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# Hebrew Language and Literature

Courses of Study:  
 Minor  
 Major (B.A.)  
 Master of Arts in Teaching Hebrew

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## Objectives

The Hebrew Language Program of the Department of Near Eastern and Judaic Studies offers instruction in Hebrew language and literature and in the teaching of Hebrew language. The Hebrew program is the largest in the United States, averaging 600 students per year and offering a range of 40 courses. Our program allows students to acquire an advanced level of proficiency and a strong background in Hebrew culture and literature. Courses are taught by faculty whose fields of specialization include Biblical studies, post-Biblical and Talmudic literature, modern Hebrew literature and culture, Hebrew language, and Hebrew language education.

### Undergraduate Major and Minor

Undergraduate students are welcome to participate in the Hebrew program as majors, minors, or to simply take individual courses, as well as to fulfill University language requirements. An undergraduate major in Hebrew will prepare students for graduate school and professions in education, business, journalism, diplomacy, and other fields.

### Graduate Program in Hebrew

The degree of Master of Arts in teaching Hebrew is offered to provide teachers and students with the knowledge and training to become teachers of the Hebrew language at all levels, i.e., elementary, secondary, post-secondary, and adult education. This program emphasizes the different areas that any Hebrew teacher should master to teach in a variety of frameworks. These include the theoretical knowledge of learning and teaching Hebrew, as well as hands-on experience in teaching. We are committed to equipping each student with the necessary tools to confront the challenges of teaching Hebrew at a variety of levels. This program is the first of its kind in the United States and addresses the urgent need for qualified Hebrew teachers in Jewish education.

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## How to Become an Undergraduate Major

Students who wish to major in Hebrew must complete the language requirement no later than by the end of their second year at Brandeis. In addition, they must complete the following three prerequisites: (1) Any fourth semester Hebrew course excluding HBRW 41a (formerly HBRW 42a). Exemptions will be granted only to those students who place out on the basis of the Hebrew placement test administered by the Hebrew program at Brandeis. (2) One course in classical Hebrew: HBRW 122a (formerly 101a), 122b (formerly 101b), or NEJS 10a (formerly 72a). (3) One course in modern Hebrew literature: HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a), or 143b (formerly 111b). Any course taken to fulfill the prerequisites may NOT count toward the major. Students are required to meet with the undergraduate advising heads in NEJS and Hebrew to develop a course of study in order to fulfill the program requirements and personal interests.

## How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School of Arts and Sciences, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to this program.

In addition, applicants must have achieved at least advanced-mid level in Hebrew language, according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines. Advanced-mid competence is defined as the ability to function successfully and effectively in most formal and informal settings, with ease and accuracy. This ability must be reflected in the four skills of reading, writing, speaking, and listening comprehension.

Applicants must present two letters of recommendation and a statement of purpose and must be interviewed by the director of the program.

### Program of Study

Our two-year program focuses on different skills that we believe professional Hebrew educators should master. Theoretical and methodological learning, as well as hands-on experience and rigorous field training, are emphasized. The curriculum consists of 12 courses and two semesters of practicum training. Seven of the 12 required courses focus exclusively on different aspects of teaching and learning the Hebrew language. Such courses focus on theories of language acquisition, instructional methodologies, curriculum development, development of teaching materials, learner assessment, classroom management, and conducting research. The remaining course requirements include enrichment courses such as biblical texts, modern Hebrew literature, and the history of the Hebrew language, as well as courses that prepare students to teach specifically in Jewish settings.

The practicum training component of the curriculum, which closely accompanies the coursework, provides students an opportunity to practice their teaching, in formal and informal education, as well as in different settings such as day schools, afternoon schools, elementary, and high schools.

## Faculty

See Near Eastern and Judaic Studies.

## Requirements for the Undergraduate Major

The major consists of seven semester courses, which may not overlap with courses taken to fulfill the language requirement and additional prerequisites. These seven courses are to include the following:

- A.** NEJS 5a (formerly NEJS 1a) (Foundational Course in Judaic Studies).
- B.** Two Advanced Composition and Grammar Study. HBRW 161b (formerly HBRW 106b) (Advanced Hebrew Conversation) and HBRW 167b (formerly HBRW 108b) (The Revival of Modern Hebrew).
- C.** Two NEJS courses (in addition to those courses listed above) with at least one from each of the following categories:
1. Biblical and Rabbinic Hebrew: NEJS 10a (formerly 72a), 25a (formerly 53b), 114a, 114b, 115a, 117b, 118b, 121b (formerly 131b), 122b, 123b, 126a (formerly 120b), 126b, 127b, and 170a (formerly 125b).
  2. Modern Hebrew literature: NEJS 177a (formerly 139b), 178a, and 180b.
- D.** At least one additional elective from the following courses: HBRW 121a (formerly 103a), 121b, 123a (formerly 110a), 123b (formerly 110b), 141a (formerly 105a), 143a (formerly 111a), 143b (formerly 111a) or 143b (formerly 111b), 144a (formerly 109a), 146a (formerly 107a), 164b (formerly 104b), 166b (formerly 107b), 168a (formerly 119a), 168b (formerly 119b), or 170a (formerly 104a) or any of the NEJS courses listed above.
- E.** Either HBRW 97a or b (Senior Essay) or HBRW 99d (Senior Thesis—a full-year course) count toward the eight required courses; *the essay or thesis must be written in Hebrew*. Candidates for departmental honors must have a 3.50 GPA in Hebrew courses prior to the senior year.

## Evaluation of Transfer Credits

- A.** No more than two courses taken at special programs for overseas students may be applied toward the major. Students are encouraged to seek advanced approval from the department's undergraduate advising head for all courses intended for transfer credit.
- B.** Credit will not be granted for Ulpan courses, but students may take the Hebrew Placement Test to place out of the Hebrew language requirement.

## Requirements for the Minor

The minor consists of a sequence of five semester courses in Hebrew, two of which may be taken at other universities. At least one of the five courses must be a writing-intensive course in Hebrew.

- A.** One course in Modern Hebrew Literature: HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a) or 143b (formerly 111b), NEJS 177a (formerly 139b), 178a, and 180b.

- B.** One course in Biblical or Rabbinic Hebrew: HBRW 122a (formerly 101a), 122b (formerly 101b), NEJS 10a (formerly 72a), 25a (formerly 53b), 114a, 114b, 115a, 117b, 118b, 121b (formerly 131b), 122b, 123b, 126a (formerly 120b), 126b, 127b, and 170a (formerly 125b).

- C.** Three additional courses selected from the following: HBRW 41a (formerly 42a), 44b, 49b (formerly 41b), 121a (formerly 103a), 121b, 123a (formerly 110a), 123b (formerly 110b), 141a (formerly 105a), 143a (formerly 111a) or 143b (formerly 111b), 144a (formerly 109a), 146a (formerly 107a), 161b (formerly 106b), 164b (formerly 104b), 166b (formerly 107b), 167b (formerly 108b), 168a (formerly 119a), 168b (formerly 119b), 170a (formerly 104a), or any of the NEJS courses listed above.

- D.** HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a), 143b (formerly 111b), if used to fulfill the requirement for section A, cannot be counted for the requirement in section C.

- E.** HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a) or 143b (formerly 111b), 146a (formerly 107a), 161b (formerly 106b), 164b (formerly 104b), 166b (formerly 107b), 167b (formerly 108b), 170a (formerly 104a) may satisfy the writing intensive requirement. Not all of the courses are given in any one year. Please consult the *Course Schedule* each semester. Courses that satisfy the requirement in a particular semester are designated "wi" in the *Course Schedule* for that semester. Students may double count these courses for requirements in sections A-D.

- F.** By department rule, a maximum of two semester course credits taken at other universities may be accepted toward the minor in Hebrew Language and Literature. Each course transferred from another university must have the approval of the Hebrew program in order to be accepted for credit toward the minor requirements. This rule applies to courses completed at any other institution, whether in the United States or abroad. Students are encouraged to seek advance approval from the Hebrew program advisor for all courses intended for transfer credit. For courses taken in Israeli universities, one Brandeis semester credit will be given for a three-hour per week one-semester course; a two-semester, two-hour per week course; or two, two-hour, one-semester courses. Credit is not granted for Ulpan courses.

Students are encouraged to declare their interest in a Hebrew minor by the end of their junior year.

## Requirements for the Master of Arts in Teaching Hebrew

### Residence Requirement and Program of Study

Ordinarily, two years of full-time residence at a normal rate of work of seven courses each year are required. Successful completion of 14 courses is required: eight required courses, two semesters of practicum training, and four elective courses (one course from each of the four elective areas listed below).

### Required Courses

HBRW 167b (formerly HBRW 108b) (The Revival of Modern Hebrew), NEJS 101a (formerly 108b) (Comparative Grammar of Semitic Languages), HBRW 168a (formerly HBRW 119a) (Proficiency Based Instruction in Hebrew, Part 1), HBRW 168b (formerly HBRW 119b) (Proficiency Based Instruction in Hebrew, Part 2), HBRW 303a (Assessing the Learning and Teaching of Hebrew), JCS 222b (Teaching Jewish Texts), JCS 234b (Curriculum, Theory, and Development), JCS 235a (The Culture of Jewish Educational Settings).

**Required Practicum Courses**

HBRW 301a (Practicum I)  
HBRW 301b (Practicum II)

NEJS 114b  
NEJS 115a  
NEJS 117b  
NEJS 118b  
NEJS 122b

Biblical Ritual, Cult, and Magic  
The Book of Deuteronomy  
The Dead Sea Scrolls  
The Book of Psalms  
Biblical Narrative Texts:  
The Historical Tradition  
(formerly 210b) Biblical Hebrew  
Composition  
(formerly 201b) Exodus: A Study in  
Method

**Elective courses (four must be taken, one from each area below):****Psychology**

PSYC 130b Life Span Development:  
Adulthood and Old Age  
PSYC 132a Children's Play and the  
Developing Imagination

NEJS 208a  
NEJS 210a

**Jewish Education**

JCS 206b Informal Education in Jewish  
Settings  
JCS 215a The Developing Learner in a  
Jewish Educational Setting  
JCS 236a Teaching and Learning in Jewish  
Classrooms

**Hebrew Literature**

HBRW 123a and 123b (formerly HBRW 110a and 110b)  
Introduction to Modern Hebrew  
Literature  
HBRW 143a and 143b (formerly HBRW 111a and 111b)  
An Advanced Survey of Hebrew and  
Israeli Literature  
HBRW 144a (formerly HBRW 109a) Hebrew Dram  
HBRW 146a (formerly HBRW 107a) Voices of  
Jerusalem  
HBRW 164b (formerly HBRW 104b) Israeli Theater  
NEJS 177b (formerly 139b) Yehuda Amichai and  
Contemporary Hebrew Poetry  
NEJS 178a Hebrew Poetry between the Two World  
Wars  
NEJS 180b Hebrew Prose in an Era of Revival

**Biblical Texts in Hebrew**

HBRW 122a and 122b (formerly HBRW 101a and 101b)  
Introduction to Classical Hebrew  
NEJS 10a Biblical Hebrew Grammar and Text  
NEJS 110b The Hebrew Bible: Meaning and  
Contex  
NEJS 114a The Book of Amos

**Courses of Instruction****(1-99) Primarily for Undergraduate Students****HBRW 10a Beginning Hebrew**

Six class hours and one additional lab hour per week.

For students with no previous knowledge and those with a minimal background. Intensive training in the basics of Hebrew grammar, listening comprehension, speaking, reading, and writing. Several sections will be offered. Usually offered every semester.  
Staff

**HBRW 19a Beginning Hebrew: Honors**

*Prerequisite: Hebrew placement exam. Only one 10-level Hebrew course may be taken for credit.*

A beginner course for those students with some exposure to Hebrew. Builds upon the initial exposure, continuing to teach the basics of grammar, vocabulary, speaking, and writing. Usually offered every year.  
Ms. Ringvald

**HBRW 20b Intermediate Hebrew**

*Prerequisite: HBRW 10a or the equivalent as determined by placement examination. Only one 20-level Hebrew course may be taken for credit. Four class hours and one lab hour per week.*

Continuation of HBRW 10a, employing the same methods. Intensive training in Hebrew grammar, listening, comprehension, speaking, reading, and writing. Several sections offered every semester.  
Staff

**HBRW 29b Intermediate Hebrew I: Honors**

*Prerequisite: HBRW 10a or the equivalent as determined by placement examination. Only one 20-level Hebrew course may be taken for credit. Four class hours and one lab hour per week.*

This course is designed for honor students who wish to excel in the language. Students are admitted upon recommendation of the director of the Hebrew Language Program. Usually offered every year in the spring.  
Staff

**HBRW 34a Intermediate Hebrew II: Aspects of Israeli Culture**

[ fl ]  
*Prerequisite: Any 20-level Hebrew course or the equivalent as determined by placement examination. Two 30-level Hebrew courses may be taken for credit. Four class hours and one lab hour per week.*

A continuation of HBRW 20b. An intermediate to mid-level course, which helps students to strengthen their skills at this level. Contemporary cultural aspects will be stressed and a variety of materials will be used. Usually offered every semester.  
Staff

**HBRW 35a Conversation and Writing Skills**

[ fl ]  
*Prerequisite: HBRW 20b or the equivalent as determined by placement examination. This course is recommended for students who have not previously studied Hebrew at Brandeis and have been placed at this level. This course may not be repeated for credit by students who have taken HBRW 31a in previous years. Four class hours and one lab hour per week.*

An intermediate-level course designed to improve the linguistic and writing skills of students who have an extensive background in the language but lack the academic skills to fulfill the language requirements or to pursue a higher level of Hebrew or Judaic studies. Usually offered every year in the fall.  
Staff

**HBRW 39a Intermediate Hebrew II: Honors**

[ fl ]  
*Prerequisite: HBRW 29b or permission of the instructor. Four class hours and one lab hour per week.*

A continuation of HBRW 29b. Designed for honor students who wish to excel in Hebrew. Students are admitted upon recommendation of the director of the Hebrew Language Program. Usually offered every year in the fall.  
Staff

**HBRW 41a Intensive Conversational****Hebrew I**

[ hum fl ]

*Prerequisite: Any 30-level Hebrew course or the equivalent. Students may take this course and HBRW 44b for credit. This course may not be repeated for credit by students who have taken HBRW 42a in previous years. Four class hours per week.*

For students who have acquired an intermediate knowledge of Hebrew and who wish to develop a greater fluency in conversation. This course does not satisfy the language requirement for the NEJS major or the major in Hebrew. Usually offered every year in the fall.  
Staff

**HBRW 44b Advanced Hebrew: Aspects of Israeli Culture**

[ hum fl ]

*Prerequisite: Any 30-level Hebrew course or the equivalent. Students may not take this course and HBRW 49b for credit. Four class hours per week.*

Reinforces the acquired skills of speaking, listening comprehension, reading, and writing at the intermediate to mid/high-level. Contemporary cultural aspects are stressed; conversational Hebrew and reading of selections from modern literature, political essays, and newspaper articles. Required for NEJS majors and Hebrew majors and recommended for others who would like to continue studying Hebrew beyond the foreign language requirement. It is a prerequisite for many upper-level Hebrew courses. Usually offered every semester.

Ms. Ringvald

**HBRW 49b Advanced Conversation and Writing Skills: Honors**

[ hum fl ]

*Prerequisite: Any 30-level Hebrew course, or the equivalent, or placement by the director of the Hebrew Language Program. Students may not take this course and HBRW 44b for credit. This course may not be repeated for credit by students who have taken HBRW 41b in previous years. Four class hours per week.*

A fourth semester course that prepares honors students for advanced-level courses. Intended for students who have completed HBRW 35a or 39a or by recommendation. Usually offered every year in the spring.  
Staff

**HBRW 97a Senior Essay**

Usually offered every semester.

Staff

**HBRW 97b Senior Essay**

Usually offered every semester.

Staff

**HBRW 98a Independent Study**

Usually offered every year in the fall.

Staff

**HBRW 98b Independent Study***Signature of the instructor required.*

Usually offered every year in the spring.

Staff

**HBRW 99d Senior Thesis***Signature of the director required.*

Usually offered every year.

Staff

**(100-199) For Both Undergraduate and Graduate Students****HBRW 102a Hebrew Reading Proficiency**

*Prerequisite: Intermediate knowledge of Hebrew reading. Primarily intended for graduate students. Not for credit.*

An intermediate to mid-level course for graduate students interested in strengthening their reading skills.

Emphasizes recognition of grammatical structures in the written language and the acquisition of recognition vocabulary.

Intended to help students in their research or in preparation for the Hebrew language exam. Usually offered every year.

Staff

**HBRW 102b Advanced Reading Proficiency and Comprehension**

*Prerequisite: HBRW 102a or high-intermediate reading knowledge of Hebrew. Not for credit.*

A continuation of HBRW 102a. Different materials and texts are studied. This class is conducted in English. Usually offered every year.

Staff

**HBRW 121a Conversation: Israel, The Early Years**

[ hum fl ]

*Prerequisite: Any 40-level Hebrew course or the equivalent. This course may not be repeated for credit by students who have taken HBRW 103a as Israel: The Early Years. Four class hours per week.*

An intermediate-mid/high-level conversation course for students who wish to improve their speaking skills before entering more advanced-level courses. Role playing, vocabulary building, and guided speaking activities develop conversational skills for various situations. Reading and discussion of contemporary texts assist in vocabulary building. Usually offered every year in the fall.

Ms. Azoulay

**HBRW 121b Conversation: Israel, Immigrants and Minorities**

[ hum fl ]

*Prerequisite: Any 40-level Hebrew course or the equivalent. This course may not be repeated for credit by students who have taken HBRW 103a (Israel: Immigrants and Minorities). Four class hours per week.*

An intermediate to mid/high-level conversation course for students who wish to improve their speaking skills before entering more advanced-level courses. Role playing, vocabulary building, and guided speaking activities develop conversational skills for various situations. Reading and discussion of contemporary texts assist in vocabulary building. Usually offered every year.

Ms. Azoulay

**HBRW 122a Introduction to Classical Hebrew I**

[ hum fl ]

*Prerequisite: Any 40-level Hebrew course or the equivalent, except HBRW 41a (formerly HBRW 42a), as approved by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBRW 101a in previous years. Four class hours per week.*

Concentrates on the study of biblical and classical Hebrew literary works; such as Apigraphy, Rabbinic, as well as selections from the Dead Sea Scrolls. Written and oral expression in modern Hebrew are also stressed.

Ms. Nevo-Hacohen

**HBRW 122b Introduction to Classical Hebrew II**

[ hum fl ]

*Prerequisite: Any 40-level Hebrew course or the equivalent, except HBRW 41a (formerly HBRW 42a), as approved by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBRW 101b in previous years. Four class hours per week.*

An intermediate to mid/high-level course that focuses on comparing grammatical, textual, and lexical forms and ideas in classical Hebrew texts ranging from the biblical literature to the Dead Sea Scrolls (1000 B.C. to 68 C.E.). Written and oral expression in modern Hebrew are also stressed.

Ms. Nevo-Hacohen

**HBRW 123a Introduction to Modern Hebrew Literature I**

[ wi hum fl ]

*Prerequisite: Any 40-level Hebrew course or the equivalent, as determined by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBRW 110a in previous years. Four class hours per week.*

An intermediate to mid/high-level course, which focuses on modern Hebrew prose and poetry stressing major trends. Students are expected to acquire better fluency in reading, writing, and conversation. Usually offered every year.

Ms. Hascal

**HBRW 123b Introduction to Modern Hebrew Literature II**

[ wi hum fl ]

*Prerequisite: Any 40-level Hebrew course or its equivalent, as determined by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBRW 110b in previous years. Four class hours per week.* An intermediate to mid/high-level course that focuses on the representation of the Holocaust and the generational relationships in modern Hebrew prose and poetry. Students are expected to acquire better fluency in reading, writing, and conversation. Usually offered every year.  
Ms. Hascal

**HBRW 141a Advanced Hebrew Conversation**

[ hum fl ]

*Prerequisite: HBRW 121a or b, 122a or b, 123a or b or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 105a in previous years. Four class hours and one additional hour of lab work or speaking practice per week is required.*

For advanced students who want to work on accuracy, fluency, and vocabulary building. The course prepares students to become advanced speakers of Hebrew. Reading of contemporary texts and newspaper articles and listening to Israeli videos will serve as a basis for building higher level speaking proficiency. One additional weekly hour of lab work or speaking practice is required. Usually offered every year.  
Ms. Azoulay

**HBRW 143a Advanced Survey of Hebrew and Israeli Literature I**

[ wi hum fl ]

*Prerequisite: HBRW 121a or b, 122a or b, 123a or b or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 111a in previous years. Four class hours per week.* An advanced course that enhances advanced language skills through a survey of early Israeli literature and poetry (1950-75), while stressing the various trends and reactions to different aspects of Israeli daily life during this period. Usually offered every second year.  
Ms. Hascal

**HBRW 143b Advanced Survey of Hebrew and Israeli Literature II**

[ wi hum fl ]

*Prerequisite: HBRW 121a or b, 122a or b, 123a or b or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 111b in previous years. Four class hours per week.* An advanced-level course that enhances advanced language and literary skills. Surveys the later Israeli literature and poetry (1975-present). Stresses the various trends and reactions to different aspects of Israeli daily life during this period. Usually offered every second year.  
Ms. Hascal

**HBRW 144a Hebrew Drama: Language through Creativity and Action**

[ hum fl ca ]

*Prerequisite: HBRW 121a or b, 122a or b, 123a or b, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 109a in previous years. Four class hours and two additional weekly hours of lab work are required.*

Helps improve Hebrew language skills at the intermediate-high/advanced-level by focusing on various creative aspects such as improvisations, drama, performance, and other acting techniques such as movement, imagination, and other basic skills necessary to act out scenes from various plays in the Hebrew language. Writing assignments and self-critique enhance the students' skills in language acquisition. The course culminates in the writing of one-act plays in Hebrew along with a theatrical performance and production. Usually offered every year in the fall.  
Ms. Azoulay

**HBRW 146a The Voices of Jerusalem**

[ wi hum fl ]

*Prerequisite: HBRW 121a or b, 122a or b, 123a or b, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 107a in previous years. Four class hours per week.*

Aims to develop students' language proficiency through analysis of selected materials that depict the unique tradition, history, politics, art, and other features related to Jerusalem. Usually offered every second year in the fall.  
Ms. Hascal

**HBRW 161b Israel Today: Advanced Conversation and Writing**

[ wi hum fl ]

*Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 106b in previous years. Four class hours per week.*

For advanced students who wish to enhance proficiency and accuracy in writing and speaking. Plays, essays, current articles from Israeli newspapers, and films provide the basis for written assignments and discussions. Usually offered every spring.  
Ms. Porath

**HBRW 164b Israeli Theater**

[ wi hum fl ]

*Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 104b in previous years. Four class hours and two lab hours per week.*

An advanced course that enhances advanced language skills through reading and analysis of plays. The student's creativity is developed through participation in acting and creative writing lab. In reading plays, students can also participate in Hebrew acting lab. Usually offered every second year in the fall.  
Ms. Azoulay

**HBRW 166b Portrait of the Israeli Woman**

[ wi hum fl ]

*Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 107b in previous years. Four class hours per week.*

An advanced culture course that enhances advanced language skills through examination of the Israeli woman's role, image, and unique voice reflected in Israeli literature, history, tradition, and art. Usually offered every second year in the fall.  
Ms. Hascal

**HBRW 167b The Revival of Modern Hebrew**

[ hum fl ]

*Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 108b in previous years. Four class hours per week.*

An advanced course that surveys the origins of the Hebrew language and its development throughout the centuries, focusing on its major stages (biblical, Rabbinic, medieval, and modern). Explores the unique phenomenon of its revival as a spoken language and its adaptation to the modern world. Usually offered every fall.  
Ms. Porath

**HBRW 168a Proficiency Based Instruction in Hebrew I**

[ hum fl ]

*Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 119a in previous years. Three class hours per week.*

An advanced level methodology course that focuses on the theories and methodologies for teaching Hebrew. Course taught in Hebrew and in English. Designed primarily for students at the advanced level who are interested in eventually being able to teach Hebrew. Usually offered every fall.  
Ms. Ringvald

**HBRW 168b Proficiency Based Instruction in Hebrew II**

[ hum fl ]

*Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 119b in previous years. Three class hours per week.*

An advanced seminar that focuses on students' understanding of second languages, particularly the students of Hebrew, as well as understanding the foundations of curriculum development. The course is taught in Hebrew and in English and is a continuation of HBRW 168a. Students participate in teaching practicum through internship and learn how to apply their knowledge. Usually offered every spring.  
Ms. Ringvald

**HBRW 170a Israeli Cinema**

[ wi hum fl ]

*Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 104a in previous years. Four class hours per week.*

An advanced culture course that focuses on the various aspects of Israeli society as they are portrayed in Israeli films and television. In addition to viewing films, the students will be asked to read Hebrew background materials, to participate in class discussions, and to write in Hebrew about the films. Usually offered every spring.  
Ms. Azoulay

**(200 and above) Primarily for Graduate Students****HBRW 301a Hebrew Practicum I**

Required of all Master's degree students.  
Staff

**HBRW 301b Hebrew Practicum II**

Continuation of HBRW 301a.  
Staff

**HBRW 303a Readings in Accessing the Learning and Teaching of Hebrew**

Staff

**HBRW 304b Readings in Hebrew Grammar**

Ms. Porath

**HBRW 305a Readings in Biblical Text**

Ms. Nevo-Hacohen

## The Heller School for Social Policy and Management

Courses of Study:  
Master of Arts  
Master of Business Administration  
Master of Science  
Doctor of Philosophy

### Objectives

The Heller School offers four degree programs designed explicitly to bridge the gap between theory and practice. Our Doctoral Program in Social Policy (Ph.D.) educates students for careers in research, teaching, social planning, administration, and policy analysis. Our M.B.A. (human services) program prepares leaders for management positions within nonprofit, for-profit, and public institutions pursuing social missions. Our Master of Arts Program in Sustainable International Development (M.A.) imparts the knowledge and skills necessary to design and manage local, regional, national, or international development; and our Master of Science in International Health Policy and Management (M.S.) trains young professionals to play increasingly responsible roles in the health and well-being of the world's poorest children and families. All Heller students are committed to bettering human welfare, particularly for those who are vulnerable and who lack the capacity or resources to secure their own wellbeing.

### How to Be Admitted to The Heller School for Social Policy and Management

Application materials and detailed procedures for each degree program may be obtained by contacting The Heller School Office of Admissions, Brandeis University, MS 035, P.O. Box 549110, Waltham, MA 02454-9110. You may also contact us by phone (781-736-3820) or email (HellerAdmissions@Brandeis.edu).

Application deadline for the Ph.D. program in social policy is January 2nd. Applications to the M.B.A. and M.S. programs are reviewed on a rolling basis, and applications are accepted each year until the incoming class is full.

### Faculty

See the School's catalog for full faculty listing.

## Requirements for the Degree of Master of Arts in Sustainable International Development

### Program of Study

Students must successfully complete eight full-semester or equivalent module courses and a master's project. In the two-year program, students take required full and half-semester courses that concentrate on poverty, community development, gender, and the environment for the first year. During spring semester, students work with a primary advisor to plan a second-year master's project that can be an internship at a development organization, field-based project, or advanced study at Brandeis. In the second year, students must complete a master's paper under the supervision of a Brandeis advisor. All students return to campus at the end of the second year to share the results of their master's projects at a capstone week.

The one-year accelerated track M.A. in sustainable international development exempts a select group of advanced development practitioners from the second-year internship while raising the academic requirements for them during their year-in-residence. Accelerated track students enter with all other incoming students in late August and fulfill all course requirements for the existing program over the fall and spring semesters. Students pursuing the accelerated track are required to write a master's paper during the year-in-residence that applies development theory and skills to solving a real development problem recently encountered in their own work. Students will propose the topic as part of their application to the program.

### Residence Requirement

One year in residence as a full-time student.

### Master's Project

The master's paper is required for the granting of the degree.

## Requirements for the Degree of Master of Business Administration (Human Services)

### Program of Study

Students must successfully complete 17 full-semester or equivalent module courses as approved by the program director of which: 12 in management, one in policy, three in a concentration, and one and one half as a management or policy elective. Students may opt to concentrate in health care; child, youth, and family services; general human services; or sustainable development.

### Residence Requirement

Students must be in residence for a minimum of 15 months: one academic year and two summers, beginning in June.

### Team Consulting Project

Students must complete a team consulting project, including a written report and oral presentation. Working under the supervision of a faculty advisor, teams of three to five students provide management consulting services to a community-based health or human services agency during a two-and-a-half to three-month period.

## Dual Master's Program: Heller/Hornstein

This program prepares professional leaders who combine the highest level of management skills with broad knowledge of the contemporary Jewish world. The program is a blending of The Heller School's rigorous management curriculum with the Hornstein program's integrated approach to Jewish communal work. Graduates of the dual degree program receive two master's degrees: a M.A. in Jewish communal service from the Hornstein Program and a M.B.A. (Human Services) from The Heller School.

### Admission

Students applying to this program are expected to have demonstrated professional and academic capability and the capacity for sustaining an intensive program of study. Applicants must submit an application to the Graduate School of Arts and Sciences or The Heller School.

### Program of Study

There are 24 required courses as approved by the program director—12 at Heller and 12 at Hornstein, including one in Israel.

### Residence Requirement

27 months (two academic years and two summers) in residence are required. The program begins in June.

### Language Requirement

Candidates are expected to establish competence in Hebrew.

## Requirements for the Degree of Master of Science in International Health Policy and Management

### Program of Study

Students must successfully complete 10 full-semester or equivalent module courses. Students may decide to focus on either a policy track or a management track. Students must also take workshops during the winter break that include short two- to three- day sessions to build personal competencies useful to management including self-analysis of management style, interpersonal communications, exercises in delegating tasks or in mediating conflict. Participatory skill-building workshops complement classroom learning about health management and human resource management. The Master of Science culminates in a capstone seminar in which students focus on a particular issue and apply the analytical and managerial skills that they are developing to a specific problem.

### Residence Requirement

One year in residence as a full-time student.

## Requirements for the Degree of Doctor of Philosophy in Social Policy

### Program of Study

Students entering the Ph.D. program in social policy must complete a total of 15 courses as approved by the program director. Successful completion of a dissertation seminar related to one's area of concentration is also required. Students may specialize in health (including substance abuse); children, youth, and families; and assets and inequalities.

### Residence Requirement

The minimum residence for the Doctor of Philosophy in social policy is two years.

**Qualifying Paper**

Upon completion of coursework, each student must complete an integrative comprehensive paper. This paper is usually administered at the end of the student's fourth semester.

**Dissertation and Final Oral Examination**

A dissertation proposal should be submitted soon after the comprehensive paper is completed. The dissertation committee consists of four members—at least two members from the Heller faculty and at least one member from outside of The Heller School or outside the University. Students may elect to write the dissertation in either a three-paper academic-journal format or the monograph format. To be granted the degree, the student is required to defend the dissertation in a public final oral examination.

**Requirements for the Joint Degree of Doctor of Philosophy in Social Policy and Sociology****Program of Study**

Students entering the joint Ph.D. program in social policy and sociology are expected to complete a total of 18 courses as approved by the program director. At least nine of these courses must be offered by the Brandeis sociology department—six of these courses must be graduate seminars and the remaining three may be advanced undergraduate/graduate seminars or directed readings; at least one of these must be a sociology theory course. A minimum of nine courses must be taken within The Heller School and at least one of these courses must be on quantitative research methodology (e.g., HS 401b Research Methods). In addition, in their first year, students are required to participate in a year-long, noncredit proseminar that introduces the program's faculty and their research interests.

Students are assigned advisors from the sociology department and from The Heller School. Advisors in both departments work together with students to assure appropriate coherency in their program of courses. An interdepartmental meeting between advisors and students should take place at least once a year.

**Residence Requirement**

The minimum residence for the joint degree of Doctor of Philosophy in social policy and sociology is three years.

**Courses of Instruction****(100-199) For Both Undergraduate and Graduate Students****HS 104b American Health Care**

[ ss ]

Examines and critically analyzes the United States health care system, emphasizing the major trends and issues that have led to the current sense of "crisis." In addition to providing a historical perspective, this course will establish a context for analyzing the current, varied approaches to health care reform. Usually offered every year. Messrs. Altman and Thier

**HS 110a Wealth and Poverty**

[ ss ]

Examines why the gap between richer and poorer citizens appears to be widening in the United States and elsewhere, what could be done to reverse this trend, and how the widening disparity affects major issues of public policy. Usually offered every year. Mr. Reich

**HS 120a Race and the Law**

[ ss ]

*This course may not be repeated for credit by students who have taken WMNS 120a in previous years.*

Explores how race has been defined and used to uphold or undermine the principles espoused in the Constitution and other sources of the law in the United States. Issues discussed range from treatment of Native Americans at the nation's birth to the modern concept of affirmative action. One of our premises is that ideally the law represents the synthesis of the narratives of various elements of a society. Usually offered every year. Ms. Hill

**Language Requirement**

There is no foreign language requirement for the joint Ph.D. degree.

**Qualifying Examinations**

Each student must complete a "comprehensive paper" as required in The Heller School curriculum. Students must also show competence in two areas of sociology, as certified through the Guidance-Accreditation Committee (GAC) process (the sociology department equivalent of comprehensive exams). Students elect two areas of interest and develop a contractual set of requirements with a faculty member of each area. When both GACs are completed there is a meeting (typically one to two hours) to discuss the student's interests, directions in the field, and the upcoming dissertation.

**Dissertation and the Final Oral Examination**

A dissertation proposal should be submitted soon after the comprehensive examination and GACs are completed. The dissertation committee should consist of five members—two faculty members each from the sociology department and The Heller School and one outside member. The joint Ph.D. dissertation may be accepted by the sociology department and The Heller School upon the recommendation of the dissertation committee. To be granted the degree, the student is required to defend the dissertation in a public final oral examination.

**Special Notes Relating to the Doctoral Program**

Students enrolled in the Ph.D. program in social policy may elect to pursue a joint master's degree in women's and gender studies & social policy, with the program director's permission as well as the agreement of the women's and gender studies program. This degree option replaces a master's degree in social policy in the student's program and is generally entered prior to the award of a doctoral degree in social policy. The joint degree provides students an opportunity to mesh The Heller School's social policy research and analytical training with issues that affect women and gender. The joint M.A is for a select group of students interested in pursuing an additional interdisciplinary perspective. Students in the program must be willing to do additional coursework, take part in a proseminar, and write a master's thesis.



**HS 124a Dilemmas of Long-Term Care**

[ ss ]

Fifty million Americans have a disability. What kinds of help do they want? What are the responsibilities of families, friends, and communities to help? Current U.S. approaches to service delivery, financing, and organization are reviewed, and alternatives considered. Usually offered every second year.

Mr. Leutz

**(200 and above) Primarily for Graduate Students****HS 215f Corporate Finance**

*Prerequisites: HS 251f and HS 246f. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken HS 215b in previous years.*

Introduces the modern theory of corporate finance and the institutional background of financial instruments and markets. Considers ways to measure value. Explores alternative forms of financing and ways to analyze them. Considers the financing tools appropriate for for-profit and nonprofit organizations.

Mr. Friedman

**HS 225a Fundraising and Development**

Examines the critical role of fundraising and development in successful nonprofit organizations. Students learn to analyze, plan, and evaluate a comprehensive fundraising program and to create elements of a professional fundraising portfolio. Explores management and leadership issues associated with the rapidly changing field of development and philanthropy.

Mr. Whalen

**HS 229f Health Financing in Developing Countries**

*Meets for one-half semester and yields half-course credit.*

Examines the mobilization of resources for the health system as a whole, and the funding of individual providers for health services in developing countries. Provides the tools for examining broad reforms as well as refinements of individual components of the health care system.

Mr. Shepard

**HS 233a Managing Policy and Practice Change in Health Services**

Begins with definitions of policy and how policy is made, from both theoretical and practical perspectives. Examines several frameworks for analyzing policy implementation and for planning implementation strategies. Several sessions will focus on the management skills and tools useful to planning and managing the implementation of policy change. Students will have the opportunity to bring conceptual knowledge and skills together in analysis of several case studies.

Ms. Holcombe

**HS 234f National Health Accounts: Applications to Low and Middle Income Countries**

*Meets for one-half semester and yields half-course credit.*

National Health Accounts (NHA) is a globally accepted framework and approach for measuring total national health expenditure. Provides an overview of the concepts and methodology of NHA. Students will understand the international classification systems used to categorize health expenditures, be able to construct NHA tables, and understand the uses to which NHA data can be put.

Mr. Nandakumar

**HS 236a International Health System**

Studies how global movements in dealing with health have shaped health systems, the emerging challenges developing countries are facing, and how these might affect health systems. Students will study the link between health and development, how health systems are organized, how health care is financed, the role of public and private sectors in providing health care, regulation, and consumer behavior.

Mr. Nandakumar

**HS 237f M.Sc. Capstone I**

*Meets for one-half semester and yields half-course credit.*

Provides focused attention on health policy and management topics that are of especial significance and require in-depth exploration. Uses fundamental and core readings on each topic, supplemented by descriptions and analyses of health care programs and interventions relevant to each topic.

Ms. Bhalotra

**HS 238f M.Sc. Capstone II**

*Meets for one-half semester and yields half-course credit.*

Integrates all aspects of the M.Sc. curriculum. Management and policy aspects in this course span mission, strategy, and operations. Students are expected to incorporate lessons from their previous coursework including, management concepts and techniques and policy frameworks to assess decision-making, planning, implementation, and evaluation issues at the organizational, institutional, and individual levels.

Ms. Bhalotra

**HS 241f Information System Strategies**

*Meets for one-half semester and yields half-course credit.*

Introduces students to fundamental issues related to Management Information Systems (MIS). Managers need an understanding of all of their organizational functions along with ways to measure all aspects of business operations. For effective management, this ongoing flood of information flows needs to be ordered, monitored, evaluated, processed, and utilized in a number of ways. An effective MIS can provide both a framework and a set of tools to enable managers to accomplish each of these tasks to enable managers to make proper strategic choices and informed decisions. A major part of our work will be to uncover what types of information we need and how best to measure and use this information effectively.

Mr. Fournier

**HS 242f Social Entrepreneurship**

*Meets for one-half semester and yields half-course credit.*

The field of social entrepreneurship is relatively new. It involves creating new ventures that pursue the dual missions of social benefit and financial return on investment. There are nonprofit, for-profit, and hybrid social enterprise ventures that have a social mission and aim to be financially self-sufficient or are profit-driven. The field is innovative in management approaches to social problems. It is also focused on social issues amenable to these approaches. The field is more involved in social investment than in charitable giving, looking for practical ways to get sustainable social change. Since social enterprises generally start small, basic issues are planning for their social impact, scale, replication, and sustainability. The aims of this course are to introduce the concepts and challenges of social entrepreneurship while also providing the tools to be an effective social entrepreneur.

Staff

**HS 244f Nonprofit Law, Governance, and Structure**

*Meets for one-half semester and yields half-course credit.*

Covers the legal structures under which non-profit organizations are organized and the responsibilities implied by those structures. Students learn the roles and responsibilities of non-profit boards of directors, ingredients for improving the effectiveness of boards, and skills for managing the board-staff relationship.

Ms. Babcock

**HS 245f Economics**

*Meets for one-half semester and yields half-course credit.*

Begins with the analysis of markets, and introduces the concept of market failure. Considers the theory of the firm, modifications necessary for mission-driven organizations, and special economic issues that arise for mission-driven organizations. Mr. Friedman

**HS 246f Statistics**

*Meets for one-half semester and yields half-course credit.*

Presents students with an introduction to the fundamentals of parametric statistics. Covers the essentials required for students to understand issues related to measurement and how to generate descriptive information and statistical analyses from these measurements. Focuses primarily on understanding the importance of summary measures along with a study of fundamental statistical distributions. Mr. Fournier

**HS 247f Evaluation for Managers**

*Meets for one-half semester and yields half-course credit.*

Focuses on program evaluation techniques of interest to managers, including balanced scorecard methods, needs assessment, participatory evaluation methods, process/implementation analysis, impact analysis, cost-benefit analysis, and utilization-focused evaluation. These techniques are discussed in the context of building "learning organizations" that enable the organization and its managers to know if they are succeeding. Mr. Hahn

**HS 248b Financial Management**

*Prerequisite: HS 251a.*

Develops students as educated consumers of financial information. Covers financial management problems encountered by today's human service professionals in a real-world perspective based on sound financial and accounting theory. Includes topics such as financial statement analysis, budget development and control, managing growth, cash flow management, and management controls. Mr. McLaughlin

**HS 249f Social Justice, Management, and Policy**

*Meets for one-half semester and yields half-course credit.*

Allows students the opportunity to explore the management implications of "Knowledge Advancing Social Justice." Examines historical and contemporary thinkers, justice issues, and management activities. Students grapple with the daily management dilemmas faced by managers and change agents both inside and outside organizations. Ms. Bhalotra

**HS 250a Financial Accounting**

Develops a fundamental understanding of financial accounting and reporting issues as they apply to nonprofit and for-profit organizations. Students will learn about the importance of fiscal responsibility and integrity in the efficient utilization of an organization's resources relative to organizational goals. Accounting practices that are unique to nonprofit organizations will be introduced, discussed and differentiated from those practices employed by for-profit entities. Emphasis will be placed on interpreting financial statements to understand how accounting information, in a variety of settings, can be utilized by decision makers. Ms. Anderson

**HS 251f Managerial Accounting**

*Meets for one-half semester and yields half-course credit.*

Provides general introduction to the concepts, problems, and issues related to managerial accounting. Managerial accounting predominantly addresses the internal use of economic information regarding the resources used in the process of producing goods and providing services. Fundamental aspects of cost behavior and cost accounting will be discussed, but always from the perspective of the manager who must make decisions rather than the accountant who prepares the information. Ms. Anderson

**HS 252b Strategic Management**

Teaches students the theoretical constructs and practical tools necessary to create and manage organizations strategically. Includes strategic process, organizational design, and development of planning tools and cycles. All students perform an applied strategic analysis for an actual organization. Ms. Babcock or Mr. McLaughlin

**HS 253b Leadership and Organizational Behavior**

Focuses on leadership and managing organizations. Uses cases on a variety of organizations to expose students to problems and to improve their effectiveness in analyzing, diagnosing, and leading people in organizations. Students learn organizational concepts, analytic frameworks, models, and practice their leadership skills in class. Uses case discussions, simulations, role-playing, mini-lecturing, and experimental exercises. Provides an opportunity to develop leadership skills through group work and reflection. Mr. Chilingerian

**HS 254a Human Resource Management**

Considers how human resource management might aid in achieving organizational excellence. Focuses on the development of concepts and strategies that can increase your effectiveness in developing policies and practices to enhance the value of people in the organizations you serve. Ms. Gittell

**HS 255a Management Information Systems**

Explores the role that information plays in achieving organizational objectives, and how information systems can effectively manage the flow of information. Focuses attention on assessing the informational needs of organizations and their members and on developing information systems for meeting those needs. Mr. Fournier or Ms. Gittell

**HS 256f Community Building for Managers**

*Meets for one-half semester and yields half-course credit.*

Focuses on the elasticity of the term "community building," some historical themes, and how a term originally focused mostly on neighborhood revival is now also used in the context of building stronger ties among people who share specific interests and used by managers who would like to reinvent the workplace around community principles. With community building jargon increasingly entering into management and public policy literature, managers must understand the parameters of this "movement" and acquaint themselves with some of the skills and developments that people doing this work have found useful. Mr. Hahn

**HS 257a Financial and Managerial Accounting**

Staff

**HS 257f Conflict Resolution by Negotiation**

*Meets for one-half semester and yields half-course credit.*

Develops in students an understanding of the nature, advantages, and limitations of negotiations as a conflict resolution tool. Provides a normative and practical framework for pursuing a negotiation strategy as a method of resolving disputes. Provides students with opportunities to apply this knowledge in a variety of simulated negotiation contexts. Finally, exposes students to feedback regarding their negotiation approaches via explicit instructor evaluation and via the impact of their actions on their teammates and opponents. Mr. Prottas

**HS 258a Service Operations Management**

*Prerequisite: HS 280a or 282a.*

Explores how operations management skills can help organizations to deliver high-quality services, while using resources efficiently. Students develop skills including quality assessment, process mapping, productivity analysis, wait-time analysis, and scheduling. Ms. Gittell

**HS 259a Topics in Sustainable Development**

Topics may include, but are not limited to, the following: household economics; culture, power, and development; masculinity and gender; HIV/AIDS as a public policy issue; gender and globalization; and theories of social change.  
Staff

**HS 259f Topics in Sustainable Development**  
*Meets for one-half semester and yields half-course credit.*

Topics may include, but are not limited to, the following: household economics; culture, power, and development; masculinity and gender; HIV/AIDS as a public policy issue; gender and globalization; and theories of social change.  
Staff

**HS 261b Rights-Based Approaches to Development**

Serves two purposes: first, to provide students with a solid understanding of international human rights standards and systems; and second, to explore in some depth the implications of a rights-based approach to poverty and to development.  
Ms. Green

**HS 262f Culture, Power, and Development**  
*Meets for one-half semester and yields half-course credit.*

Students engage with constructs of cultural superiority, debate about modernization, and learn about what motivates individual and cultural change. Students are introduced to alternative theoretical approaches to culture and development and learn how to apply those theories to different historic contexts as well as contemporary situations.  
Ms. Ready

**HS 263f Applied Geographic Information Systems (GIS)**

*Meets for one-half semester and yields half-course credit. Prerequisite: HS297F or permission of the instructor.*

Builds on the introductory GIS course, further enabling students to develop technical skills in the use of ARCVIEW GIS software; qualitative skills in data gathering, analysis, and presentation; and potential of GIS as a tool for planning and evaluating development projects. Includes a computer lab.  
Mr. Lakshmikanthan

**HS 264b Natural Resource Management and Coexistence**

Focuses on the historical and political backdrop to conflict over resources and on generalizations derived about these conflicts. The class examines several case histories on basic principles of cooperation in the management of natural resources. Identifies potential areas of future cooperation that could lead to coexistence of ethnic or economic groups within a country, between neighboring countries using the same resources, or of larger regions where group members may have different requirements.  
Mr. Klein

**HS 264f Ecology and Development: Science and Policy**

*Meets for one-half semester and yields half-course credit.*

Introduces ecological principles that influence the sustainability of national and local development programs throughout the world.  
Mr. Olson

**HS 265f Applied Ecology for Development Planners**

*Prerequisite: HS 264f. Meets for one-half semester and yields half-course credit.*

Deepens the understanding of ecology through the exploration of case studies of development programs.  
Mr. Klein

**HS 266f Economic Concepts for Development Practitioners**

*Meets for one-half semester and yields half-course credit.*

Covers basic principles of microeconomics, focusing on the supply and demand framework with applications and examples to developing countries.  
Mr. Godoy or Mr. Suaya

**HS 268f Principles of Law and Development**

*Meets for one-half semester and yields half-course credit.*

Through a primer on law and legal institutions, examines the use of the legal order to solve problems of poverty, vulnerability, and environmental degradation in developing nations.  
Ms. Powell-Willingham

**HS 269f Food Security and Nutrition**

*Meets for one-half semester and yields half-course credit.*

Explores how international and national agencies define and measure food security and nutritional status and set goals for strategic interventions.  
Mr. Lockwood

**HS 271a Framework for Development**

Provides a conceptual umbrella to all the coursework in the SID program. Introduces students to the major currents of thinking about sustainable development. Topics include poverty, inequality, globalization, human rights, the environment, and the role of institutions. Students examine what is known about the drivers of development as well as the links between global and national policies, and actions for sustainable development.  
Mr. Godoy, Ms. Green, Ms. Holcombe, and Mr. Kamal

**HS 272f Creating Microfinance Institutions and Partnerships**

*Meets for one-half semester and yields half-course credit.*

Covers building and staffing large-scale, cost-effective microfinance institutions and explores strategies for partnerships with local NGOs and village-level organizations to expand outreach.  
Mr. Ashe

**HS 273b Applied Ecology in Sustainable Development**

Applies basic concepts governing terrestrial and aquatic ecosystem functions to the special problems of development. Achieving sustainable management of ecological processes by preserving and restoring biotic integrity is presented in case histories. Compatibility of agriculture, forestry, and fisheries with habitat preservation will be discussed.  
Mr. Klein

**HS 274a Directed Readings in Sustainable Development**

Usually offered every year.  
Staff

**HS 274b Directed Readings in Sustainable Development**

Usually offered every year.  
Staff

**HS 274f Directed Readings in Sustainable Development**

*Meets for one-half semester and yields half-course credit.*

Usually offered every semester.  
Staff

**HS 275a Directed Research in Sustainable Development**

Usually offered every year.  
Staff

**HS 275b Directed Research in Sustainable Development**

Usually offered every year.  
Staff

**HS 275f Directed Research in Sustainable Development**

*Meets for one-half semester and yields half-course credit.*  
Usually offered every semester.  
Staff

**HS 276f World Health**

*Meets for one-half semester and yields half-course credit.*

A primer on major diseases and problems of health care in developing nations. Topics include descriptions of disease incidence and prevalence, including infectious, chronic, and mental disease; determinants of health, including culture and behavior; the role of nutrition, education, and reproductive trends and poverty; demographic transitions, including aging and urbanization; the structure and financing of health systems; and the globalization of health.

Ms. Bhalotra

**HS 277f Planning and Implementation: A Primer**

*Meets for one-half semester and yields half-course credit.*

Studies analytical methods utilized in development planning. The issues and methods of project implementation are taught. Drawing on case studies the class examines the complex interactions between beneficiary communities, social mobilization, training, marketing strategies, and other factors that affect achievements.

Mr. Raheem

**HS 278f Monitoring and Evaluation**

*Meets for one-half semester and yields half-course credit.*

Explores issues and methods of development project monitoring and evaluation, including economic, social, and environmental issues, and how these functions are critical to project management.

Mr. Raheem

**HS 279a Planning and Implementation: Concepts and Methods**

For students who wish to study in more depth analytical methods utilized in development planning. Issues and methods of project implementation are discussed and, drawing on case studies, the course examines the complex interactions between beneficiary communities, social mobilization and leadership, participation and training, and other factors that affect accountability and achievement.

Mr. Simon

**HS 280a Statistics for Managers**

Provides students with knowledge of basic statistical concepts and methods used by managers. Enables participants to prepare, review, and critically analyze numerical descriptions of the various activities and responsibilities associated with health and human services management.

Staff

**HS 280f Micro-Enterprise Development and Finance**

*Meets for one-half semester and yields half-course credit.*

Covers a broad range of operational issues related to the design, implementation, and evaluation of microfinance initiatives reflecting a range of methodologies and approaches.

Mr. Ashe or Staff

**HS 281f The Learning Organization: Research and Advocacy**

*Meets for one-half semester and yields half-course credit.*

Introduces concepts and methods for using organizational program experience to strengthen internal management, program planning, and public policy. Examines the experience of noted NGOs.

Mr. DeRosa

**HS 282f Environmental Impact Assessment**

*Meets for one-half semester and yields half-course credit.*

A primer on the basic concepts and methods of formal environmental impact assessments and adaptations for community-led small projects.

Mr. Boyer

**HS 283f Gender and Development**

*Meets for one-half semester and yields half-course credit.*

Gender, as a social construct, is explored in diverse cultures and societies. Examines gender's major influence on the development process.

Ms. D. Williams

**HS 284f Gender Analysis in Development Planning**

*Meets for one-half semester and yields half-course credit.*

Examines recent concepts and methods for gender analysis as an integral factor in program planning across cultures.

Ms. D. Williams

**HS 285a Marketing**

An overview of marketing with a focus on how to formulate marketing strategies and identify and evaluate strategic-based tactics in order to achieve organizational marketing goals. Topics include strategic market planning, market research and analysis; consumer behavior; market segmentation, targeting, and positioning; social marketing; and the marketing mix—product, price, distribution, promotion, and marketing communications.

Staff

**HS 285f Rights-Based Approach to Development**

*Meets for one-half semester and yields half-course credit.*

Provides a broad introduction to international human rights laws, mechanisms, and practices, including special protections for vulnerable groups and the key debates underpinning the rights-based approach to development and poverty. Also covers the international and regional institutions that exist to protect human rights.

Mr. Raheem

**HS 286f Civil Society and Non-Governmental Organizations**

*Meets for one-half semester and yields half-course credit.*

The phenomenal growth in non-governmental organizations throughout the world in the past two decades has transformed the delivery of development assistance and relationships between the north and south. Examines the nature of civil society, types of and relationships among NGOs, and NGO relationships with the state, multilateral and bilateral organizations, and community organizations.

Mr. Short or Mr. Simon

**HS 287f Land Reform: Models and Experience**

*Meets for one-half semester and yields half-course credit.*

Examines the evolution of land reform theory and practice around the world, including the current model encouraged by the World Bank.

Mr. Simon or Staff

**HS 288f Sustainable Energy: Technology and Economics**

*Meets for one-half semester and yields half-course credit.*

On global and community levels energy remains a constraint to development and often has negative environmental impacts. Technologies for cheap and renewable energies are opening up new possibilities for poor communities. Explores several of those technologies and their economies.

Mr. Kamal

**HS 289f The Demographics of Development**

*Meets for one-half semester and yields half-course credit.*

A primer on population growth and the socioeconomic dynamics of reducing fertility rates.

Ms. Holcombe

**HS 290a Economic Analysis for Managers**

Introduces economic approaches to managerial and policy decision-making. Covers supply and demand, market structures, pricing and market failure, as well as useful tools such as optimization and game theory. Concepts are reinforced with case analyses and examples from the health and human services sectors. Some calculus required.

Mr. Hodgkin

**HS 291f Development in Conflict Situations**

*Meets for one-half semester and yields half-course credit.*

Enhances skills in humanitarian work in conflict situations by looking at concrete practices and reflecting on fundamental issues involved. Gives a broad look at different aspects of work in conflict situations. The theory of the course is rooted in the analysis that there is not a relief-development continuum but rather different processes that go back and forth between each other. Aims to give students an overall framework for looking at humanitarian work in conflict situations by giving an overview of the issues and debates in development theory.

Ms. Thompson

**HS 292f Geographic Information Systems for Development Planners**

*Meets for one-half semester and yields half-course credit. Prerequisite: HS 297f or permission of instructor.*

Meets the growing demand for GIS in international development planning and provides students with hands-on experience in implementing a GIS, with emphasis on data analysis and presentation. Prepares students for extensive use of GIS in their second-year master's project. The planning process presented in the seminar teaches students how to develop a planning proposal. The seminar also focuses on how to determine an organization's GIS requirements, focus on those requirements during the planning process, and use the requirements to assess the size and scope of the system needed. Each student will complete a GIS data analysis project and will present work in progress.

Mr. Lakshmikanthan

**HS 293f Religion and Development**

*Meets for one-half semester and yields half-course credit.*

Explores the connections between religion and development from theoretical, activist (engaged religious), and practitioner (faith-based NGO) perspectives. Considers (1) basic social-science perspectives on the connections of religious cosmology, beliefs, and practices to social and cultural identity, solidarity, and ideas about human dignity, social inequalities, and the desirability or inevitability of social change and (2) notions of religious obligations and the role of religion as a motivating force or barrier to social transformation and sustainable development. This module seeks to build a positive understanding of the potential contributions of religious forces, with attention to peace-building and economic-development activities.

Ms. Messer

**HS 294f Regional/Country Development Studies**

*Meets for one-half semester and yields half-course credit.*

Staff

**HS 295b M.B.A. Capstone**

*Prerequisite: Completion of all required management courses in the M.B.A. (human services) program.*

Integrates all aspects of the M.B.A. (human services) curriculum. Aspects of management covered in this course span strategy and operations. Topics covered include general management, leadership, organizational design, marketing, communications, corporate responsibility, human resource management, business policy, management of technology and innovations, ethical and legal issues in management, quality and risk management, and management of diversity in the workplace. The course uses a comprehensive case study approach, combined with theoretical readings. Explores relationships between the context, content, and process of managing organizations, and illustrates the complexities created by overlapping interests and by differences in perceptions, values, and goals.

Ms. Babcock and Ms. Curnan

**HS 295f Natural Resource Development Planning**

*Meets for one-half semester and yields half-course credit.*

Investigates major issues of natural resource management affecting the sustainability of development.

Mr. Godoy

**HS 297f Introduction to Geographic Information Systems**

*Meets for one-half semester and yields half-course credit.*

A primer for non-specialists on GIS and its capabilities as a tool for planning and monitoring. Includes a computer lab.

Mr. Lakshmikanthan

**HS 298f Development Management**

*Meets for one-half semester and yields half-course credit.*

Examines contextual factors that influence the implementation of development, as well as the management skills necessary to implementing sustainable development programs.

Ms. Holcombe

**HS 299b Team Consulting Project**

A capstone educational experience for students nearing the end of the M.B.A. (human services) program. Working under the supervision of a faculty advisor, teams of three or four M.B.A. and Heller/Hornstein students provide management consulting services to nonprofit, community-based health and human services agencies.

Mr. Bailis

**HS 299f NGOs: Structure and Governance**

*Meets for one-half semester and yields half-course credit.*

Run as an NGO management workshop responding to issues and problems identified by students. Issues typically include mission statements, structure, governance, participation, and funding.

Mr. Simon

**HS 300a Theory and Analysis of Social Policy**

Develops theoretical perspectives on social policy, social justice, and social change, and a framework for analyzing and developing social policies. Identifies major institutional systems that function in any society throughout human evolution and which are key variables of social policy and social change practice.

Mr. Gil

**HS 300f Integrated Conservation and Development**

*Meets for one-half semester and yields half-course credit.*

Conservation biologists and economic development planners have often had conflicting priorities and means. The class reviews methods of achieving biodiversity conservation and community development through an integrated approach.

Mr. Boyer

**HS 301a Oppression and Social Movements**

Explores the nature of oppression in contemporary and past human societies, and the dynamics and role of social movements in confronting oppression and pursuing social change toward human liberation. The seminar is based on the assumption that all types of oppression throughout social evolution have common origins and functions. Examines these common aspects, as well as specific manifestations, such as racism, sexism, social class discrimination, colonialism, etc.

Mr. Gil

**HS 302f Theories of Development**

*Meets for one-half semester and yields half-course credit.*

Focuses on the alternative available theories proposed in industrial and developing worlds as potential guides for explaining and finding solutions to development problems.

Ms. Seidman

**HS 303a Historical and Contemporary Developments in Social Welfare**

Examines the development of social welfare over time by reviewing policy arguments within a historical context, and uses an analytic framework centered on eligibility, benefits, administration, financing, and behavioral incentives to assess perennial issues in social welfare and analyze contemporary challenges.

Mr. Dorman

**HS 303f Legislative Drafting**

*Meets for one-half semester and yields half-course credit.*

Provides students with a sufficient background in legislative theory, methodology, and techniques to enable them to conceptualize how to translate policy into effectively implemented law and to assess bills purporting to resolve particular social problems.

Ms. Seidman

**HS 304f Regional Development Studies**

*Meets for one-half semester and yields half-course credit.*

Examines the experience of one group of countries at developing joint efforts at development trade, cross-boundary environmental management, and conflict resolution.

Ms. DeZoysa

**HS 305f Environmental Treaties**

*Meets for one-half semester and yields half-course credit.*

Studies major goals and implementation mechanisms for selected international environmental conventions and protocols. Also provides students with a basic understanding of the scientific underpinnings for each treaty (for instance the nature of ozone depleting substances and their effect on the atmosphere).

Mr. Ramakrishna

**HS 316a Violence in Everyday Life: Sources, Dynamics, and Prevention**

Explores the meaning, sources, and dynamics of social-structural and interpersonal violence, and relations among these destructive phenomena. Traces the social, psychological, economic, political, and cultural dimensions of violence and counter-violence in everyday life, with special emphasis on links between the organization and quality of work in society and levels of violence. It also explores approaches to reducing and eventually eliminating violence in human relations from local to global levels.

Mr. Gil

**HS 317b The Social Policy and Management Context for Children, Youth, and Families**

Provides an overview of populations, social policies, and programs in the United States that affect the well-being of children, youth, and families. Human development theory, as well as prominent policy and management themes, are embedded throughout the course. These include: defining and measuring meaningful outcomes for children, youth, and families, and using knowledge to advance social justice on behalf of America's diverse populations. The objective of this course is to engage students in critical thinking, dialogue, and debate about the populations, policies, and programs in their chosen field. Provides essential information for understanding the problems, supports, and opportunities related to children, youth, and families in the United States and for considering the policies and programs that have been, or may be, developed to improve the well-being of these populations.

Ms. Curnan and Ms. Klerman

**HS 319a Work and Individual and Social Development**

Explores changes in the organization and design of work and the exchange of work products throughout the evolution of human societies, and the consequences of these changes for individual and social development. Facilitates insights into work as a universal, existential process, whose structure and dynamics were shaped and reshaped by individuals and societies throughout history as they interacted with one another and with natural environments in pursuit of survival and development, and as they gained knowledge of nature and enhanced their technological capacities and skills. Explores essential attributes of modes of work conducive to optimal human development and liberation.

Mr. Gil

**HS 322b Sociological Inquiry**

Introduces students to the basic research literature on social stratification, social mobility, and inequality. The theme of this seminar is an analysis of rising inequality world wide, placing the United States in this context. An examination of the sources for this phenomenon includes globalization, economic restructuring, public policy, and social mobility.

Mr. Shapiro

**HS 330b Child-Related Policies in the United States**

Provides students with information about the health problems that children face from birth to early adulthood and the policies that have been developed to prevent or ameliorate those problems in the United States. Particular attention is paid to the development of federal policies, the agencies that implement them, and the legislation under which they operate. Explores the role of local health initiatives and of the private sector, including providers, advocacy groups, and other not-for-profit organizations.

Ms. Klerman

**HS 350a Economics for Management and Social Policy**

Introduces techniques of economic analysis, mainly from microeconomics. These tools are applied to problems of management and social policy. Uses case studies and frequent exercises to develop application and quantitative skills.

Mr. Godoy

**HS 355f Social Policy Frameworks**

*Meets for one-half semester and yields half-course credit.*

Provides frameworks for thinking about social policy and its implications for managers. Examines policy in terms of the organizations that initiate and deliver policy. Looks at the tools of social policy, especially those associated with the welfare state, such as social insurance, social assistance, and a wide variety of social services. Explores the underlying economic, social, and demographic trends that can drive changes in social policy. Considers issues of process in designing policy, democratic accountability, rights, opportunities for minority interests, and advocacy.

Mr. Friedman

**HS 360b Critical Factors for Successful Leadership in Health and Human Services**

Provides students with an understanding of what leadership is and how it can be exercised in today's complex health and/or human service organizations. Allows for analyses and conclusions to be based on observations, feedback, and reflections made either from personal experience or gained through readings, case studies, and exposure to similar themes in the core curriculum. Each session provides one or more case examples of specific challenges that will enable students to debate competing views and theories. Allows future health and human services leaders to begin to formulate their own concept of leadership.

Messrs. May and Weiner

**HS 372b Economic Theory and Social Policy**

*Prerequisite: a recent course in microeconomics.*

Applies economic analysis to problems of importance to social policy. The particular applications may vary from year to year, but may include such topics as unemployment and inflation, social security, and the economics of race and gender.

Mr. Friedman

**HS 373a Minority Children and Families**

Using frameworks from cultural and ecological perspectives and psychological and sociological disciplines, examines the adaptations and well-being of four selected groups: African, Hispanic, Asian, and Native American. Provides a broad overview of the adjustment of minority children and families and examines processes that affect their adjustment, especially those that relate to racial and cultural issues and social and demographic factors. Explores current events, social policies, and their implications for ethnic minority groups. Class activities examine conceptual and methodological issues in research on minorities and study their implications for theory, practice, and policy.

Ms. Nguyen

**HS 401b Research Methods**

*Prerequisite: Completion of, or current enrollment in, a graduate-level statistics course.*

Provides a basic foundation in social science research methods. Focuses on skills needed to understand and initiate policy-oriented social research. Theoretical, as well as practical, issues involved in the interpretation and conduct of social research are considered. The perspective is multidisciplinary and emphasizes investigations of substantive health, education, and social welfare problems. Students have the opportunity to review and redesign research in their own area of interest.

Mr. Saxe

**HS 403b Qualitative Research**

*Open to Ph.D. students only.*

Acquaints students with the theory and practice of qualitative research. Provides basic experience in pure observation, participant observation, keeping memos and field notes, in-depth interviewing, interpretation, and presentation of findings. Readings and discussion focus on philosophical, historical, and theoretical foundations of qualitative methods and their practical relevance for social policy. Students will also become familiar with key aspects of qualitative research and will grapple with issues related to reliability and validity, as well as political and ethical dimensions of qualitative research.

Mr. Shapiro

**HS 404b Applied Regression Analysis**

An applied course in multiple regression analysis. Emphasis placed on the assumptions underlying the regression model, how to test for violations, and corrections that can be made when violations are found.

Mr. Fournier

**HS 405a Applied Econometrics**

*Prerequisite: HS 404b. Limited to second-year students in The Heller Ph.D. program.*

Focuses on applications of regression analysis and extensions to areas where the standard assumptions do not hold. Introduces applications of logit and its extensions, probit, corrections for censoring and sample selection bias, and simultaneous equations. Each student designs and carries out a research project.

Mr. Friedman

**HS 407b Survey Research Methods**

*Prerequisite: HS 404b or equivalent.*

Focuses on processes and techniques of survey research methods. Special attention is devoted to different modes of questionnaire design, development, and administration. Implementation issues considered include interviewing strategies and other data collection procedures, field supervision, code book development, and documentation data management. Data analysis issues include scale and index construction, reliability and validity assessments, and general analysis strategies.

Mr. Godoy

**HS 408a Evaluation Research**

*Prerequisite: Completion of a graduate-level research methods course.*

Provides participants with an understanding of the basic concepts of evaluation research and their application to a diverse set of social policy problems. Emphasizes methodological issues and their application to social interventions and the delivery of human service programs. Exemplars of the application of evaluation research strategies are drawn from specific social intervention problems in social services, mental health, education, criminal justice, and healthcare. Students also have a chance to design their own evaluation study.

Mr. Saxe

**HS 409a Advanced Econometrics**

*Prerequisites: HS 404b and HS 405a.*

Builds on the econometrics course to further develop students' skills in using multivariate statistical techniques, particularly for time-series and longitudinal data. Based on examples from human service and health care research. Students read/critique papers using each technique studies, and learn to apply it in computer lab.

Mr. Hodgkin.

**HS 410b Applied Research Seminar: Quantitative**

Designed to provide students with a series of formal exercises simulating the major steps in the dissertation process. Students gain competency in manipulating data from a large, complex data set; summarizing the methodology of and findings from previous studies; and synthesizing and communicating the results of data analysis—placing study objectives and results in the context of prior research.

Mr. Ritter

**HS 411b Applied Research Seminar: Qualitative**

*Prerequisite: HS 403b or permission of instructor.*

Provides students with hands-on experience in qualitative research, with an emphasis on data analysis and presentation. A series of exercises reviews the process of research from design through presentation of findings. Using a large qualitative data set, class members explore data collection, preparation, and analysis strategies. Readings and discussion link qualitative analysis to crucial research design and validity issues. Each student completes a data analysis project and presents work in progress.  
Staff

**HS 412b Substance Use and Societal Consequences**

Provides an overview of the use and abuse of alcohol, tobacco, and other drugs. Examines the consequences of abuse from a societal perspective and reviews types of policy approaches to dealing with the problems associated with substance abuse. Specific topics include an overview of biological and clinical aspects, theories of addictive behavior, epidemiology, medical and economic consequences, prevention and education, and policy approaches including taxation and regulation.  
Ms. Horgan

**HS 414f Ethical Issues in Social Science Research**

*Meets for one-half semester and yields half-course credit.*

Provides students an opportunity to explore the ethical dimensions of social science research. Ethical considerations are an integral part of social science research because such research often involves the use of human participants from vulnerable populations. While social science researchers are expected to have an understanding of the ethical issues associated with their discipline, few have the opportunity to develop this knowledge. In this course students examine different topics associated with research design, data collection, data interpretation, and publication of study findings.  
Staff

**HS 415f Introduction to Statistical Programming Using SAS**

*Meets for one-half semester and yields half-course credit.*

Introduces students to SAS programming in a Windows operating system. Covers two specific areas: (1) how to operate within the SAS interactive environment and (2) how to use the SAS programming language to build usable datasets and perform analyses  
Mr. Ritter

**HS 422f Cost-Effectiveness**

*Meets for one-half semester and yields half-course credit.*

Addresses the application of the technique of cost-effectiveness analysis to evaluate health and other types of programs in the United States and in developing countries. Presents the theoretical foundations and applications of cost-effectiveness analysis. Uses interactive discussions and computer exercises where students learn to perform cost-effectiveness analyses and apply the technique to a problem of their choice.  
Mr. Shepard

**HS 423f Policy Analysis**

*Meets for one-half semester and yields half-course credit.*

Provides an overview of approaches and tools to policy analysis and an assessment of their strengths and limitations. Begins with a brief overview of the stages of policy process including policy formulation, rulemaking, and implementation. Includes a survey of policy analysis quantitative techniques. Considerable attention is spent probing imbedded assumptions in each model. Focuses on the impact of values on policy analysis and the goals of efficiency, equity, security, and liberty. The ethics and role of the policy analyst is discussed, and students have the opportunity to write and present a policy analysis critique.  
Mr. Doonan

**HS 425f Case Study Methodologies**

*Meets for one-half semester and yields half-course credit.*

Provides students with the preliminary tools to conduct and critique case studies. Begins with an examination of the appropriateness, strengths, and weaknesses of this method. Threats to internal and external validity are examined along with techniques to properly collect and document data from multiple sources. Techniques are reviewed for case selection, data analysis, and study presentation. The final class is spent critiquing actual case studies.  
Mr. Doonan

**HS 427f The New Immigrants: Contexts, Adaptation, and Policies**

*Meets for one-half semester and yields half-course credit.*

An introduction to the complex dynamics of immigration in the United States. An interdisciplinary course, drawing on scholarship in sociology, political science, psychology, and social welfare, is built upon three central themes: migration, membership, and every day life. Provides an overview of issues faced by new immigrant families and describes the ways in which U.S. public policy impacts these issues.  
Ms. Nguyen and Mr. Prottas

**HS 472b Policy and Program Implementation**

Provides doctoral students with frameworks of use for the study of the implementation of public policies. Considers the implementation process in the United States from a broad perspective, ranging from the context of legislation and the role of courts to how the role of street-level bureaucrats can be studied. Political science, organizational theory, and sociological perspectives are used to develop frameworks for understanding the process through which public policy is realized and how it impacts institutions and individuals.  
Mr. Prottas

**HS 503a Social Issues and Problems: Inequality and Work**

Provides students with a deeper understanding of the structure of the economy and of why the distribution of earnings, wealth, and opportunity have been diverging in the United States and other advanced nations. Intended to provide insights into the consequences of this divergence, and possible means of reversing it. Classes begin with a particular case-study, but expand to include background readings.  
Mr. Reich

**HS 505f Quality and Performance Measurement in Healthcare**

*Meets for one-half semester and yields half-course credit.*

A conceptual and analytic framework of the field of quality of healthcare, which includes quality improvement and performance measurement; understanding of the contemporary research and policy initiatives that relate to quality of healthcare; and insights into the ways that quality relates to issues of provider payment, organization of healthcare facilities, and costs and access to healthcare. By the end of the module, students should have an understanding of the centrality of quality of care issues in contemporary health services research, healthcare policy, and management of healthcare organizations.  
Ms. Garnick

**HS 507f State Health Policy**

*Meets for one-half semester and yields half-course credit. Prerequisite: HS 513a or permission of instructor.*

Examines the role of the states in the U.S. health care system. Provides an overview of state activities in health, including state responsibilities for managing health programs and institutions. Models to understand the nature of policy-making and politics in states are presented and discussed. Examines major state health programs such as Medicaid. Outlines and explores the policy and legislative processes. State efforts to reform their healthcare systems are discussed with special attention to implementation issues, barriers, limits of state action, and prospects for the future of state health reform.  
Mr. Doonan



**HS 508f Managed Care**

*Meets for one-half semester and yields half-course credit. Prerequisite: HS 513Aa or permission of instructor.*

Provides an overview of the evolution and taxonomies of managed care, and describes some of its most significant organizational and operational characteristics. Specific areas of focus include its role in Medicaid and Medicare, as well as special strategies such as those adopted for behavioral health care. Draws upon health policy and management literature to inform a discussion about future directions for managed care.

Ms. Bhalotra

**HS 509a Policy and Program Evaluation in Development Settings**

For students who have learned how to manage in a health or human services policy environment and wish to know whether the public policies they are helping to implement are working. Reviews methods, tools, and strategies to help managers assess measurable impacts of implementation of policies and programs. Teaches students how to assess policies and to evaluate programs—what evaluation is, how to do it, and most importantly, how to critically review studies done by others.

Mr. Hahn

**HS 510a Methods in Behavioral Health Services Research**

Aims at students (1) becoming familiar with the quantitative methods used for health services research in the fields of mental health and substance abuse by reading key papers and discussing them; (2) becoming knowledgeable about the important research studies in mental health and substance abuse; (3) becoming an informed, critical consumer of research and, therefore, a better producer; and (4) becoming able to design a study and write a proposal for external funding.

Mr. Hodgkin

**HS 511b Contemporary Issues in the Management of Child, Youth, and Family Services**

Managing human service systems and programs to benefit children, youth, and families in America today means managing people in a time of fiscal constraint; dramatic social, economic, and political change; and on the other hand, in a time of great organizational and civic innovation. Builds on the analytic tools students have begun to hone in the master's program and helps them learn how to apply these tools to effectively implement policies and programs in the not-for-profit sector.

Ms. Curnan

**HS 513a Issues in National Health Policy**

An overview of the U.S. health care system is followed by a critical analysis of the major issues and trends in the health care field. Concentrates on the activities of federal and state governments and the private sector. Also explores likely future issues affecting our health system. Of special concern is the issue of the large number of Americans with no or inadequate health insurance. A related problem is the rising cost of medical care, which results in increases in the number of uninsured.

Messrs. Altman and Wallack

**HS 515a Race/Ethnicity, Gender in Human Services Research**

Explores theoretical and empirical approaches to race/ethnicity and gender as factors in health and human services practices, programs, and policies in the United States. Begins by examining current data on racial/ethnic and gender differences in health, mental health, functional status, and life-style. Attention then turns to alternative accounts of the causes of these differences. Although primary focus is on patterns of race/ethnicity and gender differences in health outcomes and services that have received the most comprehensive attention, the course offers perspectives on research methods and analytic frameworks that can be applied to other issues.

Staff

**HS 516f Race/Ethnicity and Gender in Health Services Research**

*Meets for one-half semester and yields half-course credit.*

Explores theoretical and empirical approaches to race/ethnicity and gender as factors in health and human service practices, programs, and policies in the United States. Justice concepts as guides to policy, practices and research on inequalities in life chances are examined first. The course then explores current data on racial/ethnic and gender differences in health, behavioral health, functional status, and life-course. With this background, attention turns to alternative accounts of the causes of these differences. Examined then in turn are theories and research strategies that look for quantitative explanation for unequal life outcomes. Although we will focus on the patterns of race/ethnicity and gender differences in health outcomes and service use that have received the most comprehensive attention, the course offers examples and perspectives on research methods and analytic frameworks that have been applied to other issues.

Staff

**HS 518a Management of Health Care Organizations**

Introduces students to the concepts, theories, and practical problems of managing people in health care organizations. Case material is drawn from hospital, HMO, group practice, public health agency, and for-profit company settings. Students gain a better understanding of the range of strategic and operational problems faced by managers, some of the analytic tools to diagnose problems, and the role of leadership (and management) in improving performance.

Mr. Chilingirian

**HS 519a Health Economics**

*Prerequisite: An introductory microeconomics course.*

Economic models of demand, production, and markets for goods and services can be used to analyze the key resource allocation questions in health care. Applies economic models to questions of demand concerning the utilization and distribution of health care and to questions of supply, encompassing issues of cost, efficiency, and accessibility of care. The incentives and behavior of consumers and producers of health care are considered using these models.

Ms. Bishop

**HS 520a Payment and Financing of Health Care**

Examines current payment practices to health care providers, the problems with current methods, and possible modifications. Focuses only upon hospital care, physician services, and managed care. Covers the different ways that managed care organizations are structured. The payment and performance of managed care organizations and how performance is related to organizational strategies is included.

Mr. Wallack

**HS 521a Political and Organizational Analysis in Health Policy**

Focuses on refining the analytical skills useful to students for understanding the political organizational factors influencing health care and health care policy. The readings and issues discussed are not a survey of current issues in health politics. Most readings were selected because they represent an innovative, interesting, or challenging piece of analysis. The goal of each class shall be to identify and critique the core arguments of the work, the conceptual categories and assumptions on which it is based, and the data presented in its support.

Mr. Prottas

**HS 523a Economics of Aging and Disability**

Provides students with background and tools to carry out economic analysis of individual and public decision-making with respect to life-cycle risks of disability and retirement, including long-term care services that compensate for functional disability. Students will compare and contrast issues and analysis for two groups: elders and working-aged persons with disabilities.

Ms. Bishop

**HS 524a Long-Term Care: A Policy Perspective**

One of the most important health policy issues facing the nation is how to finance and provide long-term care for persons with chronic illness and disabilities. Uses historical and political economy frameworks to analyze the origins of current long-term care policies and programs. Topics covered include homecare, institutional care, concepts of need, informal care, choice and autonomy, acute care connections, integration, private approaches, international comparisons, and reform options. Primary focus will be on the aged, but other populations with disabilities will be considered.

Mr. Leutz

**HS 525a Aging Issues and Policies**

Provides students with a base of knowledge about the policy arena and the politics of aging, and an opportunity to explore selected policy issues in some depth. Focuses on a few areas that provide fertile ground for policy development and/or analysis, and has three components: (1) lectures covering background information; (2) discussions critically evaluating readings; and (3) student presentations. Projects and papers provide students opportunities to examine issues surrounding the design and implementation of particular policies, develop curriculum for particular topics, or undertake critiques of policies already in place.

Ms. Mutschler

**HS 526a Seminar in Organizational Theory**

An introduction to organizational theory and behavior from a policy and management perspective. Examines a number of major perspectives on the nature and process of organization. The course objectives are: to develop an awareness of what organizational theory is and why it is important in providing analytical lenses to see (or ignore) phenomenon which might be overlooked; to review how some theorists have analyzed organizations; to develop a critical attitude to the literature; and to encourage the development of an integrative (and creative) point of view.

Ms. Gittell and Mr. Chilingirian

**HS 527f Law and Society: Gender Equality**

*This course may not be repeated for credit by students who have taken HS 527b in previous years. Meets for one-half semester and yields half-course credit.*

Explores issues of gender equity that arise in different contexts, including in the state's treatment of its citizens in the workplace and within the family. Central to the course is the study of laws that impact women's lives. These include civil rights laws as well as laws related to sexual coercion and exploitation of women. The course is loosely divided into three areas of study. During the first few weeks the course examines the history of women's rights and the development of constitutional protection of them. Next looks specifically at laws aimed at securing women's economic equality with emphasis on workplace antidiscrimination provisions. In the final weeks, examines the problems of violence against women in the home and elsewhere and the law's response to it.

Ms. Hill

**HS 528f Law and Society: Race and Class**

*This course may not be repeated for credit by students who have taken HS 528a in previous years. Meets for one-half semester and yields one-half course credit.*

Explores race in American society from the framework of civil rights law. Using the case method, it attempts to facilitate a multicultural inquiry into antidiscrimination law by presenting civil rights issues as integrated social problems. Though the cases are organized around the traditional civil rights categories of education and housing, it also offers exploration of emerging areas such as the rights of language minorities and people with disabilities.

Ms. Hill

**HS 529a Social Policy and Population Groups**

Gives a broad introduction to some of the fundamental challenges for human services policies and programs that advance justice by examining alternative accounts of inequality and exclusion with respect to population characteristics such as race/ethnicity, gender, disability, and age. Uses a range of demographic and social science concepts and methods to explore the changing definition, life chances, social and health program experiences, and political participation of groups defined by demographic and social location characteristics. Concludes with examination of social movements, policy approaches, and institutional restructuring as means to promote equality and inclusion.

Staff

**HS 532b Social Policy Analysis: Technique and Application**

Examines approaches to policy analysis and assesses strength and limitations of various methods. Exposes students to a range of methods and theoretical frameworks for exploring and understanding contemporary social problems and policy challenges.

Begins with an overview of the stages of policy process including policy formulation, rulemaking, and implementation. Policy analysis will be defined and a distinction made with policy research. The course also focuses on the criteria for evaluating policy options including efficiency, equity, security, and liberty. Ethics and the role of values in shaping analysis will be explored. Actual policy analysis is evaluated in the areas of children and family policy, health, and welfare policy. Students have the opportunity to write and present a policy analysis critique.

Mr. Altman and Mr. Doonan

**HS 534b Assets and Social Policy**

The class conducts a thorough and rigorous examination of the central features, assumptions, and implications of asset-based policy, focusing on four central aspects of asset-based policy. Explores the analytic features of an asset perspective, and determines whether such policies could make a significant difference. Reviews evidence regarding the impact of asset-based policies from demonstration projects just now becoming available. Also examines in detail the implications for social policy.

Mr. Shapiro

**HS 541b Knowledge, Politics, and Children**

Engages students in a critical examination of the relationship between knowledge and advocacy, and the influence of both on the development of early childhood policy in the United States. Readings are drawn from academic and popular sources, including theoretical work, empirical studies, journalistic writings, and novels. Classroom discussion focuses on the analysis of "different ways of knowing" and different rules of evidence with respect to the resources, needs, and life circumstances of young children and their families. Selected child policy issues are examined from state-level and federal perspectives.

Mr. Shonkoff

**HS 543b Measurement of Inequalities**

*For Ph.D. students only.*

Students will (1) develop a theoretical understanding of the causes of inequalities across different levels of social organization, such as households, communities, and nations; (2) review the evidence of how economic inequalities affect classic indicators of quality of life, such as health, empowerment, life-expectancy, and psychological well being, and; (3) develop a simple, practical method to define and measure inequalities and quality of life that can be applied across cultures and scales. The best recent theoretical and empirical literature on inequality and quality of life and on practical exercises is drawn upon. Some of the class time is spent conducting practical exercises on how to measure quality of life along multiple dimensions and how to integrate the different measures into a simple, comprehensible index with intuitive appeal. Practical exercises with statistical software to estimate various forms of inequalities in populations is also used.

Mr. Godoy

**HS 544a Vulnerable Youth: Policy and Programmatic Responses**

Examines the status of and our response to the problems of children and youth who are at risk of not becoming self-sufficient as young adults. Examines topical issues from a variety of perspectives, borrowing from recent literature on preschool programs, education programs, second-chance job training programs, teen parenting programs, comprehensive community change initiatives/community development, and antipoverty initiatives.

Mr. Hahn

**HS 572a Economics of Mental Health**

Applies economic analysis to policy and research issues in the mental health sector, including cost-effectiveness, managed care, benefit design, and adverse selection. Studies the impact of different approaches to financing treatment and paying providers in the public and private sectors.

Mr. Hodgkin

**HS 586a Issues in Substance Abuse Treatment**

Provides an overview of issues related to clinical prevention and treatment services for alcohol, tobacco, and other drug abuse. Examines the organization, delivery, and financing of abuse services. Specific topics include the structure of the treatment system, access to service, the process of treatment, and the effectiveness, cost, cost-effectiveness, and quality of treatment. Examines the impact of managed care on the way services are organized and delivered and on clinical outcome.

Ms. Horgan

**HS 602c Children, Youth, and Family Dissertation Seminar**

Staff

**HS 603c Health Policy Dissertation Seminar**

Staff

**HS 604c Assets and Inequality Dissertation Seminar**

Staff

**HS 605c Behavioral Health Seminar**

Staff

**HS 777a Social Welfare Tutorial**

Staff

**HS 777b Social Welfare Tutorial**

Staff

**HS 777f Social Welfare Tutorial**

Staff