



A Guide to Courses related to Public Sector Innovation at Harvard University

2007-2008

A publication of

**The Ash Institute for Democratic Governance and Innovation
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Introduction

The Roy and Lila Ash Institute for Democratic Governance and Innovation fosters excellence in government around the world in order to generate and strengthen democracy. Through its research, publications, curriculum support, global network, and awards program, the Ash Institute explores critical issues in democratic practice and effective governance. By engaging a broad, global community in which knowledge is shared, generating and supporting research and curriculum materials, and highlighting exemplary government programs, the Institute serves as a catalyst for successfully addressing many of the world's most critical issues and, in turn, improving the lives of its citizens.

The Ash Institute offers the Innovations in American Government Awards Program, which is a significant force in recognizing and promoting excellence and creativity in the public sector. Through its annual awards competition, the Innovations Program provides concrete evidence that government can improve the quality of life for citizens and that it deserves greater public trust. Many award-winning programs have been replicated across jurisdictions and policy areas, and some have served as harbingers of today's reform strategies or as forerunners to state and federal legislation. By highlighting exemplary models of government's innovative performance, the Innovations Program serves as a catalyst for continued progress in addressing the nation's most pressing public concerns. Since its inception, the Program has recognized more than 400 initiatives and awarded nearly \$20 million in grants.

This guide identifies courses offered by the various faculties of Harvard University that are relevant to the study of innovation in the public sector. We hope that interested students will use this guide to familiarize themselves with the opportunities available to them.

Courses listed in this guide include:

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

For more information about the Innovations in American Government Awards Program or the activities of the Ash Institute, please visit www.ashinstitute.harvard.edu

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Courses listed below are arranged by faculty. Students are encouraged to explore opportunities in faculties not listed and to examine cross-registration possibilities at other schools in the Boston area. Please review each faculty's on-line course catalog or the University's new comprehensive catalog at www.coursecatalog.harvard.edu/ for scheduling information and updates. The instructors of the courses appearing in this guide are not necessarily affiliated with the Ash Institute.

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John F. Kennedy School of Government

KSG API-102A Economic Analysis of Public Policy

Jeffrey Liebman

This course builds upon the foundation of API-101 and develops microeconomic tools of analysis for policy problems, with emphasis on benefit-cost analysis, cost-effectiveness analysis, distributional analysis, incentive effects of government policies, and economic analysis in international contexts. Areas of application include education, energy, environment, health, international trade, safety, taxation, transportation, and welfare. Section A assumes the ability to use calculus. Sections B, C, and D are identical, as each section is taught by all three faculty members. Prerequisite: API-101 or equivalent.

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

Roger Porter

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

KSG BGP-204M Food Policy and Agribusiness

Ray Goldberg

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

KSG BGP-257M Privatization Analysis

John Donahue

This module offers students an opportunity to discuss a range of issues that typically surround privatization and to improve their capacity to identify and analyze the central aspects of specific privatization proposals. The emphasis is on assessing proposals to delegate the delivery of services, with a secondary focus on proposals to transfer assets or shed responsibilities. (Students who are mostly or exclusively interested in infrastructure privatization should consider BGP-256 rather than BGP-257M.) Class discussion will be based primarily on cases, with most of the cases U.S.-based. While a number of technical issues will be touched upon in the course of the module,

privatization analysis seldom hinges on specialized techniques, involving instead the practical application of a variety of concepts drawn from economic, political, and organizational theory. Participation in class discussions will require at least a fundamental grounding in microeconomics and political economy, and some experience with accounting and financial analysis will be quite helpful for many of the sessions. Not offered in 2007–08.

KSG BGP-260 Financial Institutions and Markets: Regulation and Public Policy

Thomas Healey, Robert Steel

The increasing complexity of financial institutions and markets, driven by rapid innovation, globalization, and concentration, poses important and difficult questions for public policy. The course explores regulation of financial institutions and provides an introduction to the major institutional components of the financial system and their dynamic nature. Particular attention will be paid to the embedded risks in financial markets and institutions and the appropriate role of regulation and public policy. Case studies include examination of recent market disruptions and relevant regulatory and legislative initiatives. Emphasis will be placed on future policy choices in a rapidly changing financial environment. Prerequisite: This is a relatively high-level course and an understanding of finance, economics, and accounting concepts are necessary in order to understand policy (and the course). Not offered in 2007–08.

KSG ENR-205 Environmental Justice as a Public Policy Issue

James Hoyte

Designed to provide students with a perspective on the contention that many people of color and low-income communities suffer disproportionately due to the inequitable siting of industrial plants and waste dumps in their communities and from exposure to pesticides and other toxic chemicals. In examining how the issue of environmental justice has been treated in federal and state legislative and regulatory processes, students should gain insight into how environmental policy is made at the federal and state levels, and the role that race plays in the environmental policymaking process. Prerequisites: There are no prerequisites to enrollment, although some coursework in the social sciences, especially dealing with government policymaking at the federal and state levels, would be helpful.

KSG HCP-100 Introduction to Health Policy

Richard Frank

Provides students with an overview of the U.S. health care delivery system, its components, and policy challenges. The health care system is considered from an organizational perspective, including an analysis of roles of patients, providers (doctors and hospitals), health plans, and payers (public and private). Considers objectives, constraints, incentives, knowledge, and conduct of each component. Evaluates problems faced by each component using both “insider” and “outsider” perspectives. What makes health care so hard to reform? How shall we understand recent reform proposals? Readings will include selections from medical sociology, economics, politics, anthropology, and ethics. This course may serve as the introductory course to the Health Care Policy area of concentration. Also offered by the Faculty of Arts and Sciences as EDC-186.

KSG HLE-325 Effective Interventions and School Reforms for At-Risk Children

Richard Weissbourd

What are effective interventions for at-risk children? This course will address this question with a focus on children in poverty and children suffering social and emotional risks. We will examine several school initiatives — including the movement to implement standards and high-stakes tests, promising charter and pilot schools, and efforts to improve teaching — as well as selected early childhood initiatives, mentoring programs, and after-school interventions. For each of these reforms and interventions, we will explore several questions: How convinced are we — based on the available evidence — that the intervention is, in fact, effective? In what sense is the intervention effective? Is the intervention effective, for example, in reducing racial inequality? Economic inequality? If an intervention is effective, how can it be sustained and replicated? Which interventions, given the evidence, should be priorities in our public policies? Also offered by the Graduate School of Education as H326.

KSG HLE-512 Proseminar in Inequality and Social Policy II

Kathryn Edin, Torben Iversen

Deals with the reasons for changes in economic inequality, including changes in the supply and demand for skills, employment patterns, living arrangements, residential segregation by race and class, discrimination against women and minorities, immigration, the growth of the welfare state, and recent changes in welfare regulations. Prerequisite: HLE-511 or Soc. 296a. Open to doctoral students working on issues related to inequality and social policy. Permission of instructor required for nondoctoral students. Also offered by the Government Department as Gov. 2340.

KSG HUT-100 Policymaking in Urban Settings

William Apgar

This course is an introduction to policy-making in American cities, focusing on economic, demographic, institutional and political settings. The course will examine economic development and job growth in the context of metropolitan regions and the emerging "new economy", and will address federal, state and local government strategies for expanding community economic development and affordable housing opportunities. Of special concern will be the continuing spatial and racial isolation of low income populations, especially minority populations, in central city neighborhoods, and how suburbanization of employment, reduction in low-skilled jobs, and racial discrimination combine to limit housing and employment opportunities.

KSG HUT-201 Urban Politics and Planning

Susan Fainstein

This course views cities and urban regions as political constructs, in order to help students think strategically about major urban problems and controversies, particularly those that involve shaping the physical character of urban places. Substantive content includes an overview of U.S. urban governance, policy, and politics and some international comparative material, including a section on Chinese cities. The course will examine the ways in which political activities—such as planning, regulation, and public investment contribute to shaping the urban built environment. Topics include: the fragmentation of public authority in metropolitan areas; the forces accentuating central city-suburban disparities; the intensification of local competition for private investment and anti-development sentiment in many jurisdictions; and business-government and intergovernmental relations. Policy issues include the role of government planning and zoning in shaping urban areas (including their patterns of segregation and inequality related to class, race,

and gender); urban sprawl; urban renewal and its successor programs; the politics of public infrastructure; and housing policy. Emphasis will be on the relationship between planning and social justice.

KSG HUT-251 Transportation Policy and Planning

Jose Gomez-Ibanez

Provides an overview of the issues involved in transportation policy and planning, as well as an introduction to the skills necessary for solving the various analytic and managerial problems that are peculiar to this area. The course is organized around seven problems: (1) analyzing the market for a service; (2) costing and pricing; (3) operation management; (4) controlling congestion and pollution; (5) transport and land use; (6) investment evaluation; and (7) the regulation of private carriers. Examples are drawn from both urban and inter-city passenger and freight transportation. One-quarter of the classes are lectures, and three-quarters are case discussions. Prerequisite: Microeconomics at the level of API-101 or API-105 is assumed.

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

Eric Belsky, Nicolas Retsinas

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

KSG HUT-266 Affordable Housing Development, Finance and Management

Edward Marchant

Explores issues relating to the development, financing, and management of housing affordable to low- and moderate-income households. Examines community-based development corporations, public housing authorities, housing finance agencies, and financial intermediaries. Identifies, defines, and analyzes development cost, operating, debt service, and rental assistance subsidy vehicles. Assesses alternative debt and equity funding sources for both rental and for-sale mixed-income housing and addresses the increasingly common practice of aggregating multiple subsidies into a single financial package. Reviews other aspects of the affordable housing development process, including assembling and managing the development team, preparing feasibility studies, controlling sites, gaining community support, securing subsidies, coordinating the design and construction process, selecting tenants, providing supportive services, and managing the completed asset. The course includes lectures, cases, exercises, site visits, guest lectures, and student presentations.

KSG PAL-101A Exercising Leadership: Mobilizing Group Resources

Ronald Heifetz

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

KSG PAL-107 Civil Rights Innovations

Kim Williams

The revitalization and reinvention of civil rights advocacy in the United States is the focus of this course. We will consider the paradoxes of progress, investigate the relationships between leaders and followers, and evaluate the successes and failures of civil rights strategies of the past half-century. The major assignment for the course provides students with the opportunity to devise a civil rights innovation in response to a contemporary problem or difficulty. Working in groups, students will seek out and research topics of their own choosing to come up with ideas about how to reverse the decline of civil rights.

KSG PAL-115 The American Presidency

Roger Porter

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

KSG PAL-218 Putting the Public Back into Public Policy: Civic Engagement, Voice, and Effective Governance

Archon Fung

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

KSG PED-501M Native Americans in the 21st Century: Nation Building I

Joseph Kalt

This course examines issues Native American tribes and nations face as they enter the 21st century, including: political sovereignty, economic development, constitutional reform, cultural and language maintenance and 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 — from health, education, and social services to politics, economics, and cultural change. Research finds that the viable approaches to such areas of nation building must be compatible with individual societies' cultures, and 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 multi-dimensional settings that confront Native societies. Scholars and leaders from Native America and the Harvard University Native American Program provide selected presentations. Non-KSG students (graduate and undergraduate) from all schools and departments in the university are welcome by cross-registration. Grades will be based on: issues briefs: 20%; simulations/participation: 20%; final exam: 60%. Jointly offered by the Graduate School of Education as GSE-A101.

KSG PED-502 Native Americans in the 21st Century: Nation Building II

Dennis Norman

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

KSG STM-104 Performance Leadership: Producing Results in Public and Nonprofit Agencies

Robert Behn

You are the leader of a public or nonprofit organization. Your job is to produce results. But what results? And how? How can you improve significantly your organization's performance? STM-104 examines the five challenges of performance leadership: (1) Choosing and producing results: How can public executives determine the results that they will produce, and how can they 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 performance might be improved? (4) Motivating individuals and energizing teams: How can public executives inspire people working

in traditional bureaucracies to pursue public purposes creatively? (5) Capitalizing on success: How can public executives use their initial successes in producing results to create an environment for accomplishing even more?

KSG STM-166M Leading Cities

Stephen Goldsmith

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

KSG STM-301 Operations Management

Guy Stuart

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

KSG STM-480 Leadership for a Networked World

Jerry Mechling

The need for public sector innovation has never been greater. Citizens are demanding services to be individually tailored and delivered in real-time. Governments are being asked to respond in a "cross-boundary" fashion under intense pressure for increased transparency, productivity, and equity. Leaders in this new environment must understand how technology shapes work, strategy, innovation, and value. In this course you will develop an understanding of information technology (IT) and its impacts on individuals, organizations, and societies. You will gain a series of frameworks on how to plan (options, benefits, costs, risks) and implement (reducing confusion, overcoming conflict) different phases of IT-enabled innovation. The course utilizes theory, cases, and class and Internet-based discussions and features interaction with leading public and private experts and change-makers. Should be of particular value to those interested in government or nonprofit management, public/private partnerships, consulting, and/or international development.

KSG STP-291 - Science, Power and Politics I

Sheila Jasanoff

Taken with STP-292, this is the fall semester of a year-long seminar that introduces students to the major contributions of the field of science and technology studies (S&TS) to the understanding of politics and policymaking in democratic societies. The object throughout is to deepen students' understanding of the ways in which science and technology participate in the creation of social and political order. The fall semester (STP-291) is devoted to reading and analyzing works by scholars in S&TS and related fields who have addressed such topics as the nature and role of scientific authority, science's relations with the state, science and democracy,

scientific and technical controversies, and the politics of technology. The spring semester (STP-292) is structured as an advanced research seminar. Students will be expected to complete a major piece of writing and present it in class. Either STP-291 or STP-292 may be taken as a separate course for one credit, but only with the instructor's permission.

Harvard Graduate School of Education

A-021 Leadership in School Organizations

Karen Lucretia Mapp

Administrators, teachers, and policymakers all work in, with, and through organizations in an effort to achieve individual and social goals. Yet organizations seem to display a perverse genius for distorting policies, subverting purposes, and frustrating needs. Thus, the demand for effective leadership in organizations is great. This course will explore several major theories of organization and the implications of those theories for diagnosis and action. It will focus on those in leadership positions and the problems, dilemmas, and opportunities they face in educational, public, and human service organizations. Particular attention will be paid to issues of leadership in diverse organizations. Activities will include readings, lectures, case discussions, simulations, and small-group field research projects. Learning will be drawn from theory and research, from students' experience, and from discussions in and out of class. Grades will be based on individual papers and a group project. Permission of the instructor is required.

A-024 Politics, Policy-Making, and Political Action in Education

Richard Elmore

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

A-100 Introduction to Education Policy

Paul Reville

This course is designed to introduce students to educational policy, the intergovernmental system of education in the United States, and some of the major issues and challenges confronting U.S. policymakers. This class (or A-110, Issues in Education Policy) is strongly recommended for students in the Education Policy and Management master's program; however, it is open to others seeking a better understanding of the American policymaking system. A-100 and A-110 differ in organization and focus, but they share a common goal, namely, to increase students'

understanding of the complexities of educational policy and to assist them in becoming effective leaders and practitioners who inform, shape, and implement education policy. This course has a particular focus on federal and state policy in education. We will begin by examining standards-based, market-driven, and professionally led models of reform, looking at their underlying theories of change, implementation challenges, and the critiques leveled against these approaches. We will consider the impact of various reform strategies on building teaching capacity, ensuring accountability, delivering adequate resources, and ultimately, improving learning for all children. The federal role in education policy will be explored through comprehensive consideration of the No Child Left Behind Act. State education policy will be viewed through case studies and a variety of policy reports. Readings and discussion will also focus on topics such as leadership and change, teacher union/management collaboration, community engagement, and international perspectives. Students will develop “policy skills” by, for example, writing a policy memo and participating in a team, policy project, and presentation. This course will feature cases, readings, team projects, and extensive class discussion illustrating a variety of perspectives on the role and practice of federal and state governments in education policy. Intergovernmental cooperation for educational improvement will be an important theme. Students will be exposed to the work of researchers, policymakers, and practitioners at all levels of the education system. Students will be challenged to develop leadership and analytical skills for a variety of potential roles in the policymaking system.

A-110 Issues in Education Policy

Richard Rothstein

This course is designed to introduce students to some of the major issues and challenges confronting U.S. education policymakers. It is intended primarily for students in the Educational Policy and Management (EPM) master's program, but it is open to others seeking a better understanding of the American policymaking system. These courses differ in organization and focus, but they share a common goal, namely, to increase students' understanding of the complexities of educational policy, and to assist them in becoming effective leaders and practitioners who inform, shape, and implement education policy. This course will be organized around the analysis of five major policy issues currently confronting U.S. policymakers: (1) how to attract, retain, and reward a quality teaching force; (2) how to balance expanded parental choice with the democratic purposes of schooling; (3) how to design fair, equitable, and effective accountability systems for districts, schools, and students; (4) how to restructure high schools to better equip their graduates for college and careers; and (5) how to redesign state education finance systems to ensure that all students are provided adequate as well as equitable opportunity to gain the necessary knowledge and skills to meet state academic standards. Students will be exposed to a variety of perspectives on each of these issues, both in the readings and in the class discussions of teaching cases. Each of these issues raises questions about the intergovernmental system in education, and the respective roles and responsibilities of schools, districts, states, and the federal government. Students will be exposed to the work of policymakers and practitioners at all levels of the system, and will be given opportunities to develop policy analysis and advice for actors in the policymaking system.

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

Charles V. Willie

This course will analyze the formal and informal decision-making structures in local communities and how they affect educational issues. The various sources of community power will be examined. How power is manifested in dominant and subdominant groups will be analyzed. Effective and ineffective means by which groups garner support from various sectors of the

community will be discussed. The course will use live and written case studies of community issues. Evaluation is based on class discussion, and a midterm, as well as an end-of-term paper on a community decision-making issue.

A-326A School Reform: Curricular and Instructional Leadership

Katherine K. Merseth

This course will explore school reform and restructuring from the perspective of curricular and instructional leadership. It will examine topics related to curriculum and pedagogy and include a deep investigation into the purpose(s) of education. Curriculum, pedagogy, and assessment will be considered in relation to organizational structure and leadership in K-12 public schools. The course is designed for teacher education candidates, parents, teachers, principals, curriculum coordinators, superintendents, and others with passion for school reform and educational leadership. The course will employ a variety of teaching approaches, including small- and large-group discussions, case-based instruction, role-playing, and analyses of fieldwork. Students will be evaluated on the basis of class participation, short papers, and a final project or portfolio.

A-345 Innovations in K-12 Education

Karen Lucretia Mapp

This course will explore some of the innovative, provocative, and sometimes controversial education reform strategies being adopted by schools and districts in their attempt to improve teaching and learning and to close the achievement gap. The strategies will reflect a variety of local and national initiatives in the areas of teaching and learning, school restructuring, leadership and decision-making, professional development, curriculum reform, full-service and out-of-school time opportunities, and community engagement in school reform. The course will meet weekly and consist of an interview of guest presenters by a team of students, followed by a question and answer session. Weekly readings will focus on the theoretical underpinnings and implications of the strategy. Students will be expected to participate in class discussions, coordinate the interview portion of the presenter sessions, and write weekly briefs that analyze the reform strategy based on the readings, class discussion, and personal insights. Students will complete a final research project that provides an in-depth analysis of one of the strategies and discusses its theoretical and practical implications for K-12 education.

A-350 Urban School Reform: Challenges, Policies, and Implementation

Paul Reville

This course examines the challenges and implementation of systemic school reform in the context of America's cities. Sweeping reforms designed by federal, state, and municipal policymakers are now being implemented in cities across the country. While policies and strategies vary widely, the goals of the urban reforms are generally similar and focus on improved learning for all students. Urban school systems face enormous and persistent challenges that shape the conception and execution of policies and implementation strategies. Through the extensive use of case studies, this course explores the major reform strategies: the theory, policies, practices, and controversies surrounding them. We will consider how policy and implementation is shaped by local context. Cases, lectures, readings, and discussion will draw particular attention to issues such as equity and special populations, high-school reform, leadership, labor-management collaboration, value-added accountability, adequacy of financial resources, improving the quality of teaching, and the use of data to guide instruction. A-350 is an intermediate course that focuses on reform at the local level.

A-506 Teachers' Unions and School Improvement

Morgaen Lindsay Donaldson

Teachers' unions are sometimes credited with promoting school reform and at other times blamed for deliberately blocking it. This course explores the role that collective bargaining and teachers' unions have played in public schooling. It includes both a historical perspective on the growth and influence of teacher unionism in the United States, as well as a current analysis of the ways in which unions and the contracts they negotiate advance or impede school reform. Although the focus of this course is primarily on the United States, it will also include comparative examples and readings about teacher unions in several other countries. Classes will include lectures, case studies, simulations, and guest lectures. In addition to weekly readings (essays, research reports, case studies, collective bargaining agreements, court cases, arbitration agreements, and web site postings), students will be asked to write several briefs, prepare an in-class presentation, and complete a final field research project.

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

David Perkins

The aim of this yearlong practicum is to offer doctoral students the opportunity to experience and participate in Project Zero's Learning Innovations Laboratory (LILA), an ongoing research project at HGSE. LILA creates and supports a collaborative learning community of top-level executives from a dozen international organizations and faculty from various schools across Harvard. Leaders from public, private, and nonprofit organizations gather at HGSE for quarterly meetings to share practices and to explore challenges related to organizational learning, innovation, and collaboration. The LILA research staff facilitates and documents the collective inquiry process. As part of the 2007-2008 research project work, students will have ample opportunity to investigate the literature and to learn practices on topics such as leadership development programs, large-scale knowledge transfer, support for communities of innovation, and alternative performance assessments in organizations. Students will have access to LILA's library of research briefings, book reviews, and articles, as well as the opportunity to take part in regular conferences with executive leaders of LILA's member organizations. Students can expect to sharpen and develop practical research skills such as conducting effective literature searches, crafting concise literature reviews, and facilitating and documenting group learning. Enrollment is limited to three doctoral students each semester. Permission of the instructor is required.

Harvard Business School

1602 Entrepreneurship in Education Reform

Stacey Childress

The course has two specific learning objectives. First, students will be challenged to consider two central questions: 1) Do effective leadership and management practices lead to higher educational outcomes? 2) Can certain market forces such as choice and accountability for results drive higher performance inside the public system? The objective is not to definitively answer these questions, but rather to challenge students to form and test their own working hypotheses about each.

Second, the course aims to deepen students' understanding of the similarities and differences between the approaches used by education entrepreneurs inside and outside the system to address the same problems, the strengths and limitations of the various reform strategies they pursue, and the performance consequences associated with working from each vantage point.

2180 Innovating in Health Care

Regina Herzlinger

Innovating in Healthcare introduces students to the Six Forces that critically shape new healthcare ventures-- Financing, Structure, Public Policy, Consumers, Technology, and Accountability-- and their impact on business models for three different kinds of innovations: consumer-focused, technology-driven, and consolidations. The introductory module focuses on how the financing force affects new ventures, i.e., how do innovators get paid? The healthcare industry worldwide is typically financed by a third party, not its users. In the U.S., employers are the primary sources of payment through private health insurance companies. State and federal governments pay for most of the healthcare expenses for their employees, the elderly, and the poor. In the rest of the world, the healthcare expenses of developed countries are typically paid by governments. The "Note on Financing of the U.S. Healthcare Sector" explains the overall financing of healthcare in the U.S., the interest of consumers in these financing mechanisms, the different kinds of insurance plans used by employers and government, and the accountability and public policy issues they raise. The "Note on Health Insurance Coverage, Coding, and Payment" explains how these processes operate for various types of medical technology products and related service providers. This module also illustrates entrepreneurial health insurance ventures to deepen understanding of this sector. The course then discusses the impact of the other Six Forces on the opportunities for innovation. It concludes with case studies of entrepreneurial firms.

School of Public Health

HPM 208 Health Care Regulation and Planning

Dr. K. Swartz

Examines issues under discussion for U.S. health care reform: health insurance, financing, methods for controlling health care costs, incentives for hospitals and physicians, medicare long-term care and the pharmaceutical industry. Competitive versus regulatory approaches are explored, as part of analyzing the role of government and the private sector. The distributional consequences of various programs and methods receive special focus. Five homework memos of 2 pages will be required in addition to a midterm and final exam. Course Note: HPM205, HPM206 or signature of instructor required.

EH 231 Occupational Health Policy and Administration

Dr. D. Christiani, Dr. C. Langer

Examines the legal, regulatory and economic foundations of occupational health activities in the United States. Discusses the roles of government, unions, corporations, and research organizations. Helps students acquire an understanding of management functions in corporations. Students develop the necessary knowledge and skills in the above areas to apply medico-legal and risk management principles to achieve a healthful workplace.

HPM 212 Program Evaluation in Health Policy

Instructor to be announced.

Course provides a one-semester overview of evaluation for those likely to participate in the design or implementation of evaluations in private organizations or government agencies. Topics include establishing the scope for an evaluation, evaluation design, data and measurement issues, issues in inference (appropriate controls, changing program design and unique local circumstances), and problems of assuring the accuracy, relevance and credibility of findings. Both quantitative and qualitative methods are addressed.

Schools Outside of Harvard University*

Fletcher School of Law and Diplomacy

DHP P205: Decision Making and Public Policy

William Martel

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

Massachusetts Institute of Technology

11.360 Community Growth and Land Use Planning

Eran Ben-Joseph, Terry Szold

Seminar and fieldwork on strategies of planning and control for growth and land use, chiefly at the municipal level. Growth and its local consequences; land use planning approaches; implementation tools including innovative zoning and regulatory techniques, physical design, and natural systems integration. Projects arranged with small teams serving municipal clients.

* Contact KSG Registrar for Cross-Registration rules and regulations

11.401 Introduction to Housing and Community Development

J. Phillip Thompson

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

11.437 Financing Economic Development

Karl Seidman

Focuses on financing tools and program models to support local economic development. Includes an overview of private capital markets and financing sources to understand capital market imperfections that constrain economic development; business accounting; financial statement analysis; federal economic development programs; and public finance tools. Policies and program models covered include revolving loan funds, guarantee programs, venture capital funds, bank holding companies, community development loan funds and credit unions, micro enterprise funds, and the Community Reinvestment Act.

15.352 Innovation in the Internet Age: Emerging Trends

Eric von Hippel

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

15.356 How to Develop "Breakthrough" Products and Services

Eric von Hippel

Firms must develop major innovations to prosper but they don't know how. Recent research into the innovation process has made it possible to develop "breakthroughs" systematically. Explore several practical idea generation development methods. Presentations of real cases by invited experts convey the art required to implement each.