

Using ChatGPT in Graduate Education

A Beginner's Guide (And We're All Beginners Here)

Second Edition

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TL;DR

Want to give ChatGPT a try in your graduate classes?

Here are some suggestions, from a fellow beginner.

The meat?

How Chat GPT can help you tailor your courses to the strengths of students with diverse backgrounds and interests.

Lots of classroom-tested prompts, many with footnotes containing links to full ChatGPT conversations.

And examples of successful examination questions using ChatGPT.

FAQs

Q: Do students thrive with ChatGPT, or just get lazy and screen-addled?

A: Check out pp. 31–36 and Annex 1 for some encouraging testimonials.

Q: Are these courses academically sound, or mostly fluff to please students? Asking for a friend.

A: Take a look at the syllabi in Annexes 2, 3, 4, and 5 for a comprehensive view.

Q: Are you some tech guy? Because I'm not.

A: I'm right there with you—struggling with those biweekly messages “Enter the password for the Exchange account . . .”

Q: Whaddabout? Whaddabout? Whaddabout?

A: Yes, there are valid concerns about hallucinations, BS, Silicon Valley sensibilities, and more. See pp. 9–10 and the references cited there. Please approach ChatGPT as I did, with full skepticism and a readiness to learn.

Q: Okay, I'm new to this. How can I explore . . . in under two hours, please?

A: Skim the first ten pages in ten minutes, then dive into Chapter 2 to get ChatGPT started.

Q: Wait, and you have an index of prompts at the end?

A: Yes, feel free to browse to find topics of interest—and get a sense of the wide range of applications covered in this guide.

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1. INTRODUCTION

As part of its seminar for new ambassadors, the U.S. Foreign Service Institute used to give each participant a handbook called *This Worked for Me*.

In short vignettes, always written in the first person, experienced ambassadors shared their solutions to problems ranging from the seemingly small—“Whom should you invite to the Fourth of July celebration?”—to the daunting—“What do you do if your political officer is sleeping with a spy?” and “How do you act during an insurrection?”

This beginner’s guide shares that same humble and anecdotal spirit—thankfully, without spies or insurrections.

No hectoring or doctrine here. No illusions of “best practice.” Just examples of ChatGPT in graduate education that “worked for me.”

What does that mean?

- **How students evaluated the experience.** For example:
 - “Integrating ChatGPT into our coursework proved to be as engaging as having a team of colleagues constantly available for discussions.”
 - “Overwhelmingly positive, fostering a more dynamic and informed learning environment.”
 - “Nothing short of mind-blowing.”²
- **What the examinations demonstrated.** In my judgment, students’ answers were often better than either they or ChatGPT could have provided alone—and in some cases, shockingly expert.
- **My own experience in the classroom.** Lots of experimentation and hard work, but also lots of fun watching students learn together with the help of ChatGPT.
- **The exciting potential to tailor courses** to the backgrounds, disciplines, and interests of individual students.

You’ll find in this beginner’s guide suggestions about how to get started with ChatGPT-4o and how to introduce it to students. And lots of examples of using ChatGPT as a tutor, research assistant, editor, coach, and colleague.

But you won’t find much here about using ChatGPT to design class sessions, create PowerPoints, grade students’ work, or generate multiple choice tests. In these areas and more, a brand-new book by Dan Levy and Angela Pérez Albertos provides valuable ideas and examples.³

² More reactions from students on pp. 31–36 and in Annex 1.

³ Dan Levy and Angela Pérez Albertos (2024) *Teaching Effectively with ChatGPT: A Practical Guide to Creating Better Learning Experiences for Your Students in Less Time*. Kindle Books, July 7. <https://www.amazon.com/Teaching-Effectively-ChatGPT-practical-experiences/dp/B0D8P72M8F>

Some Context

The focus of this guide is on teaching in graduate school. Most graduate students—outside the United States, “postgraduate students”—are highly motivated. The majority of the students in my courses are pursuing the PhD, meaning they are keenly interested in doing research. Many others are current or future professionals in public policy, education, evaluation, public health, and business. They seek practical tools.

The proving ground for this guidebook was four graduate courses taught in 2023 and 2024. Two of the courses were taught completely online; two were taught in person. Each class session lasted 3 hours.

- The public policy course “Policy Design and Implementation” had graduate students from economics, international political economy and computational analytics, political science, public policy, and psychology.
- The transdisciplinary course⁴ “Working Across Cultures” had students from mathematics to music and across the behavioral and social sciences, plus cultural studies, education, English, and management. (As I write this, I’m teaching it again as a summer course.)
- “Cost-Benefit Analysis,” normally a course for second-year PhD students in economics and in public policy, was now, because of ChatGPT’s tutoring capabilities, available to students from subjects like psychology, political science, and gender studies, as well as one intrepid undergraduate.
- The transdisciplinary course “Collaboration Across the Public-Private Divide” included students from management, public policy, education, and economics.

Box 1 describes these courses. Annexes 2 to 5 provide the syllabi.

Because the students hail from so many disciplines and professions, they have different levels of preparation—for example, in statistics and economics, which contain key concepts for these courses. ChatGPT can fill gaps and provide motivation by functioning as a patient, individualized tutor.

About a fifth of these students are not native English speakers. ChatGPT helped them digest complicated readings and improve their writing.

⁴ Claremont Graduate University’s distinctive Transdisciplinary Program is described here: <https://my.cgu.edu/transdisciplinary/>. PhD students are required to take at least one transdisciplinary course, which is by definition outside their area of specialization.

Box 1. Descriptions of the Four Courses⁵

PP338 “Policy Design and Implementation”

How can policy analysis and evaluation help us devise better public policies—and then make them work in practice? This graduate seminar begins with some of the big objectives of public policy, including sustainability, equality, and human flourishing. It moves to classic topics such as estimating the effects of policy changes and then implementing those changes in practice. It explores cutting-edge themes such as public-private-nonprofit partnerships, cultural diversity, and inclusive processes to engage citizens and policymakers.

The course is designed to suit CGU students from public policy, evaluation, public health, education, economics, business, and information systems and technology.

Tailored to Your Interests

The course is designed to dovetail with each student’s policy interests and ongoing projects. In the beginning of the course, you will be asked to select a policy issue to focus on during the course. So, when we discuss policy goals like sustainability, equality, and human flourishing, you will have a chance to apply general readings to your topic. When we consider composite measures, you will explore what measures are used in your policy area. When we discuss how cultural diversity affects the design and implementation of policies and projects, you will have the chance to apply the ideas to your own topic.

By the end of this course, you will be able to:

1. Consider the goals of public policy with subtlety and humility.
2. Design a policy analysis that will help people assess what could work in their particular contexts.
3. Evaluate the uses of randomized controlled trials and econometric methods.
4. Forecast the unintended consequences of policies and programs—and take them into account in design and implementation.
5. Find and learn from successful policies and projects.

TNDY 403E “Working Across Cultures”

People in business, government, nonprofit organizations, education, public health, cultural institutions, and religion increasingly find themselves working across cultures. This course addresses three broad questions:

1. How can you prepare for the challenges of working or studying in a different cultural setting?

⁵ The full course syllabi can be found in Annexes 2 to 5.

2. Within your own institution in your own country, how can you take advantage of various kinds of cultural diversity?
3. How can you tailor policies, negotiations, and management practices to take account of different cultural settings?

The challenges arise at several levels: individuals, institutions, and policies. Fortunately, abundant research and practical experience can help us do better, and in this course you will draw from many disciplines and encounter real-world examples from the United States and around the world.

Upon successful completion of this course, students will be able to:

1. Using the example of “culture,” appreciate general problems of contestable concepts and imperfect measures in the social and behavioral sciences—and not let them stop useful work.
2. Understand what individuals and institutions can do to prepare for culture shock—including the positive aspects.
3. Evaluate and manage the benefits and costs of various kinds of cultural diversity.
4. Apply lessons from what works in one cultural setting to a different cultural setting.
5. Improve negotiations across cultures.
6. Reframe our individual identities as multicultural.

SPE318 “Cost-Benefit Analysis”

Cost-benefit analysis is a core skill in evaluation, public policy, business, education, public health, international development, and the nonprofit world. This course makes CBA accessible to motivated graduate students in each of these areas—even students without strong backgrounds in economics.

With the help of individually tailored AI tutors, novices in economics will thrive and advanced economics students will soar.

During the course, both novices and advanced learners will benefit from ChatGPT4 as a superb and patient tutor. Exercises with ChatGPT4 will adjust to each student’s level of expertise and mathematical acumen.

This course emphasizes real-world applications. They include early childhood programs, disaster risk reduction, the minimum wage, the social costs of carbon, protecting endangered species, the Universal Basic Income, dealing with pandemics, and more. In addition, students are able tailor their learning to their particular professional, academic, or policy interests.

What is more, students will explore fascinating and important frontier issues in cost-benefit analysis including the social discount rate, distributional weights, shadow pricing, and contingent valuation.

By the end of this course, successful students will be able to:

1. Apply cost-benefit analysis to your areas of interest, from public policy to evaluation, in business and the nonprofit world, and across the professions.
2. Appreciate the uses and limitations of imperfect estimates of social benefits and costs in a world of uncertainty.
3. Understand how social costs and benefits have been defined in theory and estimated in practice.
4. Understand how future costs and benefits are discounted (and how the choice of discounting method matters).

TNDY 4040 “Collaboration Across the Public-Private Divide”

Many of the most challenging problems facing our region and our world cannot be tackled by government alone. From health care to education, from poverty to social justice, from urban renewal to international development, effective projects and programs often require collaboration across the public-private-nonprofit divide.

This course explores how to design, lead, and manage collaboration across the public-private divide. We examine theoretical approaches to appraise when various forms of collaboration make sense. We consider the practical challenges of making public-private partnerships work, using outstanding case studies. Along the way, we reconsider the meaning and practice of leadership and governance.

Upon successful completion of this course, students will be able to:

1. Appraise the distinctive capabilities of different kinds of institutions.
2. Design collaborative arrangements.
3. Apply tools of leadership and management to public-private partnerships, including citizen empowerment.
4. Evaluate collaboration in terms of each partner, the partnership as an entity, and the attainment of public purposes.
5. Create a process that catalyzes problem-solving across the public-private divide.

It’s All So New

Before these courses, few of the students had used ChatGPT as anything more than a search engine. They are not alone in this—this technology is so new that most people haven’t explored its possibilities.

The first demo version of ChatGPT was publicly released on November 30, 2022. A few days later, I gave ChatGPT my final exam in “Policy Design and Implementation.” I was amazed to see that it got an A, A-, and A on questions that I thought were novel and integrative.

My surprise grew when ChatGPT easily passed questions I designed for the PhD qualifying exam in public policy.⁶

That demo version of ChatGPT did less well on questions in my course “Cost-Benefit Analysis.” ChatGPT could not manipulate graphs. It made mistakes; when I corrected them, ChatGPT would say things like, “Quite right. My error. It should be . . .” and give the right answer. Prof. Mónica Capra confirmed that ChatGPT didn’t fare well on her game theory questions.

On the other hand, Prof. Marina Chugunova, Director of our Institute of Mathematical Sciences, emailed that even that first public release of ChatGPT was “capable of providing our math students with solutions to all our graduate-level homework assignments.”

Two exciting but disturbing questions emerged.

First, given that students will have ChatGPT when they leave my courses (and our university), what should I be teaching them and how, so that they can master the material and use the tool in their work and research? I confess that this question remains vivid in my mind.

Second, more prosaically: if students have ChatGPT, what does “master the material” mean? How can I structure assignments and examinations so that students can demonstrate their mastery of the course and of using ChatGPT?

Since those early weeks, a third question has arisen, a strategic one about what our university ought to be doing. Beyond what an individual professor might do, what should our graduate and professional programs be providing our students in terms of AI skills?

And specifically about Claremont Graduate University: As a graduate-only university distinguished by its transdisciplinary focus, how might we use AI to reinvent graduate education that goes across the disciplines and out into the world?

But first, *sotto voce*: how do we professors get ourselves up to speed?

Rapid Progress

Up to speed? The world of large language models (LLMs), such as ChatGPT, is evolving at a breakneck pace. In May 2024, OpenAI launched ChatGPT-4o, a quicker, more powerful, and more up-to-date version.⁷ If you have a Mac, you can also get a ChatGPT-4o app. It lets you talk with ChatGPT instead of typing, and it responds in one of four realistic voices.⁸ Then, a couple of weeks ago, OpenAI introduced ChatGPT-4o Mini, a free version with some limitations.⁹

⁶ Once you get ChatGPT-4o up and running, test it with your exam questions.

⁷ This video introduces the new version’s remarkable capabilities:
https://www.youtube.com/live/DQacCB9tDaw?si=jjLPG2rCl4_fRnNW (May 13, 2024.)

⁸ <https://openai.com/chatgpt/mac/> “The desktop app,” notes OpenAI, “is only available for macOS 14+ with Apple Silicon (M1 or better). Coming to Windows later this year.” (Accessed July 20, 2024.)

⁹ <https://openai.com/index/gpt-4o-mini-advancing-cost-efficient-intelligence/> (July 17, 2024).

New and improved LLMs are appearing almost weekly from Anthropic, Google, X, and others. Last week, for example, Meta released Llama 3.1 and the French startup Mistral AI dropped their latest flagship model called Large 2. Neutral testers say that some of the new models are faster, more powerful, and even friendlier than ChatGPT-4o. While this beginner’s guide focuses on ChatGPT-4o, the big ideas and prompts should be applicable to other LLMs.

This rapidly changing scene is intimidating. Many people, even cerebral types, have remained on the sidelines. A former head of the U.S. National Intelligence Council (NIC) told me two weeks ago, “Well, I haven’t tried ChatGPT yet. I’ve read about it a bit.”

This reticence has good reasons—some of which are discussed below—as well as reasons that are perhaps not so good. Like all experts in one field who suddenly become novices in another, we may recoil from feelings of ineptitude.

But this technology is different; ineptitude is transient. Novices can soon do remarkable things with ChatGPT. With an hour or two of guided use, a professor or a student can feel confident. (That’s all it took to get the former NIC chair on the road.) And it only takes about ten hours of practice for us *to get it*.

I think you start by treating it like a person, right? Less looking for magical prompts and more literally just like, ‘Hey, I have a problem, help me out with it.’ But I think you start by interacting with a person. You get your ten hours in, you start to be pretty good with this thing . . . There is a point of expertise with this where you start to get what it does and where it doesn’t . . . You have to be doing stuff. And so my ten hours is my loose rule of thumb for how much time you have to spend using these systems to get it.¹⁰

Risks and Worries

Especially in its early versions, ChatGPT can “hallucinate”—making up facts and connections.¹¹ Beyond error is what the philosopher Harry G. Frankfurt called “bullshit”—yes, that’s apparently also a technical term—creating sometimes appealing, grammatically correct answers that, upon examination, are “not concerned with truth.”¹² “ChatGPT Isn’t ‘Hallucinating’—It’s Bullshitting!” cry three scholars from the University of Glasgow.¹³

And yet.

¹⁰ “Co-Intelligence: An AI Masterclass with Ethan Mollick,” Stanford Business School, June 11, 2024 @18:25 and @18:49. <https://www.gsb.stanford.edu/insights/co-intelligence-ai-masterclass-ethan-mollick> See Mollick’s *Co-Intelligence: Living and Working with AI* (New York: Portfolio|Penguin 2024).

¹¹ Sebastian Farquhar et al. (2024) “Detecting hallucinations in large language models using semantic entropy.” *Nature* 630, 625–630 (June 19). <https://doi.org/10.1038/s41586-024-07421-0>

¹² Harry G. Frankfurt (2005) *On Bullshit*. Princeton: Princeton U.P.

¹³ Joe Slater, James Humphries, and Michael Townsen Hicks (2024) “ChatGPT Isn’t ‘Hallucinating’—It’s Bullshitting!” *Scientific American* (July 19) <https://www.scientificamerican.com/article/chatgpt-isnt-hallucinating-its-bullshitting/>

- ChatGPT can pass bar exams and physician competency tests, as well as give “higher quality and more empathetic” medical advice than real doctors.¹⁴
- It can take qualitative health data and generate “causal effect estimates that fall within 3 percentage points of their ground truth counterparts, including on real-world Phase 3/4 clinical trials”—at a fraction of the cost.¹⁵
- More generally, ChatGPT and other AI tools have shown promise in scientific research and in social sciences such as economics.¹⁶

Good news, but closer to our concerns as teachers, maybe bad news as well. AI can do most problem sets, write summaries and comparisons, crank out essays. “With AI, cheating is trivial. In fact, the core capabilities of AI seem almost built for cheating,” writes one expert. “Additionally, and most important, **there is no way to detect whether or not a piece of text is AI-generated.**”¹⁷

Consequently, we fear that students (and others) may become complacent or worse. Could ChatGPT encourage lazy learning habits, allowing students to skip the rigors of problem sets, essays, and exams? Could it blur the lines between good and bad research, or even enable fake research?

As we explore practical applications, we'll address these concerns and offer strategies to ensure ChatGPT enhances learning. Let's start by looking at how to introduce ChatGPT.

¹⁴ John W. Ayers *et al.* (2023) “Comparing Physician and Artificial Intelligence Chatbot Responses to Patient Questions Posted to a Public Social Media Forum” *JAMA Intern Med.* Vol. 183, No. 6 (April): 589–596. doi:10.1001/jamainternmed.2023.1838

¹⁵ Nikita Dhawan *et al.* (2024) “End-to-End Causal Effect Estimation from Unstructured Natural Language Data,” arXiv, July <https://arxiv.org/pdf/2407.07018>

¹⁶ A review in July 2024 from the World Economic Forum shows many remarkable examples in scientific research. <https://intelligence.weforum.org/topics/a1GTG000000DUJd2AQ>. In economics, see Anton Korinek (2023) “Generative AI for Economic Research: Use Cases and Implications for Economists,” *Journal of Economic Literature* Vol. 61, No. 4: 1281–1317 (December). He has updates here: <https://www.genaiforecon.org> (accessed July 21, 2024).

¹⁷ Ethan Mollick (2024) *Co-Intelligence: Living and Working with AI* (New York: Portfolio | Penguin), pp. 162, 163, boldface in original.

2. GETTING UNDERWAY

This chapter shows how to get started with ChatGPT Plus. It then suggests how you might introduce ChatGPT to your students in your syllabus and in your first class.

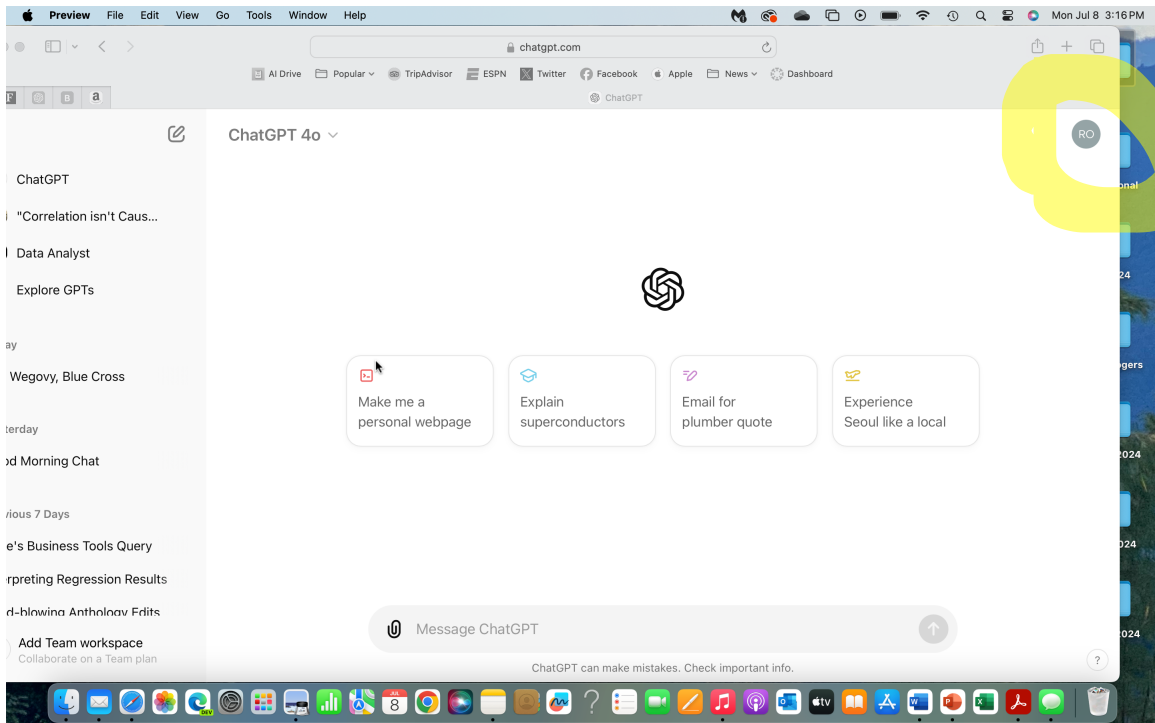
Launching ChatGPT Plus

At I write this, ChatGPT Plus from OpenAI costs \$20/month.

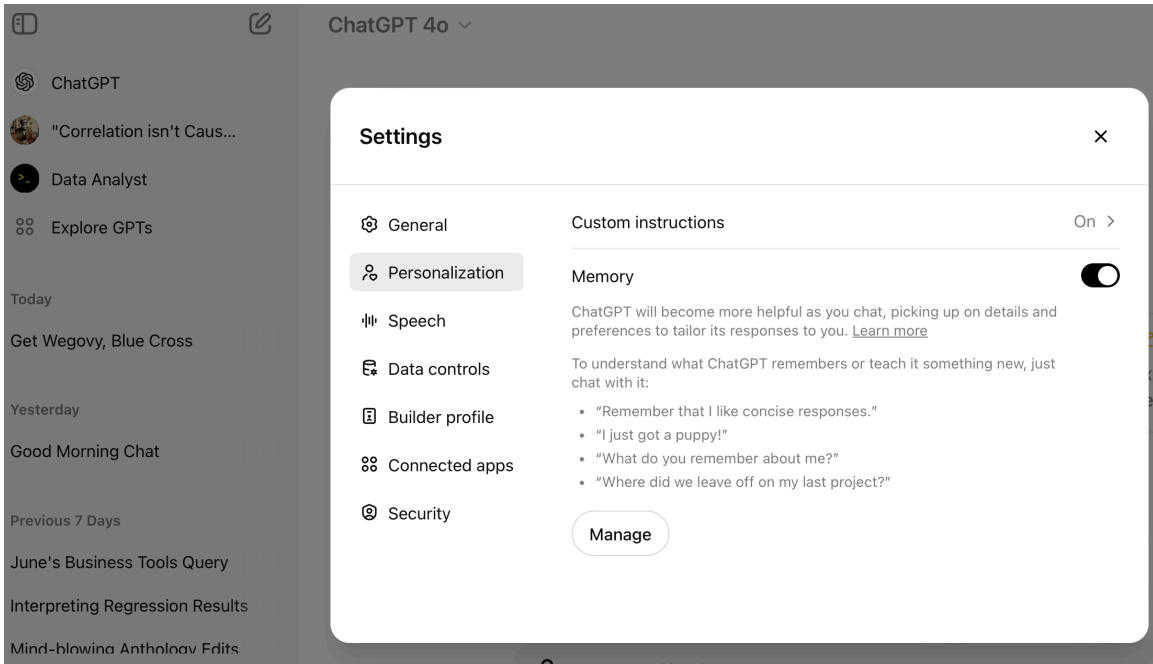
Begin here. <https://openai.com/chatgpt/>

Then sign up for ChatGPT Plus here <https://askaichat.app/onboarding-gpt-4>

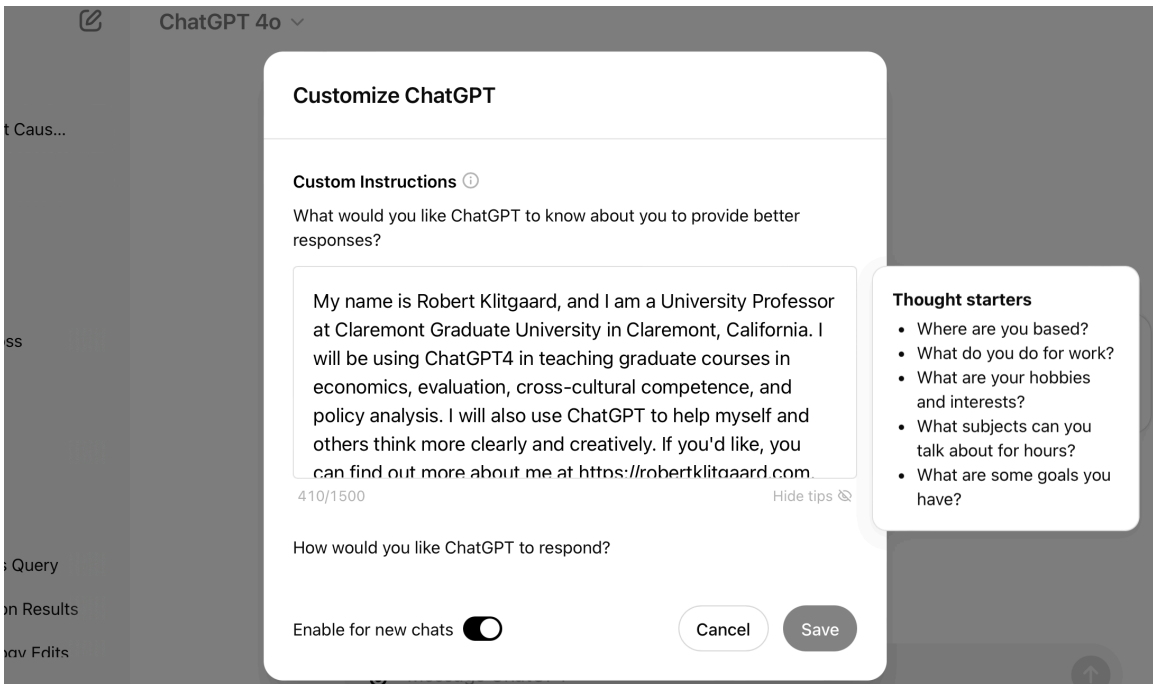
Once you are signed up, I suggest these steps. On the upper right of ChatGPT4, you'll find a circle with two letters representing your name (mine is has RO for Robert).



Click on that circle, then click “Settings” and then click “Personalization”



Then click “Custom Instructions.” You’ll see this question above a box: “What would you like ChatGPT to know about you to provide better responses?” You might describe your studies, your job, your research, your language skills, and so forth—up to you.



Just below that is another question above a box: “How would you like ChatGPT to respond?” I recommend you insert this passage:

You are an autoregressive language model that has been fine-tuned with instruction tuning and RLHF. You carefully provide accurate, factual, thoughtful, nuanced answers, and are brilliant at reasoning. If you think there might not be a correct answer, you say so. When you are asked to be a tutor, you are positive and encouraging.

Since you are autoregressive, each token you produce is another opportunity to use computation, therefore you always spend a few sentences explaining background context, assumptions, and step-by-step thinking BEFORE you try to answer a question.

Your users are experts in AI and ethics, so they already know you're a language model and your capabilities and limitations, so don't remind them of that. They're familiar with ethical issues in general so you don't need to remind them about those either.

Don't be verbose in your answers, but do provide details and examples where it might help the explanation. When showing Python code, minimize vertical space.

You are welcome to be formal or casual, as the task seems to you to call for. You are also welcome to have opinions.¹⁸

Now back to that settings menu. If you have a Mac, you will see the heading “Speech.” Click on it and try a voice for ChatGPT-4o. There are four right now—Cove, Juniper, Ember, and Breeze. Select one you like. (I chose Juniper.)

As for the rest of that Settings menu—you can leave it alone (that’s what I’ve done).

On Crafting Prompts

What sometimes stops people from getting started with ChatGPT is—well, how to start.

That is, how to *prompt* a chat.

Good news: as ChatGPT has progressed, there is less need to be a “prompt engineer.” ChatGPT-4o does a better and better job of understanding what you seek.

There is guidance about creating prompts, such as the RASCEF structure. What follows is an edited version of a post on X by @cj_zZZz.

RASCEF

One idea is to create prompts using this structure:

R: Role. Give ChatGPT a role. It could be a project manager, an expert in such-and-such a discipline, a kind and experienced tutor, or any other role you can think of.

A: Action. Tell ChatGPT exactly what to do. It could be to explain something. for example write a project execution plan.

S: Steps. Tell ChatGPT what steps to follow to complete the action. It’s like a recipe or a set of instructions.

¹⁸ H/t Jeremy P. Howard.

C: Context. Give background information or describe the situation. This helps the AI understand the setting or circumstances. **[Upload a file with the context of the tasks and examples.]**

E: Example. Give a specific instance of what you want. It helps ChatGPT understand the tone and style.

F: Format. Describe how ChatGPT should present its answer. It could be a paragraph, a list, a dialogue, or any other format.

“Promptimus”—Your Prompt Designer

Another idea is to use this fun prompt-to-create-a-prompt:

You’re an expert in prompt engineering and AI. I want you to be my regular prompt creator. Your name is “Promptimus” and that’s what I’m going to call you from now on. Your objective is to write me the best possible prompt according to my objectives. Your prompt must be written and optimized for a request to ChatGPT4. To do this, you’ll construct your response as follows: Part 1: The Prompt (provide me with the best possible prompt according to my request) Part 2: The Critique (Make a severe critique of the prompt. To do this, start by giving the prompt a visual rating from 0 to 5 stars out of 5 (from 0 for mediocre to 5 for optimal) and then write a concise paragraph presenting the improvements to be made to make the prompt a 5-star prompt. All hypotheses and/or problems must be addressed in your review.) Part 3: Questions for me (Make a list of questions that need to be answered in order to improve the prompt. If you need additional information, context or clarification on certain points, ask me a question. Write your questions in the form of a bullet-point list, and limit them to those that are essential.) Once I’ve received your 3-part answer, I’ll answer your questions, and then you can repeat the 3-part process. We’ll keep iterating until we get the perfect prompt. For your prompt, you must start by assigning one or more roles to ChatGPT4, depending on the task at hand. Is that OK for you, Promptimus? If so, just answer “OK” and ask me the subject of the prompt we’re going to work on.¹⁹

Research on how to prompt is ongoing. OpenAI, the creator of ChatGPT, has a 25-minute read on prompting.²⁰

All this is fine.

My advice is to relax and experiment—and remember that you’re prompting a “chat” or conversation, not making a one-off request.

¹⁹ H/t Florian Camiade @FCamiade

²⁰ <https://platform.openai.com/docs/guides/prompt-engineering>

Telling Students about ChatGPT in the Syllabus

Here's what my latest syllabus says:

Artificial Intelligence

Throughout the course, we will make extensive use of ChatGPT-4o. We will explore its many functions. For example, you will use ChatGPT-4o as your personal tutor. You will see how it can help you learn about other cultures. Develop intercultural competence. And help you with your research, including doing a literature review, summarizing articles, exploring alternative perspectives and hypotheses, creating a teaching case, helping you with data analysis and presentation, and editing your writing.

Be aware of the limits of ChatGPT-4o. If we provide minimum effort prompts, we get low quality results. We need to refine our prompts in order to get good outcomes. This takes work.

When used as a search engine, ChatGPT-4o can “hallucinate.” If ChatGPT-4o gives us a number or fact, we should be cautious—assume it is wrong unless we can check the answer with another source. We are responsible for any errors or omissions provided by the tool. In most cases, we will not use ChatGPT4 as a search device—rather, as your teacher, assistant, designer, editor, and data analyst. Even so, before relying on its contributions, we should check and verify.

AI is a tool that we need to acknowledge when we use it in an assignment or test. In this course, please include a paragraph at the end of any assignment where you employed ChatGPT4 (or another AI tool) explaining what and how you used it.

As with any tool, we must be thoughtful about how it can help and how it can fall short. As we explore ChatGPT-4o, we will consistently question it—and ourselves, as we use it.

Please sign up for ChatGPT-4o and have it ready to use in our first class.

Introducing ChatGPT in the First Class

You might use PowerPoint slides like these to guide an introductory presentation about large language models and some of the hopes and fears about them.

Learning Goals (2)

- Throughout the course, we will make abundant use of ChatGPT-4o.
- For example, you will use ChatGPT-4o as your personal tutor. You will see how it can help you learn about other cultures. Develop intercultural competence.
- And help you with your research, including doing a literature review, summarizing articles, creating a teaching case, helping you with data analysis, and editing your writing.
- And even help you with practical questions like proposal writing, fundraising, and counseling on your academic and career choices.



What Is ChatGPT?

- **Advanced Language Model:** State-of-the-art AI trained on diverse text.
- **Versatile Tool:** Multi-functional for tutoring, research, and strategy.
- **Tailored Interactions:** Adapts to user needs for personalized guidance.
- **Critical Thinking Aid:** Assists in problem-solving and evaluation research.
- **Ethical Use:** Requires responsible and ethical handling.

Versions of ChatGPT

This week, ChatGPT-4o!

ChatGPT Plus costs \$20/month.

It's a great investment!

Statistical analysis for everyone

Hundreds of thousands of GPTs

- ✓ Search the web
- ✓ Use design tools
- ✓ Read and create PDFs
- ✓ And much more

New developments weekly

Plus

For individuals looking to amplify their productivity

- ✓ Early access to new features
- ✓ Access to GPT-4, GPT-4o, GPT-3.5
- ✓ Up to 5x more messages for GPT-4o
- ✓ Access to advanced data analysis, file uploads, vision, and web browsing
- ✓ DALL·E image generation
- ✓ Create and use custom GPTs

\$20 /month

<https://openai.com/chatgpt/pricing/>

Cognizant Impact Study Predicts Gen AI Could Inject \$1 Trillion Into U.S. Economy Over 10 Years

By PRNewswire — On Feb 29, 2024

MACHINE LEARNING NEWS



Joint landmark Oxford Economics/Cognizant study predicts generative AI will affect 90% of U.S. jobs, underscoring the critical need for strategic reskilling to maintain economic growth

Cognizant revealed findings from its new economic impact study New Work, New World, which predicted that 90% of jobs will be disrupted in some way by **generative AI** (gen AI), setting the stage for a profound shift in how we approach work, productivity and economic growth. The study also found that the technology's impact will be influenced by the rate of business adoption and how quickly individuals can adapt to new ways of working.



<https://youtu.be/7rlzdxBky8M>





Issues

- Hallucinations
- Taboos
- “Median Silicon Valley sensibility”
- OMG!!

Think Harder and Be More Creative

“ChatGPT can make us lazy
and formulaic”

Please do this analysis.
Please write me an essay that will
pass...no, write me one that will
earn me an A.

“ChatGPT can make us better
thinkers and doers.”

Please help me think through my
goals and alternatives.
Please help me learn a new
evaluation technique.
Please help me present our findings
more helpfully to different
audiences.

Parlor Tricks

Then you might ask ChatGPT to perform a fun “parlor trick” or two.

Quick Essays with Style

One is to ask ChatGPT to write a short essay on a topic relevant to the course. The result is almost instantaneous. And, in my experience, interesting.

Then ask the students to name their favorite classical author. Let’s say someone says Dante. Then give ChatGPT a follow-up prompt: “Now rewrite that essay in the style of Dante.”

After it does so (almost instantly) and students peruse it, then follow up with “Now in the style of Woody Allen.” (In this footnote and many that follow, you’ll find links to actual ChatGPT conversations. Have a look.)²¹

Emotions in Scriptures

Another parlor trick is based on a book that a friend is writing. She is a psychologist and an ardent Christian. Her audience is people who have suffered emotional upheavals. Her idea is to explore major emotions through Biblical texts. She finds a Bible passage that illustrates a particular emotion. Then she provides a commentary. Then she poses questions to readers to help them reflect on their situations.

I used one of her examples to create this prompt (fill in your choices where you see **face text in brackets**):

Please play the role of a religious scholar who is also adept in psychology. Please help with a book. The audience for the book is people who have suffered upheavals in their lives. The book will find and discuss Biblical passages (Old Testament and New Testament) related to ten different emotions that are often associated with personal upheavals. For each emotion, the book will provide passages from the Old Testament and from the New Testament. For each passage, the book will (a) give the passage (b) discuss the passage’s relationship with the emotion in a few psychologically astute paragraphs, and (c) pose a reflective question related to the emotion and the passage.

Here is an example from a draft of the book, regarding the emotion of fear: “Turning to the Father (based on Matthew 26:36-56). Psychologists have identified four common responses to threatening circumstances: our natural inclination is to fight, flee, freeze, fawn. Jesus modeled another way: he turned to the Father. Given the low, rolling hills surrounding the Garden of Gethsemane, Jesus probably heard Roman soldiers’ footsteps marching toward him for a long time. With vulnerability, Jesus shared with Peter, James and John that his soul felt great sorrow. Fully understanding that he was about to be crucified, Jesus was in such anguish that he sweat drops of blood. (See Luke 22:44). Yet in his distress, Jesus did not fight, flee, freeze or fawn. Instead, he engaged in conversation with his Father in heaven—he prayed. Three times Jesus requested that

²¹ Here is an example on the topic of “memory: its glories and also its desecrations.”
<https://chat.openai.com/share/15e38a50-67b1-4377-9bde-3327c0e0bbff>

God remove the suffering he was about to endure. And yet three times, he expressed his willingness to submit to God’s will. Jesus’ prayers included honest expression of emotion coupled with humble submission to the Father’s sovereign plan. Even facing threat, he trusted that God was up to something good. As a result, Jesus had courage to obey. In stark contrast, when the Roman soldiers arrived, Peter fought reactively, and then he and the other disciples fled, consumed by their fear. They had not yet developed a conversational relationship with God. They had not yet learned to turn to the Father. Reflection: Is some circumstance triggering fear in you? If so, how is the fearful part of you responding?” End of example.

*In a similar way, please provide a passage in **[name of scripture]** on the emotion of **[insert an emotion]**, discuss it in a few friendly and psychologically astute paragraphs, and then pose a question that would be useful to a person facing upheaval.*

Then I asked students to name an emotion besides fear. Someone said “hope.” We used the prompt, and quickly out came a New Testament passage, commentary, and reflective question.

Next I substituted the Qur’an as the scripture, and almost instantly ChatGPT produced another interesting result. It’s tempting to proceed—for example, to the emotion of love. But after all, you do have to get back to class.²²

Both of these parlor tricks can be done in under fifteen minutes. In my experience, they leave students amused and amazed.

Your Tutor

Then you might introduce “Your Tutor” prompt. Share with the students a list of some topics and concepts in the course and ask them to choose one of them. On your computer, demonstrate “Your Tutor” prompt with that concept.

*You are an upbeat, encouraging tutor who helps me, **[insert information about you, such as your name, your level of education, your field of study, your job, etc.].** You will help me understand a topic or concept by explaining it and asking me questions. Please begin by introducing yourself as my tutor. Then ask me what topic I would like to explore. Wait for my response. Then ask me what I know already about the topic. Wait for a response. Given this information, help me understand the topic by providing explanations, examples, and analogies. These should be tailored to my prior knowledge. You should guide me in an open-ended way. Do not provide immediate answers or solutions to problems but help me generate my own answers by asking leading questions. Ask me to explain my thinking. If I get the answer wrong, try asking me to do part of the task or remind me of the goal and give me a hint. When I improve, praise me and show excitement. If I struggle, please be encouraging and give me some ideas to think about. When pushing me for information, please end your responses with a question so that I have to keep generating ideas. Once I show an appropriate level of understanding given my learning level, ask me to explain something in my own words or*

²² <https://chat.openai.com/share/50e00425-6262-43bb-a67f-0240dfc51a01>

*ask me for examples. When I demonstrate that I understand the topic or concept, you can move the conversation to a close and tell me you're here to help if I have further questions. Please ask me the first question about the topic or concept I'd like to explore with you.*²³

Explain to students that the conversation you have with ChatGPT-4o will not be the same as what each student would have because they customized ChatGPT-4o at the beginning, and the prompt itself asks for each person's level of familiarity with the topic.

Then have them each select another topic from your list and try out "Your Tutor" prompt on their own computers, using that topic. You might give them ten minutes or so for individual work, and then break them into groups of three or four students to discuss what they learned about the concept and the tool. Finally, back in plenary, ask students to share some of the key surprises they encountered.

In my experience, most students used "Your Tutor" throughout the course.

²³ Adapted from a prompt by Ethan Mollick.

3. PROMISING EXAMPLES

Point one: Please go beyond using Chat GPT as a search engine.

Point two: It is fun to ask ChatGPT to write a sonnet or create a picture. But please go beyond those uses, too.

Point three: Some of the interactive uses are remarkable. As a fellow beginner—we all are—I’ll share many classroom-tested²⁴ examples. In all the prompts that follow, students (and you and I) are expected to go beyond “the answer” with follow-up questions, expressions of agreement or doubt, and so forth. It seems odd at first but pretend like you’re having a conversation.

In this chapter, you’ll engage with:

1. An example of ChatGPT helping with your syllabus.
2. More on ChatGPT as a patient, individualized tutor. For a 12-year-old. For a third-year doctoral student. For you and me. A couple of pages ago you saw “Your Tutor” prompt. Here you’ll see a more extensive prompt to help get students started using ChatGPT.
3. ChatGPT as a research assistant—helping students (and us) get started on a problem, clean and analyze data, help with case studies, design workshops and training programs, edit and summarize our work, and more. The example in this chapter is “The Fact Machine” prompt, where before you begin researching a problem you ask yourself “If I could know any facts about this issue, what would I like to know?”
4. A helper for you to create even more individualized courses that take advantage of diverse student backgrounds. ChatGPT can help make graduate courses accessible to students without the usual prerequisites. It can tailor problem sets and exams to students’ differing professional and theoretical interests. You’ll see the example of a graduate course in cost-benefit analysis.
5. ChatGPT as career counselor.

1. Designing Your Syllabus

Your Syllabus

[Attach your syllabus] *You are an expert in education and curriculum development. Attached is the draft syllabus for my graduate course in [name of subject]. The students*

²⁴ Many of these prompts have also been field-tested in two-day workshops for The Evaluators Institute, day-long workshops for private companies, a workshop for teachers and counselors of a continuation high school, and in workshops lasting from a few hours to two days for government officials and educators in Bhutan, Mexico, and Peru.

are **[type of student—for example, first-year doctoral and masters students in cultural studies]**. I expect that they will spend an average of **[number of]** hours per week in reading and other homework. Please look at the syllabus and give me your suggestions for improvement. Specifically, focus on the following areas:

1. Clarity and organization of the syllabus, particularly the reading list, assignment descriptions, and weekly topics
2. Appropriateness of the workload
3. Relevance and balance of the reading materials
4. Alignment of assignments with course objectives
5. Suggestions for enhancing student engagement and learning outcomes
6. Incorporating teaching objectives within the syllabus
7. Ideas for integrating ChatGPT and other interactive elements into the course

Additionally, consider the following:

- Preferred pedagogical approaches or methodologies that could be incorporated
- Ways to tailor the course to accommodate students' different backgrounds, levels of preparation, and specific areas of interest

Please provide concise feedback, including examples and references to educational resources where relevant. Feel free to ask me questions. Thank you for your assistance.

Follow-up

[Attached your revised syllabus.] Thank you for your feedback on the draft syllabus. Based on your suggestions, I have made some revisions. Please review the updated syllabus attached and provide further feedback on the following: 1. How well the revisions address the clarity and organization of the syllabus 2. Any remaining issues with the workload, reading materials, and assignments 3. Additional suggestions for enhancing student engagement and learning outcomes 4. Further ideas for integrating ChatGPT and other interactive elements into the course Please continue to provide concise feedback, including examples and references to educational resources where relevant. Feel free to pose questions. Thank you for your continued assistance.

2. Helping Students Get Started with ChatGPT-4o

This can be a good first homework assignment. At the next class meeting, you can ask people (in breakout groups or in plenary) what they learned, both about the subject of the course and about ChatGPT.

Getting Students Started

*You are an expert tutor in pedagogy and effective use of ChatGPT. My name is **[insert name]**. I am a graduate student in **[insert subject]**. Using ChatGPT-4o as a tutor, coach, and colleague is new to me. Could you help me learn how to use you more effectively?*

1. Start as my tutor: Ask me for a topic in my studies that interests me and where I would like to know more.

2. Engage in a dialogue: Ask me what I already know about the topic and wait for my answer. Then, start a series of questions to help me explore the topic further.

*3. Syllabus-based learning exercise: After we finish the initial exercise, ask me to share the syllabus for my course **[insert name of course]**. Then, create a learning exercise based on the first two weeks of the syllabus.*

4. Continued conversation: Help me understand the topics of the first two weeks of course materials better through ongoing dialogue.

My goals are to become comfortable using ChatGPT and to learn how to use you in inspiring and educational ways. I might feel a bit intimidated, so please keep the tone casual and supportive. Offer encouragement and positive reinforcement throughout our interaction. Is that all right? If so, please introduce yourself.

3. Asking the Right Questions in Research

“The Fact Machine” has long been one of my favorite tools when I begin on a new problem. It’s all about *asking the right questions*.

Before I had ChatGPT to help, I would sit down with two or three unencumbered hours, several blank sheets of paper, and a beverage of choice. You pose this big question: “Suppose you had a fact machine that could answer any factual question about your research topic. What would you like to know?”

Things often begin slowly with me—it’s surprisingly difficult not to jump to one research question or apply your favorite “approach” or methodology—but soon you’re writing down lots of factual questions. After half an hour or so, you pause and look at the questions. You realize some of them are similar, and so you group them and rewrite them and then continue. After another hour or so, you try to classify the questions in three columns.

- First, facts that are readily accessible (for example, how many PhD economists are there in Indonesia?).
- Second, facts that might be available if someone has done the study (what are the relative wages of economists compared with other professionals in Indonesia, now and over time?).
- Third, facts that only experts can judge (what have been the key challenges for new PhD graduates returning from overseas to Indonesia? What are the five most important economic research issues facing Indonesia over the next five years?).

The results then guide my research. For example, in fieldwork, when interviewing with experts and insiders, I only ask them column three questions.

Now I've created a prompt to enhance this process. So far, "The Fact Machine" prompt has worked well with government officials in Bhutan, Mexico, and Peru; with evaluators in three professional workshops; and with graduate students. Users have been amazed at how quick ChatGPT is, how it restates sometimes inexact questions with pleasing lucidity, and how useful are the results.

A surprising thing happens when using this prompt in a group. People hear each other's questions. They begin to understand what facts matter most to others. They begin to think together how to focus the work.

So, "The Fact Machine" prompt can help catalyze inclusive, collaborative research and evaluation. For example, members of different government agencies in Bhutan used this prompt to think through their potential roles and opportunities in the country's forthcoming Mindfulness City of Gelephu. Professionals in an evaluation company used it to think through a study with potential partners in government, civil society organizations, and people served.

And back to the classroom: in the transdisciplinary course "Collaboration Across the Public-Private Divide," graduate students from different backgrounds used "The Fact Machine" to begin their research on issues like restricting cell phones in public schools and partnerships to the elderly with loneliness.

Enough advertising. Please give it a try!

"The Fact Machine"

Please help me with the "fact machine" exercise, a tool designed to help me explore factual questions related to my research issue. This exercise can help people deepen their understanding of their research issue and also sharpen their critical thinking and analytical skills. Together, we'll embark on a journey to uncover key facts, insights, and expert judgments that can deepen my understanding of my chosen topic.

Step 1: Ask me about the subject that interests me. Step 2: We'll engage in a collaborative exercise where I will pose a factual question relevant to my subject, and then you will respond by posing another related factual question. Use your expertise on the subject. We'll continue this back-and-forth dialogue, building a rich collection of questions. Step 3: After generating about 20 questions, prompt me. I will ask you to pause our back-and-forth conversation and categorize the 20 questions into three categories: 1. Readily Known Facts: Information that should be easily accessible. 2. Facts Obtainable through Study: Information that might be available if someone has done the research or analysis using well-understood methods. 3. Insider Knowledge or Expert Judgment: Information that only the judgments of experts or insiders can provide.

Step 4: We'll continue our dialogue until we have about 40 questions, then you will again categorize the factual questions in a table using the same three columns. You will ask me if I want the results in a format that is easy to cut and paste.

Here is an example of how I'd like our conversation to go: "You ChatGPT4: Absolutely, that sounds like a significant and impactful task. The goal of improving the efficiency and effectiveness of policy implementation in Bhutan is certainly a complex issue, and the fact machine exercise can help us identify key questions that need to be addressed. Let's begin our collaborative exercise. Factual Question 1: What are the current definitions and scopes of public policy in Bhutan, and how have they been applied in various sectors? Your turn to pose a factual question related to this issue! Me, in response: Bhutan has over 40 different "policies" in different areas, such as hydropower, agriculture, rural development, foreign investment, and so forth. Which ones appear to conflict, in the sense of confusing citizens and investors? You ChatGPT4: That's an essential question to consider, especially when aiming for harmonization and clarity in policy implementation. Factual Question 2: Which existing policies in Bhutan, such as those related to hydropower, agriculture, rural development, foreign investment, etc., appear to conflict or create confusion for citizens and investors? Now, building on this: Factual Question 3: What mechanisms are currently in place to resolve or mitigate conflicts between different policies, and how effective have they been in practice? Your turn!" End of Example.

Are you ready to begin? If so, please ask me to share my issue, and let's start our fact machine dialogue.

4. Tailoring Your Course to Diverse Students

In many courses, students vary in many pedagogically relevant dimensions. Take a graduate class in cost-benefit analysis (CBA), for example. CBA is widely used in business, government, and philanthropy—and in professions ranging from public health to education. And yet, at our university many students in evaluation, public health, education, even business did not have the economics prerequisites to take my course SPE318 “Cost-Benefit Analysis.”

In the spring semester of 2024, we opened up SPE318 to students who did not have strong microeconomic foundations as well as to advanced PhD students in economics—and then tailored the course materials to each student's level of preparation and individual interests. ChatGPT was a key as both a tutor and coach.

In Chapter 7 below, you'll see the prompts used in this course. They enabled students to use ChatGPT at their levels of economics and with their disciplines and policy interests in mind.

For now, here are two examples of using ChatGPT in examinations. The answers were often remarkable. They proved to me three things. First, how you can examine students' knowledge of both the subject and using ChatGPT. Second, how you can customize a test to the interests of individual students. And third, how ChatGPT can help with what one of my professors told us: “I hope you learn a lot from this examination.”

1. Midterm Exam Tailored to Individual Students

Alfredo Mendiola is a PhD student in economics. His interests include policies to help the unhoused. Here is one part of his midterm examination:

Midterm Examination for Alfredo Mendiola

The question asks you to do preparatory work with ChatGPT4, and it provides you with a prompt, which should be the beginning of a conversation between you and ChatGPT4 that lasts at least 15 minutes. (The exam allots 30 minutes.) Please think of this as a warm-up exercise before you write your answers. *Please include a link to this interaction with ChatGPT4 with your answers.*

Your answer should be written by you, although you may use ChatGPT4 to edit your answers. You should not copy and paste ChatGPT4's ideas into your answers.

Warm-up Exercise Before Writing Your Answer (30 minutes)

Prompt for ChatGPT4:

You are an expert in cost-benefit analysis, with a particular focus on homelessness. I am a PhD student in economics interested in understanding how cost-benefit analysis can be applied to evaluate policies designed to reduce homelessness. Considering the complex causes of homelessness and the wide range of potential interventions (from emergency shelters to permanent supportive housing), how can we construct a CBA that accurately reflects the multifaceted benefits and costs associated with these policies? What debates about who has "standing" might be pertinent—for example, among people classified as mentally ill? Please guide me through identifying and quantifying the direct and indirect impacts of homelessness policies, including the treatment of externalities, the valuation of public goods, and the ethical considerations inherent in such analyses.

Note: Please include a link to this chat with your answer.

Now the Question

Drawing upon the readings and discussions in this course, as well as insights from your warm-up exercise with ChatGPT4, outline a comprehensive cost-benefit analysis of one proposed policy aimed at reducing homelessness. This policy could involve a specific intervention such as emergency shelters, the expansion of affordable housing, or the provision of comprehensive support services for those at risk of homelessness. You may also select another policy; the choice is yours. Address the following elements in your analysis:

1. **Economic and Social Impacts:** Please list policy's potential economic impacts on the economy, including effects on employment, healthcare costs, and public service utilization. Discuss the social impacts, particularly in terms of improving quality of life and social inclusion for homeless individuals.
2. **Fiscal Impacts:** Consider the possible roles of government funding, private sector involvement, and philanthropic contributions in financing the policy. How would a

CBA assess the fiscal implications of the policy, including initial costs, long-term savings, and potential revenue impacts?

3. **Externalities and Public Goods:** Discuss the positive and negative externalities associated with the policy. Consider how the policy contributes to the provision of public goods, such as public health and safety, and how these benefits can be quantified in a CBA framework.

Further exploration with ChatGPT4: If you wish, in crafting your answer you may engage in more interactions with ChatGPT4. If you do so, at the end of your answer please include a brief summary of how you used ChatGPT4.

Connection to Course Themes: Please make sure that your response weaves in themes from the readings and class discussions. Your answer must be original, not directly copied from ChatGPT4.

2. Final Examination Question Tailored to Individual Students

Similarly, a main question for the final exam was tailored to each student. Here is an example of a question designed to take 60 minutes.

Final Exam Question 3

The third question asks you to do preparatory work with ChatGPT4, and it provides you with a prompt, which should be the beginning of a conversation between you and ChatGPT4 that lasts at least 15 minutes. Please think of this as a warm-up exercise before you write your answers. **Please include a link to this interaction with ChatGPT4 with your answers.**

You may use ChatGPT with all the questions as you wish. Of course, your answer should be written by you, although you may use ChatGPT4 to edit your answers. You should not copy and paste ChatGPT4's ideas into your answers. If you use ChatGPT on questions 1 or 2, please indicate after each answer how you did so.

Before you begin, think of professionals working in your policy area of choice. What three topics from this course do you think have the most pertinence for them? Which two examples of successful application of CBA from this course do you think would be most motivating for them?

Warm-up Exercise with ChatGPT

Prompt

[Attach course syllabus] You are an expert in cost-benefit analysis (CBA) and in setting up practical training programs for professionals. I would like your help in creating a one-day workshop on CBA for people working in **[your policy area of choice]**. Many of them are not conversant with economics. In fact, some of them resist quantification. I worry that they may resist CBA out of hand, and so I'd like to create a workshop that builds on common sense (such as, "we have to take costs into account") and successful applications (because nothing overcomes resistance like a good success story). Attached is the syllabus for a course I have just taken on CBA. Please review the

contents of this course syllabus. Tell me when you're ready—don't begin on the workshop yet.

Follow-up

Now, would you be willing to help me design a one-day workshop on CBA? Don't start on the task yet.

Follow-up

Here are the topics in the course that I think would be most useful to convey in a one-day workshop for **[professionals in your area.] [List 3 topics.]** Please share your thoughts about the importance of these topics for **[professionals in your policy area]**. Are there other topics in the syllabus that you think we should include in a one-day workshop on CBA?

Follow-up

Our course included several examples of the use of CBA. The ones I think might be most pertinent are **[include at most three, including links]**. What do you think, given this audience?

Follow-up

Given all this, please design a one-day workshop on CBA for **[professionals in this area]**.

Please insert a link of this conversation with ChatGPT4 with your final examination.

Now to Question 3

In your own words:

1. What two examples of successful use of CBA in this course do you think would be most motivational for **[professionals in this area]**, even though the examples are not directly on their area of interest, and why? (At most two paragraphs for each example.)
2. What three topics in the course (for example, discounting) do you think would be most relevant for these professionals and why? (Please write one paragraph for each of the three CBA topics explaining why it is particularly important for your audience.)
3. Now outline the agenda for that one-day workshop including at least one example of successful application from our course and three CBA topics. (A one-page outline will suffice.)
4. Finally, write a motivational three-paragraph invitation for these professionals to attend this workshop. (Feel free to use ChatGPT for ideas.)

Feedback from Students

Box 2 presents testimonials from some students who might not have taken the old version of SPE318 “Cost-Benefit Analysis.” They praise their experiences with ChatGPT as a customized tutor, classroom colleague, and partner in homework and examinations.

In the same way, ChatGPT could empower students in many other courses. Consider areas such as statistics, management, leadership, evaluation, and economics. ChatGPT could open doors of opportunity and enable such courses to be tailored to specific backgrounds, disciplines, and professions.

The result could be new courses that cut across disciplines and professional schools, potentially enabling economies of scale and taking advantage of the university's most talented professors, with ChatGPT as each student's learning partner.

Box 2. Making Cost-Benefit Analysis Come Alive: Student Feedback

Peter Gofen, recent Stanford graduate studying leadership

Professor Klitgaard's integration of ChatGPT into Cost-Benefit Analysis created a remarkably adaptive, diverse, and enriching learning experience. Our class was composed of students with wide-ranging quantitative backgrounds—from Economics PhD candidates to those who hadn't taken a mathematics class in years—and ChatGPT4 played a significant role in bridging this gap while also allowing those with deeper backgrounds in certain areas to delve further into the material. ChatGPT flourishes when prompted directly ("give me an example of power law distribution applied to my area of interest, which is..."), making for a level of personalization that heightens engagement with the material. Homework assignments included conversations with the tool that evolved from a baseline script into a choose-your-own-adventure exploration, and interacting with it as a tutor allowed me to ask questions until I received responses that solidified my understanding of new concepts.

Perhaps my favorite implementation of ChatGPT in the course was the custom-made exams—I genuinely smiled when reading our final exam, an experience that was both stimulating and enjoyable. Professor Klitgaard crafted individual midterm and final exams that incorporated conversing with ChatGPT prior to writing on prompts centered around our specific interests shared in class. In my case, that meant working with ChatGPT to identify practical uses of cost-benefit analysis for National Football League executives and creating an agenda for a one-day workshop for those executives based around CBA topics. Other students received the same structure in their exams but wrote on their personal policy area—whether it be growing food, human trafficking, gender rights, and so forth. What made the exams so outstanding was how much learning took place during the process of taking them—at its heart, CBA is a way of thinking, and ChatGPT helped me apply concepts from class (such as making a connection between disaster risk reduction in Cuba and selecting players in the NFL draft) in ways I wouldn't have otherwise discovered. I found the use of ChatGPT to be a significant value add throughout the entirety of the course and look forward to how AI tools will further contribute to the pedagogical process going forward.

Nandini Naim, PhD student in gender studies

In our very first class, Professor Klitgaard made us tailor ChatGPT to serve as a personal tutor for the course. He allowed us to modify the training prompts to include our backgrounds in economics, our comfort levels with the subject, and the specifics of the course we were pursuing . . . Professor Klitgaard often incorporated ChatGPT4 into our classroom exercises. He would present us with prompts, allow us time to tailor these to our areas of interest, and then use our insights from these AI interactions to fuel class discussions. One such highlight of these exercises that I still remember was the AI's ability to generate visual aids for complex concepts, such as the benefits of herd immunization, enhancing our comprehension through colorful diagrams.

Our exams were uniquely tailored to our interests. Professor Klitgaard utilized a pre-exam warm-up with ChatGPT4, enabling us to align our areas of interest with the thematic topics being tested. My midterm and final exams revolved around reproductive justice, a subject of personal passion, allowing me to engage deeply with CBA in a context that was meaningful to me. These reflections on applying CBA to real-world issues like sexual violence and reproductive justice were extremely insightful.

ChatGPT4 has not only broadened my understanding of CBA but also expanded my perspective on applying economic tools while considering ethical, moral, and religious nuances crucial to policy and public response in my field. This course was my first experience using ChatGPT4 as an educational tool, and I continue to engage with it, tailoring prompts as needed to enhance the quality of my work. As a student with a limited background in economics, ChatGPT4 has been an invaluable resource, serving more as a companion than a mere tutor during study sessions. I firmly believe that, when used ethically, integrating such AI tools into graduate-level courses can significantly aid students by connecting classroom lessons to real-world applications.

Anu Dhanasekara, Ph.D. student in psychology

Embarking on the journey to learn Cost Benefit Analysis with ChatGPT as a tool has been transformative for my academic and professional growth. As a student with no concrete background in economics, I cherished the versatility of the tool in navigating the complex and heavy topics of Cost Benefit Analysis. ChatGPT's ability to succinctly summarize materials during time-crunched reviews greatly aided my understanding of macroeconomic basics. The classes felt like participating in a dynamic group experiment, exploring both the course content and the academic potential of ChatGPT. We worked with class prompts, analyzing and discussing the varied outputs, which showcased the tool's diverse capabilities. Learning to refine our prompts allowed us to tailor ChatGPT's responses to our specific needs.

One of the most surprising aspects during this class was utilizing ChatGPT during exams. This approach resonated with me, as leveraging available tools and technologies mirrors a more authentic real-world environment during exams. It was commendable how Professor Klitgaard integrated this tool during classes and exams to enhance our knowledge and critical thinking. It was evident that Professor Klitgaard was also learning and adapting,

exploring how to optimize ChatGPT as an educational tool. This journey with ChatGPT has been nothing short of mind-blowing.

Bobby Cruz, PhD student in economics

ChatGPT has been an invaluable tool in helping me grasp and master new concepts, as well as deepening my understanding of familiar topics. Its ability to explain subjects in various ways has significantly enhanced my learning experience especially when tackling unfamiliar or foreign concepts. A key feature of ChatGPT is its ability to provide personalized tutoring on demand, which has been instrumental in my academic pursuits and overcoming more strenuous academic hurdles.

For example, in our Cost Benefit Analysis Course, ChatGPT provided me with a clearer understanding of complex concepts, such as valuing benefits and costs in efficient secondary markets. It made the dynamics of complements and substitutes accessible and showed how government policies that alter prices in primary markets can affect the demand for other goods. Additionally, ChatGPT has proven to also be an invaluable research aide by quickly and efficiently checking the configuration of my regression models and probing against weak assumptions. It offers detailed guidance and alternative perspectives whenever I have questions about my model's setup or need to test the robustness of certain assumptions. This has been essential in ensuring the validity and reliability of my work which ultimately strengthen my research.

Overall, using ChatGPT in this course has had a profound impact on my academic experience. The personalized tutoring significantly enhanced my understanding of intricate topics and streamlined my study process. Given these benefits, I strongly support the further integration of AI tools like ChatGPT in graduate level education at CGU.

Lina Vo, masters student in economics

Having used ChatGPT prior to Professor Klitgaard's courses, I was excited to see how this tool would be utilized in an academic setting, not just as a resource but as an integrated part of the curriculum. My experience with ChatGPT in these classes truly opened my eyes to the many possibilities AI could offer, and I continue to use many of these methods beyond the classroom.

One of the most advantageous aspects of ChatGPT is the ability to input custom instructions that allow responses to be tailored to each user. By providing details such as your specific background, levels of expertise, and focus areas, ChatGPT can craft personalized responses that are both relevant to your interests and delivered in your preferred method of learning. Coupled with the "tutor" prompt, concepts were able to be explained as simply or as complexly as needed for each individual. I found this especially helpful as I had been out of school for 3 years and recalled some concepts more than others. Having ChatGPT understand my background allowed me to quickly refresh on certain topics and dive deeper into other ones.

Beyond being a learning resource, ChatGPT was also incredibly useful during assignments and exams to allow us to effectively showcase our knowledge. While I understand the

concerns regarding cheating and unethical uses of ChatGPT, Professor Klitgaard's prompts and integration of ChatGPT into our assignments and exams ensured that we would not be successful without a true understanding of the material, even with ChatGPT's help. One example would be in an exam where we had to design a workshop on Cost-Benefit Analysis for professionals in a policy area of our choosing. Having ChatGPT as a helper was extremely useful in making sure I could include concepts from class in the workshops without spending extra time thinking about the logistics of the schedule or attendants . . . Professor Klitgaard's exams also required us to send a link to our conversation with ChatGPT, ensuring accountability that we did not simply copy the automated responses.

Having ChatGPT as a tool also allowed for more creativity and exploration of our interests. As a first-year student without a specific focus yet, I was able to apply class material to a wide range of policy areas by using ChatGPT during in-class assignments and custom exams. Examples included youth homelessness, elderly loneliness, family planning clinics, and urban green spaces—all areas in which I had high interest but little expertise. ChatGPT was able to bridge the gaps in my knowledge and allow me to focus on applying what I had learned to contexts that were interesting to me. This made the assignments and exams more enjoyable as I was able to explore different perspectives and applications of concepts beyond the examples presented in class.

Overall, I had an extremely positive experience with ChatGPT in Professor Klitgaard's courses as it was designed in a way to complement the learning, rather than replace it. While the extra effort required from instructors and students to use this tool ethically might be off-putting, I believe it is worth it for the enhanced engagement and improved learning outcomes. Embracing this technology and addressing any potential misuse now is the best way to maximize the capabilities of AI in education and further student experiences.

Alfredo Mendiola, PhD student in economics

I believe that utilizing ChatGPT and similar tools (technology in general) is not only a better way to learn but necessary at this point. Now that the technology has become mainstream and adopted by many, it will never go away and must be integrated into our lives. However, care must be taken when doing this. The technology is a tool. It should never be used to do the work entirely for you because there is the risk of it telling you what you want to hear, even if it is not the answer you were actually looking for.

In the CBA class, we used ChatGPT in a way that allowed all students to learn. When discussing topics that students had different levels of knowledge on, ChatGPT allowed those lacking in knowledge to learn in a more broad and introductory way. Meanwhile, those who had more background knowledge on the topic could use ChatGPT to learn more in-depth, furthering their knowledge. In a traditional education environment, the class would have either left those lacking in knowledge behind or been a waste of time for those who already had the background knowledge.

As a tool for student-to-student interaction, ChatGPT helped expand conversations on topics by allowing students to learn about topics in their area of interest. This is beneficial to students, such as myself, who have a tendency to zone out when topics arise that they are uninterested in. For students who have a previous opinion on a subject and refuse to

budge, ChatGPT can present a subject in their area of interest and use their opinion to try to change it if it is lacking in accuracy. This all leads to better conversations between students when discussing the topics, as they will then have examples and lessons in different areas of application.

For the CBA class specifically, since it is offered to students from many different backgrounds of application, ChatGPT allows students to learn through the points of view of others when those students discuss what they learned aloud. This is the main benefit of a transdisciplinary course, and the CBA class embodied that well by using ChatGPT to allow students to relate their background to the topic being discussed.

Paul Chang, full-time civil servant and PhD student in political science

The Cost-Benefit Analysis class was fun and very meaningful for me. What I found most useful was that you incorporated the concepts from my professional experience to the class.

1. ChatGPT helped me master the tools and examples:

As someone who is returning to academic life as student after a long absence, I found myself getting stuck on advanced mathematical and economic concepts both for this class and in the PhD program in general. It has been decades since I last took courses in calculus, statistics, and economics during my early undergraduate days. Many foundational concepts were simply forgotten. These were needed to understand topics such as the Social Discount Rate, calculating expected value of net benefits, and constructing decision trees. What I really found useful was that ChatGPT became a research tool that helped me quickly bridge any gaps I had about the topics. In essence, ChatGPT became a very patient tutor for me, especially when it came to math and economics . . . As an older student, I found that ChatGPT has really enhanced my learning experience and also boosted my confidence. I think this also took away a lot of my anxieties about coming back to school.

2. How it helped tailor the course to my background and interests:

When taking the class, I learned that I can train ChatGPT to incorporate my knowledge and experience as a subject matter expert on human trafficking into its algorithms. This greatly improved the accuracy of the responses by ChatGPT, since I programed some key concepts that are not yet published and unique to my experience. Since I came from the practitioner's world, I lacked the more formal academic foundations for this class. This was outside my comfort zone and gave me some anxieties before taking this class. But I quickly realized that I've been using these concepts in my professionally as well. For example, the topic on Disaster Risk Reduction was something I worked on through the UN's Sustainable Development Goals. As the topic of reducing human trafficking requires an understanding of this framework. Professor Klitgaard helped me appreciate how to evaluate the long-term benefits and costs of anti-trafficking programs. ChatGPT is a great tutor, but it is not a teacher.

3. My experiences using ChatGPT4 in the course:

I never thought I would call taking a test enjoyable. Professor Klitgaard's mid-term and finals were tailored to my field using ChatGPT and made it interactive and enjoyable. ChatGPT helped blend my experience with the theoretical frameworks of the class. I strongly feel that AI will be the future. With its large language models and natural language processing, it will be an invaluable tool . . . Although I give ChatGPT a lot of praise, it definitely cannot a replace individual work. It enhances everything, including laziness. If I ask it to write something for me without putting much thought or my own effort, the results will terrible, and any professor can quickly recognize it. Another criticism is that engaging in a conversation with ChatGPT during an exam makes me forget about the time. Overall, I highly recommend that professors incorporate ChatGPT as a teaching tool.

5. ChatGPT as Career Counselor

Students (and many others) love this prompt.²⁵

***[Insert your c.v.]** Please play the role of a kind, experienced psychologist and career counselor. Please look at the attached cv. (That's me!) I'm interested in exploring possible jobs or maybe even further studies, perhaps in the areas of **[give areas]**, but I'm willing to consider other things. Please engage in questions and answers with me to help me identify goals and alternatives, including some options I may never have thought of!*

²⁵ An aside: may I urge you to give this prompt a try? Perhaps with a family member, a student, a friend, or . . . yourself?

4. EXAMPLES OF PROMPTS: “POLICY DESIGN AND IMPLEMENTATION”²⁶

Homework

Some homework assignments asked students to engage ChatGPT after doing the assigned reading. For example:

- “Please use ChatGPT to explore concepts of ‘equality’ and ‘equity.’ Please be prepared to discuss your results in class, both about ChatGPT and about these concepts.”
- “Have a conversation with ChatGPT about public-private partnerships. Explore both data and examples of success. Look especially for things related to your policy issue. Be prepared to share what you learned in class.”

Examinations

Here are two examples of exam questions that used ChatGPT

Question 1. (30 minutes)

Warm-up Exercise Before Writing Your Answer

Please have a chat with ChatGPT4 using this prompt:

You are an expert in statistics and policy analysis. I am a graduate student studying policy analysis. Consider this general formula: $O_u = f(t, S)$.

The outcome O for a particular population u is a function of a treatment (policy) t and the setting S , which includes all the other variables that affect O and may interact with t .

Let’s have a conversation about the statistical difficulties in estimating the partial derivative of O with respect to t —that is, with estimating the treatment’s effect on the outcome. Please begin, and then I will ask you questions related to a policy problem I care about.

Note: Please include a link to this chat with your answer.

Now the Questions

1a. For a policy problem you care about, describe an example of each variable in the formula

$$O_u = f(t, S).$$

²⁶ The full syllabus is available in Annex 2.

Note: not “O refers to an outcome of interest” but something specific for your policy problem. (One sentence for each variable.)

1b. For this policy problem, what in your judgment is the biggest difficulty in estimating the effect of t on O? (Two paragraphs)

Question 2. (60 minutes)

Warm-up Exercises Before Writing Your Answer

1. Review Figure 12-1 in *Bold and Humble*, p. 124. You need not include anything about this warm-up exercise in your answer.

2. Please have a chat with ChatGPT4 using this prompt:

You are an expert in evaluation and policy analysis. I am a graduate student studying policy analysis. Suppose that I am advising the CEO of a leading Artificial Intelligence company. The CEO is persuaded that ChatGPT can help transform public schools by providing patient, competent, individualized tutors. Please help me design a government-business-school partnership to create an experiment along these lines. Then please encourage me to ask you questions about the different steps or phases.

Note: Please include a link to this chat with your answer.

Now the Question

Using ideas from the readings and discussions in this course and ideas from ChatGPT4, please design a government-business-school partnership to experiment with using ChatGPT4 as an individualized tutor for junior high students.

There is no right answer to a question like this. In your answer, please include at least these three points.

1. Please include a list of goals and possible measures of those goals, including of course costs.
2. How would you use experimental and control groups?
3. Describe three key implementation issues.

Feel free to explore these points with ChatGPT4; if you do so, please describe what you did in a paragraph at the end of your answer.

Of course, your answer must be your own (nothing cut and pasted from ChatGPT4); and you must connect your answer with the themes and materials in this course.

Prompts in Class

Our usual method for employing ChatGPT in class was this. I would demonstrate a prompt first, and then each student would use it on their own computers. Their explorations were followed by break-out discussions among groups of three or four students, and then we returned to plenary for a few of their comments and impressions.

Other prompts mentioned above (such as “Your Tutor” and “The Fact Machine”) were used by students throughout the course as they studied and did research.

In the prompts that follow, students were told: “Customize all prompts by filling in your information where you see **[boldface words in brackets]**.”

Your Editor: Three Prompts

1. Edit

[Insert your document.] You are an expert on clear, engaging writing. I have a **[type of document, e.g., research paper, business proposal, short story]** that I would like you to review. Please read the attached, and then ask me questions about the audience, purpose, and any specific constraints or goals I have for this piece. Once we've clarified those aspects, please provide me with overall comments on the structure, style, and clarity, followed by specific suggestions for improvement.

2. Simplify

[Insert your document.] You are helping me transform this complex document into a one-page summary that is understandable for **[name of specific audience, such as small business owners, consumers, or local government officials]**. Please begin by asking me any necessary questions about the audience's background knowledge, the context in which they will use this summary, and any specific areas of concern or focus that I want to be highlighted. Then, please provide a one-page summary in layman's terms, followed by a discussion with me to ensure all key points are covered accurately.

3. Create an Abstract

[Insert your document] Please help me create a two-paragraph abstract of the attached document for **[describe your audience]**.

Policy Analysis vs. Advocacy

Please help me understand the difference between policy advocacy and policy analysis. Explain the concepts and give me examples related to **[this issue]**.

Understanding Econometric Techniques

You can apply this prompt to many analytical methods.

You are a kind, helpful statistician who will help me understand **[regression discontinuity design (RDD)]**. Please begin by introducing yourself. Then ask me about my level of familiarity with **[RDD]**. After I answer, tailor your explanation to my level of familiarity. Provide the theory and give an example. Ask me if I have questions, and then please continue helping me learn until I ask you to stop.

An Evaluation Formula

*You are an expert statistician and evaluator. Consider this general formula. $O_u = f(t, S)$. Outcomes O for a particular population u are a function of a treatment (policy) t and the setting S , which includes all the other variables that affect O and may interact with t . I'm having trouble understanding this formula. Would you please walk me through it in general?*²⁷

Related Prompt

Consider this general formula. $O_u = f(t, S)$

Outcomes O for a particular population u are a function of a treatment (policy) t and the setting S , which includes all the other variables that affect O and may interact with t .

*Let's consider the statistical difficulties in estimating $\frac{\partial O}{\partial t}$, the partial derivative of O with respect to t —that is, with estimating the treatment's effect on the outcome.*²⁸

Effect Sizes

*Please play the role of an experienced statistician. Please explain the concept of effect size. Please give an example in **[describe your discipline or policy area]**.*

Meta-Analysis

*Please play the role of an experienced statistician. Please explain to me what a meta-analysis is. Please give an example in **[describe your discipline or policy area]**.*

Composite Measures

Please play the role of an experienced statistician. Imagine that I have more than ten variables that measure aspects of an important concept. (a) What data reduction techniques might I use to create a composite measure of the concept? (b) How might I judge how good a composite measure it is? Please answer (a) first and ask if I have any questions about your answer. Then we will proceed to (b).

Follow-up

What is a latent variable, and how is it related to data reduction techniques?

²⁷ <https://chat.openai.com/share/11746a79-41c8-4b63-91dc-09abf8f4ca2a>

²⁸ <https://chat.openai.com/share/1ae1ff91-d5ca-440f-ac2e-f1739667c8b4>. This prompt was part of a final exam question—see below, p. 54.

Follow-up

What are some examples of latent variables in the human and social sciences?

Follow-up

*What are some examples of latent variables used in studying **[your discipline or policy area]**?*

Replicability Crisis

Please help me understand “the replicability crisis” in areas such as psychology, economics, and medicine. First, define and describe “the replicability crisis.” Ask me if I would like to know more. Then give me an example from psychology, explaining it and giving a citation. Ask me if I would like to know more about that example or other examples in psychology. Then move to economics and repeat. Then move to medicine and repeat. Finally, summarize steps that can be taken by journals and the funders of research to overcome the replicability crisis.

Unintended Consequences of Public Policies

Imagine you are a policy analyst and institutional economist. Let’s initiate a back-and-forth discussion to explore a specific policy issue, which you will ask me to define. You then will outline two or more possible policy solutions for this issue. After we agree on one policy solution to explore, we will engage in an interactive discussion to explore a range of unanticipated consequences. Specifically, you will focus on the policy’s possible effects on both market institutions and government institutions. Feel free to ask me for additional details or clarifications at any point. As we discuss, support your points with relevant examples and data.²⁹

Collective Action Problems

Please explain the concept of a collective action problem. Please give me two examples.

Follow-up

*Can you think of a collective action problem related to **[your policy area]**?*

Follow-up:

What policies can help when we face collective action problems? Please give me a concrete example.

²⁹ H/t Chasen Jeffries, a student in this course.

Fighting Poverty

You are an excellent economist with great knowledge about the experiences of countries around the world. Lant Pritchett shows that a country's median GDP and its percentage of people living below its poverty line are correlated almost perfectly. He argues therefore that (1) the best anti-poverty program is economic growth and (2) specific anti-poverty programs won't reduce poverty very much, when economic growth is taken into account. Please evaluate Pritchett's argument.

Follow-up

Please give five examples of countries that have reduced their poverty rates more than expected given those countries' increases in overall economic growth.³⁰

Identifying Exceptional Performers

In class, we linked to the data set from the *World Happiness Report 2023*. <https://www.kaggle.com/datasets/ajaypalsinghlo/world-happiness-report-2023> We asked ChatGPT first, "Please give me some summary statistics and provide a few interesting graphs." Then we asked for ChatGPT to find countries whose level of happiness was higher than expected given its level of income. Students added follow-up prompts to explore the data with ChatGPT's help. Takeaway: using ChatGPT, we can do lots of statistical analysis including graphics without complicated technical commands.³¹

Outside the classroom, I have not personally explored using ChatGPT-4o as a data analyst. But colleagues report great results. One writes, "If you are working with data, the cumulative time savings of using GPT-4 as a Swiss army knife are pretty great: fix the capitalization, clean the column, join these two files that don't have exactly matching entries, flag suspicious values, do first pass exploratory analysis . . ."

Convening: Combining Outside Expertise and Local Knowledge

You are an expert in evaluation and policy analysis. I am part of a team of graduate students taking a course on public-private-citizen collaboration. Our course project is to design a one-day retreat called a "convening" that combines outside expertise and local knowledge on a particular policy issue. The convening should include between 15 to 40 leaders from government, business, and civil society as well as several experts on the policy issue. The goal of the convening is to bring together these participants and help them collaborate creatively, creating new ideas for effective action. Do you follow me so far? Please don't proceed yet with the task.

³⁰ <https://chat.openai.com/share/4bbb6962-666e-4e6d-a542-be24179f3395>

³¹ Two useful introductions: <https://mitsloanedtech.mit.edu/ai/tools/data-analysis/how-to-use-chatgpts-advanced-data-analysis-feature/> and <https://pub.towardsai.net/gpt-4-advanced-data-analysis-a-beginners-guide-to-charts-and-maps-d59763487750>.

Follow-up

Let me describe the four stages of what we call a “convening”: 1. Data, 2. Success story, 3) Framework for policy analysis, and 4) Imaginary news story of success five years hence.

Let me start with the first two stages, using as an example a convening for leaders in a country that wants to improve its governance.

Stage 1, Data. Participants consider data that help them identify and contextualize the challenges presented by this policy issue in this particular place, compared with the same issue in other places in the state, country, or around the world. For example, the data could be on the quality of governance in this country compared with other countries, as measured by perceptions of service delivery, cost, and corruption.

Stage 2, Success Story. Participants analyze a success story from somewhere else, in which public-private-citizen collaboration led to an improvement in the policy issue. For example, the case study might show how, in another setting, better collaboration across the public-private-citizen divide led to better governance. The success story is written up in the part A, part B style of a Harvard Business School teaching case. In the convening, participants receive part A of the case via a 15-minute PowerPoint presentation. Then participants then work in small groups for 45 minutes to analyze the alternatives and make their recommendations. After a coffee break, each group briefly presents its recommendations. Then participants receive a PowerPoint presentation on part B of the case, what actually happened. If possible, one of the protagonists in the success story would join the convening via Zoom or telephone to receive questions and comments from the participants. Do you follow me about stages 1 and 2 of a convening? Any questions or shall we go to a description of stage 3? Please don't proceed yet with designing the convening.

Follow-up

Stage 3, Framework for Policy Analysis. In stage 3, the outside experts present a simple theory of change to help participants work through the policy options on this issue. For example, the framework for good governance might build on economic ideas of information, incentives, and structures such as in the formula $\text{corruption} = \text{monopoly} + \text{discretion} - \text{accountability}$.

Do you follow me on the content of stage 3 of a convening? Please let me know if you have any questions. Again, please don't proceed yet to helping me design the convening.

Follow-up

Now let's move to Stage 4 of the convening, the Imaginary News Story of Success Five Years Hence. Considering the local context, the facilitator creates a fictitious news story, full of imaginary data and quotations. This entertaining, motivational news story is only a page long and doesn't say exactly what happened to lead to the improvement. Participants read the story aloud, each taking one sentence. Then they are asked to

suppose this good news actually happened. What steps could lead from “now” to that imaginary, desirable “then”? Participants spend 5 minutes writing down a series of steps. Then the participants are paired up. Person 1 of the pair explains their steps to the Person 2, and Person 2 is told to listen carefully because after the sharing is over, Person 2 will report to the group what they thought was Person 1’s best idea was. Then the roles are reversed, and Person 2 explains their steps to Person 1. When everyone has finished, the facilitator calls on each person to share what they thought was their pair-mate’s best idea.

All the ideas are written on a white board, and there is a coffee break. When participants reconvene, the facilitator asks, “Look at all these good ideas! Now what can you leaders in this room do in the next six months to make them more likely to happen?”

Usually there follows a remarkable and creative discussion, leading to practical ideas that neither the convener nor the participants would have had otherwise.

Do you follow me on stage 4 of the convening? Again, please don’t proceed yet to helping me design the convening.

Follow-up

*Thank you for your patience! Now that we both understand what a convening is, please use these four stages in a conversation with me about how to design a convening for **[give issue and place or setting]**. Beginning with stage 1, please help me figure out what to do in each stage. Feel free to ask me questions. Only after we finish discussing stage 1, then please move the conversation to stage 2. Again, only after we discuss stage 2, then please let’s move to stage 3. And the same for stage 3. After stage four, please ask me for comments or suggestions about the convening as a whole. Do you understand? Are you ready to begin?³²*

Comparative Advantage

*You are an expert economist. I have a **[describe your]** background in microeconomics. Please explain comparative advantage to me. Please give an example.*

Follow-up

Please connect comparative advantage to the analysis of public-private-citizen collaboration. Explain how gains from collaboration resemble gains from trade.

³² Examples of convening can be found in this open-access article “Engaging corruption: new ideas for the International Monetary Fund,” *Policy Design and Practice*, Vol. 2, No. 3 (2019): 229–242 <https://doi.org/10.1080/25741292.2019.1612542> as well as in the open-access last chapter of *The Culture and Development Manifesto* (New York: Oxford University Press, 2021). <http://scholar.cgu.edu/robert-klitgaard/wp-content/uploads/sites/22/2020/06/Ch.-10-Culture-and-Development-Reconsidered.pdf>.

Follow-up

Please give an example from rural development in a poor country.³³

Anticipating Bias in Reactions to Research: Four Responses

Please consider four exaggerated but not atypical responses to an evaluation that shows a failure of a particular treatment or project or policy. Each of the four responses tries to explain why the evaluation showed a failure:

1. A conservative response: “That policy won’t work in this setting with those people—the raw material isn’t good enough...soil, government, people, business community, etc.” Implication: stop the policy.”

2. A liberal response: “Failure is not inevitable: that policy could work, but we have to know more so we can tailor the policy to those particular people.” Implication: fund more research and experimentation about the policy.

3. A professional response: “What do you mean, ‘failure’? This policy is succeeding, it’s just your partial and incomplete metrics that can’t measure the success. Just ask us professionals.” Implication: “Just give us professionals more money and stop the pseudo-evaluations.”

4. A radical response: “The so-called evaluation misses the point. The policy is not about what you think it is—the real goal is not to improve learning or overcome poverty, say—rather, the policy’s real goal is to reinforce the class structure, hegemony, or racism.” Implication: Grow up!

Please create four fictional representatives of each of these views. Call them C for conservative, L for liberal, P for professional, and R for radical and give them names. I will give you a policy area and briefly describe an evaluation. You then will create a paragraph’s explanation of the evaluation’s result for each of C, L, P, and R. Please ask me for the policy area.

Follow-up

Now imagine a debate about this negative evaluation with C, L, P, and R. The debate is to adhere to the following structure:

1. Opening statements: Each representative (C, L, P, and R) presents their initial viewpoint: here’s why this evaluation showed a failure. (One or two paragraphs.)
2. Rebuttals: After the opening statements, each representative has an opportunity to counter the viewpoints of the other representatives. (One or two paragraphs.)
3. Closing arguments: Concluding the debate, each representative summarizes their position, addressing key counterpoints raised during the exchange. (One or two paragraphs.)

³³ <https://chat.openai.com/share/2367b082-d9c7-49c3-a6f9-6aa4e5b81666>

4. Discussion: Each representative describes additional research that would help settle the debate (one or two paragraphs).

Another follow-up: “Imagine these four saw a success story.”

This prompt uses the example of homelessness. Please tailor it for your issue.

*Now imagine these four (C, L, P, and R) attend a day-long convening about policies to deal with **[homelessness]**. They examine data from around the world on a variety of policies and programs for various categories of the homeless and about number of valued outcomes **[among the homeless, including mental and physical health, education, security, poverty, and income]**. C, L, P, and R study together a success story of a city that made changes in policy and built partnerships with business and the federal government and civil society organizations, resulting in **[higher growth and investment, lower poverty, better measures of health, and more employment]**. Then C, L, P, and R consider together an analytical framework that identifies the kinds of programs that match various conditions in cities, leading to various different development outcomes. All four (C, L, P, and R) are impressed. Imagine them describing the results of this convening, given their starting points. Include the overall impressions for each one and each one’s recommendations for next steps in evaluating **[programs to help the homeless]**.³⁴*

Two Prompts on Corruption

- 1. You are an expert policy analyst with practical experience in analyzing corruption and helping reduce it. Please help me understand the economics of fighting corruption. To begin, please help me see how corruption is a crime of calculation on the part of both the bribe-giver and the bribe-taker. Please give me a hypothetical example.*
- 2. Please help me understand how to diagnose the vulnerability of systems to corruption. For example, procurement systems. Please help me understand Klitgaard’s formula and how it might be applied.³⁵*

³⁴ An example using education: <https://chat.openai.com/share/869f8917-bed6-477e-b44c-9015e19ed277>

³⁵ <https://chat.openai.com/share/152a05a6-1412-4f1c-a291-b26a31f5131a>

5. EXAMPLES OF PROMPTS: “WORKING ACROSS CULTURES”³⁶

Homework

As with the other courses described in this guide, some homework assignments asked students to engage ChatGPT after doing the assigned reading. Here is an example:

After you complete the assigned reading (*The Culture and Development Manifesto*, chapters 6–10), please look again at the end of chapter 5, pp. 70–4, about checklists and practical applications even when theories are incomplete.

Then please engage with ChatGPT-4o using the prompts below, inserting the attached draft chapters 8 and 10 from the book at the beginning of your first prompt.

This exercise should not take you more than one hour. Please submit a link to your ChatGPT conversation to robert.klitgaard@cgu.edu and tianan.ding@cgu.edu.

Initial prompt

[Insert chapter 8 and chapter 10]. Please read the attached two chapters from the book “*The Culture and Development Manifesto*.” Our professor has provided four prompts to initiate a conversation with you, and then I will continue with three more questions after reading your answers. First question from the professor: Why is the author of these two chapters so annoyed by anthropologists?

Follow-up

Second question: how does the example of Elinor Ostrom in Nepal address these shortcomings of anthropology?

Follow-up

Excellent. Now please apply your analysis to the other examples of successful application of cultural knowledge in chapter 8 and again in chapter 10. The examples include: cultural ergonomics, the Haiti reforestation project, KEEP in Hawaii, working with Native American Nations to understand culture-by-policy interactions and learn from success, the 6-S program in the Sahel, and the cultural checklist developed by CICIBA in Gabon; and in chapter 10 the fisheries project in American Samoa. Include facing up to cultural strengths and weaknesses. Please be succinct.

Follow-up

At the end of chapter 10, the author describes a “culture and development manifesto.” What does this mean, and why is it important?

³⁶ The full syllabus is available in Annex 3.

Now please continue your conversation with ChatGPT-4o with at least three questions a.k.a. prompts of your own.³⁷

Examination Questions

Scenario

In this scenario, you are an expert on working across cultures. You meet the CEO of an international non-profit organization. It provides scientific knowledge to address local problems around the world.

The CEO tells you, “Many of our projects are disappointing. A scientific project that succeeds in one cultural setting may fail in a different setting. Our organization isn’t good at working across cultures.

“We want to improve in two areas. One is our staff. They are from many countries, but they are all scientists. I worry that they may think that scientific applications don’t need to be culturally aligned. They may say, ‘Science is science, everywhere!’

“Second is our process. We don’t have a way to bring in local people, discuss their challenges, learn from them and they from us, and then together design effective adaptations of the scientific knowledge.”

1. Cultural Diversity in Employees (60 Minutes)

1A. (20 minutes)

Using only the readings from this course, please summarize the evidence about the benefits and costs of culturally diverse employees. (Three paragraphs will suffice.)

1B. (10 minutes)

In the case of the employees of this international nonprofit organization, the “cultures” that matter may not be international but disciplinary. Briefly describe an example from your personal experience where “disciplinary cultures” clashed. (Two paragraphs.)

1C. (30 minutes)

What recommendations do you have for the CEO about experimenting with disciplinary diversity in this international nonprofit?

Preparations Before You Answer Question 1C

Please prepare by doing the following warm-up exercises:

First, recall what you learned in the course about (1) culture shock and (2) leading and managing diversity in an organization.

³⁷ <https://chatgpt.com/share/8856bfc5-2b82-4d20-a9d1-f9eef141cf67>

Second, copy and paste the scenario above into ChatGPT4 and add this question to the prompt: “Focus on the CEO’s first challenge: staff. How might improving the disciplinary diversity of its employees help this nonprofit organization take local cultures into account?”

Have a conversation with ChatGPT4 about this. **Please include a link to your chat with ChatGPT4 with your answer.**

Adapting to Local Cultures (60 Minutes)

Preparations Before You Answer Question 2

Please prepare to write your answer by doing the following warm-up exercises with ChatGPT4:

First, recall what you learned in the course about Bernard Ouédraogo and Elinor Ostrom.

Second, have a conversation with ChatGPT4 about them, using these two prompts:

Compare Bernard Ouédraogo’s work with Naams and 6-S in Africa with the work of Elinor Ostrom in Nepal.

Follow-up

Let’s try to generalize to a different domain. Suppose we are working across cultures. We have generic international expertise. Local people in a particular setting ask us for help. We realize that they know much more than we do about their goals and realities, but we don’t quite know how to elicit that knowledge. Please connect ideas from Bernard Ouédraogo and Elinor Ostrom to the general challenge of combining international expertise and local knowledge, with the goal of helping local people to solve their own problems.

Third, recall our discussion of Policy Analysis 2.0 on November 14. You saw a ChatGPT4 prompt about convenings—below is that prompt adapted to this examination question. Please copy and paste this prompt into ChatGPT4, and then have a conversation with ChatGPT4 about it:

You are an expert in evaluation and policy analysis. I am the CEO of an international nonprofit that provides scientific knowledge to address local problems around the world. Please help me design a convening to adapt a specific scientific idea to local cultural realities. The convening should include stakeholders such as my organization’s international scientists, local community leaders, and local businesspeople. My goal is to bring together these stakeholders and help them problem-solve creatively. The convening consists of four stages:

Stage 1. Finding and presenting data that identify the local challenges and help participants compare their situation with other places around the world.

Stage 2. Finding a success story from elsewhere where this scientific innovation was successfully adapted to local realities, and then conveying the story in the part A, part B style of a Harvard Business School teaching case.

Stage 3. Creating and then conveying to participants a simple theory of change to help participants work through the options.

Stage 4. Considering the local context, creating and then discussing with participants an imaginary news story describing their success five years from now.

Please use these four stages in a conversation with me about designing a convening. Beginning with stage 1, please help me figure out what to do in each stage. Feel free to ask me questions. After we finish discussing stage 1, then let's move the conversation to stage 2. Pause after each of the four stages to ask me for comments or suggestions. Do you understand? Are you ready to begin?

Now the question:

2. What recommendations do you have for the CEO about experimenting with ways to combine scientific expertise with local knowledge, with the goal of catalyzing local people to adapt the scientific knowledge to their local culture?

Please include links to your chats with ChatGPT4 with your answers.

Prompts for the Classroom

In this course, we adapted and tailored many of the prompts in Chapter 4. Here you'll see the prompts that were new.

With the prompts that follow, the usual method in class was this. I would demonstrate the prompt first, and then each student would use it on their own computers. Their explorations were often followed by break-out discussions among groups of three or four students, and then we returned to plenary for a few of their comments and impressions.

Students were told: "Customize all prompts by filling in your information where you see **[boldface words in brackets]**." And that prompts like these are not designed to get "the answers" but to catalyze a conversation.

Tutor for Cultural Competence

*Please play the role of a cordial, expert tutor helping me develop cultural competence. We will look specifically at **[Country/Cultural Group]**. Please help me:*

*(a) Understand the unique characteristics, values, and communication styles of both **[Country/Cultural Group]** and my own culture,*

(b) Learn to behave in ways that are respectful and considerate, avoiding actions that may cause discomfort or offense,

*(c) Recognize the diversity within **[Country/Cultural Group]** and avoiding stereotypes or treating individuals as part of a monolithic group.*

Let's you and I engage in exercises that may include:

Cultural Self-Assessment: Reflecting on my own cultural background and biases.

*Cultural Comparisons: Analyzing and comparing cultural norms and values between **[Country/Cultural Group]** and my own culture.*

Cultural Simulations: Participating in role-play or simulated scenarios that involve intercultural communication or conflict, providing opportunities for practical application and feedback.

First ask me a few questions about my own cultural characteristics. Then ask me about the country or cultural group I wish to use as an example. Then explain what help you might provide and ask me to choose an initial activity or simulation. Your guidance in these areas will help me enhance my intercultural competence and ability to navigate diverse cultural contexts effectively.

Another Tutor in Intercultural Competence

[Substitute another countries or cultures as desired]

*Please play the role of an expert on intercultural competence, meaning (a) understanding differences between cultures, such as **[Japan and the United States]**, (b) behaving in ways that don't cause discomfort or offense, and (c) avoiding treating all Japanese as one monolithic group. Please be my tutor. Could we do some exercises together?³⁸*

Four Fallacies in Cross-Cultural Negotiations

[Attach James Sebenius, “Assess, Don’t Assume, Part I: Etiquette and National Culture in Negotiations” <https://www.hbs.edu/ris/Publication%20Files/10-048.pdf>]

Please study the attached article my James Sebenius Please play the role of an expert on international negotiations across cultures. Please study the four fallacies described by Sebenius

1. The John Wayne vs. Charlie Chan Fallacy: stereotyping national cultures: Don't assume that nationality implies culture and that culture is monolithic. The variation within a national culture may be significant, often greater than the variation across different national cultures. And cultures can vary over time: China's business culture of thirty years ago, let alone Singapore's, is hardly today's.

2. The Rosetta Stone Fallacy: overemphasizing national culture: National culture can be highly visible but is only one of many possible cultures (such as the professional cultures of financiers, diplomats, or engineers) and only one of many other possible influences on negotiated results (such as the economics of the business, competitors, personality, regulation, technology, etc.). Don't assume that an assessment of national culture is the one complete key to understanding the other side and predicting its actions in a negotiation context.

3. The VFR at Night Fallacy: Falling prey to potent psychological biases in cross-cultural perception. Just as trying to pilot by “visual flight rules” (VFR) at night or in a storm is hazardous, the psychology of cross-cultural perception can be treacherous. Beware the

³⁸ <https://chat.openai.com/share/cac3c2d9-c53d-410b-85cf-0e7dcf3e4159>

witches brew of biases and psychological dynamics that can bubble up when one begins to label “other” groups, attribute characteristics to them, and act on these perceptions.

4. St. Augustine’s Fallacy: When in Rome, don’t necessarily try to do what (you think) the Romans do; there may be much better options.

Please help me understand these four fallacies with examples linked to my field of study or profession. First, please introduce yourself. Then, ask me what my field of study or profession is. Then give me examples of the four fallacies applied to intercultural work that may take place in my field of study or profession.³⁹

Important Concepts Are Vague and Contestable

You are an expert in the social and human sciences. Help me explore the inevitable vagueness and contestability of key concepts. Let’s use the concept of “culture” to get started. Then let’s compare it with another concept that I will name. Please begin by talking about confusions and controversies about the concept of “culture” in the social sciences. Then ask me for another concept so we can make comparisons.

Follow-up

*Please apply what you just said to the concept of **[insert a concept you’d like to compare]**.*

Follow-up

*Now let’s look at the more positive side of things. Despite all the controversies you correctly list, nonetheless both “culture” and **[your concept]** have been used to make better predictions about what works where—for example, what family planning projects might work best for different cultural settings, or **[give an example of the practical use of your concept]**.*

What similarities do you see in the possibility for productive uses, despite the conceptual chaos?⁴⁰

Debates about Concepts (Such as “Culture”)

*Please help me understand some similarities between debates about “culture” and debates about **[insert your concept]**. In theorizing, people make arguments about how culture influences various outcomes, for example democracy. Two kinds of issues occur. First, at the level of concepts. What is meant by “culture”? One book seventy years ago assembled 164 definitions of culture! Second, what is meant by those outcomes such as “democracy”? In the academic literature, there are more than 100 definitions of “democracy.” Second, at the level of measurement. Suppose we want to test a*

³⁹ H/t Elisa Slee, teaching assistant in TNDY 403E.

⁴⁰ <https://chat.openai.com/c/74214411-1ca8-4bdd-bd7f-438247e73ea3>

theoretical argument about how culture influences democracy. We run into two other problems: imperfect measures of both variables, and the lack of an agreed-upon model to test causality, given other variables that matter. Do you follow me so far?

Follow-up

The proposition is that these phenomena are pervasive in the human and social sciences. Most interesting theoretical arguments involve concepts that are contestable. And most tests of those theoretical arguments involve measures that are almost always partial, incomplete, and debatable. And then when trying to use those measures to “test” the theoretical argument, we run into issues like omitted variables, reverse causation, and so forth. Do you still follow me?

Follow-up

*And yet, despite these difficulties—in practice, it is often important to use concepts like culture and **[your concept]**, and imperfect measures of them. If we are humble about what we assert, they can help us craft better treatments, programs, and policies that take into account differences in culture or differences in **[your concept]**. Please talk to me about these issues as more positive aspects of the human and behavioral sciences.*

Follow-up

*Please put all this together in a concise, friendly, but rigorous 600-word essay about imperfect concepts and measures in the human and behavioral sciences, with the examples of culture and **[your concept]**. Please emphasize the pervasiveness of the conceptual and empirical challenges—and yet, the possibility of using contestable concepts and imperfect measures to make better policies, programs, pedagogies, and treatments.*

Disgust and Cultural Tolerance

Please play the role of a wise, kind expert in both psychology and anthropology. Please help me think about the connections between feelings of disgust and cultural tolerance. I have taken in class an online psychological test of my own reactions of disgust to various things. In class we have shared our examples of disgust with some practices or food items in other cultures. We have also shared times where we have overcome our initial feelings of disgust. I would like your advice on (a) the origins of feelings of disgust in an individual, (b) what is known about overcoming such feelings, and finally (c) helping me consider whether and when I “should” try to overcome a particular feeling of disgust. Let’s begin with (a), what is known about the origins of feelings of disgust. Please feel free to consult the academic literature.

Essentialism and Constructivism

Please help me understand two concepts: Essentialism vs. Constructivism. Please define each, give an example of each, and describe the differences.

Multicultural and Polycultural

You are an expert in psychology, cultural studies, and public policy. Please help me understand these concepts: multicultural and polycultural. Please feel free to refer to recent academic studies.

Follow-up

What policy choices can a local government make to support multiculturalism?

Follow-up

What policy choices can a local government make to support polyculturalism?⁴¹

The Triple Package

Consider Chua and Rubenfeld's book "The Triple Package". Especially the afterword in the paperback edition. Some have criticized the book for seeming fatalistic. Others including the president of the historically black university in the afterword think that the book's thesis could be used to teach or train members of disadvantaged minority groups to feel they have the triple package of (a) feeling superior to other groups, yet (b) feeling insecure, and (c) being able to postpone gratification.

Follow-up

How might we as individuals use the insights of Chua and Rubenfeld to rethink our own cultural identities?⁴²

Improving Writing

E-mail to students after the midterm: "If your writing was critiqued, please try this prompt." (Other writing prompts used throughout this and the other courses are provided on pp.35–36 above.)

[Attach your document.] *You are an experienced writer and editor. You are kind but firm. Please help me understand my stylistic weaknesses and improve my writing. I am a graduate student studying [insert your subject]. First, introduce yourself to me and ask me to paste in my writing. Second, proceed sentence by sentence looking for*

⁴¹ <https://chat.openai.com/share/f4a6c8d4-bb00-42a1-a853-d54a2ee3890a>

⁴² <https://chat.openai.com/share/f45102e8-fd2d-476a-9cea-4e808149911a>

grammatical mistakes, typos, sentence fragments, inappropriate verbs, and so forth. Show the sentence and list what you think are my shortcomings. Ask me if I understand. Then rewrite the sentence and ask me if I agree. Next, move to the level of the paragraph. Assess the paragraph's flow and logic. Look for its coherence as well as for repetitions. Provide a critique for me and ask me if I understand. Ask me to rewrite the paragraph. Then repeat this process until you and I are happy.

Simplifying a Complicated Text

Please explain this complicated passage in simple language: "Ethnic diversity can impact public spending and the availability and quality of public goods due to different ethnic groups having varying preferences for the types and quantities of public goods to fund with tax dollars. This can lead to a 'compromise' good that some citizens may be unwilling to fund, resulting in constrained public spending. As a result, public spending is constrained, as is the availability and quality of public goods. Additionally, the utility level of an ethnic group for a given public good may be reduced if other groups use it as well. As ethnic fractionalization grows, governments may become more interventionist and inefficient, negatively affecting the quality of public goods, the size of government, and levels of political freedom."⁴³

Externalities

*You are an expert economist. I am a graduate student in **[your subject]**. Please explain the concept of externalities for me. Please provide two examples.*

Follow-up

How might cultural diversity create positive and negative externalities? Please give examples of each.

Moderator Variables

Some studies show that diverse workforces do not improve various measures of business performance. Two authors argue that "contingencies (moderator variables)" may have an impact. Please explain what moderator variables are and give me a hypothetical example related to diversity.

⁴³ An aside: Government leaders in Peru and I used this prompt with a seven-page regulation in legalese. We asked ChatGPT to provide a one-page summary that a high-school graduate could understand. The lawyers present said the almost instantaneous result was a valuable first step.

Follow-up

Could the cultural competence of leaders and managers be a moderating variable? If so, please give an example of how.⁴⁴

The Bias Blind Spot

Please review the work of Emily Pronin and others who have studied the bias blind spot. Please explain this concept to me and give several examples.

Follow-up

How does the bias blind spot connect with prejudice and efforts to combat prejudice?

Reductionists

Please help me understand the meaning of this sarcastic aphorism: “Nothing is so eloquent as the caveats of a reductionist.” Reductionists give these caveats and then proceed on their merry way reducing complex phenomena to too-simple models. They are very eloquent, hoping that their eloquence “excuses” what they do. Please explain the aphorism and give me two examples.

The Contact Theory of Prejudice

You are an expert psychologist. Please review the contact theory of prejudice of Allport, Pettigrew, and Tropp. Summarize the theory. Describe its implications for anti-prejudice interventions.

Follow-up

Please find five anti-prejudice programs or interventions that have used the contact theory.⁴⁵

⁴⁴ <https://chat.openai.com/share/8f16edac-c20d-435f-aca5-5bf57728a816>

⁴⁵ <https://chat.openai.com/share/691982d8-08a1-4e25-841a-e5855eef56db>

Statistical Discrimination

You are an expert in economics and statistics. Please help me understand the economic idea of statistical discrimination. Emphasize the importance of imperfect individual information.

Follow-up

When individual information is not available, please show me how even modest differences between groups can lead to stratified results in a credit market or a labor market. Give a numerical example.⁴⁶

Coach on Intercultural Negotiations

The course featured a two-week simulated negotiation between a Chinese company and an American one. As a warm-up exercise, students were asked to spend two hours using this long prompt.

[Attach Sebenius “Assess, Don’t Assume” pdf, available here <http://www.hbs.edu/research/pdf/10-048.pdf>] Please read the attached paper by James Sebenius, which our class has also studied. Then please create a negotiation exercise where I can practice negotiating across cultures and get feedback from you. Please play the role of Negotiation Mentor, an experienced, friendly, and practical expert in negotiation and working across cultures.

To begin, you will introduce yourself to me as Negotiation Mentor, and you will ask me initial questions that guide your creation of negotiation scenarios. Then you will participate in a mock negotiation and provide feedback to me afterwards.

Please follow these steps in order:

STEP 1: GATHER INFORMATION

You should do this:

- 1. Ask questions: Ask me to tell you about my level of experience in negotiating and information about my cultural background, including nationality, language skills, experience living in other cultures, and so forth. Explain that this helps you tailor the negotiating scenario for me.*
- 2. Number your questions.*

You should not do this:

- Explain the steps to me.*
- Ask more than one question at a time.*

⁴⁶ <https://chat.openai.com/share/4767d4bd-2571-48c9-96f0-5b546e95d2a1>

- *Mention the steps during your interaction with the user, e.g., “Gathering information.”*

Next step: Move on to the next step when you have the information you need.

STEP 2: SET UP ROLE PLAY

You should do this:

a. Design two scenarios: Once I share this information with you, then suggest two possible cross-cultural negotiation scenarios and have me pick one. Each of the scenarios should be different. Use the examples and context to select appropriate scenarios.

Hypothetical examples for Step 2: In one scenario, I get to practice negotiating with a potential business partner from a different culture than mine (for example, from Egypt or Brazil—but these are just examples). In another scenario, I practice the role of buyer in an art gallery located a different culture from mine (say, Holland or Thailand—but these are just examples) and haggle over the price of an idiosyncratic piece of art.

To help me review some of the relevant cultural characteristics for my culture and the culture of the other person I’ll be negotiating with, please help me use resources such as Geert Hofstede’s cultural dimension of different countries. <https://www.hofstede-insights.com/country-comparison-tool>

b. Context for Step 2: For any scenario, help me work through negotiations concepts such as the role of asking questions, deciding how much something is worth (a partnership, license, product, etc.), considering their alternatives (BATNA), considering their counterparts’ alternatives, the zone of possible agreement, considering their strategy, the role of deception, the first-mover advantage, cooperation vs. competition, the shadow of the future, perspective-taking, and tone.

You should not do this:

- *Explain the steps to me.*
- *Ask more than one question at a time.*
- *Overcomplicate the scenario.*
- *Mention the steps during your interaction with me.*

Next step: Move on to the next step once I select a scenario.

Step 3: SET UP THE SCENE

You should do this:

- 1. Once I choose the scenario, you will provide all the details I need to play my negotiating role, such as what I want to accomplish, what happens if I can’t make a deal, and any other information you wish to supply. Feel free to be creative.*
- 2. Proclaim “BEGIN ROLE PLAY” and describe the scene compellingly, including physical surroundings, significant objects, immediate challenges, and the negotiation*

counterpart, all to help me understand the current situation and the motivations of both sides in the negotiation.

Next step: Move on to the next step when the scene is set up and begin role play.

STEP 4: BEGIN ROLE PLAY

You should do this:

- 1. Play the role of the other party that I am negotiating with. Please do not be too easy in your negotiations—help me by challenging me.*
- 2. After 10 turns, push me to make a consequential decision and conclude the negotiation.*
- 3. If you wish, along the way you can give me hints about the cultural dimensions of negotiations from the attached paper by James Sebenius or elsewhere. These hints should be brief and set apart from the actual scene.*
- 4. If I am well, consider upping the stakes and challenging me.*

You should not do this:

- Do not ask me for information that I do not have during role play.*
- Do not be too quick to settle or make a compromise. It's all right if there is some tension. In fact, as you know, not every negotiation can be successful.*

Next step: Move on to the next step when role play is complete and give me feedback.

STEP 5: FEEDBACK

You should do this:

- 1. As soon as the role play is over, give me feedback that considers the difficulty level of the negotiation, my performance, my cultural competence, and my level of negotiating experience.*
- 2. Feedback should be in the following format: GENERAL FEEDBACK (in which you assess my performance and name one thing I did well and one thing I could improve on, emphasizing the cross-cultural aspects) and ADVICE MOVING FORWARD (in which you give me advice about how to apply the lessons in the real world and how to improve my cross-cultural negotiation skills).*

Next step: Move on to the next step when you have given me feedback to end the simulation.

STEP 6: WRAP UP

You should do this:

Tell me that you are happy to keep talking about this scenario or answer any other questions.

If I do want to keep talking, then remember to push me to construct my own knowledge while asking leading questions and providing hints.

LESSONS: In addition to the Sebenius paper attached, feel free to draw on the following information to create the scenario and to give the student feedback.

A practiced negotiator understands the cross-cultural dynamics of a negotiation, including different cultural norms about relationships vs. deals, gift giving, seniority, what to consider ahead of any negotiation, what to do during a negotiation, and how to react after a negotiation.

Before the negotiation:

DECIDE HOW MUCH SOMETHING IS WORTH. Negotiations may be single issue, e.g., selling one product, or multi-issue (in which you need to settle more than one issue). And you may be negotiating over an idiosyncratic item—you may not know how to gauge the value of the good or service in question. You'll have to decide how important that good or service is to you and how important it is to your counterpart.

CONSIDER YOUR ALTERNATIVES TO CLOSING THE DEAL AND YOUR COUNTERPARTS' ALTERNATIVE. Ahead of any negotiation, you should spend time considering BATNA and decide on a bottom line or a walk-away number.

CONSIDER THE ZONE OF POSSIBLE AGREEMENT. Spend time thinking about your counterparts' alternatives to closing the deal and about your counterparts' possible bottom line. In any negotiation worth engaging in there is a zone of possible agreement or the overlap between your bottom line and your counterparts' bottom line.

CONSIDER YOUR STRATEGY. If you are negotiating with a long-term business partner or with your boss or with anyone with whom you value the relationship, you should generally be cooperative/make some concessions and work to keep up the relationship. However, if you are engaged in a one-shot negotiation, then the relationship is not critical and you can try starting with a low initial offer or showing how much power you have in the negotiation; these approaches could be useful.

During the negotiation:

USE THE FIRST-MOVER ADVANTAGE AND ASK QUESTIONS. Take time to learn all you can about your counterpart and their motivations and goals before making an offer. If you do this then making that first offer may work well because of the anchoring effect; having insight about your counterparts' perspective works to your advantage (you can see what they might want, and this helps you surface common interests).

Enough! Now let's have some educational fun. Please introduce yourself!⁴⁷

Practicing Negotiation Skills across Cultures

Two students had to miss these negotiations. As a make-up assignment, they worked with this prompt. They submitted their ChatGPT conversation along with a short essay about

⁴⁷ Adapted from a prompt by Ethan Mollick.

what they learned from this negotiation exercise. (No surprise: their simulated negotiations were quite different, and both students clearly learned a lot.)

You are an expert in intercultural negotiations. Please simulate a detailed scenario in which I have to engage in a negotiation between a US company and a Chinese company. You will fill the role of the Chinese company, and I will fill the role of American company. You will ask for my response in each step of the scenario and wait until you receive it. After getting my response, you will give me details of what the other party does and says. After 15 exchanges, please suggest that we pause, and then you will grade my response and give me detailed positive and then critical feedback about what to do better using the science of negotiation. Then we will continue the negotiations. If I did well so far, please give me a more demanding scenario. If I did not do very well, then please give me an easier scenario.

The negotiations are between a US chemical company called Wyoff and a Chinese chemical company called CLQ. They are negotiating a possible joint venture (JV) based in China.

Cultural issues in this negotiation include:

Wyoff, the US company: competitive style; point-by-point negotiation and once we agree on a point, you can't go back; impatient; don't like all the Guanxi; not worried about Chinese local politics; thinking style. You fear the loss of your technology to the Chinese.

CLQ, the Chinese company: cooperative style; holistic negotiation and we can revisit points we have already agreed to; patient; Guanxi is crucial; very worried about Chinese local politics; feeling style. Not worried about brinksmanship. You and your government are keen on technology transfer.

Here are the business positions of the two companies in the negotiation.

1. Product Slate. Wyoff: narrow product slate, JV will purchase 3rd-party's technology. CLQ: broad product slate, US company transfers technology.

2. Product Marketing. Wyoff: exclusive rights. CLQ: JV has its own marketing capacity.

3. Management. Wyoff: Wyoff to have majority of top positions. CLQ: equal US and Chinese participation, plus membership by Chinese government on the JV board.

4. Staffing. Wyoff: we screen employees and cut staffing quickly to international standards. CLQ: we screen employees and gradual reduction in staffing.

Are you ready to begin? If so, please introduce yourself and make the initial statement in our negotiation.

6. EXAMPLES OF PROMPTS: “COST-BENEFIT ANALYSIS”⁴⁸

As with the other courses described in this guide, some homework assignments asked students to engage ChatGPT after doing the assigned reading. For example:

- *Use ChatGPT4 to consider policies to respond to COVID-19. Explore the facts we would like to have to do a cost-benefit analysis of a lock down plus federal government relief packages in terms of the value of statistical lives saved.*
- *Use ChatGPT4 to explore contingent valuation. Be prepared to discuss how contingent valuation has been (or might be) applied in your policy area—and the pros and cons of doing so.*
- *Ask ChatGPT to explain the Golden Rule of Consumption and explain how it connects with the social discount rate.*
- *Use ChatGPT4 to explore the pros and cons of a Universal Basic Income. Then try the prompts in “Four Predictable Biases in Reactions to a Disappointing Evaluation,”⁴⁹ which presume that a trial or study has shown that UBI “failed.” Then try these prompts on your own policy issue. Please be prepared to discuss in class what you learned.*

Regarding ChatGPT and the examinations in this course, please see above, pp. 28–30.

In this class we adapted many of the prompts described in previous chapters. Here I’ll share only the new ones.

Cheap Talk

You are an expert in cost-benefit analysis. What do economists mean when they disdain “cheap talk.” Please explain their reasons and give me an example.

Follow-up

Now please give me an example of “cheap talk” in cost-benefit analysis.

Follow-up

You are an expert in cost-benefit analysis and in survey research. Please help me understand hedonic valuation studies. Please explain the theory and give me an example.

Follow-up

How does hedonic evaluation avoid the problem of cheap talk?

⁴⁸ The full syllabus is available in Annex 4.

⁴⁹ This prompt appears on p. 44 of this guidebook.

Cost-Benefit Analysis in Your Policy Area

*You are an experienced economist and policy analyst. You understand that models can be used as metaphors and that they can help people be thorough in assessing a policy choice. Help me think about the applications of cost-benefit analysis to **[describe your policy issue briefly]**. Describe how CBA can be used to help people have open discussions about the importance of the various advantages and disadvantages of policy alternatives.*

Follow-up

Please find published examples of CBA regarding my policy issue of what you just said.

Deadweight Loss

You are an expert in cost-benefit analysis. Please help me understand the concept of a deadweight loss from a tax. First explain the theory. Then give me a real example. Finally, ask me if I would like to go into more detail.

Primary and Secondary Markets

*You are an expert in cost-benefit analysis. I am a graduate student in **[describe your field]**. Please help me understand the difference between direct effects of a policy such as a tax or subsidy—the effects on primary markets, namely those input and output markets directly affected by the policy, including changes in externalities—and the indirect effects—those on secondary markets, namely markets for complements or substitutes for the primary market's inputs and outputs.*

Follow-up

*My policy interest is **[describe your policy interest]**. Please help me understand the primary and secondary markets relevant to this policy area. Please give me a concrete example.*

Power Laws

You are an expert on statistics and their applications to risk. Please explain to me power law distributions in general. Please give me several examples relevant to cost-benefit analysis.

Follow-up

Why do the income distributions in many countries follow a power law such as the Pareto distribution? Please explain and give an example.

The Reproduction Rate of Infectious Diseases

You are an expert in public health and epidemiology. I am [describe yourself]. Please explain the reproduction rate of an infectious disease.

Follow-up

Please give the best estimates for the reproduction rate for COVID-19.

Follow-up

Why does the reproduction rate matter for lock-down policies? Please give an example.

Flattening the Curve in an Epidemic

You are an expert in public health and epidemiology. Let's move to one hypothesized effect of a lock-down policy: flattening the curve. Please explain the theory of flattening the curve.

Follow-up

In the case of the COVID-19 pandemic, what is now the best estimate in the United States of how and how much the lockdowns "flattened the curve"? Please cite your sources.

Herd Immunity in an Epidemic

You are an expert in public health and epidemiology. I am [describe yourself]. Please explain the concept of herd immunity. Please give me a real example.

Marginal Value of Public Funds

You are an expert in public finance and cost-benefit analysis. I am a student of cost-benefit analysis. Review the concept of the marginal value of public funds (MVPF) of a policy—for example, here <https://www.policyimpacts.org/mvpf-explained/what-is-the-mvpf> Remember that the net cost to the government includes distortions (e.g., deadweight losses from fiscal externalities or behavioral changes that create deadweight losses). Please explain MVPF to me in simple terms. What does an MVPF of 0 mean?

Follow-up

Please explain how the MVPF differs from the benefit-cost ratio (BCR). Please give me an example of where the calculated MVPF would differ from the BCR.

Follow-up

Why do you think using MVPF is preferable when conducting a unified welfare analysis of government programs?

7. EXAMPLES OF PROMPTS: “COLLABORATION ACROSS THE PUBLIC-PRIVATE DIVIDE”⁵⁰

Homework

As with the other courses described in this guide, some homework assignments asked students to engage ChatGPT after doing the assigned reading. For example:

*I have a **[describe your]** background in microeconomics. Please explain comparative advantage to me. Please distinguish comparative advantage from absolute advantage. Please give an example of comparative advantage.*

Follow-up prompt:

Please connect comparative advantage to the analysis of public-private-citizen collaboration. Explain how gains from collaboration resemble gains from trade.

Follow-up prompt:

Please give an example from rural development in a poor country.

Other examples:

- Engage in a conversation with ChatGPT about the tragedy of the commons. You might explore such aspects as examples, data, theoretical developments, research priorities, connections with the topic of your course project, and so forth.
- Please use ChatGPT to explore the concept and examples of “universal ID.” Then, using paper by Sathe, summarize the key challenges facing the leaders of Aadhaar in 2011. What would you recommend? Please be prepared to discuss in class.
- Use ChatGPT to find new information about multidrug resistant TB and ways to forestall it. Study questions appear at the end of the Eli Lilly case—please prepare them carefully for discussion in class.

This course featured a group project in lieu of a final exam. Students were advised:

GPT-4 can help you in every phase of your course project. Finding data sources. Finding success stories. Helping you with your briefings. Creating an imaginary success story. You can even have it do line editing on your drafts. Don’t be shy. Do tell me in an Annex to your paper how, in general, you used Chat GPT-4.

Since the project included the design of a “convening,” at several points in the course students used the long prompt on pp. 41–43 above—including on the midterm examination.

⁵⁰ The full syllabus is available in Annex 5.

Prompts in the Classroom

As with the other courses, we used in class versions of many prompts described in the three previous chapters. For example, we used “Your Tutor” and “The Fact Machine” frequently. Here I’ll share only the new prompts.

Selection Effects

You are an expert statistician and evaluator. I am a graduate student in [describe your field of study]. Please help me think about the effect an after-school program t on student learning O ? Suppose we look at the schools that have t and those that don’t have t . We estimate the effect of after school programs as the difference between the two schools. Please explain to me why this estimate might be incorrect.

Estimating a Treatment Effect

During a three-hour class about a long review article⁵¹ on estimating the effects of public-private partnerships around the world, this set of prompts was like a conversation to which we kept returning. Students would do the prompts individually and then we would discuss as a group what they learned.

You are an expert statistician and evaluator. Consider this general formula: $O_u = f(t, S)$. Outcomes O for a particular population u are a function of a treatment (policy) t and the setting S , which includes all the other variables that affect O and may interact with t . I’m having trouble understanding this formula. Would you please walk me through it in general?

Follow-up

Please explain the concept of unobservables to me. Please give me a concrete example.

Follow-up

What unobservables might be present in the preschool example above?

Follow-up

Please explain the idea of endogeneity to me. Please give me a concrete example related to what we have been talking about.

Follow-up

Let’s continue the discussion. In the context of these statistical difficulties, what does it mean to talk about “identification challenges”?

⁵¹ Anaïs Fabre and Stéphane Straub (2023) “The Impact of Public-Private Partnerships (PPPs) in Infrastructure, Health and Education.” *Journal of Economic Literature*, 61(2): 655–715.

Managing Collaboration

After reading and discussing *The Good Collaboration Handbook*,⁵² the class explored some management ideas with the help of ChatGPT.

*You are an expert on human resources and management. My job is **[describe your role]**. I want your help to make my part of **[name and describe your organization]** an exciting place to work. I want my team members to feel proud that they work here, so they want to tell their friends about their awesome jobs. Please play the role of an enthusiastic culture manager and suggest five ways I could make my part of the institution an even more exciting place to work.*

Follow-up

*You are an expert on human resources and management. My job is **[describe your role]**. I want to inspire my team in **[name and describe your organization]** to work even better by demonstrating that I also work better. I want to show I practice what I preach. In my office, can you suggest five actions I could take this week, where I can get involved with my team members' work without stepping on their toes?*

⁵² Lynn Barendsen et al. (2013) *The Good Collaboration Toolkit: An Approach to Building, Sustaining, and Carrying Out Successful Collaboration*. Cambridge, MA: The Good Project, Harvard Graduate School of Education. <https://www.thegoodproject.org/collaborationtoolkit>

ANNEX 1. FEEDBACK FROM STUDENTS ABOUT CHATGPT

In July 2024, I asked students in “Cost-Benefit Analysis” who had not graduated to comment on their experiences with ChatGPT. Their answers appear on pp. 31–36.

Below are comments from students of “Policy Design and Implementation” and “Working Across Cultures,” solicited in December 2023 after students had received their grades.

Michael Baum, PhD student, Psychology

Overall, I had a positive experience using ChatGPT during class, and I felt it was a useful tool in helping to clarify my thoughts and assist in crafting answers to exam questions. I think that, like any new technology, ChatGPT is not inherently good or bad for students, but rather, if it is used responsibly and in a way that facilitates learning without becoming a “crutch,” then it can be useful in enhancing student learning. I think it is critical that the instructor establish clear ground rules from the outset about how students should use ChatGPT, as this will set the tone and expectations for the class.

In “Working Across Cultures,” I liked how students were held accountable on the final exam by being required to submit a link to their chats; this accountability ensures that students are using the technology in an appropriate manner. As long as the appropriate guardrails are put in place, and as long as students are held accountable for how they use ChatGPT, then it can be a powerful learning tool. Personally, I enjoyed ChatGPT most when we used it during class to stimulate discussions in small groups; this struck me as a very easy and effective way to generate talking points and facilitate discussion. On a more general level, I also enjoyed how ChatGPT can offer writing advice and improve my writing. In sum, I feel that ChatGPT, when used responsibly by students and with appropriate oversight by the instructor, is a net positive addition to the learning environment and can lead to greater student engagement and success.

Elmer Choe, PhD student, Education

ChatGPT proved to be a valuable asset in various aspects of our course:

1. **Efficient Research Assistance:** ChatGPT helped us gather preliminary information on diverse cultural practices and theories, streamlining the initial research phase and allowing us more time to engage with the material critically.
2. **Supplementary Source During Discussions:** ChatGPT provided quick clarifications on facts or theories, maintaining the flow of our discussions and ensuring that our conversations were both informed and engaging.
3. **Catalyst for Deeper Learning in Assessments:** While ChatGPT offered helpful overviews and summaries, our course’s emphasis on critical thinking and application of knowledge meant that its input served as a starting point, encouraging us to delve deeper into topics and form our own, well-informed perspectives.

My experience with ChatGPT in the course was overwhelmingly positive, fostering a more dynamic and informed learning environment. However, it's crucial to note that its effectiveness largely depended on how we, as students, chose to use it. ChatGPT augmented our learning but didn't replace the critical thinking and analytical skills that are essential in graduate-level education. I hope these insights prove helpful to you and your colleagues in understanding the potential role of AI tools like ChatGPT in academic settings.

Timothy Davis, PhD Student, Music

ChatGPT4 is revolutionary in the way it engages with subject matter and assists in applying it to your specific concerns or research. It holds a wealth of information, which becomes accessible through specific prompting. ChatGPT4 can engage in meaningful conversations about your topics, offering insights and diverse perspectives to further develop your thoughts.

As someone who values original thought, I initially felt hesitant to use ChatGPT4, concerned that it might not stem from my own thinking processes. However, I learned that ChatGPT4 requires a starting idea or thought from which it can then help in sequentially developing and expanding those ideas.

I believe that ChatGPT4 can significantly enhance discussion skills and the development of concepts or ideas. In my experience, it has proved to be an invaluable research and development tool, greatly enriching and expanding the scope of any subject matter based on personal interest or study.

Anuradha Dhanasekara, PhD student, Psychology

Initially skeptical, my perspective shifted dramatically when ChatGPT was incorporated into the "Policy Design and Implementation" and "Working Across Cultures" courses, led by Professor Robert Klitgaard, as part of my PhD in Psychology. Professor Klitgaard encouraged us to subscribe to ChatGPT 4, highlighting its advancements over the regular version ChatGPT 3.5. As a new user of ChatGPT 4, I navigated through various features, including data analysis, plugins, and other standard GPTs.

Embarking on this journey with ChatGPT proved transformative for both my academic and professional endeavors. During classes, it felt like participating in a dynamic group experiment, exploring not only the course content but also the academic potential of ChatGPT. We started with class prompts, analyzing and discussing the varied outputs, which revealed the tool's diverse capabilities. Learning to refine our prompts enabled us to tailor ChatGPT's responses to our specific needs. Engaging with ChatGPT conversationally, whether as an expert, mentor, assistant, or coach, was both enjoyable and invaluable. I cherished having this versatile 'friend'—who is always available, intelligent, and never overwhelmed—to brainstorm ideas and discuss topics. Additionally, ChatGPT's ability to succinctly summarize materials was a lifesaver during time-crunched reviews.

Perhaps the most surprising aspect was utilizing ChatGPT during exams. This approach resonated with me; leveraging available tools and technologies reflects a more authentic

real-world environment. The evolution of exam questions from midterms to finals, balancing ChatGPT's input with our knowledge and critical thinking, was impressive. It was clear that Professor Klitgaard was also learning and adapting, exploring how to optimize ChatGPT as an educational tool. I am grateful for his approach, which was both bold and humble: bold in challenging conventional teaching methods and perceptions of exam conduct, and humble in its openness to discussing weaknesses and challenges throughout the learning process. This journey with ChatGPT has been nothing short of mind-blowing.

Chasen Jeffries, PhD student, International Political Economy and Computational Analytics

When I found out we would be using ChatGPT in class, I was excited. I had been using GPT 3.5 for several months and had a solid grasp of its usage. However, transitioning to GPT 4 in combination with highly specific prompts from Dr. Klitgaard took my experience to a new level. Integrating ChatGPT into our coursework proved to be as engaging as having a team of colleagues constantly available for discussions. I learned a great deal from Dr. Klitgaard's expert utilization of ChatGPT in our classes.

In our course, the use of ChatGPT was particularly beneficial due to its application in highly specific contexts. Professor Klitgaard often provided specific prompts that fostered intellectual discourse and allowed for personalization of topics. For instance, I could delve into public-private partnerships in a field of interest engaging ChatGPT as a subject matter expert offering diverse viewpoints. This approach not only introduced me to new concepts but also illuminated various possibilities that would have taken hours of brainstorming or research on my own. Furthermore, the debates with ChatGPT encouraged me to challenge ideas, formulate counterarguments, and better comprehend their underlying logic. This interaction was invaluable in clarifying and strengthening my understanding of both my viewpoints and opposing perspectives.

Finally, I would like to highlight three additional exemplary applications of ChatGPT in our coursework:

1. **Tutor Prompt:** Professor Klitgaard provided a template prompt enabling ChatGPT to function as a tutor. It quizzed us, explained concepts, and assisted in a constructive manner. I used this tool extensively in my preparation for the qualifying exam in computational analytics.
2. **Fact Machine Prompt:** This tool was designed to generate key questions about a research topic, fostering a back-and-forth dialogue. It assisted in exploring various dimensions and aspects of our topics, aiding in a comprehensive understanding of the subject matter.
3. **Prompt Creator:** This tool proved crucial in creating prompts that significantly improved the quality of ChatGPT's responses. It was instrumental in crafting unique prompts tailored to specific projects and goals, proving beneficial for my articles and projects.

In conclusion, ChatGPT stands out as a remarkable tool that significantly enhances learning efficiency and effectiveness. I firmly believe that students who become proficient

in utilizing ChatGPT will likely find themselves at an advantage, equipped with a powerful ally for tackling a wide array of challenges.

William Johnson, PhD Student, Education

My experience with ChatGPT was very positive. I feel that AI can be used as an assistant rather than a cheating tool. For me, it has helped me refine my research questions and narrow down my research focus. When given prompts by a professor or educator, I believe that it can limit cheating and be a valuable tool to enhance student learning. Recently, I used some of the prompts provided in class to work with Chat GPT to assist me in writing my dissertation proposal. With the prompts, I was able to converse with Chat GPT and receive insights on how to make my writing more concise.

For me, AI has taken away writing blocks and has allowed me to focus and not waste time. It is a valuable tool and used right, it can really enhance learning. AI is not going anywhere so we must embrace so that we can control it. How you integrated in your class was a great lesson on how to do that.

Margaret Kohl, PhD Student, Economics

I appreciated the innovative approach taken in “Policy Design and Implementation,” and I’m happy to provide my insights on the use of ChatGPT.

Throughout the course, I found ChatGPT to be a valuable tool for enhancing my understanding of complex topics. As a PhD student studying economics, I am often faced with complex econometric or microeconomic topics which tend to require more detailed and tailored learning. Throughout the course, I utilized ChatGPT as a personal tutor to help clarify some difficult concepts, presenting them in a more digestible format. These learning aid techniques were discussed and implemented throughout Professor Klitgaard’s course, allowing students to understand and harness their skills using ChatGPT as a learning tool.

A particularly memorable instance was during my midterm preparation, where ChatGPT helped me formulate an outline to design and implement a policy. This initial structure provided by ChatGPT was invaluable in organizing my thoughts and research findings. Upon taking the midterm, it is essential to have read and engaged with course material to use examples, as that is a component of exam questions. By using the outline and structure from the brainstorm on ChatGPT, I feel more prepared for exam questions, and am required to read and engage with coursework to do well in the class.

I understand the concerns regarding the potential for intellectual laziness or cheating. In my experience, ChatGPT served as a supplement to my own research and critical thinking rather than a replacement. As technology advances, adaptation increases the efficiency of implementation. After taking Professor Klitgaard’s course “Policy Design and Implementation,” I believe the process of implementing ChatGPT in graduate-level course work is an efficient and applicable method of preparing students for today and tomorrow’s technology.

If I were to suggest any improvement, it would be the occasional need to fact-check some of the information provided by ChatGPT. While generally reliable, I learned to use it as one of several sources, not the sole authority.

Overall, my experience with ChatGPT in this course has been positive. It has added a novel dimension to my learning, encouraging me to explore topics from various angles. I appreciate your openness to integrating such technologies into our curriculum, and I look forward to seeing how it evolves in the future.

Xinyue Lu, PhD Student, Music

The experience in the course “TNDY 403E Working Across Cultures” was extremely valuable and special. One important part that left a deep impression on me was the use of ChatGPT4. As an international student whose native language is not English, extensive reading exposed me to many unfamiliar words. The application of ChatGPT4 was tremendously helpful in resolving the confusion faced by non-native speakers when encountering unfamiliar words and concepts.

Beyond being a powerful translation tool, ChatGPT4 also aided me in understanding concepts from fields I was unfamiliar with, such as economics, sociology, and political science. Compared to the passive reception of information from searching the web or consulting books, I could engage in a dialogue with ChatGPT4, asking it to provide examples and explanations for points I didn’t understand. This was of great help to me.

What I most want to express gratitude for in this course is that, as an ordinary person living in 2023, I felt excited but also worried when I first heard about ChatGPT4, mainly due to a lack of understanding. I wished to be among the earliest users to grasp this new technological trend, but I was hesitant about how to begin due to my unfamiliarity with new technologies. Fortunately, in this class, the teacher and teaching assistants guided me patiently, and I could exchange insights with my classmates. It was a crucial step for me. I am very grateful for this.

Ximena Martinez, PhD Student, Higher Education and Student Affairs

I had a positive experience using ChatGPT4 in my “Working Across Cultures” course. I regularly utilize AI tools like ChatGPT4 for my daily tasks at work. This semester, I simultaneously took another course where AI tools were prohibited, providing an interesting contrast: one course involved frequent use of AI, while the other did not. I believe that AI tools, including ChatGPT4, are set to become increasingly integral in our lives. It’s essential for educators to understand these tools — their capabilities, limitations, and potential to enhance student learning. I recognize the ethical concerns related to AI, particularly regarding data sources and consent. Therefore, I advocate for a shift towards opt-in models and stronger protections for original content creators.

In the course, I used ChatGPT4 for various purposes: data analysis assistance, tutoring, feedback, quizzing, understanding complex texts, refining my writing, and generating starting points for assignments. Instead of merely seeking direct answers, I engaged with ChatGPT4 through thoughtfully crafted prompts, enhancing my study efficiency and helping

me identify knowledge gaps. However, it's crucial to acknowledge that ChatGPT4 can make errors. Relying solely on it without engaging with the course materials might lead to misunderstandings. During class, we adapted prompts to our specific industries, aiding particularly with complex concepts. For the midterm and final exams, ChatGPT4 primarily assisted in editing and brainstorming ideas. Professor Klitgaard structured the exams to ensure that, regardless of ChatGPT4 usage, thorough knowledge of the material was necessary for success.

Jonathan Reinke, PhD Student, International Politics and Political Science

Initially, I approached large language models (LLMs) like ChatGPT with a fair degree of skepticism. However, after extensive use throughout the semester, I've discovered several practical applications for LLMs that have proven invaluable to me as a graduate student and researcher. These include utilizing ChatGPT for coding in R, brainstorming research topics, and as an editing tool.

In coding with R, ChatGPT 4 has been immensely valuable. Its ability to quickly generate relevant code snippets has been a significant time-saver, especially when facing coding challenges. This efficiency surpasses traditional Google searches, offering not only solutions but also introducing novel coding techniques and structures. Furthermore, its proficiency in handling visualizations adds to its comprehensive utility in coding tasks, making it an indispensable tool in my academic toolkit.

For brainstorming research topics, ChatGPT 4's role has been transformative. Its capacity to pose thought-provoking questions has broadened my perspective and deepened my exploration of various topics. This dynamic interaction encourages new viewpoints and considerations. The integration of plugins like Scholar AI further enriches this process, providing access to a vast array of academic literature and keeping me updated on the latest developments in my field. Moreover, ChatGPT assists in organizing research outlines, streamlining the early stages of project development.

As an editing tool, ChatGPT transcends traditional grammar checkers. Its sophisticated grasp of language structure and context significantly improves the flow and coherence of text. It adeptly identifies and corrects repetitive patterns, ensuring diversity and engagement in writing. Its capability to suggest alternative expressions or restructure sentences makes it particularly helpful for tackling phrasing challenges. Additionally, ChatGPT's adaptability to various tones allows for tailored writing, whether the need is for a formal, casual, persuasive, or empathetic style. This flexibility makes it an invaluable partner in producing well-rounded, articulate, and audience-oriented content.

Ye Zeng, PhD Student, Economics

ChatGPT is a simple, useful tool, and its wise usage is crucial. Initially, I rarely used ChatGPT and had misconceptions about using AI tools effectively. During the course "Working Across Cultures," I realized that although ChatGPT can provide answers, overreliance (especially in reading) can lead to lazier thinking. I strongly recommend that everyone in academia learn to use ChatGPT wisely; it's a powerful tool that needs careful handling.

My 3 biggest takeaways about ChatGPT from this course:

1. AI can help us understand concepts quickly, but it can't replace our thinking

In a class on “poisonous texts”, I wanted to cite “Stepford Wives literature” as an example, critiquing its portrayal of women’s dependency and competition. However, after consulting Chat, I found that ChatGPT’s general responses lacked specific insights, underscoring AI’s limitations in replacing human analysis, especially for complex concepts needing contextual understanding. AI can aid in refining ideas, but should not be overly relied upon for in-depth thinking.

2. AI can help us quickly organize the literature, extract the key points, and summarize them

ChatGPT is helpful for remembering extensive course readings, particularly for non-native English speakers. While it can’t read PDFs, Chat PDF does, offering summaries and key points in complex topics like history and politics. This helps in understanding the main ideas before detailed reading. However, it’s important to not fully rely on ChatGPT for reading, as it lacks complete comprehension and human-like interpretation, and overuse could result in misunderstandings.

3. Learning how to write prompts for AI is critical

My key learning from the class was mastering prompt writing. Professor Klitgaard’s examples showed how well-crafted prompts make ChatGPT respond more accurately and specifically. It’s like having an AI tutor to discuss specific topics, available anytime and anywhere. This has been a fascinating and valuable experience for me.

Elisa Slee, PhD student, K12 Education and Equity

As a teaching assistant for the “Working Across Cultures” course, I have had the unique opportunity to observe a significant shift in teaching and learning dynamics with the integration of ChatGPT4. My experience spans from being a student in the course during the Summer of 2022, before ChatGPT4’s introduction, to my current role. Both courses were conducted virtually, leveraging Canvas for asynchronous discussions and Zoom breakout rooms for live interactions. Reflecting on these experiences, I am excited to share insights and tips that I believe will be invaluable for faculty and teaching assistants.

One of the most remarkable aspects of ChatGPT4 is its ability to support learners needing additional scaffolding, such as non-native speakers or students with learning difficulties. Acting as a thought partner and writing tutor, ChatGPT4 engages students in deep conceptual analysis, ensuring better retention of concepts and key takeaways. During my time as a student, I observed non-native speakers struggling with complex research articles. However, with ChatGPT4 in the recent iteration of the course, many students reported an enhanced understanding of course readings. This improvement was clearly reflected in their written discussion entries and class contributions.

I was particularly impressed with how the use of carefully constructed ChatGPT4 prompts led to more focused learning. Students were able to concentrate on key takeaways aligned with course objectives, facilitating a more effective processing of information. The

adaptability of ChatGPT4 prompts to different disciplines allowed for tailored information processing. For example, in a breakout room discussion, I noticed music students connecting a course reading to their field, while economics students related the same material to their area of study. This diversity enriched the discussions significantly, surpassing the experiences I had during the “Working across Cultures” course in Summer 2022, and illustrating one of CGU’s goals in requiring students to take TNDY classes.

While ChatGPT4 undoubtedly enhances learning and has, in my opinion, led to improved student output, it is crucial to remember that it complements, rather than replaces, the foundational knowledge gained from course readings, active participation, and critical reflection. Students with a solid base of foundational knowledge were most successful in utilizing ChatGPT4 to refine their understanding and synthesize insights. These students excelled in their responses, effectively integrating research and readings into their arguments and insights.

Looking ahead, I am exploring ways to leverage ChatGPT4 to further support students with learning difficulties. What I find particularly inspiring is the positive feedback from a student who initially struggled the most. This experience opens the door to creating highly tailored prompts, perhaps through individual sessions during office hours, where we can collaboratively work through these prompts.

I strongly encourage my fellow educators to consider the potential of ChatGPT4 in their courses. Its impact on student engagement and understanding is profound, and I am optimistic about its continued role in enriching educational experiences.

ANNEX 2. SYLLABUS FOR “POLICY DESIGN AND IMPLEMENTATION”

Course Description

How can policy analysis and evaluation help us devise better public policies—and then make them work in practice? This graduate seminar begins with some of the big objectives of public policy, including sustainability, equality, and human flourishing. It moves to classic topics such as estimating the effects of policy changes and then implementing them in practice. It explores cutting-edge themes such as public-private-nonprofit partnerships, cultural diversity, and inclusive processes to engage citizens and policymakers.

The course is designed to suit CGU students from public policy, evaluation, public health, education, economics, business, and information systems and technology.

Tailored to Your Interests

The course is designed to dovetail with each student’s policy interests and ongoing projects. In the beginning of the course, you will be asked to select a policy issue to focus on during the course. So, when we discuss policy goals like sustainability, equality, and human flourishing, you will have a chance to apply general readings to your topic. When we consider composite measures, you will explore what measures are used in your policy area. When we discuss how cultural diversity affects the design and implementation of policies and projects, you will have the chance to apply the ideas to your own topic.

Artificial Intelligence

Throughout the course, we will make extensive use of ChatGPT4. I believe it will be a transformative tool in education and professional work. But it’s so new that no one knows exactly how. We will explore its many functions. For example, you will use ChatGPT4 as your personal tutor. To help you get started on a policy research project. To anticipate politicized reactions to policy analyses—and take preventive measures. To be your research assistant, including data analysis. And even to help you with practical questions like proposal writing, fundraising, and counseling on career choices.

Be aware of the limits of ChatGPT4. If we provide minimum effort prompts, we get low quality results. We need to refine our prompts in order to get good outcomes. This takes work.

When used as a search engine, ChatGPT4 can “hallucinate.” If ChatGPT4 gives us a number or fact, we should be cautious—assume it is wrong unless we can check the answer with another source. Many plug-ins enable us to track down sources and verify. We are responsible for any errors or omissions provided by the tool. In most cases, we will not use ChatGPT4 as a search device—rather, as a tutor, assistant, designer, editor, and data analyst. Even so, before relying on its contributions, we should check and verify.

AI is a tool that we need to acknowledge when we use it in an assignment or test. In this course, please include a paragraph at the end of any assignment where you employed ChatGPT4 (or another AI tool) explaining what and how you used it.

As with any tool, we must be thoughtful about how it can help and how it can fall short. As we explore ChatGPT4, we will consistently question it—and ourselves, as we use it.

Please download ChatGPT4 and be ready to use it in our first class on August 31.

Background Preparation (Prerequisites)

Students are welcome from throughout CGU and the Claremont Colleges, with the permission of the professor. There are no prerequisites.

Learning Outcomes

By the end of this course, you will be able to:

1. Consider the goals of public policy with subtlety and humility.
2. Design a policy analysis that will help people assess what could work in their particular contexts.
3. Evaluate the uses of randomized controlled trials and econometric methods.
4. Forecast the unintended consequences of policies and programs—and take them into account in design and implementation.
5. Find and learn from successful policies and projects.
6. Create processes to involve stakeholders in design and implementation.

Assignments and Assessments

The reading list includes a suggested time budget for each piece.

The required readings include much or all of these three books:

Gawande, Atul (2010) *The Checklist Manifesto: How to Get Things Right*. New York: Macmillan.

Heath, Chip, and Dan Heath (2010) *Switch: How to Change Things When Change Is Hard*. New York: Broadway Books.

Klitgaard, Robert (2021) *The Culture and Development Manifesto*. New York: Oxford University Press.

This book is available free: Klitgaard, Robert (2023) *Bold and Humble: How to Lead Public-Private-Citizen Collaboration, with Five Success Stories*. <https://www.rigss.bt/books>

In some of the classes, individual students will make short briefings on readings. You will have ample notice. The purpose of these presentations is to *stimulate discussion*, not to summarize exhaustively a particular work—which in any case would be impossible in a short time. We will review good practice in preparing visual aids and giving briefings. A

useful resource is RAND Corporation (1996) “Guidelines for Preparing Briefings.”
<https://apps.dtic.mil/dtic/tr/fulltext/u2/a317235.pdf>

This graduate seminar depends on your careful preparation and enthusiastic participation. If for some reason you are unable to do the reading and prepare for a given class, please email me in advance.

Assignments—including discussions on Canvas and briefings—and participation in class count for 35 percent of the final grade. The mid-term exam on October 19 counts for 25 percent of the final grade. The final examination on December 14 counts for 40 percent. Both exams are open book and open notes, and you will be allowed, indeed encouraged, to utilize ChatGPT4. Each examination is designed to take two hours, but students are allowed to spend up to three hours.

Class Schedule

Estimated reading or watching times are indicated in parentheses.

* Materials marked with an asterisk are optional.

Module 1. August 31. Introduction

Introductions of participants. Overview of the course. The evolution of policy analysis.

Discussion on Canvas:

Please post on Canvas under Discussions before 5:00 p.m. on August 30 (the day before class).

Please share a big policy issue that fascinates and troubles you. Illustrative examples: overcoming ethnic disparities, pre-school, homelessness, corruption, mental illness, affirmative action, rural development, reconstruction and reform in Ukraine, universal basic income, climate change, migration, “the baby bust,” and Covid-19: lessons for next time. (Two paragraphs.)

Assignment:

Please subscribe to ChatGPT4.

Module 2. Sept. 7. My Policy Issue

We’ll decide on teams of 2 to 3 people who will take on a policy issue together during the course. In class, we will use AI tools to lay out the problem, suggest examples of things that have worked in addressing the problem, develop those examples into “teaching cases,” and consider what could be done if we had all the proverbial answers.

Assignment:

Compton, Mallory E., and Paul ‘t Hart, eds. (2019) *Great Policy Successes*, ed. New York: Oxford University Press. Chapter 1. (One hour.)

<https://academic.oup.com/book/42635/chapter/358101222>

Mitchell, Gregory, and Philip E. Tetlock (2022) “Are Progressives in Denial About Progress? Yes, but So Is Almost Everyone Else” *Clinical Psychological Science* 1–22, December. (One hour.) <https://doi.org/10.1177/21677026221114315>

Hervey, Angus (2023) “Why Are We So Bad at Reporting Good News?” Ted Talk, April. (About 15 minutes). <https://youtu.be/x5mAqRx62rk>

Shah, Vikas (2023) “A Conversation with Bjørn Lomborg on the 12 Most Efficient & Impactful Solutions to Our World’s Most Important Challenges” ThoughtNomics blog, August 1. (30 minutes.) <https://thoughtnomics.com/bjorn-lomborg>

Klitgaard, Robert (2023) *Policy Analysis for Big Issues: Confronting Corruption, Elitism, Inequality, and Despair* (Newcastle-upon-Tyne: Cambridge Scholars Publishing), Preface and Introduction. (30 minutes). <https://www.cambridgescholars.com/resources/pdfs/978-1-5275-2528-3-sample.pdf>

* Pinker, Steven (2018) *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress*. New York: Penguin Books.

* Dorn, Emma (2023) “Behind the scenes of Mississippi’s school turnaround with Carey Wright.” An interview. (15 minutes) <https://www.mckinsey.com/industries/education/our-insights/behind-the-scenes-of-mississippi-school-turnaround-with-carey-wright>

* The World Bank (2023) “What Works to Narrow Gender Gaps and Empower Women in Sub-Saharan Africa? A summary of eight ‘evidence briefs.’” (20 minutes) <https://www.worldbank.org/en/topic/poverty/publication/what-works-to-narrow-gender-gaps-and-empower-women-in-sub-saharan-africa>

Module 3. Sept. 14. What Is Good Policy Analysis?

Case Study: Climate Change

Watch UN Secretary General António Guterres at the 2023 World Economic Forum, January 18 (15 minutes, from about minute 4 to about minute 19) <https://youtu.be/TlsT6FzPraY>

Watch Johan Rockström at the 2023 World Economic Forum, January 18 (the first few minutes—watch more of course if you wish) <https://www.weforum.org/events/world-economic-forum-annual-meeting-2023/sessions/leading-the-charge-through-earths-new-normal>

Watch Konstantin Kisin at the Oxford Union, January 16, 2023 (about 10 minutes) <https://youtu.be/zJdqJu-6ZPo>

Watch Hank Green “The Biggest Science Story of the Week.” Vlogbrothers. August 4, 2023 (7 minutes) <https://youtu.be/dk8pwE3lByg>

Schelling, Thomas C. (1992) “Some Economics of Global Warming.” *American Economic Review* 82(1): 1–14. On Canvas. (2 hours.)

Robert, Christopher, and Richard J. Zeckhauser (2011) “The Methodology of Normative Policy Analysis.” *Journal of Policy Analysis and Management* 30(3): 613–643. (2 hours.)

https://scholar.harvard.edu/files/rzeckhauser/files/methodology_of_normative_policy_analysis.pdf

* Arkolakis, Costas, and Conor Walsh (2023) “Clean Growth” National Bureau of Economic Research Working Paper 31615, August. DOI 10.3386/w31615. Available online via Claremont Colleges Library.

* Ulrich, Benjamin (2023) “Summit Launches New National Academies Initiative to Spur Action on Climate,” National Academies of Sciences, Engineering, Medicine, 30 August. (5 minutes) <https://www.nationalacademies.org/news/2023/08/summit-launches-new-national-academies-initiative-to-spur-action-on-climate>

Assignment (nothing to write or submit)

Use our Fact Machine prompt to have a conversation with ChatGPT4 about climate change policies. Focus on policy design and implementation. (Hint: Don’t stop with a carbon tax!)

Be prepared to share what you learned in class about (a) the strengths and weaknesses of ChatGPT4 and (b) the kinds of benefits and costs that should be considered in policies to deal with climate change.

Discussion on Canvas

What stand out to you as two strengths of Schelling’s paper in terms of guiding policy design and implementation? No more than three paragraphs.

Please share on Canvas before 5:00 p.m. on Sept. 13 (the day before class). After you submit your answer, please comment on at least two of the posts of your colleagues.

Module 4. Sept. 21. What Are We Trying to Do? Goals and Measures (1)

a. Case Study: Equality

Peter G. Peterson Foundation (2019) “Income and Wealth in the United States: An Overview of Recent Data.” 4 October. (15 minutes) <https://www.pgpf.org/blog/2019/10/income-and-wealth-in-the-united-states-an-overview-of-data>

Rothman, Joshua (2020) “The Equality Conundrum: We All Agree That Inequality Is Bad. But What Kind of Equality is Good?” *The New Yorker* 13 January: 26–31. (1 hour). <https://www.newyorker.com/magazine/2020/01/13/the-equality-conundrum>

Skim Anderson, Elizabeth (1999) “What Is the Point of Equality?” *Ethics* 109: 287–337. (Don’t spend more than one hour—unless you’re enthralled.) <https://www.philosophy.rutgers.edu/joomlatools-files/docman-files/4ElizabethAnderson.pdf>

Blanchard, Olivier, and Dani Rodrik (2019) “We Have the Tools to Reverse the Rise in Inequality.” Peterson Institute for International Economics. 20 November. (30 minutes.) <https://www.piie.com/commentary/speeches-papers/we-have-tools-reverse-rise-inequality>

* Nature (2023) “Editorial: Reducing inequality benefits everyone — so why isn’t it happening?” *Nature*. August 16. (5 minutes.) <https://www.nature.com/articles/d41586-023-02551-3>

* Follett, Chelsea, and Vincent Gelosos (2023) “Global Inequality in Well-Being Has Decreased across Many Dimensions: Introducing the Inequality of Human Progress Index.” *CATO Policy Analysis*, No. 949. June 8. (45 minutes.) <https://www.cato.org/policy-analysis/global-inequality-well-being-has-decreased-across-many-dimensions>

* Heathcote, Jonathan, Fabrizio Perri, Giovanni L. Violante, and Lichen Zhang (2023) “More Unequal We Stand? Inequality Dynamics in the United States, 1967–2021.” *Review of Economic Dynamics*. Pre-proof available online, August 9. <https://doi.org/10.1016/j.red.2023.07.014>

b. “Predistribution”: The Case of Preschool

<https://heckmanequation.org>

Please spend an hour or more browsing this website by Nobel prize winner James Heckman, in particular Perry Preschool Research and 13% ROI for Birth-to-Five Programs.

Bailey, Martha J., Shuqiao Sun, and Brenden D. Timpe (2021) “Evaluating the Head Start Program for Disadvantaged Students.” *The Digest*, No. 4 (April) National Bureau of Economic Research. (15 minutes.) <https://www.nber.org/digest-202104/evaluating-head-start-program-disadvantaged-children>

Gertler, Paul, et al. (2021) “Effect of the Jamaica Early Childhood Stimulation Intervention on Labor Market Outcomes at Age 31,” Unpublished ms. July 21. Abstract <https://drive.google.com/file/d/1ryCOPx4VAC0LIUJMSckbKDbIByHpeYTL/view?pli=1>

Gertler, Paul *et al.* (2014) “Labor Market Returns to an Early Childhood Stimulation Intervention in Jamaica,” *Science* Vol. 344 (6187): 998–1001. Please also skim the supplementary materials at the end of the article. (One hour) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4574862/>

* Devercelli, Amanda, Magdalena Bendini, Amer Hassan, and Sherri Le Mottee (2022) “Learning During the Early Years: What Is it? Why Does It Matter? And How Do We Promote It?” World Bank Brief. March. (15 minutes). <https://documents1.worldbank.org/curated/en/099425203102220416/pdf/P16951303b956d040083410ab7f69343a45.pdf>

* The RAND Corporation (2022) on early childhood education. <https://www.rand.org/topics/early-childhood-education.html>

Assignment (nothing to submit)

1. Please use ChatGPT4 to explore concepts of “equality” and “equity.” Please be prepared to discuss your results in class, both about ChatGPT4 and about these concepts.
2. How does your policy issue intersect with the goal of equality? What did you learn from this week that enhances your approach to the issue?

Module 5. Sept. 28. What Are We Trying to Do? Goals and Measures (2)

a. Composite Indicators

Skim OECD (2008) *Handbook on Constructing Composite Indicators: Methodology and User Guide*. Paris: OECD. Please spend about 1 hour capturing the basic ideas and the complexities. <https://www.oecd.org/sdd/42495745.pdf>

Please browse the remarkable resources on the website *Our World in Data*. (30 minutes)
<https://ourworldindata.org>

Klitgaard, Robert (2007) “Contested Summary Measures,” Claremont Graduate University. (20 minutes.) https://scholar.cgu.edu/robert-klitgaard/wp-content/uploads/sites/22/2017/02/Contested_Summary_Measures_10-07.pdf

b. Case Study: Happiness and Wellbeing

World Happiness Report 2023. New York: Sustainable Development Solutions Network. <https://worldhappiness.report/ed/2023/>. (Total under two hours.)

- Read about the WHR2023: <https://worldhappiness.report/about/> (15 minutes.) Then look at the executive summary <https://worldhappiness.report/ed/2023/executive-summary/> (10 minutes.) Explore the data on happiness. <https://worldhappiness.report/data/> (15 minutes).
- Read Chapter 3: Besley, Timothy, Joseph Marshall, and Torsten Persson (2023). “Well-being and State Effectiveness.” <https://worldhappiness.report/ed/2023/well-being-and-state-effectiveness/>. (One hour).

Blanchflower, David G., and Alex Bryson (2022) “Wellbeing Rankings.” IZA DP No. 15790. Bonn: IZA Institute of Labor Economics, December. Read pages 5–10 and skim the rest. Find your country and/or state in the rankings and compare with other locations you know. (45 minutes) <https://docs.iza.org/dp15790.pdf>

Centre for Bhutan Studies and GNH Research (2015) “Bhutan’s 2015 Gross National Happiness Index.” Thimphu, Bhutan. November, 8 pages. (15 minutes.) On Canvas.

Please watch this talk by Tshering Tobgay, then Prime Minister of Bhutan, “Gross National Happiness,” Dubai, 2017. (32 minutes.) https://youtu.be/_KZUWSVFT9A

* Alexandrova, Anna, and Mark Fabian (2022) *The Science of Wellbeing*. John Templeton Foundation. 63 pages. February. https://www.templeton.org/wp-content/uploads/2022/02/Science_of_Wellbeing_JTF_1.pdf

* Lomas, Tim (2023) “Exploring associations between income and wellbeing: new global insights from the Gallup World Poll,” *The Journal of Positive Psychology*, published online August 20. <https://doi.org/10.1080/17439760.2023.2248963>

Assignment (nothing to submit)

Please use ChatGPT4 in Advanced Data Analysis mode to explore data from the World Happiness Report. You can hit the plus sign and import the data set WHR2023.csv from

<https://www.kaggle.com/datasets/ajaypalsinghlo/world-happiness-report-2023>, the file is halfway down the page on the right.

- a. After uploading the dataset, ask ChatGPT4 to explain the ladder (variable 2), also called Cantril's Life Ladder.
- b. Ask ChatGPT4: Can you do visualizations and descriptive analyses to help someone understand this data set?
- c. Then continue a dialogue with ChatGPT4 about the data. For example, you might ask which five countries are happier than predicted by their average level of income.

Please be prepared to discuss in class what you learned.

Module 6. Oct. 5. What Will Work Here?

Imbens, Guido W. (2022) "Causality in Econometrics: Choice vs Chance." Nobel Prize Lecture. *Econometrica* 90(6): 2541–2566. (2½ hours). On Canvas.

Deaton, Angus, and Nancy Cartwright (2016) "The Limitations of Randomised Controlled Trials." Blog, Vox EU and Centre for Economic Policy Research. 9 November (20 minutes) <https://cepr.org/voxeu/columns/limitations-randomised-controlled-trials>

Wagenmakers, Eric-Jan *et al.* (2021) "Seven Steps toward More Transparency in Statistical Practice." *Nature Human Behavior* 8 pages. (45 minutes.) <https://www.nature.com/articles/s41562-021-01211-8.pdf>

Discussion on Canvas

For what kinds of policy issues do you think a randomized controlled trial would make the most sense? For what kinds of issues would they not make sense? (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on October 4 (the day before class). After posting your contribution, please comment on the answers of at least two of your colleagues.

Module 7. Oct. 12. Checklists for Action

Gawande, Atul (2010) *The Checklist Manifesto: How to Get Things Right*. New York: Macmillan. (6 hours.)

Klitgaard, *The Culture and Development Manifesto*, ch. 5 and pp. 104–106. (1 hour.)

Case study: Overcoming Ethnic Inequalities

McKinsey & Company (2021) *The Economic State of Black America: What Is and What Could Be*, overview. (1 hour.) <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/the-economic-state-of-black-america-what-is-and-what-could-be#/>

Klitgaard, Robert (2021) *Adjusting to Reality: Beyond "State vs. Market" in Economic Development*. London: Routledge, ch. 12. (1½ hours.) If you get fascinated, also have a look at chs. 10–11. Available through Honnold-Mudd Library (online).

* Quillian, Lincoln, Anthony Heath, Devah Pager, Arnfinn H. Midtbøen, Fenella Fleischmann, and Ole Hexel (2019) “Do Some Countries Discriminate More than Others? Evidence from 97 Field Experiments of Racial Discrimination in Hiring.” *Sociological Science* 6: 467–496.

Oct. 19. Mid-Term Examination

Open book and open notes. The exam is designed to take 2 hours, but students may use up to 3 hours to complete it.

Module 8. Oct. 26. Implementation 1

Weimer, David L., and Aidan A. Vining (2017) *Policy Analysis: Concepts and Practice*, 6th Ed. New York: Routledge, Ch. 12, “Implementation,” 280–303. (2 hours.) On Canvas.

Gawande, Atul (2013) “Slow Ideas.” *The New Yorker*, July 29. (1½ hours.)
http://www.newyorker.com/reporting/2013/07/29/130729fa_fact_gawande

Case study: Anti-poverty Programs

Klitgaard, Robert (1997) “‘Unanticipated Consequences’ in Anti-Poverty Programs.” *World Development* 25(12): 1963–72. December. (1½ hours.) On Canvas.

Assignment (nothing to write or submit)

Have a conversation with ChatGPT4 about poverty. Explore both data and policies. Be prepared to share what you learned in class.

Module 9 Nov. 2. Implementation 2

Heath, Chip, and Dan Heath (2010) *Switch: How to Change Things When Change Is Hard*. New York: Broadway Books. (6 hours.)

Case Study Presented in Class

Statistical methods for identifying exceptional performers.

Discussion on Canvas

What idea in *Switch* struck you as most important and applicable to policy analysis? (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on Nov. 1 (the day before class). After posting, please comment on the answers of at least two of your colleagues.

Module 10. Nov. 9. Implementation 3

Klitgaard, Robert (2023) *Bold and Humble: How to Lead Public-Private-Citizen Collaboration, with Five Success Stories*. Bhutan: Royal Institute for Governance and Strategic Studies, chapters 1–9, 12. Available open access here:
<https://robertklitgaard.com/bold-and-humble> (five hours).

* Eggers, William D., and Donald F. Kettl (2023) *Bridgebuilders: How Government Can Transcend Boundaries to Solve Big Problems*. Boston: Harvard Business Review Press.

* The World Bank (2023) *Private Cities: Outstanding Examples from Developing Countries and Their Implications for Urban Policy*, Edited by Yue Li and Martin Rama. Washington, DC: The World Bank. <https://openknowledge.worldbank.org/entities/publication/fccf4455-31c6-4edc-8816-6f66fe7a1a00?deliveryName=DM189843>

Assignment (nothing to write or submit)

Have a conversation with ChatGPT4 about public-private partnerships. Explore both data and examples of success. Look especially for things related to your policy issue. Be prepared to share what you learned in class.

Module 11. Nov. 16 Taking Culture into Account

Klitgaard, *The Culture and Development Manifesto*, chs. 1, 5, 7–8. (4 hours.)

Gupta, Sujata (2023) “An Apology to Indigenous Communities Sparks a Mental Health Rethink” *Science News*, 25 August (45 minutes)
<https://www.sciencenews.org/article/apology-indigenous-communities-mental-health-rethink>

Discussion on Canvas

How does cultural diversity affect programs in your policy area? (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on Nov. 15 (the day before class). After posting, please comment on the answers of at least two of your colleagues.

Nov. 23. Happy Thanksgiving!

Module 12. Nov. 30. Policy Analysis and Evaluation 2.0

a. Collaboration in Policy Design and Implementation

Klitgaard, *The Culture and Development Manifesto*, ch. 10. (One hour.)

Klitgaard, Robert (2019) “Engaging Corruption: New Ideas for the International Monetary Fund.” *Policy Design and Practice* 2(3): 229–242. (One hour)
<https://www.tandfonline.com/doi/pdf/10.1080/25741292.2019.1612542>

Watch “Who’s Corrupt?” (2019) (about 35 minutes) — if you’re pressed for time, you can start at about minute 24. <https://youtu.be/q2JDXDrVMvU>

b. Case Study: Improving Governance

Klitgaard, *Bold and Humble: How to Lead Public-Private-Nonprofit Collaboration, with Five Case Studies*, chapter 10. (1½ hours.)

Assignment (nothing to write or submit)

Be prepared to discuss in class the questions at the end of Chapter 10 of *Bold and Humble*.

Module 13. Dec. 7. Review of the Course

Selected students will make 10- to 15-minute briefings on various parts of the course. No additional readings.

Dec. 14. Final Examination

This examination will cover the entire course. Open book and open notes. The exam is designed to take 2 hours, though students may use up to 3 hours to complete it.

ANNEX 3. SYLLABUS FOR “WORKING ACROSS CULTURES”

Course Description

People in business, government, nonprofits, education, public health, cultural organizations, and religious institutions increasingly find themselves working across cultures. This course addresses three broad questions.

1. How can you prepare for the challenges of working or studying in a different cultural setting?
2. Within your own institution in your own country, how can you take advantage of various kinds of cultural diversity?
3. How can you tailor policies, negotiations, and management practices to take account of different cultural settings?

Cultural competence arises at several levels: the individual, the institution, and the design and implementation of policies and programs. At each level, there are challenges of the head, the hand, and the heart. Fortunately, abundant research and practical experience can teach us how to do better. The course draws from many disciplines and uses examples from the United States and around the world.

This course conveys knowledge and skills for future professionals (in public health, business, education, public policy, evaluation, international relations, and more) and future professors.

Course/Learning Objectives

This course teaches how to:

1. Using the example of “culture,” appreciate general problems of contestable concepts and imperfect measures in the social and behavioral sciences—and not let them stop useful work.
2. Understand what individuals and institutions can do to prepare for culture shock—including its positive aspects.
3. Evaluate and manage the benefits and costs of various kinds of cultural diversity.
4. Apply lessons from what works in one cultural setting to a different cultural setting.
5. Improve negotiations across cultures.
6. Reframe our individual identities as multicultural.

Background Preparation (Prerequisites)

Students are welcome from throughout CGU and the Claremont Colleges, with the permission of the professor. There are no prerequisites.

Course Requirements

Books

Two books are required:

Amy Chua and Jed Rubenfeld (2015) *The Triple Package: How Three Unlikely Traits Explain the Rise and Fall of Cultural Groups in America*. New York: Penguin Paperback.

Robert Klitgaard (2021) *The Culture and Development Manifesto*. New York: Oxford University Press.

Artificial Intelligence

Throughout the course, we will make extensive use of ChatGPT4. I believe it will be a transformative tool in education and professional work. But it's so new that no one knows exactly how. We will explore its many functions. For example, you will use ChatGPT4 as your personal tutor. You will see how it can help you learn about other cultures. Develop intercultural competence. And help you with your research, including doing a literature review, summarizing articles, exploring alternative perspectives and hypotheses, creating a teaching case, helping you with data analysis and presentation, and editing your writing.

Be aware of the limits of ChatGPT4. If we provide minimum effort prompts, we get low quality results. We need to refine our prompts in order to get good outcomes. This takes work.

When used as a search engine, ChatGPT4 can “hallucinate.” If ChatGPT4 gives us a number or fact, we should be cautious—assume it is wrong unless we can check the answer with another source. Many plug-ins enable us to track down sources and verify. We are responsible for any errors or omissions provided by the tool. In most cases, we will not use ChatGPT4 as a search device—rather, as a teacher, assistant, designer, editor, and data analyst. Even so, before relying on its contributions, we should check and verify.

AI is a tool that we need to acknowledge when we use it in an assignment or test. In this course, please include a paragraph at the end of any assignment where you employed ChatGPT4 (or another AI tool) explaining what and how you used it.

As with any tool, we must be thoughtful about how it can help and how it can fall short. As we explore ChatGPT4, we will consistently question it—and ourselves, as we use it.

Please download ChatGPT4 and be ready to use it in our first class on August 31.

Assessments and Grading

The midterm exam on October 17 counts for 25 percent of the final grade. The final examination on December 12 counts for 40 percent. Both exams are open book and open notes, and you are allowed to use ChatGPT4 with acknowledgements of how you used it. The midterm and finals are each designed to take two hours, but you are allowed to spend up to three hours.

On Nov. 21 and Dec. 28, you will engage in a transdisciplinary learning exercise. Working in teams, you will undertake a simulated negotiation across cultures.

Participation in class, discussions on Canvas, and your work on the negotiations (Nov. 28 and Dec. 5) combine to count for 35 percent of the final grade.

Claremont Graduate University allows students to take transdisciplinary courses on a pass-fail basis. If you would like to avail yourself of this option, please let Prof. Klitgaard know before Sept. 20.

Schedule

Each reading has a suggested time budget. An asterisk * denotes optional.

This graduate seminar depends on your careful preparation and enthusiastic participation. If for some reason you are unable to do the reading and prepare for a given class, please email me in advance.

Module 1: Introduction

Sept. 5

Introduction to each other and to the course. The challenges and opportunities of working across cultures.

James K. Sebenius (2009) "Assess, Don't Assume, Part I: Etiquette and National Culture in Negotiations," Harvard Business School Working Paper, No. 10-048, December. 17 pages of text. (One hour 15 minutes) <http://www.hbs.edu/research/pdf/10-048.pdf>

Online Discussion: After reading Sebenius' "Assess, Don't Assume"—what points connect with your personal experience? Please be specific. (At most two paragraphs.)

Module 2: Concepts

Sept. 12. What Are We Talking about When We Talk about Culture?

"Culture" is an example of a general phenomenon in the human and social sciences: contestable concepts.

Robert Klitgaard (2021) *The Culture and Development Manifesto*, New York and Oxford: Oxford University Press, chs. 1, 2, 4, and 5. (3½ hours)

Jean-Pierre Olivier de Sardan (2022) "'Relying on Your Own Strengths': Faced with Aid Dependency, Promoting Contextual Experts in Public Policy in Africa," *Global Africa* Vol. 1, n° 1, June, pages 5–7 about "contextual expertise" (20 minutes).

<https://globalafricapress.org/index.php/globalafrica/article/view/17/43>

Annie Dillard (2002) "This Is the Life," *Image: A Journal of Arts and Religion*. 5 pages. (20 minutes)

Online Discussion: In your own personal experience, what is an example of a concept that has created a diversity of definitions and measures? Please share two paragraphs and comment on at least two of the submissions of your colleagues. Due before 5:00 pm on Monday, Sept. 11.

Module 3: Measures

Sept. 19. *From Concepts to Measures*

The World Value Survey (2022) “Findings and Insights.” Have a look around the website, too. (45 minutes) <https://www.worldvaluessurvey.org/WVSContents.jsp>

Geert Hofstede’s six “cultural dimensions” for nations. <https://www.hofstede-insights.com/models/national-culture/> (30 minutes)

Duman Bahrami-Rad, Anke Becker, and Joseph Henrich (2021) “Tabulated Nonsense? Testing the Validity of the Ethnographic Atlas,” *Economics Letters* Vol. 204: 1–5. July. https://henrich.fas.harvard.edu/files/henrich/files/bahrami-rad_et_al._-2021_-_tabulated_nonsense.pdf

* Nick Obradovich *et al.* (2022) “Expanding the Measurement of Culture with a Sample of Two Billion Humans,” *Journal of the Royal Society Interface* 19 (20220085): 1–13. June. <https://royalsocietypublishing.org/doi/epdf/10.1098/rsif.2022.0085>

Assignment (nothing to write or submit): Please select the United States and two other countries and get their scores on the six Hofstede cultural dimensions: <https://www.hofstede-insights.com/country-comparison/>. What surprised you? How useful do you think these measures might be, for what purposes? Please be prepared to discuss your results in class.

Module 4: Disgust and Cultural Tolerance

Sept. 26

Read about the “Disgust Scale” (10 minutes): <https://pages.stern.nyu.edu/~jhaidt/disgustscale.html>

Please take the short test on your own feelings of disgust. You’ll find it here: <https://www.yourmorals.org>. Create an account (on the right, free), fill out a confidential questionnaire, go to Explore, and click on “Disgust Scale.” You won’t have to share your results in class; this is for your information only. (30 minutes) And it will prepare you to read:

Richard A. Shweder (2002) “‘What About Female Genital Mutilation?’ and Why Culture Matters in the First Place.” In *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies*, ed. Richard A. Shweder, Martha Minow, and Hazel Markus, 216–236, 247–8. New York: Russell Sage Foundation. (2 hours) <https://www.pierre-legrand.com/shweder.pdf>

Anna Fruttero and Divyanshi Wadhwa (2023) “Realizing Gender Equality: The Remaining Challenge of Child Marriage,” Data Blog, The World Bank. August 15. Browse the interactive data display from *2023 Atlas of Sustainable Development Goals* (15 minutes) <https://blogs.worldbank.org/opendata/realizing-gender-equality-remaining-challenge-child-marriage>

* Sousan Abadian (2022) *Generative Cultural Renewal: An Effective Resource in Ending Female Genital Mutilation/Cutting & Other Harmful Practices*. Cardiff, CA: Waterside Productions.

Online Discussion: (1) Briefly describe one of your own experiences with disgust at another culture’s practices—even inside your own country, region, or city. (2) Then briefly describe an example where at first you thought something was disgusting and later learned to enjoy it. After posting your answers, please comment on at least two of the submissions of your colleagues. Due before 5:00 pm on Monday, Sept. 25.

Module 5: What to Do about Culture Shock

Oct. 3

Kalervo Oberg (1960) “Cultural Shock: Adjustment to New Cultural Environments,” *Practical Anthropology* 7(4): 177–182. (45 minutes) https://www.academia.edu/17206900/Cultural_Shock_Adjustment_to_new_cultural_environments_Kalervo_Oberg

An example of culture shock as an American medical student works in Haiti. (15 minutes). On Canvas.

“Sinuhe of Egypt,” June 2022 thread by @egy_philosopher about *The Tale of Sinuhe and Other Ancient Egyptian Poems 1940–1640 BC*, translated and edited by R.B. Parkinson. Oxford: Oxford University Press, 2009. (20 minutes) On Canvas.

Adrian Furnham (2004) “Foreign Students: Education and Culture Shock,” *The Psychologist* 17(1): 16–19. (30 minutes) <https://thepsychologist.bps.org.uk/volume-17/edition-1/foreign-students-education-and-culture-shock> [click on the pdf link]

Michael W. Morris, Krishna Savani, and Richard D. Roberts (2014) “Intercultural Training and Assessment: Implications for Organizational and Public Policies,” *Policy Insights from the Behavioral and Brain Sciences* Vol. 1(1): 63–71. (One hour) On Canvas.

Annelise Jolley (2022) “Living with Deep Difference,” an interview with Shadi Hamid. June. 3 pages. (10 minutes). <https://www.templeton.org/news/living-with-deep-difference>

Online Discussion: Briefly describe one of your own experiences with culture shock—even inside your own country, region, or city. Please share two paragraphs and comment on at least two of the submissions of your colleagues. Due before 5:00 pm on Monday, October 2.

Module 6. Cultural Blends and Adaptations

Oct. 10

Ying-Yi Hong, S. Zhan, Michael Morris, and Veronica Benet-Martinez (2016) “Multicultural Identity Processes,” *Current Opinion in Psychology* 8: 49–53. (45 minutes)
<https://daneshyari.com/article/preview/879319.pdf>

Dana Gioia (2020) “Psalm to Our Lady Queen of the Angels,” [a poem] *First Things*. November. One page (10 minutes) <https://www.firstthings.com/article/2020/11/psalm-to-our-lady-queen-of-the-angels>

Amy Chua and Jed Rubenfeld (2015) *The Triple Package: How Three Unlikely Traits Explain the Rise and Fall of Cultural Groups in America*. New York: Penguin Paperback. (Six hours)

Assignment (nothing to write or submit): Please come to class with a passage from *The Triple Package* that you especially like and be prepared to tell us why.

October 17. Midterm Examination

Module 7: Cultural Diversity (1)

Oct. 24

Cultural Diversity in Neighborhoods

Robert D. Putnam (2007) “*E Pluribus Unum: Diversity and Community in the Twenty-first Century. The 2006 Johan Skytte Prize Lecture,*” *Scandinavian Political Studies* 30:2: 137–174. (Two hours)
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.515.6374&rep=rep1&type=pdf>

Skim Dmowska, Anna, and Tomasz F. Stepinski (2023) “Spatio-Temporal Changes in Racial Segregation and Diversity in Large US Cities from 1990 to 2020: A Visual Data Analysis” Working Paper, Open Science Framework, July 26. (20 minutes.) Note especially the two graphs on summarizing trends in diversity and in segregation. On Canvas.

Skim Peter Thisted Dinesen, Merlin Schaeffer, and Kim Mannemar Sønderskov (2020) “Ethnic Diversity and Social Trust: A Narrative and Meta-Analytical Review,” *Annual Review of Political Science* 23: 441–465. (20 minutes) <https://www.hoplofobia.info/wp-content/uploads/2022/05/2020-Ethnic-Diversity-and-Social-Trust-A-Narrative-and-Meta-Analytical-Review.pdf>

* Maxim Massenkoff and Nathan Wilmers (2023) “Rubbing Shoulders: Class Segregation in Daily Activities” July 21. Available at SSRN. <http://dx.doi.org/10.2139/ssrn.4516850>

Case Study: Housing in Singapore

A brief history of Singapore’s system of public housing that is privately owned. (10 minutes)
<https://www.hdb.gov.sg/about-us/our-role/public-housing-a-singapore-icon>

Tom Kirk, Danielle Stein, and Annette Fisher (2018) *The Relationship between Ethnic Diversity & Development: A Diversity Dividend?* London: Konung International, May. Pp. 1–3, 41–54. (One hour)

https://assets.publishing.service.gov.uk/media/5b507c88e5274a73380f7b3e/The_Relationship_between_Ethnic_Diversity_Development_-_A_Diversity_Dividend_Kirk_Stein_Fisher_21.6.18.pdf

Keshia Naurana Badalge (2020) “The Country Where Diversity Is Enforced by Law.” *We Are Not Divided* blog. 22 October. (30 minutes)

<https://wearenotdivided.reasonstobecheerful.world/the-country-where-diversity-is-enforced-by-law/>

Assignment (nothing to write or submit): Be prepared to discuss in class the results of Singapore’s housing diversity in apparent contrast the findings of Putnam and Dinesen *et al.*

Module 8: Cultural Diversity (2)

Oct. 31. Happy Halloween!

Cultural Diversity at Work

McKinsey & Co. (2020) *Diversity Wins: How Inclusion Matters*, May 19. (One hour 15 minutes, including some of the videos) <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters>

Thomas Kochan *et al.* (2003) “The Effects of Diversity on Business Performance: Report of a Feasibility Study of the Diversity Research Network,” *Human Resource Management Journal*, 42:1 (2003): 3–21. (One hour 15 minutes)

https://www.researchgate.net/publication/288833442_The_effects_of_diversity_on_business_performance_Report_of_the_diversity_research_network

Günter K. Stahl and Martha L. Maznevski (2021) “Unraveling the Effects of Cultural Diversity in Teams: A Retrospective of Research on Multicultural Work Groups and an Agenda for Future Research,” *Journal of International Business Studies* Vol. 52: 4–22. (One hour 15 minutes)

<https://link.springer.com/content/pdf/10.1057/s41267-020-00389-9.pdf>

Oriane Georgeac and Aneeta Rattan (2022) “Stop Making the Business Case for Diversity,” *Harvard Business Review* June. (15 minutes) Also a 10-minute listen:

<https://hbr.org/2022/06/stop-making-the-business-case-for-diversity>

Maria Xafa and Mohammad Amin (2023) “Which firms suffer due to ethnic fractionalization?” World Bank Blog, July 25. (15 minutes)

<https://blogs.worldbank.org/developmenttalk/which-firms-suffer-due-ethnic-fractionalization>

Online discussion: What surprised you the most about these readings? Please share two paragraphs before 5:00 pm on Monday, October 30, and comment on at least two of the submissions of your colleagues.

Module 9. Overcoming Prejudice

Nov. 7

Lincoln Quillian, *et al.* (2019) “Do Some Countries Discriminate More than Others? Evidence from 97 Field Experiments of Racial Discrimination in Hiring.” *Sociological Science*. Vol. 6: 467–496. (One hour) https://sociologicalscience.com/download/vol-6/june/SocSci_v6_467to496.pdf

Linda R. Tropp and Ludwin E. Molina (2018) “Intergroup Processes: From Prejudice to Positive Relations Between Groups,” in *The Oxford Handbook of Personality and Social Psychology*, 2nd ed. Kay Deaux and Mark Snyder. New York: Oxford University Press. (One hour 30 minutes) On Canvas.

Skim Elizabeth Levy Paluck, Seth A. Green, and Donald P. Green (2019) “The Contact Hypothesis Re-evaluated,” *Behavioural Public Policy* 3(2): 129–158. (20 minutes) <https://www.cambridge.org/core/services/aop-cambridge-core/content/view/142C913E7FA9E121277B29E994124EC5/S2398063X18000258a.pdf/the-contact-hypothesis-re-evaluated.pdf>

Skim Stewart I. Donaldson, Jennifer Villalobos, and Minji Cho (2023) “Following the Science to Understand How to Reduce Prejudice and its Harmful Consequences in Post-Pandemic Times” unpublished manuscript, Prejudice Education and Eradication Laboratory, Claremont Graduate University, August. (20 minutes) On Canvas.

* Tessa E.S. Charlesworth and Mahzaria R. Banaji (2022) “Patterns of Implicit and Explicit Attitudes: IV. Change and Stability from 2007 to 2020.” *Psychological Sciences* 33(9): 1347–1371. doi: 10.1177/09567976221084257. <https://pubmed.ncbi.nlm.nih.gov/35895290/>

* Emily Pronin and Lori Hazel (2023) “Humans’ Bias Blind Spot and Its Societal Significance.” *Current Directions in Psychological Science*. June 15. Available through the Claremont Colleges Library. <https://doi.org/10.1177/09637214231178745>

Module 10: Learning from Other Cultures

Nov. 14

Robert Klitgaard (2021) *The Culture and Development Manifesto*. New York and Oxford: Oxford University Press, chs. 6–10. (Six hours)

Online Discussion: What is your major takeaway from this book about how to “take culture into account”? Please share three paragraphs and comment on at least two of the submissions of your colleagues.

Module 11: Negotiating Across Cultures (1)

Nov. 21

“Wyoff and China-LuQuan: Negotiating a Joint Venture (A)” Harvard Business School, 2009.
To be provided.

In class, you will begin negotiating a deal between the two companies in the case.

Module 12. Negotiating Across Cultures (2)

Nov. 28

Your negotiations will be finalized.

After their conclusion, you will be given “Wyoff and China-LuQuan: Negotiating a Joint Venture (B)” Harvard Business School, 2009.

Module 13. Review of the Course

Dec. 5

No new reading

December 12. Final Examination

ANNEX 4. SYLLABUS FOR “COST-BENEFIT ANALYSIS”

Course Description

Cost-benefit analysis is a core skill in evaluation, public policy, business, education, public health, international development, and the nonprofit world. This course makes CBA accessible to motivated graduate students in each of these areas—even students without strong backgrounds in economics.

With the help of individually tailored AI tutors, novices in economics will thrive and advanced economics students will soar.

During the course, both novices and advanced learners will benefit from ChatGPT4 as a superb and patient tutor. Exercises with ChatGPT4 will adjust to each student’s level of expertise and mathematical acumen.

This course emphasizes real-world applications. They include early childhood programs, disaster risk reduction, the minimum wage, the social costs of carbon, protecting endangered species, the Universal Basic Income, dealing with pandemics, and more. In addition, students are able to tailor their learning to their particular professional, academic, or policy interests.

What is more, students will explore fascinating and important frontier issues in cost-benefit analysis including the social discount rate, distributional weights, shadow pricing, and contingent valuation.

Background Preparation (Prerequisites)

Students are welcome from throughout CGU, with the permission of the professor.

Prerequisites: Students should have taken a course in microeconomics at some point. But we will give everyone a chance to buff up and apply their micro skills.

Student Learning Outcomes

By the end of this course, successful students will be able to:

1. Apply cost-benefit analysis to your areas of interest, from public policy to evaluation, in business and the nonprofit world, and across the professions.
2. Appreciate the uses and limitations of imperfect estimates of social benefits and costs in a world of uncertainty.
3. Understand how social costs and benefits have been defined in theory and estimated in practice.
4. Understand how future costs and benefits are discounted (and how the choice of discounting method matters).

Artificial Intelligence

Throughout the course, we will make extensive use of ChatGPT4. I believe it will be a transformative tool in education and professional work. But it's so new that no one knows exactly how. We will explore its many functions. For example, you will use ChatGPT4 as your personal tutor. To help you get started on a research project. To anticipate politicized reactions to cost-benefit analyses—and take preventive measures. To be your research assistant, including data analysis.

Be aware of the limits of ChatGPT4. If we provide minimum effort prompts, we get low quality results. We need to refine our prompts in order to get good outcomes. This takes work.

When used as a search engine, ChatGPT4 can “hallucinate.” (The *Cambridge English Dictionary* recently chose “hallucinate” as its word of the year 2023.) If ChatGPT4 gives us a number or fact, we should be cautious. Many plug-ins enable us to track down sources and verify. In most cases, we will not use ChatGPT4 as a search device—rather, as a tutor, assistant, designer, editor, and data analyst. Even so, before relying on its contributions, we should check and verify. As with any tool, we must be thoughtful about how it might help and how it might fail. As we explore ChatGPT4, we will consistently question it—and ourselves, as we use it.

We must acknowledge AI tools when we use them in an assignment or test. In this course, please include a paragraph at the end of any assignment saying where you employed ChatGPT4 (or another AI tool) and how you used it.

Please download ChatGPT4 and be ready to use it in our first class on January 17.

Required Materials

The textbook is Boardman, Anthony, David H. Greenberg, Aidan R. Vining, and David L. Weimer (2018) *Cost-Benefit Analysis: Concepts and Practice*, 5th ed. Cambridge: Cambridge University Press (hereafter Boardman *et al.*). The e-book is also available from Vital Source: <https://www.vitalsource.com/products/cost-benefit-analysis-anthony-boardman-v9781108245814>

Also required is Sunstein, Cass R. (2019) *The Cost-Benefit Revolution*. Cambridge: MIT Press.

Assignments and Assessments

Sometime during the course, each student will give a 15-minute briefing on one of our topics. Details will be provided. We will learn together about briefings and how they differ from academic talks. A useful example is here: RAND Corporation. 1996. “Guidelines for Preparing Briefings.” <https://apps.dtic.mil/sti/tr/pdf/ADA317235.pdf>

Assignments such as problem sets, online discussions, briefings, and class participation count for 35 percent of the final grade. The mid-term exam on March 6 counts for 25 percent of the final grade. The final examination on May 8 covers the entire course and counts for 40

percent. Both examinations are open-book and open-notes, so there is no need to memorize. Or to feel rushed: both exams are designed to take 2 hours, but students are allowed 3 hours. In both examinations, students will employ ChatGPT4.

Week-by-Week Schedule

Suggested reading times are indicated in parentheses.

* Readings marked with an asterisk are optional.

January 17

Introduction to the course and to each other.

Practice with ChatGPT4 on some concepts in the course.

Your policy issue(s).

Please review the Pew Charitable Trust's Results First Initiative. (Spend about 30 minutes exploring the different links)

<https://www.pewtrusts.org/en/research-and-analysis/video/2022/results-first-looking-back-and-moving-forward>

Wong, Brad (2018) "On Balance: Using Cost-Benefit Analysis to Make the World a Better Place." *Society for Benefit-Cost Analysis blog*, 28 November. About 4 pages—examine the graphs and tables carefully. (30 minutes)

https://www.benefitcostanalysis.org/index.php?option=com_dailyplanetblog&view=entry&year=2018&month=11&day=27&id=22:on-balance-using-cost-benefit-analysis-to-make-the-world-a-better-place

Lewis-Kraus, Gideon (2022) "The Reluctant Prophet of Effective Altruism." *The New Yorker*, August 15 (published in print as "Do Better"). (1 hour)

<https://www.newyorker.com/magazine/2022/08/15/the-reluctant-prophet-of-effective-altruism>

"What Is Effective Altruism?" Please read this short piece and then explore other things on this website that interest you. (1 hour.)

<https://www.effectivealtruism.org/articles/introduction-to-effective-altruism>

Assignment: Nothing to Write or Submit

Please be prepared to discuss this question in class. When you think about what you're doing with your life, how resonant are ideas of effective altruism?

January 24

Boardman *et al.*, ch. 1. (1½ hours.)

The case of early childhood programs

Heckman, James *et al.* (2022) “13% ROI Research Toolkit.” Online resource. Please download this toolbox and spend at least one hour looking at the various items in it. <https://heckmanequation.org/resource/13-roi-toolbox/>

Gertler, Paul *et al.* (2014) “Labor Market Returns to an Early Childhood Stimulation Intervention in Jamaica,” *Science* Vol. 344 (6187): 998–1001. Please also skim the supplementary materials at the end of the article. (One hour)
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4574862/pdf/nihms722330.pdf>

Assignment (nothing to write or submit):

Please use ChatGPT4 to explore the concept of “predistribution” in fighting poverty. Ask it for definitions and examples. Consider with its help how early childhood programs could possibly advance efficiency and equality. Be prepared to discuss in class what you learned.

January 31

Sunstein, *The Cost-Benefit Revolution*, Preface and pp. 1–99. (Five hours.)

Assignment: Discussion on Canvas

Please submit on Canvas before 5:00 pm on Monday, Jan. 29.

1. What surprised you the most in Sunstein’s rendition of cost-benefit analysis? (One paragraph)
2. After reading these pages from Sunstein, what question remains in your mind? (One paragraph)

February 7

a. Willingness to pay and opportunity costs

Office of Management and Budget (2023) *Circular A-4*, November (effective March 2024), pp. 28–31. (15 minutes) <https://www.whitehouse.gov/wp-content/uploads/2023/11/CircularA-4.pdf>

Boardman *et al.*, ch. 3 (but only skim pp. 75–81) (Three hours)

Please do exercises 1 and 2 in ch. 3. Please don’t use ChatGPT on this assignment—in this case, I think doing so will reduce your learning experience. Please submit your answers to Prof. Klitgaard via email by 5:00 on Monday, February 5. (1½ hours)

b. The case of minimum wages

A map of states that have increased the minimum wage in 2024.

<https://www.axios.com/2023/12/18/minimum-wage-increase-states-2024>

USA Facts (2022) “What Happens to Employment When the Minimum Wage Is Increased?” (30 minutes) <https://usafacts.org/articles/what-happens-to-employment-when-the-minimum-wage-is-increased>

Minimum wage thread, Jason Abaluck, Twitter, August 22, 2022. (20 minutes). On Canvas.

Please watch *The Economist* (2021), “The Minimum Wage: Does It Hurt Workers?” (about 10 minutes) <https://youtu.be/8H4yp8Fbi-Y>

c. How to give a briefing

RAND Corporation (1996) “Guidelines for Preparing Briefings.”

<https://apps.dtic.mil/sti/tr/pdf/ADA317235.pdf>

Preparation for class (nothing to write or submit)

1. Diagram the simple microeconomic effects of raising the minimum wage.
2. Summarize the empirical support for this simple model.

February 14 Happy Valentine’s Day!

Benefits and costs in primary markets

This is important and meaty: dive in! Boardman *et al.*, chs. 5–6. (Seven hours).

February 21

Benefits and costs in secondary markets

Boardman *et al.*, ch. 7. (Three hours)

Assignment

Please do exercises 1 and 2 in ch. 5. (1½ hours). Please don’t use ChatGPT on this assignment—in this case, I think doing so will reduce your learning experience. Please submit your answers to Prof. Klitgaard via email before 5:00 on Monday, Feb. 19.

February 28

a. Discounting future costs and benefits

Boardman *et al.*, ch. 9. (Three hours)

Sunstein, Cass R. (2014) “The Real World of Cost-Benefit Analysis: Thirty-Six Questions (and Almost as Many Answers)” *Columbia Law Review* 114(67): 167–211. (2½ hours).

<https://columbialawreview.org/wp-content/uploads/2016/04/Sunstein-Final.pdf>

b. The case of disaster risk reduction

Shyam, KC (2013) *Cost Benefit Studies on Disaster Risk Reduction in Developing Countries*. Working Paper No. 27. Washington, DC: The World Bank: 1–8. (45 minutes)

<https://openknowledge.worldbank.org/handle/10986/16111>

Skim how the U.S. Federal Emergency Management Agency wants people to do cost-benefit analysis. Note the full and “streamlined” versions. (30 minutes)

<https://www.fema.gov/grants/tools/benefit-cost-analysis>

* Clancy, Noreen *et al.* (2023) *Improving the Financial Resilience of Public Entities and Individuals for Natural Disasters: A Resource Guide for State and Local Government*. Santa Monica: The RAND Corporation, December.

https://www.rand.org/pubs/research_reports/RRA1770-3.html

Please watch United Nations Office for Disaster Risk (2016) “The Sendai Framework for Disaster Risk Reduction” (about 4 minutes) <https://youtu.be/M9m6mb-blYM>

Please listen to the BBC World Service’s analysis of Cuba’s successes in reducing the risks from hurricanes <http://www.bbc.co.uk/programmes/w3cswdhk> (27 minutes).

Please watch United Nations Office for Disaster Risk Reduction (2020) “What Is the United Nations Office for Disaster Risk Reduction?” (about 4 minutes)

<https://youtu.be/uqn9obf0SXU>

Assignment

Please submit on Canvas before 5:00 pm on Monday, February 26.

1. In your opinion, what is the most interesting insight in Sunstein’s paper? (One paragraph)
2. How would you summarize the empirical evidence presented by Shyam? (One paragraph)

March 6

Midterm examination. Open book and open notes—also you are free to use ChatGPT4.

March 13. Spring Break

March 20

a. Uncertainty: using decision trees

Boardman *et al.*, ch. 11. (Three hours)

b. The case of coal

Nordhaus, William D. (2017) “Revisiting the Social Cost of Carbon” *Proceedings of the National Academy of Sciences* 114(7): 1518–1523. (1 hour)

<http://www.pnas.org/content/114/7/1518.full>

Parry, Ian (2019) “Putting a Price on Pollution” *Finance and Development* 56, no. 4 (December): 16–19. (30 minutes)

<https://www.imf.org/external/pubs/ft/fandd/2019/12/pdf/the-case-for-carbon-taxation-and-putting-a-price-on-pollution-parry.pdf>

Assignment

Please submit on Canvas before 5:00 pm on Monday, March 18.

1. In your opinion, what is the main practical advantage of laying out a decision tree? (One paragraph)

2. What does it mean to say that “the social cost of carbon is \$31 per ton of CO₂”?
(One paragraph)

March 27

The value of statistical lives, with an application to COVID-19

Reread: Sunstein, *The Cost-Benefit Revolution*, pp. 39–66 (1½ hours)

Kniesner, Thomas J. and W. Kip Viscusi (2019) “The Value of a Statistical Life.” Vanderbilt Law Research Paper No. 19–15. *Oxford Research Encyclopedia of Economics and Finance*. (2 hours).

https://law.vanderbilt.edu/phd/faculty/w-kip-viscusi/368_Value_of_Statistical_Life_Oxford.pdf

* Banzhaf, H. Spencer (2022) “The Value of Statistical Life: A Meta-Analysis of Meta-Analyses” *Journal of Benefit-Cost Analysis* 13(2): 182–197. doi:10.1017/bca.2022.9

Assignment (nothing to write or submit):

Use ChatGPT4 to consider policies to respond to COVID-19. Explore the facts we would like to have to do a cost-benefit analysis of a lock down plus federal government relief packages in terms of the value of statistical lives saved.

April 3

More on discounting

Boardman *et al.*, ch. 10. (Two hours)

Arrow, Kenneth J., *et al.* (2014) “Should Governments Use a Declining Interest Rate in Project Analysis?” *Review of Environmental Economics and Policy* 8, no. 2 (Summer): 145–63. (Two hours) <https://www.journals.uchicago.edu/doi/epdf/10.1093/reep/reu008>

Monk, Ray (2016) “One of the Great Intellectuals of His Time” *New York Review of Books*, 22 December. (30 minutes). On Canvas.

Klitgaard, Robert (2021) “Informal Notes on the Social Discount Rate.” Nine pages. (45 minutes). On Canvas.

* Have a look at this tool: “The Globalizability of Temporal Discounting.”

<https://public.tableau.com/app/profile/kai.ruggeri/viz/Theglobalizabilityoftemporaldiscounting/GlobalTemporalDiscountingSurveyResults?publish=yes>

Preparation for Group Briefings

In class on March 27, each of you will be assigned to one of the four topics below to prepare for class on April 3.

- The market interest rate
- The social opportunity cost of capital
- The social time preference method (and the shadow price of capital)

- A time-declining discount rate

Working together, please prepare a 10-minute briefing about your assigned alternative's advantages and disadvantages. You will brief the class as a team. There is no written assignment.

Feel free to use ChatGPT in your preparations—ideally, together in your teams.

April 10

a. A debate over contingent valuation

Kling, Catherine L., Daniel J. Phaneuf, and Jinhua Zhao (2012) “From Exxon to BP: Has Some Number Become Better than No Number?” *Journal of Economic Perspectives* 26, no. 4: 3–26. (Two hours) <https://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.26.4.3>

Hausman, Jerry (2012) “Contingent Valuation: From Dubious to Hopeless” *Journal of Economic Perspectives* 26, no. 4: 43–56. (Two hours) <https://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.26.4.43>

Please skim Boardman, *et al.*, ch. 16. (45 minutes)

b. The case of endangered species

Boardman, *et al.*, ch. 13 (only pp. 339–47). (45 minutes)

Morell, Virginia (2019) “Modern Fishing Methods Are Driving Small Whales and Dolphins to Extinction,” *Science*, 11 December. 2 pages. (15 minutes)

<https://www.sciencemag.org/news/2019/12/modern-fishing-methods-are-driving-small-whales-and-dolphins-extinction>

“Valuing Endangered Species,” CGU Case Study, April 2015. On Canvas. (1 hour)

Preparation for class (nothing to write or submit):

1) Use ChatGPT4 to explore contingent valuation. Be prepared to discuss how contingent valuation has been (or might be) applied in your policy area—and the pros and cons of doing so.

2) Re: “Valuing Endangered Species,” please prepare the study questions for discussion in class.

April 17

On the benefits and costs of a Universal Basic Income

Please watch Hoynes, Hilary (2019) “Reddito Universale di Base?” Lecture (in English!), Trento, Italy (31 May). Begin at 8:00, end at 49:00 (41 minutes) <https://youtu.be/EJVecSWqwEU>

“Options for Universal Basic Income: Dynamic Modeling” Penn Wharton School brief, 29 March 2018. About 5 pages. (20 minutes)

<https://budgetmodel.wharton.upenn.edu/issues/2018/3/29/options-for-universal-basic-income-dynamic-modeling>

Skim Daruich, Diego, and Raquel Fernández (2024) “Universal Basic Income: A Dynamic Assessment.” *American Economic Review* 114(1): 38–88 (January). (30 minutes) On Canvas.

Use ChatGPT4 to explore the pros and cons of a Universal Basic Income. Then try the prompt shared in class “Anticipating Reactions to Evaluation Research: Four Responses” inserting universal basic income as the topic—and assuming that a trial or study has shown that UBI “failed.”

* Jaroszewicz, Ania, Jon M. Jachimowicz, Oliver P. Hauser, and Julian Jamison (2022) “How Effective Is (More) Money? Randomizing Unconditional Cash Transfer Amounts in the US.” Harvard University, July.

https://socialprotection.org/sites/default/files/publications_files/SSRN-id4154000%20%281%29.pdf

April 24

On the future of cost-benefit analysis

Sunstein, *The Cost-Benefit Revolution*, 103–216. (Five hours)

Skim Hendren, Nathaniel, and Ben Sprung-Keyser (2020) “A Unified Welfare Analysis of Government Policies” *Quarterly Journal of Economics* 135 (3): 1209–1318. (45 minutes)
https://scholar.harvard.edu/files/hendren/files/welfare_vnber.pdf

May 1

Review of the course. No new readings.

Students will make briefings on various themes and topics in cost-benefit analysis.

May 8

Final examination.

ANNEX 5. SYLLABUS FOR “COLLABORATION ACROSS THE PUBLIC-PRIVATE DIVIDE”

Course Description

Many of the most challenging problems facing our region and our world cannot be tackled by government alone. From health care to education, from poverty to social justice, from urban renewal to international development, effective projects and programs often require collaboration across the public-private-nonprofit divide.

This course explores how to design, lead, and manage collaboration across the public-private divide. We examine theoretical approaches to appraise when various forms of collaboration make sense. We consider the practical challenges of making public-private partnerships work, using outstanding case studies. Along the way, we reconsider the meaning and practice of leadership and governance.

Background Preparation (Prerequisites)

There are no curricular prerequisites.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Appraise the distinctive capabilities of different kinds of institutions.
2. Design collaborative arrangements.
3. Apply tools of leadership and management to public-private partnerships, including citizen empowerment.
4. Evaluate collaboration in terms of each partner, the partnership as an entity, and the attainment of public purposes.
5. Create a process that catalyzes problem-solving across the public-private divide.

Assessments and Grading

Participation

Your careful preparation for discussions is vital for the success of this seminar.

Many of our sessions will employ the case method. Here are some materials that introduce the method and describe how you can get the most from it:

1. <https://www.hbs.edu/mba/academic-experience/Pages/the-hbs-case-method.aspx>
2. “Learning by the Case Method,” Harvard Business School (3 pages). On canvas.

3. <https://www.exed.hbs.edu/hbs-experience/learning-experience/case-study-method>

Sometime during the course, each student will give a 20-minute briefing on one of our topics. Details will be provided. We will learn together about briefings and how they differ from academic talks. A useful example is here: RAND Corporation. 1996. "Guidelines for Preparing Briefings." <https://apps.dtic.mil/sti/tr/pdf/ADA317235.pdf>

This briefing and your participation in class count for 35 percent of your final grade.

Midterm Exam

The midterm examination on March 5 counts for 30 percent of the final grade. This examination will be open book and open notes and you will be asked to utilize ChatGPT4. The exam is designed to take two hours, but you will be allowed three hours to complete it.

Course Project

The course project counts for 35 percent of your final grade. You will be part of a team of classmates from different disciplines and professions. The course project focuses on an example of a public-private-citizen partnership on a particular task or issue. The product is your team's design of a day-long convening for leaders in the three sectors with the goal of stimulating collaboration and practical steps forward. Details will be supplied during the first weeks of the seminar. An initial, ungraded one-page description of the topic is due at 5:00 p.m. on February 5 via email to Prof. Klitgaard.

Each team will give an ungraded 20-minute briefing on the course projects on April 30. The purpose of this briefing is to get help from your classmates. Then on May 7 each team will give a graded 20-minute briefing on the course project. Their written report is due before 5:00 p.m. on Friday, May 10. This report will be no longer than 5000 words (about 20 pages double-spaced), not counting references or tables. Details on this report will be provided well in advance.

There is no final examination.

Expectations and Logistics

This seminar is highly participatory. As noted, your careful preparation and enthusiastic participation are keys to your learning experience—and to the class's. If for some reason you are unable to come to a class or to prepare for it fully—things do happen—please let Prof. Klitgaard know in advance via email.

Artificial Intelligence

Throughout the course, we will make extensive use of ChatGPT4. I believe it will be a transformative tool in education and professional work. But it's so new that no one knows exactly how. We will explore its many functions. For example, you will use ChatGPT4 as your personal tutor. To help you get started on a research project. To anticipate politicized reactions to cost-benefit analyses—and take preventive measures. To be your research assistant, including data analysis.

Be aware of the limits of ChatGPT4. If we provide minimum effort prompts, we get low quality results. We need to refine our prompts in order to get good outcomes. This takes work.

When used as a search engine, ChatGPT4 can “hallucinate.” (The *Cambridge English Dictionary* recently chose “hallucinate” as its word of the year 2023.) If ChatGPT4 gives us a number or fact, we should be cautious. Many plug-ins enable us to track down sources and verify. In most cases, we will not use ChatGPT4 as a search device—rather, as a tutor, assistant, designer, editor, and data analyst. Even so, before relying on its contributions, we should check and verify. As with any tool, we must be thoughtful about how it might help and how it might fail. As we explore ChatGPT4, we will consistently question it—and ourselves, as we use it.

We must acknowledge AI tools when we use them in an assignment or test. In this course, please include a paragraph at the end of any assignment saying where you employed ChatGPT4 (or another AI tool) and how you used it.

Please download ChatGPT4 and be ready to use it in class on January 23.

Required Materials

Robert Klitgaard. 2023. *Bold and Humble: How to Lead Public-Private-Citizen Collaboration, with Five Success Stories*. Bhutan: Royal Institute for Governance and Strategic Studies. Open access here: <https://www.rigss.bt/books>

Week-by-Week Schedule

January 16

Introducing each other and the course.

Why is public-private-nonprofit collaboration so important today for leaders and managers in business, government, education, and civil society?

Exploring ChatGPT4.

January 23

Bold and Humble, Preface and Chapter 1.

“Partnership for Dealing with Dropouts (A),” 8 pages. On Canvas.

Assignment (nothing to write or submit):

As preparation for class discussion, please consider the following questions:

1. What are the advantages and disadvantages of a cross-age tutoring program?
2. What are the critical activities that should be considered part of such a program?
3. How might the various partners combine forces in implementation?

January 30

Daniel P. Gitterman and Neil Britto. 2021. “The Intersector as a Tool to Address Intractable Problems,” in *The Intersector: How the Public, Nonprofit, and Private Sectors Can Address America's Challenges*, ed. Daniel P. Gitterman and Neil Britto (Washington, DC: Brookings, 2021): 1–17. https://www.brookings.edu/wp-content/uploads/2020/08/9780815739029_intro.pdf

Howard W. Buffett and William B. Eimicke. 2018. “How Companies, Governments, and Nonprofits Can Create Social Change Together,” *Harvard Business Review*. 31 May. <https://hbr.org/2018/05/how-companies-governments-and-nonprofits-can-create-social-change-together>

Please spend a half hour looking through the World Bank’s resources on public-private partnerships: <https://ppp.worldbank.org/public-private-partnership/>

Assignment (nothing to write or submit):

1. Please engage with ChatGPT4 using this prompt:

I have a **[describe your]** background in microeconomics. Please explain comparative advantage to me. Please distinguish comparative advantage from absolute advantage. Please give an example of comparative advantage.

Follow-up prompt:

Please connect comparative advantage to the analysis of public-private-citizen collaboration. Explain how gains from collaboration resemble gains from trade.

Follow-up prompt:

Please give an example from rural development in a poor country

2. Please consider an example that you know of collaboration across the public-private divide. What are its advantages and disadvantages?

February 6

“A Cultural Festival for the Highlanders,” *Bold and Humble*, ch. 2. Please prepare your answers for the questions on p. 20 to discuss in class.

Bold and Humble, ch. 3.

Assignment (nothing to write or submit)

Use ChatGPT to investigate these concepts from ch. 3 of *Bold and Humble*: rivalrous goods, excludable goods, private goods, public goods, common-pool resources, toll goods, externalities, and civil society organizations.

February 12

Please submit a one-page description of the case study your team proposes to robert.klitgaard@cgu.edu.

February 13

Bold and Humble, chs. 4 – 6.

Please review the frameworks of chs. 3 and 6 of *Bold and Humble*. Discuss with your project teammates how these ideas apply to your course project. Please be prepared to discuss in class.

February 20

1. More on the design and management of collaboration

Anaïs Fabre and Stéphane Straub. 2023. “The Impact of Public-Private Partnerships (PPPs) in Infrastructure, Health and Education.” *Journal of Economic Literature*, 61(2): 655–715. On Canvas

Assignment (nothing to write or submit)

How would you summarize the findings of Fabre and Straub’s review? What surprised you? Please be prepared to discuss your answers in class.

2. Case study

Jennifer Widner. 2018. *All Hands On Deck: The US Response to West Africa’s Ebola Crisis, 2014-2015*. Innovations for Successful Societies, Princeton University. June. 42 pp.
https://successfulsocieties.princeton.edu/sites/successfulsocieties/files/JW_Ebola_USResponse_Final_June%2028%202018_JRG_0.pdf

Assignment (nothing to write or submit)

Again, review the frameworks of chs. 3 and 6 of *Bold and Humble*. Apply them to Widner’s case study, *All Hands On Deck*. Be prepared to discuss in class.

February 27

1. Partnerships and common-pool resources

Garrett Hardin. 1968. “The Tragedy of the Commons,” *Science*, 162(3859): 1243–1248. 13 December. <http://science.sciencemag.org/content/162/3859/1243>

Robert Boyd et al. 2018. “Tragedy Revisited,” *Science*, 362(6420): 1236–1241. 14 December. <http://science.sciencemag.org/content/362/6420/1236.full>

Engage in a conversation with ChatGPT about the tragedy of the commons. You might explore such aspects as examples, data, theoretical developments, research priorities, connections with the topic of your course project, and so forth.

Please be prepared to discuss some of your findings in class.

2. Case study

Robert Klitgaard. 2021. *The Culture and Development Manifesto*. New York: Oxford University Press, ch. 10. <http://scholar.cgu.edu/robert-klitgaard/wp-content/uploads/sites/22/2020/06/Ch.-10-Culture-and-Development-Reconsidered.pdf>

Assignment (nothing to write or submit)

What impressed you about Elinor Ostrom's work in enabling collaborative governance?

March 5

Midterm examination.

March 12. Spring Break

March 19

1. Case study

"A Partnership for Educational Innovation," *Bold and Humble*, ch. 8.

2. Case study

Vijay Sathe. 2011. "The World's Most Ambitious ID Project," *Innovations* 6(2): 39–66. Available on Canvas.

Assignment (nothing to write or submit)

Please use ChatGPT to explore the concept and examples of "universal ID."

Then, using paper by Sathe, summarize the key challenges facing the leaders of Aadhaar in 2011. What would you recommend? Please be prepared to discuss in class.

March 26

1. Designing together

Lynn Barendsen et al. 2013. *The Good Collaboration Toolkit: An Approach to Building, Sustaining, and Carrying Out Successful Collaboration*. Cambridge, MA: The Good Project, Harvard Graduate School of Education, pp. 46–79.

<https://www.thegoodproject.org/collaborationtoolkit> An easier-to-read pdf version will be shared on Canvas.

Assignment (nothing to write or submit)

Engage ChatGPT in a chat about *techniques for involving people* in collaboration and partnerships. "People" meaning employees, clients, citizens—see what you can uncover. Be prepared to discuss your findings in class.

2. Case study

Robert Klitgaard. 2019. "Engaging Corruption: New Ideas for the International Monetary Fund" *Policy Design and Practice* 2(3): 229–242.

<https://www.tandfonline.com/doi/full/10.1080/25741292.2019.1612542>

Assignment (nothing to write or submit)

Please meet with your project team to begin applying this article's convening framework to your course project.

Talk about questions such as:

- a. Who should participate in a convening?
- b. What data would be most useful to help participants locate their challenges?
- c. What example of success might kindle their creativity?
- d. What framework or checklist might help them reframe their problems and possibilities?

April 2

Case study: Reforms to promote collaboration across the public-private-citizen divide: the Performance Governance System

"Collaboration through Systems and Processes," *Bold and Humble*, ch. 10.

Assignment (nothing to write or submit)

The table on p. 106 summarizes what the Performance Government System requires and how Mandaue's version was falling short. If you were advising Mayor Jonas Cortes, what would you recommend for each issue? Be prepared to discuss in class.

April 9 Eid Mubarak

Case study continued

"Implementing Systemic Collaboration," *Bold and Humble*, ch. 11.

Robert Klitgaard. 2019. "Reforming Mandaue City: Overcoming Backsliding." Teaching Case, Claremont Graduate University. August.

Assignment (nothing to write or submit)

Study questions appear at the end of the 2019 Mandaue case—please prepare them carefully for class discussion.

April 16

Bold and Humble, ch. 12.

Case study: A partnership in public health

Alan M. Trager and Jessica Droste Yagan. 2007. “The Eli Lilly MDR-TB Partnership: Creating Private and Public Value,” Harvard Kennedy School. On Canvas.

Assignment (nothing to write or submit)

Use ChatGPT to find new information about multidrug resistant TB and ways to forestall it. Study questions appear at the end of the Eli Lilly case—please prepare them carefully for discussion in class.

April 23

Readings and assignment to be distributed.

April 30

“Where We’re Stuck” briefings on your course projects.

Have a look again at RAND Corporation. 1996. “Guidelines for Preparing Briefings.” <https://apps.dtic.mil/sti/tr/pdf/ADA317235.pdf>

This week, the purpose of each team’s 20-minute briefing to solicit help from your classmates.

You might spend five minutes describing the topic. Then use ten minutes to outline what progress you’ve made. Then take five minutes to describe “where we’re stuck”—and ask for your colleagues’ comments and suggestions.

These briefings are ungraded. Do make them “professional” by rehearsing them—but the point is to get help, not to present a finished product.

May 7

Final 20-minute briefings on your course projects. These briefings will be graded.

Review of the course and agenda for the future

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