thinking global

a guide to studying international development at Harvard & beyond

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introductions

What does it say about the world in which we live when 40 million people live with AIDS, 300 million cases of malaria are reported each year in the developing world, and orphaned children cannot worry about learning to read because they have to worry instead about the source of their next meal? We who are fortunate enough to live in wealthy countries can easily forget that unnecessary suffering still thrives within, but even more-so beyond our borders. What makes this situation infinitely worse is that now more than ever, the wealthy countries of the world have an opportunity to change everything, to eliminate the most oppressive poverty from the face of our planet...yet we have not done enough.

Bhumi has put together this seventh annual Guide to International Development because we believe that Harvard is one of the best places to begin learning about these issues and to work with faculty and peers to seek solutions. We hope that this guide will help those students already interested in International Development to navigate the wealth of resources at the University and beyond. Additionally, it is our hope that this guide will provide those not already familiar with these issues with the opportunity to become involved and to learn more.

Bhumi believes that as members of a world community, we have a responsibility to address the issues of poverty, hunger, environmental degradation, access to health resources, and human rights that face people around the globe. We are fortunate to live in an age in which we can reach across geographical, ethnic, and cultural barriers to order to work together to overcome these most pressing problems. We cannot afford to hesitate or waver in our commitment.

The Center for International Development (CID) at Harvard University is sponsoring this Guide to Studying International Development at Harvard and Beyond as part of its ongoing commitment to involving Harvard students in international development. Since its inception in 1998, CID has created opportunities for students to engage in research, coursework, and overseas field activities in developing countries. This Guide is intended to help students make sense of the many opportunities in international development available at Harvard. While aimed primarily at undergraduates, we think that graduate students will find it useful too. We look forward to seeing you at CID events throughout the year!
CID would like to acknowledge the passion and steadfast commitment of Bhumi in compiling this guide for the seventh year in a row. This booklet would not have been possible without the patience and hard work of Caitlin Fisher.

- CID

Bhumi would like to thank everyone who has worked on past editions of this guide, especially Savanna Lyons, who put together the 2003-2004 edition and who made this year’s job much easier. Thank you to Aimee Pease Fox and Scott Leland at the Center for International Development for your constant support and willingness to help. Thank you as well to Michael Ames at Puritan Press for all your work and input. Special thanks to Dr. David Parker for providing these tremendous photographs from his work abroad.

- Bhumi
Harvard has an impressive number of organizations dedicated to international development issues. The institutes and centers listed here offer grants for travel and research, conduct studies, staff resource libraries, and often sponsor events on campus to promote awareness of the developing world. By drawing together resources and networking individuals with related academic interests, they provide an important resource for students in any discipline. Many of the centers also offer term-time work-study job positions, which are listed at the Student Employment Office.

The student groups at Harvard coordinate a wide array of activities to heighten awareness among students, facilitate volunteerism and advocacy, arrange internships abroad, and assist the broader Cambridge community. Most are happy to welcome new members at any time of the year. Explore the groups on the Internet and contact them through email.
Institutes and Centers

Center for Business & Government at KSG
Established at Harvard in 1982, the mission of the Center for Business and Government at the John F. Kennedy School of Government is to help enrich the School’s curriculum, to do research, and to bring together public and private sector leaders to discuss business-government issues. The Center for Business and Government helps to develop solutions to some of society's most challenging problems at the interface of business and government. In the United States and around the world, we promote economic growth while helping public officials promulgate fair, thoughtful and efficient policies. Bringing together thought leaders from both the public and private sectors, and drawing on the unparalleled intellectual resources of the Kennedy School and Harvard University, the Center examines the issues, creates a dialogue, and seeks answers. The Center focuses on policy-oriented research in a variety of areas including deregulation, information infrastructure policy, environmental economics, business involvement in education, and improving the performance of a market-driven economy while promoting public values and strengthening democratic institutions.

http://www.ksg.harvard.edu/cbg/programs.html
Phone: (617) 384-7329
Email: infocbg@ksg.harvard.edu

The Center for International Development
The Center for International Development (CID), housed at the Kennedy School of Government (KSG), was founded in 1998 to serve as Harvard's primary center for research on sustainable international development. As a University-wide research institution aimed at addressing the challenges of sustainable development, CID exists to help bridge the gaps between disciplines in international development studies by integrating approaches at the cutting edge of the sciences, the social sciences, ethics and politics. The Center pulls together Harvard's top minds to explain the sources of and remedies for entrenched global poverty and the political and environmental circumstances that surround it. Research at CID is conducted within an overall program that addresses the core intellectual challenges of sustainable development. Faculty-based initiatives include programs in Globalization and Development; Malaria and Human Affairs; Political Economy; Sustainable Development; Rule of Law in Political and Economic Development; and Human Resources and Development.

The CID places special importance on student programs. Through research opportunities, seminars, mentoring relationships, and funding for travel, in addition to close ties to the Master’s of Public Administration in International Development (MPA/ID) program at the Kennedy School, the CID invests in the future of global economic development by offering resources to students who will one day be the world’s policy leaders. Undergraduates interested in studying international development may become involved with the CID through the Undergraduate Student Associates Program (see section on Student Groups).

http://www.cid.harvard.edu
Contact: Aimee Pease Fox
Phone: (617) 496 - 7413
Email: aimee_fox@harvard.edu
Center for Population and Development Studies
The Harvard Center for Population and Development Studies, founded in 1964 as part of the Harvard School of Public Health, studies broad policy questions involving population, resources, health, and the environment. The mission of the Center is to promote cross-disciplinary research on critical issues of population, health and development that will advance the well-being of the global poor. The Center’s research activities especially concern economic, political, and ethical questions related to three key areas: population policies and reproductive health, access to medicines in the developing world, and the neglected health problems of the global poor.

As a university-wide establishment, the Center attracts scholars from all parts of the world for the engagement of public health and social science. The Center also serves as the School of Public Health’s gateway to the Harvard main campus, bringing public health issues to greater attention in the University community. Additionally, the Center acts as an in-town retreat for engagement on critical issues of population and health, for international gatherings of scholars, practitioners, and policymakers from universities, international agencies, governments, and NGOs. The Center’s activities are organized through faculty working groups, fellowship programs, seminars and courses, doctoral student research, and international workshops.

http://www.hsph.harvard.edu/hcpds/
Phone: (617) 495-2021
Email: cpds@hsph.harvard.edu

Harvard Center for the Environment
The study of the environment quite naturally crosses scholarly disciplines, from the sciences to the humanities, from law and business to ethics and religion. The Harvard University Center for the Environment, established in 2001, provides a focus for interdisciplinary, cross-faculty research and education in the field of environmental studies at Harvard. The Center draws its strength from faculty members and students, and complements the environmental education and research activities of the community of scholars—adding the value of an integrated, collaborative approach to traditional academic pursuits.

The Center's Distinguished Lecture Series by renowned academics and practitioners of environmental science and public policy anchors its public programs. The Center also sponsors a colloquium series and research project events, co-sponsors events with partners across the University, and hosts an annual Symposium on the environment. The Undergraduate Summer Research Fund provides grants to support student summer research related to the environment.

http://environment.harvard.edu/uce/
Email: huce@environment.harvard.edu

Harvard Initiative on Global Health
The new university-wide "Harvard Initiative for Global Health" seeks to create a new generation of leaders for global health and to develop new and innovative solutions to the vital problems of global health. Harvard’s Initiative for Global Health will bridge the gap from basic to applied life sciences, including social, economic, political and ethical issues that influence global health. Current boundaries between disciplines, sectors, institutions and geographic locations must be crossed to enable a meaningful response to these grand challenges. Its aim involves integrating existing activities at different Schools within Harvard and connecting efforts in economics with those in materials science, epidemiology, international policy, or health systems in strategic ways. The Initiative unites education,
research, and global engagement, fueling the inspiration and innovation required to generate
dramatic intellectual progress and practical approaches to global health challenges.

Dr. Christopher J. L. Murray, Saltonstall professor of public policy in the School of Public
Health (SPH), who returned to Harvard last year after spending five years working at the
World Health Organization (WHO) in Geneva, has been chosen by the University to head this
Initiative. Dr. Murray also plans on leading an introductory course in the College titled
"Challenges of Global Health".

www.globalhealth.harvard.edu

Contact: Nell Perlmutter
Email: nperlmut@camail.harvard.edu

Hauser Center for Nonprofit Organizations
The Hauser Center, an interdisciplinary research institution based in the Kennedy School,
aims to create an academic focus at Harvard on the nonprofit, voluntary sector as a vital
contributor to the welfare of both the domestic and the international community. The Center
seeks to expand understanding and accelerate critical thinking about civil society among
scholars, practitioners, policy makers and the general public. It does this by encouraging
scholarship, developing curriculum, fostering mutual learning between academics and
practitioners, and shaping policies that enhance the nonprofit sector and its role in society.

The Center conducts research on topics ranging from nonprofit management to philanthropy
to religion and public life, and publishes an annual Nonprofit Course guide for Harvard
students as well as series of books, working papers and teaching cases. It offers a
concentration in nonprofit organizations for degree-program students at the Kennedy School,
and cooperates with the other schools to help create a comprehensive course of study
available to students across the University. A non-circulating collection of core literature and
other resources related to nonprofit and philanthropy studies is available for student use in the
Hauser Center reading room on 5 Bennett St. Consult the website for student research
opportunity postings.

http://www.ksg.harvard.edu/hauser/
Phone: (617) 496-5675
Email: Hauser_Center@harvard.edu

Office of International Programs
The OIP serves as the central location for the coordination of information and processes
related to study abroad. The mission of the Office of International Programs (OIP) is to
introduce students to the possibilities of the world "beyond the college walls." Their aim is to
help ensure that some type of international experience - whether study, research, or volunteer
or paid work - is part of the education of every Harvard student. Students are encouraged to
visit the office and browse the available resources as soon as they have any sense that they
might wish to study away. This visit can begin with a visit to the website. There are also
advisers at the Office who are available to help students to focus their search.

http://www.fas.harvard.edu/~oip/
Contact: Jane Edwards, Director
Phone: (617) 496-2722
Email: oip@fas.harvard.edu
Weatherhead Center for International Affairs
The Weatherhead Center is the largest international research center within Harvard’s Faculty of Arts and Sciences. Comprised of a diverse community of scholars and practitioners of international relations, it bases its wide array of seminars, research programs, workshops, and conferences on the idea that knowledge is a combined product of both individual academic research and sustained dialogue among scholars and nonacademic experts. The Center’s research programs deal with international conflict analysis and resolution, justice in times of transition, nonviolent sanctions and cultural survival, and the performance of democracies. Series of seminars cover topics such as Africa, ethics and international affairs, South Asia, and US foreign policy.

The WCFIA runs a number of programs for undergraduates. The Undergraduate Student Council organizes a Fall open house, a career-orientation event, regional studies panels, study groups, and more (see section on Student Groups). Summer travel grants are awarded to undergraduates who plan to conduct thesis research on topics related to the core interests of the Weatherhead Center. Independent Project Grants are available to help fund on-campus projects such as speaker series or conferences which will benefit the undergraduate community (see section on Funding). Undergraduates can also attend thesis workshops and become assistants to members of the Fellows Program (including diplomats, politicians, military officers, journalists, civil servants, and NGO officials) through the Undergraduate Research Associates program.

http://www.wcfia.harvard.edu
Contact: Clare Putnam  (617) 495-9899
Phone: (617) 495 – 4420
Email: cputnam@wcfia.harvard.edu

Country-Specific Organizations:

AFRICA

Committee on African Studies
The Committee on African Studies is a multidisciplinary group of scholars appointed to coordinate teaching and research on Africa within Harvard. It sponsors lectures, conferences, films, and exhibitions, including the Harvard Africa Seminar, and offers summer travel grants for senior honors thesis study and graduate dissertation research in sub-Saharan Africa. In place of its former Certificate in African Studies program, which is being phased out, the Committee is now cooperating with the African and African American Studies department to make available in 2004-2005 a new African Studies track in the African and African American Studies concentration.

The Committee maintains a website with information on Africa-related University events, resources, programs, and courses as well as extensive Africa-related links and a guide to study and travel opportunities worldwide. It also publishes a weekly email calendar of events. Students may visit the Committee on African Studies website or contact the African and African American Studies department to learn more about the new African Studies track as well as the general restructuring of African studies resources now taking place at Harvard.

www.fas.harvard.edu/~cafrica
Contact: Dr. Rita M. Breen, Executive Director
Phone: 495-5265  Email: cafrica@fas.harvard.edu
ASIA

The Asia Center
While Harvard has many programs specializing on individual countries in Asia, the task of the Asia Center is to promote the study of the region as a whole and of issues that cut across the national boundaries within Asia. As a University-wide institution, the Center unites Harvard's several faculties and schools together in the study of Asia, fostering cooperative efforts and coordinating a varied program focusing on international relations and comparative studies of Asian countries and regions. The Center also serves as a meeting ground where leaders from Asia and elsewhere may gather to discuss issues of common concern.

During the academic year, the Asia Center oversees more than 100 lectures, seminars, workshops and conferences on contemporary and historical topics ranging from the current economic crisis in Asia to matters of international security. In addition, the Center hosts senior academic and government delegations. The Asia Center has also continued to administer and expand programs providing fellowship and grant assistance for undergraduate and graduate students and faculty in Asia related fields, as well as outreach programs reaching audiences ranging from primary school students to CEOs.

The Program on Central Asia and the Caucasus
The Program on Central Asia and the Caucasus, a joint effort of the Davis Center for Russian and Eurasian Studies, the Center for Middle Eastern Studies, and the Asia Center, supports the interdisciplinary study at Harvard of all of Central Asia, particularly the newly independent, former-Soviet Central Asian republics and their neighbors. For students interested in international development in Central Asia, the Program offers the opportunity for students to participate in courses, collaborative research, and seminars. In connection with Program activities, students have worked on issues ranging from the environment (e.g., the desiccation of the Aral Sea), to civil society development (e.g., the role of traditional institutions such as the mahalla), to the development of NGOs. Regular events include the Central Asia and Caucasus Seminar (a public lecture series on topics ranging from culture and society to politics) and the Central Asia Working Group (A weekly forum for discussion of student and faculty projects on Central Asia). The program also operates email newsletters, hosts visiting scholars, and staffs a Program Office where students may gather resources and advice relevant to Central Asian studies.

Fairbank Center for East Asian Research
The Fairbank Center for East Asian Research, founded in 1955, facilitates interdisciplinary training and research on East Asia, particularly on modern China, including Taiwan as well as the mainland. The Center aids scholarly exchanges among Harvard faculty and students, other China specialists in the New England area, and a large number of visitors—both short and long term—from Asia and elsewhere. In addition to a very active series of ongoing workshops and seminars (ranging from current events to cultural studies), the Center sponsors annual
conferences, lectures, and other special events, and staffs an extensive library. The Fairbank Center offers travel grants, research grants, and essay prizes for undergraduates.

www.fas.harvard.edu/~fairbank
Phone: (617) 495 - 4046
Email: fairbank@fas.harvard.edu

Harvard-Yenching Institute
The Harvard-Yenching Institute is a non-profit foundation dedicated to the advancement of higher education in the humanities and social sciences in East and Southeast Asia. Since the 1950s, the Institute's main activity has been to offer fellowships for overseas study and research to younger scholars on the faculties of leading East and Southeast Asian universities. Currently the Institute's three fellowship programs primarily support Asian doctoral candidates seeking to do research in the United States, both at Harvard and at other universities around the country. The Institute also initiates programs designed to foster dialogue in the humanities between U.S. and Asian scholars and non-scholars. It also encourages collaborative research projects between Harvard faculty and Asian scholars by supporting the Coordinate Research Scholars Program.

The Institute supports East Asian studies at Harvard by contributing to the Harvard-Yenching Library, publishing of the Harvard Journal of Asiatic Studies, and collaborating with the Asia Center to produce Harvard-Yenching Institute Monograph Series (a collection of books on East Asian history and literature). It also offers fellowships for study abroad in China and Korea, open to rising Harvard seniors, graduating seniors and graduate students.

www.harvard-yenching.org
Phone: (617) 495-4050
Email: yenching@fas.harvard.edu

Korea Institute
The Korea Institute is Harvard's only non-departmental entity for the support and development of Korean studies at the university. The Institute provides a structure for scholars from around the world to conduct research at Harvard on many diverse aspects of Korea. In addition to hosting special cultural events throughout the year, it sponsors the bimonthly Korea Colloquium, which brings national and international scholars to Harvard to present and discuss their current work on Korea. It also hosts the Current Affairs Forum, which brings to campus non-academic speakers from many different countries and occupations to give presentations on current topics of interest concerning Korea. The Institute provides summer travel grants for Harvard undergraduates and master's candidates and as well as fellowships and dissertation grants for graduate students.

www.fas.harvard.edu/~korea
Phone: (617) 496-2141
Email: korea@fas.harvard.edu

Center for Middle Eastern Studies
The Center for Middle Eastern Studies serves Harvard as the coordinating body and the primary source of additional support for the various academic programs that cover the vast region from Morocco and North Africa to Turkey and Iran. The Center itself offers a rich and varied annual program of lectures and seminars, houses several research projects (notably Moroccan Studies and the Iranian Oral History Program), and a small reference collection, hosts scholarly conferences, serves as a center for scholarly interchange in New England, supports and administers a monograph series, and helps to ensure coverage of important fields
The David Rockefeller Center for Latin American Studies
Since 1994, The David Rockefeller Center for Latin American Studies (DRCLAS) has worked to increase public and scholarly understanding of the cultures, histories, environment and contemporary affairs of Latin America. The Center supports research and teaching on Latin America and related fields such as Iberian and Latino studies throughout the University, organizing projects and programs that draw on the human and material resources of the Harvard community to address scientific, scholarly, and public issues. The activities of DRCLAS include Tuesday seminars on contemporary Latin American issues, the Latin American / Latino Arts Forum, various public conferences, and a substantial series of events, seminars, and conferences organized by regional focus. Students may consult the monthly online and print newsletter “DRCLAS Dates” for a complete calendar of Latin America- and Latino-related events, both at the Center and in the surrounding community.

For undergraduates, the Rockefeller Center facilitates summer internship opportunities abroad, organizes study abroad programs, gives travel grants, runs a “Career Conversations” panel series, and offers term-time and summer employment in its own office. It also awards the Certificate in Latin American Studies to seniors who have completed an approved course
of study. Students interested in Latin America can explore a wealth of information and resources at the Center’s 61 Kirkland Street office, subscribe to one of the Center’s numerous publications, or apply to join the Student Advisory Board (see section on Student Groups).

http://www.fas.harvard.edu/~drclas
Contact: Erin Goodman, Student Services Coordinator
Phone: (617) 496-9153
Email: egoodman@fas.harvard.edu

EUROPE

The Davis Center for Russian and Eurasian Studies
The Davis Center for Russian and Eurasian Studies is Harvard’s center for interdisciplinary research and study of Russia and the countries surrounding it. The Center’s over 200 affiliates work in disciplines ranging from anthropology to sociology, and have regional interests spanning virtually all of Russia, Eastern Europe, and Central Asia. The primary objectives of the Davis Center are to participate in the development of resources related to Russia and adjacent regions of Europe and Asia, to provide direct services that allow scholars to make effective use of them, to create an environment that encourages intellectual exchange and innovation, and to promote the training of graduates and undergraduates in the field. Undergraduate students interested in Russian and Eurasian studies may apply for research travel grants and participate in the annual Undergraduate Colloquium on Russian and Eurasian Studies.

http://daviscenter.fas.harvard.edu/
Phone: (617) 495 - 4037
Email: daviscrs@fas.harvard.edu

Ukrainian Research Institute
Founded in June 1973, the Ukrainian Research Institute at Harvard serves as a focal point for graduate and undergraduate students, fellows, and associates pursuing research in the Ukrainian language, literature, and history, as well as in anthropology, archaeology, art history, economics, political science, sociology, theology, and other disciplines. The Institute holds a weekly seminar in Ukrainian Studies during the academic year, and organizes symposia and conferences on a variety of related topics. Working with the University library system, the Institute has helped to create the Ukrainian Studies Library—one of the largest collections of Ukrainian materials in the West— which includes reference materials, periodicals, and other resources housed in Widener library and other specialized locations around campus. The Institute publishes the Harvard Ukrainian Studies journal (founded in 1977) as well as an extensive series of book publications, and coordinates the Harvard Ukrainian Summer Institute, which offers a variety of language and humanities courses through the Harvard Summer School. Check the website for a comprehensive listing of summer and exchange programs, research opportunities, language programs, organizations, and other valuable resources connected with Ukrainian studies.

www.huri.harvard.edu
Phone: (617) 495 - 4053
Email: huri@fas.harvard.edu
Student Groups

Because student organization websites are not always kept up to date, generally the best way to learn more about a group is to contact its leadership. Most groups are glad to receive newcomers throughout the year.

Harvard Friends of Amnesty International

Harvard Friends of Amnesty International is an organization that campaigns to free all prisoners of conscience, to ensure fair and prompt trials for political prisoners, to abolish the death penalty, and to end torture, political killings, and “disappearances.” It works to promote all the human rights enshrined in the Universal Declaration of Human Rights and other international standards (see Amnesty International description under NGOs with Local Offices). Activities include letter writing, petitioning, and raising campus awareness of human rights.

[link]
Email: amnesty@hcs.harvard.edu

Bhumi: The International Development Group

Bhumi, founded in 1996 by a group of Harvard undergraduates, serves to engage students with issues such as public health, natural resource management, and human rights in developing communities around the world. It has chosen to work with small-scale, localized projects as opposed to large international development programs, which may prove more effective in positively reshaping communities. Through its summer internship program with grassroots organizations in the developing world, Bhumi encourages students to gain a deeper understanding of development problems through hands-on experience, and to promote greater awareness of the issues in the local community. Bhumi has also expanded its on-campus activities by the publication of this booklet, by distributing a weekly email newsletter of development events on campus, and by organizing speakers and events on community development issues.

[link]
Email: bhumi@hcs.harvard.edu

Bridge Builders

The CID supports a student-run conference called Bridge-Builders: Twenty-First Century Leadership in International Development. The mission of this conference is to engage grassroots leaders, students, faculty members, and policy makers in dialogue to establish more informed decision-making in development policy and community organizing. This conference provides students with the opportunity to meet and hear the grassroots stories of indigenous "bridge-builders" from countries such as India, Kenya, Benin, Bolivia, Ecuador, Colombia, Australia, and the United States. It strives to give bridge builders the chance to tell their stories and to be recognized for their skills and strengths and struggles, and aims to validate and empower them. Some of the primary goals of the conference include informing Harvard students about deep grassroots projects to which they have limited access, and to create increased visibility of indigenous leaders, and development issues; to teach students how to integrate indigenous voices within the policy process; and to create dialogue between students, faculty, and bridge-builders in order to help one another better understand where the
other is coming from. Students interested in indigenous leadership in international development, grassroots organizing, and social justice movements are encouraged to contribute to the conferences.

www.bridgebuilding.org/2004/conference/index.html
Email: info@bridgebuilding.org

CID Undergraduate Associates Program
The Center for International Development created the CID Undergraduate Associates Program to stimulate Harvard students’ interest in international development and provide the means to further it—through research opportunities, mentoring relationships, seminars, and funding for travel.

The Associates Program has three components: a discussion series, course work and a senior thesis. In order to successfully complete the Program, students participate in a semester-long CID discussion series, pursue an approved course of study as part of their work toward degrees in their concentration, and write an honors thesis on a topic related to international development. The graduating CID Associate who writes the best thesis is awarded the CID Thesis Prize. In addition, CID undergraduate Associates are offered special access to restricted CID events and are given priority for summer funding and internships.

www.cid.harvard.edu/cidstudents/ugfellows.htm
Contact: Aimee Pease Fox, Associate Director
Phone: (617) 496-7413
Email: aimee_fox@harvard.edu

The David Rockefeller Center: Student Advisory Counsel
The Student Advisory Board of the David Rockefeller Center for Latin American Studies (see section on Institutes and Centers) exists to strengthen relationships between the Center and the community of Harvard students committed to Latin American academic interests or activities. Board members give crucial insight on how to improve and extend student-related services, and act as liaisons to the student community. Meetings occur 2-3 times a year, and subcommittees are formed to discuss ways to innovate and expand resources and increase involvement. Members serve throughout the remainder of their time at Harvard. When openings are available, applications are reviewed in the fall semester.

http://drclas.fas.harvard.edu/resources/students.html#undergrad
Contact: Erin Goodman, Student Services Coordinator
Phone: (617) 496-9153
Email: egoodman@fas.harvard.edu

Environmental Action Committee (EAC)
The EAC is the umbrella organization for Harvard’s five student-run environmental groups: GreenCampus, Green Cup, The Sierra Student Coalition, EnviroEd, and the Earth Day Committee. Each of the EAC’s “subcommittees” functions independently and deals with a separate set of issues related to environmental sustainability. However, all of the Action Committee’s members often work together to organize events such as the annual Earth Day festival, which is a big celebration of environmental stewardship that’s part of Springfest held along the river. While the EAC is concerned with campus conservation issues, it is equally interested in the bigger picture. This past year, the Harvard EAC co-sponsored the Northeast Climate Conference, in which hundreds of students all around the Northeast converged at Harvard to discuss the problems of climate change. EAC subcommittee members run letter-writing campaigns, educational events, dinner speakers series, elementary school programs, and campus competitions related to environmental issues.
Global Health Student Alliance (GHSA)

GHSA is focused on utilizing innovative science and technology from the labs of Harvard University to benefit humanity through inter-school collaboration at the student level, thereby facilitating the ability to launch nonprofit and for profit corporations with the potential to educate students in the process. For the first year (2003-2004) GHSA focused mainly on getting people up to speed on various research projects relating to global health, helped work on a global health conference which the Harvard Initiative in Global Health (HIGH) ended up hosting, and started to examine various areas at Harvard where technology may exist that could be brought to the developing world to help ease the burden of disease through entrepreneurial ventures. The first instance of this, which the group is using as a model, is the nonprofit Medicine in Need (MEND). MEND was founded by David Darst ’04, Professor Edwards, and five other Harvard students in 2001. You can find more info on it at its web site: www.medicineinneed.org

GHSA’s tasks in achieving their goals include: (i) generating a repository of current global health information; (ii) connecting students with complimentary skills and interests from across the University; (iii) highlighting the critical global health issues which need to be addressed.

Contact: Malini Daniel
Email: mpdaniel@fas.harvard.edu

HACIA Democracy

(Harvard Association Cultivating Inter-American Democracy)

Staffed and administered by 22 Harvard undergraduates, HACIA Democracy was founded to create an educational government simulation that focused on domestic and international issues in the Americas. A distinguished advisory board of Harvard faculty and experts in the field guides the organization. The Harvard staff works together with host country schools and institutions to plan the Summit of the Americas conference. This is a collaborative arrangement between university and high school students, unique among government simulation conferences. Just two years ago, HACIA expanded its presence on campus with the inception of the Harvard Democratic Forum, through which students at Harvard get the opportunity to meet and debate with leaders and statesmen from around the Americas.

http://hcs.harvard.edu/~haciadem
Email: haciadem@hcs.harvard.edu

Harvard AIDS Coalition

The Harvard AIDS Coalition (HAC) is the founding chapter of the Student Global AIDS Campaign (SGAC), an international student network of AIDS activists striving for an end to the global pandemic. HAC has organized many events, including a rally for AIDS funding and treatment access that achieved local and national media attention; a letter-writing campaign to Congress that generated 1500 pieces of mail to Washington; and an activist training conference for students starting SGAC chapters from more than 20 colleges in the region. The HAC is committed to informed activism to reform foreign policy regarding the world’s greatest development crisis.

http://www.people.fas.harvard.edu/~wikler/
Contact for HAC: Sarika Bansal
Email: bansal@fas.harvard.edu  
Student Global AIDS Campaign: www.stopglobalaids.org  
Phone: (617) 354-2968

Harvard International Relations Council
The largest entirely student-run organization on campus, the Harvard International Relations Council, or IRC, serves as the umbrella organization for five programs, all designed to promote international awareness and education:

- Harvard Program for International Education: a public service program dedicated to educating local high school students about current, controversial issues in international relations.
- Harvard Intercollegiate Model United Nations: a program that sends undergraduate students at Harvard to national Model United Nations conferences to serve as delegates.

Just this past year, the IRC joined forces with the Weatherhead Center. The IRC now works with the research institute to host a number of new events, including an international health and public policy forum and an international relations week. As part of the new arrangement, the Weatherhead Center’s 12-person student council has dissolved, and its members are now part of the IRC.

www.harvardirc.org  
Email: hirc@hcs.harvard.edu

Harvard Project for Asian and International Relations
The Harvard Project for Asian and International Relations (HPAIR) organizes an annual conference at a rotating site in Asia that brings together top university students from around the world to discuss critical issues of the region and in international relations. The Harvard Project for Asian and International Relations provides a unique opportunity for students from across Asia and around the world to actively participate in exchanges on the issues that will shape Asia’s future. An integral component of HPAIR conferences is the in-depth research conducted by HPAIR officers on key issues facing the Asia-Pacific region, resulting in a research briefing that is distributed to delegates to the conference before they arrive.

www.hpair.org  
Email: hpair@hcs.harvard.edu

Harvard Public Service Network
HPSN offers a wide range of public service-related resources for all students interested in issues such as urban poverty, disaster relief, affordable housing, environmental quality, and more. The website gives links to Harvard student groups as well as Boston area nonprofits and public service institutions, many of which work on international issues. Visitors to the site will also find info on funding, nonprofit job searching, summer work opportunities with...
HPSN, archived public service newsletters (sign up to receive the newsletters by email) and more. A library of hardcopy materials related to topics such as international public service is also available in the Shepard Library Room on the second floor of Phillips Brooks House. HPSN is administrated in part by the Harvard Standing Committee on Public Service, which oversees all authorized volunteer and public service activities at the College (more information on the Committee can be found on the HPSN website).

http://www.fas.harvard.edu/~pbh/psn/

**Harvard-Radcliffe Friends of the American Red Cross**

Friends of the American Red Cross is a volunteer organization through which students and affiliates of Harvard assist in and learn about the public service and public awareness functions of the American Red Cross. Volunteers organize Standard First Aid and CPR classes, staff a Disaster Relief Team, and run a food pantry. Although most of the service activities of the organization are local in scope, it operates in close conjunction with the more nationally- and internationally-focused American Red Cross of Massachusetts Bay.

http://hcs.harvard.edu/~redcross/

Email: redcross@hcs.harvard.edu

**Harvard World Model United Nations**

WorldMUN is a simulation of multilateral diplomacy, which brings together students from throughout the world to debate pressing global issues. Each year, 800 university students gather in a different city for a five-day conference during which they negotiate on issues ranging from anti-terrorism to climate control. Previous locations for the conference have included Istanbul, Heidelberg, Athens, Budapest, Belo Horizonte, and Cambridge. Last year’s session of WorldMUN was held in Sharm El-Sheikh, Egypt, and the 2005 conference is scheduled to be held in Edinburgh, Scotland.

www.worldmun.net

Email: worldmun@hcs.harvard.edu

**Impact**

Impact is an independent organization of Harvard students committed to providing emergency relief and promoting education, health, and sustainable development by raising funds for grassroots projects in developing countries. Impact feels strongly that indigenously established development agencies meet with greater success than those established by foreign agency alone. In 2004, the organization held fundraising events to help sponsor a number of programs, including a learning center and central library in Gambia, and the construction of houses in a community in Matagalpa, Nicaragua, to create healthier living conditions. Impact also works to raise student awareness of development issues by presenting films and speakers on campus.

www.hcs.harvard.edu/~impact

Email: impact@hcs.harvard.edu

Contact: Matthew Krueger (mkrueger@fas.harvard.edu)

**Social Enterprise Club**

The Social Enterprise Club (SEC) was founded to promote awareness about the dynamic and fast-growing field of Social Entrepreneurship. By breaking down the common misconception that business and community service are mutually exclusive, the Club strives to engage undergrads in thinking about new and innovative solutions that integrate both in order to generate powerful answers to society's problems. The SEC organizes a speaker series, panel discussions, and case study discussions; it has established a Resource Center offering
information about internships and opportunities as well as initiatives, professors, tutors and student leaders on campus who have an interest and experience in Social Enterprise. Though the focus of the Club is primarily domestic, international issues and enterprises often take center stage in SEC forums. In the spring 2004, the SEC held a “Venture Good” contest for undergraduate and graduate students. This competition was based on generating ideas – and ultimately real ventures – that use the power of the market to do "good" for the world, and the winner was awarded a stipend.

www.hcs.harvard.edu/~sec
Email: sec@hcs.harvard.edu

Students of Operation Smile (SOS)
SOS is a group dedicated to alleviating the medical needs of children who live in third world countries and have physical deformities. Members participate in a range of activities from fundraising and publicity to visiting local schools and establishing contacts with school nurses. Harvard and Radcliffe SOS (HRSOS) supports Operation Smile International, a non-profit organization which sends medical missions to 13 different countries to provide reconstructive surgery for children, most notably children with cleft lips, cleft palates, and clubbed feet. HRSOS also sponsors the Cambridge public outreach program, which identifies children in need of reconstructive surgery.

www.hcs.harvard.edu/~hrsos
Email: hrsos@hcs.harvard.edu
Non-governmental organizations (NGOs) play an important role in the field of development; they offer both information and possibilities for direct involvement in international development projects. This section of Thinking Global lists a variety of organizations offering informational resources to students, volunteers, and the public. Many offer internships or employment opportunities. Contact them to find out more, or check the "Real World Experience" section of this guide for details on job and volunteer opportunities with organizations around the globe.

There are numerous NGO offices based in the Boston area, and the usefulness of these should not be overlooked. They may be able to offer term-time volunteer opportunities, networking assistance, cooperation in projects, and, perhaps most importantly, person-to-person contact with potential employers or organizing staff. The web, of course, is a terrific source of information as well. As you will find out, many of the sites included here are quite comprehensive in the depth and quality of the resources they offer.
NGO’s with Boston Offices

**Amnesty International**  
**[www.amnestyusa.org](http://www.amnestyusa.org)**  
Founded in 1961, Amnesty International is a Nobel Prize-winning grassroots activist organization with over one million members worldwide. Amnesty International is dedicated to freeing prisoners of conscience, gaining fair trials for political prisoners, ending torture, political killings and “disappearances,” and abolishing the death penalty throughout the world. To see a sampling of ongoing Amnesty events in the northeast, see [http://www.amnestyusa.org/events/northeastern](http://www.amnestyusa.org/events/northeastern).

**Email:** aiusane@aiusa.org  
**Address:** 58 Day Street, Davis Square/ Somerville, MA 02114 (NE Regional Office)

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**CARE**  
**[www.careusa.org](http://www.careusa.org)**  
Founded in the aftermath of World War II to help Americans send CARE packages to survivors of the conflict in Europe and Asia, CARE is one of the world’s largest private international relief and development organizations. It is a leader in sustainable development and emergency aid, reaching tens of millions of people in more than 60 countries in Africa, Asia, Europe, and Latin America.

**Email:** info@care.org (general) gupta@ny.care.org (for NE volunteer opportunities)  
**Phone:** (617) 338-6400 37  
**Address:** Temple Place, 3rd Floor/ Boston, MA 02111

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**Cultural Survival**  
Cultural Survival is a small, Cambridge-based NGO that advocates the rights, voice and vision of indigenous peoples. CS believes that indigenous peoples should be able to determine their own futures on their own lands. Through its website and publications, student conferences and educational outreach, CS draws attention to the issues confronting indigenous peoples, and promotes the cause of self-determination. Cultural Survival’s projects emphasize the need to build partnerships with and between indigenous peoples to address questions such as: the possibility of reconciling economic development and human rights in an era of globalizing capitalism; the prospects for multiculturalism in pluriethnic societies; and the rethinking of the twentieth century state.

**Email:** culturalsurvival@cs.org  
**Phone:** (617) 441-5400  
**Address:** 215 Prospect Street/ Cambridge, MA 02139 (Main office)

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**EcoLogic**  
**[www.ecologic.org](http://www.ecologic.org)**  
EcoLogic, founded in 1993 as a non-profit organization, is dedicated to sustainable development and biodiversity conservation. EcoLogic's programs address the socio-economic causes of biodiversity loss—namely inequality and poverty in Latin America. They strive to promote sustainable development and biodiversity protection in the ecological corridor that connects the Mayan forests of southern Mexico to the lowland forests of Panama, as well as
other "hotspots" in Latin America where ecosystems are at risk. EcoLogic, together with their partner organizations, also strives to present rural, underserved communities with sustainable economic opportunities that improve their quality of life and reduce pressures on the environment. EcoLogic's programs pose alternatives to environmental destruction by promoting local, community determination in the control of their natural resources.

Email: info@ecologic.org
Phone: (617) 441-6300
Address: 25 Mount Auburn Street, Suite 203 Cambridge, MA 02138

Habitat for Humanity (HFH)  __________ www.habitat.org  
(www.habitatboston.org)

Habitat is a nonprofit, nondenominational Christian housing organization that welcomes all volunteers. Since 1976, Habitat has built more than 100,000 homes in 79 countries. Houses are built by volunteers under trained supervision and sold at no profit to people in need of affordable, decent housing. The international Partners Program (IP) supports long-term volunteers who live and work in Africa, the Middle East, Asia and the Pacific, Latin America, the Caribbean, Europe, and the former Soviet Union. IP volunteers help develop new programs, plan special events, and administer existing programs; they commit to a minimum of three years and receive a stipend, health insurance, housing, and other benefits. HFH Boston has built or renovated over 30 homes in Dorchester and Roxbury.

Email: volunteers@habitatboston.org
Phone: (617) 423-2223
Address: 273 Summer Street, 3rd Floor / Boston, MA 02210 (Greater Boston office)

John Snow International (JSI)  __________ www.johnsnow.org/

JSI is dedicated to improving the health of individuals and communities in the United States and around the world. Headquartered in Boston, Massachusetts, JSI, and its affiliated organizations, provide high-quality technical and managerial assistance to public health programs worldwide. JSI’s goal is to build local capacity to address critical health problems. JSI collaborates with local partners to assist countries, governments, communities, families, and individuals to develop their own skills and identify solutions that meet their public health needs. JSI has implemented projects in 84 countries in Africa, Asia, the Caribbean, Central Asia, Eastern Europe, Latin America, the Middle East and North America. Working in partnership with national experts, organizations and governments, JSI's multidisciplinary staff strives to make quality, accessible health care a possibility for children, women, and men worldwide.

Email: jsinfo@jsi.com
Phone: (617) 482-9485
Address: 44 Farnsworth Street, Boston, MA 02210-1211

Management Sciences for Health on the Frontier  __ www.msh.org

Management Sciences for Health (MSH), founded in 1971, is a private, nonprofit educational and scientific organization that works collaboratively with health care policymakers, managers, providers, and consumers to help to close the gap between what is known about public health problems and what is done to solve them. MSH's commitment to improving public health is based on the belief that health, more than any other factor, determines a community's quality of life. To develop and prosper, community members must have access
to basic health services. In addition, they must trust that these services will be available to them in the future. MSH seeks to increase the effectiveness, efficiency, and sustainability of health services by improving management systems, promoting access to services, and influencing public policy.

Email: development@msh.org
Phone: (617) 524-7799
Address: 165 Allandale Road, Boston, Massachusetts 02130 (Headquarters)

**Oxfam America (OA)  [www.oxfamamerica.org]**

OA is a member of the Oxfam International group of non-government organizations dedicated to creating long-term solutions to hunger, injustice, and poverty around the world. Oxfam America provides lifesaving emergency response measures, support for long-term community development, and advocacy for government policies supportive of sustainable development. Oxfam accepts interns or volunteers at its Boston and Washington D.C. offices; individuals can also help organize educational and fundraising events through the *Fast for a World Harvest* campaign, which is one of the oldest and largest anti-poverty campaigns in the U.S.

Email: info@oxfamamerica.org (general)
For volunteer/internship opportunities contact: Diana Hughes, helpinghand@oxfamamerica.org
Phone: 1-800-77-OXFAM
Boston: (617) 482-1211
Address: 26 West Street/ Boston, MA 02111 (Main Office)

**Partners in Health (PIH)  [www.pih.org]**

Partners in Health is an NGO committed to improving health in poor communities. Working with community-based organizations to improve the well-being of people struggling against poverty, PIH offers technical and financial assistance to partner projects in Haiti, Peru, Mexico, Russia, Guatemala, and the United States. The goal of these partnerships is neither charity nor development, but “pragmatic solidarity”—a commitment to struggle alongside the poor against the economic and political structures that create their poverty. PIH offers internships, fellowships, and volunteer opportunities in their Boston office and, occasionally, abroad.

Email: info@pih.org
Phone: (617) 432-5256
Address: 641 Huntington Avenue, 1st Floor / Boston, MA 02115 (Main office)

**Peace Corps  [www.peacecorps.gov]**

The Peace Corps has sent over 163,000 volunteers to 135 nations since 1961. They work in the areas of education, business, the environment, agriculture, health and nutrition, and community development. Volunteer assignments are two years plus three months of in-country training. Volunteers receive a stipend, medical and dental care, and a readjustment allowance. The Boston Regional Office serves the whole northeast; they keep a list of local volunteer opportunities in education, health, construction, and the environment that can help prepare you for “the toughest job you’ll ever love”.

Email: boston@peacecorps.gov
Phone: (617) 565-5555
Address: 10 Causeway Street, Room 450 / Boston, MA 02222 (NE Regional office)
The American Red Cross  ________ www.bostonredcross.org
The American Red Cross works with a global network of Red Cross, Red Crescent and equivalent societies to restore hope and dignity to the world’s vulnerable people. The purpose of the Red Cross movement is to bring emergency relief to disaster victims and to improve basic living conditions of those in chronically deprived areas of the world. Through the Red Cross, individuals can donate blood, receive training in CPR and first aid, join disaster response teams, or become involved in local health- and safety-related projects. All volunteer assignments, both local and international, are arranged through the network of local Red Cross offices.

Email: MassBayPR@usa.redcross.org
Phone: (617) 375-0700
Address: 285 Columbus Avenue / Boston, MA 02116-5114

The Sierra Club  __________ www.sierraclubmass.org
The Sierra Club is a non-profit public interest organization that promotes conservation of the natural environment by influencing public policy decision. The club deals with local, national, and international environmental issues. Its Responsible Trade, Global Population, and Human Rights and the Environment campaigns are all particularly concerned with international sustainability and social justice issues. Part of the Human Rights and Environment campaign involves a partnership with Amnesty International to protect the human rights of environmentalists worldwide. In addition to working directly with the Club, students can volunteer nationwide or intern in D.C. for the Sierra Student Coalition. This is the student arm of the Sierra Club, which runs campaigns addressing globalization and fair trade issues as well as conservation. Visit the site for information about outings and meetings, newsletters, and current issues.

Email: office@sierraclubmass.org
Phone: (617) 423-5775
Address: 100 Boylston Street, Suite 760 / Boston, MA 02116 (MA state office)

The United Nations Association of Greater Boston  ___ www.unagb.org
The United Nations was founded on October 24, 1945 by 51 nations committed to preserving peace through international cooperation and collective security. Through more than 30 affiliated organizations, the UN works to promote human rights, protect the environment, fight disease, foster development, reduce poverty, and fight drug trafficking and terrorism. The UN and its agencies also assist refugees, clear landmines, help improve the quality of drinking water, expand food production, make loans to developing countries, and help stabilize financial markets. The UN Association of Greater Boston (UNA-GB) is dedicated to improving awareness of the UN and its specialized agencies among the public. Membership in UNA-GB, which is discounted for students, provides you with opportunities to become involved in local, national, and global community matters, and to participate in speaker programs, conferences, and other events. UNA-GB also accepts interns to assist in educational programming.

Email: info@unagb.org
Phone: (617) 482-4587
Address: 1 Milk Street / Boston, MA 02109 (UN Association of Greater Boston)
World Education

World Education is dedicated to improving the lives of the poor through economic and social development programs. World Education provides training and technical assistance in non-formal education across a wide array of sectors. World Ed has worked in over 50 countries in Asia, Africa, and Latin America, as well as in the United States. It is well known for its work around the globe in environmental education, community development, maternal and child health, school governance, integrated literacy, small enterprise development, HIV/AIDS education and prevention and care, and refugee training. It also works to strengthen literacy and adult basic education programs in the United States. World Education promotes local autonomy by partnering with stakeholders to plan and implement their programs for social and economic change, appropriate to the local context and the needs of grassroots constituents. Projects are designed to contribute to individual growth, as well as to community and national development.

Phone: (617) 482-9485
Address: 44 Farnsworth Street, Boston, MA 02210 (Headquarters)

WorldTeach

WorldTeach is a non-profit, non-governmental organization that provides opportunities for individuals to make a meaningful contribution to international education by living and working as volunteer teachers in developing countries. Since its inception, WorldTeach has placed thousands of volunteer educators in communities throughout Asia, Latin America, Africa, and Eastern Europe. Currently, WorldTeach places volunteers in Costa Rica, Ecuador, China, the Marshall Islands, and Namibia. While a fee is ordinarily required for participation in WorldTeach programs, Harvard undergraduates can apply for fully funded internships and fellowships at the Center for International Development. See the WorldTeach website or the Sources of Funding section of this guide for details.

Email: info@worldteach.org
Phone: 1-800-4-TEACH-0 or (617) 495-5527
Address: 79 JFK Street, 4th Floor / Cambridge, MA 02138 (Main Office)
online resources

Included here are a number of development-related websites offering news, reports, databases, networking tools, inspiration, and more. These sites are terrific resources for any kind of formal or informal research on development.

The listings are divided into four sections: News and Information Services, Organizations Offering Online Resources, Governmental and United Nations, and Online Activism/Click-to-Donate.
News Services and Information Centers

The Electronic Green Journal — http://egj.lib.uidaho.edu
Brought to you by the University of Idaho, the Electronic Green Journal is a professional journal that publishes peer-reviewed articles, books, news, and information on current printed and electronic sources concerning international environmental topics.

The Environmental News Network — http://www.enn.com
The Environmental News Network (ENN) is the largest and longest-running source of environmental information and services on the Internet. ENN works closely with leading nonprofit groups, academia, and corporations to maintain and update the site. The site includes feature articles, news, webcasts, chat rooms, forums, polls, and a marketplace. One of the central goals behind ENN is “not [to be] an activist in publication, but instead to try to present information from all sides so our users can make their own decisions”.

Global Issues That Affect Everyone — http://www.globalissues.org
Global Issues is a very informative website, offering information about global issues ranging from geopolitics and the causes of poverty to human rights and the role of women to arms control in developing nations.

The International Development Research Centre — www.idrc.ca
This Centre is a public corporation created by the Canadian government to help communities in the developing world find solutions to social, economic, and environmental problems through research. It features news articles from Reports, a journal covering critical scientific and technological advancements in the developing world that are used to solve social and environmental problems.

The Institute for Development Studies — http://www.ids.ac.uk
The Institute for Development Studies at the University of Sussex, UK is an internationally-renowned center for research and teaching on development, established in 1966. The site contains links to online resources, such as, ELDIS (a gateway to information on development and the environment), the British Library for Development Studies, ID21 (a research reporting service summarizing the latest development research), Bridge (an information and analysis service on development and gender), and other sites. The “info services” section contains links to a spectacular array of database, information and analysis services related to development issues, as well as collaborative research sites where the latest research on many development topics can be found. A superb informational resource!

International Institute for Sustainable Development — www.iisd.org
This Institute advances policy recommendations on international trade and investment, economic policy, climate change, measurement and indicators, and natural resource management. The site includes their annual report and information about the role of business, climate change, communities, natural resources, economic policy, and trade in international development.

The Kaiser Network — http://www.kaisernetwork.org
The Kaiser Network provides up-to-date information on United States health policy issues, including comprehensive coverage of HIV/AIDS-related bills being discussed on Capitol Hill.
U.S. health policy has a profound effect on the rest of the world, setting the bar for international standards. The Kaiser Network keeps the public informed about where that bar might be, helping activists of all ages in their attempt to raise it. Numerous valuable resources offered include, webcasts of significant health policy meetings and hearings, three daily online news reports, a searchable archive of public opinion questions on health issues, a comprehensive calendar of health policy events, and more.

OneWorld is an online community of over 750 organizations covering a wide spectrum of development, environmental, and human rights activities all over the world. Calling itself, “the best, the biggest, and the most up-to-date news and information service for people interested in understanding the real state of the world,” the site contains over 1.5 million pages of text, images, video, and sound and is updated twenty-four hours a day.

ProPoor — http://www.propoor.org
A service offered by the all-volunteer nonprofit CharityFocus, ProPoor is an Internet portal of information on South Asian non-governmental organizations, donors, projects, leaders, jobs, and links. Categories in the searchable list of NGOs and poverty eradication projects include child labor, gender equity, micro-credit, watershed protection, land reform, agriculture, and democracy. The site offers newsletters and magazine clippings, reports, and a discussion forum.

SD Gateway — http://sdgateway.net
The SD Gateway integrates the online information developed by members of the Sustainable Development Communications Network. In addition to over 1200 documents on sustainable development topics, the site contains a calendar of events, a job bank, and a directory of relevant mailing lists, meetings, and news sources.

A comprehensive list of sites dealing with sustainable development maintained by the Center for Economic and Social Studies on the Environment at the University of Brussels. Listings include organizations, projects, electronic journals, and other directories related to sustainable development. The site can be viewed in French or English.

World Volunteer Web — http://www.worldvolunteerweb.org/
Originally established to facilitate the global sharing of information on volunteer activities and issues during the International Year of Volunteers in 2001, this site provides a valuable platform highlighting the contributions of volunteerism to economic and social development worldwide. Mandated by the United Nations and maintained by UN volunteers, the site focuses on a wide range of volunteerism-related issues from policy to news and research to personal accounts.
Organizations Offering Online Resources

Ashoka — http://www.ashoka.org
Ashoka is a global not-for-profit organization that finds and supports outstanding individuals with ideas for far-reaching social change. The men and women who become Ashoka Fellows share a strong entrepreneurial character as well as passion for social causes, and have spent many years gathering experience in their fields. Ashoka supports social entrepreneurs through stipends and professional services that allow “Ashoka Fellows” to focus full time on their ideas for leading social change in the areas of education and youth development, health care, environment, human rights, access to technology and economic development. Ashoka has sought out and elected into its fellowship more than 1,400 Fellows in Asia, Africa, Latin America, and Central Europe. At present, it elects more than 150 new fellows each year. The Ashoka website has dozens of reports on their activities and ideas.

B R E A D is a non-profit organization, founded in 2002 dedicated to encourage research and scholarship in development economics. The two main activities so far are conferences and a working paper series. BREAD organizes conferences on development economics with a focus on micro-economic issues, and BREAD publishes a working paper series authored by fellows of BREAD. They are academic papers in development economics. Check out the website for more details.

JustAct is a national student-based non-profit dedicated to fostering democracy and self-representation through a global youth movement comprised and led predominantly by youth from oppressed communities around the world. It is a forum for thousands of young people to address global issues such as hunger, poverty, and social injustice. The site contains resources for student network-building, information on trainings, and a newsletter.

Oxfam Community Aid Abroad — http://www.caa.org.au
Community Aid Abroad is an Australian organization that supports community-based self-help development projects in Aboriginal Australia and around the world, as well as responds to disasters and emergencies. The majority of their work addresses seven themes: human rights, the environment, sustainable agriculture, gender and development, community health, community education, and indigenous peoples. The site contains news and events, advocacy and policy campaigns, ethical business initiatives, and links.

Poverty Action Lab — http://www.povertyactionlab.com/
The Poverty Action Lab, started at M.I.T. in 2003 by three professors, serves as a focal point for development and poverty research based on randomized trials. The objective is to improve the effectiveness of poverty programs by providing policy makers with clear scientific results that help shape successful policies to combat poverty. The Lab works with NGOs, international organizations, and others to evaluate programs and disseminate the results of high quality research. We work on issues as diverse as boosting girls' attendance at school, improving the output of farmers in sub-Saharan Africa, racial bias in employment in the US, and the role of women political leaders in India.
Rainforest Action Network (RAN) — [http://www.ran.org](http://www.ran.org)

The Rainforest Action Network has been working to protect tropical rainforests and the human rights of those living in and around those forests. Ran seeks to bring the plight of the rainforests to public attention through education, communication, and direct action. The site contains information on rainforests, RAN’s current campaigns, and ways you can get involved.

Save the Children — [http://www.savethechildren.org](http://www.savethechildren.org)

Save the Children is an international organization dedicated to working with families “to define and solve the problems their children and communities face”. The group focuses on helping families to achieve self-sufficiency in areas of education, health, and economic opportunities. Begun in 1932, Save the Children has evolved into a leading international relief development organization.

Student Global AIDS Campaign — [http://www.fightglobalaids.org](http://www.fightglobalaids.org)

The Student Global AIDS Campaign (SGAC) was founded in 2001 at Harvard as a way to mobilize students as activists in the fight against global AIDS. With a network of students at over 215 high schools, colleges, and graduate schools worldwide, the SGAC has already made its presence felt through protests, letter-writing, and lobbying on Capitol Hill. The organization, although a branch of Global Justice, is served by a student board, and many of its members are Harvard students.

Photograph by Dr. David Parker
Governmental and United Nations Program Sites

**United Nations Development Programme (UNDEP) —** http://www.undp.org
The United Nations Development Programme is the UN’s largest source of development assistance and the main body for coordinating its development work. It focuses on issues such as poverty reduction, democratic governance, crisis prevention and recovery, energy and environment, information and communications technology, and HIV/AIDS. The site includes information on UNDP programs and publications as well as a newsletter.

**United Nations Environment Programme (UNEP) —** http://www.unep.org
The UNEP is the UN agency responsible for providing leadership and encouraging partnership in caring for the environment, “enabling nations and peoples to improve their quality of life without compromising that of future generations”. The site contains the program’s publications, as well as information on major world environmental agreements, projects, and events.

The United Nations (International) Children’s (Emergency) Fund addresses children’s and women’s rights, conflicts and disasters, and numerous health issues. The site has statistics, fund-raising campaigns, news and events, publications, and interactive educational “exhibits” for a variety of audiences.

**United Nations Refugee Agency —** http://www.unhcr.ch
The United Nations High Commission for Refugees is mandated to lead and coordinate international action to protect refugees and resolve refugee problems worldwide. Its goal is to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally, or to resettle in a third country. The site contains map-and-text-based information about refugees around the world, photos, a topic-specific database of articles, statistics, publications, and maps.

The U.S. Agency for International Development is the principal U.S. agency to extend assistance to countries recovering from disaster, trying to escape poverty, and engaging in democratic reforms. Among the more useful items available on the site are the USAID policy papers and programs, a brief history of U.S. foreign assistance, transcripts of speeches by senior officials, and phone and email directories.
World Health Organization (WHO) — http://www.who.int
The WHO, a UN agency that carries out programs to control and eradicate disease, promotes technical cooperation for health among nations, and facilitates the setting of global health standards. The site offers many different types of information on diseases and health issues; it contains a searchable library database (WHOLIS), several publications, disease-related geographical and map resources, a vast collection of statistical information on world health and health personnel, and more.
Online Activism and Click-to-Donate

The Hunger Site — http://www.thehungersite.com
The world’s first “click-to-donate” site, the Hunger Site allows you to donate food to people around the world with one click of your mouse. The food is paid for by the site’s sponsors and distributed by Mercy Corps and America’s Second Harvest. To date, more than 300 million cups of staple food funded by the Hunger Site clicks have been distributed around the world. Visitors will also find links to The Hunger Site’s sister sites, including the “shopping village” (www.greatergood.com) where each dollar spent on name-brand items results in donation of one cup of food. Other click-to-donate links include the Child Health Site and The rainforest Site.

PovertyFighters is an organization that provides microloans, rather than grants, to impoverished people around the world. Through partnerships with numerous corporations, non-profits, and governments, PovertyFighters is able to loan out $0.25 for every click on its website. Students can get involved by organizing “click drives” at their schools in order to increase the amount of money that can be loaned out at low interests rates in developing countries. Visitors to the site can also send Internet postcards or peruse publications from the Writing Our World project, which offers an online collection of creative writing by children from all over the world.

The Rainforest Site — http://www.therainforestsite.com
Operated by the same organization as the Hunger Site, this site allows visitors to save an area of the rainforest with the click of a button. Donations are paid for by the site’s sponsors and distributed by the Nature Conservancy. Land preservation, which is paid for by the site’s sponsors and facilitated by organizations such as the Nature Conservancy, is carried out in Ecuador, Mexico, Peru, Paraguay, old-growth forests of Washington State, and at other locations worldwide.
There is little doubt that the most challenging, enriching, and fun part of studying international development is taking one's knowledge out of the classroom and applying it in the real world. Here we have collected a variety of exciting resources to help you go where you want to go and do what you want to do. The first section includes a list of organizations and information centers that facilitate travel and practical work on international development issues. The second section includes an introduction to the types of funding available at Harvard. Explore, and enjoy!
Studying, Interning, Working, and Volunteering

Here you will find a collection of information on organizations that advertise jobs and other opportunities related to international development. The first section, “Study-Related Opportunities”, lists websites designed to help you to locate opportunities through a catalog or a searchable database. This can be particularly useful in identifying smaller, local, or less-known organizations in the U.S. and around the world. It also lists organizations and programs related to study abroad that are well-known or that have offered positive experiences to Harvard undergraduates in the past. The second section, “Volunteer and Work Opportunities”, lists online resources and organizations that provide a wide range of work and volunteer opportunities abroad.

Whatever your organization or area of interest might be, remember that finding information on the web is only the first step in choosing an experience that is right for you. Make early contact with program directors or potential employers at any organization, as your conversations with them will prove valuable in helping you to assess the general flavor and quality of their institutions.

STUDY ABROAD:

The Harvard Office of International Programs (OIP), which has been in existence since 2002, serves as the central location for the coordination of information and processes related to study abroad. Their aim is to help ensure that some type of international experience - whether study, research, or volunteer or paid work - is part of the education of every Harvard student. Students are encouraged to visit the office and browse the available resources as soon as they have any sense that they might wish to study abroad. The OIP is also extremely supportive and encouraging of students wishing to study in the developing world. The Office is located in University Hall, Ground Floor South and Jane Edwards is the director.

http://www.fas.harvard.edu/~oip/
Phone: (617) 496-2722
Email: oip@fas.harvard.edu
Study-Related Opportunities:

*Online Search Services*

**National Consortium for Study in Africa** ([http://www.isp.msu.edu/NCSA](http://www.isp.msu.edu/NCSA)) promotes study abroad programs in Africa and seeks to improve the quality of these programs. The Consortium’s national assessment of programs includes information on enrollment patterns, types of programs, curricula, academic prerequisites, costs, reciprocity with African host institutions, credit transfers, and areas of problem to be addressed. Currently the website offers comprehensive listings of semester, summer, and full-year study programs in Africa as well as work, volunteer, and travel opportunities and links to other resources for traveling students.

**StudyAbroad.com** ([www.studyabroad.com](http://www.studyabroad.com)) is a must-visit website for any student interested in studying abroad. The site contains a study-abroad handbook (“It’s Your World”) offering advice and resources on a variety of topics from cultural adjustment to health and safety to legal and financial issues. The website also provides a comprehensive, searchable directory of study-abroad opportunities around the world organized by time period, subject, academic interest, or country. In addition to semester, full-year, and summer study abroad programs, listed opportunities include intersession programs, teach-abroad programs, volunteer/internship programs, and more.

**United Nations Internships** ([www.sais-jhu.edu/studentservices/career_services/Students_Alumni/Useful%20Links/unintern](http://www.sais-jhu.edu/studentservices/career_services/Students_Alumni/Useful%20Links/unintern)) This is a very useful resource. This website provides a list of links to many of the internships offered through the United Nations, as well as the World Bank, and the World Trade Organization. Several of the internships offered include, the Joint UN Program on HIV/AIDS in Geneva, the United Nations Development Fund for Women in New York, and the UN Population Fund in New York. For many of these internships you must be in graduate school. However, there are still numerous opportunities offered for undergraduates. This is a must see site!

**Organizations and Programs**

**Educacion Para Todos** ([http://www.spanishschools.biz/](http://www.spanishschools.biz/)) is a non-profit Spanish language and cultural immersion program operated in Quetzaltenango, Guatemala since 1991. It offers an intensive one-on-one study program, volunteering with a local organization, living with a Guatemalan family, and weekly-organized cultural, social and political events. The cost of the program is $125/week from September to May and $135-$150/week from June to August.

**Harvard-Yenching Institute** ([http://www.harvard-yenching.org/studentx.htm](http://www.harvard-yenching.org/studentx.htm)) offers several fellowships for study abroad in China and Korea. The program is open to juniors wishing to spend a year abroad before entering their senior year, graduating seniors and graduate students (although preference will be given to undergraduates). The number of fellowships may vary with a minimum of 6 slots for study at universities in China, and 1-2 slots for study at universities in Korea. These
universities waive tuition for nominated students and provide a stipend for board. In addition, the Harvard-Yenching Institute provides economy class roundtrip airfare.

**Institute for Central American Development Studies**
(http://www.icadscr.com) offers a 4-week Spanish immersion program, a semester research internship, a semester field course in resource management and sustainable development, and a summer internship. Students stay with local host families and participate in environmental and agricultural projects to integrate theoretical and practical knowledge.

**Institute for International Cooperation and Development**
(http://www.iicd-volunteer.org) trains volunteers to participate in community development work in Africa, India, and Latin America. The programs are 6 to 20 months long and are comprised of 3 parts. During the “preparation period” at the Institutes in Michigan or Massachusetts, participants fundraise and receive training in the language, culture, and politics of their target country. During the “international period”, participants do service work in the target country through the Humana People to People program. After returning to the U.S., participants enter a “follow-up period” during which they create educational materials and give presentations to various universities and organizations about their experiences living and working in developing countries. Costs are approximately $3,300.

**Partnership for Service Learning**
(http://www.ipsl.org) initiates, designs, and administers graduate and undergraduate study abroad programs in 14 countries that combine academic study and service. Students stay with a host family while attending a local university and volunteering with a community-based organization. Service opportunities include work with schools, orphanages, clinics, recreational centers, environmental programs, and micro-businesses. For undergraduates, IPSL offers yearlong ($12,000-$17,000), semester ($7,000-$11,000), and summer ($3,000-$7,000) programs as well as some shorter programs; scholarships may be available depending on the destination country.

**School for International Training (SIT)**
(http://www.sit.edu) celebrates its 40th anniversary this year. SIT offers master's degrees, extension courses, teaching certifications, and professional trainings in a variety of areas from socially responsible management to peace and conflict resolution. SIT's programs help their participants to develop the leadership capabilities and cross-cultural competencies required to advance international understanding, work effectively in multicultural environments, and achieve sustainable development at the community level and on a national or global scale.

**Tulane University Community Development Internship Program**
(http://www.tulane.edu/~ip) offers credit-bearing internships where volunteers live with a family in rural Mexico and Ecuador or semi-urban Cuba while working side-by-side with community members on grassroots development projects. Project assignments are available in the areas of agriculture, construction, reforestation, animal husbandry, micro-enterprise development, data collection, public health and other fields, and can last from six weeks to a semester or a year. Specific projects are designed, developed and implemented by the participating students. Fees for the six-week programs and the three-week Cuba program range $2,700 to $3,600, excluding airfare.
UN High Commission for Refugees (UNHCR)  
([http://www.unhcr.ch/cgi-bin/texis/vtx/home?page=ADMIN&id=3b8a31f94](http://www.unhcr.ch/cgi-bin/texis/vtx/home?page=ADMIN&id=3b8a31f94)) offers 2-6 month internships on an ongoing basis to undergraduates or graduates in the fields of law, political science, economic and social development, international relations, public policy and administration, and other fields. Intern projects depend on the requirements of their assigned office, but may involve work in areas such as refugee protection (legal), international relations, administration, and fieldwork. Internships are unpaid, and interns are expected to provide for their own financial needs. Note: At the time of this publication, the UNHCR was temporarily not accepting applications for Interns.

Volunteer Programs in Asia (VIA) ([http://www.viaprograms.org](http://www.viaprograms.org)) offers a variety of international study programs between the U.S. and Asia and among various Asian nations. Recent college graduates with native fluency in English may apply for one- or two-year postings as English teachers in Indonesia, Laos, Vietnam or China. Fees are $1350 for the one-year program and $950 for the two-year program; these include round-trip airfare, insurance, and a monthly housing and living stipend paid to volunteers while at their post.

Volunteer and Work Opportunities:

**Online Search Services**

**DEVJOBS ([http://www.devjobsmail.com](http://www.devjobsmail.com))**  
An Internet service that provides international job announcements for various development fields. These include poverty alleviation, community development, good governance, health and population, food security, agriculture, natural resource management, education, human resource development, information technology, rural development, and more. Some useful links as well as tips and articles on job hunting are also available. To subscribe to DEVJOBS, send a blank email to devjobs-subscribe@onelist.com

**Idealist.org ([www.idealist.org](http://www.idealist.org))**  
Catalogs thousands of non-profit job opportunities, internships, and volunteer programs as well as campaigns, resources, and events into a single indispensable information source promoting “action without borders”. The website allows users to create a volunteer profile to help organizations find them based on specific interests and skills. Like other database websites, Idealist.org is searchable by location and area of interest.

**International Volunteer Program Association ([http://www.volunteerinternational.org](http://www.volunteerinternational.org))**  
A new alliance of non-profit, non-governmental organizations based in the Americas that are involved in international volunteer and internship exchanges. As a professional network, its purpose is to encourage excellence and responsibility in the field of international volunteerism and to promote public awareness of and greater access to international volunteer programs. Its online search service differs from DEVJOBS and idealist.org in that it offers comprehensive, practical facts of the mechanics of working for each organization rather than on specific opportunities presented by those organizations. Although there us a limited number of program descriptions, many of which are sponsored by the organizations themselves, the site can be a helpful resource for comparing and contrasting different programs.
Volunteer Abroad ([http://www.volunteerabroad.com](http://www.volunteerabroad.com))
Offers resources for students who are interested in volunteering, studying, interning, or working abroad. The website includes a searchable directory of international volunteer opportunities and programs as well as advice and links related to going abroad.

Volunteers for Peace ([http://www.vfp.org](http://www.vfp.org))
A workcamp placement and announcement service that has placed over 22,000 volunteers in hundreds of independent workcamps all over Africa, Asia, Europe, and the Americas. Volunteers can spend 2-3 weeks helping with low-income housing and community building construction, trail building and park maintenance, organic farming, AIDS education, historic preservation, social services work, or other projects. The workcamp host organizations in partnership with VFP are usually locally based; potential volunteers can access information on these organizations through the VFP website. Total cost ($200 VFP registration plus individual workcamp program fees) generally ranges $200-$500 excluding airfare.

**Organizations and Programs**

American Field Services ([http://www.afs.org; http://usa.afs.org](http://www.afs.org; http://usa.afs.org))
A non-profit, volunteer-based educational organization offering exchanges among more than 50 countries around the world. Since 1947, more than 300,000 people have participated in an exchange program with AFS. Young adults, 18 and over, can work in a local community service organization or business abroad while learning skills, a new language, and culture. Soon-to-graduate students who are interested in the field of education can also apply to the Global Educators program, and assume teaching posts in Argentina, France, China, Mexico, South Africa, and Thailand. Program fees, some of which include airfare, vary in the $3500-6000 range depending on location. Students are expected to pay as much as they can afford and fund-raise the remaining cost of the program with the help of AFS. AFS also offers more than $1 million in merit and need-based scholarships.

American Friends Service Committee ([http://www.afsc.org](http://www.afsc.org))
Has programs that focus on issues related to economic justice, peace building and demilitarization, social justice, and youth in the United States as well as in Africa, Asia, Latin America, and the Middle East. A Quaker organization, AFSC accepts volunteers for office work, service projects, and winter and summer workcamps around the world.

 amigo de las Americas ([http://www.amigoslink.org](http://www.amigoslink.org))
Offers 4-8 week summer service programs on community public health and development in several Latin American countries. There is a tuition fee for the programs, but fundraising and scholarship assistance is available.

Bhumi ([http://www.cid.harvard.edu/bhumi/](http://www.cid.harvard.edu/bhumi/))
A student group at Harvard that helps students set up internships with small, grass-roots NGOs in developing countries, dealing with a broad range of issues, including humans rights, women’s advocacy, education, cultural preservation, ecology, and refugee protection. Bhumi has maintained long-term relationships with many NGOs and has wide experience in helping inters obtain funding through both University and outside sources.
Carter Center (http://www.cartercenter.org)
The Center, in partnership with Emory University, is guided by a fundamental commitment to human rights. It works to create peace by bringing warring parties to the negotiating table, monitoring elections, safeguarding human rights, and building strong democracies through economic development. It also runs programs to promote world health by working to eradicate disease and improve agricultural production. The Carter Center offers an internship program at the center in Atlanta, GA for undergraduate juniors and seniors, recent graduates, and graduate/professional students who are interested in contemporary international and domestic issues in three areas: Peace, Health, and Operations.

Cross-Cultural Solutions (CCS) (http://www.crossculturalsolutions.org)
The New York Times called traveling with Cross Cultural Solutions “akin to a mini-stint with the Peace Corps”. CCS is a non-profit organization that sends volunteers abroad to provide humanitarian assistance in health care, education, and social development through their volunteer work programs in a variety of countries all over the world. Volunteer placements usually last 2-12 weeks, though longer stays can be arranged. Program fees are in the $2000-$4000 range (excluding airfare).

Organizes 2-4 week workcamps that bring 10-20 volunteers from different countries to work on an archeological, environmental, construction/renovation, forestry/nature conservation or community service project in one of 26 different countries across the globe. Costs are approximately $350 for one 2-4 week project, exclusive of airfare. Graduates and graduating seniors may also take part in the 5 or 10-month Teach Abroad programs in China or Thailand, for a program fee of around $1400. This fee includes a free flight home for those who successfully complete the 10-month program.
Ghana Education Project (GEP) ([www.ghanaeducation.org](http://www.ghanaeducation.org))
Established in 1999 by a group of American students in an attempt to provide the youth of West Africa with the basic, essential educational opportunities to which they are denied access in their communities. GEP volunteers spend the summer working in communities in Ghana on one of four projects: a library project, a tutoring project, an AIDS awareness campaign, and a scholarship program. Harvard currently has an established GEP chapter in the town of Anomabu, Ghana, where students visiting year after year have become part of a continuum that comprises a close-knit community.

Global Routes ([http://www.globalroutes.org](http://www.globalroutes.org))
Global Routes interns are assigned in pairs to remote villages where they teach in local schools and take on the responsibility of completing at least one community service project; each intern lives with a family of the community. Programs are approximately three months in duration and take place throughout the year. Currently internships are offered in Costa Rica, Ecuador, Kenya, Thailand, St. Lucia, and Ghana. Costs are approximately $4,300 for summer programs and $4,600 for fall, winter, or spring, excluding airfare.

Global Service Corps ([http://www.globalservicecorps.org](http://www.globalservicecorps.org))
Offers cultural immersion service-learning experiences in Thailand and Tanzania. Volunteer trips focusing on health, environment and education are held year-round. Participants choose from one of 3 program options: Short-term (3-4 weeks), International Internship (6-10 weeks), and Long-term (6 weeks to 1 year) programs. All programs include homestays with local families. Costs are approximately $2,000 for a short-term project and $3,000 for longer-term internships, exclusive of airfare.

Global Volunteers ([http://www.globalvolunteers.org](http://www.globalvolunteers.org))
Coordinates more than 150 groups of volunteers each year who participate in one- to three-week human and economic development projects worldwide in Africa, Asia, the Caribbean, Europe, Latin America, the Pacific, and the U.S. The projects are identified by local communities, leaders, and organizations as important to their own long-term development. Costs are approximately $1,300 to $2,000, excluding airfare.

Habitat for Humanity ([http://www.habitat.org](http://www.habitat.org))
A nonprofit, ecumenical Christian organization dedicated to eliminating substandard housing and homelessness worldwide, offers short-term (2-3 weeks) volunteer opportunities in the U.S., Asia, Africa, the Caribbean, Europe, and Latin America through its Global Village program. Trip costs range from $1,800-$4,000, including airfare, depending on location.

Harvard Overseas Schools Teaching Program (HOST) ([http://www.ocs.fas.harvard.edu/resources/education/host.htm](http://www.ocs.fas.harvard.edu/resources/education/host.htm))
Administered through Harvard’s Office of Career Services, introduces Harvard students—most of them graduating seniors in the arts and sciences—to directors of international schools as potential interns, teaching assistants or, in some cases, regular members of their teaching staff. The program is open to graduating seniors and Harvard alumni. This past year, HOST added schools in Hong Kong, England, Cyprus, and Turkey. Currently, there are no longer schools in Mexico, Thailand, or Indonesia. There will be 24 people in the field for HOST this year.
International Federation of Red Cross and Red Crescent Societies
(International federation: www.ifrc.org, American Red Cross: www.redcross.org)
Programs aim to assist the world’s most vulnerable people. Relying on the collective efforts of a vast network of National Societies, their activities focus on health, disaster response, and disaster preparedness. There are around 97 million member and volunteers in the Red Cross Red Crescent Movement worldwide, of whom an estimated 20 million people are volunteers. Contact the nearest chapter of the American Red Cross (the National Society for the United States) to learn more about their specific ongoing programs and volunteer needs (see NGOs with local offices for details on the Boston chapter).

Joint Assistance Center (http://hometown.aol.com/jacusa/)
A non-governmental voluntary group headquartered in India. It has both short (1-3 months) and long-term (3+ months) programs through which volunteers can see and learn about India while participating in the work of one of its affiliate organizations. This work deals with issues such as disaster preparedness, health care, the environment, and the welfare of women and children. Workcamp programs are $300 per month plus a $50 registration fee, exclusive of airfare. Long-term programs are $600 for 3 months and $150 for each additional month. (Note: At the time of publication, JAC was not able to accept American volunteers in Nepal for reasons of safety; this situation is regarded as temporary. JAC is accepting volunteers in Bangladesh).

Jubilee USA Network (www.jubileeusa.org)
An interfaith network of individuals, organizations, and religious groups advocating cancellation of the international debts of impoverished countries. The Network and its member organizations run campaigns dealing with international debt in relation to a variety of other development issues, including world health, political corruption, trade issues, HIV/AIDS, and the environment. For information on internships in the Washington headquarters, contact Neil Watkins at (202) 783-0129 or Neil@jubileeusa.org. To find out about Jubilee Network activities in the Boston area, contact Adam Taylor at adamtaylororgj@hotmail.com.

Operation Crossroads Africa (http://operationcrossroadsafrica.org)
Once called the "progenitor of the Peace Corps" by John F. Kennedy, has sent over 11,000 persons in the last 46 summers to 35 African countries, 12 Caribbean countries, and Brazil. The programs of Operation Crossroads Africa are designed to promote understanding of Africa and Africans in the Diaspora based on the belief that one can truly enter another culture only by living and working in it. Programs are comprised of three components: three orientation days in New York City, six work weeks on a development project in the host country, and one travel week in the host country. Participants work in small teams on local, community-initiated projects. Cost for all programs is $3,500, including airfare to the host country.

Peace Corps (http://www.peacecorps.gov)
Sends volunteers to serve on two-year assignments in developing countries, helping the people of those countries to meet their need for trained men and women while promoting better understanding between Americans and the peoples served. Currently, more than 6500 Peace Corps volunteers are serving in 70 countries, working to bring clean water to communities, teach children, help start new small businesses, and stop the spread of AIDS. Contact the Boston office (see NGOs with Local Offices) for specific information on applying.
Teaching and Projects Abroad ([www.teaching-abroad.org](http://www.teaching-abroad.org))

Now the leading organized volunteer placement company in the UK, helps to create local employment wherever they send volunteers. They aim to channel skills from more affluent countries to regions around the world where they are needed, while enabling better-educated volunteers to gain experience in a chosen field. Volunteers can choose from a variety of work experiences, including, teaching English, archaeology and Inca projects, business experiences, care and community action, conservation, journalism and media, medicine, and veterinary medicine and animal care. Placement countries include Bolivia, Chile, China, Ghana, India, Mexico, Mongolia, Nepal, Peru, Romania, Russia, South Africa, Sri Lanka, Thailand, Togo, and Ukraine. As a volunteer, you can choose your own dates and duration from 3 weeks to on year, and you can combine programs if you wish.

Visions in Action: Volunteers in International Development ([http://www.visionsinaction.org](http://www.visionsinaction.org))

Seeks to foster social and economic justice through the placement of grassroots volunteers in developing countries. The organization offers 6 and 12-month volunteer placements in Uganda, Tanzania, South Africa, Burkina Faso and Mexico as well as shorter-term (3-7 week) programs in Mexico and Tanzania. Positions are available with local nonprofit development organizations, research institutes, health clinics, community and activist groups, and the media, and are assigned based on the interests and skill level of volunteers. Fees, which cover group housing, insurance, and a small stipend for long-term volunteers, range $3,500-$6,200 for long term placements and $2,200-$3,400 for short-term placements.


A Ghana-based non-governmental organization, has 3-4 week voluntary workcamps at locations all across Ghana. The workcamps, which employ volunteers mainly as manual laborers, are community-building projects that are self-help, sustainable and grassroots. Both Ghanaian and international volunteers come together to build a school, organize an HIV/AIDS awareness campaign, help replenish the local rainforest, or work on other such projects. Volunteers live together in simple conditions and work about 7 hours a day. Fees are $200 for participation in one workcamp and $300 for participation in multiple camps (excluding airfare).

WorldTeach ([http://www.worldteach.org](http://www.worldteach.org))

Has placed thousands of volunteer educators in communities throughout Asia, Latin America, Africa and Eastern Europe. Currently, WorldTeach sends undergraduate volunteers on 10- to 12- month and summer internships in Costa Rica, Ecuador, China, Namibia, Poland, and the Marshall Islands, as well as a 6-month nature guide training internship in Central America. The 8-week summer internship programs are $2,000-$4,000; the longer programs range $4,000-$6,000. Each year the Center for International Development fully funds the participation of several Harvard undergraduates in WorldTeach summer internships.
Sources of Funding

Many departments, institutes, and committees around the Harvard campus offer money for research, work, study, and travel abroad. Sources of funding from outside the University’s institutions are numerous, and equally worth pursuing. This compilation of grants, scholarships, and fellowships from both inside and outside Harvard is intended to give you an idea of the kind of student funding that is available for international development work. For a more up-to-date and comprehensive listing of grant opportunities, and for more information about individual grants listed below, pick up the Harvard College Guide to Grants ($5) at the Office of Career Services (OCS) (54 Dunster Street; (617) 495-2595) or visit http://www.ocs.fas.harvard.edu/fellowships/fellow.html. All information here is listed courtesy of the OCS.

The grants marked with an (*) use a common application that can be picked up at the Office of Career Services or downloaded from the OCS website. The deadline for this application is usually early March for summer research.
For Travel

Center for International Development Travel Grants
The Center for International Development (CID) offers a limited number of grants to graduate and undergraduate students for field research on international development issues in developing countries and transition economies. The average grant size is $1,700. Contact:
  Aimee Fox (aimee_fox@harvard.edu)
  Center for International Development, One Eliot Street Building, 79 JFK St.
  (617) 496-7413

Dorot Foundation Travel Grants
Offered through Harvard University’s Semitic Museum, the Dorot Foundation Travel Grants provide up to $1,000 each to students pursuing summer research projects in Israel. Special consideration is given to applicants for the Ashkelon Excavations of the Leon Levy Expedition. Deadline: early spring. Contact:
  Ashkelon Excavation Office
  Room 102, Harvard Semitic Museum, 6 Divinity Avenue
  (617) 495-5756

AFRICA

Committee on African Studies Summer Travel Grants*
The Committee on African Studies offers grants to assist juniors with senior thesis study of sub-Saharan Africa in the social sciences or humanities. A minimum of 8 weeks summer stay in Africa is required. Grants cover only partial expenses, and interested students should also apply elsewhere for funds. Applications will not be accepted unless candidates first contact the Committee to discuss issues of feasibility as well as African and American governmental policies that might affect study. To set up an appointment for a consultation, contact:
  Dr. Rita Breen (rbreen@fas.harvard.edu)
  Committee on African Studies, 1033 Massachusetts Avenue, Rm. 216A
  (617) 495-5265
  www.fas.harvard.edu/~cafrica

ASIA

Asia Center Summer Research Grants*
Award amounts vary, but may cover a round-trip charter rate airfare between Boston and the destination country and a small stipend. The William Braden Travel Grant promotes language study and cultural contact, and thesis research in Southeast Asia. The William H. Overholt Summer Travel Grant funds research in Japan, Korea, China, Taiwan, Philippines, Thailand, Malaysia, Singapore, Indonesia, Brunei, Myanmar, Bangladesh, Pakistan, Sri Lanka, and India. The William Morgan Palmer Travel Grant is intended for summer training in an East Asian language and cultural contact, especially in Chinese-speaking areas, and is open to juniors and seniors returning to Harvard for undergraduate study. The Leila F. Sobin Summer Travel Grant can be applied towards senior honors thesis research in China, Nepal, or India. Contact the OCS Fellowship Office, or:
  Jorge Espanda (jespada@fas.harvard.edu)
Center for Middle Eastern Studies Grants*
The Center for Middle Eastern Studies sponsors two programs to support undergraduates in summer thesis research on Middle Eastern topics. **Moroccan Studies Grants** assist with research, language study, or other scholarly projects in Morocco. **Henry Rosovsky Summer Fellowships** assist senior thesis projects in Israel. Contact the OCS Fellowship Office or:

Barbara Henson (henson@fas.harvard.edu) (617) 495-0997  
Jonathan Ramljak, (jramljak@fas.harvard.edu), --  
Graduate Studies Coordinator, (617) 495-4056  
Center for Middle Eastern Studies, 1430 Massachusetts Avenue  
www.fas.harvard.edu/~mideast

Fairbank Center for East Asian Research Travel Grants*
Award amounts vary, but may cover a round-trip charter rate airfare between Boston and the destination country and a small stipend. The **John King and Wilma Cannon Fairbank Undergraduate Summer Travel Grant** funds travel to Asia for juniors and seniors conducting research for a senior honors thesis (applicants must have at least two years of Chinese language study). Check back with the Fairbank Center over the course of the year to find out about other available grants. Contact either the OCS Fellowship Office or:

Jorge Espada (jespada@fas.harvard.edu) (617) 496-3981  
Fairbank Center for East Asian Studies  
625 Massachusetts Ave, 2nd Flr., (temporary office space)  
(617) 495-4046  
www.fas.harvard.edu/~fairbank

Korea Institute Summer Travel Grants*
The Korea Institute offers a limited number of travel grants for summer thesis-related research and/or fieldwork in Korea. Typically, the amount of the award will be limited to the cost of travel related to the research project and will not exceed $1,100 (except in exceptional cases). Open to undergraduate concentrators and graduate degree candidates in all social sciences or humanities fields. Contact either the OCS Fellowships Office or:

Korea Institute, 625 Massachusetts Avenue, 2nd Floor, Room 213  
(617) 496-2141  
www.fas.harvard.edu/~korea

LATIN AMERICA

David Rockefeller Center for Latin American Studies Summer Research Travel Grants  
The David Rockefeller Center for Latin American Studies (DRCLAS) provides support to cover travel and research expenses for Harvard students working in Latin America, the Iberian Peninsula, or the Latin American Diaspora in the United States. Grants usually cover air travel and a portion of other costs. The average grant is $1,200. The Center also offers grants to graduate and undergraduate students who perform summer internships with public
and non-profit organizations in Latin America. The average grant awarded for internships is $1,000. Contact the OCS or:
Erin Goodman (egoodman@fas.harvard.edu)
David Rockefeller Center for Latin American Studies, 61 Kirkland St.
(617) 496-9153
www.fas.harvard.edu/~drclas

Dressler Family Traveling Grants
One grant of approximately $1,500 to assist with summer travel or summer study expenses in a Romance language-speaking country (e.g. France, Italy, Portugal, Spain, Romania, and Latin America). Harvard sophomores and juniors who demonstrate financial need are eligible. Students must have completed at least one course in the Department of Romance Languages and Literatures (any level) at the time of application. Deadline: March. Contact:
Tim Tomasik (tomasik@fas.harvard.edu)
Department of Romance Languages and Literatures
http://www.fas.harvard.edu/~rll/undergraduate/dressler.html

EUROPE

Davis Center for Russian Studies Summer Travel Grant*
The Davis Center for Russian Studies awards grants of up to $2,000 for undergraduate summer research in Soviet or Russian studies. Preference will be given to students doing their senior thesis research. Contact either the OCS Fellowship Office or:
Marshall Goldman (goldman3@fas.harvard.edu)
Davis Center for Russian Studies, 625 Massachusetts Avenue, 2nd floor
(617) 495-8900
www.fas.harvard.edu/~daviscrs

Dressler Family Traveling Grants
In a Romance language-speaking country. (See description above under Latin America).

Ukrainian Institute Summer Travel Grants*
Both undergraduate and graduate students currently enrolled at Harvard are invited to apply for support to conduct research projects in Ukraine during the summer. Grants of up to $2,000 for graduate students and $1,500 for undergraduates will be available for travel and research expenses. For further information and application materials, contact either the OCS Fellowships Office or:
Ukrainian Research Institute Fellowship Committee
1583 Massachusetts Avenue
(617) 495-4053
Email: huri@fas.harvard.edu
For General Research

Center for the Study of World Religions Undergraduate Thesis Fellowship
The CSWR has currently discontinued all of its fellowship programs, including its previously offered senior thesis grants.

http://www.hds.harvard.edu/cswr

Dean’s Summer Research Awards
The Dean’s Summer Research Awards are designed to give rising seniors who receive financial aid the opportunity to devote the summer to thesis research. The award provides students who have already received a research grant with an additional grant to cover the summer savings requirement of their financial aid packages. Deadline: early spring. Contact:

Martha Homer (mhhomer@fas.harvard.edu)
Student Employment Office, Byerly Hall, 8 Garden Street
(617) 495-2585
www.seo.harvard.edu

Harvard College Research Program
The Harvard College Research Program (HCRP) supports student-initiated scholarly research and creative endeavors undertaken with faculty guidance. The HCRP grants advance academic experiences outside the classroom and expand opportunities for students to work closely with faculty members. Funding can reimburse research and related travel expenses and/or provide a wage for students not receiving course credit for their work. The program has separate award periods in fall, spring, and summer. Over 200 students receive awards in each academic year. Contact:

Martha Homer (mhhomer@fas.harvard.edu)
Student Employment Office, Byerly Hall, 8 Garden Street
(617) 495-2585
www.seo.harvard.edu

Weatherhead Center for International Affairs Undergraduate Summer Research Grants
The Weatherhead Center for International Affairs offers grants ranging from $500 to $3,000 to help finance summer travel in connection with senior thesis research on international affairs. Grants will be awarded to Harvard undergraduates who plan to conduct research on international, transnational, and comparative topics including policy analysis and the study of countries and regions other than the United States. All grant recipients become Undergraduate Associates of the Weatherhead Center for the year following their summer of research and they are expected to present their thesis findings at a seminar in the spring of their senior year. Contact either the OCS Fellowships Office or:

Clare Putnam (cputnam@cfia.harvard.edu)
Weatherhead Center for International Affairs, 1033 Massachusetts Ave
(617) 495-9899
http://www.wcfia.harvard.edu/rsrchabout.asp
For Study and Work

Council Student Scholarship Programs for Education Abroad
Sponsored by the Council for International Educational Exchange (CIEE), the Student Scholarship Programs support students who wish to participate in an educational program overseas, including study, work, voluntary service and internships. **Council Travel Grants** provide assistance to undergraduates participating in educational programs in developing countries, with awards ranging from $500 to $1,500. **Bailey Minority Student Scholarships** provide assistance to minority students participating in council programs. Harvard’s International Experience Program, at OCS, is usually the intermediary for nomination selection. Students should contact CIEE directly to obtain more information on its availability, procedures, and forms:

CIEE, 7 Custom House Street, 3rd Floor
Portland, ME 04101
Toll free: 1-800-40-Study, or (207) 553-7600
http://www.ciee.org

Echoing Green Foundation Public Service Fellowships
The Echoing Green Foundation’s Public Service Fellowships are two-year fellowships for people interested in creating a creative and innovative public service project, particularly one reflecting an entrepreneurial vision. Projects may be focused in an area of public service, including the arts, civil and human rights, education, environment, health, housing, international development, and youth development that may address need at the local, national or international level. Deadline: applications will be accepted online from mid-September through December 2004. Contact:

Echoing Green Foundation
60 East 42nd Street, Suite 520, New York, NY 10165
Phone: (212) 689-1165 Fax: (212) 689-9010
http://www.echoinggreen.org

Institute of Politics Public Sector Internship Stipends
The Institute offers a limited number of Public Sector Internship Stipends to enable Harvard and Radcliffe undergraduates (freshmen, sophomores, and juniors) to accept summer internships in the public sector, broadly defined as all levels of government, as well as nonprofit agencies and organizations related to government. Awards of up to $2,500 will be made on a competitive basis, with consideration given to financial need. Up to 30 awards may be offered in a given year. Deadline: early spring. Contact:

Karin Kane, Director of Student Programs
Institute of Politics, 79 John F. Kennedy Street
(617) 495-1360

Stride Rite Community Service Program Scholarships
The Stride Rite Community Service Program at Phillips Brooks House (PBH) administers a scholarship program to encourage students to build experience and skills in public service. During the academic year, the program funds 40 undergraduates working in PBH programs. Term-time scholars receive up to maximum work study wage ceiling support each semester, a $300 summer stipend, and $1,000 for each year participated in the program, which is received
upon graduation. The program also funds 40 undergraduates in 10-week, full-time summer PBH projects for a total of $3,600 each, the current work-study ceiling. Contact:

Maria Dominguez, Program Coordinator
Stride Rite Community Service Program, (PBHA)
(617) 495-8501
www.pbha.org

**Stride Rite Post-Graduate Public Service Incentive Grants**
The Stride Rite Grants are intended to encourage students interested in careers in public service by sustaining involvement in a public service project during the years soon after graduation. The competition is open to graduating seniors and prior graduates within three years of graduation. Approximately, $75,000 is budgeted for theses grants, and usually 3 post-graduates receive $25,000 each for a one yearlong project. Preference will be given to U.S.-based programs with person-to-person contact involving populations in extreme and serious need. Preference will also be given to participation in programs already in existence or with provisions in place making it likely to continue after the initial award year. Deadline: mid-March. Contact:

Maria Dominguez, Program Coordinator
Stride Rite Community Service Program, (PBHA)
(617) 495-8501
www.pbha.org

**Weissman International Internships**
The Weissman International Internship Program offers funding for student-initiated overseas internship projects. These projects will usually be at least eight weeks in duration, and will ordinarily take place during the summer, although students may submit proposals for term-time projects. Internship proposals from students will be accepted in any professional area, including both the profit and non-profit sectors, and may be located in any geographic location outside the U.S. Sophomores and juniors are eligible for funding. Deadline: mid-February. Contact:

International Experience Program
OCS, Room 307 or 308, 54 Dunster Street
(617) 495-2595
http://www.fas.harvard.edu/international/weiss.html
The following section lists professors who have research interests related to some aspect of international development. It is by no means a fully complete list. To find more info on the specific interests of most Harvard professors, particularly in the context of student employment and research assistantships, try consulting the Student Employment Office’s publication of Undergraduate Research Opportunities (available in the SEO building or online at www.seo.harvard.edu/pubs/research). You can also find general information about professors on departmental websites and the sites for Harvard’s development-oriented institutes and centers. To learn more about Harvard professors’ areas of specialty, explore the course catalog websites—some contain bios linked to every professor’s name.
Faculty of Arts and Sciences

African and African American Studies
(*Barker Center, 2*nd *Floor, 617- 495-4113*)

**Professor Suzanne Blier** (Sackler Museum, 495-0781, blier@fas.harvard.edu)
Art and architecture of Africa; art historical and socio-cultural.

**Professor Lawrence D. Bobo** (William James 1370, 495-8702, dubobo@wjh.harvard.edu)
Sociology: racial attitudes and perceptions.

**Professor Henry Louis Gates, Jr.** (Barker Center 257, 496-5468, jkendall@fas.harvard.edu)
American novel; African-American literature; modern culture.

**Professor J. Lorand Matory** (William James 310, 495-7826, matory@wjh.harvard.deu)
Cultural anthropology; anthropology of religions; West Africa and African-American civilizations.

**Professor William Julius Wilson** (79 JFK St. T-406, 496-4514, bill_wilson@harvard.edu)
Sociology: poverty and race relations in America.

**Anthropology**
(*Peabody Museum, 11 Divinity Ave, 5*th *Floor, 617-495-2246*  
[http://www.wjh.harvard.edu/anthro](http://www.wjh.harvard.edu/anthro))

**Professor Theodore Bestor** (William James 420, 496-6539, bestor@wjh.harvard.edu)
Markets; globalization; urban studies; economic institutions and exchange; food systems and food culture; fishing and the environment; space, place, and identity. Popular culture: Japan, Korea, East Asia, and North Atlantic.

**Visiting Associate Professor Jocelyne Cesari** (CMES, 496-3694, jcesari@fas.harvard.edu)
Political Science, the Middle East and Islamic studies; Muslim minorities in Western Europe.

**Professor Byron Good** (William James 340, 495-3904, byron_good@hms.harvard.edu)
Medical and psychiatric anthropology; cultural psychology and ethnography of Middle East and of American health care; Iran, Turkey, and the USA.

**Professor Arthur Kleinman** (William James 330, 495-3846, kleinman@wjh.harvard.edu)
Behavioral risk factors for international health problems in developing societies; the anthropology of moral experience; China, East Asia, North America.

**Professor Robert Levine** (Emeritus) (Larsen 706 495-3582, robert_levine@harvard.edu)
Social anthropology: psychological anthropology; culture, behavior, and personality; Africa and Mexico.

Professor David Marbury-Lewis (Peabody Museum 46, 495-2233, dhlewis@fas.harvard.edu)
Social anthropology: social theory, kinship development, indigenous rights and human rights, ethnicity; the Americas.

Research Professor Sally Falk Moore (Emerita) (William James 350, 495-3835, moore@wjh.harvard.edu)
Social anthropology: law; politics; social structure; Africa.

Dr. Pauline Peters (Lecturer) (One Eliot St., Rm. 405, 495-3785, pauline_peters@harvard.edu)
Social anthropology: political economy, environment, development, gender; focus on Africa.

Professor Mary M. Steedly (William James 440, 495-3730, msteed@wjh.harvard.edu)
Social anthropology: historical ethnography, gender studies, narrative, culture theory, colonialism, nationalism and decolonization, military culture, citizenship; Southeast Asia, U.S. (On leave fall 2004- spring 2005)

Professor Stanley J. Tambiah (William James 410, 495-3807, tambiah@wjh.harvard.edu)
Social anthropology: religion and ritual; economics; politics; kinship; social stratification; ethnonationalist conflicts and collective violence; South and Southeast Africa.

Professor Kay B. Warren (William James 320, 495-3805, kbwarren@wjh.harvard.edu)
Social anthropology: multiculturalism and public intellectuals and ethnic nationalism; violence and peace processes; religion and political transformation; Latin America and its donors.

Professor James L. Watson (William James 370, 495-1415, jwatson@wjh.harvard.edu)
Social anthropology: Chinese kinship and social organization; ritual and political symbolism; social stratification; migration; historical ethnography; social aspects of food and eating; China, Taiwan and Britain.

Dr. Rubie S. Watson (Senior Lecturer) (William James 370, 495-1415, rwatson@faas.harvard.edu)
Social anthropology: family and kinship; gender systems; museum studies; history and anthropology; art and politics.

Earth and Planetary Sciences
(Hoffman Lab, Fourth Floor, 617-495-2351, http://eps.harvard.edu)

Professor Daniel J. Jacob (Pierce Hall 110c, 495-1794, djj@io.harvard.edu)
Atmospheric chemistry: air pollution, atmospheric transport, regional and global atmospheric chemistry, biosphere-atmosphere interactions, climate change.
Professor Michael B. McElroy (Pierce Hall 100e, 495-4359, mbm@io.harvard.edu)  
Atmospheric science: chemistry of the atmosphere and oceans, including interactions with the biosphere, evolution of planetary atmospheres.

Professor Daniel P. Schrag (Hoffman Lab 309, 495-7676, schrag@eps.harvard.edu)  
Geochemical oceanography; paleoclimatology; stable isotope geochemistry.

East Asian Languages and Civilizations  
(2 Divinity Avenue, 617-495-2754, http://www.fas.harvard.edu/~ealc)

Professor Carter J. Eckert (2 Divinity Ave. 231, 495-8811, eckert@fas.harvard.edu)  
Late 19th- and 20th-century Korean socioeconomic history; historical aspects of Korean economic development of capitalism.

Professor Leonard van der Kuijp (1 Bow St., 495-3295), vanderk@fas.harvard.edu  
Tibetan intellectual history; Indo-Tibetan Buddhist thought and pre-modern Sino-Tibetan and Tibeto-Monogol political and religious relations.

Economics  
(Littauer 200, 617-495-2144, http://www.economics.harvard.edu)

Professor Philippe Aghion (Littauer 213, 495-6675, p_aghion@harvard.edu)  
Economic theory, development, industrial organization.

Professor Alberto F. Alesina (Littauer 210, 495-8388, aalesina@harvard.edu)  
Political economy, monetary and fiscal policy, and macroeconomics.

Professor Robert J. Barro (Littauer 218, 495-3203, rbarro@harvard.edu)  
Economic growth, macroeconomics.

Professor Francesco Caselli (Littauer 212, 496-7081, caselli@harvard.edu)  
Macroeconomics, development economics, politics.

Professor Richard E. Caves (Emeritus) (Littauer 311, 495-2127, rcaves@harvard.edu)  
Industrial organization, competition policy and regulation, international competition ad multi-national enterprise.

Professor Richard N. Cooper (1033 Mass. Ave. Rm. 206, 495-5076, rcooper@harvard.edu)  
International economics, including both international trade and international monetary economics, international environmental and energy issues.

Professor David M. Cutler (Littauer 315, 496-5216, dcutler@harvard.edu)  
Public economics, health economics.
Professor Elhanan Helpman (Littauer 229, 495-4690, ehelpman@harvard.edu)
   International economics. (On leave spring 2004- contact secretary at: 496-0062).

Professor Janos Kornai (Emeritus)(kornai@colbud.hu)
   Socialist economies, Post-Socialist Transition. Professor Kornai now resides in Hungary.

Professor Michael Kremer (Littauer 207, 495-9145, mkremer@fas.harvard.edu)
   Development, macroeconomics.

Professor Stephen A. Marglin (Littauer 221, 495-3759, smarglin@harvard.edu)
   Theory, history, development, and methodology.

Assistant Professor Marc Melitz (Littauer 120, 495-8297, mmelitz@harvard.edu)
   International trade and investment.

Professor Dwight H. Perkins (Littauer M-12, 495-2110, dwight_perkins@harvard.edu)
   Economic development, especially the development and history of the economies of East and Southeast Asia.

Professor Ken Rogoff (Littauer 232, 495-4022, kroff@harvard.edu)
   International finance.

Professor Andrei Shleifer (Littauer M-9, 495-5046, ashleifer@harvard.edu)
   Applied theory, corporate finance, economic transition.

Professor Jeffrey G. Williamson (Littauer 216, 495-2438, jwilliam@fas.harvard.edu)
   Economic history and development.

Engineering and Applied Sciences
(Pierce Hall 110a, 29 Oxford St., 617-495-2833, http://www.deas.harvard.edu)

Professor William H. Bossert (Maxwell-Dworkin 135, 495-4318 bossert@deas.harvard.edu)
   Models of the transmission of malaria; environmental policy: species diversity of the White Mountain National Forest; management of marine fisheries; rapid evolution of ecosystems.

Professor Joseph J. Harrington (Pierce 113, 495-2859, harringt@fas.harvard.edu)
   Near optimality models for natural resource development; superfund toxic substances; exposure and disease.

Professor Peter P. Rogers (Pierce 116, 495-2025, rogers@deas.harvard.edu)
   Economic and energy development in China; policy options and implications for climate change; indicators for environmental quality.
English and American Literature and Language
(Barker Center, 617-495-4585, http://fas-www.harvard.edu/~english)

Assistant Professor Sharmila Sen (Barker 14, 496-0285, ssen@fas.harvard.edu)
Anglophone literatures of South Asia, the Caribbean, and Africa; theories of postcoloniality.

Professor Marc Shell (Barker Center 265, 496-6538, mshell@fas.harvard.edu)
Economics and literature; kinship and language; nationalism; Renaissance.

Folklore and Mythology
(Warren House / Barker Center, 12 Quincy St., 617-495-4788, http://www.fas.harvard.edu/~folkmyth)

Dr. Deborah Foster (Senior Lecturer) (Barker Center 102, 495-8056, dfoster@fas.harvard.edu)
African literature; interface of oral and literate verbal arts in Africa; African dance; relationship between African and African-American folklore and popular culture.

Professor Philip A. Kuhn (2 Divinity Ave. 217 495-4816, kuhn2@fas.harvard.edu)
China and modern Chinese history.

Professor Lawrence E. Sullivan (42 Francis Ave., 496-1608, direct@harvard.edu)
South American Indians; Central Africa; religious healing systems; theoretical issues such as theories of symbol, ritual and myth.

Government

Professor Alberto Alesina (Littauer 324, 495-8388, alesina@harvard.edu)
Political economics, theory and practice; politics of macroeconomic policy; external debt problems of developing countries and economic growth; formal models of elections.

Professor Robert H. Bates (Littauer M-29, 496-0919, rbates@latte.harvard.edu)
Africa; political economy; political and economic development; political violence.

Professor Timothy J. Colton (625 Mass. Ave. Rm. 242, 495-4345, tcolton@fas.harvard.edu)
Russian government and politics.

Professor Jorge I. Dominguez (1033 Mass. Ave. Rm. 210, 495-5982, jdomingu@wcfia.harvard.edu)
International relations of Latin American countries; comparative politics in the Caribbean and Latin America.
Professor Grzegorz Ekiert (27 Kirkland St., 495-4303 x213, gekiert@latte.harvard.edu)
Comparative politics; regime change and democratization; collective politics and society.

Professor Jeffry Frieden (1033 Mass. Ave. Rm. 212, 496-2386, jfrieden@harvard.edu)
Politics of international monetary and financial relations.

Assistant Professor Yoshiko M. Herrera (1033 Mass. Ave. Rm. 312, 496-7293)
Comparative politics; the former Soviet Union.

Professor Stanley Hoffmann (27 Kirkland St., 495-4303, shhoffm@fas.harvard.edu)
American foreign policy; international politics; ethics and international affairs; development of the modern state.

Associate Professor Alastair Iain Johnston (1033 Mass. Ave. Rm. 205, 496-3965, johnston@fas.harvard.edu)
China’s compliance with international regimes; Chinese conflict management behavior; East Asian international relations; ideational sources of strategic choice.

Assistant Professor Devesh Kapur (1033 Mass. Ave., Rm. 320B, 495-5268, dkapur@latte.harvard.edu)
Economic reform processes; effects of technological change; globalization; international financial institutions.

Associate Professor Steven Levitsky (1033 Mass Ave. #320A, 495-9997, levitsky@cfia.harvard.edu)
Political parties, informal institutions, and regime change in Latin America.

Professor Roderick MacFarquhar (625 Mass. Ave. Rm. 230, 495-2810, macfarq@fas.aharvard.edu)
Comparative politics; China.

Professor Lisa L. Martin (1033 Mass. Ave. Rm. 302, 495-1294, lmartin@wcfia.harvard.edu)
International cooperation; US foreign policy; legislatures in foreign policy.

Professor Elizabeth J. Perry (103 Vanserg, 496-4536, eperry@latte.harvard.edu)
Popular protest and grassroots politics in modern and contemporary China.

Professor Susan J. Pharr (1033 Mass. Ave. Rm 232, 495-9992, susan_pharr@harvard.edu)
Japanese domestic politics; international relations of East Asia; Japanese foreign policy.

Professor Paul Pierson (27 Kirkland St., 495-4303 x227, pierson@fas.harvard.edu)
Comparative political economy and social policy; the contrasting public responses to poverty in Western Europe and the United States.

Professor Robert D. Putnam (79 JFK St., T370, 495-1148, robert_putnam@harvard.edu)
Revitalizing democracy in America; the links between civic engagement, democratic performance, social welfare and economic development, at home and abroad.
Professor Stephen Peter Rosen (1033 Mass. Ave. Rm. 303c, 495-2280, sprosen314@aol.com)
Multinational empires; military culture and politics of India; ballistic missile defense; AIDS and national security.

Professor Richard Tuck (Littauer M-28, 496-0967, richard_tuck@harvard.edu)
Political authority; human rights; natural law; toleration; Hobbes; Grotius; Selden; Descartes.

Professor Sidney Verba (Littauer M-18, 495-4421, sverba@harvard.edu)
Relationship of political to economic equality; mass and elite political ideologies; mass political participation.

History
(ROBINSON HALL 201, 617-495-2556, 617-495-2545, http://www.fas.harvard.edu/~history)

Associate Professor Emmanuel Akyeampong (Robinson 211, 496-3684, akyeamp@fas.harvard.edu)
West African history.

Professor John Coatsworth (61 Kirkland St., 495-2251, coatswor@fas.harvard.edu)
Latin America, economic, comparative social history.

Professor Richard Frye (Emeritus) (Widener Lib. H, 495-2684, frye@fas.harvard.edu)
Central Asian history.

Professor Evelyn Brooks Higginbotham (Barker Center 2nd Fl., 495-7828, ebhiggin@fas.harvard.edu)
African-American history; women’s history; religious studies.

Professor Akira Iriye (Robinson 215, 496-5054, airiye@fas.harvard.edu)
American diplomatic history; American-Asian relations; modern international history. (On leave spring 2005).

Professor William Kirby (Univ. Hall 2nd Fl. S., 495-1566, william_kirby@harvard.edu)
Chinese history.

Assistant Professor Jane Mangan (Robinson 115, 495-3473, mangan@fas.harvard.edu)
Latin American comparative colonialism; women's history.

Associate Professor Terry Martin (Robinson Hall L-26, 495-9895, martin11@fas.harvard.edu)
Russian and eastern European history.

Professor Roger Owen (CMES) (1430 Mass. Ave., 5th Fl., 495-2817, eowen@fas.harvard.edu)
Economic history of the Middle East.
Professor Roman Szporluk (Robinson M-02, 496-3291, szporluk@fas.harvard.edu)
Modern Ukrainian.

Professor Hue-Tam Ho Tai (Robinson M-03, 495-5456, hhtai@fas.harvard.edu)

Professor John Womack (Robinson 220, 495-5247, jwomack@fas.harvard.edu)
Mexico and modern Latin America.

History of Science
(Science Center 371, 617-495-3741, http://fas-www.harvard.edu/~hsdept)

Assistant Professor Bridie Jane Andrews (Science Center 235, 495-3550, bandrews@fas.harvard.edu)

Near Eastern Languages and Civilizations
(6 Divinity Avenue, Room 106, 617-495-5757)

Professor Ali Asani (Barker Center 305, 495-5755, aliasani@fas.harvard.edu)
Islam and Indo-Muslim studies; Urdu and Swahili.

Organismic and Evolutionary Biology
(26 Oxford St., 617-495-2305, http://www.oeb.harvard.edu)

Research Professor Peter Ashton (Herbaria 402, 496-1255, pashton@fas.harvard.edu)
Tropical botany: monographic and field studies of the rain forests of the Far East, systematics and ecology of tropical forest trees.

Otto T. Solbrig- Bussey Professor of Biology (Herbaria 101, 495-4302, solbrig@fas.harvard.edu)
Ecology and biodiversity in Latin America.

Professor Edward O. Wilson (495-2315, ewilson@oeb.harvard.edu).

Religion
(Barker Center, 617-495-5781, http://www.fas.harvard.edu/~csrel)

Professor Harvey G. Cox, Jr. (Andover 403, 495-5752, harvey_cox@harvard.edu)
The theological, social, and political interests of world Christianity; the mission and ministry of the church in the global setting, especially Latin America.
Professor Diana L. Eck (Barker Center 307, 495-5781, dianaeck@fas.harvard.edu)
The study of myth, ritual, and pilgrimage; the current dialogue between and among religions; popular religion in India; world religions in America.

Social Studies
(Hilles Library Lower Main Floor, 59 Shepard St., 617-495-2163; http://www.fas.harvard.edu/~socstud)

Mariko Chang (William James 644, 496-5351, mchang@wjh.harvard.edu)
Social Stratification, gender, economic inequality, work and occupations, and comparative sociology.

Assistant Professor Gwendolyn Dordick (William James 650, 495-6510, dordick@wjh.harvard.edu)
Issues of housing choice among the poor and homeless; social dimensions of new initiatives in public policy directed at the homeless and marginally housed.

Associate Professor William Fisher (Hilles Library 17, 495-3209, fisher@wjh.harvard.edu)
Economic and social development; social and cultural anthropology; Southeast Asia.

Assistant Professor Enseng Ho (William James 406, 496-4454, ho@wjh.harvard.edu)
Social anthropology, social theory, ethnographic history/texts (Arabic, Malay, imperial English), creolization, Diaspora, Islam.

Assistant Professor Steve Levitsky (1033 Mass. Ave. Rm. 320A, 495-9997, levitsky@wcfia.harvard.edu)
Comparative and Latin American politics, political parties and party system, and democracy and democratization.

Professor Stephen Marglin (Littauer 221, 495-3759, smarglin@harvard.edu)
Development economics; study of advanced capitalist states; modernization theory.

Sociology

Professor Stanley Lieberson (William James 430, 495-3818, sl@wjh.harvard.edu)
Race and ethnic relations; demography.

Professor Orlando Patterson (William James 520, 495-3707, op@wjh.harvard.edu)
Sociology of economic development with special reference to the Caribbean; historical sociology of slavery and freedom; ethnicity from a critical and social-philosophical perspective.
Business School
(Soldiers Field, Boston MA 02163; 617-495-6000; http://www.hbs.harvard.edu)

Accounting and Control

Professor Krishna G. Palepu (Morgan Hall 419; 495-6759; kpalepu@hbs.edu)
Analyzing the economics of business groups in emerging markets—including Brazil, Chile, Hong Kong, India, Indonesia, and Malaysia.

Business, Government, and the International Economy

Assistant Professor Rawi E. Abdelal (Morgan Hall 287, 495-7853, rabdelal@hbs.edu)
Differences in the national identities of post-Soviet societies; patterns of disintegration and reintegration of the regional economy.

Assistant Professor Laura Alfaro (Morgan Hall 263, 495-7981; lalfaro@hbs.edu)
The political economy of capital controls and temporary exchange-rate stabilization programs in Latin America.

Professor Pankaj Ghemawat (Morgan Hall 227, 405-6270, pghemawat@hbs.edu)
Dynamics of globalization and generic strategies for globalizing firms.

Professor Tarun Khanna (Morgan Hall 221, 495-6038, tkhanna@hbs.edu)
Economic development, emerging markets, globalization, international business, strategy.

Associate Professor Huw Pill (Morgan Hall 279, 495-6788, hpill@hbs.edu)
Monetary and macroeconomics; issues in monetary and exchange rate policy; institutions and financial markets; finance and development.

Professor Michael Porter (Ludcke Hse. 105, 495-6309, mporter@hbs.edu)
Competitiveness of nations.

Professor Debora L. Spar (Morgan Hall 293, 495-6035, dspar@hbs.edu)
Business-government relations and the political environment of international commerce; foreign trade and investment; politics of high technology business.
Professor Richard H.K. Vietor (Morgan Hall 285, 495-6460, rvietor@hbs.edu)
Environmental management: strategy and compliance in regulated resource-development and manufacturing sectors.

Professor Louis T. Wells, Jr. (Morgan Hall 271, 495-6107, lwells@hbs.edu)
The strategies of multinational enterprises with respect to developing countries.

General Management

Professor Regina E. Herzlinger (Baker Library 163; 495-6646; rherzlinger@hbs.edu)
Accountability in nonprofit and government organizations, models for organizing government to carry out its mission of income redistribution.

School of Design

(48 Quincy Street, Cambridge, MA 02138, 617-495-4731; http://www.gsd.harvard.edu)

Professor Richard Forman (Gund 414, 495-1930, rforman@gsd.harvard.edu)
Landscape and regional ecology; linking science with spatial pattern.

Assistant Professor Robert France (Gund 407, 496-0915, rfrance@gsd.harvard.edu)
Landscape ecology, influences of landscape processes and development on aquatic systems; the ethical relationship of humans to the environment.

Professor Jose A. Gomez-Ibañez (Gund 307, 495-1341, jose_gomez-ibanez@harvard.edu)
Economics, infrastructure, and transportation planning.

Associate Professor Jerold S. Kayden (Gund 312A, 496-0830, jkayden@gsd.harvard.edu)
Planning and environmental law, public and private development, and the relationship between law and design, property rights and government regulation, land reform in Ukraine and Asia.

Assistant Professor A. Hashim Sarkis (Gund 219B, 496-0330, hsarkis@gsd.harvard.edu)
Educational facilities in both the United States and Lebanon.

Adjunct Professor Mona A. Serageldin (7 Sumner Rd., 202, 495-4964, mserageldin@gsd.harvard.edu)
Urban development, land management, sustainable improvement strategies, and community-based development.

Professor François C. D. Vigier (7 Sumner Rd., 202, 495-4964, fvigier@gsd.harvard.edu)
Formulation of housing policies for developing nations; housing upgrade strategies in Egypt and Morocco.
Divinity School

(45 Francis Avenue, Cambridge MA 02138, 617-495-5761; http://www.hds.harvard.edu)

**Professor Leila Ahmed** (Andover Hall 405, 496-5316, leila_ahmed@harvard.edu)
Women and gender Islam, including developments in feminist and post-colonial thought; feminism, religion, and gender in a cross-cultural perspective.

**Professor Diana L. Eck** (Barker 307, 493-1600, dianaeck@fas.harvard.edu)
The study of myth, ritual, and pilgrimage; dialogue between and among religions.

**Professor David Little** (Andover 121, 496-5938, david_little@harvard.edu)
Religious ethics and the sociology of religion; comparative ethics, human rights.

**Professor Nancy Richardson** (Andover 307, 384-9005, nancy_richardson@harvard.edu)
Anti-racism education and organizing feminist perspectives in theological education, social justice.

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School of Education

(3 Garden Street, Cambridge, MA 02138, 617-495-0740; http://www.gse.harvard.edu)

Administration, Planning, and Social Policy

**Visiting Professor Kai-Ming Cheng** (Gutman 422, 495-1723, kaiming_cheng@harvard.edu)
Education systems of China, India, and other parts of Asia; education in rural areas and on reforms in higher education.

**Assistant Professor Gilberto Q. Conchas** (Gutman 425, 496-0947, gilberto_conchas@harvard.edu)
Educational opportunity for low-income Latino, Asian American and African American youth.

**Assistant Professor Suzanne Grant Lewis** (Gutman 433, 496-4830, sue_grant_lewis@harvard.edu)
Policy efforts to address educational inequalities, especially in Africa; efforts to address gender inequalities through policy and changes in educational decision-making in countries in democratic transition.

**Professor Jerome Murphy** (On leave 2004-2005) (Gutman 457, 496-0914, jerry_murphy@harvard.edu)
Politics of education; administrative practice and organizational leadership, government policy, program implementation and evaluation.
**Associate Professor Fernando Reimers** (Gutman 461, 496-4817, fernando_reimers@harvard.edu)
Identifying education policies that give low-income children opportunities to learn and succeed in school; the relationship between educational and social change in Latin America.

**Human Development and Psychology**

**John Comings** (Senior Research Associate) (Nichols House, 496-0516, john_comings@harvard.edu)
The impact of adult literacy programs and the factors that lead to that impact in the United States and in Third World countries; factors that support increased persistence by adult literacy students.

**Charles P. Ducey** (Lecturer) (S Linden Street, 495-2581, cducey@fas.harvard.edu)
The universals in human development and experience across cultures and historical epochs.

**Professor Robert A. LeVine** (Larsen 706, 495-3582, robert_levine@harvard.edu)
Cultural aspects of parenthood and child development in African, Asian, North and Central American societies; how increasing women's literacy positively affects their health and that of their children.

**Professor Catherine Snow** (Larsen 313, 495-3563, catherine_snow@harvard.edu)
Language and literacy development in children; language and literacy skills among low-income children; bilingualism and its relation to language policy issues.

**Learning and Teaching**

**Professor Eleanor R. Duckworth** (Longfellow 224, 496-5683, eleanor_duckworth@harvard.edu)
Teaching and the experience of teachers and learners of all ages both in and out of schools; curriculum development.

**Professor David Perkins** (Longfellow 315, 495-4376, david_perkins@harvard.edu)
Curriculum projects addressing thinking, understanding, and learning in Colombia, Israel, Venezuela, and South Africa as well as in the United States; school change.
Amir Attaran (Adjunct Lecturer) (Eliot 505, 496-8712).

Professor Christopher N. Avery (Littauer 208, 496-4063, christopher_avery@ksg.harvard.edu)
Studies rating and selection mechanisms, focusing on the college admissions system. Cofounded the COACH program.

Professor L. David Brown (79 JFK St. BT229, 496-2381, L_dave_brown@ksg.harvard.edu)
Change and conflict in organizations concerned with social change; social transformation in national and international contexts.

Associate Professor Jean Camp (on leave).

Martha Chen (Lecturer) (Eliot 118, 495-0797, martha_chen@ksg.harvard.edu)
Coordinator of Women in Informal Employment: Globalizing and Organizing (WIEGO); gender and development, poverty alleviation.

Professor William C. Clark (Littauer 360B, 495-3981, william_clark@harvard.edu)
Global environmental change and economic development; analysis for resource and environmental management.

Professor Richard Cooper (1033 Mass. Ave. Rm. 206, 495-5076, rcooper@fas.harvard.edu)
International trade, monetary systems, economic development, and energy and environmental issues.

Dennis J. Encarnation (Adjunct Lecturer) (79 JFK St. MA520N, 495-1103, dennis_encarnation@harvard.edu)
International political economy; foreign investment and international trade by multinational corporations; comparative business-government relations, Asia.

Professor Richard Frank (180 Longwood Ave., (617)-432-0178, frank@hcp.med.harvard.edu)
Financing of health services for vulnerable populations; joint work on drug pricing.

Professor Jeffrey Frankel (Littauer 217, 496-3834, jeffrey_frankel@ksg.harvard.edu)
International finance, monetary policy, regional blocs, East Asia, and global climate change.

Assistant Professor Jendayi E. Frazer (495-1098, jendayi_frazer@harvard.edu)
International security and political development in Africa; African military affairs and U.S.-Africa security policy.
Assistant Professor Archon Fung (Littauer 356, 495-9846, archon_fung@ksg.harvard.edu)
Improving public and private governance through civic participation, and transparency; police organization; public education; local governance in developing countries.

Rachel Glennerster (Adjunct Lecturer) (79 JFK St. E106 496-1527, racehl_glennerster@ksg.harvard.edu)
Implementation of reforms to the international financial system; the provision of debt relief to Mozambique; the aftermath of the Kosovo crisis.

Professor Ray Goldberg (Cumnock Hall 300, 495-6496, rgoldberg@hbs.edu)
The impact of biotechnology on the food system; the changing structure of the domestic and global food system.

Professor Jose A. Gomez-Ibanez (Taubman 378, 495-1341, jose_gomez-ibanez@harvard.edu)
Transportation policy and urban development; privatization and regulation of infrastructure.

Professor Merilee S. Grindle (Littauer 308, 495-1872, merilee_grindle@harvard.edu)
The comparative analysis of policy-making, implementation, and public management in developing countries, with particular reference to Latin America.

Professor Ricardo Hausmann (Eliot 317, 496-3740, ricardo_hausmann@harvard.edu)
Growth, macroeconomic stability, international finance, and the social dimensions of development.

Professor Michael Ignatieff (Eliot 214, 496-4969, michael_ignatieff@ksg.harvard.edu)
Ethnic war in Serbia, Croatia, Bosnia, Rwanda, and Afghanistan.

Professor Shelia Jasanoff (Littauer 354, 495-7902, sjasanof@ksg.harvard.edu)
Relationships among science, technology, law, and politics in democratic societies.

Professor Christopher Jencks (Taubman 414, 495-0546, christopher_jencks@harvard.edu)
Changes in the material standard of living over the past generation; homelessness, social consequences of economic inequality.

Assistant Professor Robert T. Jensen (Littauer 204, 496-1623, robert_jensen@harvard.edu)
Poverty and economic development, education and child labor, health and fertility.

Professor Calestous Juma (Littauer 356, 496-8127, calestous_juma@harvard.edu)
Science and technology studies; biotechnology, biological diversity and public policy; international trade and environmental policy.

Professor Joseph P. Kalt (124 Mt. Auburn - Suite 100 – 120, 495-4966, joe_kalt@harvard.edu)
Exploring the economic implications and political origins of the government regulation of markets; American Indian economic development.
Assistant Professor Sanjeev Khagram (Eliot 115, 496-4489, sanjeev_khagram@harvard.edu)
The political economy of sustainable development; innovation in/strategies for (democratic and democratizing) governance; comparative research on Brazil, India, South Africa and the U.S.

Assistant Professor Asim Ijaz Khwaja (Littauer 311, 384-7790, asim_ijaz_khwaja@ksg.harvard.edu)
Economic development, contract theory, industrial organization, mechanism design, and computational economics; examining contracts between firms in low-income country industrial networks.

Henry Lee (Lecturer) (Belfer 302B, 495-1350, henry_lee@harvard.edu)
Environmental management, energy policy, global climate change, public infrastructure projects in developing countries.

Assistant Professor Erzo Luttmer (Littauer 116, 496-0118, ezro_luttmer@ksg.harvard.edu)
Public economics, labor economics, and applied econometrics.

Brian Mandell (Lecturer) (Littauer 104, 495-9123, brian_mandell@harvard.edu)
Theory and practice of negotiation, emphasizing third-party facilitation and consensus building in protracted policy disputes; international mediation and conflict management.

Associate Professor Nolan Miller (Littauer 205, 496-8959, nolan_miller@ksg.harvard.edu)
Theoretical models of incentive problems in organizations, focusing on industrial organization theory, health care, and insurance markets.

Theodore Panayotou (Lecturer) (Eliot 314, 495-9173, theodore_panayotou@harvard.edu)
Natural resource management and environmental economics as they relate to economic development.

Dr. Pauline Peters (Lecturer) (Eliot 405, 495-3785, pauline_peters@harvard.edu)
The processes of agrarian transformation, particularly commercialization, land tenure, property systems, natural resource management.

Samantha Power (Adjunct Lecturer) (Eliot 217, 495-3140, samantha_power@ksg.harvard.edu)
Examines U.S. responses to genocide since the Holocaust, including the Rwandan genocide.

Lant Pritchett (Lecturer) (Littauer 313, 496-4562, lant_pritchett@ksg.harvard.edu)
The operation and impact of the social safety nets for those hit hardest by the Asian financial crisis and effective poverty strategies for the post-crisis period.

Professor Dani Rodrik (Littauer 212, 495-9454, dani_rodrik@harvard.edu)
International economics, economic development, and political economy; what constitutes good economic policy and why some governments are better than others in adopting it; Turkey.
Jay Rosengard (Lecturer) (124 Mount Auburn St., Rm. 504, 496-8751, jay_rosengard@harvard.edu)
Design, implementation, and evaluation of development policies, programs, and projects throughout Asia, Africa, and Latin America.

Professor Mark R. Rosenzweig (Littauer 304, 495-4774, mark_rosenzweig@ksg.harvard.edu)
The consequences of the Indian green revolution; the impact of local democratization on the distribution of public services in India.

Professor Tony Saich (124 Mount Auburn St., Rm. 508, 495-5713, anthony_saich@ksg.harvard.edu)
The interplay between state and society in Asia and the respective roles they play in determining policy-making and framing socioeconomic development.

Professor Frederick Schauer (Taubmen 240, 495-8737, fred_schauer@harvard.edu)
Constitutional law, first amendment freedoms, legal dimensions of international development.

Alfred Schipke (Lecturer) (Taubman 452, 496-9661, alfred_schipke@harvard.edu)
Public policy issues of dollarization and monetary unions.

Jessica Stern (Lecturer) (On leave).

Joseph Stern (Lecturer) (Eliot 406, 495-4165, joseph_stern@harvard.edu)
Development and international trade and industrial policy; economic development and project appraisal.

John W. Thomas (Lecturer) (Taubman 160, 495-1182, john_thomas@ksg.harvard.edu)
Leadership and political analysis in managing policy change; public policy in Southeast Asia; Kenya, the Philippines, and Bangladesh.

Professor Andres Velasco (Littauer 106, 496-3255, andres_velasco@harvard.edu)
Causes of financial crises in emerging markets and policies as solutions.

Ezra Vogel (Professor Emeritus) (496-9940, efvogel@fas.harvard.edu)
Chinese and Japanese society, industrial development, and more recently Asian international relations.

Dean Williams (Lecturer) (124 Mt. Auburn, Suite 165 – 159, 496-8506, dean_williams@harvard.edu)
Leadership education and organizational change; leadership in business and government in Australia, Japan, Southeast Asia, and the United States.

Professor William Julius Wilson (Taubman 406, 496-4514, bill_wilson@harvard.edu)
Urban poverty, urban race and class relations, and social inequality in cross-cultural perspective.
Law School

(1563 Mass. Ave., Cambridge, MA 02138, 617-495-3100; http://www.law.harvard.edu)

Professor William P. Alford (Pound 428, 495-4693, alford@law.harvard.edu)
Chinese law and legal history, legal aspects of international trade and technology transfer.

Professor Mary Ann Glendon (Hauser 504, 495-4769, glendon@law.harvard.edu)
International human rights.

Assistant Professor Ryan Goodman (Griswold 506, 384-8158, rgoodman@law.harvard.edu)
Immigration and refugee law, international human rights law, international humanitarian law, public international law, and international relations theory.

Professor Emeritus Charles M. Haar (Griswold 300, 495-4610, haar@law.harvard.edu)
Environmental law, housing law, international law, pollution, poverty, Third World development, zoning and urban planning.

Professor Philip B. Heymann (Hauser 522, 495-3137, heymann@law.harvard.edu)
Comparative criminal law, criminal justice, political violence and terrorism.

Professor Duncan Kennedy (Griswold 311, 495-4619, kennedy@law.harvard.edu)
Law and Third World economic development, left wing law and economics, legal history, legal theory, low income housing, private law theory.

Professor Joseph Singer (Griswold 306, 496-5292, jsinger@law.harvard.edu)
American Indian law, conflicts of laws of more than one country, international law, property.

Professor Henry J. Steiner (Areeda 233, 495-3107, hsteiner@law.harvard.edu)
Human rights, international law.

Professor Roberto Unger (Areeda 226, 495-3156, unger@law.harvard.edu)
Legal, political, and social theory.

Professor Detlev F. Vagts (Hauser 300, 495-3159, vagts@law.harvard.edu)
Comparative lawyering, developing countries and transnational investment, international business transactions, transnational/global lawyering.

Adjunct Professor Frank E. Vogel (Hauser 314, 495-3183, vogel@law.harvard.edu)
Comparative law, Islamic law and legal system, law and religion, laws and legal systems of the Muslim World.

Professor Lucie E. White (Griswold 511, 496-3358, lwhite@law.harvard.edu)
Life history and qualitative research of poverty issues; social, economic, and gender-related human rights; environmental law; South Africa; social welfare law; Third World development.

Medical School

(25 Shattuck St., Boston MA 02115, 617-432-1000; http://www.hms.harvard.edu)

Mercedes Becerra, Sc.D. (Instructor) (432-6455, mbecerra@post.harvard.edu)
Epidemiology, treatment, and control of tuberculosis; political economy of control strategies for multidrug-resistant tuberculosis; Haiti, Peru, Mexico.

Patricia Case, Sc.D., M.P.H. (Instructor) (641 Huntington Ave., 432-2564, patricia_case@hms.harvard.edu)
Social context and dynamics of infectious disease (HIV, hepatitis C, HTLV I/II), drug use and harm reduction, health and sexuality.

Arachu Castro-Sanjuan, Ph. D. (Instructor) (641 Huntington Ave., 432-6038, arachu_castro@hms.harvard.edu)
Program in Infectious Disease and Social Change; researcher in Peru, Haiti, Mexico, Cuba.

Professor Emeritus Leon Eisenberg, M.D., D.Sc. (641 Huntington Ave., 432-1710, leon_eisenberg@hms.harvard.edu)
Social determinants of health, disadvantaged ethnic minorities, child development.

Associate Professor Paul Farmer, M.D., Ph.D. (641 Huntington Ave., 432-3718, pihpaul@aol.com)
Zanmi Lasanti in Haiti, AIDS and tuberculosis, poverty, culture.

Professor Byron Good, Ph.D. (William James 340, 495-3904, byron_good@hms.harvard.edu)
Medical and psychiatric anthropology; culture theory; culture and mental health services research in the US and Indonesia.

Professor Mary-Jo DelVecchio Good, Ph.D. (William James 458, 432-2557, maryjo_good@hms.harvard.edu)
Culture and political economy of biomedicine; medical ethics; comparative medical systems; clinical narratives in oncology and HIV care; international medicine and globalization with a focus on Indonesia, East Asia, East Africa.

Jim Yong Kim, M.D., Ph.D. (Instructor) (641 Huntington Ave., 432-2575, Kimj@who.int)
Pharmaceuticals, culture, poverty and infectious diseases (AIDS and tuberculosis), South Korea, Peru, Haiti, Mexico.

Professor Arthur Kleinman, M.D. (William James 330, 495-3846, kleinman@wjh.harvard.edu)
Experience of chronic illness, anthropology of social suffering, international mental health, ethnicity and health, somatization, China, Taiwan.

Mary C. Smith-Fawzi, Sc.D. (Lecturer) (661-0773, mary_smith-fawzi@hms.harvard.edu)
Poverty-related health issues, infectious diseases (AIDS and tuberculosis), violence prevention, refugee and immigrant mental health.

School of Public Health
(677 Huntington Avenue, Boston MA 02115, 617-432-1000; http://www.hsph.harvard.edu)

Biostatistics

Assistant Professor Gregory Dirienzo (SPH Bldg. II, Rm. 415, 432-2831, dirienzo@hsph.harvard.edu)
Applied biostatistical research in the area of HIV/AIDS therapeutic clinical trials and observational studies.

Dr. Kenneth E. Stanley (SPH Bldg. II, Rm. 437D, (508) 655-7207, kstanley@sdac.harvard.edu)
Biostatistics in AIDS research; methodologies for estimating the number of deaths attributable to smoking in developing countries.

Professor David Wypij (SPH Bldg. II, Room 411, 432-4906, wypij@hsph.harvard.edu)
Longitudinal data analysis, the analysis of discrete data, with applications to problems in cardiac surgery; the statistics for a malaria clinical trials networks, involving randomized clinical trials in five African countries.

Environmental Health

Professor David C. Christiani (SPH Bldg. I, Rm. 1407, 432-3323, dchristi@hsph.harvard.edu)
Occupational, environmental, and molecular epidemiology; international occupational and environmental health studies—respiratory disease in cotton-textile workers in China, arsenic exposure and cancer in Taiwan and Bangladesh, indoor combustion product exposure in respiratory disease, Central America.

Professor Joseph J. Harrington (SPH Bldg. I, Rm. 1305, 495-2859, harringt@fas.harvard.edu)
Implications of tropical diseases in water resource management, explicitly incorporating malaria and schistosomiasis into models of the Senegal River Basin.

Professor Frank E. Speizer (BWH Channing Lab, 525-2275, frank.speizer@channing.harvard.edu)
Assessment of chronic respiratory effects in children living in suburban and urban environments with varying exposures to aerosols; understanding the acute and
chronic effects of exposure to ozone and other pollutants in children living in Mexico City.

**Professor John D. Spengler** (Landmark Ctr. 406A, 384-8810, spengler@hsph.harvard.edu)
Environmental epidemiology studies in two industrialized regions in Russia; exposure and health surveys to assess the impacts of air and water pollution in the Russian Federation.

**Epidemiology**

**Associate Professor Alberto Aschiero** (SPH Bldg.II Rm. 335A, 432-0093, alberto.ascherio@channing.harvard.edu)
Epidemiology of multiple sclerosis; the application of epidemiology to the investigation and alleviation of the health effects of war; human rights violations, and natural disasters.

**Professor Lisa Berkman** (Kresge Bldg. Room 709, 432-3915, lberkman@hsph.harvard.edu)
Understanding inequalities in health related to socioeconomic status, different racial and ethnic groups, and social networks, especially in cardiovascular and cerebrovascular disease.

**Assistant Professor Wafaie W. Fawzi** (SPH Bldg. II Rm. 329A, 432-5299, mina@hsph.harvard.edu)
The relationships of dietary, nutritional, and other risk factors to the incidence and severity of infections; vitamin supplements to HIV-positive Tanzanian women.

**Professor Marc Lipsitch** (Kresge Bldg. Rm. 808C, 432-4559, mlipsitc@hsph.harvard.edu)
Research focuses on the transmission dynamics and within-host population biology of infectious disease.

**Professor Jane M. Murphy** (Kresge Bldg. Rm. 816, 726-1822, Murphy.jane@mgh.harvard.edu)
Psychiatric epidemiologic research in culturally distinctive populations (Nigeria, Alaska, and South Vietnam); relationship between depression, mortality, and socioeconomic status.

**Assistant Professor George Seage** (Kresge Bldg. Rm. 920, 432-4567, gseage@hsph.harvard.edu)
Biological and behavioral determinants of HIV-1 transmission and its application to the design and conduct of HIV-1 prevention trials.

**Health Policy and Management**

**Professor William C.L. Hsiao** (124 Mt. Auburn St., 4th Fl., 496-8850, hsiao@hsph.harvard.edu)
A simulation model of the US health sector, comparative health care systems, financing health care in developing nations, and the interaction between economic development and health care.
Immunology and Infectious Disease

Professor John R. David (SPH Bldg. II, Rm. 811, 432-0986, jdavid@hsph.harvard.edu)  
Control of parasitic infections with a focus on leishmaniasis; the transfer of diagnostic techniques from the laboratory to the field.

Professor Max Essex (FXB Building 401, 432-2334, messex@hsph.harvard.edu)  
Disease pathogenesis, molecular epidemiology, and vaccine development for HIV; international collaboration with Senegal, Thailand, Japan, Colombia, Mexico, and Tanzania.

Professor Donald Harn (SPH Bldg. I, Rm. 805, 432-1257, dharn@hsph.harvard.edu)  
Development of vaccines for infectious diseases of the tropics, especially for the parasite Schistosoma mansoni.

Professor Martin S. Hirsch (Infectious Disease Unit, MGH, (617) 726-3815, hirsch.martin@mgh.harvard.edu)  
The pathogenesis and therapy of HIV-1 infections; evaluating drug combinations in HIV-1 infection in an attempt to develop combination strategies to delay development of multidrug resistance.

Professor Phyllis Kanki (FXB 405B, 432-1267, pkanki@hsph.harvard.edu)  
Prospective studies of HIV-2 and HIV-1 infected people in Senegal. Lab studies seek to explore viral mechanisms for the differences in observed biology between HIV-2 and HIV-1.

Assistant Professor Eric J. Rubin (SPH Bldg. I, Rm. 913, 432-3335, erubin@hsph.harvard.edu)  
Analyzing M.tuberculosis genome to understand importance of various genes in the disease; developing methods of producing attenuated strains for use as vaccines and screening strains for new antibiotics.

Professor Andrew Spielman (SPH Bldg. I, Rm. 111, 432-2064, aspielma@hsph.harvard.edu)  
Suppression and containment of vector-borne diseases, including Lyme disease, encephalitis, dengue fever and malaria.

Professor Dyann F. Wirth (SPH Bldg. II, Rm. 705, 432-1563, dfwirth@hsph.harvard.edu)  
Methods for molecular genetic manipulation of protozoan parasites to analyze genes important for parasite virulence and mechanisms of drug resistance; leishmaniasis and malaria.

Nutrition

Associate Professor Karen E. Peterson (Kresge Bldg., Rm. 617, 432-1080, kpeterso@hsph.harvard.edu)  
Epidemiology, design and evaluation of surveillance systems, and community-based interventions for malnutrition among women and children in industrialized and developing countries.
Professor Marianne Wessling-Resnick (SPH Bldg. II, Rm. 205, 432-3267, wessling@hsph.harvard.edu)
Mechanism and regulation of iron assimilation, a nutritional issue in the US and throughout the world; enhancement of dietary iron absorption to resolve nutritional deficiencies.

Professor Walter Willet (Bldg. II, Rm. 311, 432-4680)
Investigation of dietary factors, using epidemiologic approaches, in the cause of prevention of cardiovascular disease, cancer.

Population and International Health

Associate Professor Peter Berman (SPH Bldg. I, Rm. 1210A, 432-4616, pberman@hsph.harvard.edu)
Improving the ability of health care systems in low and middle income countries to improve health and equity in a cost-effective and sustainable way.

Professor David E. Bloom (SPH Bldg. I, Rm. 1110B, 432-0654, dbloom@hsph.harvard.edu)
Labor economics, demography, and the environment; linkages between health status and economic growth and development and population change; the global spread and economic impact of HIV/AIDS.

Dr. Thomas Bossert (Lecturer) (SPH Bldg. I, 11th Fl., 432-1148, tbossert@hsph.harvard.edu)

Professor David Canning (Economics and International Health, SPH I, 11th Flr, 432-6336, dcanning@hsph.harvard.edu)
The role of demographic change and health improvements in economic development.

Dr. Richard A. Cash (Lecturer) (SPH Bldg. I, Rm. 1106C, 432-1076, racash@hsph.harvard.edu)
Ethics of international health research; the role of development activities in the reemergence of infectious diseases; diarrheal disease research.

Dr. Norman Daniels (Prof. of Ethics and Pop. Health, Bldg. I, Rm. 1104C, 432-2360, ndaniels@hsph.harvard.edu)
Working to demonstrate the utility of an evidence-based policy tool for evaluating the fairness – the equity, accountability, and efficiency – of health sector reforms in developing countries and to improve capacity in those countries to carry out research on the fairness of reform activities.

Assistant Professor Majid Ezzati (SPH Bldg. I, Rm. 1108A, 432-5722, mezzati@hsph.harvard.edu)
Interests are centered around understanding the causal determinants of health and disease, especially as they change in the process of social and economic development.
Assistant Professor Sofia Gruskin (FXB Bldg., 7th Fl., 432-4315, sgruskin@hsph.harvard.edu)
Policy and practice implications of linking health to human rights, with particular attention to women, children, gender issues, and vulnerable populations in the context of HIV/AIDS; improving the quality and scope of reproductive health services worldwide.

Professor Allan G. Hill (SPH Bldg. I, 11th Fl., 432-4075, ahill@hsph.harvard.edu)
Medical demography of the Middle East and West Africa; mortality and morbidity impact of bednets to prevent malaria and village-level health services in the Gambia; eliminating polio in West Africa.

Assistant Professor Saidi H. Kapiga (SPH Bldg. I, Rm. 1105, 432-1237, skapiga@hsph.harvard.edu)
Reproductive health problems affecting women in developing countries; development of community-based HIV/STD and fertility control programs.

Associate Professor Ulla Larsen (SPH Bldg. I, Rm. 1107, 432-4625, ularsen@hsph.harvard.edu)
Demographic research on methodological and substantive issues related to reproductive health and population problems. A current project covers an analysis of the prevalence and the main risk factors of infertility in sub-Saharan Africa.

Professor Jennifer Leaning (FXB Bldg., 7th Fl., 432-0656, jleaning@hsph.harvard.edu)
Problems of international human rights and humanitarian law; humanitarian crises and medical ethics in settings of disasters and emergencies.

Professor Richard Levins (SPH Bldg. I, Rm. 1109, 432-1484, humaneco@hsph.harvard.edu)
Processes in complex systems, abstractly and as applied to evolutionary ecology, economic development, agriculture, and health; the Caribbean and Latin America.

Assistant Professor Yuanli Liu (SPH Bldg. I, Rm. 1210A, 432-4623, yuanliu@hsph.harvard.edu)
Innovative ways to make health systems in developing countries more equitable and efficient; research project in China focused on developing an understanding of health and poverty in 114 countries.

Assistant Professor Ajay Mahal (SPH Bldg. I, 11th Fl., 432-4065, amahal@hsph.harvard.edu)
Use of economic analyses to influence public health policy in developing countries; HIV/AIDS epidemic, aging, resource allocation in the health sector, decentralization and empowerment, and alcohol consumption.

Professor Stephen P. Marks (FXB Bldg., 7th Fl., 432-0656, smarks@hsph.harvard.edu)
International law, international politics, human rights and economic development, peace and conflict studies; integrating human rights into sustainable human development.
Professor Christopher Murray – Richard Saltonstall Professor of Population Policy; Director of Global Health Initiative (104 Mt. Auburn Street, 495-3004, christopher_murray@harvard.edu)

Former Executive Director of the Evidence and Information for Policy Cluster at the World Health Organization, a physician and health economist—worked on tuberculosis control and the development of the pioneering Global Burden of Disease project; new approaches to the measurement of population health, cost-effectiveness analysis.

Associate Professor M. Omar Rahman (SPH Bldg. I, Rm. 1109, 432-4618, mrahman@hsph.harvard.edu)

The impact of social and kinship networks on the physical and mental health of adults and the elderly; the socioeconomic determinants of health outcomes; the determinants of health service use by adults and the elderly in the developing world; women’s health.

Professor Michael R. Reich (9 Bow St., 495-2021, michael_reich@harvard.edu)

Political dimensions of public health policy, particularly the politics of policy-making processes in the health policy of poor countries, and in pharmaceutical policy.

Assistant Professor Joshua Salomon (SPH Bldg. I, 11th Floor, 495-0418, jsalomon@hsph.harvard.edu)

A core investigator on NIA projects relating to summary measures of population health and modeling HIV/AIDS epidemics and interventions for prevention and treatment; also evaluating health policies concerning multi-drug resistant tuberculosis and hepatitis C.

Adjunct Professor Amartya Sen (9 Bow St., 495-1871, asen@hsph.harvard.edu)

Welfare economics, social choice theory, decision, theory, economic measurement, development economics and moral and political philosophy; Nobel Prize 1998 for work in welfare economics.

Professor Daniel Wikler (Ethics and Population Health, SPH Bldg. I, 14th Floor, wikler@hsph.harvard.edu)

Society, Human Development, and Health

Dr. Iain W. Aitken (Kresge Bldg., Rm. 613, 432-4622, iaitken@hsph.harvard.edu)

Design and development of health systems in developing countries; training of rural health workers and management training for health administrators; reproductive health and screening for high-risk mothers.

Dr. Steven L. Gortmaker (Kresge Bldg. Rm. 720, 432-1029, sgortmak@hsph.harvard.edu)

Health of children and adolescents, particularly households living in poverty and minority populations; identification of modifiable risks for morbidity and mortality in the young, ie. socioeconomic and behavioral risks.

Associate Professor S. Jody Heymann (Kresge Bldg. Rm. 718, 432-3914, jheymann@hsph.harvard.edu)
Impact of social policy on health, infectious disease policy, and patient partnerships in health care and research.

**Associate Professor Ichiro Kawachi** (Kresge Bldg. Rm. 713, 432-0235, society@hsph.harvard.edu)

Links between macro social forces (income distribution, social cohesion and social capital, inequalities in political participation, and residential segregation, etc.) to patterns of health and disease in populations.

**Associate Professor Laura Ann McCloskey** (Kresge Bldg., Rm. 605, 432-3692, lmcclosk@hsph.harvard.edu)

The origins and impact of child maltreatment and violence against women; keys to resilience to children exposed to abuse; cultural differences in parenting and family violence.

**Dr. Rima E. Rudd** (Lecturer) (Kresge Bldg. Rm. 716, 432-3753, rrudd@hsph.harvard.edu)

Health education, the design and evaluation of public health programs for planned social change; health and literacy links, and participatory and collaborative strategies for learning and for change.
At the heart of any university are its courses of instruction. Harvard’s various schools offer a broad spectrum of courses that deal with international development. In the following course guide, the editors of Thinking Global have sought to include areas of study related to all aspects of development, from cultural history to urban planning to the epidemiology of nutrition and disease. However, the courses listed here are just the beginning. This guide can best be used as a starting block for your own investigation of the wealth of options that Harvard has to offer in the study of specific development issues. Please be sure to visit the online course catalogs of the various schools for complete course descriptions. Additionally, be sure to look at other courses in the same section to find out what else is available in a specific area of study. It is important to recognize that you may find courses which, though not listed here, delve deeply into issues important to development without addressing it directly—for example, the School of Public Health offers general courses on domestic violence prevention, NGO management, statistical analysis of health in populations, and more.

For undergraduates, cross-registration at one of the graduate schools can be tricky but is often worth the effort, especially when graduate school classmates already have previous experience "in the field". For cross-registration instructions, look online at http://crossreg.harvard.edu. The details of undergraduate cross-registration are also available in the Handbook for Students. One of the most important things to remember is that you must meet the deadlines of both your own school and the school into which you are cross-registering. Also, be aware of the enrollment limitations of each course—some of the graduate school offerings are limited to graduate students in specific programs—but do not be afraid to contact professors about your interests in such courses.

Due to space constraints, the course descriptions here have been edited and some logistical information has been removed. Additionally, only courses offered in the 2004-2005 academic year are listed here. For complete descriptions and up-to-date info on times, enrollment, prerequisites, and more, please check the online course catalogs for Harvard’s schools at http://coursecatalog.harvard.edu/OASIS/CourseCat/index.html
The course catalog for the Faculty of Arts and Sciences is available at http://www.registrar.fas.harvard.edu/Courses. An academic calendar is available online at http://www.registrar.fas.harvard.edu/Academic_Calendar.html. The fall term for the 2004-2005 academic year runs from September 20 – January 25, and the spring term runs from February 2 – May 27.

*(Note: Only courses offered in 2004-2005 are listed here. Please refer to the course catalog for details on prerequisites)*

**CORE COURSES AND GENERAL EDUCATION ELECTIVES**

**Foreign Cultures 46. Caribbean Societies: Socioeconomic Change and Cultural Adaptations** *(Orlando Patterson; fall, T,Th@11)*  The course examines the area as a system emerging from a situation of great social and cultural diversity to the present tendency toward social and cultural convergence. Patterns of underdevelopment are explored through case studies of Latin and Afro-Caribbean states, as are cultural adaptations through studies of Afro-Caribbean religions, fiction, and music.

**Foreign Cultures 84. Tokyo** *(Theodore C. Bestor; spring, M,W,(F.)@1)*  This course examines trajectories of change in Tokyo’s urban culture, lifestyles, social structure, and spatial environment across the city’s history, using ethnography, history, literature, diaries, architecture, photography, art, cartography, animation, film, and the Internet to explore Tokyo as an urban culture in comparative perspectives drawn from anthropology, history, and other social sciences.

**Foreign Cultures 86. West African Cultures** *(J. Lorand Matory; fall, M,W@1)*  Explores the history and cultures of West and West-Central Africa, taking seriously the ancient involvement of this region in international politics and commerce. Equally important is the cosmopolitan dialogue that has transformed African ethnic identities, gender relations, and religious devotion in the 20th and 21st centuries.

**Historical Study A-12 International Conflict and Cooperation in the Modern World** *(Thomas Oatley, UNC; spring, T,Th@10–11:30)*  An introduction to the theory and history of world politics. Why do states wage war? Why do they cooperate? Have the answers changed historically? Are economic globalization, ecological interdependence, and global civil society eroding state sovereignty? Or do nationalism, protectionism, and power politics firmly limit world order?
Historical Study A-13 China: Traditions and Transformations (Peter K. Bol and Mark C. Elliott; fall, M., W, F@11) Modern China presents a dual image: a society transforming itself through economic development and social revolution; and the world’s largest and oldest bureaucratic state, coping with longstanding problems of economic and political management. Whatever form of modern society and state emerges in China will bear the indelible imprint of China’s historical experience, of its patterns of philosophy and religion, and of its social and political thought.

Historical Study A-14 Japan: Tradition and Transformation (Andrew Gordon; spring, M., W, (F)@10) From the emergence of a court-centered state 1500 years ago to a warrior-dominated society centuries later, Japan’s premodern past fascinates people across the world. The people, institutions, and ideas behind these traditions will be the focus of the first half of the course. We then turn to Japan’s modern era, which presents one of the more striking transformations in world history.

Historical Study A-15 Politics and Society in the Making of Modern India (Devesh Kapur; spring, T, Th@10) This course examines the complex dynamics of India’s emergence and continuation as a vibrant if contentious democracy. It examines the ways in which the Indian democratic experience has shaped and been shaped by its society and economy by asking questions such as: how do India’s “traditional” institutions adapt or fail to adapt to modern circumstances?

Historical Study A-16: The Making of Modern South Asia (Sugata Bose and Amartya Sen; fall, M, W, (F)@10) This course provides the historical depth and the comparative context in which to understand contemporary South Asia through an historical inquiry into the making and multiple meanings of modernity. It explores the history, culture, and political economy of the subcontinent which provides a fascinating laboratory to study such themes as colonialism, nationalism, partition, the modern state, economic development, refashioning of religious identities, center-region problems and relations between Asia and the West.

Historical Study A-23: Democracy, Development, and Equality in Mexico (John H. Coatsworth; fall, M., W, (F)@1) Mexico has achieved high levels of democratic participation, social equality, and economic growth in the past, but has never managed to achieve all three at the same time. This course explores how history as a mode of inquiry and understanding can illuminate Mexico’s contemporary challenge, that of overcoming underdevelopment, inequality, and authoritarianism all at the same time.

Historical Study A-51: The Modern World Economy, 1873-2000 (Jeffry Frieden, fall, M, W@2–3:30) The past 125 years have seen more rapid economic growth, and more global economic integration, than ever before. Yet the gap between rich and poor countries has widened, and “globalization” has alternated with attempts at national self-sufficiency under fascist, communist, and other banners. The course explores the impact of technological, economic, social, and political trends, at both global and national levels, on the development of the world economy since 1873.

Historical Study A-67: Gendered Communities: Women, Islam, and Nationalism in the Middle East and North Africa (Afsaneh Najmabadi; spring, M, W@1:30–3) This course will focus on how concepts of woman and gender have defined meanings of religious and national communities in the Islamic Middle East and North Africa.
It will survey changes in these concepts historically through reading a variety of sources, and will look at how contemporary thinkers and activists ground themselves differently in this historical heritage to constitute contesting positions regarding gender and national politics today.

**Historical Study A-73: The Political Development of Western Europe**  
*(Peter A. Hall; fall, T,Th@11)*  
A survey of the creation of modern politics in Britain, France, Germany, and Italy from the feudal period to the 20th century, focusing on the causes and consequences of crucial developments such as the English and French Revolutions, the Industrial Revolution, 19th-century democratization, and the appearance of fascism.

**Historical Study A-76: Germany 1871–1990: From Unification to Reunification**  
*(David Blackbourn; spring, T,Th@11)*  
Examines the forces that have shaped modern German history from the Empire created in 1871, through the Weimar Republic and Third Reich, to division and reunification. The continuities as well as discontinuities of this history provide a major theme, particularly the roots of the Nazi period and the question of how far the two postwar Germanys broke with the past. The course is built around three interrelated themes: politics, economy and society, and culture.

**Historical Study B-34: The World in 1776**  
*(Sugata Bose, Emma Rothschild (King’s College, Cambridge), and Richard Tuck; fall, T,Th@10)*  
The world in 1776 was connected by empire, influence, law, commerce, migration, war, and the exchange of ideas. 1776 also saw the publication of Gibbon’s *Decline and Fall of the Roman Empire*, Smith’s *Wealth of Nations*, and Bentham’s *Fragment on Government*. The course examines ideas and ways of life in 1776, in Europe, Asia, Africa, and the Americas.

**Historical Study B-52: Slavery and Slave Trade in Africa and the Americas**  
*(Emmanuel K. Akyeampong; fall, T,Th@12)*  
This course begins with the question of terminological precision and the definition of slavery and other forms of servile labor—especially in Africa. The course then examines the institution of slavery in Africa and the Americas within this wider historical context, analyzing the political economies and ideologies that underpin slavery and the crucial role of slave trade in reproducing slave communities that were barely able to reproduce themselves naturally.

**Quantitative Reasoning 34: Counting People**  
*(Peter T. Ellison; spring, T,Th@1:30–3)*  
The size, composition, distribution, and dynamics of human populations arise as important variables in many domains of inquiry spanning traditional academic boundaries, including sociology, history, economics, government, public health, and environmental science. This course seeks to introduce students to the field of human demography as both an area of study and a mode of inquiry.

**Science A-52. Energy, Environment, and Industrial Development**  
*(Frederick H. Abernathy and Michael B. McElroy; spring, T, Th@11:30–1)*  
Uses the historical background of industrial development from the New England industrial revolution as the framework for studying the technical aspects of succeeding waves of industrial development. Study and understanding of the underlying technologies will develop the technical knowledge and computational skills to prepare citizens to make informed numerical estimates of energy use and environmental consequences of current and proposed energy and industrial systems.
Social Analysis 70. Food and Culture (James L. Watson; spring, M,W@10) Food is examined for its social and cultural implications; nutritional or dietetic concerns are of secondary interest. Topics include food taboos and restrictions, gift giving and reciprocity, food symbolism and social boundaries, food panics, globalization of food industries, and the world standardization of food preferences.

Social Analysis 72. Economics: A Critical Approach (Stephen A. Marglin; fall, M,W@2–3:30) This course critically examines the assumptions of modern economics and how these assumptions mold the ideas and conclusions of the discipline. A recurrent question is the appropriate scope of the market. Examples will be drawn from both microeconomics and macroeconomics, including minimum wage and “living wage” legislation, health care, the environment, international trade, social security, and macroeconomic stabilization.

Social Analysis 76. Global Health Challenges (Christopher Murray; fall, M,W,(F)@10) This course explores the main challenges for improving global health. Section 1: global health problems and trends, health inequalities within countries, and concepts, definitions and measurement of health. Section 2: major diseases and risk factors including basic biology, individual, social, economic and cultural factors, and strategies to tackle the problem. Section 3: systemic factors that determine how societies deal with these challenges including financing of health systems, human resource, and quality of care. Section 4: global actors and mechanisms such as the United Nations system.

Social Analysis 78. Globalization and Its Critics (Michael J. Sandel and Lawrence H. Summers; spring, M@2–4) The course explores the economic, political, and cultural aspects of globalization. It examines the consequences of globalization for poverty and development, labor and the environment, national sovereignty, international conflict, political identity, cultural diversity, and democratic governance. It considers competing perspectives on issues such as outsourcing, free trade versus protectionism, the relation between democracy and capitalism, and the backlash against globalization.

FRESHMAN SEMINARS

Freshman Seminar 24p. How Epidemics Happen Megan Murray (School of Public Health); fall.

Freshman Seminar 24s. AIDS in the Caribbean Arachu Castro (Medical School) and Paul Farmer (Medical School); spring, Tu@7–9:30pm.

Freshman Seminar 24w. Health and the Poor: Analytic Tools for Decision Makers Susanne J. Goldie (Public Health); fall, W@4–6.

Freshman Seminar 24x. Global Mental Health Alexander Cohen (Medical School); fall, Tu@3–5

Freshman Seminar 24y. Pharmaceuticals and Global Health Michael Robin Reich (Public Health); fall, M@4:30–6:30
Freshman Seminar 44g. Public Policy Approaches to Global Climate Change Richard N. Cooper; fall, W@1:30–4

Freshman Seminar 44p. Contemporary India: Fact and Fiction Rena Fonseca; fall, Tu@1–4

Freshman Seminar 44w. Health and Inequality Jonathan Ian Levy (Public Health) and Daniel I. Wikler (Public Health); spring, W@4–6

Freshman Seminar 46p. Human Rights Jennifer Leaning (Public Health); fall, W@3–5:30

Freshman Seminar 46z. Islam and Modernity Farzin Vahdat; fall. W@4–6.

Freshman Seminar 48j. Race and Ethnic Relations Outside the United States Stanley Lieberson; spring, W@3–5:15

Freshman Seminar 48u. Race and Nation: The White Experience in Post-Apartheid South Africa Sadhana Bery; fall, W@1–3

Freshman Seminar 48z. Asian Women and Migration Nicole Dejong Newendorp; spring

Freshman Seminar 49e. Globalization: Critical Perspectives Adam Webb; fall, W@3–5

HOUSE SEMINARS

Eliot 79 (formerly *Eliot 129). Nutrition and Public Health (Clifford Lo; spring, Tu@5:30–7:30pm) Introduction to the critical reading of technical nutrition and medical literature; surveys current issues in public health and public policy relating to nutrition.

AFRICAN-AMERICAN STUDIES

African and African American Studies 20. Introduction to African Languages and Cultures (John M. Mugane; fall, M,W,F@2) An introduction to African languages and cultures. Explores language use by sub-Saharan Africans to understand, organize, and transmit indigenous knowledge to successive generations. Language serves as a road map to understanding how social, political, and economic institutions and processes develop.

African and African American Studies 118. African-American History from the Slave Trade to 1900 (Susan E. O’Donovan; fall, T,Th@10–11:30) An introduction to African-American history and the role black men and women have played in the cultural, economic, and political life of the US. Topics will include the rise of slavery; the
American Revolution and the problem of slavery; African-American social, economic, and cultural life in the antebellum North and South; the struggle for freedom during the Civil War and Reconstruction; and African-Americans in the age of segregation and disenfranchisement.

**African and African American Studies 173. African Art and Colonialism: King Leopold’s Congo** (Suzanne P. Blier; fall, M@1–3) This class will explore African colonialism from the vantage of late 19th to early 20th century Congo, and specifically an extraordinary corpus of indigenous ivory carvings—some in local Boston collections—that present Europeans and Africans in this era. Slavery, trade, tourism, literary tropes, and religion (both Christian and traditional).

**ANTHROPOLOGY**

**Anthropology 1675. Global Islam** *(Jocelyne Cesari (Sorbonne, France); spring, T,Th@10)* The course will analyze the emergence, development and increasing influence of contemporary forms of Islamic engagement and thinking such as the Muslim Brothers, Al Qaeda, or Sufi orders that are not limited to a particular country or ethnic/cultural group.

**Anthropology 1735. Troubles in Paradise: Brazil though Ethnography and Fiction** *(John M. Norvell; fall, W@2–4)* This course offers an introduction to contemporary Brazilian society and culture through paired ethnographies and Brazilian novels (in translation). We focus on themes of inequality and disillusion in a society, which often imagines itself as a natural and social paradise.

**Anthropology 1790. Violence in the Andes: Coca, Conflict, and Control** *(Kimberly Theidon; spring, T,Th@10–11:30)* In this course we address the politics of coca and conflict in the Andean Region. We examine the structures of conflict and historicize the current violence in the region, as well as the complex dynamics of coca production, counter-narcotics and counter-insurgency efforts in the Andes.

**Anthropology 1880. Chinese Culture and Society** *(James L. Watson; fall, T,Th@10)* A detailed examination of Chinese social institutions, with emphasis on life in the countryside. Topics include: family and kinship organization, marriage and inheritance patterns, ritual and local religion, pre- and post-socialist cultural systems, and the effects of economic reforms on local life.

*Primarily for Graduates:*

**Anthropology 2640. Humanitarianism and Human Rights** *(Kimberly Theidon; spring)* We trace the rise of the humanitarian narrative and examine how humanitarianism, in conjunction with other keywords such as crisis, emergency, and intervention, has become one of the organizing categories of political action and order.

**Anthropology 2680 (formerly Anthropology 263). Globalization and Culture** *(James L. Watson; spring, Tu@1–3)* Examines recent theories of transnationalism and globalism, with emphasis on popular culture (music, TV, entertainment, food systems, etc.).
Anthropology 2770 (formerly Anthropology 277). Development Dilemmas
(Pauline E. Peters; spring, Th@1–3) Discusses theories and practices of development, under-development, and anti-development; explores approaches of sustainable, participatory, and green development, and examples of resistance and reappropriation of development.

Anthropology 2780 (formerly Anthropology 283). Culture and Citizenship (Ajantha Subramanian; spring, Th@3–5) Considers the dynamics of differentiated citizenship in postcolonial nation-states. Challenges the concept of the abstract citizen by tracing the ways that race, religion, region, and language have mediated particular histories of citizenship.

Anthropology 2820 (formerly Anthropology 222). New Directions in Political Thought: The Islamic World in Asia (Nur Yalman; fall) We examine the most recent developments concerning the political role of Islamic intellectuals in a number of key countries, including Turkey, Iran, Indonesia, Malaysia, Thailand, and others.

BIOLOGICAL SCIENCES

Biological Sciences 55. Ecology: Populations, Communities, and Ecosystems (Paul R. Moorcroft; spring, M,W,F@10) Relationships of organisms to their environment at the individual, population, and community level—adaptations to physical environment, competition, population dynamics, community ecology, ecosystem structure, and resource management.

Biology 95hfg. Biodiversity: Science, Policy, and Law (David A. Haig and members of the Department; throughout the year, Tu@6–10 pm)

Biology 95hfy. Biodiversity and Agriculture (David A. Haig and members of the Department; throughout the year)

Biology 95hfz. Conservation, Nature, and Biodiversity (David A. Haig and members of the Department; throughout the year)

EARTH AND PLANETARY SCIENCES

Earth and Planetary Sciences 5. Introduction to Environmental Science: Atmosphere, Ocean, and Biosphere (Michael B. McElroy; fall, M,W@1–2:30) An introduction to the scientific basis for current concerns regarding possible changes in the global environment. Issues addressed include climate; depletion of stratospheric ozone; regional air pollution; acid rain.

Earth and Planetary Sciences 6. Introduction to Environmental Science: The Solid Earth (Charles H. Langmuir; spring, T,Th@11:30–1:00) Geological context of environmental science, emphasizing relationships between fundamental earth processes and their natural environmental consequences, and the additional consequences caused by human behavior. Includes Earth history, Earth materials, plate tectonics, volcanic eruptions,
earthquakes, ice ages, meteorite impacts, erosion, the water cycle, landslides and floods. Introduction to epidemiological studies, risk assessment and policy tradeoffs in areas such as groundwater contamination, radioactive materials, and asbestos.

**Earth and Planetary Sciences 109. Earth Resources and the Environment**  
*(John H. Shaw; spring, T, Th@10–11:30)*  
An overview of the Earth’s energy and material resources. Following introductions to hydrocarbons, nuclear fuels, and other economically important ores, the course emphasizes methods used to exploit these resources and the environmental impacts of these operations. Topics include: coal and acid rain; petroleum, photochemical smog, and oil spills; nuclear power and radioactive hazards; alternative energies; metals and mining.

*Primarily for graduates:*

**Earth and Planetary Sciences 231. Climate Dynamics**  
*(Eli Tziperman; spring, T, Th@10–11:30)*  
Climate variability phenomena and mechanisms. From El Nino and thermohaline circulation variability to millennial and glacial-interglacial variability; hierarchical modeling approach from toy models to GCMs.

**ECONOMICS**

**Economics 1312. India in the Global Economy**  
*(Kaushik Basu (Cornell University); fall, T, Th@4–5:30)*  
Explores the economy of independent India, paying special attention to India’s integration into global business. Though the focus of the course will be the economy, this will be studied in the context of the country’s social and political setting.

**Economics 1315. Economic Development in East Asia**  
*(Dwight H. Perkins; spring, M, W, (F)@11)*  
Covers the modern development and economic history of East and Southeast Asia. Topics include explanations for the high economic growth rates in the region; the transition from economies based on central planning to economies relying on market forces; industrial policies and the origins of the Asian financial crisis; the role of natural resources; differing approaches to income distribution and social welfare.

**Economics 1320. The Latin American Economy**  
*(Beatriz Armendariz; spring, T, Th@11:30–1)*  
Economic analysis of historical episodes that have shaped recent development strategies in the region. Focuses on the determinants of growth and income inequality, volatile financial markets, and rapid urbanization. Analyzes country-specific experiences to evaluate stabilization, trade, regulation, poverty alleviation, and environmental policies.

**Economics 1330. One Way or Many**  
*(Richard B. Freeman and Roberto Mangabeira Unger (Law School); spring, M@2–4)*  
Is the world gradually converging toward the same set of economic practices and institutions, following the lead of the North Atlantic industrial democracies? Or can democratic market economies take institutional forms radically different from those now established in the US and Western Europe? International financial instability has lent new urgency to the controversy over alternatives. The course considers these themes by exploring their variations in major post-communist or developing societies, as well as in North Atlantic countries.

Economics 1385. Introduction to Global Health and Population (David Bloom (Public Health); spring, T,Th@2:30–4) Studies global health and population data in historical and comparative perspective. Discusses alternative frameworks and perspectives for understanding determinants and consequences of global disparities in health and population, and the place of health and population in the realm of international development. Covers approaches to the design, implementation, and evaluation of policies and programs to address health and population problems, including medical interventions, non-medical health interventions, and non-health interventions.

Economics 1386. Health, Education and Development (Erica M. Field and Michael R. Kremer; spring) Advanced course addresses health and education issues in developing countries from the standpoint of economics, with a focus on modeling techniques and econometric methods. General topics include demographic transition, household models of production, and the role of health and educational inputs. Specific topics include: the return to education in developing countries, structural problems in delivery, education finance, health inequality, technology adoption and behavior, AIDS, and the impact of disease.

Economics 1393 (formerly Economics 1391). Poverty and Development (Beatriz Armendariz; fall, M,W@2:30–4) Studies the relationship between economic growth, poverty, and income distribution. Discusses how globalization affects poverty and inequality. Studies the main theories of economic growth and the main potential sources of economic development, from physical capital accumulation, to education, to technology, to the role of government. Discusses various global issues such as public global health (e.g., the impact of malaria and AIDS on Africa), corruption and institutions, natural resources, the environment, international donor institutions, and population growth.

Primarily for Graduates:

Economics 2325. World Development (Jeffrey G. Williamson; spring) Uses economic history to explore development the world round over the past two centuries, from the British industrial revolution to the contemporary Third World. Takes examples from Europe, Latin America, Asia, and North America.

Economics 2327. Economic Development: Theory, Policy, and Evidence (Dani Rodrik (Kennedy School) and Mark R. Rosenzweig (Kennedy School); fall) Provides a graduate-level overview of the theory of and evidence on economic development from a policy-oriented perspective. Aim is to allow students to analyze policy debates surrounding development from a broad and rigorous analytical base.

Economics 2390b. Development Economics I: Microeconomic Issues (Michael R. Kremer; fall) Topics include agricultural issues such as peasant behavior, land
tenancy, interlinked markets; credit and insurance market problems and institutions; health, nutrition, and productivity; gender bias; education; and technology adoption.

Economics 2390c. Development Economics II: Growth (Philippe Aghion; spring, T,Th(2:30–4)) Topics include innovation-based growth, innovations and capital accumulation, scale effects and convergence, exhaustible resources, learning-by-doing, growth and market structure, general purpose technologies, dynamics of wage inequality, and technical change and institutional change.

Economics 2390d. The Economic Growth and Development Workshop (Philippe Aghion, Michael R. Kremer, and members of the Department; Full course. Fall: Tu@2:30–4; spring: W@2:30–4) In the fall, speakers cover issues in growth and development. In the spring, speakers alternate between “growth and institutions,” which will focus on the macro aspects of growth and development, and “labor and development,” which will focus on the micro aspects.

For Undergraduates and Graduates:

Economics 1410. Public Sector Economics (Caroline M. Hoxby, David M. Cutler, Mihir A. Desai (Business School), and Martin Feldstein; spring, M,W,F@ 9) An economic analysis of taxation and government spending. Fundamental principles of taxation are developed and applied to current issues of tax policy. Discussion of government spending focuses on issues of health, education, and social security.

Primarily for graduates:

Economics 2410e. Economic Growth (Philippe Aghion; spring, W@6–9 p.m.) Covers a variety of advanced topics in economic growth and development, including the roles of factor accumulation, differences in productivity, technology adoption and technology diffusion, institutions and politics, culture and social capital.

Economics 2460. Health Economics Workshop (David M. Cutler, William C. Hsiao (Public Health), and Joseph P. Newhouse (Kennedy School, Medical School, Public Health); spring, W@4:30–6) Focuses on theory, econometric models, and public policy of health care. Frontier work in health economics presented and discussed by instructors and outside speakers.

For Undergraduates and Graduates:

Economics 1535. International Trade and Investment (Marc J. Melitz; fall, M,W@1–2:30) Analyzes the causes and consequences of international trade and investment. Focuses on the interplay of economic theory and empirical descriptions of foreign trade and direct investment patterns.

Economics 1540. Topics in International Trade (Pol Antràs; spring, M,W,F@10) Covers advanced topics in international economics with a special emphasis on an analytical approach to the recent process of globalization. Topics include the effect of international outsourcing on wages, trade and industrial development, and the role of multinational firms in the global economy.
Economics 1550. Economics of International Financial Policy (Jeffrey A. Frankel (Kennedy School); spring, T, Th@10:10–11:30) Deals with international monetary economics, or the macroeconomics of open economies. Topics include the foreign exchange market, devaluation, and trade elasticities; simultaneous determination of the trade balance, GDP, the balance of payments, money flows, and price levels; increasingly integrated financial markets; and the determination of exchange rates.

Primarily for Graduates:

Economics 2530a. International Trade (Elhanan Helpman; fall, M, W@2:30–4) Provides a broad overview of theory and evidence concerning international trade, direct foreign investment, and trade policy.

Economics 2530b. International Finance (Kenneth Rogoff; spring) Financial aspects of growth and income determination in open economies. Topics include international business cycle, monetary and exchange rate regimes, capital flows, and current issues in international macroeconomic policy.

Economics 2535. Advanced Topics in International Trade (Pol Antràs; spring, M@4–7 p.m.) Covers advanced theoretical and empirical topics concerning the determinants of world trade patterns.

Economics 2537. International Trade Policy: Issues and Analysis (Dani Rodrik (Kennedy School); fall) Develops expertise with economic models used for the analysis of international trade policies. Focuses on theoretical and empirical work relating to trade patterns, income distribution, growth, development, industrial policy, political economy, and the WTO.

Economics 2540. The International Economics Workshop (Elhanan Helpman; Fall, Kenneth Rogoff: spring and members of the Department; full course, W@4–6) Research papers in all aspects of international economics, including theory, econometrics, and policy.

For Undergraduates and Graduates:

Economics 1661. Environmental and Resource Economics and Policy (Robert N. Stavins (Kennedy School); spring, T, Th@2:30–4) Provides a survey, from the perspective of economics, of environmental and natural resource policy. Combines lectures on conceptual and methodological topics with examinations of public policy issues. Topics include principles of environmental and resource economics, nonrenewable resources (minerals and energy), renewable resources (water, forests, land, fisheries), air pollution (stationary and mobile sources, acid rain, and global climate change), water pollution (point and nonpoint sources), waste management, and sustainable development and political aspects of environmental policy.
Primarily for Graduates:

**Economics 2680. Environmental and Natural Resource Economics** *(Martin L. Weitzman; fall, T,Th@11:30–1)* Basic theory and models, including externalities, common property, instruments for controlling pollution. Applications of optimal control theory to renewable and non-renewable resources. Analysis of cost-benefit, discounting, uncertainty, environmental accounting, “sustainability,” and biodiversity preservation.

**Economics 2690hf. Environmental Economics and Policy Seminar** *(Robert N. Stavins (Kennedy School) and Martin L. Weitzman Half course (throughout the year), W@4–5:30)* Selected topics in environmental and resource economics. Emphasizes theoretical models, quantitative empirical analysis, and public policy applications. Includes invited outside speakers.

For Undergraduates and Graduates:

**Economics 1818. Economics of Discontinuous Change** *(Richard B. Freeman; spring, T,Th@1)* Explores discontinuous changes in the economic position of groups and countries and presents mathematical and computer simulation models designed to illuminate these changes. Examples include growth/decline of trade unions, segregation of groups, development of linkages on the Internet, changes in corporate work culture, growth of social pathologies in neighborhoods, and Malthusian concerns about the environment.

**ENGINEERING SCIENCES**

Primarily for Undergraduates:

**Engineering Sciences 6. Environmental Science and Technology** *(Scot T. Martin; spring, T,Th@11:30–1)* An introduction to the role of technology in environmental sciences with an emphasis on solving problems concerning human use and control of the environment. Cases from aquatic, terrestrial, and atmospheric environments are discussed. In each setting the basic scientific principles underlying engineering control are emphasized.

**Engineering Sciences 162. Environmental Hydrodynamics and Hydrology** *(Amala K. Mahadevan (Boston University); fall, T,Th@11:30–1)* Introduces hydrological principles and the fluid mechanics of natural waters in the environment. Topics include the hydrological cycle, water budgets, evapotranspiration, precipitation, infiltration, snowmelt and runoff.

**Engineering Sciences 165. Introduction to Environmental Engineering** *(Peter P. Rogers; spring, M,W@3:30–5)* Introduces engineering technologies for the control of the environment and relates them to underlying scientific principles. Efficient design of environmental management facilities and systems. Cases from aquatic, terrestrial, and atmospheric environments discussed.
ENGLISH AND AMERICAN LITERATURE
AND LANGUAGE

English 90ix. India in English (Sharmila Sen; fall, Th@3–5) How is India represented in English? We shall look at the staging of a Mughal court for Charles II, a parliamentary speech, a set of colonial lithographs, an Anglo-Indian dictionary, and a series of European-style palaces built by Indian princes.

English 167p. Postcolonial Narratives (Sharmila Sen; fall, T, Th@ 12) An investigation of the major concerns, paradigms, and quarrels within postcolonial literary studies. We shall pay close attention to the continuities and the discontinuities of the postcolonial experience as represented in literary texts from Africa, the Caribbean, and South Asia.

ENVIRONMENTAL SCIENCE AND PUBLIC POLICY

Environmental Science and Public Policy 10. Introduction to Environmental Science and Public Policy (William C. Clark (Kennedy School); spring, M, W@1–2:30) Headlines announce environmental degradation from local places, “Pesticides Pollute Wells”, to the entire globe, “World’s Warmest Year.” Strategies for addressing these problems are urgently at the center of science and policy debates from local to international levels. This course provides a dynamic and interdisciplinary exploration of such debates through in-depth case studies.

Environmental Science and Public Policy 90c. Ecology and Land-Use Planning (Richard T. T. Forman (Design School); spring, M@2–5:15, with intensive field study) Investigation of how local and regional human activities such as housing, agriculture, water supply, and natural resource use can be arranged in the landscape so that environmental processes are not disrupted and ecosystems are maintained for the long term—regional biodiversity conservation, maintenance of water quality, and addressing other environmental issues.

Environmental Science and Public Policy 90f. Global Change and Human Health (James J. McCarthy and Paul R. Epstein; spring, W@2:30–5) Global consequences of increasing human population and our consumption of natural resources include extensive changes in many natural ecosystems and in the composition of Earth’s atmosphere. In the last decade, geographic ranges of certain well known infectious diseases have expanded and new diseases have become threats to human health. This seminar explores hypothesized linkages between changes in ecosystems, climate, and the epidemiology of certain infectious diseases.

Environmental Science and Public Policy 90h. Energy Problems and Promises (Henry Ehrenreich; spring, W@1–3:30) The likely exhaustion of cheap oil in the near future and ambiguous political attitudes toward pollution mandate the development of alternative energy resources and technologies. The seminar will consider fossil fuel, wind,
solar, nuclear energy, electrical and hydrogen mediated transmission, and novel technologies such as fuel cells and hybrid cars, all historically related to economic and social needs.

GOVERNMENT

Government 90ai. Urban Politics (Elizabeth M. Penn (Carnegie Mellon University); fall, W@3–5) Over 80% of Americans live in the nation’s 300 largest metropolitan regions. Within these regions, thousands of cities compete for residents and revenue through the use of taxes, zoning codes and development practices. This seminar will look broadly at the politics of local governance and the issues of concern to local communities.

Government 90aw. Contemporary European Politics (Daniel F. Ziblatt; fall, W@4–6) The course traces key issues in contemporary Europe focusing on the impact of the May 2004 expansion of the EU on the new members of the EU. How has EU expansion affected the newly admitted states? What lessons can be learned from earlier cases of EU expansion about the prospects for economic growth and political stabilisation? What are and will be the political reactions to the ongoing processes of transformation?

Government 90eo. Globalization and American Foreign Economic Policy (Thomas Oatley (University of North Carolina); spring, Th@2–4) Examines the foreign economic policies of the US in the context of increasing global economic integration. Topics include: globalization benefits and costs, winners and losers; lessons from history; trade policy; multinational corporations; debt crises; labor standards; and international environmental issues.

Government 90gc. Gender, Politics, and Markets (Margarita Estevez-Abe; spring, T@2–4) Although improvements have been made during the past century, women are still treated differently within the family, workplace and in politics. Where does this difference originate? Is gender difference either necessary or desirable? Why does the status of women differ across countries?

Government 90hh. International Migration and the Political Economy of Development (Devesh Kapur; fall, W@2–4) Examines the economic, political and social consequences of international migration and diasporas, particularly on developing countries. Is the phenomenon of greater import in the current (and future) context than it has historically been and if so, why? When are diasporas likely to be more influential and how does this influence shape well-being in their country of origin?

Government 90pa. Seminar on Mexican Politics (Mark E. Williams (Middlebury College); spring, Th @1–3) Examines Mexico’s post-Revolutionary political development and political economy. Central themes include construction of the post-Revolutionary presidentialist regime and its remarkable stability, state-led economic modernization, ruling party hegemony and political liberalization, economic crises and political instability, the rise of the technocrats, neoliberal market reforms, democratic transition, and Mexican-US relations.

Government 90q. US-Latin American Relations (Jorge I. Domínguez; fall, Tu@2–4) A study of political and economic relations between the United States and Latin American countries, and of the international relations of Latin America since 1960. Attention
also given to foreign policy decision making in the United States and Latin America, and to alternative approaches to the study of international relations and foreign policy.

**Government 90qb. International Human Rights and International Law-Theory and Research** *(Beth A. Simmons; spring, Tu@2–4)* This course explores the political conditions—international and domestic—that influence the creation, acceptance, operation and effectiveness of the international rules governing individual human rights. The course addresses international human rights law and practice in theoretical terms; considers social science methodologies for studying human rights law and practice; and examines in detail the international human rights regime itself.

**Government 90rw. Ethics and Biotechnology** *(Michael J. Sandel; fall, M@2–4)* The seminar explores the moral and political implications of recent advances in biotechnology. Topics include cloning, stem cell research, genetic engineering, eugenics, and the patenting of life forms.

**Government 90vc. International Law: Theory and Research** *(Beth A. Simmons; spring, M@2–4)* Addresses advanced issues on the links between international law and international politics. Focus is on theories of international law creation and diffusion, theories of commitment (international law’s signaling role) and theories of compliance.

**Government 1100. Political Economy of Development** *(Devesh Kapur; fall, T,Th@11)* Comparative analysis of political economy of development drawing on case studies from Africa, Asia, the Middle East, and Latin America.

**Government 1158. Culture and Politics** *(Samuel P. Huntington; fall, W@1–3)* The political implications of the similarities and differences among the world’s major cultures. Is globalization replacing them with a single global culture? What are the consequences of the spread of American culture throughout the world? How do cultures affect economic development and effectiveness, democracy and democratization, governmental performance, social and economic equity, international negotiations, alliances, and antagonisms, war and peace?

**Government 1170. Nation-Building and Democracy in the Development of Europe** *(Daniel F. Ziblatt; spring, T,Th@11)* The course introduces students to the political development of western and eastern Europe, providing students with key historical context for understanding the challenges of the European Union’s 2004 eastward enlargement. The main focus will be on the issues of feudalism, state-formation, revolution, industrialization, nationalism, and democracy to explore the origins and consequences of the historic divide between the two halves of Europe.

**Government 1197. The Political Economy of Africa** *(Robert H. Bates and James A. Robinson; spring, M,W,(F)@1)* The basic social science literature on Africa’s development. Particular emphasis on political economy.

**Government 1203. Political Transitions in East Central Europe** *(Grzegorz Ekiert; fall, W@2–4)* Examines three critical periods in post-1945 East European politics: the imposition of communist regimes, crises of de-Stalinization, and the collapse of these regimes
in 1989. The recent literature on regime change and democratization provides the framework for analysis of these developments.

**Government 1243. Russian Politics in Transition** ([Timothy J. Colton; Fall, M,W,F@11]) An examination of politics in the Russian Federation since the collapse of Soviet communism, focusing on the factors promoting and impeding the development of a stable democratic regime. Topics include the general dynamics of political and economic transformation, leadership, institution building, political culture, regionalism and federalism, electoral and party politics, state-society relations and interest groups, and Russian nationalism and neo-imperialism.

**Government 1273. The Political Economy of Japan** ([Margarita Estevez-Abe; fall, T,Th@12]) Examines the history of Japan’s political economy, its recent success and its current problems. Why did Japan succeed in becoming the first non-Western society to industrialize? Did Japan develop a particular brand of capitalism?

**Government 1295. Comparative Politics in Latin America** ([Mark E. Williams (Middlebury College); spring, M,W@2–3:30]) Examines dynamics of political and economic change in modern Latin America, focusing on Argentina, Brazil, Chile, Cuba, Mexico, and Venezuela. Topics include the rise of populism and import-substituting industrialization, revolutions and revolutionary movements, the causes and consequences of military rule, the politics of economic reform, democratic transitions, and democratic consolidation.

*Primarily for Graduates:*

**Government 2105. Comparative Politics: Field Seminar** ([Jorge I. Dominguez and Torben Iversen; fall, W@2–4]) Surveys topics in comparative politics (both the developed and the developing world), including the rise of the modern state; institutions of government; interest mediation; democracy and authoritarianism; revolution; political parties; mass and elite political behavior; political economy.

**International Relations**

*For Undergraduates and Graduates:*

**Government 1740. International Law** ([Beth A. Simmons; fall, T,Th@10–11:30]) An introduction to public international law for students of international relations. The primary purpose is to enhance students’ understanding of the ways in which international law orders international politics. Emphasis is on the substantive rules of international law, the relationship between law and politics, and cases that illustrate the issues. Topics include international human rights law, international economic law and institutions, the use of force, war crimes, and terrorism.

**Government 1760. International Relations of East Asia** ([Alastair Iain Johnston; fall, M,W@2–3:30]) Introduction to the historical, military, political, economic, and cultural features of interstate relations in East Asia and the Pacific. The course also presents some theoretical and methodological tools for more systematic analysis of these issues. The goal is to understand changing levels of conflict and cooperation in the region.
Government 1780. International Political Economy (Jeffry Frieden; spring, M,W@2–3:30) Analyzes the interaction of politics and economics in the international arena. Focuses on international trade, investment, monetary, and financial relations. Includes discussion of developed, developing, and formerly centrally-planned nations.

Government 1790. American Foreign Policy (Robert L. Paarlberg (Wellesley College); spring, T,Th@12) Examines and explains the international actions of the US Government. Emphasis is placed on the recent rise of the US to a position of unprecedented military dominance, how this military power has been used, and how other states, non-state actors, or global governance institutions have responded.

Government 1968. International Politics in the Middle East (Carol R. Saivetz; spring, M,W@11) Explores interaction between indigenous Middle East conflicts and policies of the outside powers. Examines roots of the Arab-Israeli-Palestinian conflict and addresses questions such as: In the aftermath of the collapse of the Oslo peace process, September 11, and the war in Iraq, what is the future role for the outside powers?

Primarily for Graduates:

Government 2710. International Relations: Field Seminar (Michael J. Hiscox and Andrew Harriman Kydd; spring, Th@2–4) A survey of the field. Suitable for students preparing for general examinations.

Government 2784. War, Peace, and Global Politics (Samuel P. Huntington; spring, W@4–6) Patterns of conflict and cooperation in contemporary global politics: relations among the major powers; economic, military, and “soft” power; weapons proliferation; ethnic conflicts; neo-realism, the end of history, transnationalism, and the clash of civilizations.

Government 2785. Religion in Global Politics (Samuel P. Huntington, Michael Ignatieff (Kennedy School), and David Little (Divinity School); fall, W@4–6) The historical and contemporary roles of religious beliefs and religious organizations with respect to war and peace, civil conflict, national identities, legitimacy of governments, human rights, democracy, conflict management, conceptions of world order.

Government 2790. Central Issues of American Foreign Policy (Graham T. Allison, Jr. (Kennedy School); spring). Examination of central issues of American foreign policy today. For each issue, analysis of the international environment, identification of specific policy options, consideration of pros and cons, reflection on processes for choice and action.

Government 2900. US-Latin American Relations (Jorge I. Domínguez; fall, W@4–6) Studies US-Latin American political, military, and economic relations and Latin American international relations. Includes foreign policy decision making in the US and Latin America and alternative approaches to the study of the subject.
HISTORY

History 90f. International Relations (Robert D. Johnson (Brooklyn College) and Bradley S. Zakarin; spring, W@2–4) Major themes in modern international history.

History 90g. Major Themes in World History: Colonialism, Imperialism, and Post-Colonialism (Hue-Tam Ho Tai; spring, W@2–4) A general introduction to theories of imperialism, nationalism, and post-colonialism. Case studies to include Africa, Asia, and Latin America. Will combine the study of theory with examination of particular anti-colonial and anti-imperialist movements.

History 1650b. Foreign Relations of the US II (Frank Ninkovich (St. John’s University); fall, T,Th@11) American foreign relations since World War I. Topics include the world role of the supposedly isolated US in the interwar years, World War II, postwar “hegemony,” the Cold War, and political, economic, and cultural interaction between Americans and other peoples.

History 1689. Inter-American Relations: Conference Course (Robert D. Johnson (Brooklyn College); spring, M@2–4) The international history of the Western Hemisphere from the colonial era to the present. Topics include colonial cultural and economic interactions; slavery and imperialism; human rights, democracy, and economic integration.

Primarily for Graduates:

History 2680. Culture and the History of US Foreign Relations: Seminar (Frank Ninkovich (St. John’s University); fall, W@2–4) An exploration of cultural themes and their usefulness in explaining the history of US foreign relations. Emphasis on producing a major research paper.

History 2681. International Relations of the US: Semina (Ernest R. May; spring, W@2–4) Research seminar focused on aspects of the Cold War, including its background in the period, 1917-1945.

History of Latin America

For Undergraduates and Graduates:

History 1747. Globalization or Imperialism: Perspectives from Latin American History: Conference Course (Fall, Tu@4–6) This course will develop perspectives that illuminate the mutually constitutive relations between metropolitan and subaltern populations, in the past and in the present, by building on the Latin American historical experience and on the critique of theories of imperialism and globalization.

History 1759. The History of Latin America, 1914-200 (John H. Coatsworth; spring, M,W,(F)@12) A survey of Latin American societies and politics, from World War I
to the present, with emphasis on the conjunction of global and internal changes to explain
economic developments and struggles for power, justice, progress, and security.

**History 1762. Intellectuals, Society and the State in 20th-Century Argentina: Conference Course** (Mariano B. Plotkin; fall, Tu@2–4) Explores the changing nature of the relationship between intellectuals and the state, looking at the development of the modern Argentine society. Cases of Brazil and Mexico will be included for comparative purposes. Reading knowledge of Spanish required.

**Primarily for Graduates:**

**History 2782. The Economic History of Latin America: Seminar** (John H. Coatsworth and James Robinson; spring, Th@2–4) Examines the evolution of the Latin American economies from the colonial era to the 20th century.

**History of Asia, Africa, and Australasia**

**For Undergraduates and Graduates:**

**History 1826. 20th Century China** (Henrietta Harrison; fall, T,Th@12) An introduction to 20th century China, covering the 1911 revolution to Deng Xiaoping’s reforms in the 1980s—themes of state building, nationalism, social change, the development of political parties, and will focus on the political, social and cultural changes that led up to and resulted from the revolution of 1949.

**History 1851. 20th-Century Japan** (Timothy George (University of Rhode Island); fall, T,Th@11) Japan’s emergence as a world power and the Japanese experience of modernity. Politics, social movements, and culture of the imperial era; the experience of World War II and postwar occupation; the “economic miracle” and postwar political economy; social and cultural transformation. From the 1980s boom to the 1990s bust; the early end to the Japanese century?

**History 1856. Environmental History of East Asia: Conference Course** (Timothy George (University of Rhode Island); spring, F@1–3) Investigation of selected topics in the environmental history of China, Japan, and Korea, with greatest emphasis on the modern period. Major topics include approaches to environmental history, religious, and philosophical views of the environment, forestry, water control, wars and the environment, economic development and the environment, marginalized groups and the environment, and relationships between environmentalism and democracy.

**History 1874. The Middle East During the First Wave of Modern Globalization, 1870-1920: Conference Course** (E. Roger Owen; spring, W@1–3) Examines the place of the Middle East during the first wave of modern globalization. Explores the sources of world market integration, the impact of trade, the role of foreign lending and the new flows of capital, commerce and international migration.

**History 1890b. The Economics of the Middle East** (E. Roger Owen; fall, T,Th@10) A critical overview of the processes of economic growth and transformation in the
Middle East from World War I to the present. Countries to be studied include Egypt, Syria, Lebanon, Jordan, Iraq, the Arab states of the Arabian Peninsula, Israel/Palestine, Iran and Turkey.

**History 1895. The Indian Ocean in Comparative Perspective: Conference Course** (Sugata Bose; spring, Tu@2–4) Explores the history of the Indian Ocean inter-regional arena in the comparative context of histories of the Atlantic, Mediterranean and the Pacific worlds from the 1490s to the 1990s. The changing meanings of sovereignty, religiously informed universalisms and the links forged by intermediary capital and migrant labor in the age of global empire.

**History 1906. West Africa from the Earliest Times to 1800** (Emmanuel K. Akyeampong; spring, T,Th@11) Explores important themes in West African history: ecology and environmental changes; the introduction of agriculture and the emergence of sedentary societies; the trans-Saharan trade; the introduction and spread of Islam; migrations, and the formation of states.

**History 1912. Health, Disease, and Ecology in African History: Conference Course** (Emmanuel K. Akyeampong; fall, W@2–4) Examines the history of disease and health in sub-Saharan Africa from the 19th century to recent times, exploring African and western concepts of health, disease and healing. Illustration through discussion of case studies of individual diseases, including malaria/sickle cell trait, tuberculosis, AIDS, and the public health policies affecting them.

*Primarily for Graduates:*

**History 2909. Themes in Modern Sub-Saharan African History: Proseminar** (Caroline M. Elkins; fall, W@4–6) An in-depth study of the major themes in sub-Saharan African history from the mid-19th century to the present, including the scholarship and debates on the changing relationship between Africa and the West.

**Global and Comparative History**

*For Undergraduates and Graduates:*

**History 1964. Classic and Contemporary Issues in International History: Conference Course** (Akira Iriye and Charles S. Maier; fall, Th@2–4) An introduction to major themes and scholarly debates in international history through the reading and discussion of the important works in the field.

*Primarily for Graduates:*

**History 2906. International History: Seminar** (Akira Iriye; fall, W@2–4) Research seminar in the history of modern international relations.

**History 2911. Theories of International Relations: Seminar** (David R. Armitage; spring, Tu@2–4) An historical introduction to theories of war and peace,
sovereignty, diplomacy, colonialism, international law, and international relations since the fifteenth century.

HISTORY OF ART AND ARCHITECTURE

History of Art and Architecture 1b. Survey of World Art (Thomas B. F. Cummins and members of the Department; spring, M,W,F@12) Survey of world art, both Western and non-Western, from 1492, which marked both the discovery of the New World and the end of Moorish Spain, to our present day and the pressure of globalization upon contemporary artists.

History of Art and Architecture 17y. American Encounters: Art, Contact, and Conflict, 1565-1865 (Jennifer L. Roberts; spring, M,W@11) An introduction to early American art with a focus on transatlantic, cross-cultural perspectives. We begin with the global struggle for control of the North American continent, tracing the collision of multiple Native American traditions with the visual and material cultures of British, French, and Spanish colonialism.

History of Art and Architecture 19m. African Architecture and City Planning - An Introduction (Suzanne P. Blier; fall, M,W@10) In this lecture course salient issues concerning African architecture and planning will be addressed - historic, colonial, and contemporary forms among these. Alongside issues of materials, structure, setting, and landscape, a range of related socio-cultural issues will be explored.

HISTORY OF SCIENCE

History of Science 133. Nature, Science, and America (David Ian Spanagel; spring, T,Th@11) Explores interactions among geography, natural history, historical ecology, cultural practices, economic and political choices, and scientific knowledge in the US. Particular attention will be paid to forests, prairies, and waterways as sites of inquiry and anthropogenic change; and to preservation and exploitation as competing American social responses to “natural” places.

History of Science 151. Science and Empire: Conference Course (Marwa S. Elshakry; fall, W@2–4) This course will examine ways in which science, technology and medicine both aided the expansion of Europe overseas and were utilized in the administration of empires from 18th to 20th centuries. It will explore how European empires in Asia, Africa and the Americas deployed a range of scientific concepts and practices from tropical medicine and racial anthropology to urban planning and fingerprinting, and ask what the colonized as well as the colonizers made of these.

History of Science 182. Science, Modernity, and Discontent (Jimena Canales; spring, M,W,(F)@10) Examines modern technologies and studies their relation to science and culture. Beginning with an analysis of theories of modernity vis a vis postmodernity, we cover the impact of technologies ranging from the steam engine to the cinematographic camera.
MEDICAL SCIENCES

Biological Chemistry and Molecular Pharmacology

*Primarily for Graduates:*

**BCMP 207. Molecular Approaches to Drug Action, Discovery, and Design** *(Donald M. Coen (Medical School), and others; spring, T,Th@3:30–5:30)*
Explores how molecular biology, structural biology, and modern enzymology have revolutionized understanding of drug action and development of new therapies. Examples drawn from molecular pathways such as signal transduction, and gene expression with application to diseases including cancer, diabetes, and AIDS.

**BCMP 230. Principles and Practice of Drug Development** *(Robert H. Rubin (Medical School); fall, Th@3–6)*
Critical assessment of the major issues and stages of developing a pharmaceutical or biopharmaceutical. Drug discovery, preclinical development, clinical investigation, manufacturing and regulatory issues considered for small and large molecules.

**Immunology**

*Primarily for Graduates:*

**Immunology 219. Immunodeficiencies and Infectious Diseases** *(Cox Terhorst (Medical School) and others; spring)*
The first quarter describes genetically determined human immunodeficiency patients, murine immunodeficiencies caused by homologous recombination or introduction of transgenes, and human and animal acquired immunodeficiencies. The second quarter characterizes natural host immune responses that contain infectious agents. Interactions between HIV and cells of the immune system are emphasized.

**PSYCHOLOGY**

**Psychology 15. Social Psychology** *(Ellen J. Langer; fall, and Daniel M. Wegner; spring, T,Th@10–11:30)*
An introduction to social psychological research and theory regarding everyday behavior. Topics include: social influence, attitude change, and obedience to authority; stereotyping and prejudice; social cognition; social interaction and group processes; interpersonal attraction; prosocial behavior; and everyday human judgment.

**Psychology 987c. Multidisciplinary Perspectives on Drug Policy** *(Marc D. Hauser and members of the Department; fall, Th@7:30–9:30)*
Applies the perspectives of law, molecular psychiatry, psychology, epidemiology, and sociology to problems of substance abuse, focusing on cocaine and other illegal drugs. Considers fundamental public policy choices in the criminal justice and health care systems and suggests a closer working relationship between these systems.
Psychology 1569. Psychosocial Aspects of HIV/AIDS (Michael R. Rodriguez; fall, Th@1–3) Examines current literature on the impact of HIV and AIDS on individuals and communities. Using an interdisciplinary perspective, explores topics including prevention, bereavement, stigma, homophobia, collective identity, resilience, stress and coping, survivor guilt, and altruism.

THE STUDY OF RELIGION

Religion 11. World Religions: Diversity and Dialogue (Diana L. Eck; fall, T,Th@11:30–1). An introduction to five of the world’s religious traditions—Hindu, Buddhist, Jewish, Christian and Muslim—through the lens of modern adherents and interpreters. How do people in each tradition articulate their faith in the context of the modern world and its forms of globalization?

Primarily for Graduates:

Religion 2040. Religion and Human Rights (David Little (Divinity School); fall) We consider the legal, historical, theoretical, and practical connections between religion and human rights. Debates over universality, particularly in relation to religious freedom and nondiscrimination, are given special attention. Recent theoretical and empirical work, particularly in Asia, Africa, the Middle East, and Europe.

Religion 2042. Religion, Nationalism, and Peace (David Little (Divinity School), spring) The literature on nationalism and ethnicity as it bears on conflict, with special focus on the role of religion, in cases such as Sri Lanka, Sudan, Northern Ireland, Israel, the Palestinian Authority, and Bosnia. Attention to how religion may function constructively.

Religion 1448. Christianity, Mission, and the “Other”: Seminar (Patrick Provost-Smith (Divinity School); spring, W@1–3) This seminar will explore a number of historical, theological, and theoretical problems in the history of Christian encounters with ‘others.’ We will consider debates over the meaning of “conversion,” the geo-political expansion of Christendom, the problems of colonialism and imperialism.

Religion 1549. Media, Religion and Social Meaning (Marla F. Frederick; fall, Tu@2–4) Looks at the historic development of radio and television ministries and their influence in articulating alternative interpretations of social meaning. In some cases, religious media have disrupted the simple binaries of black/white, rich/poor, male/female. What are the new and/or normalized categories of race, class, and gender presented by contemporary religious media?

Religion 1600. Introduction to the Hindu Traditions of India (Anne Elizabeth Monius (Divinity School); fall, M,W@11) An introduction to the many distinct yet interrelated religious traditions of South Asia that are often labeled “Hinduism”. Students consider the ways in which Hindus from a variety of historical time periods, local traditions, and social backgrounds have attempted to make sense of their world and their lives within it.

Religion 1704. South Asian Buddhism: Studies in Indian Buddhism (Parimal G. Patil; spring, Th@4–6) How is it that we know what it is we know about
Buddhism in India? In discussing recent scholarship on Buddhist intellectual and social history, literature, religious practices, ritual, and philosophy (and by consulting the primary material on which this work is based), we will develop a critical overview and assessment of the field.

**Religion 1825 (formerly Religion 1590). Issues in Feminism and Islam: A Historical Overview** (Leila Ahmed (Divinity School); fall, W@1–4)  We explore some of the major issues and debates in relation to feminism and women in Islam in historical overview from a post-colonial perspective— issues of Orientalism, colonialism and feminism in the construction of the religions/cultures of Others.

**ROMANCE LANGUAGES AND LITERATURES**

**French 273. Globalization and French Culture** (Verena A. Conley; spring, M@1–3)  Globalization in French cultural theory, fiction and film. Texts read include Balibar, Deleuze-Guattari, Derrida, Finkelkraut, Latour, Negri, Virilio and others. (Conducted in French).

**SLAVIC LANGUAGES AND LITERATURES**

**Slavic 170. Survey of Polish Culture from 1945 to Present** (Joanna Nizynska; fall, M,W,(F)@11)  Introductory course to Polish literature and culture during the Communist and post-Communist period. Topics include private and public objects, “private homelands,” the configuration of material and consumerist culture, and nostalgia

**Slavic 282 (formerly Slavic 141). Literature, Film, and Visual Art in Contemporary Russia** (Svetlana Boym; spring, W@2–4)  Examines the culture of the post-Stalin period from Socialist realism to the art of glasnost’ and post-communism. Special topics include the rewriting of history in literature and film, utopia and kitsch, art and mass culture, sexuality, and national identity. (Reading knowledge of Russian).

**Slavic 288. Sex, Self, and Russia: Conference Course** (Stephanie Sandle; spring, Th.@2–4)  Explores ideas of sexuality, identity, and desire in the cultural debates and creative psyches of modern Russian literary figures and filmmakers. Also serves as an introduction to feminist and psychoanalytic approaches to culture.

**SOCIAL STUDIES**

**Social Studies 98ax. Development and Modernization: A Critical Perspective** (Stephen A. Marglin; fall, Tu@1:30–3:30)  What assumptions about human beings underlie the conviction that development and modernization constitute progress, that the developed West points the way for the rest of the world? Does economic growth involve a package that necessarily changes the society, the polity, and the culture along with the economy?
Social Studies 98ea. Conflict and Cooperation in International Politics
(Michael J. Hiscox; fall, Tu@4–6) Examines sources of conflict and cooperation among nations in the current international system. Issues covered include the origins and effects of alliances, deterrence, the impact of democratization, the effects of economic interdependence, environmental problems, ethnic conflict, and cultural divisions in world politics.

Social Studies 98fu. Practicing Democracy: Leadership, Community, Power (Marshall L. Ganz; fall, Th@7–9 pm) 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.

Social Studies 98gd. Human Rights: Current Issues in Theory and Practice (Theodore Macdonald; fall) Course combines human rights practice and social theory by focusing on groups—ethnic minorities and indigenous. Case studies analyze conflicts in Bosnia, Rwanda but primarily from Latin America, drawing on the instructor’s practitioner experiences and observations.

Social Studies 98gf. Modernity and Social Change in East Asia (Nicole Newendorp; fall, W@1–3) Examines the interconnections between modernity and social change in contemporary China, Japan, and Korea. Explores how modernity is conceptualized by both state and society actors and how these visions fuel change at local and national levels.

Social Studies 98gh. Economic Development in Africa (Matthias Schundeln; fall. W@3–5) Topics related to the process of economic development in Africa, focusing on Sub-Saharan Africa. We start with a broad economic history and discuss stylized facts about economic development in Africa. Using specific case studies, we then analyze selected current economic structures, institutions and policy challenges.

Social Studies 98gi. The Post-Socialist Political Economy (David M. Woodruff (M.I.T.); fall, W@1–3) Examines the institutional foundations of capitalism through study of political economy issues confronting post-socialist countries in Europe. Surveys the state and legal system, insertion into the international economy, the role of international institutions, financial reform and macroeconomic stabilization, privatization, and disruptive adaptations to the new order.

Social Studies 98eb. The Politics of International Trade (Michael J. Hiscox; spring, Tu@2–4) Examines political conflict over international trade. Major issues covered include the relationship between trade and national security, and the effects of trade on different classes and groups within nations.

Social Studies 98eo. Culture and Society (Kiku Adatto; spring, M@2–4) In what sense is art a mirror of society? How do literature, advertisements, and film document cultural change? How is culture tied to power, domination, and resistance? Using a wide range of sources and case studies, this seminar examines the interplay of culture and society (drawing on anthropology, history, sociology, literature, and philosophy).
Social Studies 98ft. International Environmental Issues (Wendy E. F. Torrance; spring, Th@2:30–4:30) Examines international environmental issues from theoretical and empirical perspectives. Explores the characteristics of international environmental problems, determines how states and other actors identify such problems, and explains the nature of international efforts to address them.

Social Studies 98gj. Protest and Social Change in Latin America (Members of the Committee; spring, W@4–6) This course analyzes popular protest and social movements in Latin America. Specific themes include the role of civil society in democracy today; how the poor have fared by engaging in mass defiance and disruption; how rapid urbanization has affected squatters and organized labor; and more.

Social Studies 98gn. Poverty, Inequality, and Economic Policy (Matthias Maria Schündlen; spring). Explores the causes and consequences of poverty and inequality, and economic policies that deal with poverty and inequality. We focus on developing countries, but also compare to and draw conclusions from the experience of developed countries—the relationship between poverty, inequality and growth, geographic aspects of poverty and inequality, poverty dynamics, and the effects of poverty alleviation programs.

Social Studies 98gq. The Global Culture Clash (Adam Webb; Spring W@4–6) Explores pivotal themes in twentieth century world social thought, with a focus on responses to modernity. Compares how the major traditions, both Western and non-Western, have adapted to or reacted against a nascent global society based on liberal individualism, technocratic management, and cultural hybridity.

Social Studies 98gs. The European Union (Members of the Committee; spring) With the completion of the Single Market and the European Monetary Union, economic integration is nearly a finished process. We explore contemporary economic, social and cultural issues in the integration process, including social policies such as employment, welfare, the promotion of gender and ethnic equality, and issues of cultural identities and immigration.

Social Studies 98gt. Science, Knowledge, and Power (Maria J. Trumpler; spring. Th@4–6) Examines how scientific knowledge has become powerful culturally and politically over the past three centuries. Starting in early modern Europe, explores how early articulations of the methodology and usefulness of experimental natural philosophy reached those with political power and became institutionalized.

Social Studies 98gu. The Contemporary American Metropolis (Members of the Committee; spring) Is meaningful urban democracy possible? This seminar uses democratic theory to assess and critique urban politics in the US and to evaluate prospects for strengthening effective democratic governance in contemporary metropolitan areas.

SOCIOLOGY

Sociology 24. Introduction to Social Inequality (Annemette Sorensen; fall, M,W,(F)@12) Examines individual and structural explanations for the generation and maintenance of inequality in the United States with comparisons to other societies.
Sociology 60. Race and Ethnic Relations (Prudence L. Carter; spring) Examines race and ethnic relations in the US from a theoretical, historical, and comparative perspective. Explores the emergence of racial and ethnic minorities through such historical processes as colonialism, slavery, and immigration.

Sociology 141. Social Institutions of Contemporary China (Martin K. Whyte; spring, T,Th@10–11:30) Introduction to the patterns of social life in China and how these have changed since the revolution in 1949—political institutions, work organizations, village life, cities, family life, schooling, and inequality.

Sociology 151. Globalization, Sex, and Gender (Dennis Altman (La Trobe University) spring, T,Th@10) Globalization occurs simultaneously at economic, political and cultural levels, and impacts on virtually all levels of social life. This course looks at how globalization affects the ways in which sexuality and gender are imagined, regulated and experienced, and major political debates around issues such as HIV/AIDS and sexual rights in both the poor and rich worlds.

Sociology 154. Culture, Power, and Inequality (Michèle Lamont; fall, M,W,(F)@2) What is the role played by culture in shaping the distribution of power and resources in contemporary societies? This course provides tools and frameworks of understanding to analyze topics such as identity, symbolic boundaries, race, class, and gender cultures, culture and urban poverty, consumption and popular culture, resistant subcultures, media, politics, and the making of public opinion, and American cultural hegemony.

Sociology 157. Gender and Social Policy: The US in Comparative Perspective: Conference Course (Mary Ruggie (Kennedy School); spring, Tu@2–4) Examines the role of various actors and venues (including governments, courts, interest groups, employers) on the development and implementation of policies on health, labor market, family, welfare and violence. Policies in the US are compared with those in selected European countries.

Sociology 162. Medical Sociology (Mary-Jo Del Vecchio Good (Medical School); spring, T,Th@11) Explores current topics in medical sociology organized around the theme of global and local environments of risk and trust in medicine and health care. Analyzes the culture and political economy of American medicine through comparative and global perspectives, utilizing country specific illustrations and global health examples.

Sociology 166. Poverty, Public Policy, and Controversy (Gesemia Nelson; fall, M,W,(F)@11) Explores American poverty, changing social attitudes toward “the poor” and the transformation of government’s role in addressing the conditions and affecting the “behavior” of people in poor and near-poor families. Emphasis on integrating quantitative descriptions of poverty (rates, trends, etc), shifting policy debates, and exploring texts regarding how low-income people understand and respond to the conditions of living poor in a wealthy society.

Sociology 176. Immigration and the Transformation of American Society (Mary C. Waters; fall, M,W,(F)@10) How are new immigrants and their children being incorporated into the US? How is American society changing as a result of immigration? Examines social, cultural, economic, political and linguistic trends.
Sociology 188. The Lines That Divide: Ethnographies of Race, Class, and Gender (Gesemia Nelson; fall, T,Th@11:30–1) Introduces students to classic and contemporary ethnographies that are influential in current sociological debates. The unique advantages (and disadvantages) of ethnographic work in understanding social phenomena will be discussed.

Sociology 198. Crime & Disorder in the City: Conference Course (Robert J. Sampson; spring, M@3–5) The concepts of disorder and disorganization have long been the subject of sharp intellectual disagreement, especially in accounts of crime in the city. We will focus on contemporary debates and research, including the social ecology of crime and urban inequality, community social (dis)organization, broken-windows theory, street life and violence in the inner city, and more.

Primarily for Graduates:

Sociology 206. The Sociology of Development: Seminar (Martin K. Whyte; spring, Tu@1–3) Examines debates surrounding the nature of the process of economic development. Major attention is devoted to rival theories of where and why development occurs and to a variety of social consequences of economic development.

Sociology 244. Topics in Economic Sociology (Mary C. Brinton; fall, W@3–5) Introduction to the field of economic sociology at the graduate level. Structured around 3-5 “sub-topics” within the literature, permitting a balance between breadth and depth.

Sociology 248. Race, Politics, and Social Inequality: Seminar (Lawrence D. Bobo; spring, Th@1–3) Examines intersection of race, public will, and policy-making. Reviews theories of race-making and racial inequality, dynamics of public opinion, and effects of a racialized public sphere on social policy.

Sociology 255. Social Stratification: Seminar (Annemette Sorensen; fall, Tu@4–6) Examines theoretical and empirical approaches to understanding the sources, structure and consequences of persistent social inequalities. The possible rise of postmodern forms of inequality, including claims of the classless society.

Sociology 258. Social Organization of the Modern City: Seminar (Robert J. Sampson; spring, W@3–5) Examines the social organization of modern cities, highlighting the role of social networks in the following domains: personal ties, sexual marketplaces, technology-mediated connections, community power, civic engagement, and social movements.

Sociology 296a. Proseminar on Inequality and Social Policy I (Christopher Jencks (Kennedy School); fall, Th@3–5) Deals with the causes of economic inequality, including demand for various kinds of skills, the supply of such skills, cultural differences, political attitudes, political institutions, and living arrangements.
VISUAL AND ENVIRONMENTAL STUDIES

Visual and Environmental Studies 106. Architecture, Science, and Technology: 18th Century to the Present (Antoine Picon (Design School); fall, T,Th@11–12:30) Since the first industrial revolution, science and technology have constantly challenged architecture. Technology in particular has represented a powerful source of change for architecture. From iron construction to digital architecture, the course will study important episodes in this two-century history, for science and technology have not only fostered changes in building techniques, they have shaped architectural culture.

Visual and Environmental Studies 107. Studies of the Built North American Environment since 1580 (John R. Stilgoe; fall, T,Th@10–11:30) North America as an evolving visual environment is analyzed as a systems concatenation involving such constituent elements as farms, small towns, shopping malls, highways, suburbs, and as depicted in fiction, poetry, cartography, television, cinema, and advertising and cybernetic simulation.

STUDIES OF WOMEN, GENDER, AND SEXUALITY

Studies of Women, Gender, and Sexuality 1125 (formerly Women’s Studies 125). Gender and Health (Mary Ruggie (Kennedy School); fall, M,W@2) Based on theoretical debates between feminism and science and different understandings of health, illness, and healing, we explore the role of women, the medical profession, and various social institutions in constructing knowledge about gender and health.

Studies of Women, Gender, and Sexuality 1132. Making Differences: Nature, Culture, and Reproductive Technologies (Claudia A. Castañeda; spring, Th@1–3) Beginning from the premise that "all technologies are reproductive," this course examines how specific technologies are intertwined with the reproduction of natural and cultural hierarchies of difference in time and place. Attention will be given to biomedical, as well as visual, and agricultural technologies, and to their significance in transnational contexts.

Studies of Women, Gender, and Sexuality 1201 (formerly Women’s Studies 110a). Bodies and Boundaries: Conference Course (Katharine Park; fall, T,Th@10–11:30) History of the body, with particular attention to gender, from the late Middle Ages to present. Focusing on Europe and the US, course examines ways in which the body has been used to construct boundaries between: male/female, human/non-human, races, the “normal” and the “abnormal,” the healthy and the sick.

Studies of Women, Gender, and Sexuality 1203. Gender and the Cultures of US Imperialism: Conference Course (Assistant Director of Studies; spring, T,Th@10–11:30) This course investigates the cultural components of imperialism. We consider the gendered experience of imperialism (from the perspective of both the colonizers and the colonized) and the role of gender ideologies within ideologies of imperialism.
Studies of Women, Gender, and Sexuality 1264 (formerly Women’s Studies 164). Is Another World Possible?: Gender, Sexuality, and Citizenship (Kathleen M. Coll; fall, Tu@1–3) This course explores politics from feminist, grassroots, and transnational standpoints that provide resources for hope in the face of entrenched notions about social change. How do diverse kinds of political participation affect people’s sense of belonging, identity, rights, and entitlement.
GRADUATE SCHOOLS

Business School

Unfortunately undergraduates are not permitted to cross-registrar at HBS, and there is a $300 fee per course for students enrolled in a Harvard graduates program. For information on Business School courses check the HBS course catalog, available online at: http://www.hbs.edu/mba/admin/acs/index.html. Cross-registration information can be found at: http://www.hbs.edu/mba/registrar/index.html. Applications are due on September 9 for the fall term and January 20 for the spring term. A complete calendar is posted on the HBS website.

The following business school professors have research interests relating to international development. Consult the Professors section of this guide for more information.

Regina Abrami — Political economy of development, emphasis on Asia.
Pankaj Ghemawat — Dynamics of globalization and generic strategies for globalizing firms.
Lakshmi Iyer — The impact of political and legal institutions on economic development; India and Vietnam
Tarun Khanna — Business strategy within specific national contexts.
Krishna Palepu — Analyzing the economics of business groups in emerging markets— including Brazil, China, Hong Kong, India, Indonesia, and Malaysia.
Michael Porter — Competitiveness of nations.
Debra Spar — Business-government relations and the political environment of international commerce; foreign trade and investment; politics of high technology business.
Louis Wells — The strategies of multinational enterprises with respect to developing countries.
School of Design

A full catalog is available online at http://www.gsd.harvard.edu/courses. Cross-registration information can be found at http://www.gsd.harvard.edu/inside/registrar/cross_reg/index.html. Applications for cross-registration are due on September 27 (fall) and February 9 (spring) for non-GSD students. A complete calendar is posted on the GSD website. At the time of publication, course listings for spring 2005 were not yet available. Please check online for updated course information.

Fall 2004 Courses

GSD 1221: Elements of Urban Design and Planning (Richard Sommer and Dept. Members; M,W,F@2-6) The course puts particular emphasis on various scales and cultural lenses—including the ecological, domestic, civic, and transportation—through which the city can be understood and projected.

GSD 1502: Planning in Paradise II: Urban Redevelopment Honolulu, Hawaii (Janine Clifford; T,W@2-6) Department of Urban Planning and Design

GSD 4343: Developing Worlds: South East (A. Hashim Sarkis; T,Th@11:30-1 and F@11-12:30) Department of Urban Planning and Design

GSD 5204: Real Estate Finance and Development (Richard Peiser; T,Th@10-11:30 and F@3:30-5) This course is intended to give students the training they need to engage in real estate investment and development, both private and public.

GSD 5304: Transportation Planning and Development (Richard Dimino; F@10-1) Transportation strategies directly impact and interact with land use planning, zoning, economic development, and urban design. This course will examine, through lectures, discussions, case studies, and exercises, the issues, analytical framework, tools, and skills involved with transportation planning.

GSD 5470: Urban Projects and the Development Approval Process (Matthew Kiefer; W@3-6)

GSD 5471: Political Economy of Urbanization (Marco Cenzatti; M,W@2:30-4) This course offers a terrain for discussion by tracing the restructuring of both the city and its interpretations.

GSD 6301: Landscape Ecology (Richard T.T. Forman; M,W@8:30-10) This course examines the structure, functioning, and change of a mosaic of ecological systems, such as forests, wetlands, fields, corridors, and villages.
GSD 6324: Watershed and Waterside Development Planning and Design
(Robert France; Th@9-12) This course concentrates on how different land processes (natural) and activities (anthropogenic) effect aquatic systems.

GSD 6401: Energy and Environment Implications for Buildings: Daylight
(Michelle Addington; Th@12-2)

GSD 6442: Rebuilding Devastated Landscapes: Sustainable Landscape Development in the 21st Century (Peter Del Tredici; Th@9-12) This course focuses on the repair and reconstruction of derelict urban and suburban land within the realities of current conditions, regulations, and design practices. Emphasis will be placed on ecological principles and strategies for establishing and maintaining sustainable plant communities on devastated landscapes.

GSD 9206A: Independent Research Study: Weaving Material and Habitation (Michael Meredith) The economic and political implication for the use of specific material will be discussed for its renewable, recyclable properties or potential for appropriation of materials previously not considered for this method.

Divinity School

A full catalog is online at:
http://www.hds.harvard.edu/registrar/courselist.html
The fall deadline for cross-registration is October 7 and the spring deadline is February 18. A complete calendar is posted on the HDS website:
http://www.hds.harvard.edu

HD 2750 Frontiers of Bioethics: Embodiment, Personhood, and Social Justice: Seminar (M. Christian Green (fall), W@3-5) Examines the larger social, economic, and political context of contemporary bioethics, in which these technologies are being developed in a context of limited access to medical care and to the broader achievement of public health in this country and the world.

HD 2800 Religion and Human Rights: Seminar (David Little (fall), Th@10-12) Considers the legal, historical, theoretical, and practical connections between religion and human rights. Recent theoretical and empirical work, particularly in Asia, Africa, the Middle East, and Europe, will be taken up.

HD 2816 Religion in Global Politics (Sam Huntington and David Little (fall), TBA) The historical and contemporary roles of religious beliefs and religious organizations with respect to war and peace, civil conflict, national identities, the legitimacy of governments, human rights, democracy, conflict management, conceptions of world order.
School of Education

A full catalog is available online at http://www.gse.harvard.edu/~catalog. Cross-registration deadlines are October 14 (fall) and February 24 (spring).

Administration, Planning, and Social Policy

A-101 Native Americans in the 21st Century: Nation-Building I (Joseph P. Kalt; fall) 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.

A-104 Education for National Development: Theory for Informed Action (Suzanne Grant Lewis; spring, M@4-7) This course explores the relationship between education, international development, and social change. It is designed to build a common theoretical base that will enable students to explore the role of education in promoting national development across contexts that are diverse politically, socially, and culturally.

A-131 Addressing Gender Inequalities in Education: Comparative Perspectives (Suzanne Grant Lewis; spring, Tu@2:30-5:30) This course is designed for students with an active interest in affecting gender inequalities in education, through school and community-based action or through national or regional policy. The course will start with an exploration of theoretical perspectives on gender, equality/equity in education, and international development. We will go on to apply these perspectives to interrogate the connections between educational inequalities, culture, and poverty. We will also examine the intersection of religion, politics, gender, and education through a focus on Islam.

A-141 Cultural Perspectives in Educational Studies (Kai-Ming Cheng; spring, T, Th@8am-10am) Educational systems in different countries face similar problems, but they arrive at different solutions, even if they are at similar economic levels of development or under similar political systems. The appreciation of alternative approaches to educational problems is at the core of studying cultural differences. This course aims to introduce the fundamental elements of culture as they are understood by various disciplines, with special reference to those that are relevant to education.

A-169 Racial Change, Immigration, and the 21st-Century Metropolis (Gary Orfield; fall, Tu@4-7) This course will explore the changing patterns of racial and ethnic composition and change in large metropolitan areas and their schools. The course will analyze evolving patterns in metropolitan areas, compare the situation of groups in housing markets, develop and analyze classifications of multiracial communities, study differentiation and change in suburbs, and analyze data on political, social, and economic consequences of settlement patterns.

A-188 *Implementing Educational Change for Social Justice in Marginalized Settings (Fernando Reimers; spring, F@1-4) This course focuses on the
links between policy reform and school life, particularly as reform tries to improve the learning chances of marginalized children. By integrating the study of theory with the analysis of real-life cases, we will examine the dynamics of implementing educational change in marginalized settings, with particular emphasis in comparisons across different national contexts.

A-801 Education Policy Analysis and Research in Developing Countries (Fernando Reimers; fall, F@9am-11:30am) This introductory course to education policy analysis examines how to draw on the results of quality research to compare policy alternatives. A large portion of the course will focus on critically examining research addressing policy choices on early-childhood education, language of instruction, teacher education, and school governance, as well as evaluations of targeted programs to enhance the quality of schools attended by disadvantaged students.

A-811 Education, Poverty, and Inequality in Latin America (Fernando Reimers; spring, F@9-12) This course examines the ways in which education policy in Latin America has enabled educational expansion and the academic success of those children who most recently have gained access to schools. We will discuss how teachers teach in schools located in different countries of Latin America, and we will examine how teachers are attracted to the profession and are supported to become teachers. We also will discuss disparities in opportunity to learn for children of different social backgrounds, as well as the impact of policies aimed at supporting the opportunity of poor and minority children to learn at high levels.

The John F. Kennedy School of Government

A full course catalog is available at http://www.ksg.harvard.edu/TS/coursepage.htm. Cross-registration information can be found at http://www.ksg.harvard.edu/registrar/crossreg.htm. The registration deadlines are October 7 (fall) and February 24 (spring). Some courses are a half-semester long and operate on the “module” scheduling system; consult the KSG website for details.

Analysis of Policies and Institutions

KSG API-120 Advanced Macroeconomics for the Open Economy II (Jeffrey Frankel; spring, T, Th@1:10-2:30) Focuses on the international dimension of macroeconomic policy, particularly monetary and exchange rate policy and, to some extent, fiscal policy, and on the determination of the current account balance, national income, and inflation. Special attention is given to developing countries and other small open economies, defined as those for whom the prices are determined on world markets.
KSG API-413 Challenges of Democratization (*Pippa Norris; spring, M,W@2:40-4*) Examines democracy in terms of competition, participation, and civil and political rights. It covers such questions as: What are the alternative conceptions of democracy? What underlying cultural, economic, and social conditions promote democracy? The course takes a broadly comparative perspective, looking at both established and emerging democracies from all regions of the world.

KSG API-461 Legal and Political Institutions in Development (*Frederick Schauer; spring, M, W@10:10-11:30*) This course focuses on the legal, and to a lesser extent the political, aspects of international development, with a particular focus on the nature and varieties of legal and political institutions.

KSG API-463 Building the Institutional Base for a Modern Economic State (*Joseph Stern; spring, T,Th@10:10-11:30*) Studies of the economic development process have tended to focus on issues such as raising the national saving rate and improving not only the level but also the efficiency of domestic investments. Yet, it is now argued that countries must also develop the appropriate institutions that can help them benefit from participation in a global economy. This course focuses on a number of such institutional reforms.

KSG ISP-426 Global Governance (*John Ruggie; spring, M,W@4:10-5:30*) This course focuses on the interplay among states, international organizations, such as the UN, WTO, IMF, and World Bank, multinational corporations, civil society organizations, and activist networks in making “public policy” at the global level.

**Strategic Management of Public Organizations**

KSG STM-103 Good Governance and Democratization (*Pippa Norris; fall, M,W@4:10-5:30*) This course covers the basic principles, theories, conceptual tools, and methods for understanding the principles and problems of “good governance,” understood as an integral part of sustainable development. The class develops typologies and analytical classifications of political systems around the globe; considers the social, cultural, and economic conditions most conducive to the process of democratic development.

**Political Advocacy and Leadership**

KSG PAL-264 Leadership and Conflict: The Politics of Contemporary Africa (*Robert Rothberg: fall, M,W@4:10-6*) This course focuses on the politics and political structures of contemporary sub-Saharan states. It contrasts democratic models (South Africa, Botswana, Tanzania, etc.) with other forms of governance, including the guided or illiberal democracies, the patrimonial states, and those ruled by military juntas or single strong men. It also develops innovative measurements of African democratic attainment and governance.
Nonprofit Sector

KSG NPS-100 Introduction to the Nonprofit Sector (Peter Hall; fall, M,W@1:10-2:30) This course provides a transnational overview of the statutory, regulatory, and tax environments in which nonprofits operate; the strategies they use in adapting to changing sources of funding and relations to government; and the role of public expectations in influencing their behavior. It will focus on particular industries in which nonprofits operate, including social services, health care, education, and religion.

Policy Areas and Institutional Arenas

KSG BGP-204M Food Policy and Agribusiness (Ray Goldberg; spring, M,W@11:40-1) This course deals with public and private management of an industry sector that encompasses half the world’s labor force, half the world’s assets, and 40% of consumer purchases. The public policy issues of economic development, trade, nutrition, food safety, the environment, maintaining limited natural resources, protecting plant and animal diversity, intellectual property, genetics, and social and economic priorities will all be developed in case study format.

KSG BGP-256 Management, Finance, and the Regulation of Public Infrastructure (Henry Lee; fall, M,W@1:10-2:30) This course will look at efforts to privatize, finance, and regulate the transportation, telecommunication, water, and electricity infrastructure systems in developing countries. Issues to be discussed include when and how to privatize infrastructure, awarding concession contracts, project finance, contract and discretionary regulation, asset valuation, and managing the political context in which infrastructure decisions are made.

KSG BGP-460 Asia in the World Economy (Dennis Encarnation; spring, M,W@1:10-2:30) Focuses on comparative business-government relations in Asia to engage in current policy debates. Moves cross-nationally to analyze the regionalization and globalization of input (capital and labor) and output (goods and services) markets as well as related policy issues ranging from regional competition for foreign investment to prospects for broader and deeper cooperation in regional integration.

KSG ENR-100 Environmental and Resource Science for Policy (William Clark, John Holdren; fall, M,W@2:40-4) This course equips students to understand and utilize insights from the natural sciences about resource utilization, human impacts on the environment, and sustainable development. Surveys current thinking about environmental and resource problems, introduces key science-based tools for illuminating environmental and resource issues, and explores how these approaches can be integrated with social science-based approaches in the design of effective environmental policies.

KSG ENR-302 Energy Policy: Technologies, Systems and Markets (John Holdren, Henry Lee; spring, T,Th@10:10-11:30) Energy is an essential input for economic development, transportation, and agriculture, and it plays an enormous role in environmental problems and solutions, in national security issues, an in science and technology policy. The
course discusses the technological, economic, and policy dimensions of energy choices needed to meet economic and environmental goals in both the near- and long-term.

**KSG ENR-319 Advanced Environmental and Resource Economics for International Development** *(Theodore Panayotou; spring, T, Th@8:40-10)* This is a course in advanced environmental economics as it relates to international development and public policy. It provides an opportunity for students to apply the tools of analysis they have learned in their analytical and quantitative courses to problems of natural resource management, environmental policy, and sustainable development.

**KSG ENR-410 Sustainable Development** *(William Clark; spring, M,W@10:10-11:30)* Addresses the interplay between knowledge and action in the design of policies for environmentally sustainable human development. The course engages the world of practical experience in would-be sustainable development through the detailed examination of four extended policy histories representing both domestic and international issues.

**KSG ISP-221 Human Rights and U.S. Foreign Policy** *(Power, S.; spring, M, W@11:40-1)* This course explores the role of human rights in the formulation and conduct of U.S. foreign policy. Students will begin by exploring the concepts of human rights and the U.S. national interest. The cases, which include U.S. prosecution of the “war on terror” as well as U.S. policy toward Iraq, Rwanda, and the International Criminal Court, will highlight recurring tensions between individual rights and sovereignty, values and interests, exceptionalism and internationalism, and peace and justice.

**KSG ISP-224 Human Rights and International Politics: The Basic Policy Dilemmas** *(Ignatieff, M.; fall, T,Th@1:10-2:30)* An introduction to international human rights and the dilemmas that result when states, NGOs, international institutions, and citizens try to use human rights to guide policy and action. Emphasis is placed on human rights as an ethical framework for public policy, rather than as a system of international law.

**KSG ISP-226 Human Rights, State Sovereignty and Intervention** *(Ignatieff, M.; spring, T, Th@11:40-1)* This course investigates the ethics of intervention, the problematic use of human rights as a justification for intervention, and the impact of various intervention strategies on the human rights situation of post-conflict societies. Key issues include: the conflict between the right to intervene and the right of self-determination; the conflict between substantive and procedural legitimacy in intervention; international versus local ownership of the post-conflict reconstruction process, and the difficulty of anchoring sustainable rights observance in societies that have undergone the trauma of intervention.

**KSG ISP-426 Global Governance** *(John Ruggie; spring, M, W@4:10-5:30)* This course focuses on the interplay among states, international organizations, such as the UN, WTO, IMF, and World Bank, multinational corporations, civil society organizations, and activist networks in making “public policy” at the global level.

**KSG ITF-110 The Political Economy of Trade** *(Lawrence, R.; fall, M, W@4:10-5:30)* This introduction to international trade policy takes an interdisciplinary approach, examining the economics, law, and politics of this field. The sequence of topics covered in the class are the gains from trade; basic instruments of trade policy (tariffs, treaties, and negotiating authority); the World Trade Organization and other international institutions;
preferential trade arrangements; and a series of current issues such as trade in services, agriculture, investment, and labor rights.

KSG PED-101 Economic Development: Theory, Policy, and Evidence (Rodrik, D.; fall, M, W@10:10-11:30) Provides a graduate-level overview of the theory of and evidence on economic development from a policy-oriented perspective. Topics covered include: economic convergence and patterns of development; productivity and technological change; macro- and micro-level analyses of institutions; poverty and inequality; health and education; demography; industrialization; international integration; recent economic history; and country evidence.

KSG PED-118 Global Governance of Biotechnology (Juma, C.; spring, M, W@2:40-4) This course examines the implications of the introduction of genetic modification in agriculture, pharmaceutical research, and environmental management. It focuses on the interactions between technological innovation and institutional adjustment, with emphasis on global institutional arrangements.

KSG PED-130 Why Are So Many Countries, Poor, Volatile, and Unequal? (Hausmann, R.; fall, M, W@8:40-10:00) This course will look into the determinants of growth, volatility, and inequality and will link them to the current themes in development policy. The course will cover the relationship between these three problems and a varied class of determinants such as savings, human capital accumulation, demography, geography, and the macroeconomic, structural, contractual, and political institutions.

KSG PED-150Y Seminar: International Development (Rosengard, J.; fall, Th@4:10-6) Designed for MPP students concentrating in international development. Students are required to take the initiative to find a client and write a major paper, the Policy Analysis Exercise (PAE). The emphasis is on becoming an effective professional in the field of international development.

KSG PED-153 Science, Technology, and Development Policy (Juma, C.; fall, M, W@2:40-4) This course examines the role of technological change and institutional innovation in economic transformation, with particular emphasis on developing countries, particularly in sub-Saharan Africa. It focuses on the role of public policy in creating the necessary conditions for the effective use of science and technology in development. It uses the Millennium Development Goals (MDGs) as a reference point, as well as evolutionary approaches to analyze the role of technological innovation and institutional change in economic growth.

KSG PED-202M The Management of Development Assistance Projects (Peterson, S.; fall, M, W@11:40-1) The project approach continues to be one of the principal means of providing technical assistance to promote development in third world countries. This course provides practical frameworks to understand the key features of projects, how they succeed or under perform, and the role of management.

KSG PED-269 Development, Resources, and Contestation (Peters, P.; spring, T, Th@10:10-11:30) The premise of the course is that international development generates contestation over ideas, methods, and resources. The course will help develop and refine analytical capacity for understanding the social and cultural dimensions of development;
subject conventional ideas and practices in development to critical review; and help reveal and critically assess underlying assumptions about development.

**KSG PED-303M The International Financial Institutions** *(Glennerster, R.; fall, M, W@11:40-1)* Provides an inside view of the functioning of the International Monetary Fund (IMF) and World Bank. Gives an overview of the structure of the IFIs and their lending programs. A substantial part of the course will be devoted to examining, in some detail, the way in which financial programs (the macroeconomic frameworks that underlie all lending by the IMF and World Bank) are constructed.

**KSG PED-304M When Cultures Meet: Working Across Boundaries** *(Thomas, J.; spring, T, Th@8:40-10)* This course explores the moral and strategic choices policymakers confront when engaged in transactions across societies. Its objective is to help participants understand the new environments they work in, and the new relationships they involve, in order to act more effectively in negotiating difference, identifying common interests, shaping structures of cooperation—and thereby meeting the demands of public service in an interconnected world.

**KSG PED-309 Development Policy Strategy** *(Hausmann, R.; fall, M, W@10:10-11:30)* This course will integrate the analysis of macroeconomic, structural, social, institutional, and political dimensions of development in the design of an overall development strategy. The course reviews determinants of growth, macroeconomic stability, and income distribution. It will analyze the effects of institutional arrangements surrounding fiscal, monetary, financial, trade, investment, and labor policy.

**KSG PED-328 Community Financial Institutions and Microfinance in Theory and Practice** *(Stuart, G.; spring, M, W@11:40-1)* Community Financial Institutions (CFIs) provide financial services, most often credit, to individuals without access to such services from other sources to promote the well-being of the community. This course covers the best practices of successful organizations and confronts the theoretical issues that inform those practices: issues such as community accountability and clients’ gender, connected to practices such as product development and risk management.

**KSG PED-329 The Microeconomics of Competitiveness: Firms, Clusters, & Economic Development** *(Porter, M.; spring, M, T@4:15-6:15)* This course is about competitiveness and economic development viewed from the microeconomic perspective. While sound macroeconomic policies, stable legal and political systems, and the accumulation of factors of production affect the potential for competitiveness, wealth is actually created at the microeconomic level. The course covers both developing and advanced economies and examines competitiveness and economic policy at the national level, the regional level within nations, and for groups of neighboring countries.

**KSG PED-376 Civil Society and Development** *(Brown, L.; fall, T, Th@11:40-1)* Civil society organizations (CSOs)—churches, unions, NGOs, community-based organizations – are increasingly important actors in political, social, and economic development. This course examines the roles of CSOs as they affect and are affected by globalization, democratization, and the shifting patterns of national and global governance.
KSG PED-401Y Case Workshop in International Development I (Walton, M.; Year-long Th@2:40- 4) This course introduces students to the variety of issues and challenges facing low- and middle-income countries. Case studies and seminar topics include such diverse issues as economic growth, microfinance, education, trade policy, gender, AIDS in Africa, human rights, and pension reform.

KSG PED-402 Case Workshop in International Development II (Walton, M.; fall, Th@4:10-6) This second-year MPA/ID course is a series of more in-depth, intensive cases that help students integrate the skills they have acquired in the core curriculum and apply them to concrete policy situations. The workshops will be integrated with the Second Year Policy Analysis (SYPA) seminar.

Law School

A full catalog is available at http://www.law.harvard.edu/students/catalog. Cross-registration information can be found at http://www.law.harvard.edu/Administrative_Services/Registrar/Bulletin. The registration deadlines are September 16 (fall), January 4 (Winter session), and February 4 (spring).

Business Organization and Finance

Community Economic Development (Ms. Tara Twomey; fall or spring) This survey course will examine a broad range of legal issues that arise in connection with efforts by governments, businesses and nonprofit organizations to foster economic development in urban communities.

Comparative Law: The Islamic Legal System (Adjunct Professor Frank E. Vogel; spring) A basic introduction to Islamic law and Islamic legal systems in historical and contemporary forms. Islamic law, central to Islamic religion but also the law of states past and present, offers intriguing problems of comparison with modern secular legal and constitutional thought.

Comparative Law: The Role of Law in Chinese Society (Professor William P. Alford; fall) Events of recent years on the Chinese mainland, in Taiwan, and in Hong Kong pose fundamental questions about legality, rights, and economic development. This course is designed to provide students with an introduction to the nature and function of law in China, to foster comparative legal analysis that tests generalizations about law derived principally from the West, and to equip future practitioners to address legal problems arising from interaction with China.

Cyberlaw and the Global Economy: Seminar (Mr. John G. Palfrey, Jr.) This seminar will focus on recent developments in cyberlaw. Special emphasis will be placed on the impact of globalization, both in the law generally and the Internet, on the practice of cyberlaw. The course will also involve aspects of comparative law, primarily between the United States and the European Union and the United States and certain developing countries.
International Law: Law of International Trade (Visiting Professor Joel P. Trachtman; fall) Examines the law of international trade in goods and services, focusing principally on the law of the World Trade Organization and the General Agreement on Tariffs and Trade, as well as on the foreign trade law of the United States.

Environmental Law

International Environmental Law Since Rio: Seminar (Mr. Noah Sachs; spring) International environmental law, which addresses the tensions between economic development and ecological limits, has grown rapidly since the Rio conference in 1992, but many question whether current legal tools are commensurate with the scale of global environmental crises.

Human Rights

Citizenship, Multiculturalism, Identity and Human Rights: Reading Group (Professor Henry J. Steiner; spring) Explores diverse and evolving conceptions of citizenship in relationship to multiculturalism, ethnic pluralism, personal identity and human rights ideals. Topics include: effect on notions and implications of citizenship of multinational organizations such as the European Union, and of division of states into ethnically based autonomy regimes; analysis of conceptions of citizenship such as the liberal-individualistic, communitarian, ethno-nationalist, and ideological.

Community Action for Social and Economic Rights (Professor Lucie E. White; fall/spring) This course will focus on theories and methods for promoting internationally recognized social and economic rights (e.g., health, education, housing, food security, decent work) through community-based action. The course will include hands-on training in the core practical tools of grassroots social and economic rights advocacy.

Gender and the New Economy (Visiting Professor Kerry Rittich; fall) Gender equality is now a central issue in policy and regulatory debates around the transformation of work, the role of the state in the market and the reconstruction of the welfare state across the industrialized world; it is also central to debates on human rights, development and social justice in the global economy.

Human Rights, State Sovereignty, and Persecution: Issues in Forced Migration and Refugee Protection (Ms. Jacqueline Bhabha; fall or spring) Explores differing types of forced migration today, including refugee flight, asylum, internal displacement, trafficking. It analyses the institution of asylum, as a tool of states and an aspect of international human rights protection.

International Human Rights (Assistant Professor Ryan Goodman; fall or spring) Examines the law, theory, and practice of international human rights; designed to provide students with an informed and critical perspective on international instruments, intergovernmental organizations, and domestic legal arrangements related to the articulation and implementation of human rights.
Medical School

A full catalog is available online at http://medcatalog.harvard.edu. Cross-registration is at http://www.hms.harvard.edu/registrar/register/xreg.html. Many courses (including those listed below with an “M” after the course number) require the prior completion of clinical rotations, so carefully check the prerequisites for any courses that interest you.

Social Medicine

HMS HO701.0  Medicine, Human Rights, and the Physician (C. Eisenberg; fall) The course examines the links between health, health care and human rights. It examines the ethical obligations of physicians in the face of violations and provides a framework for the protection of human rights by physicians.

HMS SM702.0  Culture, Poverty and Infectious Disease (P. E. Farmer, A. Castro; spring, T@12:30-2) This interdisciplinary course integrates perspectives from the social sciences and the biomedical sciences to explore the interaction of culture, poverty, and infectious disease.

HMS SM720.0  Gender, Sexuality and the Politics of Health (E. Miller; spring) This seminar examines broadly the construction of gender and sexuality in relation to health care inequalities, distribution of disease, illness experiences and health policy.

Elective Courses

HMS HO703.0 Human Health and Global Environmental Change (P. R. Epstein; spring, Tu@ 2-6) Human activity is changing the atmosphere and altering terrestrial and marine ecosystems on a global scale for the first time in history. Evidence is mounting that these changes may already be having serious effects on human health. The practice of medicine in the next century will demand an understanding of the relationship between human health and the global environment.

HMS ME513M.51  Tuberculosis: The Organism, the Host, and the Global Threat (E. A. Nardell, E. J. Rubin; Prerequisites: Year III Standing) This elective is combined with an HSPH Tuberculosis course. It addresses Tuberculosis from the perspectives of public health, basic science and clinical medicine.

HMS ME518M.41a Nutrition and Rural Medicine in Latin America (M. G. Herrera-Acena; Prerequisites: Core Clerkships in Medicine I, Surgery, Ob-Gyn, and Pediatrics. Year IV standing) This is an intensive Spanish language course with emphasis on the communication skills necessary to care for Spanish speaking patients.
School of Public Health

A full catalog is available online at http://www.hsph.harvard.edu/registrar/courses/index.shtml. Cross-registration information can be found at http://www.hsph.harvard.edu/registrar/xreg/index.shtml. HSPH operates on a quarter system, which can make cross-registration a bit complicated. Courses during the year are divided into five sessions: Fall1, Fall2, Winter, Spring1, and Spring2. For the 2004-2005 school year, sessions are scheduled as follows:

- **Fall1:** Sept. 7-Oct. 22
- **Fall2:** Oct. 25-Dec. 23
- **Spring1:** Jan. 31-Mar. 18
- **Spring2:** Mar. 28-May 20
- **Winter (mostly field trips and special projects):** Jan. 3-Jan. 26

Many courses last a full semester, spanning Fall1 and Fall2 or Spring1 and Spring2 together. For final cross-registration dates, visit the academic calendar at http://www.hsph.harvard.edu/registrar/acad-calendar-04-05.shtml.

Note: For the following listing, categorization of courses is based on informal area of interest and not on department or program affiliations with the school of Public Health.

Environmental Health

**HSPH EH201 Introduction to Environmental Health** *(Dr. H. Hu, Department Members; fall, M,W@10:30-12:20)* This course offers a general introduction to the health problems stemming from contamination of air, water, food, the work place, and other special environments. Policy required for regulation and alternative strategies for prevention and control will be discussed. Links between environment and infectious disease will also be examined and international/global issues will be covered.

**HSPH EH202 Principles of Environmental Health** *(Dr. M. Perry; Spring 2, M,W@10:30-12:20)* This course focuses on the methods of qualitative and quantitative environmental risk assessment and the use of scientific data policy development and risk management. Sources of data for hazard identification, the influence of models of disease on dose extrapolation, and the importance of populations affected on priorities for management will be illustrated in a range of case studies relating to environmental hazards.

**HSPH EH257 Water Pollution** *(Dr. J. Shine; spring, T,Th@8:30-10:20am)* This course is designed to teach an understanding of the basic principles of water pollution and water pollution issues on local, regional and global scales.
EH264 Water Systems Management  
(Dr. J. Harrington; fall, F@1:30-3:20)  Provides students with an understanding of water engineering principles, emphasizing design and treatment of water supply systems in developing and developed countries.

EH270 Environmental Risk Management  
(Dr. R. Pojasek, Dr. J. Spengler; Winter Session, M@9am-5pm)  Students will learn the skill of using problem solving tools for dealing with environment, health and safety problems and managing the associated environmental risks—tools used widely by industries and governmental organizations throughout the world.

HSPH EH278 Human Health and Global Environmental Change  
Cross-listed at HMS as H0703.0  
(Dr. D. Goodenough, Dr. E. Chivian, Dr. H. Hu, Dr. P. Epstein; spring, Tu@2-6)  Human activity is changing the atmosphere and altering terrestrial and marine ecosystems on a global scale for the first time in history. This course will provide an overview of the basic physics, chemistry, and biology of global environmental change, and of the potential consequences of these changes for human health.

HSPH EH285 Industrial Ecology and Life Cycle Assessment  
(Dr. G. Norris, Dr. J. Spengler; fall, M@3:30-5:20)  People around the world are increasingly concerned about the environmental and social impacts of industrial production. A broad field of work known as Industrial Ecology (IE) is emerging to respond systematically to these concerns, seeking to redesign and re-align industrial systems and activities to be more ecologically and socially sound. This course provides an in-depth exploration of IE and LCA frameworks, principles, tools, and applications. We will also examine broader debates about the transition toward more ecologically sound industrial practices, and the technical, political, and economic barriers to making a transition towards more sustainable development.

Epidemiology

HSPH EPI214 Epidemiologic Analysis of Outbreaks and Infectious Diseases  
(R. Timperi; Spring 2, F@9-12)  Discusses the use of epidemiologic methods and practical strategies in analyzing outbreaks and investigating infectious diseases.

HSPH EPI216 Epidemiology in Public Health Practice  
(Dr. R. Dicker; Spring 1, Tu@9-12)  Following this course, the student will be familiar with the principles of epidemiology relevant to public health professionals, and should be able to apply those principles to address public health problems in the community.

HSPH EPI285 Infectious Disease Dynamics  
(Dr. M. Murray; fall, T,Th@3:30-5:20)  This course will introduce students to the basic concepts of transmission dynamics of infectious diseases, using basic mathematical modeling techniques as a tool to understanding how infectious diseases spread through populations. Topics covered include the transmission dynamics of infectious diseases of global public health importance, the impact of vaccination and other public health interventions on infectious disease dynamics, antibiotic resistance, and the role of climate change on vector borne diseases.

HSPH ID214 Nutritional Epidemiology  
(Dr. W. Willett, Dr. F. Hu; spring, F@10:30-12:20)  Reviews methods for assessing the dietary intake of populations and
individuals. Students gain experience in the actual collection, analysis and interpretation of dietary intake.

**HSPH WGH200 Women, Gender and Health** *(Dr. N. Krieger, Dr. S. Gruskin; Spring 1, W@12:30-3:20)* This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples pertaining to breast cancer, smoking, HIV/AIDS, violence, access to health services, sexual health, reproductive health, and population policy.

**HSPH WGH207 Advanced Topics in Women, Gender and Health** *(B. Harlow, S. Missmer; Spring 2, W@9:30-11:20am)* This seminar will offer the chance to analyze ways by which diverse constructs of gender influence public health research and practice. Traditional epidemiological and biostatistical methods, along with multilevel, ecosocial, and health and human rights frameworks will be applied in the assessment of gender-based health related disorders.

**Health Policy and Management**

**HSPH HCM703 Perspectives in Public Health** *(Dr. M. Roberts; Summer 1)* This public course will use case studies focusing on important health issues - such as smoking, gun violence and HIV prevention and treatment, to give students a sense of the environmental, social, and behavioral complexities affecting the health of populations.

**HSPH HPM205 Economic Analysis for Public Health** *(Dr. M. Roberts; fall, T,Th@10:30-12:20)* Provides an introduction to the basic principles of economics and economic analysis, particularly as they apply in the public health field. A systematic introduction to microeconomic theory including the determinants of supply and demand, the theory of markets, and the concept of economic efficiency.

**HSPH HPM225 Legal and Ethical Issues in the AIDS Epidemic** *(Ms. Z. Lazzarini; Spring 2,Tu@1:30-3:20)* Considers some of the legal and ethical issues raised by the HIV/AIDS epidemic; how social issues, such as discrimination, have influenced the epidemic; the relative roles of voluntarism and coercion in public health strategies; the shift in epidemiology as HIV/AIDS affects increasing numbers of women, children and minorities; the design of prevention programs in a imperfect world, legal and human rights issues related to access to pharmaceuticals. The course primarily concerns United States' policies, but international policies and issues will be covered in some sections.

**Immunology and Infectious Diseases**

**HSPH ID201 Malaria and Human Affairs** *(Dr. A. Spielman, Dr. A. Teklehaimanot; spring, Th@12:30-3)* This course is designed to bring a multidisciplinary approach to a major public health problem in international health. Within the context of the biology and epidemiology of malaria, students are introduced to strategies for vector control, diagnosis, chemotherapy, and vaccines from the point of view of social, political, and economic policy.
HSPH ID229 Epidemiology of Infectious Diseases of Public Health Importance in Developing Countries (Dr. R. Cash, Dr. J. Weisfeld; Fall 2, M,W,F@1:30-3:20) This course thoroughly reviews the epidemiology of infectious diseases of public health importance in developing countries. Emphasizes epidemiologic patterns of bacterial and viral diseases as they relate to different geographic and socioeconomic environments. Stresses methods of disease surveillance, especially with regard to prevention and control.

HSPH IMI201 Ecology, Epidemiology, and Control of Important Parasitic Diseases of Developing Areas (Dr. A. Sultan; Fall 1, M,W,F@3:30-5:20) Provides an introduction to ecological and epidemiological concepts basic to the control of infectious agents. Considers important parasitic diseases of particular significance in the developing areas of the world.

HSPH IMI202 Tuberculosis: the Host, the Organism, and the Global Threat (Dr. E. Nardell, Dr. E. Rubin; Spring 1, T,Th@1-3) This is a comprehensive survey course on tuberculosis featuring lectures by some of the leading authorities in the field. The first half of the course focuses on population issues, transmission, modeling, and programmatic issues (the essentials of good TB control both here and in high burden countries). The second month deals more with the biomedical aspects of TB, immunology, genetics, diagnosis, decision analysis, and treatment, again, both here and abroad. Special attention is paid to the global problem of multidrug resistant TB, and the work of Partners in Health, an NGO associated with the medical school.

HSPH IMI206 Principles of Public Health Entomology (Dr. A. Spielman; Spring 2, F@1:30-4:50) The manner in which arthropods transmit disease and the principles of vector control are discussed from ecological, physiological, and genetic points of view.

Nutrition

HSPH ID209 Nutrition in Child Growth and Development (Dr. J. Dwyer; Spring, Th@1:30-3:20) Examines principles and practical problems encountered in developing policies and programs involving nutritional issues, growth and development. Discussions involve case studies of recent relevant policy issues in industrialized and developing countries.

HSPH ID214 Nutritional Epidemiology (Dr. W. Willett, Dr. F. Hu; spring, F@10:30-12:20) Reviews methods for assessing the dietary intake of populations and individuals. Explores specific diet/disease relationships, integrating information from international studies, clinical trials, analytical epidemiology.

HSPH NUT201 Principles of Nutrition (Dr. C. Lo, Department Members; Fall 2, T,Th@1:30-3:20) Overview of nutrition from epidemiologic, clinical, metabolic, and international perspectives, including nutritional assessment, malnutrition, obesity, eating disorders, relationships between nutrition and cancer and heart disease.

HSPH NUT210 Nutritional Problems of Less-Developed Countries (Dr. W. Fawzi; spring, F@8:30-10:20) Discusses the nutrition problems of less-developed countries.
Reviews the epidemiological, biological and behavioral consequences of malnutrition. Emphasizes infectious disease and perinatal outcomes including issues relevant to the formulation of nutrition policy and programs.

Population and International Health

**HSPH ID250 Ethical Basis of the Practice of Public Health** *(Dr. D. Wikler; Spring 1)* Provides students with a broad overview of some of the main philosophical and moral ideas that are used as a basis for resolving debates of public health policy.

**HSPH ID262 Introduction to the Practice of International Health** *(Dr. R. Cash; fall, T,Th@1:30-3:20)* The course begins with an examination of world health and development and the rapid health transitions taking place. Key contemporary issues are critically examined - disease control, primary health care, child survival, essential drugs, health policy, and the evolving roles of international and non-governmental organizations. Interspersed throughout are several case studies of challenges facing the modern practice of international health.

**HSPH ID272 Financing Health Care in Developing Countries** *(Dr. Y. Liu, Dr. W. Hsiao, Dr. P. Berman; Spring 1, T,Th@1:30-3:20)* This course provides a comprehensive survey on the major health care financing options for developing countries. Drawing on economic theory and international experiences, the course analyzes strengths and weaknesses of alternative approaches to financing, including tax-based financing, social insurance, user fee financing, and community financing.

**HSPH ID291 Culminating Experience for International Health, MPH Students - Department of Population and International Health** *(Dr. R. Cash, Dr. P. Berman; Spring 2, Th@3:30-5:20)* This final exercise should demonstrate the skills necessary to act as a public health professional. Students, address a situation in a developed country or region.

**HSPH ID292 Justice and Resource Allocation** *(Dr. N. Daniels; Spring 1, T,Th@10:30-12:20)* This course explores the ethical issues, especially issues of distributive justice, raised by health and health care resource allocation methodologies and decisions.

**HSPH PIH211 Management Control in Health Organizations** *(Dr. M. Mitchell; Fall 2, T,Th@1:30-3:20)* This course is designed for students interested in learning about finance and management of health care in low and middled income countries.

**HSPH PIH214 Health, Human Rights, and the International System** *(Dr. S. Marks; Spring 2, F@10:30-1:20)* This course is designed to provide an overview of the way health and human rights are addressed in the international system. Focus will be on the responses of the UN, including WHO, regional organizations, and non-state actors to some of the pressing issues of health and human rights.

**HSPH PIH218 Health and Human Rights: Concepts and Methods for Public Health** *(Dr. S. Gruskin; Fall 1, W@1:30-4:20)* The course identifies and discusses
the complex interactions between health and human rights, with particular emphasis on the implications of human rights for public health thinking and practice.

**HSPH PIH244 Health Sector Reform: A Worldwide Perspective** *(Dr. P. Berman; Fall 2, M,W@3:30-5:20)* This course surveys the impact of the global movement to reform national health care systems in the lower and middle income countries. It introduces a framework for analyzing health care systems and designing strategies for system reform, including political dimensions, with specific references to developing countries.

**HSPH PIH245 Population and Development Policymaking** *(Dr. G. Zeidenstein; Fall, Tu@4:15-6:15l)* This seminar-course covers the development and implementation of population policies within the broader context of international development activities. It focuses on several broad sub-topics: the UN trail; the shifting USA positions; reproductive health and family planning programs; resources; implementation.

**HSPH PIH253 Human Ecology** *(Dr. R. Levins; Fall 2, T,Th@10:30-12:20)* Provides a broad overview of the human ecosystem as it emerges out of, but as different from, pre-human ecology. Topics are selected from biosphere processes, population interaction, agricultural systems, adaptation evolution and ecology of disease, ecological politics, and evolution.

**HSPH PIH258 Frontiers of Knowledge in HIV/AIDS Prevention, Care, & Research** *(Dr. S. Kapiga; Fall 2, M,W@8:30-10:20)* This course will provide students with an opportunity to learn about the current state of knowledge and future directions in HIV/AIDS epidemiology, prevention, care and research. It will comprise separate lectures on the scientific, technical, programmatic and policy aspects of the global response to HIV/AIDS.

**HSPH PIH265 Ethical Issues in International Health Research** *(Dr. R. Cash, Dr. D. Wikler; Spring 2, w@5:30-8:20)* This course is designed to expose students to the key ethical issues that may be encountered in the course of conducting international health research.

**HSPH PIH267 HIV/AIDS in Developing Countries: Epidemiological and National Responses** *(Dr. S. Kapiga; Spring 1, M,W@1:30-3:20)* This course is designed to provide a broad description of the distinct features of the HIV/AIDS epidemic in developing countries, and the evolution of national responses against HIV/AIDS in selected countries.

**HSPH PIH268 Field Experience in Health and Human Rights** *(Dr. S. Marks; Winter Session, TBA)* In this course, students will acquire the basic skills in applying a human rights framework to health issues in a professional work environment. Depending on their field placement, they may learn about operational skills in settings where health and human rights are practiced or about organizing a study to investigate human rights conditions affecting health.

**HSPH PIH272 Foundations of Global Population and Health I** *(Dr. D. Bloom, Dr. J. Lamstein; fall, M,W@10:30-12:20)* This course is required for all incoming master of science and doctoral students. It is intended as a broad survey of the main facts,
issues, perspectives, methods, results, and conclusions in the areas of global population and health.

**HSPH PIH283 Pharmaceutical Policy and Global Health (Dr. Michael R. Reich; spring, M(@4:30-6:30)**) The course consists of readings and presentations on major issues related to pharmaceutical policy and global health, with particular attention to access to medicines. Topics will include: essential drugs, the global market for pharmaceuticals, patents, drug development, price policy, international trade agreements, drug development for neglected diseases, non-governmental organizations, generic drugs, vaccines, AIDS medicines, drug donation programs, and the politics of national drug policies.

**HSPH PIH288 Issues in Health and Human Rights (Dr. S. Marks; Fall 2, T,Th@1:30-3:20)** The aim of this course is to introduce students to the application of the human rights framework to a wide range of critical areas of public health.

**HSPH PIH291 Microeconomics and Applications to PH in Developing Countries (Dr. J. P. Sevilla; spring, M,W@1:30-3:20)** We use basic calculus, differentiation, and simple constrained maximization theory to develop empirical models of the behavior of individuals, households, firms, and markets, as well as normative theories of social welfare and resource allocation within the health sector. All applications will be drawn from population and public health issues in developing countries.

**HSPH PIH294 International Health Economics I (Dr. D. Canning; Spring 1, M,W@3:30-5:30)** The course is designed to use economic methods to study a range of issues in international health economics.

**HSPH PIH295 International Health Economics II (Dr. W. Yip; Spring 2, T,Th@8:30-10:20am)** The objective of this course is to prepare students with doctoral-level knowledge in theory and research methods that economists apply to studying international health and health policy issues.

**HSPH PIH297 Field Trip: Health Reform and Community Medicine in Chile (Dr. T. Bossert; WinterSession, TBA, Jan. 3 - Jan. 21, 2005)** 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.

**HSPH PIH298 Field Trip to Kerala India (Dr. R. Cash; WinterSession, TBA)** The purpose of the three-week visit is to familiarize the students with the health problems and health systems of Kerala State in South India.

**Society, Human Development and Health**

**HSPH SHH201 Society and Health (Dr. I. Kawachi; Fall 1, M,W@3:30-5:20, or W@5:30-7)** Analyzes major social variables that affect population health: poverty, social class, gender, race, family, community, work, behavioral risks, and coping resources.
HSPH SHH210 Women, Health and Development: Reconciling Science and Policy (Ms. N. Swenson; spring, W@3:30-5:20)  The course surveys selected contemporary women's health issues. Because women and children either native born or immigrant, rural or urban and in either industrialized or developing countries are the majority of the poor, we will focus on the common issues of economic development and the impact of laws and customs on the health of women and their families.

HSPH SHH215 History, Politics & Public Health: Theories of Disease Distribution (Dr. N. Krieger; fall, W@12:30-3:20)  This course focuses on social and scientific contexts, content, and implications of theories of disease distribution, past and present. It considers how these theories shape questions people ask about--and explanations and interventions they offer for--patterns of health, disease, and well-being in their societies.

HSPH SHH216 Childbirth Health Policy and Epidemiology (Dr. B. Sachs, Dr. E. Lieberman, Dr. D. Pursley; Spring 2, Th@1:30-3:20)  Explores issues affecting childbirth services, including prenatal care, maternal health, pregnancy complications, obstetric technologies, personnel, access, financing and neonatal care.

HSPH SHH249 Approaches to International Tobacco Control (Dr. G. Connolly; Fall 2, M,W@1:30-3:20)  Prepares students to apply training in epidemiology, statistics, management and policy for development of comprehensive public health programs to curb tobacco use. Tobacco industry global structure, marketing, political strategies and world expansion are discussed.

HSPH SHH258 Violence Against Women (Dr. L. McCloskey; Fall 2)  This course will center on the cultural origins of gender-based violence and public health implications and remedies. Cross-cultural work will figure prominently in the course readings.

HSPH SHH293 Place, Migration and Health (Dr. D. Acevedo-Garcia; Spring 2, W,F@1:30-3:20)  This course examines some features of spatial population distribution (e.g. residential segregation by race, concentration of poverty) and population movement (e.g. immigrant adaptation) that may influence health outcomes.