the Practice of Public Health	Wikler	M/W	10:30-12:20
	ID261 -- 01	Practice of Health Care Management	Kasten	M	5:30-7:20
	ID261 -- 02	Practice of Health Care Management	McDonough	M	8:30-10:20
SE	ID264	Practice of Family and Community Health	Gottlieb	F	8:30-10:20
SE	ID272	Financing Health Care in Developing Countries	Liu, Hsiao	T/Th	1:30-3:20
	ID284	Media and Health Communication: Practical Skills	Winsten Herman Kawachi	M	10:30-1:20
	ID292	Justice and Resource Allocation	Daniels	T/Th	10:30-12:20
SE	ID536	Business Planning for Health Organizations	Campbell	F	10:30-12:20
SE	SHH207	Race, Ethnicity, and Health: Perspectives from Social and Behavioral Sciences	Bennett	M	1:30-4:20
SE	SHH210	Women, Health, and Development: Reconciling Science and Policy	Swenson	W	3:30-5:20
	SHH211	Health Promotion Through Mass Media	Viswanath	T	10:30-1:20
	SHH220	Society and its Effects on Child Health	Palfrey, Samuels	M	1:30-5:20
	SHH246	Issues in MCH Programs and Policies	McCormick	M/W	8:30-10:20
	SHH298	Issues in Minority Health Policy	Reede, King	W	3:30-5:20
SE	WGH200	Women, Gender and Health	Krieger, Gruskin	W	12:30-3:20

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

NUMBER	TITLE	INSTRUCTOR(S)	DAY	TIME
Information Unavailable at Time of Printing				

TUFTS FLETCHER SCHOOL OF LAW AND DIPLOMACY

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

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

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