

Tab 1

**IAPA DUG**

**Faculty Spotlight**

## **Faculty Spotlight: Patrick Heller**

Interim Director, Graduate Program in Development

Lyn Cross Professor of Social Sciences, Professor of International  
and Public Affairs and Sociology



**What courses do you teach at Brown this year?**

“Foundations of Development, Contemporary and Classical Sociological Theory, The Sociology of Power, and Democracy and Capitalism in the Post-Colonial World.”

**What is the focus of your current research, and how does it relate to broader issues in international affairs and public policy?**

“I am interested in the relationship between democracy, governance and inequality in the global south. I have projects looking at urban governance of mega cities in India, Brazil and South Africa, as well as a project on comparing welfare states in the global south. I have also done a lot of work on democratic deepening.”

**Have you had any professional experiences outside academia, such as working with governments, NGOs, or international organizations? How did those experiences shape your academic work?**

“I have worked with the World Bank, US Aid, the EU, a number of NGOs and a few governments (including cities) in the global South. All these experiences have given me insight into the challenges on the ground of promoting more inclusive and democratic forms of development.”

**How do you engage students in complex global issues, and what do you believe are the most important skills students should develop in this field?**

“The most important skills are developing a sense of history and context. All social science methods are important but the most important is being in the field.”

**What advice do you give to students looking to make an impact in international policy or global governance?**

“Know your contexts, dig into details, talk to lots of people especially those with the least power, be humble and remember that elites don't have the answers.”

**If you could recommend one book or resource to students interested in international and public affairs, what would it be and why?**

“For a bottom up perspective, read Nancy Sheper-Hughes "Death without Weeping." For an institutionalist perspective, read any of the annual World Bank Development reports.”

## **Faculty Spotlight: Nadjé Al-Ali**

Robert Family Professor of International Studies

Professor of Anthropology and Middle East Studies



**What courses do you teach at Brown this year?**

“Gender & Sexuality in the Middle East; Gendering Migration & Diasporas; Transnational Feminist Knowledge Production and Practices: Perspectives from East and West Asia.”

**What is the focus of your current research, and how does it relate to broader issues in international affairs and public policy?**

“With a focus on the Middle East and its diasporas, I am interested in gender-based equality and justice; gender, war and conflict; feminist mobilization against authoritarianism; gendered approaches to migration. My research links to broader issues of the centrality of gender and sexuality in relation to war, peace, migration and democracy.”

**Have you had any professional experiences outside academia, such as working with governments, NGOs, or international organizations? How did those experiences shape your academic work?**

“Throughout my academic career, I have been involved in various feminist organizations in the Middle East and in the diaspora. My transnational feminist activism focusing on peace with justice, struggling against gender-based violence and challenging orientalist depictions of Middle eastern women has very much informed my academic research and publications.”

**How do you engage students in complex global issues, and what do you believe are the most important skills students should develop in this field?**

“To my mind, students have to develop critical analytical skills that involve the ability to nuance and complicate polarized views and positions. I also think it is important to be aware of the risk to employ an ethnocentric lens while also not falling into the trap of relativistic nihilism.”

**What advice do you give to students looking to make an impact in international policy or global governance?**

“In addition to educating yourself to gain in depth insights into the historical and cultural contexts as well as the specific socio-economic conditions, a healthy dose of humility is important. Solutions and ideas are also generated by people living in specific contexts and we need to take their ideas seriously.”

## Faculty Spotlight: Michael Kennedy

Professor of Sociology and International and Public Affairs



**What courses do you teach at Brown this year?**

“In this academic year I will have taught Social Forces, the introduction to sociology; Power, Knowledge and Justice in Global Social Change (#PKJ), a gateway course for IAPA; and Martial Arts, Culture and Society, a course exploring the relationship between social forces and bodymindfulness in which we also engage yoga.”

**What is the focus of your current research, and how does it relate to broader issues in international affairs and public policy?**

“My field is Knowledge Cultural Sociology in which I explore how claims to intellectual authority shape social change and its interpretations. My recent publications have focused on "strongmen," the Russian invasion of Ukraine, and most recently, its comparison to political engagements around Israel Palestine.”

**Have you had any professional experiences outside academia, such as working with governments, NGOs, or international organizations? How did those experiences shape your academic work?**

“I am a public sociologist. That means I engage all sorts of agencies. Most recently I have been working with organizations in Poland working to explain democracy's dynamics across the world and especially in the USA. Check out <https://www.youtube.com/watch?v=ztoWpPLTkHY> ”

**How do you engage students in complex global issues, and what do you believe are the most important skills students should develop in this field?**

“My #PKJ course is all about this. Deepening reflexivity and refining the sociological imagination -- notably by asking "under what conditions" claims about how the world works are established. This should move reexamination of guiding assumptions and unintended consequences of any interventions.”

**What advice do you give to students looking to make an impact in international policy or global governance?**

“Network.”

**If you could recommend one book or resource to students interested in international and public affairs, what would it be and why?**

“William J. Sewell Jr. "Logics of History" is terrific for developing a theoretical sense for global social change, notably around the articulations of structure and agency, cultural practice and schema, and the eventfulness of social change.”

## **Faculty Spotlight: Marques Zárate**

### **Assistant Professor of Political Science**



#### **What courses do you teach at Brown this year?**

“In the fall I am teaching Latino Politics in the US and in the spring I’ll be teaching Introduction to the American Political Process and Graduate Readings in American Institutions.”

#### **What is the focus of your current research, and how does it relate to broader issues in international affairs and public policy?**

“Broadly my research is interested in exploring the role that identity plays in shaping political attitudes and behaviors. Currently, most of my research is looking at how people form associations between certain policies and certain social groups. For example, much of my current work is looking at how different subgroups of the Latino population in the US conceptualize what group interests actually are. Oftentimes we associate Latinos with being a monolith of preferred group policies, but we have never actually asked Latinos what they think Latino politics are. So through a variety of surveys and machine learning techniques I am able to find patterns within subgroups of the Latino population to identify how these individuals think about Latino interests and also what might predict these different conceptualizations of the interests. This is based on another project that I have that is more broadly based on policy racialization in the US.”

#### **Have you had any professional experiences outside academia, such as working with governments, NGOs, or international organizations? How did those experiences shape your academic work?**

“My first experience of politics outside of academia was when I was still in undergrad, when I worked for a political consulting firm that handled a lot of fundraising for candidates. It was really interesting to see how the process of a campaign works and how they try to fundraise and also the mechanism of a campaign. In particular, I found the importance of networks to be really astounding ... this also speaks to why oftentimes it's so hard for minority individuals that maybe don't have the ability to hire a political consulting firm to get into politics and why it's just so difficult. Other than that, throughout grad school I

worked with several different community organizations to do community engaged research, where I was able to talk to people that are actively involved in these communities and figure out how they approach trying to address different concerns. I thought this was really important because oftentimes academics don't actually listen to people on the ground, and it's super important to remember we must base our research on what's happening today.”

**What advice do you give to students looking to make an impact in international policy or global governance?**

“I deal almost exclusively with the United States, but starting out on your own is always going to be difficult and building those connections is really important, so if you have the passion for something, find some type of organization that is already doing that work and ask how you can get involved, because generally these types of organizations will want all the help they can get. Early this year, we had a panel during Hispanic heritage month with the Latino Policy Institute about how Brown can support the Rhode Island-based Latino population and they were saying that we have ‘one of the best universities in the world here and yet none of the students want to end up to working with us’ [paraphrased]. So I would say find the people doing the work and figure out how you can help.”

**If you could recommend one book or resource to students interested in international and public affairs, what would it be and why?**

“*Post-Broadcast Democracy* by Markus Prior. This book documents the change in the media landscape in the United States over the past several decades. There are two aspects that I think are important to the book: a) the ability for some people to completely ignore politics and b) the ability for those interested in politics to find the political information they want to seek. This creates an environment where people are no longer basing their arguments on the same types of information, which leads towards disagreement. I believe it's oftentimes why politics today is so polarized, and it leads to many downstream consequences that I think are informative of the situation the United States finds itself in today.”

## **Faculty Spotlight: Patsy Lewis**

**Professor of Africana Studies (Research)**



### **What courses do you teach at Brown this year?**

“In the spring I am doing an undergraduate course AFRI1441 (cross-listed with IAPA and LACA) Caribbean and Latin America and Migration: Race, Gender, Community. Most of the courses at Brown that address migration look at it from the perspective of coming into the U.S., challenges faced by asylum seekers and being a migrant in the US, as well as the issues that drive migration. This course is different in that its focusing within Latin America and the Caribbean. Even though in the broad scheme of migration, there are not a lot of people coming in, the movement of people within has been increasing, particularly with Haiti and Venezuela as the crises escalate and push people out.”

### **What is the focus of your current research, and how does it relate to broader issues in international affairs and public policy?**

“What I’m really excited about is working on a book about Grenada, which tries to approach Grenada from a number of different lenses - including sociology, geography, and political economy - and engages with literature to try to come to a different understanding of Grenada from that which is usually studied. It looks at political crises (the pre-revolution period leading into the revolution) alongside climate, like hurricanes. It seeks to address questions such as how have people responded in the aftermath of U.S. invasion? What kinds of social relations kept them together? How have they overcome these bridges, if at all? It looks at what community looks like and the strength of community organizing. It considers different strategies over different political periods for addressing the challenges of the economy and questions the extent to which these have anything to do with addressing the problems. It asks what did the revolution do differently and what it can teach us? I look at post-conflict literature on peace and reconciliation to see how people move forward after periods of intense conflict.”

### **Have you had any professional experiences outside academia, such as working with governments, NGOs, or international organizations? How did those experiences shape your academic work?**

“When I went to university, I studied mass communications, so I started off in the media, newspaper. Shortly after I left Grenada to study, the revolution collapsed, and when that happened, I became more interested in international relations and pursued a general degree in that, incorporating arts and social sciences. So when I went to graduate school for International Relations, I wrote my thesis on the justifications under international law for invasions of eastern Caribbean states, focusing on the organization of these states that supposedly invited the U.S. to invade them. Ultimately, working as a journalist but coming of age during a revolution, seeing possibilities for change, and being very engaged as a young person made me more aware of the Caribbean in sort of a more global context.”

**How do you engage students in complex global issues, and what do you believe are the most important skills students should develop in this field?**

“The way I construct my assignments - treating my students as if they have knowledge and experiences to bring to the course and to give them the confidence to feel that their experiences matter and can enhance the course. I provide opportunity for a great deal of latitude over what the assignments could be - allowing them to think beyond issues in the class that the class hasn't dealt with or could strengthen. Giving students agency is important; it hones your own critical thinking and gives yourself the opportunity to change your ideas. Keeping the curriculum flexible so students can add readings that you may not have read or changing a topic according to current events/class interests.”

**What advice do you give to students looking to make an impact in international policy or global governance?**

“This is a very frustrating area to work in, but you need to have a strong sense of what the world should look like. Have a critical lens. What is the moral ground on which you stand and where do you think you can ultimately make a difference? Go in with a critical mind and with the mentality that there are always other ways to do things - the dominant way is not always the best way. And if it's not working for you, leave.”

**If you could recommend one book or resource to students interested in international and public affairs, what would it be and why?**

“The particular book I thought of was Shani Mootoo's *Cereus Blooms at Night*. It's a story of a woman who couldn't choose her destiny, forced to remain at home to become her father's 'wife'; it's a story of incest and homophobia, themes that don't appear in literature on political economy, but are equally important lenses through which to understand the Caribbean. The second book that came to mind was *The Colour of Forgetting*, by Grenadian author and academic, Merle Collins. She told the story of the Grenada Revolution through the eyes of a young woman. It resonated with me because it was the first time that I realized how much of that period I had forgotten, and that forgetting was both an unconscious act and a deliberate strategy to overcome traumatic events. Forgetting remains the coping strategy of many Grenadians of that generation who pass on little information about that period to their children, who now crave that information.”

## Faculty Spotlight: Lizzie Gottlieb

Senior Fellow in International and Public Affairs



**What courses do you teach at Brown this year?**

“Documentary Filmmaking”

**What is the focus of your current research, and how does it relate to broader issues in international affairs and public policy?**

“I am a documentary filmmaker. I am currently working on a feature documentary called *The Intrepid Four*, about the Vietnam War, and about resistance. It's the story of four young men who were in the Navy in 1967. They found themselves on the aircraft carrier *Intrepid*, tasked with loading bombs on to planes. Watching those bombs go off on the shore, they came to feel that they were complicit in the killing of civilians, taking part in an immoral war. They were outraged and wanted to do something about it. While on shore leave in Tokyo, they decided to risk everything - possibly their lives - and desert. Attempting to evade capture on many fronts, they were hidden by a group of Japanese students who agreed to help them get their message of "patriotic desertion" to the world. Villainized as traitors by some, celebrated as heroes by others, the *Intrepid four* managed to turn their resistance into a news story that captivated the world, and ultimately influenced the course of the war. Their acts led to an international manhunt and an astonishing never- before-told story of *The Vietnam War* that spans three continents, five decades, and interrogates what it means to be a dissenter, a patriot, and an American.”

**Have you had any professional experiences outside academia, such as working with governments, NGOs, or international organizations? How did those experiences shape your academic work?**

“I came to teaching not as an academic, but as an active filmmaker. In film, the effort is to tell a great story, and hopefully through that story, you are able to reveal something about an issue or a question that

is meaningful or important. All my films are about people I find inspiring in one way or another, but each of my films is also about something larger. I made a film about my brother who is on the Autism Spectrum, which addresses the issues of how autistic people can live with dignity and meaning in the world. I made a film about a young lesbian couple on a quest to have a baby that looks at the emotional and literal costs of infertility. I made a film about the writer Robert Caro and his editor that looks at what it takes to reveal the truth of how power works in our country - on both an urban and national level. In teaching filmmaking, I try to use my own experiences - the struggles and the success - to teach students how to craft a story from real life that will make people care. If you can make people care about a subject through story, you have harnessed an incredible power. I want my students to figure out what they care deeply about - what stories they feel compelled to tell - and then I try to give them the skills to tell that story in a way that will have the biggest possible emotional impact.”

**How do you engage students in complex global issues, and what do you believe are the most important skills students should develop in this field?**

“Much of what I teach is the practical craft of filmmaking. How do you frame a shot to best support the story you are telling? How do you conceive of a person or an issue as a story? How do you identify and dramatize what a person needs and what obstacles they are facing?

I devote multiple classes to the craft of interviewing. How do you listen actively? How do you ask questions that elicit vibrant, energized, and compelling answers? How do you pull a story out of someone? Some of my students I hope will go on to have careers in filmmaking and some will not. I hope that these skills will stay with them and apply to other areas of work and life.”

**What advice do you give to students looking to make an impact in international policy or global governance?**

“I encourage my students to think of documentaries not as a way to make a statement, but as a way to ask a question. This may sound corny, but I think it's essential, both as filmmakers and as people seeking to make an impact on the world.”

**If you could recommend one book or resource to students interested in international and public affairs, what would it be and why?**

“I would suggest everyone read Robert Caro's The Power Broker and his Lyndon Johnson books. (I made a film about Caro, but that is not the reason!). I think those books help us understand how power works in America more than any other books I have read. When you read them you feel like you are in on a secret, you feel you've gained profound insight into why the world we live in is the way it is. And also, they are incredibly fun to read!”