

# 2008-2009

A Guide to Courses  
Related to  
**Democratic Governance  
and Innovation**  
at Harvard Kennedy School

A publication of the

**Ash Institute for Democratic Governance and Innovation**  
Harvard Kennedy School

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**Ash Institute for Democratic Governance and Innovation**

Harvard Kennedy School  
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## Introduction

The Roy and Lila Ash Institute for Democratic Governance and Innovation advances excellence in governance and strengthens democratic institutions worldwide. Through its research, education, international programs, and government innovations awards, the Institute fosters creative and effective government problem-solving and serves as a catalyst for addressing many of the most pressing needs of the world's citizens. Asia Programs, a school-wide initiative integrating Asia-related activities, joined the Ash Institute in July 2008.

The 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 democratic government and innovation 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 have served as harbingers of today's reform strategies or as forerunners to state and federal legislation.

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

PLEASE NOTE: Although this course guide is divided into two distinct sections, many courses span the categories, touching on issues pertinent to the study of democratic governance and innovation. Courses for which this is the case are listed twice, in both the sections on democratic governance and innovation.

### **The Democratic Governance courses listed in this guide include:**

- Focus on the ways that democratic governments have worked to maintain and restore the public trust;
- Provide analysis of public opinion and polarization of preferences within a democratic society;
- Focus on ways to adapt democratic institutions to pluralist societies;
- Examine the type of leadership necessary for effective democratic governance; and
- Incorporate case studies based on Innovations in American Government award-winning programs;

### **The Innovations courses listed in this guide include:**

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

**For more information about the activities or initiatives of the Ash Institute, please visit:**  
**[www.ashinstitute.harvard.edu](http://www.ashinstitute.harvard.edu)**

Courses listed below are arranged by faculty. Students are encouraged to explore opportunities with faculties not listed and to examine cross-registration possibilities at other schools in the Boston area. Please review each faculty's online course catalog or the University's new comprehensive catalog at [www.coursecatalog.harvard.edu/](http://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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## **Democratic Governance Courses**

## Harvard Kennedy School

### **HKS API-214 Public Opinion, Polling, and Public Policy**

Robert Blendon

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

### **HKS API-413 Challenges of Democratization**

Pippa Norris

Examines democracy in terms of competition, participation, and civil and political rights. Covers such questions as: What are the alternative conceptions of democracy? What democratic indices are available, and what do they indicate about worldwide trends in democratization? What underlying cultural, economic, and social conditions promote democracy? What is the role of institutions, such as parties, the media, the electoral system, and the legal system? What are the consequences of democratization for economic growth and welfare or for international peace and cooperation? The course takes a broadly comparative perspective, looking at both established and emerging democracies from all regions of the world. All classes are posted on the Web and extensive use is made of Internet resources. See [www.pippanorris.com](http://www.pippanorris.com) for details.

### **HKS API-414 Citizen Politics**

Pippa Norris

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

### **HKS HUT-100 Policymaking in Urban Settings**

William Apgar

An introduction to policy making in American cities, focusing on economic, demographic, institutional, and political settings. It examines economic development and job growth in the con-

text of metropolitan regions and the emerging “new economy” and addresses federal, state, and local government strategies for expanding community economic development and affordable housing opportunities. Of special concern is the continuing spatial and racial isolation of low-income populations, especially minority populations, in central-city neighborhoods and how suburbanization of employment, reduction in low-skilled jobs, and racial discrimination combine to limit housing and employment opportunities. During the semester, students will complete two brief policy memoranda and a take-home examination consisting of three short essays.

**HKS IGA-313 Science, Power and Politics I**

Sheila Jasanoff

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.

**HKS IGA-319 Leadership, Democracy and Conflict: The Politics of the Developing World**

Robert Rotberg

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

**HKS PAL-110 Political Institutions and Public Policy**

A, B, American Politics: A-Elaine Kamarck; B-Thomas Patterson

C, D, E, Comparative Politics: C-Pepper Culpepper; D-Anthony Saich, Tarek Masoud;

E: Matthew Baum

This is a course about fundamental problems of participation, democratic governance, and conflict in contemporary political systems. It will provide you with an analytical toolkit for understanding and acting on the political dimensions of policy problems. The A and B sections consider these questions primarily through the prism of American political institutions and the context they create for policymaking. The C,D, and E sections look at systematic variations across different sorts of political institutions in both advanced and developing democracies, as

well as in countries that are not democracies. The class develops the skills for effective political analysis and advocacy, including memo- and op-ed writing, as well as the skills to brief actors who need to know everything about the politics of a situation in a short period of time.

### **HKS PAL-112 Leadership in the Public Sector**

Philip Heymann

Attempting to combine knowledge about personal, organizational, and political relationships through integrating concepts such as “organizational strategy,” this course develops a descriptive and normative picture of the job and responsibility of an elected or appointed government official. The methodology relies extensively on case studies of people and events, such as: Jay Bybee and John Yoo and the memos defining “torture” in the war on terror; David Kessler addressing smoking at the Food and Drug Administration; Barry McCaffrey serving as drug czar; Jim Woolsey dealing with spying by Aldrich Ames at the CIA; Governor Hunt and Senator Helms designing political campaigns; or Bill Bratton trying to make over the N.Y.P.D. The objective of the course is to increase the sophistication of students about the operations and interaction of government and politics.

### **HKS PAL-122 Religion, Politics, and Public Policy**

Richard Parker

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

### **HKS PAL-127 Moral Leadership: Self, Other, and Action**

Marshall Ganz and Bernard Steinberg

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

**HKS PAL-154M Public Narrative: Identity, Agency, and Action**

Marshall Ganz

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

**HKS PAL-177 Organizing: People, Power, and Change**

Marshall Ganz

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

**HKS PAL-216 Democratic Theory**

Jane Mansbridge

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

**HKS PAL-218 Innovations in Democratic Governance: Solving Public Problems**

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.

**HKS PAL-222 Research Seminar on Presidential Elections**

Elaine Kamarck

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

**HKS PED-328M Microfinance in Theory and Practice**

Guy Stuart

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

**HKS PED-376 Civil Society and Development**

L. David Brown

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

**HKS 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.

**HKS 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.

**HKS PPP-100 Press, Politics, and Public Policy**

Alex Jones

The U.S. news media are viewed as enormously powerful and have a strong role in all aspects of governance. Should journalists, who are not elected by the people, have this much power, and can they exercise it effectively? Or are news organizations hopelessly compromised by their drive for profit? What is the impact of the tumultuous change sweeping the news media? Will traditional news survive? Should it? What is the nature of the media's power: how fully and in what ways do the media shape public opinion, debate, and policy? Are the media politically biased? How adept are political leaders at manipulating the media, and do their efforts undermine popular sovereignty? Do new communication technologies threaten the role of the traditional media? What can be learned from news coverage of the War on Terror, the war in Iraq, the 2004 election, and the current political situation? Questions such as these will be addressed in class meetings, which consist of lectures and discussion. Visiting journalists, politicians, or scholars can be expected to participate in some sessions.

**HKS PPP-184 New Media and Democracy**

Nolan Bowie

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

**HKS PPP-306 Mass Media, Public Opinion, and U.S. Foreign Policy**

Matthew Baum

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

**HKS STM-103 Democratic Governance**

Pippa Norris

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

**HKS STM-117M Effective Implementation: Learning from Effective Implementers**

Frank Hartmann

There are many more good ideas than there are good ideas implemented. This happens for many reasons, among them that no one really stayed with the idea to “make it happen.” This course consists of a case-informed conversation about traits of persons who have been demon-

strably effective at translating ideas into action. The objective of the course is to have each of us become more effective in the public service and public policy arena. Each class will address at least one trait that seems to be related to effective implementation, for example: success (knowing what it is); relentlessness (sustained attention); collaboration and bringing out the best in others; setbacks, defeats, and failure; fear, courage, and confidence; help (when does one need it and what does it look like?); developing resilience; and self-evaluation and self-discipline.

**HKS 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.

## Faculty of Arts and Sciences

**Government 98aq Democracy and Judicial Review**

Mark A. Graber

Democracy and Judicial Review explores three central constitutional questions. Why do elected officials in democracies throughout the world tolerate an institution that declares legislation unconstitutional? Do any democratic reasons exist for entrusting some policy making to officials who enjoy life tenure? What responsibilities do courts have for protecting such democratic practices as free speech? While the primary focus of the seminar will be on American materials, we will also look at comparative materials.

**Government 98gk New Democracies in Comparative Perspective**

Grzegorz Ekiert

Emerging democracies confront several social, economic and political challenges that make their survival and consolidation difficult and uncertain. This seminar will examine problems new democracies face using examples of recent democratic transitions from various parts of the world.

**Government 1006 Mathematics of Elections**

Elizabeth M. Penn

Voting procedures provide the commonest means of aggregating preferences of individuals into societal outcomes. This course will examine the effects that different voting procedures have on how groups make decisions. Topics will include Arrow's Theorem and other legislative paradoxes, and why the choice of electoral procedure is critical to our understanding of how "good" and "bad" decisions are made. We will also study electoral systems currently in use in over fifty of the world's democracies. Note: Expected to be given in 2009–10.

**Government 1039 Democratic Theory**

Jane Mansbridge

This course traces the evolution of western democratic theory from the ancient Greeks to the present, with particular emphasis on the institutions that influenced and were in turn influenced by these evolving theories. Readings from Aristotle and Hobbes through Habermas and Foucault, with one foray into Islamic thought. The course has two aims: to give an appreciation of the history behind the ideas that shaped today's democracies and to pose critical normative questions for today. Note: Offered jointly with the Kennedy School as PAL 216.

**Government 1362 Democratic Citizenship Public Opinion and Participation in the US**

Claudine Gay

Course examines the nature of public opinion and political participation. Considers how people acquire, organize, and apply their political beliefs; historical and contemporary patterns of public opinion, with emphasis on conflicts of values and social groups; who votes and why; the role of the media and political campaigns in mobilization and in formation of public opinion; and linkage between opinion, participation, and policy, with attention to whether citizens can discharge the responsibilities of democratic citizenship.

**Government 1521 Bureaucratic Politics: Government, Economic, Social and Military Organizations**

Daniel P. Carpenter

A theoretical and historical analysis of bureaucratic organizations in various domains of modern society, including military organizations, business corporations, non-profit organizations, regulatory agencies, executive departments, and religious organizations. Theories include institutional, transaction-cost, reputation-based, and cultural theories of formal organizations. Readings and cases will include the U.S. Army and other militaries, the business corporation in industrializing America and today, the FDA and the Forest Service, the Catholic Church, and police and educational organizations. Note: Expected to be given in 2008–09.

**Government 2900 Comparative Politics of Latin America**

Jorge I. Domínguez

Topics: historical paths, economic strategies, inflation and exchange rates, international explanations of domestic outcomes, authoritarian and democratic regimes, state institutions, the Roman Catholic Church, social movements, parties and party systems, and voters and voting behavior.

**History 2887b Debates in the Political and Ideological History of the Middle East: Seminar**

E. Roger Owen

Major questions and debates in modern Arab political and ideological writings including Orientalism, Arab and local nationalism, religious revival, power and authority, and the difficulties of establishing democratic institutions.

**Social Studies 98fu Practicing Democracy: Leadership, Community, Power**

Marshall L. Ganz

Making democracy work requires an “organized” citizenry with power to assert its interests effectively. Yet US political participation declines, growing more unequal, as new democracies struggle to make citizen participation possible. Students learn to address public problems by organizing: developing leadership, building community and mobilizing power. Our pedagogy links sociological, political science, and social psychology theory with democratic practice.

## Harvard Graduate School of Education

**A-021 Leadership in Organizations**

Karen Lucretia Mapp

This course explores how educational organizations work and how effective leadership can be exercised in them. Organizations such as public and private K-12 schools and districts, educational not-for-profits, and colleges and universities are increasingly complex and diverse, and therefore, present great challenges for those who are attempting to lead and improve them. Whether one is trying to respond to changing demographics, introduce a new curriculum, restructure schools and/or departments, terminate a program, provide a smooth transition in leadership, or collaborate with various internal and external stakeholders, better understanding of the skills and competences required for leadership and how organizations function helps to eliminate surprise, reduce confusion, and make success more likely. Self-awareness, sound intuition, valid theory, cultural responsiveness, and leadership and management skills are all important. Through case studies, lectures, readings, interactive exercises, simulations, guest panel presentations and class discussions, students will expand their understanding of leadership and organization theory, gain experience in diagnosing and addressing leadership and organizational problems, and hone their own personal leadership skills. 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-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-122 The Why, What, and How of School, Family, and Community Partnerships**

Karen Lucretia Mapp

This course examines the role of school, family, and community partnerships as a component of whole-school educational reform. Why is partnership now considered an important element of whole-school reform? What is the definition of partnership? How are effective partnerships among school staff, parents, and community members developed and sustained? As a learning community, we will interrogate our own beliefs about the role of families and community members in school reform; analyze the research on the impact of home/school and community/school partnerships on student learning; and explore the various theoretical frameworks about these partnerships. We will also investigate “promising practice” strategies being implemented by schools and districts to cultivate and sustain school, family, and community connections that support children’s learning. Through case studies, lectures, readings, guest panel presentations, site visits, and class discussions, we will probe the benefits and challenges of these partnerships. Permission of the instructor is required.

### **A-608 Leadership, Entrepreneurship, and Learning**

Monica C. Higgins

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. The course 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, but not limited to, the education sector. The course will be largely case-based and will meet twice a week for an hour and a half each. Stu-

dents will be expected to come to class prepared and ready to discuss the case and, if called upon, to role play their recommendations and take a stand as well. The course is open to both masters and doctoral students.

## 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.

**1978 Customers, Commerce, and Society**

Herman B. Leonard, V. Kasturi Rangan

What is the appropriate role for businesses in producing social value? What are the best strategies and tools for defining and producing socially beneficial outcomes? What is the role of customers in delineating the scope of social outcomes that organizations find it in their interest to pursue - and how can they best be motivated and mobilized to care about the social and environmental characteristics of the products/services/ and ideas they adapt, buy and use? The purpose of this course is to explore what businesses must do to transform themselves into an effective global citizen and to explore ways in which strategic and responsible practice can be associated with bottom-line benefits. The course will explore the tools necessary for excellence in strategic social responsibility. In addition to their own individual internal work and their external relationships with customers, all corporations are more often finding it necessary - and the most strategic corporations are more and more often finding it valuable - to interact privately and publicly with civil society and government entities. These initiatives, often in the form of collaborative ventures and alliances, can be good for business as well as for society at large.

## School of Public Health

**GHP269 Applied Politics and Economics I: Political Economy of International Health**

Dr. M. Reich

Presents theoretical perspectives, empirical cases and research issues in policy analysis, political economy, political strategies and governance in international health. Focus is on analytical and methodological issues as applied to international health policy. Examines the political economy constraints on national and international health initiatives, the role of international agencies, the impact of non-governmental organizations, and the role of the state.

**GHP293 Individual and Social Responsibility for Health**

Dr. D. Wikler

The concept of responsibility for health plays a key role in health policy, but it is rarely articulated or evaluated. In this course, students will consider alternative understandings of assignments of responsibility for health to individuals, the state, the family, communities, nonprofit and for-profit firms, and other entities. They will identify their occurrences in health policy debates, assess the cogency of their use in ethical arguments in health policy, and trace the policy consequences of their normative analyses. The course will also serve as an introduction to ethical perspectives on 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.

**HPM 212 Program Evaluation in Health Policy**

HSPH Faculty

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.

**HPM247 Political Analysis and Strategy for U.S. Health Policy**

Dr. R. Blendon

This course offers political and analytical insights into understanding U.S. health policymaking and into developing strategies that influence health policy outcomes. The course provides both the theoretical basis and strategic skills for influencing the health policy process within U.S. political institutions. In addition, this course addresses the politics of agenda-setting and health care; the press, politics, and health policy; pollsters and political institutions; White House politics; health politics and the states; and health politics abroad.

## Harvard Extension School

**GOVT E-1500 How Government Policies Really Affect You: Administrative Policymaking**

John W. Patty

While the President, Congress, and the Supreme Court garner most of the attention, the governmental policies that most likely affect you are generally determined and implemented by the “fourth branch,” the bureaucracy. This course examines the historical development of policymaking within executive agencies and independent commissions from the Civil War to the present.

## 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.

#### **DHP P212 Democracy, Democratization, and Nation-Building**

Instructor to be announced

Since the third wave of democracy began in 1974, many countries around the world have made transitions to the formal constitutional structures of multiparty democracy. Some of these new regimes may also be termed liberal democracies, with effective protections for civil liberties, due process, political accountability, and the rule of law. Other new democracies are shallower and might have the electoral form, lacking the liberal substance of mature, consolidated democracies. Democracy and democratization are two of the greatest challenges of our times that need to be carefully studied and understood if they are to be effectively achieved. The seminar is intended as a broad, introductory survey of: a). the various definitions and types of democracy; b). the institutions of democracy; c). the factors that foster and obstruct the development and consolidation of democracy; d). the international and domestic politics of transition to democracy including foreign intervention; e). the relationship between democracy, economic development, social capital, culture and religion and; f). the democratic peace theory and its implications for today's world.

#### **DHP P293 Democracy and State Reform in Latin America**

Katrina Burgess

Since the 1970s, the state in Latin America has been transformed by two processes: (1) democratization of the regions political systems; and (2) structural reform of the regions economies. This seminar will examine how these two processes have reshaped the Latin American state and the implications for governance and social development. The first part of the course pro-

\* Contact HKS Registrar for Cross-Registration rules and regulations

vides an overview of the major changes that have occurred in the regions states, political regimes, and markets. The second part of the course examines the implications of these changes for the quality of democracy, with attention to specific case studies. The final part of the course focuses on three kinds of state reform that Latin American governments have carried out in the context of democratization and market reform: decentralization, administrative reform, and social welfare reform. Although students are free to cover any country in the region in their individual assignments, the readings will focus on the following six countries: Argentina, Brazil, Chile, Mexico, Peru, and Venezuela. Fall semester.

## Massachusetts Institute of Technology

### **17.265 Public Opinion and American Democracy**

A. Berinsky, A. Campbell, S. Ansolabehere

Introduces students to public opinion in politics and public policy-making. Surveys theories of political psychology and political behavior. Examines empirical research on public understanding of and attitudes towards important issues, including war, economic and social policies, and moral questions.

### **17.282 Public Opinion and Foreign Policy**

A. Berinsky

Examines the nature of public opinion on foreign policy, the ability of the public to formulate reasoned and interconnected perspectives on the issues of the day, and the public's influence on foreign policy decisions. Main focus is on the United States. The role of the media and international events in shaping public perspectives and public attitudes toward important issues such as internationalism and isolationism, the use of force, and trade are evaluated. Students taking graduate version are expected to complete additional assignments.

### **17.276 Public Opinion Research Training Lab**

A. Berinsky, A. Campbell

Offers practical training in public opinion research and provides students with an opportunity to conduct their own survey research. As a group, students design a national sample survey and field the survey. Students analyze the survey results and examine literatures related to the content of the survey. Ideal for second and third year PhD students and advanced undergraduates, though others are welcome.

### **17.30J Making Public Policy**

J. Layzer

Examines how the struggle among competing advocates shapes the outputs of government. Considers how conditions become problems for government to solve, why some political arguments are more persuasive than others, why some policy tools are preferred over others, and whether policies achieve their goals. Investigates the interactions among elected officials, think tanks, interest groups, the media, and the public in controversies over global warming, urban sprawl, Social Security, health care, education, and other issues.

## **Innovations Courses**

## Harvard Kennedy School

### **HKS API-102 Economic Analysis of Public Policy**

A-Jeffrey Liebman; B-Robert Triest; C- TBA

This course builds upon the foundation of API-101 and develops microeconomic tools of analysis for policy problems, with an 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. Prerequisite: API-101 or equivalent.

### **HKS 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.

### **HKS BGP-200 Strategy, Competition, and Regulation**

Joseph Kalt, Erich Muehlegger

Regulation is one of the primary means by which government affects firm decisions. Through a combination of lecture and case discussions, this course provides a framework for understanding strategic firm behavior and the objectives, consequences, and design of government regulation. Designed for students interested in the intersection of business and government, topics include antitrust regulation, natural monopoly, environmental regulation, intellectual property, public goods, international trade, and health and safety regulations. In addition, the course examines the political economy of existing and prospective policies, introducing questions of fairness and justice, the influence of politics, and competition between jurisdictions.

### **HKS 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.

**HKS BGP-236 Public Private Partnerships**

Alan Trager

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

**HKS HCP-100 Introduction to Health Care Policy**

Richard Frank, Sheila Burke

The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by the organization of this system. During the fall 2008 we will give special attention to health policy in the context of a Presidential election. To do so, we will focus on the major health policy institutions and important issues that cut across institutions. The policy institutions include the major insurers, the federal budget process, and Congress. In addition special focus will be given to the quality of care, prescription drugs, and the role of consumers in health care. The course will be organized as a seminar. The instructors will introduce topics and guide discussions. Students are expected to actively participate in the discussion. Literature from economics, politics, medical sociology, and ethics will be incorporated into discussions and written exercises. No disciplinary background is assumed, nor is any special familiarity with the field of health care required.

**HKS HLE-342 Tackling the Toughest Challenges for Modern American Higher Education**

Richard J. Light

In this class we explore seven controversies that will shape the future of American higher education. (1) Diversity: When we think about the increasing "diversity" among students at most colleges, as American demographics change, what can colleges do to help each student succeed? (2) What constructive role can standardized testing play in colleges, as part of the admissions process? (3) What are ways to assess how well a college is serving its students? What are different options for "Assessment" not just of students, but of colleges? (4) Why do some students make the transition from high school to college so smoothly, while others struggle? What college policies might help more students to make this transition well? (5) What is the future of America's private liberal arts colleges? (6) Are private and public institutions becoming more alike, or more different? What is the evidence? (7) How can colleges incorporate student discussions of non-academic topics, such as 'living a good life?' Each student's obligation: two class presentations; two short papers; and longer, final research paper on a topic of their own choice.

**HKS Gov 230a/ Soc 296a Proseminar on Inequality and Social Policy I**

Jennifer Hochschild, Bruce Western

The first proseminar in the three-course sequence for the Program in Inequality and Social Policy, this course examines the causes of economic inequality, including the demand for various kinds of skills, the supply of such skills to the labor market, cultural differences, political attitudes, political institutions, and living arrangements.

**HKS HUT-100 Policymaking in Urban Settings**

William Appgar

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.

**HKS HUT-201 Urban Politics, Planning, and Development**

Fall: A-Alan Altshuler (KSG)

Spring: B-Susan Fainstein (GSD)

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

**HKS 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.

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

Eric Belsky

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.

**HKS HUT-266 Affordable and Mixed-income 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.

**HKS PAL-100 Becoming a Leader**

David Gergen

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

**HKS IGA-205 Science, Technology, Innovation, and Public Policy**

Kelly Sims Gallagher

Explores how public policy influences science, technology, and innovation (STI) and, conversely, how scientific and technological knowledge gets used (or not used) in the formation of public policy. STI are powerful resources, but STI developments can also pose great challenges and risks. Policymakers must understand how to harness and utilize STI effectively to achieve public goals as public health, environmental sustainability, economic development, and national security. Government also must anticipate risks and minimize the potentially adverse impacts of developments in S&T while engaging and managing a wide range of interested citizens and interest groups. Students learn the institutional landscape, the processes, mechanisms, and instruments of STI policy, and methodologies for doing public policy analysis related to STI. The landscape is global and includes government, business, academic institutions, and other NGOs, with heavier emphasis placed on the U.S. situation. A number of case studies are examined, encompassing a range of sectors and subjects.

**HKS 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.

**HKS 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.

**HKS PAL-164 Leadership on the Line**

Ronald Heifetz

To lead is to live dangerously. Although it may be romantic and exciting to think of leadership as inspiration, decisive action, and powerful rewards, leading requires taking risks that can jeopardize your career and your personal life. It requires putting yourself on the line, disturbing the status quo, and working with hidden conflicts. And when people resist and push back, there's

a strong temptation to play it safe. Those who choose to lead take the risks and sometimes get burned. This course has three parts: (1) the sources and forms of danger in leadership; (2) diagnostic, strategic, and tactical responses to these dangers; and (3) how to stay alive, not only in your job, but in your heart and soul. The course will be structured around large and small group discussions each day. Prerequisite: PAL-101 or permission of the instructor.

**HKS PAL-218 Innovations in Democratic Governance: Solving Public Problems**

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.

**HKS 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.

**HKS 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 relation-

ships, 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.

**HKS 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?

**HKS STM-145 Entrepreneurship and Innovation in the Public, Private, and Social Sectors**

Richard E. Cavanagh, Robert F. Higgins

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

**HKS 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.

**HKS 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.

**HKS 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.

**HKS STM-504 Building Organizational Social Capital: Informal Networks Within and Between Organizations**

David Lazer

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

**HKS 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.

## Faculty of Arts and Sciences

**Sociology 109 Leadership and Organizations**

David L. Ager

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.

## Harvard Graduate School of Education

**A-021 Leadership in Organizations**

Karen Lucretia Mapp

This course explores how educational organizations work and how effective leadership can be exercised in them. Organizations such as public and private K-12 schools and districts, educational not-for-profits, and colleges and universities are increasingly complex and diverse, and therefore, present great challenges for those who are attempting to lead and improve them. Whether one is trying to respond to changing demographics, introduce a new curriculum, restructure schools and/or departments, terminate a program, provide a smooth transition in leadership, or collaborate with various internal and external stakeholders, better understanding of the skills and competences required for leadership and how organizations function helps to eliminate surprise, reduce confusion, and make success more likely. Self-awareness, sound intuition, valid theory, cultural responsiveness, and leadership and management skills are all important. Through case studies, lectures, readings, interactive exercises, simulations, guest panel presentations and class discussions, students will expand their understanding of leader-

ship and organization theory, gain experience in diagnosing and addressing leadership and organizational problems, and hone their own personal leadership skills. 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**

Jal Mehta

This course is designed to introduce students to educational policy debates, with a particular focus on the major issues and challenges facing U.S. policymakers. This class is strongly recommended for students in the Education Policy and Management master's program, but we also strongly welcome the perspectives of students from other programs. We will begin by looking at the purposes of schooling, considering a variety of different visions of what the school system should seek to accomplish. We will examine standards-based, market-driven, professionally-led, and networked models of reform, looking at their theories of change, implementation challenges, and the critiques leveled against these approaches. We will examine a variety of recent reform efforts at both the federal and state levels, with particular attention to No Child Left Behind and the debates around its reauthorization. We will consider issues such as leadership and change, teachers unions, and community engagement. We will also examine examples of good practice from other countries and from other fields as a way to stimulate creative thinking about reform. We end the course by looking towards the future, considering how the forms, values, and emphases of current schooling are likely to change in the years to come. As much as possible, the course will be interactive and student-directed; each class will feature considerable time for discussion, and paper topics will be chosen by students to match their interests. By the end of the class, students will have learned critical "policy skills" (such as writing policy memos), and, equally importantly, they will also have reached informed conclusions about what they think a better school system might look like and what the leverage points are for achieving those ends.

**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.

**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.

### **A-608 Leadership, Entrepreneurship, and Learning**

Monica C. Higgins

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. The course 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, but not limited to, the education sector. The course will be largely case-based and will meet twice a week for an hour and a half each. Students will be expected to come to class prepared and ready to discuss the case and, if called upon, to role play their recommendations and take a stand as well. The course is open to both masters and doctoral students.

## **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.

### **2030 Leading Innovative Ventures**

Mary Tripsas

For students interested in launching a venture in a novel, innovative industry context -- either as a start-up or a corporate venture. It should also appeal to students interested in venture capital/private equity, consulting, or general management in innovation-driven industries.

### **2090 Authentic Leadership Development**

William W. George and Nitin Nohria

Leadership Development (ALD) is to enable students to develop themselves as leaders of organizations and to embark on paths of personal leadership development. ALD requires personal curiosity and reflection from students and personal openness and sharing in class discussions, leadership discussion groups, and one-on-one sessions with peer mentors and the professor.

Leadership development concepts used in the course will be immediately applicable for students and useful for the rest of their lives.

### **2180 Innovating in Health Care**

Regina Herzlinger

Innovating in Health Care introduces students to the Six Forces that critically shape new health-care 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**

### **EH281 Occupational Health Care Delivery**

Dr. E. McNeely

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. The goal of this class is to develop a sensible approach to the assessment, planning and evaluation of employee health programs. The class offers individuals who are interested in workers’ health care policy and economics, the opportunity to come together in discussion and purpose to propose innovation in the current system of employee health care.

### **GHP244 Field Trip: Health Reform and Community Medicine in Chile**

Dr. T. Bossert

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. A leader in promoting community-oriented health systems, Chile is also a laboratory of innovations in outreach programs, community participation, 24 hour emergency service units, and special programs for the elderly and other specific risk groups. Recent innovations in community medicine have been implemented by the Catholic University in pilot programs around Santiago. Complementing these programs is a research project to assess the role of social capital (trust in others and participation in voluntary groups) in health care services and health status.

**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.

**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

#### **11.401 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.

#### **11.462 Housing Problems and Policies in Developing Countries**

Instructor to be Determined

Focuses on the particular attributes, innovations, and methods of analysis of urban land and housing in developing and transition countries. Includes an overview of theory on supply and demand, tenure, standards, and community participation, detailed review of tools used in the field, and an examination of case studies revealing innovations in the field. Particular emphasis given to affordability and accessibility by the poor. Class format combines lectures, class projects, and presentation.

\* Contact HKS Registrar for Cross-Registration rules and regulations

**11.488 Urban Development in Conflict Cities: Planning Challenges and Policy Innovations**

D. Davis

Examines urban development challenges in conflict cities. Case studies used to examine the basic infrastructural, governance, social, and economic dilemmas facing citizens and local officials. First half of course focuses on the national and transnational context in which urban conflict is likely to persist; the impacts of conflict on social, political, economic, and institutional capacities of citizens, markets, and states, both local and national; and the growing involvement of multilateral development agencies in identifying urban conflict as a barrier to economic growth. Course ends with a focus on policy innovations, and examination of potential planning, design, and policy solutions.

**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.

**15.365J Disruptive Technologies: Predator or Prey?**

J. M. Utterback

Focuses on the management of product and process innovation and on economic, management, and technological influences on innovation. Both sustaining and disruptive innovations in products and manufacturing processes covered in lectures and cases presented by the leaders of change in different industries. Emphasis on emerging and disruptive technologies as seen from the points of view of entering firms (predators) and incumbent firms (prey) are covered in a class exercise, and project (preferably done in small groups).



HARVARD Kennedy School

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for Democratic Governance and Innovation

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