



A Course Guide for Harvard Undergraduates
and Graduate Students Interested in
International Development

2011-2012

Second Edition

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The Harvard Center for International Development

The Center for International Development (CID) at Harvard University works to generate shared and sustainable prosperity in developing economies. The CID actively creates, applies and integrates knowledge from across Harvard University and beyond to advance understanding of development challenges and solutions. Our mission is to improve development practice and resolve the dilemmas of public policy associated with eradicating global poverty.

As a University-wide research center, CID serves as Harvard's primary center for research on international development. The CID's primary activities and programs seek to:

- Change the way that growth strategies are conceived, designed, and implemented
- Reinvent production-related policies to facilitate countries' move to higher productivity activities
- Extend markets to the underserved and empower the disenfranchised
- Improve governance and service delivery in education, health, and other social services
- Design institutions, policies and practices that promote sustainable development that meets human needs while conserving the earth's life support systems

The CID includes 7 major programs or projects: The Empowerment Lab, The Growth Lab, the Micro-Development Initiative, the Sustainability Science Program, the Entrepreneurial Finance Lab, the Mexico Program, and the Migration Project.

The CID is housed at the Harvard Kennedy School and engages directly with governments and to access policy makers to effect good policy decisions and increase prosperity in all regions of the globe. The Center draws upon faculty, staff, and researchers from the Kennedy School, the Faculty of Arts and Sciences, the School of Public Health, the Medical School, the Graduate School of Education, the Graduate School of Design, the Law School, and the Business School.

Ricardo Hausmann, Professor of the Practice of Economic Development at the Kennedy School, became the Director of CID on October 12, 2005. CID also has a Faculty Steering Committee, including Philippe Aghion (Department of Economics), William C. Clark (Kennedy School), Merilee Grindle (Kennedy School), Michael R. Kremer (Department of Economics), Sendhil Mullainathan (Department of Economics), Rohini Pande (Kennedy School), Lant Pritchett (Kennedy School), James Robinson (Department of Government), and Dani Rodrik (Kennedy School).

Student Programs

The Center for International Development cultivates and supports interest in international development at all academic levels. Toward this end, we offer seminar series, travel grants, and special events throughout the year for students across the University. Offerings include:

Seminars

CID Graduate Student Luncheon Seminar Series: Each Friday during the semester, CID hosts the Graduate Student Luncheon Seminar, where academics and practitioners of development from various disciplines and organizations speak on current development issues, followed by a question and answer session. The core audience is masters-level students at the Harvard Kennedy School (HKS), although all students are welcome. Students are encouraged to play an active role in selecting and inviting the seminar speakers.

Funding Opportunities

Summer Internship Funding: The Harvard International Development Internship Fund (HIDIF) awards modest grants on a competitive basis to first-year HKS students who undertake summer internships on development projects in developing countries (other than their home country). Internships must be full time for at least eight weeks at one organization in order to be eligible for the HIDIF.

Grants to Student Organizations: CID offers modest grants to Harvard student organizations for support with development-related projects or events. The grants must be used for a specific purpose; money is not awarded for general supplies or start-up. Requests are reviewed on a semi-annual basis.

Dissertation Research Grants: Graduate students enrolled in any doctoral program at Harvard are eligible to apply for up to \$3,000 in funding to support dissertation research in international development. Awards may be used for modest travel and lodging expenses, as well as costs associated with data collection, translation, and other project expenses.

Working Papers

Harvard graduate students and postdoctoral fellows affiliated with CID are invited to submit their papers on international development to our [Working Paper Series](#), with prior approval from a CID faculty associate. Papers should be job-talk papers and/or papers accepted for presentation at competitive conferences. Drafts of dissertation papers are not accepted, unless they satisfy previously stated criteria.

Master's Degree in International Development

The two-year [Master in Public Administration in International Development](#) (MPA/ID) program at the Harvard Kennedy School is designed to prepare the next generation of leaders in international development. It is an economics-centered, multi-disciplinary program, combining rigorous training in analytical and quantitative methods with an emphasis on policy and practice.

This Booklet

This booklet has been compiled as a reference for undergraduates and graduates students interested in taking classes related to international development. Some courses are entirely on international development while others are closely tied to the field.

Students should consult the online catalogs of the individual schools for the most up-to-date information. These will provide more specific information on the courses, including which courses will be offered during a given semester and the meeting time. We also advise students to consult other catalogs and websites offered by the Harvard departments:

<http://coursecatalog.harvard.edu/icb/icb/do>

Cross-Registration

Students must cross register in order to take classes in Harvard schools other than the one in which they are registered. Policies and deadlines for cross-registration generally vary from school to school. Students should contact their own registrar's office as well as the registrar's office for the school offering the course.

Faculty of Arts and Sciences

617.495.1543

www.registrar.fas.harvard.edu/

Harvard Business School

617.495.9459

www.hbs.edu/mba/registrar/crossregistration.html

Harvard Law School

617.496.4612

<http://www.law.harvard.edu/academics/cross-registration/index.html>

Harvard Graduate School of Education

617.495.3418

<http://www.gse.harvard.edu/about/administration/registration/>

Harvard School of Public Health

617.432.1032

www.hsph.harvard.edu/administrative-offices/registrar/cross-registration

Harvard Kennedy School

617.495.1150

<http://www.hks.harvard.edu/degrees/registrar/cross-registration>

Prerequisites and Instructor Permission

The courses listed in this booklet are courses that we believe will help undergraduates and graduate students gain a deeper understanding of international development. However, not every course is offered to undergraduate or graduate students. Individual students are responsible for meeting the prerequisites, obtaining the permission of the instructor, or enrolling in the appropriate department, as needed.

Questions or Suggestions

If you have any questions about this booklet, student programs, and student funding please contact Jennifer Gala at the contact information provided below. If there is a course that you believe should be listed here please let us know. Send us your suggestions!

Contact:

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Course Listings

Faculty of Arts and Sciences

General Education

Empirical and Mathematical Reasoning 20 (formerly Quantitative Reasoning 24). The Business and Politics of Health

David M. Cutler

Fall term

Health and medical care pervade every aspect of our lives. This course uses quantitative methods (graphical analysis, algebra, data analysis) to examine issues related to health, disease, and systems for delivering health care. Topics to be covered include differences in health between rich and poor countries, differences in types of medical care and who receives it, and the political context for reforming health care policy.

Techniques for analysis will be developed and demonstrated in class and section. The course uses examples from a variety of international settings, but focuses mainly on health and health care in the US.

Ethical Reasoning 30. The Just World - (New Course)

Mathias Risse

Fall term

Globalization is changing the world. What do wealthy countries have to do to contribute towards the creation of a just world? We start by exploring different approaches to the question of whether obligations of justice apply only to those who share a country. We will then assess whether the global order harms the poor. Next we look at human rights and ask whether liberal values should be promoted as universal human rights. We will complete the course by exploring three additional subjects: moral obligations arising from trade (specifically whether labor standards should be linked with human rights standards), immigration, environmental justice.

Science of Living Systems 19. Nutrition and Global Health

Christopher P. Duggan, Wafaie W. Fawzi, and Clifford W. Lo

Spring term

This course will introduce students to nutrition and global health problems through exploration of demographic, epidemiological, biological, social, political, and economic determinants of nutritional status. Emphasis will be placed on the role of nutritional status and dietary intake, both as a determinant and as a consequence, of these health problems. Students will be encouraged to think critically about the major challenges to improve nutrition and health at a global level, with a focus on nutrition and infectious diseases, maternal and child health, and chronic diseases. Nutritional assessment, study design, and efficacy of nutrition interventions, will be explored in detail.

Science of the Physical Universe 25. Energy: Perspectives, Problems and Prospects

Michael B. McElroy

Spring term

The course provides an historical account of the evolution of the modern energy system, from early dependence on human and animal power, to the subsequent use of wind and water, to more recent reliance on fossil fuels - coal, oil and natural gas - and even more recently to the development of the ability to tap the energy contained in the nucleus. It will discuss the important historical advances in the applications of energy, notably in the production and distribution of electricity and in the transportation sector - where oil-derived products provide the motive force for cars, trucks, trains, ships and planes. It will highlight the energy related problems we confront today, with particular emphasis on air pollution, on the threat of global climate change, on the hazards of nuclear proliferation, and on the risks to national security imposed by our increasing reliance on imported sources of oil. It concludes with a discussion of options for a more sustainable energy future.

[Science of the Physical Universe 29. The Climate-Energy Challenge](#)

Daniel P. Schrag

Fall term

This course will examine future climate change in the context of Earth history, and then consider various strategies for what might be done to deal with it. The likely impacts of continued greenhouse gas emissions will be explored, emphasizing the scientific uncertainties associated with various predictions, and how this can be understood in the context of risk. In the latter third of the class, the question of how to mitigate climate change will be discussed, including an examination of various options for advanced energy systems.

[Societies of the World 24. Global Health Challenges: Complexities of Evidence-Based Policy](#)

Sue J. Goldie

Spring term

This course introduces the global health challenges posed by failure to adequately reduce infections, malnutrition, and maternal-child health problems in the most vulnerable populations, escalating rates of non-communicable diseases/injuries, and emerging health risks that cross national boundaries. We will assess social responses to these challenges at the community, national, and global levels. Through an understanding of population health measures, we will examine patterns of disease/mortality between and within countries, capture important time trends, and identify determinants of health inequalities. While emphasizing science driven policy, comparative case examples will illuminate influential systemic factors, health system performance, and the economic/social/political climate.

[Societies of the World 25 \(formerly Anthropology 1825\). Case Studies in Global Health: Biosocial Perspectives](#)

Arthur M. Kleinman, Paul E. Farmer, Anne Becker, and Salmaan Keshavjee

Fall term

Examines, through lectures and case-based discussions, a collection of global health

problems rooted in rapidly changing social structures that transcend national and other administrative boundaries. Students will explore case studies (addressing AIDS, tuberculosis, mental illness, and other topics) and a diverse literature (including epidemiology, anthropology, history, and clinical medicine), focusing on how a broad biosocial analysis might improve the delivery of services designed to lessen the burden of disease, especially among those living in poverty.

[Societies of the World 31. Political Economy After The Crisis](#)

Roberto M. Unger

Spring term

Explores the nature and possible reform of contemporary market economies from the perspective of two related concerns: the effort to promote socially inclusive economic growth and the hope that countries respond to the worldwide financial and economic crisis in ways that serve this goal. Considers the uses and limitations of established economics as a guide to thinking about better ways to organize economic institutions both nationally and globally. Some previous acquaintance with economics desirable but not required.

Freshman Seminars

(open to freshmen only)

[*Freshman Seminar 21p. Materials, Energy, and Society](#)

David R. Clarke

Fall term

Advances in materials and energy technology have paced the development of Society from the Stone Age to the present. Today, we are facing an over-reliance on fossil fuels, a growing population, and its consequences on Global Warming. Starting with our current and anticipated future energy needs, this course, which includes substantial weekly laboratory content, explores the role of materials in evolving alternative energy technologies as well as their impact on worldwide resources.

*Freshman Seminar 23m. Nutrition and Public Health

Clifford Lo

Fall term

Introduction to the critical reading of technical nutrition and medical literature; surveys current issues in public health and public policy relating to nutrition. Critical analysis of different types of medical literature: historical monographs, metabolic laboratory observations, clinical case reports, epidemiological surveys, prospective randomized controlled trials, metaanalyses, and literature reviews. Prepares science and non-science concentrators to examine critically current controversies for themselves; requires active participation and presentation by students.

*Freshman Seminar 26x. The Burden of Cardiovascular Disease in the Developing World: A Silent Epidemic

Thomas Andrew Gaziano

Fall term

This course will look at the emerging epidemic of cardiovascular disease in the developing world, which accounts for almost 80% of worldwide CVD deaths. Specifically, the course will investigate the particular economic challenges, cultural appropriateness, resource availability, policy tools, and challenges to successful implementation of interventions to reduce CVD. Attention will also be paid to the simultaneous battle against infectious diseases or other local health challenges in these resource poor settings.

*Freshman Seminar 44n. Communication, Advocacy, and Public Affairs

Christine M. Heenan

Spring term

This course provides students with information and insights about strategic communication: how messages are created and framed, why we respond to messages the way we do, and how to employ communications strategies to advance political and public policy goals. The aim is to give students practical experience in developing and executing communications and advocacy strategies to create or change policy. Through guest lecturers, it will introduce students to the perspectives of different critical actors in the

policymaking process.

*Freshman Seminar 46n. The Great Immigration Debate

Rebecca B. Galemba

Spring term

The seminar explores the historical, cultural, and socioeconomic context of immigration and how it becomes contested and meaningful to diverse groups in society. We employ a global comparative perspective to examine how immigration is politicized throughout the world and embedded in larger global networks of socioeconomic and cultural relations. We focus on the experiences of immigrants themselves in order to understand how class, ethnicity, race, and gender identities are reconfigured as people move across borders.

*Freshman Seminar 46p. Human Rights in Peace and War

Jennifer Leaning and Jacqueline Bhabha

Fall term

Studies how human rights perspective illuminates relations between state authority and individuals and defines standards of behavior that societies agree to aspire to reach. Topics include the 1948 Universal Declaration of Human Rights, rights in political and economic spheres, the rights of women, children, and refugees, international human rights law and international humanitarian law, and the state, regional, and international processes and structures that establish and monitor the regime of international human rights law.

*Freshman Seminar 46w. Leadership and Negotiation - (New Course)

Kimberlyn Rachael Leary

Spring term

The critical problems threatening community safety and wellbeing, terrorism, climate change or access to health care, frequently look different to the diverse stakeholders who are party to them. Legislators, business owners, and disenfranchised group members don't always see the same things even when brought together to address the common problem they share. This course will explore how leaders negotiate these challenges so

that their communities can make real progress.

Anthropology

Anthropology 1656. Anthropology of Pakistan: Beyond the Headlines : seminar

Asad A. Ahmed

Fall term

Often described as one of the most dangerous places in the world, Pakistan has been characterized by religious militancy, global terror networks, endemic corruption, gender oppression, authoritarianism and extreme social inequality. This course will move beyond journalistic representations and provide an anthropological perspective on both the everyday and the extraordinary.

Anthropology 2736. Medical Anthropology of Contemporary Africa

Duana Fullwiley

Spring term

This course will examine the health effects of larger problems facing Africa today, including military and humanitarian HIV/AIDS interventions, genetic studies and offshore clinical trials, ethnic and state violence, economic crisis, resource extraction and migration.

Mathematics

Applied Mathematics 115. Mathematical Modeling

William H. Bossert (fall term), L. Mahadevan (spring term), and Brendan J. Meade (spring term)

Fall and Spring

Abstracting the essential components and mechanisms from a natural system to produce a mathematical model, which can be analyzed with a variety of formal mathematical methods, is perhaps the most important, but least understood, task in applied mathematics. This course approaches a number of problems without the prejudice of trying to apply a particular method of solution. Topics drawn from biology, economics, engineering, physical and social

sciences.

Earth and Planetary Sciences

Earth and Planetary Sciences 239. The Consequences of Energy Systems

Daniel P. Schrag

Fall term

This course provides an introduction to the physical and chemical impacts of energy choices on human society and natural ecosystems. Topics will include the carbon cycle, climate, air and water pollution, impacts of energy systems on health, land use consequences of energy technologies, and nuclear waste and proliferation.

East Asian Languages and Civilization

East Asian Studies 121. Global Cities in East Asia - (New Course)

Nara Dillon

Spring term

This course examines urbanization and globalization in East Asia, focusing first on the development of Tokyo as a global city, then turning to the socialist cities of contemporary China, before concluding with an examination of uneven development in Southeast Asian cities. In each section of the course, we will examine how urbanization and globalization affect major social groups (in particular, entrepreneurs and women) who have both propelled and been marginalized by these processes.

*Chinese 163. Business Chinese

Hongyun Sun

Fall and Spring Term

Designed for students interested in international business or for students who intend to work or travel for business in Chinese-speaking communities (including China, Taiwan, Hong Kong, and Singapore), or for students who desire to improve their Chinese language proficiency. An introduction to business and economic climates, practices and customs of these communities. Students learn specialized business and economic vocabulary and the principles of

business correspondence.

Economics

*Economics 980p. International Trade Policy

Elhanan Helpman

Fall term

Provides a discussion of the economic impacts of international trade policies and the political economy of trade policy formation. The course will focus on analytical methods and therefore requires knowledge of calculus.

*Economics 980s. The Historical Origins of Middle Eastern Development

Eric Chaney

Spring term

Middle Eastern countries enjoyed world economic leadership during the Middle Ages, and continue to play an important role in the world economy. This course will explore the historical development of Middle Eastern economies. Topics include the effects of colonialism, natural resource endowments and religion on economic growth. The course will emphasize how these and other historical factors continue to influence development prospects in the region today.

*Economics 980u. Immigration Economics

George J. Borjas

Fall term

There has been a resurgence of international migration in the past few decades. This course explores the economic determinants and consequences of these population flows. Specific topics include the study of how immigrants are non-randomly selected from the population of the sending countries, the measurement of assimilation in the receiving country, the impact on the labor markets of both receiving and sending countries, and the calculation of the economic benefits from immigration.

*Economics 985c. Research in Labor Economics

Jeffrey A. Miron

Workshop for seniors writing theses in labor economics and related topics. Emphasis on choice of research topics, methodology, and data

sources. Written and oral presentations of work in progress leading toward completion of a major research paper or senior honors thesis are required.

*Economics 985d. Research in Economic Development

Jeffrey A. Miron, Shawn Cole

Full year

Workshop for seniors writing theses in the areas of economic history and economic development, including health and population issues. Emphasis on choice of research topics, methodologies, and data sources. Written and oral presentations of work in progress leading toward completion of a major research paper or senior honors thesis are required.

*Economics 985f. Research in International Trade and Finance

Richard N. Cooper

Full year

Workshop for seniors writing theses in international trade and finance. Emphasis on choice of research topics, methodology, and data sources. Written and oral presentations of work in progress leading toward completion of a major research paper or senior honors thesis are required.

*Economics 985h. Research in Financial Markets

Jeffrey A. Miron

Workshop for seniors writing theses in finance. Emphasis on choice of research topics, methodology, and data sources. Written and oral presentations of work in progress leading toward completion of a major research paper or senior honor thesis are required. Topics include asset pricing and corporate finance.

*Economics 985k. Research in Public Economics

Jeffrey A. Miron

Workshop for seniors writing theses in public economics. Emphasis on choice of research topics, methodology, and data sources. Written and oral presentations of work in progress leading toward completion of a major research paper or senior honors thesis are required. Topics have included taxation, health economics,

environmental and resource economics, and education.

[Economics 1056. Market Design](#)

Susan Athey

Fall term

This course studies the design of organized markets, focusing on efficient organization and the incentives created by market rules. Applications include online auction markets, government auctions of natural resources, procurement auctions, matching markets (students to classes or schools, medical residents to hospitals, kidneys to recipients). The analysis relies on a mix of documenting the rules of real-world markets, game theoretic analysis, empirical analysis, and experimental work. A research paper is optional with advance permission of instructor.

[Economics 1060. Contracts and Organizations](#)

Oliver S. Hart

Spring term

Explores theoretical and empirical work on incentive problems within and between organizations (with more emphasis on the theory). Topics include agency problems arising from moral hazard and asymmetric information, team problems, career concerns, relational contracts, incomplete contracts, boundaries of the firm, authority and delegation, financial contracting, public ownership.

[Economics 2056a. Market Design](#)

Alvin E. Roth and Peter A. Coles

Fall term

Deals with the theory and practice of market design, with prominent examples drawn from auctions, labor markets, school choice, and kidney exchange.

[Economics 1389. Economics of Global Health](#)

Guenther Fink

Spring term

This course examines health issues in developing countries from the standpoint of applied microeconomic research. Specific topics include: identifying the effect of health on growth and development and identifying the causal

relationships between income, poverty, and health. We will also discuss health care delivery and human resource issues, the challenges of healthcare financing and health insurance, and the tension between equity and efficiency in the allocation of health resources.

[Economics 1393. Poverty and Development](#)

Nathan J. Nunn

Spring term

Studies the relationship between economic growth, poverty, and income distribution. Discusses how globalization affects poverty and inequality. Studies the main theories of economic growth and the main potential sources of economic development, from physical capital accumulation, to education, to technology, to the role of government. Discusses various global issues such as public global health (e.g. the impact of malaria and AIDS on Africa), corruption and institutions, natural resources, the environment, international donor institutions, and population growth.

[Economics 2325. Comparative Historical Economic Development](#)

Nathan J. Nunn

Fall term

The course examines the historical origins of differences in the economic and social development of societies. Participants discuss recent research in the field and present their own work in progress.

[Economics 2327. Economic Development: Theory, Policy, and Evidence](#)

Dani Rodrik and Rema N. Hanna

Spring term

Provides a graduate-level overview of the theory of and evidence on economic development from a policy-oriented perspective. Aim is to allow students to analyze policy debates surrounding development from a broad and rigorous analytical base.

[Economics 2390b. Development Economics I: Microeconomic Issues](#)

Erica M. Field and Michael R. Kremer

Fall term

Topics include agricultural issues such as peasant behavior, land tenancy, interlinked markets; credit and insurance market problems and institutions; health, nutrition, and productivity; gender bias; education; and technology adoption.

[Economics 2390c. Development Economics II: Macroeconomic Issues](#)

Michael R. Kremer and Shawn Cole

Spring term

The first part will cover macro-economic topics including aggregative and non-aggregative growth models, growth and development accounting and models of technology diffusion and choice. The second part will evaluate the role of governance/institutional design in affecting development.

Offered jointly with the Kennedy School of Government as PED-319.

[*Economics 2390dhf. Research in Economic Development](#)

Erica M. Field, Asim I. Khwaja, and Michael R. Kremer

Spring and Fall

Participants discuss recent research in development economics and present their own work in progress. Open to doctoral students in economics who have passed their oral examinations.

[Economics 1410. Public Economics: Designing Government Policy](#)

Martin Feldstein and Raj Chetty

Spring term

This course analyzes what role the government should play in a market economy. It covers topics such as tax and welfare policy, unemployment insurance, environmental protection, education policy, social security

[Economics 1432. Economics of European Integrations](#)

Johann Helmut Kotz

Fall term

The aim of the course is to give students

familiarity with a broad range of European policy issues: integration of markets (for goods, services, and labor), monetary union (ECB) and its consequences for fiscal policy, financial sector regulation as well as supervision. It is offered for students who would like to employ the tools they have learned in principles of economics and introductory micro and macro courses on real world cases. This implies to write and present a paper (mandatory writing requirement).

[Economics 1460. Economics of Health Care Policy](#)

Joseph P. Newhouse

Spring term

Policy issues related to the following: the demand for medical care services, especially as a function of insurance; the demand for insurance and issues of selection; reimbursement policies of Medicare and other payers toward health plans, hospitals, and physicians; effects of health maintenance organizations and managed care; and malpractice and tort reform. Focus on federal policy, although state and local perspectives will receive some attention.

[Economics 1490. Growth and Crisis in the World Economy](#)

Dale W. Jorgenson

Fall term

This course assesses the future of the tri-polar world economy - Asia, Europe, and North America. The course analyzes the resurgence of the US economic growth, the emergence of asset pricing bubbles, and the ensuing financial and economic crisis. We will discuss the sources of Asian growth miracles and the convergence and subsequent divergence of Europe and North America. What growth rate is sustainable and who will lead? What are the forces that threaten long-term prosperity?

[Economics 2460. Health Economics Workshop](#)

Joseph P. Newhouse, Amitabh Chandra, and David M. Cutler

Spring term

Focuses on theory, econometric models, and public policy of health care. Frontier work in health economics presented and discussed by

instructors and outside speakers.

Economics 2465. Health Economics

David M. Cutler

Spring term

This course surveys topics in health economics. It touches on public sector issues, the industrial organization of health care markets, interactions between health and labor markets, and health in developing countries. Theory and empirical work are presented.

Economics 1535. International Trade and Investment

Pol Antràs

Spring term

Analyzes the causes and consequences of international trade and investment. Focuses on the interplay of economic theory and empirical descriptions of foreign trade and direct investment patterns.

Economics 1545. International Financial and Macroeconomic Policy

Kenneth Rogoff

Fall term

Advanced theoretical and empirical analysis of contemporary international macroeconomic policy issues in both industrialized and developing economies. Topics include exchange rates, international capital flows, debt crises, growth, and policy coordination.

Economics 2530a. International Trade

Elhanan Helpman

Fall term

Provides a broad overview of theory and evidence concerning international trade, direct foreign investment, and trade policy.

Economics 2530b. International Finance

Gita Gopinath

Spring term

Financial aspects of growth and income determination in open economies. Topics include international business cycle, monetary and exchange rate regimes, capital flows, and current issues in international macroeconomic policy.

Economics 2535. Advanced Topics in International Trade

Pol Antràs

Spring term

Covers advanced theoretical and empirical topics concerning the determinants of world trade patterns.

*Economics 2540hf. Research in International Economics

Kenneth Rogoff 1746 and members of the Department

Fall and Spring

Participants discuss recent research in international economics and present their own work in progress. Open to doctoral students in economics who have passed their oral examinations.

Economics 1661. Fundamentals of Environmental Economics and Policy

Robert N. Stavins (Kennedy School)

Spring term

Provides a survey, from the perspective of economics, of environmental and natural resource policy. Combines lectures on conceptual and methodological topics with examinations of public policy issues.

Economics 1687. Economics of the Environment, Natural Resources, and Climate Change

Martin L. Weitzman

Spring term

Survey of foundations and applications of the modern theory of environmental and natural-resource economics. What are the basic models and what are they suggesting about policy? Externalities, public goods, common property, strategies for controlling pollution. Dynamics of renewable resources (fisheries, forestry) and dynamics of non-renewable resources (minerals like oil). Discounting, uncertainty, cost-benefit analysis, investment criteria for environmental projects, green accounting, sustainability. Basic economic analysis of climate change as prototype example.

Environmental Science

Engineering Sciences 6. Environmental Science and Technology

Scot T. Martin and Chad D. Vecitis

Spring term

An introduction to the role of technology in the environmental sciences, with foci on energy and water topics. The basic scientific principles underlying human use and control of the environment are emphasized. The course includes several field trips.

*Engineering Sciences 21. The Innovator's Practice: Finding, building and leading good ideas with others - (New Course)

Beth Altringer

Fall term

Students gain experience overcoming many under-represented challenges of becoming an innovator, including: identifying your intrinsic motivations, finding related good ideas, working effectively with others to develop them, and leading innovative professional projects to implementation. Students apply human-centered design processes (observing, interpreting, ideating, testing, refining, planning) to stimulate innovation, negotiate, strategize, and build and lead cooperative teams. Features guest speakers from industry, academia, and involves collaborating with cutting-edge companies.

Environmental Science and Public Policy 10. Environmental Policy

John Briscoe

Spring term

This course develops the concepts and skills needed to design effective public policy for managing interactions between environmental, social and economic systems. The course is organized around cases of real-world policy analysis, some from the US and some involving developing countries. We will examine the environmental, social and economic substance of the cases, the interests of stakeholders, the policy and political processes, the ways in which trade-offs are perceived and evaluated, and the outcomes and impacts.

*Environmental Science and Public Policy 90a. Energy, Technology, and the Environment

Michael B. McElroy

Fall term

The seminar will provide an account of the technologies that shape our world with a perspective on how they evolved, the benefits that ensued and the environmental challenges that arose as a consequence. Topics include prospects for renewable energy and options to minimize damage from conventional sources of energy. Specific attention is directed to challenges faced by large developing economies emphasizing the need for a cooperative approach to ensure an equitable, environmentally sustainable, global future.

*Environmental Science and Public Policy 90f. Global Change and Human Health

James J. McCarthy and Paul R. Epstein

Spring term

Global consequences of increasing human population and our consumption of natural resources include extensive changes in many natural ecosystems and in the composition of Earth's atmosphere. In the last decade, geographic ranges of certain well known infectious diseases have expanded and new diseases have become threats to human health. This seminar explores hypothesized linkages between changes in ecosystems, climate, and the epidemiology of certain infectious diseases.

*Environmental Science and Public Policy 90j. Environmental Crises and Population Flight

Jennifer Leaning and James J. McCarthy

Fall term

War, disaster, drought, or famine force people to flee their land. The humanitarian consequences of this loss of place and livelihood are filled with complexity, relating to the extent and permanence of environmental destruction wrought by these crises, people's attachment to their homes and ecosystems, the circumstances of departure, the destinations of refuge, and the possibilities for return. These issues will be examined through case studies and review of literature on forced migration and calamity.

[*Environmental Science and Public Policy 90p.
Biotechnology, Sustainability and Public Policy](#)

Calestous Juma

Fall term

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

[*Environmental Science and Public Policy 90s.
The Technology, Economics, and Public Policy of
Renewable Energy](#)

George Pierce Baker

Spring term

Energy is the lifeblood of economic activity, and there is little prospect of this changing. However, the planet's stores of easily accessed fossil fuels are limited, and the climatological cost of continuing to rely on fossil fuels is high. This course examines the long run and short run prospects for renewable energy. We start by understanding the technology of hydro, solar, wind, and biomass. We then examine the economics of these technologies, and how subsidies and taxes affect their viability. Special attention will be paid to the interaction of technology, economics, and public policy.

[Environmental Science and Public Policy 90u.
The Impact of Climate Change on the Global
Food System - \(New Course\)](#)

Ray Allan Goldberg

Fall term

This seminar consists of case studies and readings that review the impact of climate change on the global food system and its ability to respond to the nutritional, food security, food safety, health, environmental, and economic development needs of society. The decision makers in these cases are

from the public, private, and NGO sectors. We will examine each manager's efforts to work together and be proactive in responding to future needs in managing land and water resources.

Government

[Government 40. International Conflict and
Cooperation](#)

Stephen P. Rosen

Spring term

Why do states wage war? Why do they cooperate? Have the answers changed historically? Are economic globalization, ecological interdependence, and global civil society eroding traditional state sovereignty? Or do nationalism, protectionism, and power politics firmly limit the spread of world order? The course begins with the Peloponnesian War, the European state system, imperialism, the spread of free trade, and the two World Wars. It continues after 1945 with the spread of democracy and human rights, trade liberalization, international law, and ecological cooperation, as well as enduring sources of conflicts like the Cold War, nuclear weapons, civil strife, and rogue states.

[*Government 90sa. Political and Social
Movements in the Modern Middle East - \(New
Course\)](#)

Instructor to be determined

Spring term

The Middle East has witnessed significant socio-cultural, political, and economic transformations in recent decades. This seminar will explore the role of both state and non-state actors in these processes. In the face of globalization, liberalization, democratization, conflicts, and regional instability, what social movements have emerged and in what specific contexts? Additionally, how have civil society, the mass media, global discourses, and Islamist institutions and ideologies shaped the contemporary reality? What are the prospects for peace, prosperity, and pluralism in the region? These are central questions we will attempt to address in this course.

*Government 98al. Global Distributive Justice

Katie Jane Gallagher

Spring term

This course examines how concerns about socio-economic justice apply beyond the limits of the domestic state. Do we have reason to care about equality at the international level? If so, should we care about the relative standing of individuals, or of nation-states? Who, if anyone, is responsible for addressing global inequalities? Topics covered include the moral relevance of borders, natural resource distribution, immigration policy, climate change, the international status of women, and global institutional design.

*Government 98au (formerly *Government 90au). Political Economy

Torben Iversen

Fall term

Examines modern theories of political economy and their applications to macro problems in advanced democracies. Why do some governments and countries generate better economic performance than others? Why are some economies more egalitarian than others? How do politicians manipulate the economy for partisan gain, and how are politicians constrained by institutions and the global economy? We seek to answer these questions using the most promising theories in political science and economics.

*Government 98dn (formerly Government 90dn). Mapping Social and Environmental Space

Sumeeta Srinivasan

Fall term

This seminar will use mapping as a methodological technique to examine social and environmental issues. Students will be expected to use mapping software to examine spatial data for a location and topic of their choice for their final paper. Weekly discussions will be conducted in class on various mapping related topics. References will range from books like "How to lie with Maps" to current journal articles examining the use of GIS in social science.

*Government 98ej. Comparing India and China: An Examination of State-Society Relations

Prerna Singh

Fall term

In this course we will move beyond the dominant mode of thinking about the India-China comparison, through a purely economic lens-- for example, in terms of the two countries' increasingly important place in the global economy or in terms of the differences in the structure of their economies or the sources and patterns of their economic growth -- to instead explore state-society relations in these two Asian giants. As is well known, in the late 1940s, India witnessed a peaceful transition to democracy, while China experienced a Communist revolution. We will explore the ways in which power has been consolidated and distributed under these very different regimes and the implications this has had for a range of socio-political and economic outcomes. We will travel back in time to examine differences in pre-colonial legacies, of experiences with colonization and the history of the formation of the modern Indian and Chinese states and move on to the contemporary period, analyzing variations in the capacity of the two states to undertake economic and social development and mobilize their citizenry. Through the course we will draw extensively on theories of comparative politics and keep a keen eye on the way in which a comparison of India and China can be enriched by and in turn contribute to debates about other parts of the developing world.

*Government 98ek. Globalization and Private Governance

Michael J. Hiscox

Fall term

This research seminar examines the impact of globalization on labor and environmental standards in developing nations. Topics include: the rules of the World Trade Organization and various preferential trade agreements, including NAFTA, and how these affect regulatory standards set by governments; the effects of corporate social responsibility (CSR) measures, including corporate codes of conduct; the effectiveness of activist campaigns, and; the

impact of voluntary certification and labeling schemes such as Fair Trade.

[*Government 98ia \(formerly *Government 90ia\). Sino-US Relations in an Era of Rising Chinese Power](#)

Alastair Iain Johnston

Spring term

Assesses theoretical arguments and empirical evidence concerning the implications of Chinese economic and military modernization for conflict and cooperation between China and the US. Some issues examined include global arms control, trade, the environment, and regional security.

[*Government 98jk. International Organizations in the Twentieth Century and Beyond](#)

Joseph Stanley Kochanek

Spring term

The rise of international organizations in the twentieth century has given rise to vigorous debate over their purposes and their actions. This course will acquaint students with the formal structure of the League of Nations, the United Nations, the European Union, and NATO, as well as examining the activities of these organizations. In addition, as a research seminar, this course will help prepare students to write a senior thesis in the Department of Government.

[*Government 98mg. The Politics of Migration](#)

Justin Daniel Gest

Fall term

This seminar examines the challenges posed by global migration and the political responses of local communities. We first consider the history of migration, and theoretical understandings that attempt to explain the dynamics of migration, border control and integration. We next engage in a variety of policy debates about migrants and their inclusion, labor, rights, families, and legal status. We then apply this knowledge to four contemporary case studies which showcase divergent histories and approaches to immigration.

[*Government 98ni. Topics in African Politics - \(New Course\)](#)

Nahomi Ichino

Spring term

This seminar surveys major issues in contemporary African politics. Topics include democratization, civil conflict, economic development, and ethnicity. The course draws on readings from several disciplines and covers multiple methodological approaches to the social scientific study of Africa.

[Government 1100. Political Economy of Development](#)

Robert H. Bates

Fall term

Comparative analysis of political economy of development drawing on case studies from Africa, Asia, the Middle East, and Latin America.

[Government 1109. Comparative Institutional Design](#)

Pippa Norris

Spring term

Institutional choices are vital for effective peace-building and for strengthening the quality of democratic governance. This course compares: (i) the principles and goals of constitutional design; (ii) the mechanisms of institutional design (electoral rules, parliamentary and presidential executives, decentralization, and minor reforms); (iii) political processes determining institutional choices; and (iv) the consequences (for political behavior, economic performance, regime stability, the quality of governance, democracy and democratization). Materials draw upon global comparisons and selected cases from long-standing and younger liberal democracies, as well as from countries emerging from conflict.

[Government 1111. Political Institutions in Developing Countries](#)

Nahomi Ichino

Spring term

This course broadly examines how formal political institutions vary across countries, why these differences matter, and how these institutions change. Topics covered include regime type, presidentialism, parliaments and

legislatures, government formation, rules governing elections, the franchise, political parties, the judiciary, bureaucracy, and federalism.

Government 1255. The Politics of India

Prerna Singh

Fall term

This course will introduce students to politics in the world's largest democracy, focusing on themes both important to India and to a general study of politics in developing countries. How does one make sense of democracy in a poor multi-ethnic setting? How has democratic politics shaped and been shaped by a society divided along a caste, class, linguistic and religious lines? And how well has India fared in promoting economic development, both growth and equity?

Government 1280. Government and Politics of China

Nara Dillon

Fall term

General introduction to the politics of contemporary China. Basic objectives are to provide a working knowledge of Chinese political programs and practices, and to encourage a critical evaluation of the positive and negative aspects of China's socialist experiment.

Government 2176. Politics of Social Inequality in the Developed Democracies

Peter A. Hall

Fall term

Explores economic and social inequality in the affluent democracies. How do institutional arrangements reconcile efficiency and equality and affect the dynamics of redistribution? How is institutional change best understood?

*Government 1760. International Relations of East Asia

Alastair Iain Johnston

Fall term

Introduction to the historical, military, political, economic, and cultural features of interstate relations in East Asia and the Pacific. The course also presents some theoretical and methodological tools for more systematic analysis of these issues. The goal is to understand

changing levels of conflict and cooperation in the region.

Government 1780. International Political Economy

Jeffry Frieden

Spring term

Analyzes the interaction of politics and economics in the international arena. Focuses on international trade, investment, monetary, and financial relations. Includes discussion of developed, developing, and formerly centrally-planned nations.

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

Government 2755. International Political Economy

Jeffry Frieden and Beth A. Simmons

Fall term

A graduate-level introduction to the theoretical and empirical literature on the political economy of international trade, monetary, regulatory, and investment policies.

History of Science 180 (formerly East Asian Studies 175). The History of Modern Science and Technology in East Asia

Instructor to be determined

Spring term

Historical examination of the adoption and transformations of modern science and technology in East Asia; the interaction of local traditions with global knowledge and techniques.

Organismic Evolutionary Biology

OEB 264. Sustainability Science: Interactions between Human and Environmental Systems - (New Course)

William C. Clark and N. Michele Holbrook

Fall term

A research seminar on how core theories of sustainability science provide a framework for improving the well-being of present and future generations in ways that conserve the planet's life support systems. The seminar will engage in a critical discussion of the underlying theory of the

field and evaluate case studies of efforts to manage particular coupled human-environment systems.

Note: Offered jointly with the Kennedy School as IGA-944.

Social Studies

[*Social Studies 98ax. Development and Modernization: A Critical Perspective](#)

Stephen A. Marglin

Fall term

What assumptions about human beings underlie the conviction that development and modernization constitute progress, that the developed West points the way for the rest of the world? Does economic growth involve a package that necessarily changes the society, the polity, and the culture along with the economy? This tutorial provides a framework for thinking about these questions, both in the context of the West, and in the context of the Third World.

[*Social Studies 98me. Human Rights and International Law](#)

Ayca Cubukcu

Fall term

This course introduces students to a diverse body of literature—in anthropology, history, international law, philosophy, politics, legal studies, and geography—that engages critically with the problems of human rights and international law. Particularly concerned with the politics of universalism, the course also explores the intimate relation between empire, violence, international law, and the project of human rights.

[*Social Studies 98mg. Global Distributive Justice](#)

Katie Jane Gallagher

Fall term

This course examines how concerns about socio-economic justice apply beyond the limits of the domestic state. Do we have reason to care about equality at the international level? If so, should we care about the relative standing of individuals, or of nation-states? Who, if anyone, is responsible for addressing global inequalities? Topics covered include the moral relevance of borders, natural resource distribution,

immigration policy, climate change, the international status of women, and global institutional design.

[*Social Studies 98mi. Migration in Theory and Practice](#)

Nicole D. Newendorp

Fall term

In this course, we will examine how and why people migrate from one location to another, focusing both on the theoretical paradigms scholars use to explain migration processes as well as on the individual experiences of migrants. Topics include transnationalism, diaspora, identity formation, integration and assimilation, citizenship claims, and the feminization of migration. Ethnographic readings focus primarily on migration to the US, but also include cases from other world areas, most notably Asia.

[*Social Studies 98kg. The Political Economy of Health in the Developing World](#)

Spring term

This course places the politics of health care in the context of economic development. Although health care and social programs are often considered secondary to economic growth, they have come to play an increasingly central role in development policy. This course explores the interaction between development and health through a survey of different theoretical approaches to development, combined with empirical research on public health, AIDS, family planning, and development programs.

Note: This course will be lotteried.

[*Social Studies 98nf. Economic Development in Latin America: 1870-2010 - \(New Course\)](#)

Sebastian Lucas Mazzuca

Spring term

This course explores strategies of economic development in Latin America, from its rise as the first emerging market in the late 19th century to the current "commodity boom." It compares periods of economic policy (export-led growth, import substitution, neoliberalism) and a variety of national cases in order to identify the sources of historical backwardness and ephemeral bonanzas in the region, as well as the

contemporary potential for sustained prosperity.

[*Social Studies 98ni. Global Financial Crisis - \(New Course\)](#)

Anush Kapadia

Spring term

This course will seek to outline the conditions of possibility--philosophical, historical, economic, social, and cultural--for a near cataclysmic and almost certainly epochal crisis. Its central methodological premise will be to treat markets as socio-historical institutions, as artifacts whose construction is the very medium of political and economic competition. Thus setting the crisis against a broader backdrop than the received narrative, the course will conclude by outlining how these structures continue to shape the present global conjuncture.

Sociology

[*Sociology 95. Research for Nonprofits](#)

Alison Denton Jones

Spring term

Supports students in carrying out a research project for a nonprofit or volunteer organization of their own choice. Examines theories and practices of the nonprofit sector and research methods. Course combines guest speakers, case work, discussion, and student project presentations.

[Sociology 109. Leadership and Organizations](#)

David L. Ager

Fall term

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

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

[Sociology 121. Religion in a Globalizing World](#)

Alison Denton Jones

Fall term

Far from disappearing as the world modernized, religion today is found everywhere from the public to private spheres. We will explore the places of religion around the globe, from the rise of religious nationalism to transnational immigration networks.

[Sociology 131. Economy, Society, and Change in East Asia - \(New Course\)](#)

Eun Mi Mun

Spring term

Rapid economic development, with its consequent social change, has been a feature of modern East Asia, starting with the Japanese economic miracle, followed by Korea and Taiwan, and now China. While considering how the sudden development came about in these regions, the course will focus on the social issues that have arisen with the development process, and the relation of both economic patterns and social issues to particular national cultures, events, and traditions.

[*Sociology 159. Social Entrepreneurship](#)

David L. Ager

Spring term

Focuses on the efforts of private citizens, for-profit and not-for-profit initiatives, to respond to social needs through creative solutions. Topics covered: defining social good, assessing market, philanthropy, and government responses; developing an organizational mission; recognizing specific opportunities for social improvement; forming an enterprise that responds to those opportunities; developing organizational funding strategies; evaluating performance; leading the enterprise; and creating positive and sustainable social value.

[Sociology 164. Successful Societies: Markers and Pathways - \(New Course\)](#)

Michèle Lamont and James Dunn

Spring term

Analyzes the markers of societal success and the social conditions that sustain it. Discusses various indicators ranging from the standard economic

measures to the human development index, inequality, resilience to shocks, educational, child development and health measures. Considers the role of cultural and institutional buffers (how cultural repertoires and myths feed strong collective identities, cultural and institutional supports for coping with stigma, models of citizenship and immigration, and multi-level governance and their impact on welfare and poverty). Similarly addresses factors that present major challenges, or 'wicked problems', like concentrated urban poverty, well-being of indigenous and other racialized groups and some of the solutions attempted. Particular attention will be put on the United States, Canada, and other advanced industrial societies and to the role of space, institutions, and culture in shaping the conditions for successful societies. Public policy implications will also be discussed.

Sociology 165. Inequalities in Health Care

Mary Ruggie (Kennedy School)

Fall term

Asks why certain social groups are at greater risk for more severe health problems (e.g., infant mortality, HIV/AIDS, cancer) and yet receive unequal health care in the US. Examines what best practices foster adequate delivery of healthcare services, mutual respect between patient and provider, and healthy living. Considers the role of government, the private sector, family and community.

Sociology 166. Sociology of Poverty - (New Course)

Daniyal M. Zuberi

Spring term

Examines sociological research on poverty and inequality and engages current debates about the causes and consequences of poverty and inequality in the U.S. and other advanced industrialized countries. Explores policy approaches to reducing poverty and inequality.

Sociology 206. The Sociology of Development: Seminar

Martin K. Whyte

Spring term

Examines debates surrounding the nature of the

process of economic development. Major attention is devoted to rival theories of where and why development occurs and to a variety of social consequences of economic development.

Statistics

Statistics 104. Introduction to Quantitative Methods for Economics

Michael Isaac Parzen

Fall and Spring

Similar to Statistics 100, but emphasizes applications in fields including, but not limited to, economics, health sciences and policy analysis. Topics covered: descriptive and summary statistics for both measured and counted variables; elements of experimental and survey design; probability; and statistical inference including estimation and tests of hypotheses as applied to one- and two-sample problems, multiple regression, correlation, and analysis of variance. Taught at a slightly higher level than Statistics 100 and 101.

Statistics 107. Introduction to Business and Financial Statistics

Michael Isaac Parzen

Spring term

This course introduces the technical skills required for data-driven analysis of business and financial data. Emphasis is placed on applying statistical methods to summarize and make inferences from complex data and to develop quantitative models to assist business decision making. The software packages Excel and R will be used to obtain quantitative solutions to financial problems. Topics include: understanding the concept of risk, portfolio construction and analysis, valuing options, testing trading systems, and simulation techniques.

Harvard Business School

Building and Sustaining a Successful Enterprise

*Clay Christensen, Ray Gilmartin, Chet Huber
(spring)*

Fall and Spring

In this course we will study the challenges of building and managing an enduring, successful company or renewing the vitality of an existing organization, from the point of view of the general manager. This course will prove valuable to future general managers, as well as those who will consult for or invest in operating companies.

Designing Winning Organizations

Robert Simmons

Spring

This course will teach you how to design an organization that can win in any market. Using case studies, readings, and lectures, you will learn how to make the tough choices that are essential to transform business strategy into competitive success.

Well-meaning managers often fall into the comfortable habit of avoiding choice in the mistaken belief they can have it all. Instead of focusing resources on a primary customer, they try to satisfy multiple types of customers. Instead of instilling core values, they develop lists of desired behaviors. Instead of focusing on a few critical measures, they build scorecards with an overload of measures. The result: a business that lacks focus and falls behind in the competitive race.

Creating the Modern Financial System

David Moss

Spring

Creating the Modern Financial System offers a vital perspective on finance and the financial system by exploring the historical development of key financial instruments and institutions worldwide. The premise of the course is that students will gain a richer and more intuitive understanding of modern financial markets and organizations by examining where these institutions came from and how they evolved.

The course is ideal for anyone who wants to deepen his or her understanding of real-world finance.

Doing Business in China

Regina Abrami, William Kirby

Spring

What does it take to succeed in China? How do foreign businesses succeed and fail in the world's most dynamic economy? How do Chinese entrepreneurs move across private and public sectors? How are they moving across borders? What are the leading opportunities in Chinese markets today? How are Chinese firms reshaping global business?

The Energy Business and Geopolitics

Noel Maurer

Fall

The course will benefit students who intend to participate, as managers, capital providers, or consultants, in companies involved in supplying energy services to households, firms, and other customers. It will also benefit students who may work for firms in energy-intensive or energy-related industries, including transportation companies, vehicle manufacturers, and suppliers to producers of oil, gas, and electricity. More broadly, students interested in questions of international political economy and in the economics of strategic competition will benefit from the course.

Field Course: Innovation in Business, Energy, and Environment

Lee Fleming, Rebecca Henderson, John Macomber, Forest Reinhardt

Spring

This field study seminar is designed for student teams that have a specific interest where environmental & energy impacts, consumer & social attitudes and political & regulatory processes are central to the opportunity for the creation of new businesses or the re-design of established businesses.

Globalization and Emerging Markets

Aldo Musacchio

Fall

Globalization and Emerging Markets is designed for students who will be investing, managing a business or nonprofit, or working for a government in an emerging market. The unit of analysis of the course ranges from countries to multinational and domestic companies in emerging markets. Therefore, students are asked to take the perspective of different decision-makers, such as politicians, investors, and managers. For instance, students may have to take the perspective of the manager of an American company operating abroad, of an investor in Dubai bonds, of a shareholder in Brazil's oil company Petrobras, the manager of Indian Railways, or chairman of the central bank of China. As such the course should appeal to anyone considering a career in emerging markets or who will be doing business or investing in emerging markets.

IXP Course: Brazil; Opportunities for Success in Resource-Rich Emerging Markets

Also Musacchio

Spring

This course is intended for future business leaders who will operate in emerging markets, preferably in a commodity-rich country or in Brazil. This IXP focuses on three aspects of the Brazilian economy. First, the recent commodity boom in Brazil and the impact it has on the rest of the economy. Second, we will study the rise of the middle class (almost 30 million people joined the middle class in the last eight years) and the boom in private consumption. Finally, the visits and field projects will also examine the challenges of doing business in a country that is growing rapidly, but that has shortcomings in infrastructure and regulation.

IXP Course: Malaysia; Unstuck from the Middle

Diego A. Comin

Spring

This course is intended for future business leaders who have an interest in understanding the challenges and opportunities of emerging markets and in particular of open developing economies.

The primary focus of this course is twofold. First, we will study how companies can move up in the value chain. Second, we will study what type of government policies can facilitate this transformation.

Managing International Trade and Investment

Dante Roscini

Fall

This course is intended for students who expect their careers to be influenced by trends in international trade and investment. Many HBS graduates will engage directly or indirectly in commerce and finance across national borders. Increasingly, political and economic events abroad shape the opportunities and constraints faced by managers in the majority of industries across the globe.

Field Course: Social Impact Investing

Michael Chu, V. Kasturi Rangan

Spring

This field seminar is designed for students interested in the commitment of investment capital, whether by for-profit, non-profit or hybrid institutions, in organizations dedicated to addressing some of the great societal challenges of our time. It differs from traditional social approaches in the application of the practices and mindset of commercial private equity and venture capital investing, regardless of the ultimate financial objectives of the investor. Students, usually in four-member teams, will work directly with enterprises in the investment portfolio of organizations in this new field. The teams will work on the analysis and solution of problems identified as important by both the social impact investing and the portfolio organizations. The course is appropriate for students interested in a hands-on collaboration with the management of enterprises engaged directly in the provision of goods and services seeking to have a disproportionate impact on a specific social issue. Some examples (for illustrative purposes only) are primary healthcare for low-income families, access to energy for remote populations, or interventions focused on at-risk youth. It is expected that projects will be both domestic and foreign.

Field Course: Social Innovation Lab

Allen S. Grossman, Herman B. Leonard
Spring

This field seminar is designed for students interested in leading the development of an idea for the launch of a social venture. The course is appropriate for students interested in utilizing creative solutions to address societal issues across a range of for-profit, nonprofit or hybrid organizational approaches. This course will be helpful to students who plan to enter the Social Venture Track of the HBS Business Plan Contest.

Leading And Governing High Performing Nonprofit Organizations

Allen Grossman
Fall

This course will offer an in-depth exploration of how to create, build and sustain high performing nonprofit organizations. Many for-profit leadership and management skills can be successfully adapted to nonprofit organizations; however, because the differences between the sectors are often greater than their similarities, the process can be daunting. Moreover, many for-profit concepts and frameworks do not transfer; therefore, new approaches must be developed for the complex nonprofit operating environment. LGN will identify, analyze and integrate the concepts and frameworks that nonprofit organizations need for outstanding performance.

Field Course: Social Entrepreneurship in the Business Sector

Christopher Marquis
Fall

This course is designed for students who will found or lead businesses, or will advise or work with entrepreneurs, as they seek to jointly create social and business value. It is the goal of this course to prepare students through hands-on, real-time experience at companies that have embedded social missions and to engage various external stakeholders.

Contemporary South Asia: A Survey of Intractable Problems and Innovative Solutions (University-wide Course)

Tarun Khanna
Fall

This survey course focuses on several categories of problems faced by South Asian countries. Each problem category will be dealt with through a survey lecture, backed up by assigned and recommended readings for those wishing to explore the topic further, and an in-depth look at one or more organizations, companies, non-profits, or regulatory interventions that have attempted to address some of the problems within that category. Some of the topics covered in the course include, but are not limited to, education, health and governance. The primary objective of the course is to immerse students - in an interdisciplinary and university-wide setting - not only to the problems of our generation in South Asia, but also to a range of entrepreneurial attempts to solve these, warts and all.

Operations Strategy: Managing Growth

Gary P. Pisano
Spring

This course is focused on understanding and overcoming the operational challenges of nurturing and managing enterprise growth. The course integrates concepts from the fields of operations, corporate strategy, finance, and organizational design. It is suitable for students with a wide range of career goals, including entrepreneurship and venture capital, general management in larger enterprises, and consulting.

Graduate School of Education

A-010H. Financial Strategy and Leadership in High-Performing Nonprofits

Luther Ragin

Spring

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.

A-021 Leadership in Social-change Organizations

Karen Lucretia Mapp

Fall

This course explores the types of leadership practices and organizational structures needed to create and sustain social-change organizations that focus on the closing of existing educational opportunity gaps and, as stated in the 2010 U.S. Department of Education's *Blueprint for Reform*, the provision of an education where "every student graduates from high school well prepared for college and a career." What kinds of leadership skills and practices are required to take on and succeed at this type of social change work? What types of organizational structures create the conditions for successful initiatives aimed at addressing issues of educational access, equity, and equality? Components of the course will include (1) the exploration of current leadership and organizational theory; (2)

meetings with educational leaders from a diverse spectrum of education-related organizations such as schools, community-based institutions, not-for-profit organizations, and parent and student groups; and (3) an in-depth analysis of a social-change organization. Through the lens of social change in education, as a community of learners we will expand our understanding of leadership and organizational theory, gain expertise in diagnosing and addressing leadership and organizational challenges, and reflect on and enhance our own leadership skills and practices.

A-027A Managing Financial Resources in Nonprofit Organizations

James P. Honan

Fall and Spring

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

A-132 Educational Innovation and Social Entrepreneurship in Comparative Perspective

Fernando Reimers

Spring

This course, with a substantial focus on the practice and implementation of educational change, will critically examine the contributions of social entrepreneurs to expanding educational opportunity in a comparative context. The focus of the course will be on social entrepreneurs who are working to include and improve the quality of education for low-income and marginalized students. The course will prioritize initiatives under way in developing countries, including for purposes of analytic contrast some cases from early industrialized countries. It is expected that students in the course will develop a critical appreciation of the growing role played by social entrepreneurs globally in expanding educational

opportunity. Students will learn the role program theory plays in guiding those efforts in practice. They will also learn to examine evidence to assess the impact of such efforts and to guide program improvement. Students will study the way in which social entrepreneurs steer these innovations in a social and political process to generate and mobilize resources, negotiate partnerships with the public sector, create and sustain organizations to support the innovation and transition toward institutionalization and long-term sustainability. The course will commence by examining global trends regarding the emergence of public-private partnerships in education, and the role of social entrepreneurs in this process, and how they address the main form of educational exclusion. We will use a series of cases on social entrepreneurs and their educational innovations. In case discussions we will examine the contributions of the program theory on which they are based to their success. We will examine how such innovations evolve, from the stages of initial design, to improving effectiveness and refining program theory, to scale-up and institutionalization. We will examine the role played by social entrepreneurs in initiating and steering these innovations toward institutionalization, with particular attention to the way in which these entrepreneurs generate and mobilize resources, build partnerships with the public sector, and manage the politics of implementation of educational innovations.

[A-604 Partnering: Leadership Skills for a Networked World](#)

Lee Teitel

Spring

We live in a world where, in many sectors, the challenges we face are too complex for most organizations to address by themselves. Even the most powerful, passionate leader of an educational or nonprofit organization is inadequate to achieving her goals without working effectively with others outside the boundaries of her organization. At the same time, the pressure has never been higher on organizations to learn--to adapt to the new demands and opportunities in their environment--and to figure out how to take advantage of the

opportunities and challenges of an increasingly networked world, where information flows faster, access to people as individuals and at all levels of an organization is dramatically different, and many aspects of the world we live in are "flatter." A-604 focuses on how to lead in this environment. Through guest speakers, readings, case study, and fieldwork, students will learn how innovative leaders are boldly finding, developing, and sustaining relationships with partner organizations and networks that allow them to reach their own purposes and simultaneously help them and their partners engage in deep, transformative learning.

[*A-608 Leadership, Entrepreneurship, and Learning](#)

Monica C. Higgins

Fall

This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others.

[A-809 Health and International Education](#)

Matthew Jukes

Fall

Why is health important to the educator? Disease and poor nutrition are major impediments to academic achievement. But school health programs and education initiatives in and out of the classroom have the potential to transform the health of children and their communities. This course gives students the opportunity to develop their own project to improve community health using health education strategies or other health promotion activities based in a school or

university. The course will provide the practical and theoretical background to develop a successful health project. It will examine how poor health can prevent children from attending school and from learning while there. The course will explore policy options for schools to be part of the solution by providing simple, cost-effective treatments that give the greatest benefits to the poorest students, and by providing the educational foundation for a healthy life. The course will look at the theory and application of education for behavior change. In particular, we will examine how the education sector can respond to the HIV/AIDS pandemic: How can education programs promote healthy sexual behavior? How can such education programs operate most successfully within their cultural, political, and religious context? In addition, health promotion project planning tools and project proposal strategies are examined to work toward the ultimate aim of the course: the development of an effective proposal for students' own health promotion project. The course draws a stimulating and rich mix of students from around the world with diverse interests: students with rich U.S. experience but who would like to learn more about education in other cultures; students with experience overseas or aspiring to work overseas and/or in international organizations; and students who would like to work or conduct research in international settings.

[*A-810D Building Institutional Capacity for Large-Scale Education Reform: International Cases](#)

Cecilia Maria Velez

Winter

This module addresses the need for institutional reforms and organizational change to support policy implementation in the education sector. Special attention is paid to the role of institutional reform and capacity-building at national ministries of education and other government agencies. Drawing on selected case studies of education reform around the world, students will closely analyze institutional changes, focusing on how strategic planning, organizational processes, and the development of education management and information systems have been aligned to

achieve the goals for educational reform. The module's focus is thus on how the reorganization of central administrative mechanisms and processes becomes a key element in the development of successful education policy. Through the analysis of case studies of large-scale reforms (e.g., Chile, Colombia, Brazil, South Africa, Spain), students will develop an understanding of the conditions that have made reforms challenging yet possible.

[A-810F Human Rights in Education](#)

Felisa Tibbitts

Spring

Internationally, the human rights framework is being increasingly recognized both as a goal for schooling and as standards against which the quality of schooling can be appraised. In this module, students learn the ways in which human rights standards and values are being applied in curricular programs and school development approaches worldwide, in order to promote inclusion, justice, and schooling processes centered on human dignity. Students engage in critical reflection and active discussion in this six-week module, which has three sections. First, students will be oriented toward general human rights standards and international policy documents related to human rights and schooling. Students will then acquire a basic knowledge of the theory and practice of human rights education, incorporating its legal foundation and its pedagogical aspiration to empower and mobilize learners. Finally, students will be oriented toward the rights-based approach to "education for all" at the school level as endorsed by UNICEF and UNESCO, and consider its implications for the delivery of quality education. Throughout the course, students learn of the leadership roles played by the UN and key nongovernmental organizations in promoting the application of human rights. The course is infused with examples from all regions. Students will develop a final project that can be either practice-oriented or literature-based.

*A-810J Education at the Cusp of Change in the Middle East

Thuwayba Al Barwani

Fall

Modern Middle East history presents a unique microcosm in which to examine the impact of educational policy on social and economic development. The module creates an environment and provides the resources for the analysis of the impact both educational policy and the educational attainment of the population have had on the development of the countries in the Middle East. Most of these countries have public education systems that were implemented in the last 50 years. In addition, the systems are small, national, and centralized. The diverse effects of various educational policy decisions in several countries are readily visible. At the same time, other critical relationships are also visible such as the relationship between economic factors and education policy and education attainment, and the effects of education attainment on the society. Case studies of Morocco, Oman, and Egypt serve to highlight differences in the region. This course builds on A801, which develops students' skills as policy analysts. It will also allow students to use comparative education policy and research knowledge and skills acquired to analyze education policy in the three countries in the Middle East. The seminar will begin with a review of major reports on education in Middle Eastern and North African countries, identifying common challenges faced by these nations. Then students in groups will investigate, analyze and present the education policy decisions and outcomes in Egypt, Morocco and Oman, posting summary memos for on-line access by all seminar members. As a final project, students will individually select a challenge (from any one of the three countries studied) and address this issue by presenting policy recommendations for Ministers of Education in those countries.

*A-819 Contemporary South Asia: A Survey of Intractable Problems and Innovative Solutions

Faculty to be Announced

Fall

This survey course focuses on several categories of social and economic problems faced by the

countries of South Asia, specifically Education, Health, Financial Inclusion, and Telecommunications. Each category will be explored through a survey lecture, supplemented by assigned and recommended readings, and an in-depth look at one or more organizations, companies, non-profits, or regulatory interventions that have attempted to address some of the issues within that category. The primary objective of this course is to immerse students – in an inter-disciplinary and university-wide setting – to the problems of our generation in South Asia, and also to a range of entrepreneurial attempts to solve these, warts and all. The course is designed for advanced undergraduates as well as graduate students from all parts of the University, with the mixture of student backgrounds vital for its success. The lectures and deep-dive case studies are required for all students; the course requirements are tailored separately to the needs of undergraduate and graduate students. Graduate students are required to develop a project report that will present a candidate solution – in the form of a business plan, a plan to build a non-profit, or a plan to create a regulatory intervention, etc., – that solves a crisply stated, and significant, problem in a particular setting in South Asia. After the course, but not as a part of it, teams that reach a threshold level of excellence in their project reports will be eligible for funding to travel to South Asia in the January term (2012) for exploratory work on their project.

H-514 Comparative Perspectives on Immigration and Education Policy

Vivian Shuh Ming Louie

Spring

This course examines contemporary immigration and education policy and proceeds from a comparative frame, vis-à-vis international comparisons and within a particular national context. The schooling of the children of immigrants has become a key question as migration levels rise not only within the United States, where immigrants are increasingly a presence in both traditional gateway destinations

and the so-called new destinations in the American South and parts of the West, but on a global scale as well. This course is designed to tap into the strengths of a comparative policy approach, which has typically been missing from much of the existing research, and policy and practice domains. The course will mainly focus on the United States, the Netherlands, France, and Germany. Each nation studied has a distinctive history of incorporating immigrants and their children, particularly in education. The course will highlight the major cultural issues and dynamics within the larger context in which to consider immigration and education policy, particularly around citizenship and identity (national, group, individual), immigrant family and school norms, language and literacy for second-language learners, tracking/sorting, and the high-school transition to either the labor market or a postsecondary education.

[T-522 Innovation by Design: Projects in Educational Technology](#)

David Dockterman

Fall

In this course, students experience firsthand the research-based design process with their own technology-based project. They will start with an education-related problem of their choice--past projects have dealt with everything from managing student stress to illiteracy in rural Ghana to teaching math or writing. Working in small groups of shared interest, students will investigate the research, practice, and theories that suggest causes of and ways to address the problem. They will use the research as a guide to developing an innovative idea that incorporates appropriate uses of technology (computers, smartphones, TV, game machines, etc.) as needed for the project's targeted audience and context (school classroom, museum exhibit, corporate office, home entertainment area, and so on). In an iterative cycle, students will test and revise their idea with wireframes and prototypes, gather feedback, make revisions, and prepare a final presentation to share their findings and progress. This course takes students through the entire design and prototyping process in a supportive environment.

[Harvard Kennedy School](#)

[API-101 Markets and Market Failure](#)

Maciej Kotowski, George Borjas, Pinar Dogan
Fall

This course applies microeconomic reasoning to public issues, policies, and programs. It considers economic incentives and organizations; models of economic behavior, including markets, the absence of markets, and interventions in markets; the price system and how it works; and policy objectives and instruments.

[API-102-A Economic Analysis of Public Policy](#)

Jeffrey Liebman, Robert Lawrence, Suzanne Cooper, Joseph Andy, Monica Singhal
Spring

This course builds on API-101 uses microeconomic tools to analyze government programs and policies. The course is broadly focused on evaluating the rationale for government intervention in the economy and evaluating the efficiency, incentive, and distributional effects of government policies. Applications include climate change, tax policy, welfare policy, government contracting, health care, education, immigration, and trade.

[API-130 Public Economics in International Perspective](#)

Monica Singhal

Spring

Explores the causes and consequences of differences among governments' alternative approaches to fundamental public policy issues. Takes a cross-country comparative approach to study topics including the role of the government in the economy, social insurance, welfare, retirement systems, health care, fiscal federalism, local public goods, tax efficiency, and tax reform. The course incorporates selected topics of particular importance in developing countries, such as informal insurance, credit constraints, health externalities, the role of NGOs, and tax compliance. Strong emphasis is placed on understanding empirical methods used in the economic analysis of public policy. Prerequisites:

Microeconomics and statistics/econometrics at the level of API-109/110 or API-101A/102A and API-209/210 or API-201/202.

API-201 Quantitative Analysis and Empirical Methods

Kerrie Nelson, Dan Levy, Erich Muehlegger
Fall

Introduces students to concepts and techniques essential to the analysis of public policy issues. Provides an introduction to probability, statistics, and decision analysis emphasizing the ways in which these tools are applied to practical policy questions. Topics include: descriptive statistics; basic probability; conditional probability; Bayes' rule; decision making under uncertainty; expected utility theory; sampling design; statistical inference; and hypothesis testing. The course also provides students an opportunity to become proficient in the use of computer software widely used in analyzing quantitative data.

API-202 Empirical Methods II

Jose Carlos Rodriguez-Pueblita, David Yanagizawa-Drott, Joshua Goodman, Rema Hanna
Spring

Intended as a continuation of API-201, this course equips students with an understanding of common tools of empirical analysis in policy applications. Much of the learning will take place through hands-on analysis of data sets. The course will cover regression analysis, including multiple regression, dummy variables, and binary dependent variables; as well as program evaluation, including selection effects; the advantages and disadvantages of experimental, quasi-experimental, and observational data; and instrumental variable techniques. The final part of the course includes an integrative exercise in which students will have the opportunity to assess empirical analysis in an open-ended and professionally realistic project.

BGP-204M Food Policy and Agribusiness

Ray Goldberg
Spring

This course deals with public and private management of an industry sector that

encompasses half the world's labor force, half the world's assets, and 40% of consumer purchases. The public policy issues of economic development, trade, nutrition, food safety, the environment, maintaining limited natural resources, protecting plant and animal diversity, intellectual property, genetics, and social and economic priorities will all be developed in case study format. Positioning public agencies and private firms within the developed and developing economies will be an integral part of the course. Wherever possible, the CEO or leading government official involved will be a guest at the class.

BGP-213 Technology Innovation and Economic Growth

F.M. Scherer
Fall

This course provides a solid conceptual foundation for understanding how technology affects the economy, how economic forces reciprocally influence technological changes, and the decision-making processes through which innovation occurs. Examined in turn are productivity growth, markets for innovations and high-technology talent, basic science, the management and financing of R&D, the patent system, Schumpeterian hypotheses, technology diffusion processes, government science and technology policy, and the impact of technological change on international trade and labor markets.

BGP-230M Corporate Social Responsibility

John Ruggie, Jane Nelson, Steven Lydenberg
Spring

CSR has become a means for companies to protect and create value; for investors to encourage business to do well while doing good; for governments to share the burden of producing public goods and achieving greater corporate accountability; and for civil society to shift the balance between market and authority. How successful has CSR been at achieving these diverse objectives? What works, what doesn't, and why? What is the future of CSR? The course surveys the literature and examines cases drawn from the US and global experiences.

BGP-254 Global Strategic Management

Jordan Siegel

Fall

Do you aspire to be a leader in an international organization or to occupy a policy role in which you seek to attract or otherwise regulate foreign direct investment? This course is unique not only in providing tools and frameworks for understanding what leads global multinationals to make different strategic investment decisions. This class is also useful for those who may in the future take on regulatory and/or development promotion roles in which one has to deal with global multinational firms. The idea is that in order to attract foreign direct investment or to regulate foreign direct investment, one needs to understand what makes multinationals tick. The course is organized around Prof. Siegel's Top Ten Strategies of Global Multinationals. These strategies range widely, including everything from product strategy recombination to borrowing/renting foreign institutions to arbitraging labor market differences. At the end of the semester, we apply the lessons of the course towards a real problem of a global multinational company in a kind of project laboratory. Overall, this course is unique in its focus on global strategy formulation and execution while at the same time incorporating a large amount of institutional analysis. The idea is that institutional analysis leads to strategy formulation, which in turn leads to the successful execution of strategy by the leader of the global multinational organization.

DPI-201: The Responsibilities of Public Action

Mathias Risse, Frances Kamm, Arthur Applbaum, Christopher Robichaud

Fall

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.

DPI-312 Sparking Social Change

Mark Moore, Archon Fung

Spring

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

DPI-401 Institutions and Development

Ryan Sheely

Fall

Provides an overview of what is known (and not yet known) about the effect of institutions on economic development, drawing on theoretical and empirical insights from a variety of disciplines. Considers a wide range of development outcomes, but focuses particular attention to the provision of basic public goods such as sanitation, law and order, and the maintenance of natural resources. Covers the variety of legal, administrative, legislative, and

judicial institutions associated with governance by modern nation-states, non-state alternatives (such as localized systems of community governance), and international economic and political organizations. Students will learn about the range of existing variation in institutional design and performance and analyze the empirical evidence about the effects of each on both short-term and downstream development outcomes. Policy solutions to institutional problems to be examined include directly fixing failed institutions and designing policy interventions around existing institutional constraints. Empirical evidence and case study materials will be drawn primarily from research in the contemporary developing world, but historical examples from the United States, Europe, and the pre-colonial and colonial periods of the developing world will also be utilized.

[DPI-450 The Political Economy of Transition in China](#)

Anthony Saich

Spring

China's incremental reforms have been compared favorably as a transition strategy with the "shock therapy" attempted in Eastern Europe and Russia. Reality is more complex, progress is mixed, and the country is now facing major challenges from delayed reforms, especially in the industrial and financial sectors. How are the state's priorities set? Relevant theories on socioeconomic development and transitions will be analyzed through a detailed study of the policymaking process in China. China provides an interesting empirical testing ground for comparative theory, as it has moved from a statist model of development to one that makes greater use of market forces within an authoritarian political structure. The course first evaluates China's evolving development strategies. Second, it analyzes the politics of the current transition, with detailed discussion of economic and social policy formulation and implementation.

[DPI-562 Public Problems: Advice, Strategy and Analysis](#)

Archon Fung, David Barron

Fall

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

[IGA-100 International and Global Affairs: Concepts and Applications](#)

Stephen Walt

Spring

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

[IGA-103 Global Governance](#)

John Ruggie

Spring

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

IGA-116 Great Power Competition in the International System

R. Nicholas Burns

Spring

This course will focus on the future balance of power in the world that will likely result in a core group of countries sharing supreme political, economic and military influence in the decades ahead. It will focus on the complex, often difficult but vital relationship between the United States and China and their likely competition for strategic influence in the Asia-Pacific region. In addition, it will investigate the role of additional countries—India, Brazil, the EU and others—which will also wield considerable strength in each region of the world. The goal of the course is to reflect on how this group of powerful countries and others can work together cooperatively to address some of the major challenges of the century—preserving global and regional peace and stability and tackling transnational challenges such as climate change, terrorism, and drug and crime cartels that threaten the international order. Whether this new global order will see a future of peace or war will depend, in large part, on the capacity of leaders in this small group of countries to work together.

IGA-121 Religion in Global Politics

Monica Toft

Spring

Religion is clearly a force to be reckoned with in global politics. At the same time, its connection to peace, conflict, and international security is not well understood. This course starts by addressing the meaning of religion and its various manifestations around the world. It then seeks to examine the conditions under which religion contributes to conflict or cooperation in selected aspects of international politics, such as the spread of nationalism and terrorism, economic and political development, and human rights, as well as in enforcing, making, and building international peace. By the end of the course, students will have a full sense of the interplay of religion with politics, wars, and peace in the international system.

IGA-150Y Seminar: International and Global Affairs

Monica Toft

Spring

This year-long seminar focuses on the process of generating, assessing and advancing innovative ideas in the arena of international and global affairs. Students will work to develop new thinking which offers leaders new roadmaps for action in international and global contexts, addresses the challenge of implementing change and strives to improve policy and organizational effectiveness. The initial part of the seminar will profile women and men from around the world who have successfully advanced ideas that had an impact on social, political, and economic problems. The latter part will focus on real-world strategies for transforming analysis about policy problems into action.

IGA-304 Human Rights and International Politics

Mathias Risse

Spring

This course is an introduction to human rights and their role in international politics. The goal is to provide students with basic human rights literacy and to position them to participate in the many policy debates that turn on human rights issues. Addresses such questions as “why do we have human rights? How have such rights come to be acknowledged? Do human rights treaties and rhetoric make a difference or are they simply window dressing? Who has duties and responsibilities to realize human right?” Topics include the Israeli-Palestinian conflict, the Kosovo intervention, terrorism, torture, counter-terrorism and the role of NGOs and transnational corporations in the realization of human rights. Readings range from case studies to historical, legal, philosophical and social-scientific readings. Emphasis is placed on human rights as an ethical and political framework for public policy rather than as a system of international law.

[IGA-322 Strategic Planning and International Engagement in Humanitarian Protection](#)

Claude Bruderlein

Fall

The protection of civilians during armed conflict is a complex and bold endeavor, requiring a multidimensional response to address in a strategic manner the various sources of vulnerabilities affecting populations. In this context, humanitarian professionals must engage in multifaceted approaches addressing the legal, political, and social aspects of crises, in addition to managing operations in often remote and hazardous environments. Each of these domains may become the subject of varying interpretations and agendas by the belligerents, host countries, donors, international agencies, and non-governmental organizations, increasing the importance of the strategic thinking, dialogue, and negotiation skills of humanitarian practitioners. The purpose of this course is to offer graduate students a solid legal and policy framework for engaging in humanitarian action. While the course is grounded in a human security narrative, it does not aim to advocate particular positions or agenda in terms of protection of civilians in armed conflict, but rather contributes to the development of the student's capacity to think critically and strategically about current challenges to humanitarian action.

[IGA-345 Forced Migration and Human Rights](#)

Jacqueline Bhabha

Fall

Migration is a critical survival strategy for millions in today's world. Yet the ability to migrate legally and safely is unequally distributed, a luxury for many of the populations who need it most. This course explores differing types of contemporary forced migration, including refugee flight, asylum seeking, internal displacement, trafficking, and responses to these migrations, including "safe havens", temporary and humanitarian protection, refugee camps, detention, interception on the high seas, and deportation. It analyzes the role of UNHCR as protector and gatekeeper, and the institution of asylum, as a migration control tool for states and a human rights protection for individuals. It

questions whether effective refugee protection can survive in an international order dominated by security concerns and advance warning systems and explores human rights protections (including under the Convention against Torture) available to threatened individuals and populations. Comparative materials, including case law and human rights reports, from the United States, Europe, Australia, and Africa are used to explore implementation of international refugee law through domestic courts and to examine policy developments related to forced migration. Other issues covered include gender and child persecution (including on the basis of sexual orientation), asylum eligibility for victims of non-state persecutors (husbands, rapists, circumcisers, guerrilla forces) and for perpetrators ("terrorists", genocidaires).

[IGA-404 Managing a Living Planet: Governance Solutions for Global Environmental Problems](#)

William Clark

Spring

Concerns for how human well-being can be increased in a world of finite resources have long been voiced at local and national levels. Increasingly, however, these concerns have escalated to the global stage. Transnational migration, disease pandemics, food security, and climate change are among the most recent issues that have crowded on to high-level agendas of global governance that were previously reserved for discussions of collective security and world trade. Such high-profile concerns, however, are all symptoms of a more fundamental transformation in which nature and society have become a single complex adaptive system, increasingly tightly coupled at all scales from local to global. This course explores the nature and implications of those interconnections for global affairs. It reviews the record of what has worked, and what has not, in past efforts to design effective institutional arrangements for managing them. And it challenges students to apply this knowledge in crafting solutions to a range of contemporary global environment problems.

IGA-410 Energy Policy: Technologies, Systems, and Markets

Henry Lee

Fall

Energy is a critical component of every dimension of human society. It is an essential input for economic development, transportation, and agriculture, and it shapes national and international policies in the environmental, national security and technology arenas. IGA-410 is the introductory energy policy course and it discusses the policy dimensions of the energy choices needed to meet economic and environmental goals in both the near and long term. Oil and gas markets, electricity policy, end use–efficiency options, technology innovation, renewable energy, and climate change will be covered. The first part of the course introduces students to basic analytical tools to assess energy problems and the fundamental concepts of energy policy. The second part uses case studies to explore specific challenges.

IGA-435 Water and Development

John Briscoe

Spring

Societies blessed with reliable, adequate supplies of good quality water have developed better than societies not so blessed. In order to provide adequate water security, societies invest in infrastructure and institutions to manage water resources more effectively, and to provide better water services. The course will explore the paths taken by now-rich countries and examine the consequences for human well-being, and will assess what is and what is not relevant from this experience for developing countries. Discussions will be organized around real-world case studies in which the instructor has been an active participant. The course will take an interdisciplinary view and employ tools of history, hydrology, engineering, economics, political science and epidemiology.

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

Suerie Moon, Julio Frenk

January

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

IGA-502M Innovation, Science & Technology Policy and the Public Good

Venkatesh Narayanamurti

Fall

From the digital revolution to nanotechnology,

from the life sciences to global health, and from national security to renewable energy, Science & Technology (S&T) play an increasingly important role in shaping our lives. In tackling both the challenge of climate change, and attempting to meet the world's ever burgeoning energy demands, S&T activities are core to both problem definition and solution. Radical innovation in science and technology will be required to meet the grand challenges facing a resource constrained society in the 21st century and this must be guided by informed public policy which is oriented towards furthering the public good. This course will provide the tools for policy makers to make informed judgments about the allocation of resources (human, material and financial capital) towards future development and innovation in S&T. Students will explore the challenges of organizing disparate innovation processes and the role of public and private partnerships in S&T, utilizing case studies in Energy Technology and Communications and Internet Policy. While we will focus on the United States, these topics are of necessity global, and require comparative transnational analyses.

IGA-520 Technology, Innovation and Sustainability

Calestous Juma

Spring

This course examines the role of technological innovation in sustainability, focusing on the current international efforts to foster "green economies." It explores the relationships between contemporary innovation and ecological disruptions, especially those associated with climate change. While new technology is seen by some as an important source of economic productivity and global competitiveness, others point to the potential risks that such technologies pose to human health and the environment. However, the same techniques have the potential to contribute to ecological management. The course examines the implications of new technological applications for sustainable development, drawing from specific case studies. It covers the following themes: (1) theoretical and historical aspects of technology and sustainability; (2) interactions between

environment and development; and (3) the role of innovation policy in addressing ecological challenges, with particular emphasis on transnational relations and institutions.

IGA-523 Innovation, Development and Globalization

Calestous Juma

Fall

The aim of this course is to examine the role of science and innovation in fostering economic growth in developing countries, with emphasis on international technology cooperation. This explores a variety of approaches for adopting and diffusing new technologies into economic systems in an increasingly globalizing world. The course is divided into four sections. The first section provides a conceptual foundation for understanding the role of technological innovation and the associated institutional innovation in the process of economic transformation. The second section presents country experiences with scientific and technological innovation and the associated institutional adjustments. The third section analyzes the technological opportunities and challenges open to developing countries. The final section assesses public policy options that can be pursued by developing and industrialized countries in fostering international technology cooperation. The course seeks to equip students with skills in science and technology policy analysis. Training in the natural or engineering sciences is not a requirement for the course.

IGA-944 Sustainability Science: Interactions Between Human and Environmental Systems

William Clark, N. Michele Holbrook

Fall

This is a research seminar on the core theories of sustainability science -- an emerging field of problem-driven research dealing with the interactions between human and environmental systems. The problem that motivates the course, and the field, is the challenge of sustainability: improving the well-being of present and future generations in ways that conserve the planet's life support systems. The seminar will engage in a critical discussion of the underlying theory of the

field, focussing on contemporary interdisciplinary research papers drawing from the natural and social sciences, health, and engineering. It will use this theoretical perspective to evaluate case studies of efforts to manage particular coupled human-environment systems. In order to bring multiple perspectives to bear on the theory and applications of sustainability science, the seminar will be conducted as a distributed effort involving faculty and students at four universities recognized as leaders in sustainability science (Harvard, Columbia, University of Minnesota and Arizona State University).

ITF-110 The Political Economy of Trade

Robert Lawrence

Fall

This introduction to international trade policy takes an interdisciplinary approach, examining the economics, law, and politics of this field. It does not assume an extensive knowledge of economics. The sequence of topics covered in the class are the gains from trade; basic instruments of trade policy (tariffs, treaties, and negotiating authority); the World Trade Organization and other international institutions; preferential trade arrangements; how trade disputes arise and are resolved; and a series of current issues such as trade in services, agriculture, investment, and labor rights. The class also simulates the Doha Round negotiations.

ITF-145 The Past, Present, and Future of Globalization

Dani Rodrik

Fall

The 2008-2009 financial crisis has highlighted the frailties of the current model of economic globalization and has raised questions about its future. This course analyzes economic globalization in an historical perspective. It evaluates the arguments of both its critics and advocates, and pays particular attention to problems of trade, finance, and economic development in an economically integrating world. It discusses different models of economic globalization and global governance, with an eye towards future possibilities. Prerequisites: A previous course in economics desirable.

ITF-220 The Economics of International Financial Policy

Jeffrey Frankel

Spring

This course deals with the macroeconomics of open economies. The emphasis will be on models appropriate to major countries. Topics covered include: the foreign exchange market, devaluation, and import and export elasticities; the simultaneous determination of the trade balance, national income, the balance of payments, money flows, and price levels; capital flows and our increasingly integrated financial markets; the transfer problem; monetary and fiscal policy in open economies; international macroeconomic interdependence and policy coordination; supply relationships and nominal anchors for monetary policy; the determination of exchange rates in international money markets; and international portfolio diversification.

ITF-225 The Contents of Globalization: Issues, Actors, and Decisions

Lant Pritchett, Lawrence Summers

Spring

This course will cover the economics and politics of globalization across an array of topics, including international trade, development assistance, international financial flows, global warming, migration/labor mobility, and foreign investment. Within each topic the course will discuss three elements: (1) what are the important *issues*, illuminating the economic analytics crucial to understanding the topic; (2) who are the *actors* who play a role in each of the issues to understand the motivations and constraints facing the actors engaged in globalization — from private hedge funds to NGOs to multilateral organizations to central banks; and (3) using these to discuss the *decisions* of actors that affect the course of events. The goal of the course is to deepen understanding of actual contents of globalization, the economic forces propelling globalization, and the economic and political forces shaping the decisions of actors, and how those interact to shape outcomes in the world.

MLD-101 Strategy, Structure, and Leadership in Public Service Organizations

Nathalie Laidler-Kylander, Peter Zimmerman, Steven Kelman, Thomas Glynn

Fall

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 marketing. Section A has a special focus on nonprofit organizations. Students who take the course are expected to affiliate with a nonprofit organization and produce three papers analyzing that organization.

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

Matt Andrews

Fall

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.

MLD-110 Strategic Management for Public Purposes

Peter Zimmerman, Thomas Glynn

Spring

Focuses on strategic management in the public sectors of democratic societies. Critically examines and applies the assumptions, concepts, and tools of the new approaches to solving public problems that are being applied around the world. Important strategic decisions examined in the course include: formulating and articulating a mission and vision; formulating and internalizing in the organization a set of long-term objectives; translating objectives into measures of performance; designing production systems and organizational structures; and shaping organizational culture. Privatization and partnerships will be examined along with public provision as ways of creating public value. Most class meetings are case discussions, supplemented with conceptual materials, exercises, and group work. Cases and other readings are drawn from the United States, other industrialized countries, and developing countries. The course is designed for students with management experience.

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

Ronald Heifetz, Dean Williams

Fall and Spring

This course applies theory to the practice of leadership within societies and organizations facing the adaptive challenges of a changing world. We clarify the relationship among key concepts -- leadership, management, authority, power, influence, followership, citizenship -- to provide a coherent, practical foundation. The course develops: a) diagnostic tools for analyzing the dynamics of change in social systems, and b) strategies of action to mobilize engagement, generate innovation, orchestrate multi-party conflict, lead through crisis, gain, use and negotiate with authority, and build a culture of long-term adaptability. Through these frameworks and tools, students discover options for practicing leadership with and without authority, from any position in an organization or society. In addition to lectures, discussion, and

small group work, the course draws on student cases of leadership, experiential exercises, and case-in-point teaching – using the classroom process to understand social system dynamics.

[MLD-221 Introduction to Negotiation Analysis](#)

Brian Mandell, Kessely Hong

Fall and Spring

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.

[MLD-326 Leadership in the Public Sector](#)

Philip Heymann

Spring

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.

[MLD-377 Organizing: People, Power, Change](#)

Marshall Ganz

Spring

“In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others,” de Tocqueville observed. Fulfilling the democratic promise of equity, inclusion, and accountability requires an “organized” citizenry with the power to articulate and assert its interests effectively. Unequal access to political resources means that the voices of many remain muted unless they organize. In this course, students learn how to view social, economic, and political problems from an organizing perspective as well as how to act on them. We focus on learning five key practices: how to turn values into motivated action; how to build relationships; how to structure leadership as a collaborative team; how to strategize; and how to translate commitments into action. This framework is equally useful for community, electoral, union, and social movement organizing.

[MLD-401M Financial Management in Public and Nonprofit Organizations](#)

Ann Thornburg

Fall and Spring

Provides students with an understanding of nonprofit and public financial statements including familiarity with accounting terminology and accounting principles for different types of nonprofit and public organizations. A key focus of the course is reading and understanding financial statements including management concepts of working capital, fixed asset and debt management. 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.

[MLD-408M Money Management & Policy Implementation in Developing Countries](#)

Matt Andrews

Spring

Finance is a crucial aspect of development. Financial management issues have often been simplified into debates on amounts needed to close development gaps or the importance of having governments in the developing world adopt “best practice” reforms. Managing money, especially in the implementation of complex reforms, involves much more than this, however. This course explores some of the complexities of managing money in such contexts, providing a broad discussion of the elements of financial management, how these interrelate with policymaking processes, and how these relate to other management processes (performance management, human resource management, etc.). The course looks at financial management in development organizations, governments, NGOs, and private entities to give students a broad idea on the complex interactions between such groups. It adopts both theory and applied cases in the teaching process to ensure that students gain understanding of how financial management matters in development and what current practice is in this area.

[MLD-604 Performance Leadership: Producing Results in Public and Nonprofit Agencies](#)

Robert Behn

Spring

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 collaborative, to pursue public purposes creatively? (5) Capitalizing on success: How can public executives use initial results to create an environment for accomplishing more?

[MLD-717 The Arts of Communication](#)

Marie Danziger, Timothy McCarthy, Luciana Herman, Holly Weeks

Throughout the year

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

[MLD-830 Entrepreneurship and Innovation in the Private and Social Sectors](#)

Dick Cavanagh, Robert Higgins

Fall and Spring

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.

[PED-101 Economic Development: Theory, Policy, and Evidence](#)

Dani Rodrik, Rohini Pande

Spring

Provides a graduate-level overview of the theory of and evidence on economic development from a policy-oriented perspective. The main goal is to allow students to analyze policy debates surrounding economic growth and development from a broad and rigorous analytical base. Topics covered include: economic convergence and patterns of development; factor markets and productivity; macro- and micro-level analyses of institutions; poverty and inequality; health and education; political economy of development; industrialization; international integration; recent economic history; and country evidence.

[PED-130 Why Are So Many Countries Poor, Volatile, and Unequal?](#)

Ricardo Hausmann

Fall

Looks into the determinants of growth, volatility, and inequality and links them to the current themes in development policy. The course covers the relationship between these three problems and a varied class of determinants such as savings, human capital accumulation, demography, geography, and the macroeconomic, structural, contractual, and political institutions.

[PED-131M Policies for Competitiveness](#)

Fadi Farra

January

To provide guidance on effective policies to mobilize business and investment for sustainable growth and employment in emerging markets. The course is based on OECD good practices. Drawing on the OECD Policy Framework for Investment and other OECD instruments and material, the course will introduce students to key microeconomic policies and practical approach to policy reform such as investment policy, investment promotion, sector competitiveness strategy, special economic zones, agriculture policy, financial sector development policies,

Innovation and Small and Medium Enterprise policy. The course will also address tools for policy measurement and evaluation. It will draw extensively on specific case studies based on the OECD and other international organizations experience in advising policy makers and making policy reform happen. The overarching questions addressed in this course include: What are the key economic and institutional components to an attractive business climate? What are the appropriate questions policy makers should ask in order to evaluate and design effective policies to enhance competitiveness? How can policymakers best evaluate current policy and define priorities for policy reform? What can policy makers do to make sure that difficult reforms are implemented?

[PED-150Y Seminar: Political and Economic Development](#)

Stephen Kosack

Year

Designed for MPP students concentrating in political and economic development either in the United States or abroad. Students are required to take the initiative to find a client and write a major paper, the Policy Analysis Exercise (PAE); give several presentations on their own project; and provide intellectual support for others in the course. The emphasis is on becoming an effective professional in the field of domestic or international political and economic development.

[PED-209 Management, Finance, and Regulation of Public Infrastructure in the Developing World](#)

Henry Lee

Spring

This course will look at efforts to manage, finance, and regulate the transportation, telecommunication, water, sanitation, and energy infrastructure systems in developing countries. Issues to be discussed include public-private partnerships, 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, Chile, Uganda, Madagascar, and India, as well as key developed countries, including the United Kingdom and Australia.

[PED-210 Public Finance in Theory and Practice](#)

Jay Rosengard

Fall

Examines policy options, with their strategic trade-offs and operational implications, for the design and implementation of public finance in both high-income countries and developing/transitional economies. Covers the role and size of the public sector, including the rationale for public sector interventions such as market failure and distributional concerns; public resource mobilization via direct and indirect taxation, including the economics of taxation, taxation of income, wealth and consumption, tax incentives, tax compliance and enforcement, and tax reform, as well as user charges and fees; public expenditure policy, including assessment of government social protection programs and public sector efficiency and effectiveness; fiscal balance, deficit financing, and debt management; and fiscal decentralization and intergovernmental fiscal relations. Emphasizes utilization of theoretical and applied techniques in a comparative context for evaluation of the impact of alternative resource mobilization and expenditure policies on allocative efficiency, social equity, and macroeconomic stability. Heavy use of case studies.

[PED-231 The Global Financial Crisis: Policy Responses and Challenges](#)

Lucas Papademos

Spring

This course examines policies aimed at the prevention and management of financial crises in the light of recent experience. Topics covered include: macroeconomic and microfinancial causes and contributing factors to the global financial crisis; the role of central bank policies in crisis management and prevention; fiscal stimulus packages and bank support schemes; financial regulatory reform and the G20 process; systemic risk and macroprudential supervision; the fiscal legacy of the financial turbulence and

the economic recession; and the European sovereign debt crisis.

[PED-250Y Second-Year Policy Analysis Seminar](#)

Ishac Diwan, Lant Pritchett, Michael Walton

Year

This is a required second-year paper for students in the MPA/ID program, aimed at integrating course work through the application of analytic tools to a policy and institutional problem. The goal is to produce recommendations for policymakers that are technically rigorous, practical and politically relevant. Students will work with seminar leaders and faculty advisors to conceptualize policy and institutional problems for a client. Some students establish a real relationship with a client, but this is not required, as the focus is on defining and analyzing an important issue that is amenable to the range of techniques developed in course work. This is not a consultancy exercise. Students develop a conceptual and empirical strategy, and undertake a mix of technical, political and implementation-related analysis in the process of preparation of a draft and final report. There is also substantial emphasis on effective presentation, in both the writing and oral presentations.

[PED-308 Social Institutions and Economic Development](#)

Michael Woolcock

Spring

Most people for most of history have depended upon various types of social institutions—i.e. kinship systems, community organizations, and social networks—as their primary resource for both survival (“getting by”) and mobility (“getting ahead”). Social institutions are also a central basis of identity, meaning and aspiration, even as they can be altered by the development process in quite contentious ways; as such, the broader policy challenge remains one of discerning how to sustain effective complementary relationships between social and ‘formal’ institutions as they change over time. This course explores the various ways in which social institutions have evolved historically in different contexts, and uses this knowledge as a basis on which to better incorporate social

institutions into the design, implementation and assessment of development strategies. Our particular focus will be on strategies seeking to improve risk management, dispute resolution, service delivery, effective governance and the extension of markets. A strong emphasis is placed on—and assessment is geared towards—developing the ability to: (a) analyze, integrate and interpret data from different sources and levels of quality; (b) communicate with diverse audiences (scholars, practitioners, and the general public); and (c) understand how coalitions of actors, organizational imperatives and political forces shape the nature and extent of support for (and/or resistance to) reform.

PED-309 Development Policy Strategy

Ricardo Hausmann

Fall

This course will integrate the analysis of macroeconomic, structural, social, institutional, and political dimensions of development in the design of an overall development strategy. The course reviews determinants of growth, macroeconomic stability, and income distribution. It will analyze the effects of institutional arrangements surrounding fiscal, monetary, financial, trade, investment, and labor policy. It will also analyze the relationship between political institutions and policy problems. Students will learn to use all available information to generate a diagnostic of the development challenges and opportunities that countries face and will be required to design an overall development strategy for a country of their choice.

PED-313 The Politics of Development Policy

Merilee Grindle

Spring

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. It is designed primarily for students with substantial experience in international development, such as Mason Fellows, and is not appropriate as an introduction to politics and public policy in developing countries.

PED-319 Development Economics II: Macroeconomic Issues, Growth, and Financial Development

Michael Kremer, Shawn Cole

Spring

Part I of the course will cover macro-economic topics including aggregative and non-aggregative growth models, models of technology diffusion and choice, and population growth, as well as cultural factors (e.g. reputation, trust, and social norms) affecting economic development. Part II will be a selection of topics related to economic growth, among them club convergence, trade, competition, volatility, education, health, and the environment. Part III of the course is intended to bring students to the forefront of research on finance in emerging markets. Topics covered will include: the relationship between financial development and economic growth, consumer finance; small and medium enterprise finance; debt and equity markets; the role of management and corporate governance; the political economy of finance, and corruption.

PED-321 Financial Services for Low-Income Households and Family Businesses

Jay Rosengard, Lucas Papademos

Fall and Spring

Most formal financial institutions in developing and transitional economies serve only wealthy families and large businesses. While the top of a country’s economic pyramid might generate a significant share of national GDP, it excludes most families and firms. This course focuses on

the promotion of more inclusive financial systems through provision of savings, payment, credit, and ancillary financial services to low-income households and family businesses, commonly referred to as microfinance and SME (small and enterprises) finance. It provides a multidimensional exploration of these financial services covering: effective demand of the financially excluded; sustainable supply to meet this demand, including the design and pricing of appropriate financial products as well as alternative institutional models and delivery systems for these products; and the regulatory environment necessary to enable the prudent provision of financial services for a nation's unbanked and underbanked majority. Course pedagogy consists of participatory lectures, applied case studies, and use of the virtual financial institution SymBanc™ to navigate dynamic simulations of real policy and operational environments.

[PED-329 The Microeconomics of Competitiveness: Firms, Clusters & Economic Development](#)

Michael Porter

Spring

This course is about competitiveness and economic development viewed from the microeconomic perspective. While sound macroeconomic policies, stable legal and political systems, and the accumulation of factors of production affect the potential for competitiveness, wealth is actually created at the microeconomic level. The course covers both developing and advanced economies and examines competitiveness and economic policy at the national level, the regional level within nations, and for groups of neighboring countries. Addresses government policy toward the economy as well as the implications for business, universities, and other institutions. Taught using the case method.

[PED-338 Contemporary South Asia: A Survey of Intractable Problems and Innovative Solutions](#)

Tarun Khanna

Fall

This survey course focuses on several categories

of social and economic problems faced by the countries of South Asia, specifically Education, Health, Financial Inclusion, and Telecommunications. Each category will be explored through a survey lecture, supplemented by assigned and recommended readings, and an in-depth look at one or more organizations, companies, non-profits, or regulatory interventions that have attempted to address some of the issues within that category. The primary objective of this course is to immerse students – in an inter-disciplinary and university-wide setting – to the problems of our generation in South Asia, and also to a range of entrepreneurial attempts to solve these, warts and all. The course is designed for advanced undergraduates as well as graduate students from *all* parts of the University, with the mixture of student backgrounds vital for its success. The lectures and deep-dive case studies are required for all students; the course requirements are tailored separately to the needs of undergraduate and graduate students. Graduate students are required to develop a project report that will present a candidate solution – in the form of a business plan, a plan to build a non-profit, or a plan to create a regulatory intervention, etc., – that solves a crisply stated, and significant, problem in a particular setting in South Asia.

[PED-375 The Informal Economy: Links with Poverty, Growth, and Economic Crises](#)

Martha Chen

Fall

Since its “discovery” in the early 1970s, the informal economy has attracted much interest and debate. Despite early predictions to the contrary, the informal economy has continued to grow, appearing in new guises and new places. Today, at least half of the workforce in most developing countries — as much as 90% of the workforce in some countries — is informally employed. Many of the workers in today's global production system are informally employed. Given these trends, there is renewed interest in — and rethinking of — the informal economy. The course begins with an overview of the historical debates, recent rethinking, and current evidence on the informal economy, including its size,

composition, causes and consequences. Special attention is given to the conditions and perspectives of the working poor in the informal economy, especially during the current economic crises. The course focuses on alternative policy and programmatic responses to the informal economy, from regulating and taxing informal enterprises to promoting the productivity, rights, and protection of informal workers.

[PED-401Y Applications and Cases in International Development I](#)

Lant Pritchett, Michael Walton, Ishac Diwan
Year

This course has two objectives: to illustrate the application of concepts and techniques learned in other MPA/ID core courses and to introduce the variety of issues and challenges facing low- and middle-income countries. In the context of case studies drawn from a range of countries and sectors, each week will involve both a specific application of a case and a visiting speaker from the worlds of ideas and practice in development, drawing both from faculty and outside the school. Case studies and seminar topics include such diverse issues as economic growth, the management of financial crises, microfinance, education, child labor, trade policy, AIDS in Africa, pension reform, managing common property resources, and the design of decentralization.

[PED-402Y Case Workshop in International Development II](#)

Lant Pritchett, Michael Walton, Ishac Diwan
Year

This second-year MPA/ID course is a series of more in-depth, intensive cases that help students integrate the skills they have acquired in the core curriculum and apply them to concrete policy situations. It will involve working in small teams on the diagnosis of a development issue in a specific case, the preparation of a policy brief, and oral presentations. Presentations will be conducted in class sessions involving role playing with policymakers and stakeholders.

[PED-501M Native Americans in the 21st Century: Nation Building I](#)

Joseph Kalt

January

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.

[PED-502 Native Americans in the 21st Century: Nation Building II](#)

Dennis Norman

Spring

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.

SUP-201 Poverty and Social Policy

Kathryn Edin

Fall

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

SUP-211 Institutional & Community-Based Strategies to Support Children & Strengthen Families

Julie Boatright Wilson

Fall

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

SUP-311 The Economic Impact of Immigration

George Borgas

Fall

Investigates the impact of immigration on the U.S. economy. Describes the history of immigration policy and analyzes the various economic issues that dominate the current debate over immigration policy: the changing contribution of immigrants to the country's skill endowment; the rate of economic assimilation experienced by immigrants; the impact of immigrants on the employment opportunities of

native-born workers; the extent to which immigrants “pay their way” in the welfare state; and the source and magnitude of the economic benefits generated by immigration. Also contrasts the economic impact of current immigration to that of the immigrants who arrived in the United States at the beginning of the 20th century and examines the extent to which the impact of immigration persists across generations. Concludes by providing a comparative study of immigration policies and of the economic impact of immigration in a number of immigrant-receiving countries.

SUP-321M Designing Social Security Systems

Jo Anne Barnhart

Spring

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

SUP-518 Economics of Global Health

Gunther Fink

Spring

This course examines health issues in developing countries from the standpoint of applied microeconomic research. Specific topics include: identifying the effect of health on growth and development and identifying the causal relationships between income, poverty, and health. We will also discuss health care delivery and human resource issues, the challenges of healthcare financing and health insurance, and the tension between equity and efficiency in the allocation of health resources. Prerequisite: API-101, 102, 201, 202.

SUP-668 Public and Private Development

Jerold Kayden

Spring

Develops the analytical frameworks, skills, and body of knowledge required to understand, evaluate, and implement public and private development within cities and surrounding regions. Through lectures, discussions, case studies, and exercises, the course measures the complex blend of public and private actions promoting growth and change against financial/economic, institutional/administrative, legal, political, physical planning, and other metrics. Topics include: government subsidies; approaches to land acquisition and disposition; private provision of public benefits through exactions; linkage; and inclusionary/incentive zoning; strategic capital investments; and urban redevelopment strategies.

Harvard Law School

Decision Making and Leadership in the Public Sector

Philip B. Heymann

Spring

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 Kennedy School of Government. 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.

Jointly offered with Harvard Kennedy School (HKS).

Global Law and Governance

David W. Kennedy

Fall

This course explores a range of legal disciplines which purport to explain how we are governed globally and which propose projects for improving global governance through law. We will focus on the field of international law and organization, examining the history of ideas, legal doctrines, institutional and administrative structures developed over the last century to organize and legalize international economic and political life. The readings will focus on various ways to think about the legal organization of global order, and on the history of legal efforts to

organize and institutionalize international affairs.

Group Rights As Human Rights

Neus Torbisco Casals

Spring

This course aims at introducing students to the multiple dilemmas (legal, political, moral) raised by claims of culture in contemporary multicultural democracies. Indigenous peoples, linguistic minorities and immigrant groups, among others, claim a wide range of rights in order to protect their identities and attain a higher level of equality vis-a-vis the wider majority. The course starts by exploring the contested meaning of group rights as a distinct category of human rights. It examines the distinction between cultural minorities and social groups (such as women, gays and lesbians) and considers to which extent their claims diverge and what are the implications of recognizing group differentiated rights for our conventional understandings of equal citizenship and freedom. The second part of the course inquires into the legitimacy of cultural rights in light of different theories of political justice. We will address key themes such as: why are liberal theories of rights reluctant to accept group rights as human rights?; are cultural claims morally legitimate only if we endorse a communitarian perspective, or are there other possible justifications?; do these justifications find support or obstacles in the recent evolution of human rights law? Does the implementation of cultural rights necessarily entail the recognition of multiple jurisdictions? Do these rights suppose a major threat to women's rights? There is a practical and comparative focus in engaging with these complex questions, which will be framed by focusing on legal cases and political controversies related to claims of culture both in Europe and North America. The readings consist of materials drawn from several disciplines, primarily law, political philosophy and gender studies.

International Commercial Arbitration

Messrs. Dan Tan and Mark Beckett

Winter term

This course provides a rigorous introduction to the field of international commercial arbitration, which has become the default means of settling international disputes. The course will deal with the internationalist elements of the subject matter, but will also examine international commercial arbitration from an American perspective.

Students can expect to review both foreign and US commentaries, statutes and case law on the subject. The course will comprise of five main topics: (1) an introduction to the field of international commercial arbitration; (2) the agreement to arbitrate; (3) the arbitrators; (4) the arbitration process; and (5) the arbitral award. The course will also cover in brief the law of foreign investment and the pivotal role of arbitration both in resolving disputes and developing the law in that area.

International Finance

Hal S. Scott

Spring

This course focuses on how law and regulation affects international finance. It examines policies and regulation affecting cross-border banking and securities transactions in the three major markets, the United States, the European Union and Japan. In the U.S. the focus is on how post-Enron capital market regulation affects foreign firms, in the E.U. on continuing efforts to build integrated financial markets, and in Japan on the role of foreign firms in rebuilding the Japanese financial system after the "lost decade." The course also looks at the infrastructure that underlies the global financial system--the U.S. dollar payment system, the Basel Capital Accord, global standards for the clearing and settlement of securities, and rules for different exchange rate regimes. In addition, the course deals with offshore markets--like the Euromarkets and various derivatives markets (including the securitized markets impacted by the subprime crisis), as well as global competition between stock and derivatives exchanges and some key aspects of the emerging markets, for example sovereign debt and project finance. The course

ends with an examination of how the international financial system has been regulated to control the financing of terrorism.

International Human Rights

Gerald L. Neuman

Spring

This course provides a general introduction to the law, theory, and practice of internationally recognized human rights. The course is designed to provide students with an informed and critical perspective on international instruments and institutions, and domestic legal arrangements relating to the articulation and implementation of human rights. Topics will include the historical origins of modern human rights law; connections between civil, political, social, and economic rights; global, regional, and national methods of implementation and enforcement; and relationships between human rights law and the law of armed conflict.

International Humanitarian Law

Gabriella Blum

Fall term

International Humanitarian Law (or the laws of war) is a set of rules which seek to reconcile the realities of armed conflicts with humanitarian concerns for those affected by them. Although some humanitarian norms have been part of human history from its earliest times, the complexities of modern conflicts combined with the growing reach of international law and a greater public and media interest all make IHL a topic of greater relevance and interest than ever before. Through a historical and thematic journey, we will examine the application of IHL in a variety of conflict settings, its normative drive and moral underpinnings, and the inevitable compromises it must make to be relevant for parties in conflict. Specific topics covered include the rules of distinction, proportionality, military necessity, conduct of hostilities, the regulation of weapons, and belligerent occupation.

International Investment Law: Reading Group

Rachel Brewster

Spring term

One of the more active areas of public international law litigation involves issues of foreign investment. This reading group will review the debates regarding the legal status of foreign investment in international law, the growth of bilateral investment treaties, and the recent modification of many of these agreements. We will also examine a few of the recent arbitration decisions and discuss issues related to the enforcement of arbitration judgments against governments.

International Reproductive/Sexual Health Rights: Reading Group

Ms. Mindy Jane Roseman

Spring term

Sex and reproduction are deeply personal activities, yet infused with public purpose. As such, they help constitute as well as undermine the public/private divide that legal and rights discourses often police. Internationally and nationally, individuals and civil society have staked out rights claims along this territory; courts and international human rights bodies, and until very recently main stream human rights organizations, have rejected as well as recognized these claims. Some of these institutions still continue to do so. This reading course will examine how these claims have been formulated, and critically assess the "value added" of human rights in the areas of sex and reproduction. We will pay attention to gender and other categories of social analysis, as well as the orientation towards "health." The objective of the reading group is to lay a foundational basis for thinking about and practicing in this broad and protean field.

International Trade

Mark Wu

Fall

This course provides an overview of the legal system governing international trade, with a primary emphasis on the agreements and adjudicatory decisions of the World Trade Organization (WTO). The course considers the

fundamental principles of international trade rules and the various exceptions provided to WTO members under the existing legal regime to address trade-related concerns. It also explores how institutional structures, at the national and international levels, affect the development of trade law and policy. In addition, we will discuss some of the more recent (and more controversial) areas regulated by the global trade regime, including services, intellectual property, the environment, and labor standards.

Law and Economic Development

Professor David W. Kennedy

Spring

This course will deal with past and present debates over the role of the legal order in economic development. We will explore the relationships among economic ideas, legal ideas and the development policies pursued at the national and international level in successive historical periods. We will focus on the potential for an alliance of heterogeneous traditions from economics, law and other disciplines to understand development.

Law and the International Economy (1L)

Rachel Brewster

Spring

This course is designed to introduce first-year students to the architecture of the international economic law system. The course will place private international economic law in its increasingly robust public international economic law context. It will examine various types of international economic deals (including private cross-border contracts; public-private investment contracts; and bilateral and multilateral economic treaties), the various types of law that regulate these deals (international and domestic law, including foreign law; bilateral and multilateral treaties; hard law and soft law), and various international dispute resolution mechanisms (including domestic litigation; commercial arbitration; and nation-to-nation dispute resolution).

[Making Rights Real: The Ghana Project](#)

Lucie E. White

Full Year

In this course, students will work with Ghanaian community-based organizations on human rights dimensions of Ghana's health policies and practices. Thus, the course is situated at the intersection of economic and social rights, development, and global health.

[Poverty, Human Rights, and Development](#)

Lucie E. White

Spring

This course uses a multidisciplinary lens to explore the linkages between global poverty, human rights, and development from an historical, theoretical, institutional, and policy-making perspective. Its departure point is the emergence of a recent "human rights and development" trend, both in academia and policy, as a result of the combined failure of development economics and the human rights movement to effectively address the challenge of global poverty and inequality.

[Public International Law](#)

Chibli Mallat

Fall

The first part of the course will cover the basics of public international law, including the sources of international law, statehood, the law of treaties, extending to recent debates on the changing nature of the field: 'post-colonial' scholarship, the war on terrorism, and the rise of international criminal law. The second part will focus on case studies from the Middle East arising from the intervention in Libya, the legacy of the Iraq war, and the Arab-Israeli conflict.

[Public Problems: Advice, Strategy and Analysis](#)

David Barron and Archon Fung

Fall

This is a two-credit jointly taught seminar that is required for students in their third and fourth years of the HLS/HKS joint degree program. It will use a series of case studies to examine how to analyze, advise and strategize the resolution of a series of difficult real world public problems at the intersection of law and policy from the

vantage point of government decision makers at the city, state and federal levels, as well as from the vantage point of nongovernmental organizations and advocacy groups. Students enrolled at the Kennedy School who have already received a JD or have completed the first year of law school, or students at the law school who have received a public policy degree or are presently enrolled in a public policy program other than the HKS program may also take this seminar with the permission of Professors Barron and Fung.

[Social Entrepreneurship](#)

Ms. Suzanne McKechnie Klahr

Winter/Spring

Introduction to Social Entrepreneurship will expose students to entrepreneurship in the social sector. Using the "case study method" typically used in MBA programs, students will examine the challenges of starting, counseling, serving and funding social ventures through the eyes of the entrepreneur, investor, attorney and community leader. The course will explore the intricacies of remaining mission driven, talent, board relations, managing and sustaining growth, the changing role of corporate governance, and leveraging private sector partnerships and resources. Students will also explore innovative public / private sector partnerships and the challenges and opportunities of engaging diverse partners with differing agendas. The course will include guest speakers from the fields of law, business and the social sector. Throughout, students will explore the valuable roles that attorneys can and have played in such ventures.

[Theory and Practice of Social Change: Reading Group](#)

Lani Guinier

Spring

Lawyers who advocate for the disadvantaged and under-represented and thus for a more equal, sustainable and participatory society are practicing in a new context today. These lawyers use different techniques and play different roles than those of the litigation impact lawyers of the 1960s or 1970s. In this reading group, we will take an in-depth look at new lawyering and

teaching practices that challenge existing relationships and social hierarchies while engaging lawyers', clients' and students' powers of moral imagination, collaboration, and critical deliberation.

Trafficking and Labor Migration: Seminar

Janet Halley

Fall

A new, rapidly evolving body of international and domestic law focuses on human trafficking and human smuggling. This Seminar will focus on understanding the legal mechanisms of this new legal order, the ideological and policy impulses that produced and sustain it, and the distributive effects it is producing both in the developed and the developing worlds. Guest speakers doing cutting-edge legal and ethnographic work in the field will bring us their new work for discussion. Students may satisfy the writing requirement of this Seminar with research papers, prospectuses for field work, and/or critical syntheses of existing writing in the field.

Harvard Medical School

[Introduction to Social Medicine and Global Health](#)

*Brandt, Allan Morris; Farmer, Paul Edward; Jones, David Shumway
Fall (First year)*

All physicians, regardless of their specialty, will work in setting where social, economic, and political forces powerfully influence who gets sick, the diseases that afflict them, the treatments that are available, and the outcomes of those treatments. This course will introduce students to the theory and practice of social medicine so that they will both be able to recognize and understand how these forces affect their patients, and be able to respond appropriately. Through lectures and tutorials, the course will explore (1) the determinants of disease; (2) why patterns of disease differ between different societies and change over time; (3) the causes of health disparities in both national and international contexts; and (4) the role of medical and public health interventions in combating health disparities.

[Seminar in Global Health Equity](#)

*Good, Byron Joseph; Good, Mary-Jo Delvecchio
Spring*

This student-faculty seminar on global health equity will explore a variety of topics with HMS and HSPH faculty who work in the field of global health. Topics include historical overviews and political analyses of global health and health inequalities; social justice and human rights perspectives on global health; political and technical responses of WHO, states, donor organizations and other NGO and IGO global institutions. Examples include studies that address problems of access, equity and quality in health systems; ethical issues in global and local medical practice and in medical missions and interventions. The topics include cases that address many of the major global health challenges of the 21st Century from diverse disciplinary perspectives. The seminar is designed for medical students who wish to pursue a concentration in Global Health.

Harvard School of Public Health

Biostatistics

[BIO 201 - Intro to Statistical Methods](#)

Covers basic statistical techniques that are important for analyzing data arising from epidemiology, environmental health and biomedical and other public health-related research. Major topics include descriptive statistics, elements of probability, introduction to estimation and hypothesis testing, nonparametric methods, techniques for categorical data, regression analysis, analysis of variance, and elements of study design. Applications are stressed. Designed as an alternate to BIO200, for students desiring more emphasis on theoretical developments. Background in algebra and calculus strongly recommended.

[BIO 212 - Surv Res Meth in Comm Health](#)

Covers research design, sample selection, questionnaire construction, interviewing techniques, the reduction and interpretation of data, and related facets of population survey investigations. Focuses primarily on the application of survey methods to problems of health program planning and evaluation. Treatment of methodology is sufficiently broad to be suitable for students who are concerned with epidemiological, nutritional, or other types of survey research.

[BIO 287 - Public Health Surveillance](#)

Surveillance is an important component of public health. Its function is to detect and monitor disease incidence and it has three components: to collect data, to analyze it, and to report the results. This course considers all three aspects with particular emphasis on the analysis of surveillance data. We shall consider both the more traditional surveillance systems, where data collection and reporting are done at a relatively leisurely pace, and systems that provide for immediate feedback and thus are designed to detect biological terrorism and other situations where rapid response is desirable. We shall study

both passive and active surveillance systems. Statistical techniques covered include time series, clustering methods, and other geo-temporal techniques.

Environmental Health

[EH 257 - Water Pollution](#)

This course is designed to teach an understanding of the basic principles of water pollution and water pollution issues on local, regional and global scales. The course will begin with a discussion of the basic chemical, physical and biological properties of water and water contaminants. Subsequent lectures will cover specific chemical and biological contaminants in ground, surface, and marine waters; sources, fate, transport, and transformation of contaminants; monitoring techniques, water source protection and resource management; water and wastewater treatment; transmission of waterborne disease; toxicological concerns of chemicals in water, including disinfection byproducts; and interactions with the air and land environments. Invited lecturers will cover issues such as harmful algal blooms, groundwater modeling, coastal zone management, and regulatory approaches for aquatic ecosystem protection.

[EH 264 - Water Systems Management](#)

Provides students with an understanding of water engineering principles, emphasizing design and treatment of water supply systems in developing and developed countries.

[EH 270 - Environmental Risk Management](#)

Students will learn the skill of using problem solving tools for dealing with environment, health and safety problems and managing the associated environmental risks. A number of tools are presented within a systems approach. These tools are widely used by industries and governmental organizations throughout the world. The student should be prepared to use these skills in team environments once they graduate from Harvard. Means of measuring progress and managing programs using the systems approach will be presented and discussed.

[EH 278 - Health & Global Environment](#)

Human activity has changed the atmosphere and altered terrestrial and marine ecosystems on a global scale for the first time in history. Evidence is mounting that these changes may already be having serious effects on human health, and there is growing concern that in coming decades the effects could be catastrophic. This course will examine in detail climate change and biodiversity loss as two primary examples of global environmental change and their human health dimensions. The challenges of addressing global environmental problems from a public policy and communications standpoint will also be explored. A multi-disciplinary faculty will provide an integrated assessment of these issues. The course will be open to all students at Harvard University, but preference will be given to students from HSPH, HMS, and KSG, as well as to Environmental Science Public Policy majors in the Faculty of Arts and Sciences.

[EH 523 - Work, Health, and Productivity](#)

This course provides a broad foundation for evaluating the health care needs of employees, including both work-related issues and general health promotion. Through seminar discussions and field experiences, the participants consider the many frames for thinking about worker health, such as the perspectives of employees, managers, companies, insurers, health care providers and labor groups.

[EH 524 - Water and Development](#)

Societies blessed with reliable, adequate supplies of good quality water have developed better than societies not so blessed. In order to provide adequate water security, societies invest in infrastructure and institutions to manage water resources more effectively, and to provide better water services. The course will explore the paths taken by now-rich countries and examine the consequences for human well-being, and will assess what is and what is not relevant from this experience for developing countries. Discussions will be organized around real-world case studies in which the instructor has been an active participant. The course will take an inter-disciplinary view and employ tools of history,

hydrology, engineering, economics, political science and epidemiology.

Epidemiology

EPI 200 - Principles of Epidemiology

studies. Emphasis will be placed on case examples from global health/international contexts; however, relevant domestic examples will also be included, particularly for those living in resource-limited settings. At the conclusion of the course, students will have gained: 1) understanding of how to apply basic epidemiologic methods to evaluate public health programs in global health or resource-limited domestic settings; and 2) ability to critically analyze literature focused on health problems in resource-limited contexts internationally and domestically for the purpose of advancing program design and service provision that is evidence-based.

EPI 228 - Global Oral Epidemiology

Oral Epidemiology is linked with most disciplines of epidemiology and public health. The first part of the course will discuss the principal measures and methods of epidemiology as they apply to oral conditions internationally, with an emphasis on practical aspects of data collection, and analyses of continuous and correlated measures at multiple sites. The second part will discuss the global distribution and determinants for dental caries, periodontal disease, tooth loss, cleft lip and palate, and oral cancer. The third part will evaluate the relationships of oral diseases with nutrition and systemic conditions, and emphasize prevention using a modifiable common risk factor approach to influence international health policy and clinical practice.

EPI 255 - Epi of HIV Part 1

This course is designed to introduce students to the epidemiology of HIV infection. It is designed for those students with a keen interest in both HIV/AIDS and epidemiologic methods. This course will survey state-of-the-art knowledge of the epidemiology of HIV infection and will emphasize epidemiologic principles and methods;

including studies of the etiology of AIDS, estimation of the incidence and prevalence of HIV and AIDS, natural history and survival. The use of appropriate study designs and potential sources of bias will be discussed, with a focus on observational designs. This course will provide the student with experience in the critical review of epidemiologic studies in this area.

EPI 256 - Epidemiology of HIV Part II

This course is designed to introduce students to the design and conduct of HIV therapeutic and prevention interventions. It is designed for those students with a keen interest in both HIV/AIDS and epidemiologic methods. This course will survey state-of-the-art knowledge of the epidemiology of HIV infection and will emphasize epidemiologic principles and methods including the design and conduct of ethical HIV intervention trials. The use of appropriate study designs and potential sources of bias will be discussed. This course will provide the student with experience in the development of a research proposal.

EPI 501 - Dynamics Infectious Diseases

This course covers the basic concepts of infectious disease dynamics within human populations. Focus will be on transmission of infectious agents and the effect of biological, ecological, social, political, economic forces on the spread of infections. We will emphasize the impact of vaccination programs and other interventions. The dynamics of host-parasite interaction are illustrated using basic mathematical modeling techniques.

Global Health and Population

GHP 211 - Management Control: Hlth Orgs

This course is designed for students interested in learning about finance and management of health care in low and middle income countries. The focus will be on the development of knowledge and skills that are needed by managers of health care organizations in a variety of settings. It will cover a broad range of topics including cost analysis, budgeting and control, financial analysis, revenue generation, and performance

monitoring. While some theory will be presented, this course will emphasize practical applications of the techniques discussed through the use of the case study method. Although no prior education in financial or managerial accounting is required to take this course, students without any prior training will be expected to do extra work to learn the basics of financial accounting.

[GHP 214 - Health/Human Rights/Intl Syst](#)

This course is designed to provide an overview of the way international institutions deal with health and human rights issues. Focus will be on the responses of the United Nations system, including the World Health Organization (WHO), regional organizations, and non-state actors to some of the pressing issues of health from a human rights perspective. Issues to be explored include: mother-to-child transmission of HIV and ARV drug pricing in Africa; traditional practices, such as female genital cutting (FGC); forced sterilization and rights of indigenous people in Latin America; accountability for mass violations of human rights; health of child workers; and international tobacco control. Among the international institutions to be examined are the WHO, UNAIDS, the World Trade Organization (WTO), UNESCO, the Council of Europe, the Organization of American States, the World Bank, and the International Criminal Court (ICC). The principal teaching method is simulation of actual cases, in which students prepare and present positions of various protagonists, based on research into those positions. The ultimate aim of the course is to prepare students to work for and interact professionally with international institutions to advance the health and human rights objectives, whether through governmental, intergovernmental or nongovernmental processes.

[GHP 228 - Quant Methods in Impact Eval](#)

The objective of this course is to provide students with a set of theoretical, econometric and reasoning skills to estimate the causal impact of one variable on another. Examples from the readings explore the causal effect of policies, laws, programs and natural experiments derived from pension programs to television shows to

natural disasters. We will go beyond estimating causal effects to analyze the channels through which the causal impact was likely achieved. This will require that the students are familiar with microeconomic theories of incentives, institutions, social networks, etc.

[GHP 231 - Sexual & Reproductive Health](#)

This course is designed to provide an overview of sexual and reproductive health (SRH) from a global perspective with a focus on the most disadvantaged populations. The course will cover the most critical topics in this field from diverse perspectives, i.e. historic, conceptual, research, methodological, policy, programmatic, rights, and advocacy. The topics will include the role of the global community in shaping the sexual and reproductive health agenda, maternal health quality of care and critical interventions, unsafe abortion, contraception, cancer and reproductive health, integration of reproductive healthcare, and the Women and Health Initiative. Gender will be an underpinning dimension along the entire course. Students will be introduced to the core SRH literature and the specific topics, and learn about the outstanding debates in this field, the most pressing knowledge gaps, effective evidence-based interventions, progress so far, current challenges and the most promising public health approaches to overcome them. This course will be fully participatory. Students are expected to reflect on readings, lead discussions, prepare group or individual case studies, and prepare assigned homework.

[GHP 244 - Hlth Sec Reform: World Perspec](#)

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

Studies and case material from many different countries are used.

GHP 263 - Grant Writing/Rsrch & Hlth Car

The objective of the course is to provide participants with: 1) the opportunity to prepare a fundable grant proposal for submission to a funding agency upon completion of the course; 2) a framework that enables participants to write realistic and fundable proposals for basic or applied research, or for projects that deliver services or care. (Participants are required to obtain support from a mentor for their proposal before, during, and after the course); and 3) the most relevant sources of information about organizations that fund such work.

GHP 267 - HIV/AIDS in Dev Countries Epi

This course is designed to provide a broad description of the distinct features of the HIV/AIDS epidemic in developing countries, and the evolution of national responses against HIV/AIDS in selected countries. The course will focus on sub-Saharan Africa, although relevant examples from other developing countries will be addressed during the presentations and discussions. At the beginning of the course, an overview of the status of the HIV/AIDS epidemic will be presented and followed by a discussion of the methods used to derive regional HIV/AIDS estimates. Later, specific factors contributing to the severe HIV/AIDS epidemic in sub-Saharan Africa will be examined, and strategies that could be used to reduce further spread of the epidemic will be discussed. Subsequent sessions will focus on the evolution of national responses against HIV/AIDS epidemic in selected countries. In each country, the main features of the national HIV/AIDS control program will be described, and the key strategies adopted in reducing further spread of the HIV epidemic will be presented and critiqued.

GHP 269 - Applied Politics & Econ. I

This course presents theoretical perspectives, empirical cases and research issues in policy analysis and political economy in global health. The focus is on analytical and methodological issues. The main purpose is to examine the

political economy constraints on national and global health initiatives, the role of international agencies, the impact of non-governmental organizations, and the role of the state.

GHP 291 - Microecon & Applications to PH

This is a course in applied microeconomic theory (formerly GHP271). We use basic calculus, differentiation, and simple constrained maximization theory to develop empirical models of the behavior of individuals, households, firms, and markets, as well as normative theories of social welfare and resource allocation within the health sector. All applications will be drawn from population and public health issues in developing countries. Empirical applications include individuals' demand for health care, health insurance, and retirement saving; the determinants of fertility and educational investments in children; the distribution of resources within households; formal and informal mechanisms for risk sharing; the supply of physician and health services; market failures and inefficiencies due to asymmetric information in health insurance markets; and applications of the theory externalities and public goods to disease control and environmental policy. Normative applications include the trade-off between equity and efficiency, criteria for resource allocation and project evaluation within the health sector such as cost-benefit and cost-effectiveness analysis, and ethical issues such as the valuation of life, the multiple competing objectives of health policy, and fairness. Course note: The course makes use of calculus and constrained maximization at the level of GHP274 or equivalent.

GHP 294 - Intl Health Economics 1

This course investigates selected topics in International Health Economics, specifically the theory and measurement of health, well-being, poverty, and inequality; global relationships among health, well-being, poverty, and inequality; measurement of health system performance; applications of behavioral economics to health; Deaton's ideas on the use of instrumental variables and randomized trials to learn about the mechanisms of development; health system financing; and social security.

GHP 297 - Field Trip to Chile

This Winter Term course will allow students to see first hand two major current public health issues in a remarkable and exciting period of innovation in Chile: the process of reforming health systems and innovations in community medicine approaches, including the assessment of social capital initiatives.

GHP 298 - Field Trip to Mumbai India

The field trip to Mumbai will take place in the winter session. The purpose of the course is for students to familiarize themselves with the complicated health problems facing one of the world's largest cities with about 70% of the population of living in slums. Students will be hosted by the Tata Institute of Social Sciences (TISS), which has an active program on urban health research. Teams of 2-4 will explore one element of urban health in depth and develop a research protocol to address a particular health problem.

GHP 502 - Intl Reproductive Hlth Issues

This seminar will offer students the opportunity to explore the development and implementation of reproductive health research projects and programmatic initiatives in international settings. Through the examination of weekly case studies, students will acquire a better understanding of the complexity of working in the field of reproductive health in the international context and an appreciation of the ways in which the perspectives and methods of various health and social science disciplines can be integrated in the development of effective health programs. Session topics will include family planning, emergency contraception, abortion, and HIV/AIDS. Presenters will draw on case studies from Latin America, Sub-Saharan Africa, and the Middle East, and will identify both technical and programmatic challenges as well as successful interventions.

GHP 510 - Humanitarian Protctn in Cnflct

The protection of civilians during armed conflict is a complex and bold endeavor, requiring a multidimensional response to address the various

sources of vulnerabilities affecting populations, in a strategic manner. For each of these vulnerabilities, distinct tools and standards must often be mobilized to analyze the causes of conflicts and consequences on populations. In this context, humanitarian professionals must engage in multifaceted and complex approaches addressing the legal, political, social, medical, and public health aspects of crises, in addition to managing operations in often remote and hazardous environments. Each of these domains, in turn, may also become the subject of various interpretations and agendas by the belligerents, host countries, donors, international agencies, and non-governmental organizations, increasing the importance of the strategic thinking, dialogue, and negotiation skills of humanitarian practitioners.

GHP 520 - Ecology of Hlth in Development

Each kind of society has its own pattern of relations with the rest of nature including resources, waste, microorganisms, pests, habitats, climate and demography and its own ways of generating knowledge giving rise to distinct patterns of knowledge and ignorance. Each habitat (natural or anthropogenic) provides human societies with its own constraints and opportunities and its own health spectrum. Different strategies of development have differential effects on all of these. In order to span a wide range of alternatives situations, the course will be organized around selected geographic areas (the Lake Victoria basin, Thailand or the Philippines, Central America and the Caribbean), habitats (tropical forests, semi-arid savannas, coastlines, cities), health problems (malnutrition, malaria, cholera, emerging viruses) and development strategies for resource use, agricultural development, national science strategy (neo-liberal, nationalist, socialist) with an emphasis on the less familiar approaches, and international efforts to reconcile development with ecology.

GHP 528 - Quant Methods for Impact Eval

The objective of this course is to provide students with a set of theoretical, econometric and reasoning skills to estimate the causal impact of

one variable on another. Students will be introduced to a variety of econometric techniques in impact evaluation and will learn both how to analyze a program or policy that happened in the past and how to design an evaluation of one that will happen in the future. We will go beyond questions about whether a particular policy or program had an impact on targeted outcomes and analyze the channels through which the impact was likely achieved. This will require familiarity with microeconomic theories of incentives, institutions, social networks, etc. Students will learn to critically analyze evaluation research and to gauge how convincing the research is in identifying a causal impact. They will use these skills to develop an evaluation plan for a topic of their own, with the aim of stimulating ideas for dissertation research.

[GHP 532 - Intr Global Hlth Care Delivery](#)

This course will engage students in analysis of case studies that describe interventions to improve health care delivery in resource-poor settings. Class room discussion of these case studies will help illuminate principles and frameworks for the design of efficient and effective global health interventions. Through a focus on HIV, tuberculosis, and other conditions affecting populations living in poverty, these cases will allow students to carefully consider the question of how epidemiology, pathophysiology, culture, economics, and politics inform the design of interventions.

[GHP 539 - Soc Econ Pol Dmnsns ID Dev Con](#)

The course develops knowledge, skills and values to analyze the social, political and economic determinants and outcomes of selected infectious diseases of importance in developing countries. Speakers include both practitioners and scholars in the field. Students work in small groups to research and present illustrative and important case studies which highlight the importance of context in formulating effective and feasible interventions for prevention and control. Analytic frameworks are developed to provide future guidance in dealing with these and other infectious diseases in low-resource settings. The course assumes a basic understanding of the disease specific epidemiology.

[GHP 540 - Field Trip to Bangladesh](#)

This mid-winter course to be held in Bangladesh will be conducted by the Independent University, Bangladesh School of Public Health (IUB-SPH). I will take advantage of the excellent opportunities available to study Public Health issues at three different institutions: Independent University, Bangladesh School of Public Health (IUB-SPH), the BRAC School of Public Health (BSPH) and the International Centre for Diarrheal Disease Research (ICDDR,B). All these institutions have had an excellent track record of innovative, cutting edge public health research and practice. Prior to students leaving for Bangladesh, three seminars will be held at HSPH in Fall 2 to introduce students to the health situation in Bangladesh. This will include demography, the success of different health and family planning programs and future opportunities and challenges. A web site hosted at IUB-SPH is currently under construction which will have relevant information, reading lists, photos of past visits to help orient students.

[GHP 548 - Gbl Hlth Sys Gov Ch & Inst Inv](#)

Public health challenges - for example, pandemic flu, HIV/AIDS, obesity, neglected diseases, or tobacco use - increasingly shape and are shaped by the political, economic and social aspects of globalization. Outbreaks of new infectious diseases, such as SARS or H1N1 flu, can wreak immediate economic havoc on a regional or global scale. Neglected diseases, such as sleeping sickness, continue to cause immense human suffering. Meanwhile, international rules that fall outside the traditional health sphere - such as those governing intellectual property, trade in agriculture, human migration, and greenhouse gas emissions - can have profound impacts on human health. While strong national health systems are critical for meeting population needs, the effects of and capacities to respond to a particular health threat often lie outside the control of any one nation state.

[GHP 568 - Contemporary South Asia](#)

This survey course focuses on several categories of social and economic problems faced by the

countries of South Asia, specifically Education, Health, Financial Inclusion, and Telecommunications. Each category will be explored through a survey lecture, supplemented by assigned and recommended readings, and an in-depth look at one or more organizations, companies, non-profits, or regulatory interventions that have attempted to address some of the issues within that category. The primary objective of this course is to immerse students - in an inter-disciplinary and university-wide setting - to the problems of our generation in South Asia, and also to a range of entrepreneurial attempts to solve these, warts and all.

GHP 569 - Health & International Edu

Why is health important to the educator? Disease and poor nutrition are major impediments to academic achievement. But school health programs and education initiatives in and out of the classroom have the potential to transform the health of children and their communities. This course gives you the opportunity to develop your own project to improve community health using health education strategies or other health promotion activities based in a school or university. The course provides the practical and theoretical background to developing a successful health project. It will examine how poor health can prevent children from attending school and from learning while there. It also explores policy options for schools to be part of the solution, by providing simple, cost-effective treatments that give the greatest benefits to the poorest students, and by providing the educational foundation for a healthy life. The course also looks at the theory and application of education for behavior change. In particular we examine how the education sector can respond to the HIV/AIDS pandemic: How can education programs promote healthy sexual behavior? How can such education programs operate most successfully within their cultural, political and religious context? In addition, health promotion project planning tools and project proposal strategies are examined to work towards the ultimate aim of the course: the development of an effective proposal for your own health promotion project.

GHP 570 - Pop Chng: Meas & Intrprtatr

The aim of this course is to provide students with an overview of the factors that shape the size and structure of human populations and of how changes in population size and structure in turn influence a range of social and economic factors. The primary focus will be on measurement issues, and on how various measures should be interpreted. The course will start with an introduction to the population history of the world, and will continue with an overview of how the basic factors of population change (fertility, mortality and migration) are measured, and how they influence the size and age-sex structure of a population. The course will conclude with a review of the cultural, social and economic determinants of the three factors of fertility, mortality and migration, with a particular emphasis on the potential role of policies. Each session will be divided into two parts, the first a detailed explanation of how particular measures are calculated or interpreted, and the second actual calculations of key measures using data from a variety of sources. The course will cover both developed and developing country issues. The course does not require any particular disciplinary background, but will involve calculation using a spreadsheet or statistical package and will assume a general interest in quantitative analysis.

Health Care Management

HCM 707 - Health Care Mngmt Practicum

The Practicum provides students with an opportunity to directly apply the knowledge and skills gained throughout the MHCM program and this course, along with their experience and expertise, by completing a field project in a healthcare organization or development of a business plan / launch strategy for a new product or service. The project will involve the development and implementation of a major change initiative or new service line.

HCM 731 - Competitive Strategy

This course focuses on the conceptual framework needed to plan for the long-term viability of health care organizations. Using selected readings

and case studies of both health care and non-health care organizations, students will learn to appreciate the concepts of competitive strategy and competitive advantage primarily through practice in analysis. The objective is to provide students with the conceptual tools and the practical skills to enable them to formulate, execute, and evaluate organizational strategy.

HCM 732 - Oper Mngmnt: Serv Delivery Orgs

Operations management is concerned with evaluating the performance of operating units, understanding why they perform as they do, designing new or improved operating procedures and systems for competitive advantage, making short-run and long-run decisions that affect operations, and managing the work force. To understand the role of operations in any organization, a manager must understand process analysis, capacity analysis, types of processes, productivity analysis, development and use of quality standards, and the role of operating strategy in corporate strategy. The course will also present the focused management approach which can help an organization achieve much more with existing resources.

Immunology and Infectious Diseases

IID 228 - Cmbt Infct Disease in Dev Wrld

This course will focus on research design and methods as well as program building and public health evaluations to help address major infectious diseases in the developing world. The major emphasis will be on AIDS-HIV, but we will also deal with tuberculosis and malaria. Students will be assigned to review critically at least two papers during the term (often papers written by faculty of the course) and then, after a brief introduction by the instructor, to present and discuss these papers for and with other members of the class. Each student presentation will be reviewed in a one-hour tutorial with one of the instructors before they are delivered. Papers will describe either clinical research designed to answer key questions in combating infectious diseases in developing countries and/or national program building and evaluation of related public health efforts.

IID 233 - Infctn Transmtd Thr H2O & Fd

The course will focus on infectious diseases of public health importance that are transmitted through water and food. The course will cover modes of transmission, epidemiology, clinical manifestations, pathogenesis, diagnosis, treatment, prevention, and control of diseases of particular import in resource-poor areas. Focus areas will include intestinal viruses (including enteroviruses, rotavirus, caliciviruses, hepatitis viruses), intestinal bacterial pathogens (including shigella, salmonella, typhoid, cholera, enterotoxigenic E. coli), intestinal protozoa (including amebiasis, giardiasis, cryptosporidiosis, cyclosporiasis), intestinal helminths (ascariasis, hookworm, trichuriasis, strongyloidiasis), dracunculiasis, larva migrans, taeniasis, cysticercosis, echinococcosis, liver flukes, lung flukes, and schistosomiasis. Focus areas will include disease prevention strategies, public health treatment strategies including oral rehydration, and effects of globalization, urbanization, and climate change. Course activities include lectures, case and field studies, lab practica, readings. Evaluation will be based on examination and class participation.

Nutrition

NUT 210 - Nutr Problems of Less Dev Coun

Discusses the nutrition problems of less-developed countries. Reviews the epidemiological, biological and behavioral consequences of malnutrition. Emphasizes infectious disease (HIV, TB, malaria, diarrhea, among others) and perinatal outcomes (e.g. fetal loss, low birth weight, pre-eclampsia) including issues relevant to the formulation of nutrition policy and programs.

NUT 217 - Global Nutrition

Malnutrition is the leading cause of death and disability worldwide, and is a major impediment to population health and economic development. Under-nutrition has dominated the health profile of developing countries, within a vicious cycle of poverty, under-nutrition, and infectious diseases. However, economic development, urbanization,

and associated changes in diet and lifestyle patterns have contributed to the rapid emergence of chronic health conditions in these regions, including obesity, diabetes mellitus, and cardiovascular disease.

Society, Human Development, and Health

SHDH 201 - Society and Health

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

SHDH 231 - Community Intervention Research Methods

This course is designed to provide students with skills in intervention research design and methodology. This course will provide an overview of research designs for community studies, application of theoretical models to intervention and evaluation design, linking study design to intervention planning, measurement of outcomes, establishment of community partnerships for intervention planning and implementation, and qualitative/ formative research methods. Emphasis is on domestic examples of randomized trials.

SHDH 265 - Program Planning: Design & Evaluation

Introduces a disciplined and theory based approach to public health program planning and evaluation. Applies social science principles to community assessment, theory based design, and three levels of evaluation for health related programs for individuals, communities, institutions, and local/national groups.

Women, Gender, and Health

WGH 200 - Women, Gender and Health

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions asked and explanations and interventions offered for societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples pertaining to breast cancer, smoking, cumulative trauma disorders of hands and wrists, HIV/AIDS, violence, access to health services, sexual health, reproductive health, and population policy. In all these cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being of women and men.