Registration Reminders:
- The information below is the first draft of course offerings but is subject to change. DukeHub is the most reliable info source.
- All MIDP courses and all Sanford International Development related classes count towards the 12/24 required MIDP credits.
- Example syllabi for previously offered MIDP courses are in the MIDP Sakai site. Syllabi for new courses will be available later.
- All courses are in-person unless otherwise noted in the course listing or description. DukeHub will also list instruction mode.

Program Requirements
You can use the below information to help guide you in selecting courses to make progress towards degree completion. However, for a full description of requirements, please refer to the MIDP Academic Guidelines.

### Traditional 48 credit program (typically 4 semesters)

<table>
<thead>
<tr>
<th>Required Core Courses:</th>
<th>Req’d Practicums:</th>
<th>Required Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Policy Analysis: PUBPOL 700S</td>
<td>• PUBPOL 711</td>
<td>• 24 MIDP credits</td>
</tr>
<tr>
<td>• Basic Econ*: PUBPOL 701</td>
<td>• PUBPOL 712</td>
<td>• 48 total credits</td>
</tr>
<tr>
<td>• Advanced Econ: PUBPOL 702 or 598</td>
<td>• PUBPOL 713</td>
<td></td>
</tr>
<tr>
<td>• Stats*: PUBPOL 741</td>
<td>• PUBPOL 800</td>
<td></td>
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<tr>
<td>• MP: PUBPOL 704 and 705</td>
<td></td>
<td></td>
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<tr>
<td>Internship:</td>
<td></td>
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<tr>
<td>• 10-12 weeks in Summer</td>
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</tr>
</tbody>
</table>

*may be exempt depending on assessment results

### Accelerated 30 credit program (typically 3 semesters)

<table>
<thead>
<tr>
<th>Required Core Courses:</th>
<th>Optional Practicums:</th>
<th>Required Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Policy Analysis: PUBPOL 700S</td>
<td>• PUBPOL 711</td>
<td>• 12 MIDP credits</td>
</tr>
<tr>
<td>• Any Econ*: PUBPOL 701, 702, 598</td>
<td>• PUBPOL 712</td>
<td>• 30 total credits</td>
</tr>
<tr>
<td>• MP: PUBPOL 704 and 705</td>
<td>• PUBPOL 713</td>
<td></td>
</tr>
<tr>
<td>Optional but Encouraged Courses</td>
<td>• PUBPOL 800</td>
<td></td>
</tr>
<tr>
<td>• Stats: PUBPOL 741*</td>
<td></td>
<td></td>
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</tbody>
</table>

*placement based on assessment results

### MIDP Courses

<table>
<thead>
<tr>
<th>Course number</th>
<th>Credits</th>
<th># of Seats</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBPOL 701.01</td>
<td>3 credits</td>
<td>50 seats</td>
<td>Economic Foundations for Development Required depending on assessment results</td>
<td>Cory Krupp</td>
<td>T/Th 8:30 – 9:45 AM</td>
</tr>
<tr>
<td>PUBPOL 704.01</td>
<td>1.5 credits</td>
<td>30 seats</td>
<td>Master’s Project Preparation Required for May 2024 and September 2024 grads</td>
<td>Natalia Mirovitskaya</td>
<td>F (9/1 – 11/17) 1:40 – 4:10 PM</td>
</tr>
<tr>
<td>PUBPOL 705.01</td>
<td>1.5 credits</td>
<td>40 seats</td>
<td>Master’s Project IDP Required for December 2023 graduates</td>
<td>Dean Storelli</td>
<td>Does not meet</td>
</tr>
<tr>
<td>PUBPOL 707.01</td>
<td>3 credits</td>
<td>18 seats</td>
<td>Learning and Capacity Development 5 seats reserved for second-year UNC Rotary Fellows</td>
<td>Lisa Moreau</td>
<td>Th 3:05 – 5:35 PM</td>
</tr>
<tr>
<td>PUBPOL 711.01</td>
<td>0 credits</td>
<td>45 seats</td>
<td>Public Policy Writing Practicum Required for traditional (48 credit) degree track; encouraged for accelerated (30 credit) degree track.</td>
<td>Dean Storelli</td>
<td>F (9/8 – 10/20) 8:30 – 9:45 AM</td>
</tr>
<tr>
<td>PUBPOL 713.01</td>
<td>0 credits</td>
<td>40 seats</td>
<td>Professional Editing Practicum Required for traditional (48 credit) degree track; encouraged for accelerated (30 credit) degree track.</td>
<td>Dean Storelli</td>
<td>F (10/27 – 11/17) 8:30 – 9:45 AM</td>
</tr>
<tr>
<td>PUBPOL 730.01</td>
<td>3 credits</td>
<td>18 seats</td>
<td>Project Management for International Development</td>
<td>Lisa Moreau</td>
<td>T/Th 10:05 – 11:20 AM</td>
</tr>
</tbody>
</table>

Revised 4/4/2023
PUBPOL 741D.01  
3 credits | 25 seats  
Empirical Analysis for Economic Development  
*Required for traditional (48 credit) degree track unless exempted through the statistics assessment.*  
*MIDP focused discussion section: F 10:05 – 11:20 AM*  
Marcos Rangel  
Lecture: M/W 1:25 – 2:40 PM  
Discussion sections:  
F 8:30 – 9:45 AM  
F 10:05 – 11:20 AM  
F 11:45 AM – 1:00 PM

PUBPOL 761.01  
3 credits | 18 seats  
Human Rights and Conflict  
5 seats reserved for second-year UNC Rotary Fellows  
Catherine Admay  
M 3:05 – 5:35 PM

PUBPOL 763  
3 credits | 18 seats  
Introduction to Peace and Conflict Resolution  
10 seats reserved for first-year Rotary Fellows.  
Maureen Lempke  
F 1:40 – 4:10 PM

PUBPOL 770  
3 credits | 20 seats  
Public Finance in Developing and Emerging Economies  
Sebastian James  
T/Th 10:05-11:20 AM

PUBPOL 789.01  
1.5 credits | 18 seats  
Mini seminars in IDP: IFIs and Accountability  
Catherine Admay  
F (9/8 – 10/13)  
8:15 – 11:45 AM

PUBPOL 789.02  
1.5 credits | 18 seats  
Mini seminars in IDP: Actors in Int’l Development Finance  
Manuel Sager  
M/W (9/11 – 10/11)  
11:30 AM – 1:15 PM

PUBPOL 790.02  
3 credits | 18 seats  
Special Topics in IDP: Social Innovation  
Taylor Conger  
T 4:55 – 7:25 PM

PUBPOL 790.03  
3 credits | 10 seats  
Special Topics in IDP: Political Economy of Conflict, Peacebuilding & Development: Africa & Middle East  
Eric Mvukiyeh  
M/W 4:40 – 5:55PM

PUBPOL 790.04  
3 credits | 18 seats  
Special Topics in IDP: Corruption, Transnational Crime, & Development  
Maureen Lempke  
T/Th 1:25 – 2:40 PM

PUBPOL 790.05  
3 credits | 18 seats  
Special Topics in IDP: Technology Policy and Development  
Laura Sallstrom  
Th 3:20 – 5:50 PM  
*Hybrid*

PUBPOL 790.06  
3 credits | 15 seats  
Special Topics in IDP: Challenging the Status Quo: Alternative Visions for Development  
Kerilyn Schewel  
W 6:30 – 9:00 PM

PUBPOL 800.03  
0 credits  
Career and Professional Skills Development Practicum  
*Required for traditional (48 credit) degree track.*  
Marion Pratt  
F 11:45 AM – 1:00 PM

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**Sanford International Development-Related Courses**

*These courses count towards 12/24 required MIDP credits.*

<table>
<thead>
<tr>
<th>Course number</th>
<th>Credits</th>
<th># of Seats</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBPOL 515S.01</td>
<td>3 credits</td>
<td>18 seats</td>
<td>Assisting Development</td>
<td>Anirudh Krishna</td>
<td>T 3:05 – 5:35 PM</td>
</tr>
</tbody>
</table>
| PUBPOL 590S.01 | 3 credits | 18 seats | Advanced Topics in Public Policy: Technology Policy in China  
*Hybrid: half online and half in-person* | Laura Sallstrom | W 3:20 – 5:50 PM  
*Hybrid*
| PUBPOL 590S.02 | 3 credits | 18 seats | Advanced Topics in Public Policy: Human Centered Design | Peter Gorman Zachary Osborne | M 3:20 – 5:50 PM |
| PUBPOL 606.01 | 3 credits | 36 seats | Macroeconomic Policy and International Finance | Cory Krupp | T/Th 11:45 AM – 1:00 PM |
| PUBPOL 645.01 | 3 credits | 30 seats | Global Inequality Research | William (Sandy) Darity | T 10:20 AM – 12:50 PM |
| PUBPOL 820.01 | 3 credits | 40 seats | Globalization and Governance  
*Must request permission number from Belen Gebremichael in MPP to enroll.* | TBD | T/Th 10:05 – 11:20 AM |
| PUBPOL 825.01 | 3 credits | 25 seats | Health Policy | Kate Bundorf | T/Th 8:30 – 9:45 AM |
| PUBPOL 853.01 | 3 credits | 20 seats | Communicating Data for Impact | John Quinterno | TBD |

Revised 4/4/2023
# MIDP Course Descriptions

## PUBPOL 700S.01-03  
**Policy Analysis for Development**  
M/W 10:05 – 11:20 AM  
Natalia Mirovitskaya

The broad objectives of this seminar are: 1) to examine the role of policy analysis in solving important social problems; and 2) to develop the analytical and communication skills of participants to undertake effective policy analysis. This seminar examines the public policy objectives and the role of policy analysis in achieving these objectives, market and government failures, the role of the public and private sector, policy analysis tools (e.g., cost-benefit analysis, decision analysis, etc.), and policy implementation and evaluation. Emphasis is given to specific policy problems (e.g., social, environmental, health problems) based on the interests of the participants. This seminar relies on case studies, application of policy analysis tools, exercises, memos, policy critiques, and discussions with policy analysts. At the end of the semester participants should be able to understand policy issues and choices, why policies fail, how to use policy tools to reach decisions, and how to evaluate policies.

## PUBPOL 701.01  
**Economic Foundations for Development**  
T/Th 8:30 – 9:45 AM  
Cory Krupp

This course is an overview of fundamental microeconomic & macroeconomic concepts & tools. We will cover microeconomics, with its analysis of individual decision-making (consumers, firms, government), and how markets work (and when they fail). We will discuss different kinds of market structures and how prices and output are determined, as well as market failures (e.g., externalities, public goods) and the government’s role in addressing them. In the second half of the course, we will cover macroeconomics, including how to measure the national economy; unemployment, inflation, and economic growth; money, banking, and exchange rates; international trade and capital flows; saving and investment; and, the basics of fiscal and monetary policy. The objective of the course is to provide analytical tools for understanding economic policies & problems in developing countries.

## PUBPOL 704.01  
**Master’s Project Prep**  
F 1:40 – 4:10 PM (9/1 – 11/17)  
Natalia Mirovitskaya

The Master’s Project (MP) is required of all MIDP candidates. This 1.5 credit mandatory seminar is intended to facilitate efficient preparation of the Master’s Project. It focuses on preliminary preparation of the MP up to the prospectus defense. This course is restricted to MIDP fellows. At this stage, fellows choose their topics, select their MP advisor, research, and write a prospectus and defend it before an MP committee.

## PUBPOL 705.01  
**Master’s Project**  
Does not meet  
Dean Storelli

Emphasis on individual master’s projects. Open to MIDP students only.

## PUBPOL 707.01  
**Learning and Capacity Development**  
Th 3:20 – 5:50 PM  
Lisa Moreau

Over the last 40 years our understanding of the what, the why, and the how of capacity development has continued to evolve. While there remain challenges in gaining agreement on which practices are most effective, what we do know is that those efforts which are most enduring include a multi-pronged approach working at the various levels. During this course we will look at:

- various dimensions of capacity development; individual, organizational, and environmental
- the role of training, learning, and performance in developing capacity at the various levels
- trends and topics such as fragile and conflict-affected states, gender, technology, and social entrepreneurship

## PUBPOL 711.01  
**Public Policy Writing Practicum**  
F 8:30 – 9:45 AM (9/8 – 10/20)  
Dean Storelli

Good writing comes from good thinking. In most cases, the biggest problems in writing are caused not by bad grammar but poor style. We have all heard advice such as "be clear" or "never use the passive," but what we need to understand is how to write clearly and why the passive may or may not be a good option. The goal of this practicum is to introduce a simple system of writing style that can

Revised 4/4/2023
be learned and put to use immediately. We will use your own writing for your other courses as the "raw material" of the class. The key principles we will cover – through in-class exercises, lecture, and homework – will include the following: 1. Writing clear sentences; 2. Writing focused, connected paragraphs; 3. Motivating your reader; 4. The role of culture in determining style; and 5. Pulling papers into a coherent whole. Please bring your computer to class.

PUBPOL 713.01  Professional Editing Practicum  Dean Storelli
0 credits | 40 seats  F 8:30 – 9:45 AM (10/27 – 11/17)

To be effective, policy writing must be well-structured, clear, and free from distractions. While most of our writing efforts must be focused on content, in today’s world, writers must also learn how to pay attention to form and format. In this short course, you will learn the mindset and specific skills needed for a professional level of writing and editing.

PUBPOL 730.01  Project Management for International Development  Lisa Moreau
3 credits | 18 seats  T/Th 10:05 – 11:20 AM

There is a growing demand for government institutions, organizations, and businesses across all sectors to demonstrate greater accountability, organization, and impact. As part of this demand project management has been identified as one of the top skill areas for which development organizations are hiring. The principles, disciplines, and tools that comprise project management are designed to ensure that organizations deliver quality products and/or services on time and on budget while managing the often-competing needs of governments, funders, and beneficiaries. This course is designed for graduate students who have some level of experience or knowledge of working in a project-based environment. Having studied the Project DPro Guide and other associated resources, students may feel well-prepared to sit for the certification exam (at the student price of $22) at the end of the semester. During this course we will look at 1) The phases and disciplines associated with project management in the private and development sectors, 2) Project management for international development terms, principles, practices, and tools, 3) Case examples of project successes and failures and 4) Project management certification and exam preparation (Project Management DPro).

PUBPOL 741D.01  Empirical Analysis for Economic Development  Marcos Rangel
3 credits | 25 seats  Lecture: M/W 1:25-2:40 PM |  MIDP focused discussion section: F 10:05 – 11:20 AM
Non MIDP focused discussion sections: F 8:30 – 9:45 AM or F 11:45 – 1:00 PM

The objective of this course is to provide future decision makers with the necessary tools of statistical analysis to enable them to eventually conduct effective empirical analysis of policy issues in economic development. The course focuses on providing tools for using data to gain insight into real development problems for professionals whose primary activity is not advanced data analysis. The course has three equally important elements. First, the course provides a non-technical introduction to basic concepts in empirical analysis, culminating in regression modeling with single and multiple variables; the focus is on understanding the concepts without the aid of software. Second, it uses Stata to illustrate, practice, and apply the techniques learned. Third, it enables the participants to read and assess the quality of empirical analyses and results that are used in reports and articles with the aim of providing a foundation for conducting their own empirical analysis of development problems.

NOTE: When enrolling, students must select a Friday discussion section. These 75-minute discussion sections are offered throughout the day on Friday. MIDP students are encouraged to enroll in the MIDP specific discussion section which meets Friday at 10:05 – 11:20 AM. The MIDP specific discussion section will be supported by a TA who can provide an international development framework and support the unique needs of MIDP students.

PUBPOL 761.01  Human Rights and Conflict  Catherine Admay
3 credits | 18 seats  M 3:05 – 5:35 PM

In this course we learn the backbone of the international human rights and humanitarian law framework and the ways it is helpful to use—or not—when faced with concrete cases of conflict, be it war or other forms of large-scale suffering. We learn the political history of this legal framework to gain an unglorified, concrete and realistic idea of this law as it stands today. A central aim of the course is to help us know about, and then better navigate in our own professional lives, the three leading practitioner camps that have developed to promote conflict resolution and peacebuilding, including (1) humanitarian relief workers, (2) human rights advocates/lawyers, and (3) conflict resolvers/transformers.

How is conflict, and the various ways to address it, framed by each of these camps of practitioners? Is structural inequality and structural violence reckoned with by these camps? How? What sort of tradeoffs and priorities must we consider in any situation and stage of conflict? Is “peace versus justice” one of them? When might demands for human rights precipitate or fuel—as much as prevent or transform—conflicts? Are human rights essential for what the field of conflict resolution has termed “positive peace”? Or for

Revised 4/4/2023
“restorative justice”? Or should policymakers involved in multiple stages or types of conflict be more cautious about viewing rights as a remedy for conflicts? What practical measures have been developed for post conflict situations? Where lies the promise and the peril for key international institutions like the International Criminal Court, UN Special Rapporteurs, and the Human Rights Council and their various proceedings? And for national and subnational institutions like citizen-driven Gender Commissions or Truth and Reconciliation processes? How must we take into account the relevant power and cross-cultural considerations? Understanding the “rules of the game,” how might we ourselves productively be inspired by the particular peace-building and conflict transformation work we learn about in the course of the class?

To consider these and other questions of interest to the members of the class, we connect the contemporary legal framework for human rights and the three-camps approaches to real-world efforts underway by practitioners to reframe and transform conflict and build peace (mini case studies). There is no expectation that students have prior academic exposure to law; instead we are always enriched by whatever experience, including with the law, our class members, and guest practitioners, bring to the class.

PUBPOL 763.01  Introduction to Peace and Conflict Resolution  Maureen Lempke
3 credits | 18 seats  F 1:40 – 4:10 PM

The objective of this class is to introduce the multi-disciplinary field of Peace & Conflict Studies as a foundation for and complement to Peacebuilding for Sustainable Development. The course (1) Introduces the field of Peace and Conflict Studies and the possible sectors in which to apply your study; (2) Emphasizes the interdisciplinary nature of peace and conflict studies and analyzes the nature and causes of conflicts within societies and internationally from a variety of perspectives, inquiries, and scales. (3) Provides students with the appropriate analytical frameworks to think critically about questions relating to the origins and dynamics of conflict, as well as the possibility of peace. (4) Provides a series of tools and techniques for students working in conflict settings.

I have made every effort to structure the class to allow you to think about and explore specific topics related to peace, conflict, and security which may be of particular interest to each of you, while also providing theoretical, analytical and practical tools to guide your own inquiries and studies. Although this course is designed to provide foundational learning on peace and conflict theory and practice, a special feature of this course will include the notion of a Peace Lab, referred to as p-Lab. As opposed to traditional class assignments, students will use the time throughout the course to "incubate" an issue, approach, or idea that they have contemplated- or want to contemplate. The p-Lab seeks to: Provide the time and space to develop an innovative solution to an issue related to peace, conflict, or security that moves beyond the constraints inherent in traditional development. These constraints include narrow time horizons for program development, inadequate organizational mandates that may or may not consider realities on the ground, and the continued "sectoral silos" in which programming takes place. P-Lab is intended to enable you to consider all your work and academic experiences, a new idea or approach you have always thought about but have not had the time or space to articulate more thoughtfully or challenge the underlying assumptions about approaches to peace and conflict. In other words, I would like this class to provide the time and space through which new ventures and ideas can evolve in ways that do not simply involve writing a paper. Rotary fellows who attend class will be required to integrate their mandatory Cornerstone Project into their Peace Lab project.

PUBPOL 770.01  Public Finance in Developing and Emerging Economies  Sebastian James
3 credits  TuTh 10:05AM - 11:20AM

Covers the basic theory, policy, and practice of public finance in these economies. It examines the economic roles and rationale for government and potential methods of financing government expenditures. The nature of fiscal policy and its relationship to macroeconomic policy is examined, including issues of foreign aid, debt financing and inflation. The course analyzes the approaches to pricing, financing, and evaluating public sector outputs such as roads, water, education, and electricity. It then reviews and analyzes taxes on trade, consumption, income, property, and natural resources considering their economic efficiency and administrative costs, and distributional impacts. The methods and importance of forecasting revenues are presented. Special topics include the design and role of tax incentives and environmental taxes.
If a community is concerned about emerging or potential harmful effects of a development project sponsored by an international financial institution, what steps can it take? A relatively little-known and innovative governance accountability process, increasingly used, makes it possible for ordinary people adversely affected by some development projects to raise questions about whether IFI’s (World Bank, Inter-American Development Bank, IFC, Green Climate Fund, Global Environmental Facility, et al) are adhering to their stated goals and policies. Over 5 workshop-style sessions, this mini-seminar contextualizes, simulates, and considers improvements related to two distinct real-world accountability mechanisms: the first centers on IFI Sanctions Procedures created to deter procurement-related fraud and corruption; the second centers on IFI Inspection Panels with the dynamics they generate for national governments, communities, local and international civil society organizations, and IFIs. In a hands-on workshop with a guest practitioner, we examine redacted documents submitted as part of a fraud investigation in procurement and learn the inside account of how investigations are conducted and sanctions applied (Sanctions Procedures).

Similarly, in case-based simulations, we explore how affected people partner with community-based organizations and international NGO’s (e.g. Accountability Counsel, Earthrights International) to voice serious concerns about development projects and the ways in which national governments and IFI staff have engaged these complaints (Inspection Panel). Crucially for innovation and people-centered design, we anticipate the future trajectory of these mechanisms and the political economy of accountability: How will the (1) rise of alternative financing through China’s Asian Infrastructure and Investment Bank; the (2) World Bank’s multi-stakeholder consultation process to improve “environmental and social safeguards” including—and excluding—human rights legal standards; the (3) US Supreme Court decision lifting absolute immunity for international organizations structurally impact these innovations? What future do these mechanisms have? How might they be improved?

Frequently including guest practitioners who work in international financial institutions, this mini seminar will provide tools for public servants and development practitioners who partner with these IFIs, civil society, and communities to promote better governance through better accountability. Legal background is not required.

The course will provide an overview of development challenges in low and middle-income countries - exacerbated by the COVID-19 pandemic - and the shared global responsibility under the UN Agenda 2030 to reconcile economic, social, and ecological objectives. It will focus on the roles of and partnerships between actors of development finance. The course is taught by Swiss Ambassador Sager. Sager held various postings with the Swiss Federal Department of Foreign Affairs in addition to serving as Executive Director, with the title of ambassador, at the European Bank for Reconstruction and Development (EBRD). In 2010 Sager was appointed Ambassador of Switzerland to the United States. In 2014 he became Director-General of the Swiss Agency for Development and Cooperation (SDC) and held this position until spring 2020 when he retired from Government service. Ambassador Sager is a Duke LLM graduate.

The course aims to equip students with the frameworks and tools they need to ideate and design innovative solutions to address complex social problems. By investigating the growing breadth and depth of impact in the global social enterprise movement, which touches every sector, students will learn about the practical, interdisciplinary models for understanding and practicing effective social innovation and entrepreneurship. The course intends to steer students away from “one-size-fits-all” solutions, and instead asks students to think holistically about addressing social change in different contexts by drawing on diverse perspectives and strengths. Designed to help students develop a rich understanding of social innovation and entrepreneurship as a toolset for achieving significant, lasting change, we’ll examine protracted global problems and innovative solutions through readings, vigorous classroom discussion, guest speakers, experiential learning, and individual and team assignments. The course is intended for students interested in developing skills to act ethically as entrepreneurial leaders, innovators, consultants, policy makers, philanthropists, impact investors, and changemakers in a wide variety of career fields.
This course tackles major questions in contemporary research on the political economy of conflict, development, and peacebuilding, with special focus on Africa and the Middle East. It also explores intersectionality between and across these areas. The course will cover major questions related to the sources and drivers of poverty and conflict traps, endogenous forces for peace and development and the role of outside assistance in conflict and processes. It will give students a broad theoretical architecture for thinking critically about the issues facing countries in these regions, with the view to testing abstract theories, using empirics and in-depth knowledge of specific case studies.

Organized crime, in its many forms, has been shown to threaten political, economic, and social development: it can foster violence and corruption, undermine the rule of law, good governance and democratic processes; it can jeopardize economic growth and poverty reduction, and pose significant risks to public health, human security, and environmental sustainability. As such, it is increasingly viewed as a cross-cutting issue and not merely a criminal justice or security problem. The goal of this class is to provide an in-depth exploration into the nexus between organized crime, corruption, and development, as well as enable students to contribute to the nascent state of research on development responses to organized crime through a course that:

- Provides an introduction to the development challenges posed by organized crime, the characteristics of organized crime, and its nexus to corruption.
- Emphasizes the cross-cutting nature of organized crime as it relates to a variety of development sectors and analyzes its drivers and impacts within societies and internationally from a variety of perspectives, inquiries, and scales.
- Provides students with the appropriate analytical frameworks to assess the origins and dynamics of organized crime, as well as approaches to mitigate it from a development perspective.
- Integrates tools, techniques, and guidance for students working in contexts where organized crime and corruption are impeding sustainable development.
- Offers holistic lessons and recommendations that may support multiple programming areas.

Technology plays a crucial role in sustainable and inclusive development. Technology has the potential to provide solutions to societal challenges and to contribute to outcomes that enhance the quality of life. From the role of technology in increasing agricultural yields and developing vaccines, to the role of technology in facilitating trade (including the WTO’s trade facilitation agreement), we will examine successful technology deployments in the developing world. We will also consider how developing country inventors are creating technology geared to developing country needs and how those benefits are exported to the developed world (new payment models, pay per use licenses, cost effective eye surgery). We will consider case studies and analyze what public policies factors promoted these outcomes. In this context we will consider both policies that promote use of technology and policies that promote development of national technology producers. The course will also examine more controversial impacts of technology in the developing world from the role of technology in democracy, in promoting divisiveness, access to developing country data, and to use of technology in surveillance and policing. We will consider the role of large multinational tech companies in developing countries. The class will examine trade flows and global alliances that are developing in the global technology race and how emerging markets are aligning with, availing of, or being caught up in these geopolitical dynamics.
There is a growing recognition that mainstream approaches to development, particularly those that prioritize economic growth over other social and environmental concerns, are unsustainable. Crises of climate change and global inequality are forcing social scientists and development practitioners to rethink the basic aims, assumptions, and approaches of development. This course will consider the insights, opportunities, and real-world limitations of alternative visions for social transformation. We will consider new frameworks for development—like the Degrowth movement, Doughnut Economics, and the Capability Approach—alongside historical and present-day case studies, including the liberation theology movement in Latin America, agroecological movements in India, and experiments with community economies from around the world. This course will be intentionally small and discussion based, with a strong emphasis on the theory of development. Students should expect a heavier reading load and to come prepared to participate in group discussion.

Because the international development policy career landscape is broadening and deepening, MIDP Fellows can shape their future employment in many ways. This practicum will help MIDP Fellows sharpen the professional skills they will need to navigate their career choices. The practicum is required in the first year for MIDP fellows in the traditional (48 credit) degree track. Classes will take place on Fridays from 11:45 AM to 1:00 PM and will include international students from the MPP program as well. Topics covered include resume and CV review, elevator pitches, networking, LinkedIn profiles, cover letters/statements of interest, identifying internship opportunities, and informational/job interviews. The first five class periods, in September, are mandatory. During the rest of the semester, a wide variety of optional career workshops will be offered to all MPP and MIDP students. The mandatory classes will offer a combination of short lectures and demonstrations, opportunities to work on weekly homework assignments, group work exercises, and guest lectures. Students will have the opportunity to practice their new skills throughout the year.

Additional information for MIDP fellows in the accelerated (30 credit) degree track:
This practicum is not required for MIDP fellows in the accelerated (30 credit) degree track. However, accelerated track MIDP fellows who intend to undertake employment or an internship in the U.S. are strongly encouraged to attend all five class periods in September. Accelerated track MIDP fellows who are international students should also consult with the MIDP admin team before the job search to discuss and understand their U.S. work authorization options.
## Sanford International Development Related Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Credits</th>
<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBPOL 515S.01</td>
<td>Assisting Development</td>
<td>Anirudh Krishna</td>
<td>3</td>
<td>18</td>
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<tr>
<td>PUBPOL 590S.01</td>
<td>Advanced Topics in Public Policy: Technology Policy in China</td>
<td>Laura Sallstrom</td>
<td>3</td>
<td>18</td>
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<tr>
<td>PUBPOL 590S.02</td>
<td>Advanced Topics in Public Policy: Human Centered Design</td>
<td>Peter Gorman, Zachary Osborne</td>
<td>3</td>
<td>18</td>
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<tr>
<td>PUBPOL 606.01</td>
<td>Macroeconomic Policy and International Finance</td>
<td>Cory Krupp</td>
<td>3</td>
<td>36</td>
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<tr>
<td>PUBPOL 645.01</td>
<td>Global Inequality Research</td>
<td>William (Sandy) Darity</td>
<td>3</td>
<td>30</td>
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<tr>
<td>PUBPOL 820.01</td>
<td>Globalization and Governance</td>
<td>TBD</td>
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</tr>
</tbody>
</table>

Examines evolution of international development theory and practice since early 1950s. Investigates how different solutions advanced to deal with poverty have fared. Different streams of academic and policy literature, including economics, political science, and sociology, are consulted with a view to understanding what could have been done in the past and what should be done at the present time. Examines alternative formulations weekly in seminar format. Individual research papers (60% of grade) which analyze past and present development practices in a country of their choice, or examine trends within a particular sector (e.g., agriculture, population, gender relations, the environment).

This course will examine technology policy in China. The course will review different areas of technology policy development, mapping from China’s five-year plans to show how those goals are related to China’s domestic and global economic, political, and national security agenda. The course will provide an overview of historic areas of technology focus for China (the last 10-15 years) and an evaluation of success or failure in those areas to date (hardware/super computers, chip production, global technology standards development, and AI, among others). We will also discuss how China’s approach to technology development has influenced policy making in third countries with respect to technology development. The class will review how the country manages and develops data driven by domestic political motivations and how that translates to China’s international policy agenda with respect to control of data. Here the course will review national security regulations, technical mechanisms to control data flows, privacy protection, and positions in trade agreements. The class will include a number of guest speakers to ensure a multitude of perspectives are provided on China’s approach to technology policy.

Over 14 weeks students will learn the theory and practice of Human-Centered Design working in teams on community projects. Topics include problem framing, ethnographic research, qualitative data synthesis, ideation, prototyping, testing, constructive critique, and visual communication. Course includes lectures, workshops, and guest speakers.

This is an intermediate level course on domestic and international macroeconomics and international finance, theory and policy. Topics will include the structure and measurement of macro aggregates, the tools of macro policy, the institutions and agencies that promulgate and implement said policies, and how the banking system, foreign exchange market, and global capital markets function. We will also cover issues of inflation and deflation, unemployment and labor markets, saving and investment, the balance of payments, economic growth, and current macro events.

Engagement of vertically integrated research teams in projects exploring racial and ethnic disparities exhibited and expressed in six arenas: employment, wealth, health, political participation, education, and arts and culture. Each team will produce a major paper that will qualify for submission to a refereed journal in the area relevant to the focus of the study.

Seminar explores economic, political, and social aspects of globalization and their implications for public policy making in the twenty-first century. Focus on issues of governance, particularly international cooperation, the design of international organizations, and the role of international NGOs. Policy areas include international trade and finance, environment, security, human rights, media and communications, and international development. Must obtain permission number from MPP to enroll. Email Belen Gebremichael for permission number.
Seminar introduces students to major health policy concepts and methods of analysis of health policy problems. Focus on domestic and international health policy topics, including: nature of disease, health and economics, health care delivery systems, demography and health.

Skills-based course is designed to introduce MPP students to the emerging research related to the effective communication of policy data, specifically economic and demographic data compiled by public statistical agencies like the US Census Bureau. Covered topics include how to develop clear messages, how to design effective charts and tables, how to best format written documents, and how to deliver effective oral presentations of quantitative information.

This class will cover the theory, analytical practices, and policy tools of inclusive and equitable economic development. Students will gain a basic working understanding of the existing research in this field and will use a range of tools to document the history and current practice of economic and community development in North Carolina centered on an assessment of the impact on racial and ethnic equity of policies and practices.

North Carolina is often viewed as a traditional economic development success, but growth in the last few decades has bypassed many communities across the state and barriers for communities of color persist. As community economic development increasingly focuses on inclusive and equitable growth, deeper analysis and effective development tools are needed to overcome barriers that historically and currently prevent many North Carolinians from sharing in the benefits of economic growth.

Students will learn about methodologies to assess whether economic development is inclusive and will deploy those approaches to evaluate economic data and economic development policies. Students will contribute to the work of documenting effective equitable development work in North Carolina through the creation of case studies and evaluation of proposed economic development policies or projects.

This course assumes prior work in statistics and coursework in Economics. Students should be familiar with procedures for conducting descriptive data analysis, estimating and interpreting results, creating meaningful tables of results from statistical output, generating figures, conducting interviews with stakeholders and communicating results clearly and effectively.