

Syllabus - PPAI 2130
Organizations and Policy Making
Fall, 2008

Prof. Geri Augusto
Mondays, 2:30 – 5:20 p.m. – Wilson, Rm. 305

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Course Rationale and Description: Where does policy-relevant knowledge about critical societal issues and problems come from? How do public policies get translated into practice, and who actually does that work? Ultimately, policy decision makers, analysts, advocates and practitioners themselves, and the organizations and institutions through which they seek to produce public value, are both sites for thinking through policies and “where the action is”. Public sector organizations are also places where human and social relations at multiple levels are woven and reworked continually, as well as entities essential to the conduct of public life. With the contemporary acceleration of globalization, both policy practitioners and the organizations in which they work increasingly confront challenges that cross geographical, jurisdictional, cultural and disciplinary boundaries; play out in situations of unequal power and uneven development; and complicate local policymaking in many ways. Handling the responsibilities of complex, often cross-border, public policy analysis and interaction requires more than analytical techniques and the right technologies. Policy makers and practitioners need to understand better how they themselves make sense of policy challenges and create policy knowledge, as well as how public sector organizations which shape and affect policy *work*. They also need tools and frameworks for enhancing their own practical competence in meeting the demands of public service locally and in an interconnected world. Helping to fulfill these twin needs is the purpose of this seminar.

The seminar approaches the study of public policy praxis by focusing on its practitioners, communities of practice and organizations—their cultures, modes of learning and sensemaking, and complex interactivity. In the first three parts of the seminar we explore the following broad themes: how organizational, political and professional cultures shape policy making and implementation; how policy makers and policy practitioners come to know what they know and frame issues for public action; and policy making and implementation in complex interactive systems, including practice-based networks. Examples will be drawn from a host of public policy spheres. In the final part of the seminar, utilizing a few emblematic current policy issues which are both shaping the future *within* pluralistic societies such as the U.S., EU countries and South Africa *and* have cross-border resonance, we will explore how class concepts may assist public policymakers and implementers in meeting some of their most complex challenges in thinking and acting. Those issues will be in the areas of transformation of higher education, public health, and science and technology (specifically, biotechnology).

The seminar will use readings (texts, journals and websites), cases, and exercises as the basis for class discussions. (There may also be a guest speaker, and a video clip now and then.) Assigned readings will be transdisciplinary, including selections from public administration theory, organization theory, critical management theory, social psychology, anthropology, complexity theory, science and technology studies, public health policy, and higher education policy. While the readings will cover several seminal and canonical works in the relevant U.S. literature, we will also utilize works critiquing this literature, as well as intellectual contributions and practical expertise from other parts of the world. The seminar distills three decades of public policy and implementation experience by the instructor, particularly in Southern Africa. That experience will be shared, as much as possible and wherever appropriate, in class. In similar manner, students themselves, as seasoned or future public policy professionals, will be encouraged to reflect on their own experiences and share them, with all due respect, in class.

Prerequisites: This seminar is for the intellectually curious, students who are willing to move their “mental furniture” around, question how it got there, and consider its rearrangement or replacement, with respect to how they think about organizations and policy knowledge. It is also for the practically-minded, those who aim to enhance the public value created by organizations in the public sphere, by becoming better policy leaders and professionals themselves. As a graduate seminar, it will be most beneficial to those who have at least some public sector working experience, though that is by no means required. Graduate students from other Brown programs intersecting with public policy may also find the seminar useful, and the diversity of perspective they bring will be welcome, *if space allows*.

Course Objectives: This seminar will give students familiarity with seminal texts in organization theory and organizational development, and strengthen their understanding of the forces shaping organizations and institutions which formulate, design and implement public policies. The seminar will also enhance students’ capacity to undertake trans-cultural policy work, whether within a single diverse organization, across a network, or in a globalized context, and help prepare them to take a comparative and international approach to public policy which is both more equitable and more likely to create public value. Finally, the seminar will augment students’ awareness of the socio-cultural and political issues germane to local and global policies in education, health, and science and technology.

Course Requirements: The requirements for this seminar are to:

1. Come to class each day prepared to discuss the assigned readings, as well as to integrate those into your participation in case discussions and in-class exercises. Additional readings are entirely optional, and intended only to provide more background or other viewpoints, during the seminar or afterwards, for those interested in pursuing a topic or concept further.
2. Make a short, in-class oral presentation on one of the readings (choose from those required *or* recommended) assigned from weeks 4 to 8 of the seminar,

- individually (5 minutes) or in small groups (15-20 minutes). There will be a sign-up sheet where students will choose the day on which they would like to make their oral presentations. Presentations should provide a brief summation of the main ideas, but also critique the author's arguments or imaginatively reflect on them.
3. Complete two short writing assignments: a short reaction paper (one page only) on any assigned (required) reading listed for weeks 3 to 8, and a short policy memo in week 11 of the seminar (see below).
 4. Participate in a group exercise/simulation in cross-boundary, cross-cultural policy formulation in Part IV. The exercise will take place in class, but involve some group preparation outside of it which students themselves must organize.
 5. Write a final paper. For the final paper you may choose one of two options: a) an analysis of the organizational culture, sub-cultures, communities-of-practice and modes of organizational learning and memory of a real public sector organization well-known to you, in light of the concerns of this seminar; or b) an extended essay, with citations from the literature, on one of the main themes of the course. (Additional instructions on the final paper will be provided in due course.)

Grading: Course grades will be based on class participation (20%); the two short writing assignments, i.e. a reaction paper (5%) and a policy memo (10%); a group oral class presentation (10%); the culminating group simulation (15%); and the final paper (40%).

Required Reading: The four required texts for this seminar are: (1) Mary Jo Hatch with Ann Cunliffe, *Organization Theory: Modern, Symbolic and Postmodern Perspectives*, 2nd edition, (Oxford: Oxford University Press, 2006); (2) Karl Weick, *Sensemaking in Organizations*, (Thousand Oaks: Sage, 1995); (3) Mary Douglas, *How Institutions Think*, (Syracuse: Syracuse University Press, 1986); and (4) Sheila Jasanoff, *Designs on Nature: Science and Democracy in Europe and the United States*, (Princeton: Princeton University Press, 2005). These may be purchased in the bookstore. **Copies of all required texts are also on reserve at the Rockefeller Library.** Many of the assigned articles can be downloaded free from www.JSTOR.org or found in the library's Online Course Reserves at: <http://dl.lib.brown.edu/reserves/>. A course packet containing all of the other articles and the cases which are required reading may be purchased at Allegra, 102 Waterman Street.

Seminar Overview :

Week 1 - Practitioners, Organizations and Making Public Policy

Course overview, goals, syllabus, and requirements.

Part I: How Organizational and Political Cultures Shape Policy Making and Implementation

Week 2 – Public Value, Organizational Capacity and Organizational Culture

Week 3 - Sub-Cultures, Professional Cultures, and Political Cultures

Week 4 - Institutional Thinking, Organizational Memory and Organizational Learning

Part II: How Policy Makers and Policy Practitioners Come to Know What They Know

Week 5 - Practitioners' Knowledge and Communities of Practice

Week 6 – Sensemaking and Reframing in Public Policy

Part III: Policymaking and Implementation in Complex Interactive Systems

Week 7 – Policymaking Networks, Complexity and Acting in Networked Organizations

Week 8 – Invisibility, Power and Local Knowledge

Week 9 – Thinking and Acting in Collaborative and Cross-Cultural Situations

Part IV: Comparative Cases in Cross-Boundary Policy Thinking and Practice

Week 10 - Transformation, Conflict and Collaboration in Higher Education: USA and South Africa

Week 11- Biotechnology Policy Across Boundaries

Week 12 - G/local Public Health Policy

Week 13 – Summing Up and Looking Forward to Your Own Cases

October 13 - Columbus Day Holiday. No class.

Nov. 26-30 - Thanksgiving Recess. No Brown classes. PPAI-2130 does meet on Mon.,

Nov. 24 and on Dec. 1.

Dec. 11 - Brown classes end.

Reading Assignments and Topics

Course Introduction

Week 1 - Practitioners, Organizations and Making Public Policy

Course overview, goals, syllabus, and requirements.

Recommended Reading:

Morgan, Gareth. Paradigms, Metaphors, and Puzzle Solving in Organization Theory. (1980). *Administrative Science Quarterly*, pp.605-622. (available online through OCRA/MyCourses)

Thought Question: *What's your metaphor for organizations?*

Part I: How Organizational and Political Cultures Shape Policy Making and Implementation

Week 2 - Public Value, Organizational Capacity and Organizational Culture

Assigned Readings:

Moore, Mark. (1995). *Creating Public Value: Strategic Management in Government*. Cambridge: Harvard University Press, pp. 27-62, 70-76.

Hatch, Mary Jo. (2006). Chapter 3, "Organization and Environment" and Chapter 6, "Organizational Culture," pp. 63-97 and pp. 175-219.

Schein, Edgar H. (2004). *Organizational Culture and Leadership* (3rd edition). San Francisco: Jossey-Bass, pp. 87-109. [SKIM]

In-class exercises: The Organizational Culture Tree and Brown artifact culture hunt.

Week 3 - Sub-Cultures, Professional Cultures, Political Cultures

Week 3 is the first session from which you may choose an assigned reading on which to write a reaction paper. These short papers may be turned in at the beginning of any class session, until the deadline at the end of Part III.

Assigned Readings:

Martin, Joanne. (1992). "Seeing Cultures from Different Points of View" and "The Differentiation Perspective: Separation and Conflict," in *Cultures in Organizations: Three Perspectives*, Oxford: Oxford University Press, pp. 3-20, 83-115.

Formisano, Ronald. (2001). The Concept of Political Culture. *Journal of Interdisciplinary History*, XXXI:3 (Winter), 393-426. [Available online through OCRA/MyCourses.]

Wilson, Richard W. (2000). The Many Voices of Political Culture: Assessing Different Approaches. *World Politics* 52.2 (2000) pp. 246-273. (available online)[SKIM]

Case: Hard Questions at the Bureau of Engraving and Printing. Harvard-KSG Case no. 1263.0

Recommended Reading:

David I. Kertzer, "The Rites of Power," in *Ritual, Politics & Power*, New Haven: Yale University Press, 1988, pp. 77-101.

Ortenblad, Anders. (2002). Organizational Learning: A Radical Perspective. *International Journal Of Management Reviews*, 4(1), 87-100. (available online)

Week 4 - Institutional Thinking, Organizational Memory and Organizational Learning**Assigned Readings:**

Hatch, Mary Jo, Chapter 9, "Organizational Learning and Knowledge Management," pp. 313-321.

Feldman, Regina & Feldman, Steven. (2006). What Links the Chain: An Essay on Organizational Remembering as Practice. *Organization*, 13(6), pp. 861-881. (available online)

Douglas, Mary. (1986). *How Institutions Think*. Syracuse: Syracuse University Press, Chapters 4, 5 & 6, pp. 45-53, 55-67, 69-80.

Daft, Richard & Karl Weick. (1984). Figure 2 – Model of Organizational Interpretation Modes, in the article: Toward a Model of Organizations as Interpretation Systems, *Academy of Management Review*, 1984, 9:2, p. 289. (available online; you do not need to read the whole article)

Lebas, Elizabeth. (2003). From Beautification to Sustainability: the Inner City as Political Landscape. In Dorrian, M. and Rose, G., *Deterritorialisations...Revisioning: Landscapes*. [SKIM]

Case: Dealing with Unexpected Opposition: The Singapore Tourism Board and the Chinatown Enhancement Plan. Harvard-KSG Case no. 1519.0

Recommended Readings:

Levitt, B., & March, J. G. (1988). Organizational Learning. *Annual Review of Sociology*, 14, 319-340. (available online)

Walsh, J. P., & Ungson, G. R. (1991). Organizational Memory. *Academy of Management Review*, 16:1, pp. 57-91. (available online)

Part II: How Policy Makers and Policy Practitioners Come to Know What They Know

Week 5 - Practitioners' Knowledge and Communities of Practice**Assigned Readings:**

Donald Schon, *The Reflective Practitioner: How Professionals Think in Action*. Basic Books/Harper Collins, 1983, pp. 30-63.

Wagenaar, Hendrik. (2004). "Knowing" the Rules: Administrative Work As Practice. *Public Administration Review*. Nov.-Dec. 2004, 64:6, 643-655. (available online)

Bourdieu, Pierre. (1980). "Structures, Habitus, Practices," in *The Logic of Practice*, trans. Richard Nice, Stanford: Stanford University Press, pp. 52-65.

Amsterdam, Anthony G. and Bruner, Jerome. (2000). "On Categories,"
in *Minding the Law*. Cambridge: Harvard University Press, pp. 20-53.

Case: A Policewoman's (Non) Use of Deadly Force. Harvard-KSG Case no. C16-91-1040.0

Recommended Reading:

Brown, J. S. and P. Duguid. (1996). "Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation," in Cohen, Michael & Lee Sproull, (Eds.) *Organizational Learning*, Thousand Oaks: Sage, pp. 58-76. (Also available online in *Organization Science*, 2:1, February 1991.)

Dwyer, William, Graesser, Arthur, et al. (1990). Application of Script Theory to Police Officers' Use of Deadly Force. *Journal of Police Science and Administration*, 17: 4, pp. 295-301. (available online)

Hurwitz, Jon and Smithey, Shannon. (1998). Gender Differences on Crime and Punishment. *Political Research Quarterly*, 57(4), 633-642. (available online)

Freeman, Richard. 2007. Epistemological Bricolage: How Practitioners Make Sense of Learning. *Administration & Society*, vol. 39, no. 4, 476-496. (available online)

Week 6 – Sensemaking and Reframing in Public Policy

Assigned Readings:

Weick, Karl, *Sensemaking*, pp. 86 -105, 106-132.

Goffman, Erving. (1974). *Frame Analysis: An Essay on the Organization of Experience*. Cambridge: Harvard University Press, pp. 10-11.

Schon, Donald A. & Rein, Martin, *Frame Reflection: Toward the Resolution of Intractable Policy Controversies*, New York: Basic Books, 1994, pp. 23-50.

Case: The Social Construction of Gender: Microfinance and *fa'afafines* in Samoa. Harvard-KSG Case no. CR16-05-1805.0

Part III: Policymaking and Implementation in Complex Interactive Systems

Week 7 – Policymaking Networks, Complexity and Acting in Networked Organizations

Thought Question: *What's it like, in your own experience, to work in an organization that is part of a complex, interactive system?*

Assigned Readings:

Law, John. (2003). *Traduction/Trahison: Notes on ANT*. Centre for Science Studies,

Lancaster University, Lancaster LA1 4;YN, at <http://www.comp.lancs.ac.uk/sociology/papers/Law-Traduction-Trahison.pdf>.
Jackson, P.M. and Stainsby, L. (2000). Managing Public Sector Networked Organizations. *Public Money & Management*, Jan-March 2000, 11-16.
Hatch, Mary Jo, *Organization Theory*, “Complexity Theory” and figures; .pp. 67, 69, 73, 76 (figures or tables only); and pp. 96-97, 330-335.
Medd, Will. (2001). Making (Dis)Connections: Complexity and the Policy Process? *Social Issues* (ISSN 1474-2918) 1(2), at www.whb.co.uk/socialissues/wm.htm .

Recommended Readings:

Hartzog, Paul B. (2004). 21st Century Governance as a Complex Adaptive System.
Termeer, C.J. and Koppenjan, J.F. (1997). Managing Perceptions in Networks. In Kickert, W., Klijn, E-H. & Koppenjan, J.F., *Managing Complex Networks: Strategies for the Public Sector*. London: Sage, pp. 79-97.
Axelrod, Robert and Tesfatsion, Leigh. On-Line Guide for Newcomers to Agent-Based Modeling in the Social Sciences, at <http://www-personal.umich.edu/~axe> . [if interested in more technical/mathematics-based explanation.]
Provan, Keith G. and Milward, Brinton. (2001) Do Networks Really Work? A Framework for Evaluating Public-Sector Organizational Networks. *Public Administration Review*, Jul/Aug 2001, 61:4, 414-423. (available online)

Week 8 – Invisibility, Power and Local Knowledge

Assigned Readings:

Robertson, T. (2000). Co-operative Work, Women and the Working Environments of Technology Design. *Australian Feminist Studies*, 15(32), pp. 205-219.
Mkandawire, Thandika. (2002). Incentives, Governance and Capacity Development in Africa. In Fukuda-Parr, S., Lopes, C. and Malik, K., *Capacity for Development: New Solutions to Old Problems*, London: Earthscan & UNDP, pp. 147-168. (available on OCRA/MyCourses)
Goldman, M. (2001). The birth of a discipline: Producing authoritative green knowledge, World Bank-style. *Ethnography*, 2(2), pp. 191-217. (available online)

Case: Financing Slum Rehabilitation in Mumbai: A Non-Profit Caught in the Middle. Harvard-KSG Case no. 1688.0

Recommended Readings:

Wilensky, H.L. (1967). *Organizational Intelligence: Knowledge and Policy in Government and Industry*. New York: Basic Books.
Yanow, Dvora. (2004). Translating Local Knowledge at Organizational Peripheries. *British Journal of Management*, Vol. 15, S9-S25. (available online)
Knights, David. Writing Organizational Analysis into Foucault. *Organization*. 9(4): 575-593. (available online)

Week 8 is the last session from which you may choose an assigned reading on which to write a reaction paper, and all reaction papers must be turned in by the beginning of class today. This is also the last session for which you might have signed up to make an oral presentation to the class on a required or recommended reading.

Week 9 – Thinking and Acting in Collaborative and Cross-Cultural Situations

Assigned Readings:

- Natalia Levina. Sharing Knowledge in Heterogeneous Environments. *Reflections: The SoL Journal on Knowledge, Learning, and Change*, Vol. 2, no. 2, pp. 32-42.
- Caproni, Paula. *The Practical Coach: Management Skills for Everyday Life*, Upper Saddle River, NJ: Prentice Hall, 2001, pp. 190-202.
- Dawes, Sharon S. and Prefontaine, Lise. (2003). Understanding New Models of Collaboration for Delivering Government Services. Vo. 46, no. 1, 40-42. (*available online*)
- Lakoff, Andrew. (2008). The Generic Biothreat, or How We Became Unprepared. *Cultural Anthropology*, 23(3), pp. 399-421. (*available online*)

Case: The West Nile Virus Outbreak in New York City (A): On the Trail of a Killer Virus. Harvard-KSG Case no. C16-02-1645.0

In-class exercise. In addition to the case discussion, we will do two short self-tests on cross-cultural competence, and discuss the implications

Part IV: Comparative Cases in Cross-Boundary Policy Thinking and Practice

Week 10 – Transformation, Conflict and Collaboration in Higher Education: USA and South Africa

The class will be divided into small groups to apportion the assigned readings, with some reading primarily about the USA and others reading primarily about South Africa. The readings will form the background for an in-class, small-group exercise, for which instructions will be provided beforehand. The small-groups will self-organize, outside of class time, to prepare for the simulation. Please inform the instructor, by e-mail, of the time and place of your outside-of-class meeting(s).

Assigned Readings:

- Fryer, Roland & Loury, Glenn. (2005) Affirmative Action and Its Mythology. *Journal of Economic Perspectives*, Vol. 19, No. 3, Summer.
- Darity Jr., William. The Wellspring of Racial Inequality. *Review of Black Political Economy*, Fall 2004, 32:2, pp. 61-68.
- Oldham, Cheryl. (2006). Executive Summary. A Test of Leadership: Charting the Future of U.S. Higher Education. A Report of the Commission Appointed by Secretary of Education Margaret Spellings. Washington, D.C.: U.S. Department of Education, at <http://www.ed.gov/about/bdscomm/list/hied/index.html> .

- Allen, Walter R. (2005). A Forward Glance in a Mirror: Diversity Challenged—Access, Equity, and Success in Higher Education. *Educational Researcher*, Vol. 34, No. 7, pp. 18-23.
- Connerly, Ward. (2001). Not By Any Means Necessary. *Academic Questions*, Summer 2001, Vol. 14 Issue 3, pp. 65-72.
- Moleke, Percy. (2005). *Inequalities in Higher Education and the Structure of the Labour Market*. Pretoria: Human Sciences Research Council Press, Occasional Paper no. 1.
- Hall, Martin. Transformation and Continuity in the University in Africa. *Social Dynamics, Journal of Centre for African Studies*, University of Cape Town, Special Issue on Transformation in Higher Education, 33:1, June 2007, pp. 181-198.
- Augusto, Geri. (1995). “Baobabs on Campus”. In Augusto, G., *Strategic Issues in the Development of High-Level Human Resources in Science, Engineering and Technology*, Foundation for Research Development (FRD), Science and Technology Policy Series, no. 4, Pretoria, January 1995.
- Lindsay, Beverly. (1997). Toward Conceptual, Policy, and Programmatic Frameworks of Affirmative Action in South African Universities. *The Journal of Negro Education*, 66:4, pp.522-538.

Online selections from affirmative action debate at UCT [UCT online campus news, *The Monday Paper*, and local press.]

In-class exercise: Simulation.

Week 11 - Biotechnology Policy Across Boundaries

Assigned Readings:

- Jasanoff, Sheila. (2005). Chapters 1, 10 and 11 in *Designs on Nature: Science and Democracy in Europe and the United States*. Princeton: Princeton University Press, pp. 13-41, 247-291.
- Augusto, Geri. (2005). Innovating through Biochemistry, 'Composing' Knowledge, and Gambling on Interaction: Seeing Natural Drug Development through Practitioners' Eyes. *Indilinga: African Journal of Indigenous Knowledge Systems*, 4(1). [SKIM]
- Scholz, Astrid. (2003). From Molecules to Medicines: The Use of Genetic Resources in Pharmaceutical Research. In Schurman, Rachel and Kelso, Dennis, *Engineering Trouble: Biotechnology and Its Discontents*. Berkeley: University of California Press, pp. 195-217.
- McMillan, G.S., Narin, F. and Deeds, David. An analysis of the critical role of public science in innovation: the case of biotechnology, *Research Policy*, 29:1, January 2000, pp. 1-8.
- Garvin, Theresa. (2001). Analytical Paradigms: The Epistemological Distances between Scientists, Policy Makers, and the Public. *Risk Analysis*, 21:3, pp. 443-455.
- Guston, D. H. (1999). Stabilizing the boundary between U.S. politics and science: The

role of the Office of Technology Transfer as a boundary organization. *Social Studies of Science* 29: 1, pp. 87-111. (available online)

Williams, Paul. (2002). The Competent Boundary Spanner. *Public Administration*, 80:1, pp. 103-124. (available online).

Selected readings from www.SciDev.Net online archive of articles on biotechnology and natural products development in developing countries, and North/South research alliances/networks.

Documents on the United Nations Convention on Biological Diversity Secretariat website, at www.cbd.int

Policy memo: You are director of policy and planning for science, technology and innovation of your state/province/region. You have been given the task of initiating dialogue and consultation on a multi-partner international biotechnology project involving public research agencies in three countries (including your own), and a local university, which the governor/premier is hoping will open a major research facility in your state/province/region. Write a memo to the governor/premier's office, outlining how differences in political culture and interests may configure policy issues at play in this project; suggesting a possible best approach to structuring an equitable, effective research program; and foreshadowing the most important things to "watch out for" in the first meeting of representatives from all the potential partners. More information will be provided by the instructor in due course. The memo will be due at the beginning of this session. **Bring two hard copies of your memo to class.**

Week 12 - G/local Public Health Policy

Assigned Readings:

- Groopman, Jerome. (2007). "Flesh-and-Blood Decision-Making" in *How Doctors Think*, Boston: Houghton Mifflin, pp. 27-40.
- Rajan, Kaushik. (2007). Experimental Values: Indian Clinical Trials and Surplus Health. *New Left Review*, 45, May/June 2007, pp. 67-88.
- Marmot, Michael. Health in an unequal world. *Lancet*, 368: December 9, 2006, at www.thelancet.com.
- Carton, Benedict. Historicizing the Unspeakable: Legacies of Bad Death and Dangerous Sexuality in South Africa. In Denis, Philippe and Becker, Charles (Eds), *The HIV/AIDS Epidemic in Sub-Saharan Africa in a Historical Perspective*, Online edition, October 2006, pp. 97-112. [You can skim this now, and read later on.]
- Comaroff, Jean. (2007). Beyond Bare Life: AIDS, (Bio)Politics, and the Neoliberal Order. *Public Culture*, 19:1, pp. 197-219. [available online; you can skim this now, and read later on.]
- Haupt, Angela. TB patient tests negative, but he is 'culture-positive'. *USA Today*, 06/05/2007.
- "Collaboration to kill: HIV/AIDS and TB," 4 July 2007, at www.SciDev.Net. Skim other selected readings from this online archive of articles on HIV/AIDS, malaria and TB research and treatment in developing countries.
- Case:** The Eli Lilly MDR-TB Partnership: Creating Private and Public Value. Harvard-KSG Case no. CR15-07-1871.0

Week 13 – Summing Up and Looking Forward to Your Own Cases

In-Class Roundtable: Students will present “reports from the field” (i.e., their own public sector organizations) and final reflections on key class concepts and frameworks, which provide a preview of their thinking with regards to a final paper.

The **Final Paper** is due on or before December 18th, in hard copy, to Prof. Augusto’s box in the Taubman Center. Arrangements must be made beforehand for e-mail or fax submission of papers. The two writing options are: a) an analysis of the organizational culture, sub-cultures, communities-of-practice and modes of organizational learning and memory of a real public sector organization well-known to you, in light of the concerns of this seminar; or b) an extended essay, with citations from the literature, on one of the main themes of the course. More detailed guidelines will be forthcoming.