The information in this bulletin applies to the academic year 2017-2018 and is accurate and current, to the greatest extent possible, as of August 2017. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

Duke University does not tolerate discrimination or harassment of any kind. Duke University has designated Dr. Benjamin Reese, vice-president for institutional equity, as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies generally. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay B, Durham, NC 27708. Dr. Reese’s office telephone number is (919) 684-8222 and his email address is ben.reese@duke.edu. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has designated Howard Kallem as its director of Title IX compliance and Age Discrimination Act coordinator. He is also with the Office for Institutional Equity and can be contacted at (919) 684-1437 or howard.kallem@duke.edu.

Questions or comments about discrimination, harassment, domestic violence, dating violence, and stalking can be directed to the Office for Institutional Equity, (919) 684-8222. Additional information, including the complete text of the discrimination grievance procedure and the harassment policy and appropriate complaint procedures, may be found by contacting the Office for Institutional Equity or visiting its website at www.duke.edu/web/equity/. Questions or comments about sex-based and sexual harassment and misconduct, domestic violence, dating violence, and stalking committed by a student may also be directed to Victoria Krebs, Associate Dean of Students in the Office of Student Conduct, at (919) 684-7336 or victoria.krebs@duke.edu. Additional information, including the complete text of the policy and complaint procedure for such misconduct, may be found at https://studentaffairs.duke.edu/conduct/z-policies/student-sexual-misconduct-policy-dukes-commitment-title-ix.

Duke University recognizes and utilizes electronic mail as a medium for official communications. The university provides all students with email accounts as well as access to email services from public clusters if students do not have personal computers of their own. All students are expected to access their email accounts on a regular basis to check for and respond as necessary to such communications.

Information that the university is required to make available under the federal Clery Act is available by visiting the Records Division, Duke University Police Department, 502 Oregon Street, Durham, NC 27708, or by calling (919) 684-4602. See http://duke.edu/police/news_stats/clery/index.php for more details.

The Family Educational Rights & Privacy Act (FERPA), 20 USC § 1232g; 34 CFR Part 99, is a federal law that guides the release of students’ education records, of which disciplinary records are a part. For additional information about FERPA, see http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Duke University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Duke University.

August 2017
The Mission of Duke University

James B. Duke’s founding indenture of Duke University directed the members of the university to “provide real leadership in the educational world” by choosing individuals of “outstanding character, ability and vision” to serve as its officers, trustees and faculty; by carefully selecting students of “character, determination and application;” and by pursuing those areas of teaching and scholarship that would “most help to develop our resources, increase our wisdom, and promote human happiness.”

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease and promote health, through sophisticated medical research and thoughtful patient care; to provide wide-ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the university; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do.

— Adopted by the Board of Trustees on February 23, 2001
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### Summer 2017

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>22</td>
<td>New graduate student orientation begins. New undergraduate student orientation begins</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>W 11:00 AM. Convocation for new undergraduate students. 4:00 PM. Convocation for graduate and professional school students</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>M 8:30 AM. Fall semester classes begin. Drop/Add continues</td>
</tr>
</tbody>
</table>

### Fall 2017

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>22</td>
<td>T New graduate student orientation begins. New undergraduate student orientation begins</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>W 11:00 AM. Convocation for new undergraduate students. 4:00 PM. Convocation for graduate and professional school students</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>M 8:30 AM. Fall semester classes begin. Drop/Add continues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>4</td>
<td>M Labor Day. Classes in session</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>F Drop/Add ends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>6</td>
<td>F Last day for reporting midsemester grades. 7:00 PM Fall break begins</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Su Founders’ Day</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>W 8:30 AM Classes resume</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>M Bookbagging begins for Spring 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>1</td>
<td>W Registration begins for Spring 2018</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>F Last day to withdraw with W from Fall 2017 classes (Undergraduates only)</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>W Registration ends for Spring 2018</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Th Drop/Add begins for Spring 2018</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>T 10:30 PM Thanksgiving recess begins</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>M 8:30 AM. Classes resume</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>1</td>
<td>F Graduate classes end</td>
</tr>
<tr>
<td></td>
<td>2-12</td>
<td>Sa-T Graduate reading period</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>F Undergraduate classes end</td>
</tr>
<tr>
<td></td>
<td>9-12</td>
<td>Sa-T Undergraduate reading period</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>W Final examinations begin (9:00 AM)</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>M 10:00 PM. Final examinations end</td>
</tr>
</tbody>
</table>
# 2017-2018 Academic Calendar

## Spring 2018

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>7-9</td>
<td>Su-T Undergraduate Winter Forum</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>W 8:30 AM. Spring semester begins. The Monday class meeting schedule is in effect on this day; regular class meeting schedule begins on Thursday, January 11; classes meeting in a W/F meeting pattern begin January 12; Drop/Add continues</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Th Regular class meeting schedule begins</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>M Martin Luther King, Jr. Day holiday: classes are rescheduled on Wednesday, January 10</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>W Drop/Add Ends</td>
</tr>
<tr>
<td>February</td>
<td>19</td>
<td>M Registration begins for Summer 2018</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>F Last day for reporting midsemester grades</td>
</tr>
<tr>
<td>March</td>
<td>9</td>
<td>F 7:00 PM. Spring recess begins</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>M 8:30 AM. Classes resume</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>M Bookbagging begins for Fall 2018</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>F Last day to withdraw with W from Spring 2018 classes (Undergraduates only)</td>
</tr>
<tr>
<td>April</td>
<td>4</td>
<td>W Registration begins for Fall 2018; Summer 2018 registration continues</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>F Registration ends for Fall 2018; Summer 2018 registration continues</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Sa Drop/Add begins for Fall 2018</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>W Graduate classes end</td>
</tr>
<tr>
<td></td>
<td>19-29</td>
<td>Th-Su Graduate reading period</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>W Undergraduate classes end</td>
</tr>
<tr>
<td></td>
<td>26-29</td>
<td>Th-Su Undergraduate reading period</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>M Final examinations begin</td>
</tr>
<tr>
<td>May</td>
<td>5</td>
<td>Sa 10:00 PM. Final examinations end</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>F Commencement begins</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Su Graduation exercises; conferring of degrees</td>
</tr>
</tbody>
</table>

## Summer 2018

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>19</td>
<td>M Registration begins for all Summer sessions</td>
</tr>
<tr>
<td>May</td>
<td>16</td>
<td>W Term I classes begin. The Monday class meeting schedule is in effect on this day. (Therefore, all summer classes meet this day.) Regular class meeting schedule begins on Thursday, May 17. Drop/Add continues</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Th Regular class meeting schedule begins</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>F Drop/Add for Term I ends</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>M Memorial Day holiday. No classes are held</td>
</tr>
<tr>
<td>June</td>
<td>13</td>
<td>W Last day to withdraw with W from Term I classes (Undergraduates)</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>M Term I classes end</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>T Reading period</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>W Term I final examinations begin</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Th Term I final examinations end</td>
</tr>
<tr>
<td>July</td>
<td>2</td>
<td>M Term II classes begin</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>W Independence Day holiday. No classes are held</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Th Drop/Add for Term II ends</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>M Last day to withdraw with W from Term II classes (Undergraduates)</td>
</tr>
<tr>
<td>August</td>
<td>9</td>
<td>Th Term II classes end</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>F Reading period (until 7:00 PM). 7:00 PM. Term II final examinations begin</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Su Term II final examinations end</td>
</tr>
</tbody>
</table>
Administration
General University Administration

Vincent Price, PhD, President
Sally Kornbluth, PhD, Provost
Tallman Trask III, MBA, PhD, Executive Vice President
A. Eugene Washington, MD, Chancellor for Health Affairs and the President and Chief Executive Officer of the Duke University Health System
Pamela J. Bernard, JD, Vice President and General Counsel
Kyle Cavanaugh, MBA, Vice President for Administration
Tracy Futhey, MS, Vice President, Information Technology and Chief Information Officer
Michael Merson, MD, Vice President and Vice Provost, Global Strategy and Programs
Larry Moneta, EdD, Vice President, Student Affairs
John J. Noonan, MBA, Vice President, Facilities
Benjamin Reese, PsyD, Vice President, Office for Institutional Equity
Richard Riddell, PhD, Vice President and University Secretary
Michael J. Schoenfeld, MS, Vice President, Public Affairs and Government Relations
Robert Shepard, PhD, Vice President, Alumni Affairs and Development
Timothy Walsh, MBA, Vice President for Finance
Kevin M. White, PhD, Vice President and Director of Athletics
Phail Wynn, Jr., MBA, EdD, Vice President, Durham and Regional Affairs
Ravi V. Bellamkonda, PhD, Dean, Pratt School of Engineering
William Boulding, PhD, Dean, Fuqua School of Business
Marion E. Broome, PhD, RN, FAAN, Dean, School of Nursing
Kelly Brownell, PhD, Dean, Sanford School of Public Policy
Elaine A. Heath, PhD, Dean, Divinity School
Mary E. Klotman, MD, PhD, Dean, School of Medicine
David F. Levi, JD, Dean, School of Law
Paula B. McClain, PhD, Dean, Graduate School
Stephen Nowicki, PhD, Dean and Vice Provost, Undergraduate Education
Valerie S. Ashby, PhD, Dean of Arts and Sciences
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Jeffrey Vincent, PhD, Interim Dean, Nicholas School of the Environment
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Scott Lindroth, PhD, Vice Provost for the Arts
James S. Roberts, PhD, Executive Vice Provost for Finance and Administration
Jennifer Francis, Vice Provost for Academic Affairs
Neal F. Triplett, MBA, President and CEO, Duke University Management Corporation

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Abbas Benmamoun, Vice Provost for Faculty Advancement
Lawrence Carin, PhD, Vice Provost for Research
Jennifer Francis, Vice Provost for Academic Affairs
Deborah Jakubs, PhD, University Librarian and Vice Provost
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Susan Lozier, PhD, Vice Provost for Strategic Planning
Michael Merson, MD, Vice Provost for Global Strategy and Programs
Stephen Nowicki, PhD, Dean and Vice Provost for Undergraduate Education
James S. Roberts, PhD, Executive Vice Provost for Finance and Administration
Search in Progress, PhD, Vice Provost for Innovation & Entrepreneurship Initiative
Sanford School of Public Policy Administration

Kelly Brownell, PhD, Dean, Professor of Public Policy
Judith Kelley, Senior Associate Dean, ITT/Terry Sanford Professor of Public Policy and Political Science
Frederick W. Mayer, Associate Dean for Strategy and Innovation, Professor of Public Policy, Political Science and Environment
Billy Pizer, Associate Dean for Academic Programs, Susan B. King Professor of Public Policy
David Arrington, Associate Dean for Finance & Administration
Donna Dyer, MPA, PPS ’78, Assistant Dean for Career Services and Professional Development
Khalil Nasir, Facilities Manager
Karen Kemp, MA, Assistant Dean for Communications and Marketing
Anita Lyon, Registrar
Linda Lytvinenko, Assistant Dean for Academic Programs and Student Affairs
Neil Prentice, Director, Information Technology
Nancy M. Shaw, Human Resources Manager
Robert E. Wright, PhD, Associate Dean for Development and Alumni Relations

Academic Programs Directors

Leslie Babinski, PhD, Director of Undergraduate Studies; Assistant Research Professor of the Practice of Public Policy
Corinne M. Krupp, PhD, Director of Graduate Studies, Master of International Development Policy Program; Associate Professor of the Practice of Public Policy
Pope "Mac" McCorkle, JD, Director of Graduate Studies, Master of Public Policy Program; Associate Professor of the Practice of Public Policy
Seth Sanders, Director of Graduate Studies, PhD Program; Professor of Economics and Public Policy

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Mr. David Graham Leitch (AB’82), Bank of America, Charlotte, North Carolina
Ms. Michelle Li (AB’19 candidate), (Ex Officio), Durham, North Carolina
Mrs. Kathryn C. Lieb (AB’69, P’03), Valley Forge, Pennsylvania
The Honorable Robert Malcom McDowell (AB’85), Cooley LLP, Washington, DC
Mrs. Dolly Madison McKenna (AB’71, P’06, P’09), Washington, DC
Mr. Bruce Hardy McLain (AB’76, P’18), CVC Capital Partners, London, United Kingdom
Mr. Laurence Fairlie Pulgrum (AB’80), Fenwick & West LLP, San Francisco, California
Mr. Sean Reilly (P’20) Lamar Advertising, Baton Rouge, LA
Mr. Andrew Stephen Rosen (AB’82, P’15), Kaplan University, Fort Lauderdale, Florida
Dr. Marcelle Abell Rosen (BS’85, P’15), Private Practice, Fort Lauderdale, Florida
Dr. Charles A. Sanders, (Chair Emeritus), Durham, North Carolina
Mr. Michael J. Schoenfeld (AB’84), (Ex Officio), Duke University, Durham, North Carolina
Mr. Douglass Guy Scrivner (AB’73), Los Altos Hills, California
Mr. Samuel K. Skinner (P’16), Greenberg Traurig, Chicago, Illinois
Mr. Gordon Sondland (P’20, P’21), Provenance Hotels, Portland, Oregon
Mr. Michael Joseph Sorrell (MPP’90, JD’94), Paul Quinn College, Dallas, Texas
Mr. Michael R. Steed (P’06, P’14), Paladin Capital Group, Washington, DC
Mrs. Rachel Kaganoff Stern (AM’90), Junior Statesman Foundation, Los Angeles, California
Mr. Hardy Vieux (AB’93), Human Rights First, Washington, DC
Mr. John K. Villa (AB’70, P’17), Williams & Connolly LLP, Washington, DC
Mr. Samuel David Walker (AB’80), Molson Coors Brewing Company, Denver, Colorado
Mrs. Robin L. Wiessmann (P’17), Pennsylvania Department of Banking and Securities, Newtown, Pennsylvania
Faculty
Faculty Administration

**Kelly Brownell**: Dean, Sanford School of Public Policy, Robert L. Flowers Professor of Public Policy; Professor of Psychology and Neuroscience; Professor of Psychiatry and Behavioral Sciences  
PhD (Psychology), Rutgers University, 1977  
*Research:* Food policy; food systems; obesity prevention; health; public health policy

**Judith Kelley**: Senior Associate Dean; ITT/Terry Sanford Professor of Public Policy; Professor of Political Science  
PhD (Public Policy), Harvard University, 2001  
*Research:* International relations and institutions; international law and norms; international election monitoring; democracy promotion; human rights; human trafficking; the role of external actors in domestic political reforms

**Frederick W. Mayer**: Associate Dean for Strategy and Innovation, Professor of Public Policy, Political Science and Environment; Director, Program on Global Policy and Governance; Director, The Polis at Duke  
PhD (Public Policy), Harvard University, 1988  
*Research:* Globalization and governance; international trade politics and policy; climate change politics and policy; narrative and politics; collective action; philanthropy, altruism and trust

**Billy Pizer**: Associate Dean for Academic Programs; Susan B. King Professor of Public Policy; Professor of Economics and Environment; Professor of Environmental Science and Policy, Duke Kunshan University; Faculty Fellow, Nicholas Institute for Environmental Policy Solutions  
PhD (Economics), Harvard University, 1996  
*Research:* Environmental regulation; climate change and energy economics; energy policy

Core Faculty

**Bill Adair**: Knight Professor of the Practice of Journalism and Public Policy; Director, DeWitt Wallace Center for Media & Democracy  
BA (Political Science), Arizona State University, 1985  
*Research:* New forms of journalism; political reporting and fact-checking; technology and new media

**Catherine Adcock Admay**: Lecturer in Public Policy; Assistant Director of Undergraduate Studies  
JD, Yale University, 1992  
*Research:* Human rights; governance and accountability in promoting sustainable development; global health; the arts and social imagination

**Elizabeth Oltmans Ananat**: Associate Professor of Public Policy and Economics; Faculty Affiliate, Center for Child and Family Policy  
PhD (Economics), Massachusetts Institute of Technology, 2006  
*Research:* Causes and consequences of US poverty and inequality; social policy; family structure and fertility; racial segregation

**Leslie Babinski**: Assistant Research Professor of Public Policy; Director of Undergraduate Studies; Associate Director, Center for Child and Family Policy  
PhD (Educational and School Psychology), University of California Berkeley, 1993  
*Research:* Educational interventions; English learners; teacher professional development; child development; and program evaluation

**Carolyn Barnes**: Assistant Professor of Public Policy and Political Science  
PhD (Public Policy and Political Science), University of Michigan, 2014  
*Research:* Nonprofit service provision, social welfare policy and implementation, poverty and inequality; race and urban politics; state and local politics; political behavior

**Philip Bennett**: Eugene C. Patterson Professor of the Practice of Journalism and Public Policy; Director, Rutherford Living History Program  
BA (History), Harvard University, 1981  
*Research:* National security and economic reporting; narrative journalism and international reporting; digital interview and oral history development

**Sarah Bermeo**: Assistant Professor of Public Policy and Political Science  
PhD (Politics), Princeton University, 2008  
*Research:* International political economy; relations between industrialized and developing countries; foreign aid; trade agreements; climate migration

**Alma Blount**: Senior Lecturer in Public Policy; Director, Hart Leadership Program  
MDiv, Harvard University, 1993  
*Research:* Civic and political participation; leadership pedagogy assessment
Anthony S. Brown: Professor of the Practice of Public Policy and Sociology
MBA, Harvard University, 1968
Research: Teaching and experiential learning pedagogies; social entrepreneurship; enterprising leadership; leadership development; socially responsible businesses

Linda Burton: James B. Duke Professor of Sociology, Professor of Public Policy, Director, Center for Child and Family Policy
PhD (Sociology), University of Southern California, 1985
Research: Large-scale, longitudinal studies of poverty and intergenerational family dynamics in both rural and urban environments

Nicholas Carnes: Assistant Professor of Public Policy and Political Science; Faculty Affiliate, DeWitt Wallace Center for Media & Democracy, Duke Population Research Institute
PhD (Politics and Social Policy), Princeton University, 2011
Research: Economic and social class inequality; political representation; legislative decision making; candidate recruitment

Evan Charney: Associate Professor of the Practice of Public Policy and Political Science
PhD (Government), Harvard University, 2000
Research: Genetic and evolutionary explanations of political behavior; political psychology; social sciences methodology; political theory; ethics; constitutional law

Charles T. Clotfelter; Z. Smith Reynolds Professor of Public Policy; Professor of Economics and Law; Director, Center for the Study of Philanthropy and Voluntarism; Faculty Affiliate, Center for Child and Family Policy
PhD (Economics), Harvard University, 1974
Research: Economics of education; public finance

Robert Conrad: Associate Professor of Public Policy and Economics
PhD (Economics), University of Wisconsin, Madison, 1978
Research: Public finance; natural resource economics; mineral taxation (On leave, spring 2016)

William A. Darity, Jr.: Samuel DuBois Cook Professor of Public Policy and African and African American Studies; Professor of Economics; Director, Samuel DuBois Cook Center on Social Equity; Codirector, Research Network on Racial and Ethnic Inequality
PhD (Economics), Massachusetts Institute of Technology, 1978
Research: Stratification economics; inequality by race, class and ethnicity; North-South theories of development and trade; reparations and restitution; colorism, discrimination; race and identity; social psychology and unemployment exposure; schooling and the racial achievement gap; financial crises in developing countries

Kenneth A. Dodge: Pritzker Professor of Early Learning Policy Studies; Professor of Psychology and Neuroscience; Director of Graduate Studies, PhD Program; Director, Center for Child and Family Policy
PhD (Clinical Psychology), Duke University, 1978
Research: Development and prevention of violence in children and families; violence prevention policy (On leave, fall 2017)

Fernando Fernholz: Associate Professor of the Practice of Public Policy, Duke Center for International Development
PhD (Economics), Boston University, 2000
Research: Investment appraisal; risk analysis and management; public finance; international economics; trade, external debt and finance; public-private partnerships; economic growth and development

Rosemary Fernholz: Senior Research Scholar and Lecturing Fellow of Public Policy, Duke Center for International Development
PhD (Political Economy and Government), Harvard University, 1998
Research: International development; development management; social policy; indigenous peoples

Joel L. Fleishman: Professor of Law and Public Policy; Director, Samuel and Ronnie Heyman Center for Ethics, Public Policy, and the Professions; Director, Center for Strategic Philanthropy and Civil Society
LLM, Yale University, 1960; JD, UNC-Chapel Hill, 1959
Research: Nonprofit and foundation governance and accountability; foundation strategic choice-making and impact measurement; special strategies appropriate to limited-life foundations; ethics and public policy

Elizabeth Frankenberg: Research Professor of Public Policy and Sociology
PhD (Demography and Sociology), University of Pennsylvania, 1992
Research: Health and population in developing countries; maternal and child health; disaster assistance

Anna Gassman-Pines: Associate Professor of Public Policy and Psychology and Neuroscience; Faculty Affiliate, Center for Child and Family Policy
PhD (Psychology), New York University, 2007
Research: Effects of welfare and employment policy on child and maternal well-being in low-income families (On leave, 2016-2017)

Christina M. Gibson-Davis: Associate Professor of Public Policy and Sociology, Psychology and Neuroscience; Faculty Affiliate, Center for Child and Family Policy
PhD (Human Development and Social Policy), Northwestern University, 2001
Research: Causes and consequences of marriage for low-income families; health and well-being of low-income families and children (On leave, 2017-2018)

Beth Gifford: Assistant Research Professor; Director, Durham Children’s Data Center; Director Program Evaluation Services
PhD (Health Policy and Administration and Demography), Pennsylvania State University, 2005
Research: Child maltreatment, children and the law, education, poverty and inequality, program evaluation and public policy

Indermit Gill: Professor of the Practice of Public Policy; Director, Duke Center for International Development
PhD (Economics), University of Chicago, 1989
Research: Economic growth; labor economics; Social Security; economic geography; Europe

Graham Glenday: Professor of the Practice of Public Policy; Co-director of International Taxation Program, Duke Center for International Development
PhD (Public Policy), Harvard University, 1982
Research: Public finance; international tax policy administration; economic development
Kristin A. Goss: Kevin D. Gorter Associate Professor of Public Policy and Political Science; Director, Duke in DC—Policy, Leadership & Innovation; Faculty Affiliate, Center for Strategic Philanthropy and Civil Society, Center for the Study of Philanthropy and Voluntarism and Hart Leadership Program
PhD (Political Science), Harvard University, 2003
Research: Civic and political participation; role of voluntary associations and foundations in public policy; women and politics; politics of gun control; agenda setting; public opinion; interest groups

Alex Harris: Professor of the Practice of Public Policy and Documentary Studies; Creative Director, Lewis Hines Documentary Fellows Program
BA (Psychology), Yale University, 1971
Research: Documentary photography and writing; patients living with brain cancer; Hispanic culture in northern New Mexico; poverty and housing in North Carolina; media coverage of humanitarian challenges; aging and retirement in the United States; José Martí and Cuba; Edward O. Wilson and the US Gulf Coast

Bruce W. Jentleson: Professor of Public Policy and Political Science
PhD (Government), Cornell University, 1983
Research: American foreign policy; international relations; international security; conflict prevention and resolution; globalization and governance; Middle East peace and security.

Marc Jeuland: Associate Professor of Public Policy, Global Health, Environment and Civil and Environmental Engineering
PhD (Environmental Sciences and Engineering), UNC-Chapel Hill, 2009
Research Interests: Nonmarket valuation; preferences for environmental services; cost-benefit and cost effectiveness analysis; water and sanitation; demand for environmental health; the planning and management of trans-boundary water resources; the impacts and economics of climate change; energy and development (on leave, 2017-2018)

Tana Johnson: Assistant Professor of Public Policy and Political Science
PhD (Public Policy), University of Chicago, 2010
Research: International relations; foreign policy; international organizations and bureaucracies; international energy and environmental policy; conflict over natural resources; nonstate actors; international political economy; interactions between public and private sectors; international development; Asian politics.

Roy Kelly: Professor of the Practice of Public Policy, Duke Center for International Development
PhD (Urban Planning), Harvard University, 1985
Research: Fiscal decentralization; public financial management; investment appraisal; local government finance; property taxation

Sarah A. G. Komisarow: Assistant Professor of Public Policy; Faculty Affiliate, Center for Child and Family Policy
PhD (Economics), University of Chicago, 2016
Research: Economics of education; K-12 education policy; educational inequalities

Robert Korstad: Professor of Public Policy and History; Bass Fellow; Co-director, Research Network on Racial and Ethnic Inequality; Bass Fellow
PhD (History), UNC-Chapel Hill, 1987
Research: Social policy from an historical perspective; labor; poverty; civil rights

Anirudh Krishna: Edgar T. Thompson Professor of Public Policy and Political Science
PhD (Government), Cornell University, 2000
Research: Poverty; inequality; social mobility; governance

Corinne M. Krupp: Associate Professor of the Practice of Public Policy; Director of Graduate Studies, Master of International Development Policy (MIDP), Duke Center for International Development
PhD (Economics), University of Pennsylvania, 1990
Research: International trade policy; antidumping law and firm behavior; competition policy; European Union trade and finance issues; economic development

Bruce R. Kuniholm: University Distinguished Service Professor of Public Policy; Professor of History; Dean Emeritus of the Sanford School of Public Policy
PhD (History), Duke University, 1976
Research: US policy in the Middle East; US diplomatic history; national security; uses of history and public policy (On leave, spring 2018)

Jennifer Lansford: Research Professor of Public Policy
PhD (Developmental Psychology), University of Michigan, Ann Arbor, 2000
Research: Youth violence prevention; peer influence; parenting

Pope “Mac” McCorkle: Associate Professor of the Practice of Public Policy; Director of Graduate Studies, Master of Public Policy (MPP) Program
JD, Duke University, 1984
Research: Politics of the policy process, campaigns and elections, political history and theory

Robyn Meeks: Assistant Professor of Public Policy, Faculty Fellow in the Energy Initiative
PhD (Public Policy), Harvard University, 2012
Research: Environmental and energy economics; development economics; and economics of the household

M. Giovanna Merli: Professor of Public Policy, Sociology and Research Professor of Global Health, Director of the Duke Center for Population Research
PhD (Demography), University of Pennsylvania, 1996
Research: Health and population in developing countries; South-South migration; demography of HIV/AIDS; HIV/AIDS modeling; sampling hard-to-reach populations; China

Simon Miles: Assistant Professor of Public Policy
PhD (History), University of Texas at Austin, 2017
Research: History and national security, international relations, East-West relations and post Cold-War Europe
Natalia Mirovitskaya: Associate Professor of the Practice of Public Policy, Duke Center for International Development
PhD (Economics), Russian Academy of Sciences, 1980
Research: Sustainable development; international resource and environmental policy; global gender issues; peace and conflict resolution

Eric Myln: Lecturer in Public Policy; Assistant Vice Provost for Civic Engagement; Peter Lange Executive Director, Duke Engage
PhD (Political Science), University of Minnesota, 1991
Research: Role of civic engagement in American higher education; relationship between civic and political engagement

Manoj Mohanan: Assistant Professor of Public Policy, Global Health and Economics
PhD (Health Policy), Harvard University, 2009
Research: Health economics; health policy; development economics; applied microeconomics.

Clara G. Muschkin: Associate Research Professor of Public Policy; Director, NC Education Research Data Center
PhD (Sociology), Duke University, 1989
Research: Education policy; academic performance and student behavior; peer influence in schools; educational inequalities

Philip Napoli: James R. Shepley Professor of Public Policy; Faculty Affiliate, DeWitt Wallace Center for Media & Democracy
PhD (Mass Communication, Telecommunications), Northwestern University, 1997
Research: New technologies and media, diversity in media, social media and the public interest, media policy

Candice L. Odgers: Research Professor of Public Policy and Psychology and Neuroscience; Senior Associate Director of the Center for Child and Family Policy
PhD (Psychology), University of Virginia, 2005
Research: Social inequalities and child wellbeing; neighborhoods and health; adolescent development and violence prevention

Jenni W. Owen: Senior Lecturer in Public Policy
MPA (Public Administration), Harvard University, 1996
Research: The policymaking process, evidence-based policy, and researcher-policymaker interaction; application of research to real-world policy and practice settings; pre-K education, juvenile justice and social policy (on leave, through fall 2018

Subhrendu K. Pattanayak: Professor of Public Policy, Environment, Economics and Global Health
PhD (Environmental Economics), Duke University, 1997
Research: Environment and development; tropical forests; biodiversity; water supply; rural energy; global environmental health; diarrhea and piped water; malaria and bed nets; respiratory infections and cook stoves,

Jay A. Pearson: Assistant Professor of Public Policy; Faculty Affiliate, Center for Health Policy & Inequalities Research, Duke Global Health Institute; Director, Global Inequality Research Initiative
PhD (Health Behavior and Health Education), University of Michigan, 2006
Research: Health impact of policy influenced social determinants including racial assignment, ethnic identity formation; immigration/trans-nationalism; social discrimination; socio-economic indicators, social-cultural orientation, and physical embodiment

Gunther Peck: Fred W. Shaffer Associate Professor of History and Public Policy
PhD (History), Yale University, 1994
Research: Nineteenth- and twentieth-century American social and cultural history; comparative immigration and labor studies; environmental history

Alexander Pfaff: Professor of Public Policy, Economics and Environment
PhD (Economics), Massachusetts Institute of Technology, 1995
Research: Environmental and natural resource economics and policy; development and applied microeconomics and policy

Noah Pickus: Associate Provost; Dean of Undergraduate Curricular Affairs and Faculty Development at Duke Kunshan University; Associate Research Professor of Public Policy
PhD (Political Science), Princeton University, 1995
Research: Leadership, ethics and public service; immigration and citizenship

Dirk Philipsen: Associate Research Professor of Public Policy; Senior Research Scholar, Kenan Institute for Ethics
PhD (US Comparative Social and Economic History), Duke University, 1992
Research: History of capitalism; sustainability; ethical development; economic performance indicators; inequality; role of markets

Phyllis Pomerantz: Professor of the Practice of Public Policy, Duke Center for International Development
PhD (International Relations), Tufts University, 1978
Research: Aid effectiveness; governance, leadership and development; global public goods and programs; program design for poverty reduction

David E. Price: Professor of Political Science and Public Policy (On leave, serving in the US House of Representatives (4th District)
PhD (Political Science), Yale University, 1969
Research: Congressional policymaking; ethics and public policy; American political parties

Vincent E. Price: President, Duke University, Professor of Public Policy and Political Science
PhD (Communications), Stanford University, 1987
Research: Public opinion, politics and news

Timothy H. Profeta: Associate Professor of the Practice of Public Policy; Director, Nicholas Institute for Environmental Policy Solutions
JD, Duke University, 1997
Research: Climate change policy design; analysis of legal authority to address climate and energy challenges; the Clean Air Act; adaptive use of current environmental laws for evolving environmental challenges
Marcos A. Rangel: Assistant Professor of Public Policy
PhD (Economics), University of California at Los Angeles, 2004
Research: Education and social policy; health and population and international development (on leave, 2017-2018)

Kenneth S. Rogerson: Associate Professor of the Practice of Public Policy; Faculty Affiliate, DeWitt Wallace Center for Media & Democracy; Co-director, Policy, Journalism and Media Studies Certificate Program
PhD (Political Science), University of South Carolina, 2000
Research: International communications; media; foreign policy; Internet politics and policy

Deondra Rose: Assistant Professor of Public Policy and Political Science
PhD (Government), Cornell University, 2012
Research: Higher education policy; policy feedback; inequality; the politics of gender, race, and class; American political development (APD); political engagement (on leave, 2017-2018)

Seth Sanders: Professor of Economics and Public Policy; Director of Graduate Studies, PhD Program; Associate Director, Duke Population Research Institute
PhD (Economics), University of Chicago, 1993
Research: Economic demography; labor economics; poverty

David Schanzer: Associate Professor of the Practice of Public Policy; Director, Triangle Center on Terrorism and Homeland Security
JD, Harvard University, 1989
Research: Counterterrorism strategy, policy and law; homeland security

Steven Sexton: Assistant Professor of Public Policy and Economics; Faculty Fellow, Duke Energy Initiative
PhD (Agricultural and Resource Economics), University of California at Berkeley, 2012
Research: energy and environmental economics; behavioral economics; climate policy; agricultural economics; industrial organization; applied econometrics (on leave, spring 2018)

Gangadhar Prasad (GP) Shukla: Professor of the Practice of Public Policy, Duke Center for International Development
PhD (Political Economy and Government), Harvard University, 1993
Research: Tax analysis and revenue forecasting; public finance for open economies; investment appraisal; taxation of natural resources

Donald H. Taylor: Professor of Public Policy, Community and Family Medicine and Nursing; Faculty Affiliate, Center for Health Policy
PhD (Health Policy and Administration), UNC-Chapel Hill, 1995
Research: Aging and long-term care; health policy

Thomas W. Taylor: Professor of the Practice of Public Policy
JD, UNC-Chapel Hill, 1969
Research: National and homeland security; civil-military relations; constitutional and intelligence law; management and leadership

Peter A. Ubel: Dennis T. McLawhorn University Professor of Business Administration; Professor of Medicine and Public Policy; Associate Faculty Director, Health Sector Management; Director, Duke-UNC USDA Center for Behavioral Economics and Healthy Food Choice
Research
MD, University of Minnesota, 1988
Research: Role of values and preferences in health care decision making; ethics in health care, such as informed consent and health care rationing

James W. Vaupel: Research Professor of Public Policy; Co-director, Center for Population, Health and Aging; Founding Director, Max Planck Institute for Demographic Research
PhD (Public Policy), Harvard University, 1978
Research: Demography of aging; mortality at advanced ages; environmental and genetic plasticity of mortality rates

Kathryn Whetten: Professor of Public Policy, Global Health, Nursing and Community and Family Medicine; Director, Center for Health Policy & Inequalities Research
PhD (Health Policy and Administration), UNC-Chapel Hill, 1994
Research: Health disparities; substance abuse; mental health; HIV/AIDS and other STDs; orphaned and abandoned children

Professors Emeriti

Philip J. Cook: ITT/Terry Sanford Professor Emeritus of Public Policy; Professor of Economics and Sociology
PhD (Economics), University of California, Berkeley, 1973
Research: Criminal justice policy; public health policy and social policy; regulation of alcohol, guns, and gambling; violence prevention; truancy prevention

Sherman James: Professor Emeritus of Public Policy; Professor of Community and Family Medicine, African and African American Studies, and Sociology
PhD (Social Psychology), Washington University, 1973
Research: Social determinants of US racial and ethnic health disparities in health and health care; community-based and public policy interventions to reduce racial and ethnic health disparities

James A. Joseph: Professor Emeritus of the Practice of Public Policy; former US Ambassador to South Africa
MDiv, Yale University, 1963
Research: Ethics in public life and leadership paradigms; philanthropy; civil society

Helen F. Ladd: Susan B. King Professor Emeritus of Public Policy; Professor of Economics
PhD (Economics), Harvard University, 1974
Research: Education policy in the United States and other countries; state and local public finance
Francis Lethem: Professor Emeritus of the Practice of Public Policy
PhD (Economics), Neuchatel University, 1967
Research: Institutional design; project design; capacity building towards sustainable development; conflict prevention

Ellen Mickiewicz: James R. Shepley Professor Emeritus of Public Policy; Professor Emeritus of Political Science;
PhD (Political Science), Yale University, 1965
Research: Political communication, democratization and political psychology; using cognitive science theory to research heuristics employed in processing news, especially under conditions of limited information, as in Russia and parts of Eastern Europe

Faculty with Secondary Appointments in Public Policy

Matthew D. Adler: Richard A. Horvitz Professor of Law; Professor of Philosophy and Economics; Director, Center for Law, Economics, and Public Policy
JD, Yale, 1991

Dan Ariely: James B. Duke Professor of Behavioral Economics, Professor of Economics and Business Administration; Adjunct Professor of Psychiatry & Behavioral Sciences
PhD (Business Administration), Duke University, 1998
PhD (Cognitive Psychology), University of North Carolina, Chapel Hill, 1996

Christopher Bail: Douglas and Ellen Lowey Associate Professor of Sociology
PhD (Sociology), Harvard University, 2011

Edward J. Balleisen: Vice Provost for Interdisciplinary Studies; Associate Professor of History; Senior Fellow, Kenan Institute for Ethics
PhD (History), Yale, 1995

Lori Bennear: Associate Professor of Environmental Economics
PhD (Public Policy), Harvard, 2004

Curtis Bradley: William Van Alstyne Professor of Law; Senior Associate Dean for Faculty and Research
JD, Harvard Law School, 1988

Tim Büthe: Associate Research Professor of Political Science; Senior Fellow, Rethinking Regulation Program, Kenan Institute for Ethics
PhD (Political Science), Columbia University, 2002

William Chafe: The Alice Mary Baldwin Professor of History, Emeritus
PhD (History), Columbia University, 1971

Aaron Chatterji: Associate Professor of Business Administration
PhD (Business Administration), University of California at Berkeley, 2006

Peter D. Feaver: Professor of Political Science; Director, Triangle Institute for Security Studies; Director, Duke Program in American Grand Strategy
PhD (Political Science), Harvard University, 1990

Kip Frey: Professor of the Practice Law and Entrepreneurship; Director, Duke Law School Program in Law & Entrepreneurship
JD, Duke University, 1985

Susanne B. Haga: Associate Research Professor, in Medicine
PhD (Human Genetics), University of Maryland, Baltimore, 1999

Angel Harris: Professor of Sociology; Faculty Research Scholar, DuPRI Population Research Center; Faculty Affiliate, Center for Child and Family Policy
PhD (Public Policy and Sociology), University of Michigan, 2005

D. Sunshine Hillygus: Associate Professor of Political Science; Director, Duke Initiative on Survey Methodology
PhD (Political Science), Stanford University, 2003

Peter Lange: Professor of Political Science, Provost Emeritus
PhD (Political Science), Massachusetts Institute of Technology, 1975

Nancy MacLean: William H. Chafe Professor of History; Associate Chair, Department of History
PhD (History) University of Wisconsin–Madison, 1989

Paula D. McClain: Dean of the Graduate School; Vice Provost for Graduate Education; Professor of Political Science; Faculty Co-Director, Center for Race, Ethnicity, and Gender in the Social Sciences
PhD (Political Science), Howard University, 1977

Mark McClellan: Robert J. Margolis Professor Business, Medicine and Policy; Professor of the Practice of Business Administration; Director, Duke–Robert J. Margolis MD Center for Health Policy
PhD (Economics), Massachusetts Institute of Technology, 1993

Michael H. Merson: Vice President and Vice Provost for Global Strategy and Programs; Wolfgang Joklik Professor of Global Health; Professor of Medicine and Community and Family Medicine
MD, State University of New York at Brooklyn, 1970

Michael C. Munger: Professor of Political Science and Economics, Director, Philosophy, Politics and Economics Program
PhD (Economics), Washington University, 1984

Thomas Nechyba: Professor of Economics; Director, Social Science Research Institute
PhD (Economics), University of Rochester, 1994

Allison G. Robertson: Assistant Professor in Psychiatry and Behavioral Sciences
PhD (Health Policy and Management), University of North Carolina, Chapel Hill, 2009

Christopher Schroeder: Charles S. Murphy Professor of Law; Director, Program in Public Law
JD, University of California School of Law, Berkeley, 1974

David Siegel: Associate Professor of Political Science
PhD (Political Economics), Stanford University, 2006
Sim Sitkin: Michael W. Krzyzewski University Professor in Leadership; Professor of Management; Director of Behavioral Science and Policy Center
PhD (Organizational Behavior), Stanford University, 1986

Frank Sloan: J. Alexander McMahon Professor of Health Policy and Management; Professor of Economics
PhD (Economics), Harvard University, 1969

Dalene Stangl: Professor of the Practice of Statistics; Director of Undergraduate Education and Associate Director, Department of Statistical Science
PhD (Statistics), Carnegie Mellon University, 1991

Duncan Thomas: Norb F. Schaefer Professor of International Studies; Professor of Economics and Global Health
PhD (Economics), Princeton University, 1986

Jeffrey Vincent: Clarence F. Korstian Professor of Forest Economics and Management
PhD, Yale University, 1988

Erika S. Weinthal: Lee Hill Snowon Professor of Environmental Sciences and Policy, Associate Dean for International Programs
PhD (Political Science), Columbia University, 1998

Jonathan B. Wiener: William R. and Thomas L. Perkins Professor of Law; Professor of Environmental Policy; Co-director, Rethinking Regulation Initiative
JD, Harvard University, 1987

Gavin Yamey: Professor of the Practice in Global Health
MPH, London School of Hygiene and Tropical Medicine, 2010
MBBS, University College of London, 1994

S. Yousuf Zafar: Associate Professor of Medicine and Medical Oncology; Member, Duke Cancer Institute; Affiliate, Duke Global Health Institute
MD, University of Toledo, 2002

**Other Affiliated Faculty**

**Sanford School/Public Policy**

Nathan Boucher: Visiting Assistant Professor
DrPH, (Public Health), The State University of New York – Downstate Medical Center School of Public Health, 2015

Douglas Brook: Visiting Professor of the Practice
PhD (Public Policy), George Mason University, 2001

Ingrid Bianca Byerly: Senior Lecturing Fellow, Director, *Humanitarian Challenges* Focus Program
PhD (Cultural Anthropology), Duke University, 1996

Patrick Duddy: Visiting Associate Professor
BA, Colby College, 1972

William C. Eacho: Visiting Professor of the Practice
MBA, Harvard, 1979, former US Ambassador to Austria

Anna Egalite: Visiting Assistant Professor
PhD (Education Policy), University of Arkansas, 2014

Erik Garr: Accenture Visiting Professor of the Practice
MPP, University of Chicago, 2005

Adam Hollowell: Adjunct Professor
PhD (Theological Ethics), University of Edinburgh, 2009

Lynn Holmes: Visiting Professor of the Practice
JD, Georgetown University, 1980

Susan Katzenelson: Adjunct Instructor
MA (Criminology), University of Pennsylvania, 1972

Bert L’Homme, Adjunct Instructor
PhD (Special Education/Public School Administration), University of Maryland, 1977

Ian MacMullen: Visiting Associate Professor
PhD (Political Science), Harvard University, 2004

Aaron McKethan: Visiting Associate Professor
PhD (Public Policy Analysis), University of North Carolina at Chapel Hill

Karen Price: Adjunct Instructor
MFA, University of Southern California, 2002

John Quinterno: Adjunct Instructor
MPA, University of North Carolina, Chapel Hill, 2002

Joel B. Rosch: Visiting Lecturer
PhD (Political Science), University of Washington, 1980

Adam Searing: Visiting Lecturer
JD, UNC, Chapel Hill, 1994

MPH (Public Health), UNC, Chapel Hill, 1994

Stephen Smith: Visiting Professor
PhD (Semiotics), Free University of Berlin (West), 1983
Corinna Sorenson: Adjunct Professor  
PhD, London School of Economics, 2015

Katherine Swartz: Visiting Professor  
PhD (Economics), University of Wisconsin-Madison, 1976

Michael Walden: Visiting Professor  
PhD (Consumer Economics), Cornell University, 1978

Kate Vyborny: Adjunct Instructor  
PhD (Economics), University of Oxford, England, 2014

Patricia Diane Weddington: Visiting Lecturer  
MDiv, Duke University, 1976; MA (Journalism), University of Missouri, 1977

Danielle Zapotoczny: Accenture Visiting Professor of the Practice  
BA (Public Policy), 1996

**DeWitt Wallace Center for Media & Democracy**

Misha Angrist: Visiting Associate Professor of the Practice; Associate Professor of the Practice, Social Science Research Institute; Senior Fellow, Duke Initiative for Science and Society; Associate Director, Genome Sciences & Policy Certificate Program  
PhD (Genetics), Case Western Reserve, 1996; MFA, Bennington Writing Seminars, 2001

John Biewen: Visiting Lecturer in Public Policy; Director, Audio Program, Duke Center for Documentary Studies  
BA (Philosophy) Gustavus Adolphus College, 1983

Robert Bliwise: Adjunct Lecturer; Editor, *Duke Magazine*; Assistant Vice President for Alumni Affairs  
AM (Liberal Studies), Duke University, 1988

Jeremy Bowers: Visiting Lecturer in Journalism and Public Policy  
BA (Political Science), University of South Florida, 2006

John Burness: Visiting Professor of the Practice  
BA, Franklin and Marshall College, 1967

Tyler Dukes: Visiting Lecturer in Journalism and Public Policy  
BS (Science, Technology and Society), North Carolina State University, 2008

David Graham: Visiting Lecturer in Journalism and Public Policy  
AB (History), Duke University, 2009

Jonathan M. Katz: Visiting Lecturer in Journalism and Public Policy  
MS (Journalism), Northwestern University, Medill School of Journalism, 2004

Carson Mataxis: Visiting Lecturer in Journalism and Public Policy  
BA (Art & Design/Mass Communication), North Carolina State University, 2002

Megan McArdle: Pamela and Jack Egan Visiting Professor in Journalism and Public Policy  
MBA, University of Chicago, 2001

Michael Schoenfeld: Adjunct Lecturer; Vice President for Public Affairs and Government Relations  
MS (Public Policy), State University of New York at Stony Brook, 1986

Mark Stencel: Visiting Lecturer in Journalism and Public Policy  
BA (Russian/Soviet Studies), University of Virginia, 1990

Amy Unell: Visiting Lecturer in Journalism and Public Policy; Arts Entrepreneurship Assistant  
BA (Psychology), Duke University, 2003

Linda Williams: Adjunct Assistant Professor  
BA (Journalism), University of North Carolina at Chapel Hill, 1974

**Hart Leadership Program**

Katie Higgins Hood: Senior Fellow and Visiting Lecturer  
MBA, Harvard University, 2001

Martin W. Morris, Visiting Lecturer  
JD, Cumberland School of Law, 1981

Steve Schewel: Visiting Assistant Professor  
PhD (Education), Duke University, 1982

Gerald L. Wilson: Senior Associate Dean, Trinity College  
PhD (History) University of North Carolina at Chapel Hill, 1973

**Duke Center for International Development (DCID)**

Jean-Pierre Auffret: Visiting Lecturer  
PhD (Physics), American University, 1999

Peter Barnes: Senior Fellow  
JD, Yale Law School, 1980

Sandeep Bhattacharya: Senior Lecturing Fellow  
PhD (Economics), Georgia State University, 2010

Hans-Martin Boehner: Visiting Professor of the Practice  
PhD (Economics), Georgetown University, 1993
Jamie Boex: Senior Fellow  
PhD (Economics), Georgia State University, 1999

Peter Byrne: Senior Fellow  
JD, Harvard University, 1986

Fernando Cossio: Senior Fellow  
MA (International Tax Program), Harvard, 1996

D. N. S. Dhakal: Senior Fellow  
PhD (Mineral Economics), Colorado School of Mines, 1990

Richard Hemming: Visiting Professor of the Practice  
PhD (Economics), University of Stirling, UK, 1977

Brij Kishore: Senior Fellow  
MS, University of Allahabad, India, 1965

Sanjay Kumar: Senior Fellow  
MA (Economics), State University of New York, Stony Brook, 1993

Tom Nicholson: Associate in Research  
MIDP, Duke University, 2014

Tej Prakash: Senior Fellow  
MBA, Rutgers University, 1984

Dean Storelli: Instructor  
MA (Language, Literature and Social Studies: Teaching English to Speakers of Other Languages)  
Teachers College, Columbia University, 1988

Joseph Tham: Visiting Associate Professor  
EdD (Administration, Planning and Social Policy), Harvard University, 1994

Kiert Toh: Senior Fellow  
PhD (Economics), University of Maryland, 1980

Frank Webb: Visiting Professor of the Practice  
DPhil (Reproductive Physiology), University of Oxford, 1974

Triangle Center on Terrorism and Homeland Security

Tim Nichols: Visiting Associate Professor of the Practice, Executive Director, Counter-terrorism and Public Policy Fellows Program  
MA (American Studies), University of South Florida, 2000; MBA, NC State, 2010.
History of Duke University

Duke University traces its roots to 1838 in nearby Randolph County, where local Methodist and Quaker communities joined forces to support a permanent school that they named Union Institute. After a brief period as Normal College (1851-59), the school changed its name to Trinity College in 1859 and became a liberal arts college affiliated with the Methodist Church. The college moved to the growing city of Durham in 1892 when Washington Duke provided financial assistance and another local businessman, Julian S. Carr, donated land. In December 1924, the trustees graciously accepted the provisions of James B. Duke's indenture creating the family philanthropic foundation, The Duke Endowment, which provided for the expansion of Trinity College into Duke University.

As a result of the Duke gift, Trinity underwent both academic and physical expansion. The original Durham campus became known as East Campus when it was rebuilt in stately Georgian architecture. West Campus, Gothic in style and dominated by the soaring tower of the Duke Chapel, opened in 1930.

In 1972, the men's and women's colleges merged into the Trinity College of Arts & Sciences. Academic expansion of the university throughout its history has also included the establishment of graduate and professional schools. Duke now is composed of ten schools, including The Graduate School, Duke Divinity School, the School of Medicine, the School of Nursing, the School of Law, the Pratt School of Engineering, The Fuqua School of Business, the Nicholas School of the Environment, and the Sanford School of Public Policy, along with international outposts, including one in Kunshan, China.

Today, Duke embraces a diverse community of learners, including approximately 6,500 undergraduates and 7,500 graduate and professional students from a multiplicity of backgrounds. For more historical information, visit http://library.duke.edu/rubenstein/uarchives.

Mission of the Sanford School of Public Policy

The mission of Duke University's Sanford School of Public Policy is to educate tomorrow's leaders and improve the quality of public policymaking through research, professional training, and policy and community engagement.

In 2009, the Sanford School of Public Policy became Duke University's tenth school, building on almost forty years of interdisciplinary public policy research and education. The Sanford School is named for its founder, the late Terry Sanford, North Carolina governor from 1961 to 1965, Duke University president from 1969 to 1985, and US senator from 1987 to 1993.

The school is expanding faculty and research in several key policy areas: health and social policy; energy and environment; and global governance and international development.

The faculty includes eleven distinguished chairs, four members of the National Academy of Sciences and one member of the American Academy of Arts and Sciences. It also includes experienced professionals such as venture capitalist Kip Frey and Thomas Taylor, former senior career civilian attorney at the Pentagon with the US Department of the Army.

The Sanford School has one of the nation's largest public policy undergraduate programs, graduating about 200 majors each year. Undergraduates work in internships in state, local, and federal governments and nongovernmental organizations, both in the United States and abroad. The school offers master's degrees in public policy and international development policy, as well as the PhD in public policy.

With a concentration in global public policy in the Master of Public Policy Program, the Master of International Development Policy, and the professional education programs offered by the Duke Center for International Development, Sanford is a national leader in providing public policy studies in the international arena. The Sanford School's graduate program is consistently ranked among the top ten policy analysis programs in the United States. A number of multidisciplinary research centers and programs collaborate closely with the Sanford School. These centers conduct grant-funded research and sponsor activities dealing with child and family policy; health policy; philanthropy; international development; media and democracy; terrorism and homeland security; leadership and more.

Undergraduate Degree

The Sanford School of Public Policy in conjunction with the Trinity College of Arts & Sciences offers a bachelor of arts in public policy studies. The Sanford School also offers two certificate programs to undergraduates: the policy journalism and media studies certificate, and the child policy research certificate. Courses are taught by Sanford School faculty and by professors in cooperating departments and schools within Duke University.

Graduate Degrees

The Sanford School's graduate programs attract highly qualified national and international students. Sanford alumni are engaged in meaningful, exciting work and hold professional positions at the top levels of governments, businesses, and nonprofit organizations worldwide.

The professional, two-year Master of Public Policy (MPP) program prepares students for diverse leadership roles in the public, private, and nonprofit sectors. The core curriculum combines economics and quantitative analysis with political analysis, ethics, management, and leadership.
MPP students have multiple opportunities to apply skills learned in the classroom, beginning with the first-year spring consulting project completed as part of a team. Between their first and second years of study, MPP students participate in a required internship to apply their analytical skills and knowledge in workplace settings, and to focus their career interests. A final, year-long master’s project allows each student to conduct an in-depth analysis of a real-world policy issue for a client.

The Master of International Development Policy (MIDP) program is designed for mid-career professionals seeking to dedicate their careers to policymaking and public service in developing countries and countries in transition. The MIDP program, offered by the Sanford School’s Duke Center for International Development, provides interdisciplinary training in policy analysis on issues related to long term social and economic development.

The Sanford of Public Policy and the Nicholas School of the Environment (NSOE) offer a two-year International Masters in Environmental Policy (iMEP) program at Duke’s Kunshan campus (DKU). The iMEP program creates a highly analytical master’s degree based on the Duke Master of Public Policy (MPP) and Master of Environmental Management (MEM), with an emphasis on both international and Chinese experience and contexts. The environmental policy program at DKU combines a world-class faculty, a cutting-edge research center, an innovative curriculum, and unparalleled career opportunities. The core curriculum combines economics, science, law and governance, policy, and program evaluation. The program allows DKU students to spend one semester at Duke. At the same time, internships with a range of international organizations, NGOs, and corporations round out the opportunities available to iMEP students.

MIDP students self-design a program of study with help from an academic advisor. Through the interdisciplinary, flexible curriculum and interactions with faculty and peers from more than thirty countries, MIDP students receive a firm grounding in development theory and policy analysis, preparing them to be leaders in the development field. The program offers one- or two-year degree options and a nondegree certificate.

The PhD in public policy is a research-focused, interdisciplinary social science degree. Graduates of the program are prepared for academic careers or for professional positions in research and consulting or in public agencies.

The program requires a two-course sequence in political economy and coursework in three other social science disciplines. Students designate a disciplinary concentration such as economics, political science or sociology, as well as a policy focus, such as social policy, globalization and development, or health policy.

**History of the Sanford School**

In one of his first acts as president of Duke University, Terry Sanford began planning a new program in public policy. Sanford persuaded his former aide Joel Fleishman to return to North Carolina from Yale and take the lead in creating the program.

With Fleishman as founding director, the Institute of Policy Sciences and Public Affairs was established in 1971. Whereas other schools focused on developing professional masters-level programs, Fleishman’s first initiative was to create an undergraduate major, with several innovative components. It was multidisciplinary yet with a consistent overarching focus on decision-making and the public interest. It was demanding; at the time no other Duke social science department required that its majors take statistics or intermediate level microeconomics, and no other major required an internship.

Fleishman, like Sanford, was determined that the new institute would be engaged with the real world, leading to the creation of centers in journalism, health policy, and other substantive areas. These centers were to organize policy-oriented research and an active exchange with practitioners. In particular, the tradition of visiting journalists coming to the institute to study, and in some cases teach, was initiated in 1971, and continued until 2016. Currently, the school houses eleven research centers and programs.

The institute’s first step toward professional education was taken in 1974, with the creation of a one-year master’s program available only to students enrolled in professional programs, such as law and business. The Institute created its own two-year professional program in 1978 and admitted its first five students. In 1987, the mid-career Master’s Program in International Development Policy (PIDP, now referred to as MIDP), was launched by the Duke Center for International Development. The PhD program admitted its first class of eight students in 2007. Currently, master’s candidates also may earn joint professional degrees in law, business, divinity, medicine, or environmental policy.

By 1989, the Sanford Institute had outgrown its quarters in the Old Chemistry Building and planned for a new building across the street from the Duke Law School. The 50,000-square-foot building was designed by Architectural Resources, Cambridge. The building was dedicated in 1994, at which time the institute was renamed the Terry Sanford Institute of Public Policy. Sanford himself, having just completed his term in the US Senate, had an office in the building and took an active interest in the affairs of his eponymous institute. The 46,000-square-foot Rubenstein Hall was added to the Sanford complex in 2005. Rubenstein Hall has state-of-the-art videoconferencing and multimedia resources.

In 2009, the Sanford Institute became the Sanford School of Public Policy, Duke University’s tenth school. Uniquely positioned to carry out the university’s mission of placing “knowledge at the service of society,” the Sanford School continues to explore innovative ways of fusing disciplines to address complex policy questions and actively engage in real-world policy issues.
Career Services

The Sanford School of Public Policy career services office assists both undergraduate public policy majors and MPP students. The office provides one-on-one career counseling, assistance with finding policy internships, and professional development workshops. Detailed information about the office can be found on the website at https://sanford.duke.edu/academics/mpp/career-services/.

The undergraduate internship program coordinator works with students to obtain policy internships that will satisfy the undergraduate degree requirement. A student must complete all five core courses (Public Policy 155D, 301, 302, 303 and Statistical Science 101), submit required approval forms to the career services office and enroll in Public Policy 121 before completing a policy internship that counts toward the completion of a major in public policy.

Students in the Master of Public Policy (MPP) program are also required to complete an internship in the summer between their first and second year of study, subject to approval from the career services office. They should work with the career services office staff to find an internship that will satisfy the degree requirements.

The Master in International Development Policy program (MIDP) employs a full-time professional development coordinator who serves as a knowledgeable resource for MIDP graduate students who seek to enhance their internship and job searches. The coordinator provides one-on-one career counseling, assists students with securing internships, runs career skills workshops, organizes discussions with visiting development practitioners, and maintains access to a variety of networking resources.

Facilities

The Sanford School is located in two modern buildings, the Sanford Building and Rubenstein Hall, at the corner of Science Drive and Towerview Road, across from the Duke Law School. Both buildings feature neo-gothic architecture that pays homage to the design of Duke Chapel and the buildings of the main quad.

The 50,000-square-foot Sanford Building, designed by Architectural Resources, Cambridge, opened in 1994. At its core is the Fleishman Commons, a multipurpose space for lectures, meetings, and dining. Staircases framing two sides of the commons feature spaces with couches and benches, providing spontaneous meeting spaces for the Sanford community. The building includes classroom space, the Rhodes Conference room, and offices for several research centers, including the Center for Strategic Philanthropy and Civil Society, the DeWitt-Wallace Center for Media and Democracy, the Hart Leadership Program, and the Heyman Center for Ethics, Public Policy and the Professions.

The 46,000-square-foot Rubenstein Hall opened in August 2005 and houses several Sanford programs, including the graduate program offices, the Duke Center for Child and Family Policy, and the Duke Center for International Development.

The buildings in the Sanford complex are fully equipped for wireless networking.

The Public Policy Resource Room

The Public Policy Resource Room is designed to serve the research, data, and study-space needs of graduate students, as well as faculty and research scientists. It is located on the first floor of Rubenstein Hall.

Facilities and Technology

• Six computer terminals with Internet access for use by public policy MPP, MIDP, and PhD students.
• Eight individual carrels and four tables for study space.
• A wireless Internet connection.
• A printer, scanner, and a photocopy machine (for use by patrons with a prepaid personal flex card).
• Shelf space for noncirculating journals and printed materials pertinent to public policy.

Services

The Perkins librarian for public policy holds reference hours during the academic year to address reference questions. The librarian for public policy is available for consultation on search strategies for the databases available through both the Perkins Library and the Duke University Medical Library.

The Sanford School Code of Professional Conduct

The Duke Community Standard

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:
• I will not lie, cheat, or steal in my academic endeavors;
• I will conduct myself honorably in all my endeavors; and
• I will act if the Standard is compromised.
Objective and Applicability of the Code of Professional Conduct at the Sanford School

Objective. The objective of the Sanford Code of Professional Conduct is to promote the Duke Community Standard. Since the entire Duke community benefits from the atmosphere of trust fostered by the code, each of its members is responsible for upholding the spirit, as well as the letter, of the code.

Applicability. The Sanford Code addresses standards expected of, and violations committed by, master of public policy (MPP) or master of international development policy (MIDP) students of the Sanford School of Public Policy or other students taking courses for graduate credit at the Sanford School. MPP and MIDP students who violate the Honor Code within other schools or programs remain under the jurisdiction of the Sanford School of Public Policy and will have their cases reviewed and acted upon, as necessary, according to the Honor Code and procedures described in this document. For dual degree students simultaneously enrolled in the Sanford School and another school at Duke University, the dean of the Sanford School and the director of the MPP or MIDP program will discuss any Honor Code violations committed with administrators in the dual degree student's sister program to determine the appropriate course of action.

PhD students are members of The Graduate School of Duke University and are governed by the Standards of Conduct and Judicial Procedures of The Graduate School. Undergraduates are governed by the policies and procedures of the Duke University Division of Student Affairs—Office of Student Conduct. For all students, any conduct arising under Duke University’s pickets and protests regulations and cases involving students across communities (Sanford, Fuqua, Divinity, undergraduate, etc.) also fall under the jurisdiction of the University Judicial Board.

Student Obligations, Professionalism, and Grievance Procedures

Student Obligations. Students will uphold the Sanford Code of Professional Conduct and the Duke Community Standard, including its obligation to take action if the standard is compromised.

Student Professionalism. Integral to upholding the Duke Community Standard is the obligation to develop and maintain a professional atmosphere in every aspect of graduate student life. This includes complying with the Honor Code, as set out in further detail below, and according dignity and respect to other students, faculty, and staff, both on and off campus. This obligation extends to official and unofficial activities and events.

Student Grievance Procedures. It is the responsibility of the director of the MPP or MIDP program to inform students of the appropriate channels for redressing complaints or grievances other than Honor Code violations. Normally students should bring their concerns to the attention of the person who is the subject of the complaint to see if they can resolve the matter. Although students may also discuss their complaints with any member of the faculty or staff in a position to advise or assist them, students should submit their complaints to the director of the MPP or MIDP program for resolution. If the complaint cannot be resolved satisfactorily at this level, the student may appeal to the dean of the Sanford School. An appeal must be filed in writing within two weeks from the date that the student receives notice of the decision by the program directors mentioned above.

The Sanford School of Public Policy Honor Code and Violations

Honor Code. An essential feature of Duke University is its commitment to integrity and ethical conduct. Duke's honor system builds trust among students and faculty and maintains an academic community in which a code of values is shared. Instilling a sense of honor and of high principles that extend to all facets of life is an inherent aspect of a professional education. A student, by accepting admission to the Sanford School of Public Policy, thereby indicates willingness to subscribe to and be governed by the rules and regulations of the university as currently are in effect or, from time to time, are put into effect by the appropriate authorities of the university, and indicates willingness to accept disciplinary action, if behavior is adjudged to be in violation of those rules or in some way unacceptable or detrimental to the university. A student's responsibility to the authorities and the regulations of the university in no way alters or modifies responsibilities in relation to civil authorities and laws.

Violations. Violations of the Sanford School of Public Policy Honor Code include the following:

• **Unsanctioned collaboration on any examination or assignment.** All academic work undertaken by a student must be completed independently unless the faculty member or other responsible authority expressly authorizes collaboration with another. Students may not discuss exams until all students have taken the exam.

• **Plagiarism.** "Plagiarism" occurs when a student presents any information, ideas, or phrasing of another as if they were his or her own. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if closely associated with a particular source, be identified and attributed to that source. Instructors should make clear what their expectations are with respect to citing sources for each project. Students unsure about the university definition of plagiarism should consult The Duke Community Standard in Practice: A Guide for Undergraduates at [http://registrar.duke.edu/university-bulletins/duke-community-standard-practice-guide-undergraduates/](http://registrar.duke.edu/university-bulletins/duke-community-standard-practice-guide-undergraduates/). The Duke Library website offers guidelines for citing sources and avoiding plagiarism at [http://library.duke.edu/research/plagiarism/](http://library.duke.edu/research/plagiarism/).

• **Harassment.** "Harassment" is unwelcome verbal or physical conduct that, because of its severity and/or persistence, interferes unreasonably and significantly with an individual's work or education, or adversely affects an individual's living conditions. Students unsure about the university definition of harassment should consult The Office of Student Conduct harassment policy statement at [http://studentaffairs.duke.edu/conduct/z-policies/harassment](http://studentaffairs.duke.edu/conduct/z-policies/harassment). While harassment is an Honor Code violation, complaints of harassment (including sexual harassment, sexual violence, and other forms of sexual misconduct), dating violence, domestic violence, and stalking committed by graduate and undergraduate students are handled under the Duke University Student Sexual Misconduct Policy (for misconduct by students) or the Duke University Harassment Policy and Procedures (for misconduct by employees or third parties), as appropriate.

• **Cheating.** "Cheating" is the act of wrongfully using or attempting to use unauthorized materials, information, study aids, or the ideas or work of another in order to gain an unfair advantage. It includes, but is not limited to, the following: plagiarism; giving or receiving unauthorized aid on tests, quizzes, assignments, or examinations; consulting unauthorized materials or using unauthorized equipment or devices on tests, quizzes, assignments, and examinations; altering or falsifying information on tests,
Honor Code Procedures

**Student Response to Suspected Violations.** A student’s signature on the Duke Community Standard obligates him or her to take constructive action if he or she witnesses, or knows about, behavior that he or she perceives to be inconsistent with the standard. Although there are no disciplinary sanctions associated with failure to act, a student is, nonetheless, expected to take action as a responsibility of membership in the Duke community.

If any member of the Sanford community believes that an Honor Code violation has occurred, then he or she should, if practicable, approach the suspected violator to clarify the situation. If, after the approach, the person making the allegation realizes no violation occurred, then the issue may be dropped. If, however, the person making the allegation still believes a violation may have occurred, he or she must promptly bring the matter to the attention of the faculty member concerned and director of the MPP or MIDP program. For cases involving social behaviors of concern, a student should alert a faculty member, a senior staff member, or the director of the MPP or MIDP program to address the matter through the appropriate informal or formal channels.

**Action by Directors of Graduate Programs.** The director of the MPP or MIDP program will conduct a preliminary review of the information available about the allegations and provide the accused student an opportunity to respond. The director and concerned faculty member will jointly determine whether to dispose of the allegations themselves through penalties or corrective measures, with the student’s concurrence, or through referral to the Sanford School Honor Board for formal review. The director is responsible for assembling the relevant documents and records to provide to the board.

The accused will be notified of the decision to refer the case to the Sanford School Honor Board, and may elect at any time to have the case reviewed directly by the dean of the Sanford School in lieu of the Sanford School Honor Board.

**The Sanford School Honor Board.** The board will be constituted to hear cases involving an accused MPP or MIDP student who has been referred by the director of the MPP or MIDP program.

The Sanford School Honor Board shall sit with five members: a.) One MPP student and one MIDP student, each elected by the student body of his or her respective program as an “Honor Board Representative.” b.) Three members of the faculty appointed by the dean of the Sanford School and serving staggered three-year terms that can be renewed by the dean.

The senior faculty member of the board (by length of service on the board) shall serve as chair. The board shall be supported by a staff member to assemble, prepare, and maintain the record of proceedings, including the board’s findings, in confidential files.

After the official request for a hearing has been received, the chair must convene the board within a reasonable period of time. During this time, it is the responsibility of the chair fully to inform the Honor Board members concerning the case and to provide copies of the relevant documents and records to the board and the accused.

The accused has the right to challenge any member of the Honor Board if he or she believes there is a significant conflict of interest with that panelist. If the board decides by simple majority vote to excuse one or more of its members for reasons given by the accused, the dean shall name a replacement for that case only. If any member of the board believes he or she has a conflict of interest that might preclude a fair and impartial decision with respect to the accused, that board member shall recuse himself or herself from the case, and the dean shall appoint a replacement for that case only.

The accused has the right to be present at the hearing and to choose an advisor to assist him or her in the hearing process. The advisor must be a current Duke student, a Duke faculty member, or a Duke employee. The role of the advisor is to assist and support the student through the disciplinary process. The advisor may not address the hearing panel or any witness during the hearing.

The hearing shall be closed to the public. All proceedings shall be confidential. The hearing of any case shall begin with a reading of the allegations by the chair in the presence of the accused. The Honor Board may call or question any witness with information relevant to the case. The accused shall have the right to offer written and oral information, question any witness, and call witnesses. The Honor Board shall consider only the documents and records provided by the chair, documents submitted at the hearing, and any testimony of the accused and other witnesses at the hearing in reaching its decision(s).

After consideration of all the evidence, the accused will be excused, and the Honor Board will discuss the case and vote on whether the allegations are supported by clear and convincing information that the accused violated the Honor Code. A simple majority vote of the Honor Board will determine the finding to recommend to the director of the graduate program in which the accused is enrolled. If the allegation is substantiated, the Honor Board will then recommend a penalty, again determined by a simple majority vote.

**Penalties.** The Honor Board shall have the power to impose the following penalties, or a combination thereof:

- **Expulsion,** dismissal from the university with recommendation never to readmit;
- **Suspension,** dismissal from the university and from participation in all university activities for a specified period of time, during which the substantiation of any other Honor Code violation may result in more serious disciplinary action;
- **Restitution,** payment for all or a portion of property damage caused during the commission of an offense. Restitution may be imposed alone or in addition to any other penalties.

**Restitution** includes, but is not limited to, monetary compensation. Restitution may be awarded for the value of property taken, the value of the services performed, the cost of correcting the damage, or any other appropriate measure.

**Lying** includes, but is not limited to, communicating a falsehood in order to gain unfair academic, professional, personal, or employment advantage that impacts the students, faculty, and administration of Duke University.

**Any Other Misconduct**, whether committed on or off campus, which is adjudged detrimental to the university community.

**Computer-related offenses.** It is expected that any student of the Duke community using its computer resources (all hardware, software, and network connections) will act in a legal and ethical manner. For more information, see the University’s Computing and Electronic Communications Policy at [http://registrar.duke.edu/university-bulletins/duke-community-standard-practice-guide-undergraduates/](http://registrar.duke.edu/university-bulletins/duke-community-standard-practice-guide-undergraduates/).
• Appropriate apology, as determined by the director or dean.
• Disciplinary probation or other actions deemed appropriate.

The Honor Board chair shall prepare a written statement of the findings for the director of the graduate program concerned. The director shall review and implement the Honor Board’s findings unless the student appeals.

Pending the final decision on the disposition, the student’s status shall not be changed, nor the right to be on campus or to attend classes suspended, except that the dean may impose an interim suspension upon MPP or MIDP students who demonstrate by their conduct that their presence on campus constitutes an immediate threat to the Duke community or its property.

Appeals. Only the accused student may appeal the decision of the Honor Board to the dean of the Sanford School of Public Policy. Appeals shall be initiated in writing within two weeks from the date that a student receives notice of the decision by the Honor Board and shall be made directly to the dean of the Sanford School of Public Policy. The dean may conduct an independent review of the student’s case, or the dean may choose to appoint an Appeals Committee as part of his or her review. The Appeals Committee will not include anyone who served on the Honor Board that considered the appellant’s case.

The chair of the Honor Board shall supply the dean and/or the Appeals Committee with the record of proceedings, documents, and records related to the case. The dean may approve the Honor Board’s findings, or disapprove or modify them in whole or in part, but may not disadvantage the student. The dean’s decision is final.

Authority and Revision of Sanford Code of Professional Conduct

The dean and faculty of the Sanford School of Public Policy approved this initial version of the Sanford Code of Professional Conduct, effective July 1, 2009. The code may be amended at any time with due notice or publication by consent of the Executive Committee of the Sanford School, in consultation with student representatives. Questions and problems not answered or anticipated by the foregoing may be resolved by use of other existing institutions or by amendment. The dean retains final authority for addressing all student misconduct, including conduct not covered in this code and referral of matters for resolution in the civil or criminal justice systems.
Undergraduate Degree Programs
The Sanford School of Public Policy, in conjunction with Trinity College of Arts & Sciences, offers an undergraduate major for a bachelor of arts in public policy studies. Courses for the major are taught by Sanford School faculty and professors in cooperating departments and schools within Duke University. Information about this major is available at http://www.sanford.duke.edu/undergraduate.

Admission

All applications for undergraduate studies at Duke University are submitted to the Office of Undergraduate Admissions, and admission is offered by Trinity College of Arts & Sciences. All applicants should contact the Office of Undergraduate Admissions or visit http://www.admissions.duke.edu.

Academic Information

All academic policies and regulations for undergraduate education published in the Duke University Bulletin of Undergraduate Instruction will apply to undergraduate students pursuing a public policy major at the Sanford School.

Financial Aid

The Duke undergraduate financial aid office handles all financial aid matters, and the Bulletin of Undergraduate Instruction includes information about scholarships available to Duke undergraduates as well as loans and tuition payment plans.

The Major

As a liberal arts major, public policy teaches students to read critically, think analytically, and write concisely. Through rigorous coursework in multiple fields, including economics, statistics, political science, history, and ethics; through electives in substantive areas; and through a policy-oriented internship, public policy students learn how knowledge gained through research can be used to address domestic and international problems.

Students majoring in public policy participate in a variety of learning experiences including seminars, lecture and discussion classes, individual study, policy workshops, and a required internship (see below). Through both classroom and field experiences, students learn to apply analysis to specific public policy issues. In addition, students are urged to participate actively in programs sponsored by the Sanford School of Public Policy to supplement material covered in class.

Major Requirements

Core and Required Courses: Public Policy 155D, 301, 302, 303, 304; one history course; Statistical Science 101; plus four Public Policy 160-699-level elective courses, one of which must be a 401-699-level course.

Economics 201D may be substituted for Public Policy 303. Either course is a prerequisite for Public Policy 304.

Global Health 210 (Global Health Ethics) may be substituted for Public Policy 302.

The required history course must include a public policy component. History classes taught by public policy faculty or other history department classes designated by the public policy director of undergraduate studies may be used to satisfy this requirement.

No more than two transfer (including study abroad) credits may be counted toward the major requirements. Note that Public Policy 450AS (Glasgow Seminar in Public Policy) is classified as a Duke course rather than a transfer course.

A satisfactory policy-oriented internship, approved by the department, and enrollment in Public Policy 120, a noncredit, Satisfactory/Unsatisfactory internship course, is required.

(Note: Duke University changed the course numbering system for the 2012-2013 academic year, so transcripts may show courses with numbers from the different systems.)

Public Policy Academic Advisor

Once students have declared a major through the Duke Academic Advising Center, the center will forward that information to the school and students will be assigned an academic advisor from the faculty. Students may review the faculty roster available from the undergraduate program coordinator, or consult the Public Policy Experts section online (www.sanford.duke.edu) to request an advisor whose expertise reflects their interests.

In addition to helping students plan a course program to satisfy major requirements, faculty advisors often facilitate independent study and research within the major, and provide advice on graduate school and other post-baccalaureate opportunities.
Internship Program

The public policy internship program provides students with an opportunity to develop a basic understanding of one or more policy areas, to apply that understanding in an internship, and to return to the classroom to build on that knowledge and experience. The career services section of the Sanford website outlines the specific internship requirements.

Prior to beginning the internship, students must take all of the following courses: Public Policy 155D, 301, 302, 303, and Statistical Science 101. All of these courses are listed as prerequisites for Public Policy 120.

Since most students will conduct their internships in the summer between their junior and senior years, this means all these core courses and prerequisites should be completed by the end of the junior year. Students failing to complete these prerequisites by the end of their junior year will have to complete a term-time internship during their senior year or (if they graduate late) in the summer after the senior year.

The internship application process takes place during the fall and spring semesters prior to the internship under the guidance, assistance, and approval of the Public Policy Internship Office. Students whose internships are not preapproved by the internship office run the risk of not receiving credit for their internships. Upon completion of the internship, students are required to submit an analytical memo and a self-evaluation form. Students are also responsible for assuring their internship supervisors complete the Sanford School final evaluation form.

Public policy majors are strongly encouraged to take advanced follow-up coursework that builds upon the knowledge gained from their internship experiences.

Departmental Graduation with Distinction

For graduation with departmental distinction, students are required to complete an honors seminar or independent study project and produce an honors research project. To be awarded Distinction in Public Policy, a student must receive no less than an A- on the research paper as determined by the honors program director and to have at least a 3.40 average in the following subset of public policy courses: Public Policy 155D, 301, 302, and 303.

If a student is judged to have done a clearly superior research project, as evidenced by a grade of A or A+ as determined by the honors program director, and if the 3.40 or higher average in the above subset of courses is attained, Highest Distinction in Public Policy is awarded. The proposed program of research must be approved in advance by the director of undergraduate studies. More details on the honors program are provided in the Handbook for Public Policy Majors, available from the office of the director of undergraduate studies.

Other Undergraduate Programs

There are several programs offered to undergraduates through the Sanford School and some are open to all undergraduates, not just public policy students.

Child Policy Research Certificate

Sponsored by the Center for Child and Family Policy, the child policy research certificate builds students’ knowledge of child and family issues, while also providing the necessary academic tools for students to engage in research that informs real policy and practice. Drawing on child and family-related courses taught in other departments, including psychology, public policy, sociology, economics, and education, the certificate offers an interdisciplinary look at the issues shaping today’s children and adolescents.

Policy Journalism and Media Studies Certificate (PJMS)

The study of communications, mass media and journalism is increasingly relevant in our globalized, interconnected world. The mission of the policy journalism and media studies certificate is to meet the needs of students preparing for careers in media policy, journalism, or any of the associated professions, as global communications enters into a period of rapid and profound change.

The certificate is funded by Trinity College and administered by the DeWitt Wallace Center for Media and Democracy. The certificate is offered to all Duke undergraduates.

The DeWitt Wallace Center for Media and Democracy, part of the Sanford School of Public Policy, utilizes an approach to the discipline emphasizing the analysis and understanding of public policy, and the complex relationships between media and public policymaking, supported by courses in effective media writing and production. Requirements for the certificate are listed in the Bulletin of Undergraduate Instruction and available from the DeWitt Wallace Center at http://dewitt.sanford.duke.edu/certificate-courses/journalism-certificate/.
Service Opportunities in Leadership

Duke undergraduate students may also participate in special experiential opportunities at home and abroad through the Hart Leadership Program's Service Opportunity in Leadership (SOL) program. SOL includes a preparation course, community-based research project, and capstone research seminar. Students have taught writing to township youth in South Africa; conducted oral history interviews with farmers in Honduras; worked with homeless mothers in transitional housing in Chicago; created an HIV/AIDS resource library for a university in Namibia; and helped Asian immigrants through a micro-lending program in New Mexico. Public Policy majors who participate in SOL may receive credit for completing their required PPS internship if they complete the policy paper and obtain the necessary evaluation forms from their sponsors and with the approval of the Public Policy Internship office.

Information about special service internship opportunities in the United States and abroad is available from SOL, part of the Hart Leadership Program in Room 113 or by calling (919) 613-7406.

Duke in DC—Policy, Leadership & Innovation

Based in the nation's capital city, the Duke in DC—Policy, Leadership & Innovation program provides students with the unique and exciting opportunity to live, work, and study in Washington, DC. Students will have real-world policy experiences through a combination of coursework, independent research, small group work, an internship, interaction with Duke alumni working in the DC area, and a group living experience. Students will connect with leaders in public policy, government, and business and participate in a variety of cultural, professional, and social opportunities unique to Washington.

For additional information on the program you may contact the undergraduate studies program coordinator.

Duke in Glasgow

The public policy study abroad program with the University of Glasgow was initiated in 1982 by founding director Joel Fleishman. It is a unique and highly popular feature of the public policy major.

Each fall, a seminar-size contingent of students travels to Scotland to study policy issues at a university historically esteemed for its contributions to political economy and moral philosophy. Adam Smith, a Scottish moral philosopher and a pioneer of political economics, called Glasgow home. He is best known for two classic works: The Theory of Moral Sentiments and An Inquiry into the Nature and Causes of the Wealth of Nations. More recently, the university has also become noted in such applied areas as social administration, international law, and urban planning.

Special features of the program:

• Students participate in a trip to London that includes special visits to important cultural and political institutions and meetings with members of Parliament.
• Students take a specially designed course on current British public policy issues (Public Policy 450AS, which qualifies for 401-699 level elective public policy credit). Lecture topics have included: ”The Irish Problem,” “Juvenile Justice in Scotland” and “The Monarchy.”
• Students choose up to three other courses from the departments at the University of Glasgow.

Apply online at the Duke Global Education office. For additional information on the program you may contact the undergraduate studies program coordinator.

Duke Semester in India

The Duke Semester in India will next run in fall 2017 and will feature two development courses and two global health courses, each set of courses focusing on rural and urban realities. Students will spend half the semester in Rajasthan studying and researching development, poverty, and global health, and living with host families both in Udaipur and surrounding villages. At mid-semester, students will move to Bangalore to study environmental sustainability, urban environment, health and development issues, with particular attention to conservation management, disparities, and villages.

Apply online at the Duke Global Education office. For additional information on the program you may contact the undergraduate studies program coordinator.
Graduate Degree Programs
The Duke University Sanford School of Public Policy offers two master’s degree programs—the master of public policy and the master of international development policy—and a doctorate in public policy.

**Master of Public Policy Program (MPP):** The two-year professional MPP program prepares students for leadership roles in government and nonprofit organizations, both in domestic and international locations. Dual degrees in law (JD) and business (MBA) are available through Duke University and The University of North Carolina at Chapel Hill. A dual degree in law (JD) is also offered through North Carolina Central School of Law. Dual degrees in environment (MEM/MF), divinity (MDiv), and medicine (MD) are offered through Duke's Nicholas School of the Environment, Duke Divinity School, and the Duke University School of Medicine. The MPP program requires full-time enrollment, and most students have two-to-six years of post-undergraduate work experience. The Sanford of Public Policy and the Nicholas School of the Environment (NSOE) offer a two-year International Masters in Environmental Policy (iMEP) program at Duke's Kunshan campus (DKU).

**4+1 Accelerated MPP:** The 4+1 Accelerated MPP track is a new opportunity for Duke undergraduate public policy majors to complete both their undergraduate and master’s degrees in five years. Majors who are able to pursue graduate-level coursework during their senior year are eligible to apply in the spring of their junior year.

**Master of International Development Policy Program (MIDP):** The master of international development policy is designed for mid-career professionals who seek a master-level program and who are likely to dedicate their careers to policymaking and public service in developing countries and countries in transition. Part of the Sanford School’s Duke Center for International Development, the MIDP provides interdisciplinary training in policy analysis on issues related to long-term social and economic development.

**Public Policy PhD Program (PHD):** The Duke PhD in public policy is a research-focused, five-year degree program that prepares students for academic careers, research and consulting, or senior leadership positions in public agencies. The program requires a two-course sequence in political economy and coursework in three other social science disciplines. Students designate a disciplinary concentration such as economics, political science, psychology or sociology, as well as a policy focus, such as social policy, globalization and development, or health policy. The University Program in Environmental Policy is jointly administered by the Nicholas School of the Environment and the Sanford School of Public Policy. It is the first PhD program in the United States jointly administered by a school of the environment and a school of public policy.
Academic Information for Master of Public Policy Students

MPP Program Admissions

Eligibility

The Sanford School seeks applicants from a variety of academic, professional, ethnic, and cultural backgrounds. The selection committee considers the applicant’s academic performance as an undergraduate, range of courses taken, Graduate Record Examination (GRE) scores, English and writing skills, personal statement, relevant work experience, and faculty and employer evaluations.

Although a limited number of outstanding students are admitted directly from undergraduate programs, students who have two or more years of practical work experience after completion of the undergraduate degree are preferred. As prerequisites, the Sanford School requires the completion of basic statistics and microeconomics courses from an accredited institution prior to enrollment. Sanford students’ first year goes much more smoothly when they have completed this coursework. Students must submit transcripts with the course name(s) and grade(s) along with their application (or, for courses taken during the summer immediately preceding program enrollment, prior to the start of the fall semester at Sanford.)

Personal interviews are not a required part of the admissions process; however, faculty and staff are happy to meet with prospective students or talk to them about the program. Additional admissions and enrollment data are available online at http://sanford.duke.edu/admissions/mpp. Applicants are encouraged to take advantage of the opportunity to submit a short video with their online application.

Application

Applications are submitted online through the MPP admissions website.

The application deadline for the Duke MPP program is January 5 (5 p.m. Eastern Standard Time). The deadline includes receipt of all application materials via the online application system: GRE and TOEFL or IELTS scores, three letters of recommendation, resume, and uploaded transcripts from all universities and/or colleges attended. Since all application materials are uploaded within the online application, please do not mail or email application documents unless they are requested by the Duke MPP Admissions Office.

A completed application includes:

- **Electronic application**
- **Transcript(s):** An uploaded undergraduate transcript with degree posted and other official transcripts for all colleges and universities attended.
- **Test Scores:**
  - Graduate Record Examination (GRE). Official scores of the Graduate Record Examination (GRE) taken within five years of application. The GRE must be taken before December 1 in order for scores to be received by the January 5 application deadline; it takes about three to four weeks to obtain GRE scores via the Educational Testing Service (ETS).
  - LSAT or GMAT (Dual-Degree Applicants). The LSAT or GMAT scores (in lieu of the GRE) may be submitted if the student is applying to either the MPP/JD or MPP/MBA dual-degree program. MPP/MD (Duke Medicine) dual-degree applicants are required to submit GRE scores; MCAT scores are not acceptable due to the testing differences. If applying to Duke or UNC
Law School, upload a copy of the LSAT score report and further indicate both the score and percentile on the "Grades and Tests" section of the online application and your resume. If the GRE has been taken within the past five years, both the GRE scores and either the LSAT or GMAT scores are applicable.

- Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Those submitting IELTS scores should have an official report mailed to the address listed below prior to the January 5 deadline. All non-US applicants whose native language is not English must submit TOEFL or IELTS scores regardless of whether or not they have attended US academic institutions or participated in ESL programs. TOEFL or IELTS waivers are not provided. US citizens or US permanent residents do not need to submit a TOEFL score. The TOEFL or IELTS must be taken before December 1 in order for us to receive the scores by the January 5 application deadline; it takes approximately four weeks to obtain scores—please plan accordingly. The TOEFL institution code number for Duke is 5156 (a departmental code is not required). Applications missing language testing scores may not be reviewed. The score must not be more than two years old and an official record must be sent electronically via ETS. Personal copies are not acceptable, nor are "attested" or notarized copies. The desired score range for the TOEFL Internet-based Test (TOEFL iBT) is 110-120.

- Three Letters of Recommendation. The online electronic letter of recommendation and evaluation form provided are required in lieu of either mailed or placement office prepositioned recommendations. Individual, personalized letters of recommendation (provided in addition to the Duke Evaluation Form) from academic and professional references, who can speak directly about the applicant's accomplishments and potential during and after completion of the MPP program, are encouraged. Applicants who recently completed their undergraduate degree (one to two years prior to application to Duke's MPP program), may wish to submit two recommendations from academic professors/instructors and one professional recommendation from a work-related reference. For applicants with significant post-undergraduate work experience (such as four or more years), it would be appropriate if all three recommendations are obtained from work-related professionals.

- Statement of Purpose. Three to four typewritten pages, single- or double-spaced, uploaded with the online electronic application.
- Résumé. Not to exceed two printed pages, uploaded with the online electronic application.
- Short Video. (Optional and recommended.)

**Application Fee.** Applicants pay the fee by credit card (this option is available only at the time of submission of the electronic application). Applications are not processed until the application fee has been received. The application fee is not required from applicants who are qualified Pickering, PPIA, or IIPP fellows. These applicants should view our online Frequently Asked Questions (FAQs) for specific fee-waiver instructions before submitting the online application.

**Deadline**

All online application materials must be received by the January 5 deadline. This deadline date includes (but is not limited to) receipt of online recommendations, transcripts, and test scores.

Please do not mail application materials unless we request them; instead, application materials are required to be uploaded with the online application. If we request mailed documents, application materials should be mailed to the below address; we accept weekday (Monday through Friday) deliveries via US Postal Service, FedEx, and UPS*:

Duke MPP Admissions Office
171B Rubenstein Hall, Box 90243
Duke University, Durham, NC 27708-0243
(919) 613-9205

*For FedEx or UPS service: Delete "Box 90243" and add the area code/telephone number above to the shipping document.

**Deferrals**

Deferrals (to defer an offer of admission to a subsequent academic term or year) are rarely granted—for exceptions, please contact the director of admissions. An admission offer is only for the semester specified in the letter of admission. Prospective students should submit their application during the year prior to the desired year of attendance.

Dual-degree applicants for JD, MEM, and MBA begin the MPP program in the first year of academic study. Prospective candidates must coordinate in advance with the JD, MEM, or MBA program to ensure those programs will permit the student to start the MPP curriculum in the first year of study. Dual-degree Duke MD/MPP students begin the MPP program in the third academic year at Duke (after completion of the first two years in the Duke MD program).

**Merit-Based Financial Aid**

The Sanford School MPP financial aid office awards financial aid to qualified domestic and international graduate students in the form of merit-based tuition fellowships and teaching, research, or graduate assistantships. Our current policy allows us to provide merit-based financial aid to accepted MPP applicants, unless the student has external funding sources to pay for program costs. Generally, two-year MPP students (non-dual-degree) are provided financial assistance and teaching or research assistantships for two academic years of study, conditional upon satisfactory coursework progress during the first year. Dual-degree students receive fellowships solely during their first year of MPP academic study (nine to ten courses) and are eligible for loans for the remaining three to four courses taken in subsequent semesters beyond the first academic year, as long as they are enrolled at UNC-Chapel Hill or Duke at least half-time in each term.

Applicants should indicate on their application that they would like to be considered for merit-based financial aid. No additional documentation is required.

Merit-based aid awards are determined by the MPP program admissions office, which notifies applicants online of their awards. International applicants are encouraged to seek funding in advance from external sources outside of any financial aid award offered by the MPP program.
The MPP program reserves the right to amend the fellowship amount if a student receives external funding, applies to become a dual-degree student or fails to maintain academic standards. Students have an ongoing obligation to inform the MPP program financial aid office of any external funding sources, scholarships, or grants obtained independently.

**Loans and Work-Study**

The MPP program’s director of financial aid is responsible for loans and certification of work-study eligibility for US citizens and permanent residents. Loan funds are provided through the Stafford, Graduate PLUS, and Perkins Loan programs.


**Visiting Duke and the MPP Program**

To schedule a meeting with the MPP program, please complete the visit request form at [http://sanford.duke.edu/admissions/mpp](http://sanford.duke.edu/admissions/mpp).

Visits are encouraged during the fall or spring semesters, when classes are in session and prospective applicants can get a more complete experience of the school. The itinerary may include a meeting with the director of admissions, the director of the MPP program, director of career services, current MPP students, and faculty (based on your policy interests and faculty availability). Students may request to observe classes in session.

To allow time to plan an agenda, complete the online visit request form at least two weeks in advance of the projected arrival date. The school will also be pleased to put you in contact with current students and faculty. Please note visits cannot be scheduled on weekends (Saturday or Sunday) or on designated Duke holidays, breaks, or recesses. Due to winter break and application processing, visits are not scheduled during the period between December 15 through January 11.

Please note: Once an MPP application has been submitted online, visits are deferred until after the student has received the admission decision. There is a visit day scheduled in the spring for admitted students.

**Recruiting Events**

The Sanford School attends student recruiting events throughout the United States. The recruiting schedule is available online at [http://www.sanford.duke.edu/graduate/mpp/recruiting.php](http://www.sanford.duke.edu/graduate/mpp/recruiting.php).

The MPP program is a member of or partner with the following organizations and programs:
- AmeriCorps Educational Award Program
- Association for Public Policy Analysis and Management (APPAM)
- Association of Professional Schools of International Affairs (APSIA)
- Charles B. Rangel Fellowship Program
- Idealist (Action without Borders)
- Institute for International Public Policy (IIPP)
- National Association of Schools of Public Affairs and Administration (NASPAA)
- Peace Corps Fellows/USA (RPCV) Program
- Teach for America
- Educational Award Program
- Thomas R. Pickering Foreign Affairs Fellowship Program
- City Year

**Registration for the MPP Program**

Students with any questions about course requirements, the suitability of particular courses, or the procedures for registering, should see the director of MPP student services at 172 Rubenstein Hall.

Students who enroll in the MPP or dual-degree program receive instructions about registering for courses from the director of student services and program development before the opening of fall and spring registration windows. A student must be registered to establish eligibility for university and other loans, to receive student health services, and for access to the use of study, laboratory, and recreational facilities. Students use an online registration system to complete registration. Typically, registration for new students is completed during the orientation period, while registration for continuing students is accomplished in April (for fall semester) and November (for spring semester). Students visit the director of MPP student services and program development to discuss their course registration options. MPP and dual-degree students register for PPS continuation each academic semester. All tuition and fee payments and any indebtedness must be settled before registration can be completed. Students who fail to register and pay all tuition and fees before deadlines specified by the university will be assessed a penalty by the bursar.

**Credit Hours**

Candidates for the two-year MPP degree register for four consecutive semesters in their public policy academic career. MPP-MEM and MPP-MBA students register for six consecutive semesters, taking public policy courses in their first full academic year, MEM or MBA courses in the second year, and a mix of public policy and MEM or MBA courses in the final year of study. JD-MPP students attending Duke Law School register for eight consecutive semesters, taking public policy courses in their first full academic year, law courses in the second and third years, and a mix of public policy and law courses in the final year of study. Students enrolled in the dual MD program with the School of Medicine, the MDiv program with the Duke Divinity School, in the dual JD or MBA programs with UNC-Chapel Hill law or business schools, or the JD program with North Carolina Central Law School should meet with the director of MPP student services and program development, as well as the program directors of their respective dual-degree programs, for registration information.
To be considered full-time, candidates for master’s degrees must register for a minimum of nine credits per semester. Full-time students may enroll for fewer than 9.0 course credits only in their final (graduating) semester of study. Students must have permission of the MPP director of graduate studies to register for more than fifteen credits in a semester, and any student who in extenuating circumstances needs to enroll for fewer than nine credits must make a formal request to the MPP director of graduate studies.

With the approval of the director of graduate studies of the MPP program, full-time students may be admitted to a maximum of two courses in a given semester (up to six credits), not to exceed a total of twelve credits during their tenure in the MPP program, at UNC-Chapel Hill, North Carolina State University, or North Carolina Central University in Durham. All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered part of Duke's tuition coverage. Information on the interinstitutional registration process is available at http://registrar.duke.edu/ii-duke-students-visiting-other-campuses.

Immunization Requirements

North Carolina law requires students entering a college or university in the state to be immunized against measles, rubella, tetanus, diphtheria, and, in some cases, polio. Each entering student is required to present proof of these immunizations in accordance with instructions posted on the Student Health Services website. All required immunization forms should be completed and returned to Student Health Services prior to the first day of classes. Duke University cannot permit a student to attend classes unless required immunizations have been obtained.

Summer Registration

Since MPP and dual-degree students are completing their required internships during the summer after their first full MPP year, they do not typically register for summer courses. Students meet with the director of student services and program development and the MPP director of graduate studies should the need for an exception to this policy arise.

Graduation Requirements for the MPP Program

Two-Year MPP Program (51 Course Credits Required for Graduation):

First Year of Study (Fall/Spring Semesters)
- Required courses:
  - Public Policy 803 (Policy Analysis for Decision Makers)
  - Public Policy 810 (Microeconomics & Public Policy Making)*
  - Public Policy 812 (Statistics & Data Analysis)**
  - Public Policy 814 (Politics of the Policy Process) or Public Policy 820 (Globalization & Governance)
  - Public Policy 816 (Ethics) or Public Policy 890 (Problem Analysis for Ethical Dilemmas)
  - Public Policy 804 (Policy Analysis II)
  - Public Policy 811 (Microeconomics: Policy Applications)
  - Public Policy 813 (Quantitative Evaluation Methods)
- One elective or Foundations Course in Specialization Area

*Students who place out of 810 Microeconomics & Public Policy Making will enroll instead in 811 Microeconomics & Policy Applications in fall semester and will have the ability to take an elective in place of 811 in spring semester.

**Students who place out of 812 Statistics & Data Analysis will enroll instead in 822 Advanced Econometrics I in fall semester and will enroll in 823 Advanced Econometrics II in spring semester.

Summer Internship (performed between the first and second year of study)

Second Year of Study (Fall/Spring Semesters)
- Required courses:
  - Public Policy 807 (Master’s Project I)
  - Public Policy 816 or 890 (Problem Analysis and Ethical Dilemmas) or elective
  - Public Policy 808 (Master’s Project II)
  - 6 course credits of Public Management and Leadership
  - Acceptable courses: Any 3.0 or 1.5-credit management/leadership courses offered at Sanford, as well as select courses offered at Fuqua, UNC, NC State, Duke Law, etc.
- Three electives

Dual Degree Program (39 Course Credits Required for Graduation)

The thirty-nine MPP credits must be registered under the Sanford School career on DukeHub.

First Year of Study (Fall/Spring Semesters) 27 or 30 course credits
- Required courses:
  - Public Policy 803 (Policy Analysis for Decision Makers)
  - Public Policy 810 (Microeconomics & Public Policy Making)*
  - Public Policy 812 (Statistics & Data Analysis)**
  - Public Policy 814 (Politics of the Policy Process) or Public Policy 820 (Globalization & Governance)
  - Public Policy 816 or 890 (Problem Analysis for Ethical Dilemmas) or elective
  - Public Policy 804 (Policy Analysis II)
• Public Policy 811 (Microeconomics: Policy Applications)
• Public Policy 813 (Quantitative Evaluation Methods)
• One elective or two electives or one elective plus Foundations Course in Specialization Area

*Students who place out of 810 Microeconomics & Public Policy Making will enroll instead in 811 Microeconomics & Policy Applications in fall semester and will have the ability to take an elective in place of 811 in spring semester.

**Students who place out of 812 Statistics & Data Analysis will enroll instead in 822 Advanced Econometrics I in fall semester and will enroll in 823 Advanced Econometrics II in spring semester.

### Summer Internship (usually performed immediately after the MPP year of study)

### Final Year of Study (Fall/Spring Semesters) 9 or 12 course credits

- **Required courses:**
  - Public Policy 807 (Master’s Project I)
  - Public Policy 808 (Master’s Project II)
  - One or two electives (based on total number of credits taken in first year)

### Grades

Grades in the MPP program are as follows: A, B, C, F, I, X, Z, and W.

I (incomplete) indicates that some portion of the student’s work is lacking, for an acceptable reason, at the time the grades are reported. Sanford School graduate students have up to one year to resolve an incomplete (I), or it will become a permanent part of the student’s record. The student and instructor should coordinate a timeline for submission of the missing work. Program or continuation fees may be assessed for students who must register for an additional semester to resolve an incomplete.

The grade of X indicates that a student has missed the final examination for a course and must make it up by the end of the fifth week of the following semester to receive a grade for the course.

The grade of Z indicates satisfactory progress at the end of the first semester of a two-semester course. For graduate students enrolled in the summer session, a temporary I for a course may be assigned after the student has submitted a written request. If the request is approved by the instructor of the course, then the student must satisfactorily complete the work prior to the last day of classes of the subsequent summer term.

A grade of W indicates that the student officially withdrew from the course.

A grade of F in a core course normally occasions withdrawal from a degree program not later than the end of the ensuing semester or term; a grade of F in any other course occasions at least academic probation.

To be certified as making satisfactory progress toward the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize not only their financial support, but their continuation in the program.

If a student takes a course for credit at another Duke school, such as The Fuqua School of Business or Duke Law School, which does not assign grades used by Sanford, the instructors should review Sanford grades found at [https://registrar.duke.edu/student-records/how-calculate-gpa](https://registrar.duke.edu/student-records/how-calculate-gpa) and assign the appropriate Sanford grade accordingly. Courses graded Credit/No Credit cannot count toward graduation requirements.

With MPP DGS approval, MPP students may enroll in courses primarily intended for undergraduates. MPP students may take a total of two approved undergraduate courses during their tenure in the program. Grades of B- or better must be earned in order for these courses to count toward graduation requirements. Courses listed at the "introductory" level (often, but not always, numbered 200 and below) will not count toward graduation requirements for MPP students. Please confer with the director of MPP student services before attempting to register for an undergraduate course to determine if it meets program requirements.

### Waiving Required Courses

A student may waive a required course if it is determined that the student has already taken a course very similar to the required course, or if the student has sufficient background in the subject matter. To have a course waived, the student should consult with the faculty member who teaches the course. If the faculty member consents to waive the student out of the course, the student should fill out a course exemption form available in the "Forms" section of the MPP student handbook or accessible through the student’s MPP Sakai organization site and have the faculty member sign it. The student should then return the form to the director of MPP student services, who will consult with the MPP director of graduate studies (DGS) for final approval. All courses waived must be replaced with other policy-related courses of equal credit value.

### Course Substitutions

In certain cases, a student may wish to substitute another course for a required course. To do this, the student should fill out the course substitution form available in the "Forms" section of the MPP student handbook or accessible through the student’s MPP Sakai organization site and submit the form, together with information about the course he/she wishes to take, to the director of MPP student services, who will consult with the MPP DGS for final approval.

### Microeconomics and Statistical Science Course Placement

Online assessments for microeconomics and statistical science placement are offered to matriculated students prior to New Student Orientation Week via the Sakai online course management system. Placement assessment scores and a student’s prior coursework and academic performance will be considered by microeconomics and statistical science faculty members to determine student placement.
Course Listings

A list of courses offered at the Sanford School is updated and posted each semester at https://sanford.duke.edu/academics/graduate/courses. A Sanford School graduate course guide will be made available to students prior to each registration cycle. Students may visit the director of MPP student services to discuss course options and graduation requirements.

Interinstitutional Registration

With DGS approval, full-time students at the Sanford School may be admitted to a maximum of two courses in a given semester, not to exceed a total of twelve credits during their tenure in the MPP Program, at UNC-Chapel Hill, North Carolina State University, or North Carolina Central University. All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered part of Duke’s tuition coverage. Information on the interinstitutional registration process is available at http://registrar.duke.edu/special-registrations/interinstitutional-registration.

Taking Classes in Other Duke Schools or Arts and Sciences Departments

A student interested in taking a class at The Fuqua School of Business or Duke Law School should contact the course instructor to receive his/her written or email permission to take the course. Then, bring this permission and a description of the course to the MPP DGS for approval to register and DGS signature on any required registration forms. Copies of these registration forms should be provided to the director of MPP student services, who will submit them to the Sanford School registrar for processing.

• For Duke Law School courses, visit http://www.law.duke.edu/registrar/ for instructions and a link to the registration form. The Duke Law Registrar’s Office is Room 2027 Duke Law; (919) 613-7027; registrar_office@law.duke.edu.
• For Fuqua courses, visit http://www.fuqua.duke.edu/student_resources/registration/non_fuqua_students/ for instructions and a link to registration forms. Completed Grad/Prof Student Course Registration Permission forms should be returned to the MPP director of student services, submit them to the Sanford School registrar for processing. Please note that Fuqua operates on a different academic calendar than the Sanford School.

Independent Study

Under certain circumstances, a student may wish to create a class of his or her own to study a particular policy issue in depth. The MPP program provides the opportunity to create such a course with credits ranging from 0.5-3.0. The work in these independent study classes must be equal to a regular Duke class of the same credit value, and a faculty member must supervise the class. For additional information and to secure the appropriate paperwork, please see the director of MPP student services.

Auditing a Course

Auditing a course gives a student the opportunity to explore an area related to his/her policy interests or review an area of personal expertise. If a student audits a course, he/she attends classes but may not be required to turn in all assignments or take exams. No grade or credits will be issued for the course; however, it will appear on the student’s transcript with the notation "AD." If the student withdraws from the audited course after the Drop/Add period, a "WA" (withdraw audit) will appear on the transcript. In order to register as an auditor for a course, the student completes the course audit form available on the MPP Sakai organization site and either delivers it in person to the Office of the University Registrar, 1121 West Main Street, Suite 1200—Bevan Building, or scans and emails it to registrar@duke.edu prior to the end of the Drop/Add period.

Transfer of Credits

After successful completion of the first year, a maximum of 6.0 of graduate course credit may be transferred for graduate courses completed at other schools. Such credits will be transferred only if the student has received a grade of B (or its equivalent) or better. The transfer of graduate credit does not reduce the total number of credits required for completion of a Sanford graduate degree, even though it may relieve the student of coursework. To be awarded a degree, the recording of transfer credit must be completed before the conclusion of the Drop/Add period of the final semester of study. Requests for transfer credits should be submitted to the director of MPP student services on the approved Sanford School form. Grades earned for transfer credits are not factored into the student’s GPA, and, in lieu of a grade, the notation TR will appear on the student’s Duke transcript.

Dual-Degree Applications during the MPP Program

Current two-year MPP students may decide to apply to a dual-degree program during the fall semester of their first year of MPP study. By November 1, students submit to the director of MPP student services the signed Dual-Degree Application Intent Form available and on the MPP Sakai organization site. In considering whether or not to apply to a dual degree program, students should note that changing to dual degree status affects the student’s MPP curriculum and financial aid package, including forfeiture of Sanford teaching/research assistantship assignments.

Upon acceptance into a dual degree program, students provide a copy of the dual degree admission offer letter to the director of MPP student services for inclusion in the student’s academic record and discuss financial aid adjustments with the director of financial aid.

Leave of Absence

Unforeseen circumstances (e.g., family crisis, medical issue) may require a student to take a leave of absence from the program for a period of one or two semesters. Students who think they may need to pursue this option should see the director of MPP student services to discuss paperwork required and terms of the LOA. Typically, a student can request an LOA only after completion of at least one full semester of the program.
Withdrawal from a Course

If a course must be dropped after the official Drop/Add period ends for a given semester, the student must formally withdraw from the course. The student completes a Course Withdrawal Form and has it signed by the course instructor before delivering it to the director of student services, who submits it to the MPP DGS for approval. All withdrawals will be noted on the permanent record as Withdrawn (W).

Withdrawal from Program

A student who wishes to withdraw for any reason from the Sanford School during the academic year must notify in writing both the MPP DGS and dean of the Sanford School prior to the date of the expected withdrawal and no later than the last day of classes for that semester. Upon receipt of approval, the director of MPP student services will initiate the formal withdrawal process through the Sanford School registrar. Consult the financial aid and student accounts pages of the MPP student handbook for information on eligibility for tuition refund upon withdrawal.

Electives and Specializations

The MPP Program offers seven policy-area specializations—global policy, social policy, population studies, national security, health policy, environment and energy policy, and international development policy—for which certificates are awarded upon graduation. Requirements to earn a specialization certificate include:

- completing nine credits of coursework in the specified area (either one, three-credit foundations course plus six elective course credits, or, for specializations without a designated foundations course, nine approved elective course credits);
- completion of a summer internship related to the specialization; and
- writing a master’s project on a specialization-area topic.

Whether a student chooses to concentrate in a particular policy area or opts for a general MPP degree, elective courses will play an important role in shaping the student’s learning experience. MPP students may take elective courses within the Sanford School, in other departments and schools at Duke, and at The University of North Carolina at Chapel Hill, North Carolina State University, or North Carolina Central University.


Duke Summer Program on Global Policy and Governance in Geneva

Students seeking an internationalize their academic and professional experience may fulfill their internship requirement through the Duke Summer Program on Global Policy and Governance in Geneva, which includes three academic tracks: environment, energy and economics, global health, and humanitarian action.

The program involves a 10–14 week internship at one of the many international organizations, and an intensive week-long course. MPP students may elect to take the intensive, week-long course for credit. Detailed information is available on the program website: http://sanford.duke.edu/academics/special-programs/geneva-program.

India Summer School for Future International Development Policy Leaders

Based in beautiful Udaipur, India, the India Summer School for Future International Development Leaders combines coursework and field research to provide students with a richer understanding of field research methods, program appraisal, concepts and theories of development, as well as hands-on field experience in rural India. Duke University’s Sanford School of Public Policy and the Indian Institute of Management - Udaipur, sponsor this intensive, results-oriented program. Through this 6–10 week applied learning experience, students have an unparalleled opportunity to learn from and with students and development professionals from universities and non-profit organizations throughout India. Additional information is available on the program website: http://sanford.duke.edu/academics/special-programs/india-summer-program-for-international-development-leaders.

Hertie School of Governance Exchange Program

The Sanford School MPP Program offers a fall-semester exchange program with the Hertie School of Governance (Hertie) in Berlin, Germany, which offers an English-language MPP degree. The exchange is valuable for MPP students with interests in international policy, EU, and global governance, as well as those who may be writing a Master’s Project for a client based in Europe. In addition, MPP students participating in the Summer Program on Global Policy and Governance in Geneva may find extending their time studying abroad worthwhile.

For detailed information about the Hertie School, visit: http://www.hertie-school.org/.

Current, non-dual-degree, first-year MPP students in good standing are eligible to apply to study at Hertie for the fall semester of their second academic year. To apply, students must submit via email to the director of MPP student services a pdf application that includes a 1-2 page statement of motivation, a resume, and a copy of the student’s first-year MPP fall semester transcript. The application deadline is March 1. A committee comprised of the MPP director of graduate studies, the director of MPP student services, and one Sanford faculty member select two students and one alternate from the pool of applicants to participate in the study abroad program. Students will receive decisions on their applications before April 1.

Students in the exchange program continue to pay tuition and fees to the Sanford School, with the exception of fall semester health insurance. The Hertie School requires that exchange students purchase health insurance through a German provider that meets German legal standards. Housing, transportation, and living costs are not covered by the MPP program.
Students participating in the exchange program enroll through DukeHub for the fall semester Public Policy 807 Master’s Project I course and complete assignments for this core course remotely. In addition, they register for at least nine credits of elective coursework at the Hertie School. Course titles and credit values transfer into the student’s Duke University transcript upon receipt of the official transcript from Hertie. Grades received for Hertie courses are converted to Sanford’s standard A, B, C, F grade scale.

**MPP Master’s Project**

The master’s project (MP) is a 20-30 page single-spaced paper required of all master’s students in public policy. Two types of projects are possible: a project for an actual client that involves a variety of methodological approaches, or a project based on quantitative methods that may or may not have an actual client. Hybrids of these projects are also possible. Students are encouraged to build their projects from their summer internships where possible and to deepen their policy-area expertise by taking appropriate elective courses.

**Process for Completing the Project**

All two-year MPP and dual-degree students should enroll in Public Policy 807 in their final fall term and Public Policy 808 in their final spring term. (The one exception to this is dual-degree MPP-MEM’s who choose to write the combined MPP-MEM master’s project; these students register for 807 in their final fall, but they do not enroll in 808 in spring.) The fall term course is designed to help each student begin his/her project, to provide some exposure to basic questions related to applied policy research (for example, IRB procedures and survey design) and to write a prospectus that will be reviewed by the end of fall semester by a committee of faculty members. Those writing quantitative projects are encouraged to register for the same 807 discussion section.

At the inception of the process, each student should identify a client, a policy problem, and an MP advisor from the approved list of faculty advisors. Students are encouraged to initiate the MP process and cultivate advisor and client relationships prior to the beginning of the second-year fall term. Additionally, before and during the required summer internships, students should determine whether their summer placements can yield MP client relationships and/or policy problems. Early in the fall, each student writes a three-to-five-page introductory document describing topic, client, and MP advisor, and submits this document to the 807 instructor for review.

In the first six weeks of the fall semester, with feedback from the Public Policy 807 instructor, peers, and the MP advisor, the student writes a seven- to ten-page, double-spaced prospectus describing the client’s problem, the background, and how the student intends to proceed to develop a recommended course of action. If the student is writing a quantitative project, the prospectus should include the specific policy-relevant questions to be addressed, a description of the data, and the proposed methodology. Ideally, the prospectus would include some initial descriptive statistics related to the project.

In the first six weeks of the fall semester, with feedback from the Public Policy 807 instructor, peers, and the MP advisor, the student writes a seven- to ten-page, double-spaced prospectus describing the client’s problem, the background, and how the student intends to proceed to develop a recommended course of action. If the student is writing a quantitative project, the prospectus should include the specific policy-relevant questions to be addressed, a description of the data, and the proposed methodology. Ideally, the prospectus would include some initial descriptive statistics related to the project.

Once the MP advisor has reviewed drafts of the prospectus and feels that the student is ready to present it to the MP committee for approval, the student will schedule a formal prospectus review meeting during the fall semester. Although the prospectus must be submitted to all members of the committee, the MP advisor is solely responsible for reading, approving, and grading the final project.

In the course of developing the prospectus, the student begins the research, data analysis, and writing necessary to flesh out the MP. During and after the review, regular meetings should be scheduled between the MP advisor and student to set interim goals and evaluate progress. A complete draft of the project is due to the MP advisor in March.

The final version of the MP is due mid-April. The final report should include appendices, supporting materials, a formal cover page, executive summary (or, for quantitative projects, an abstract), table of contents, complete footnotes, and a bibliography. The final version must be of professional quality as well as useful to the client and, in the case of a quantitative project, meet high standards of analysis. The MP advisor reports the final MP grade to the MPP DGS, who serves as the instructor of record for the 808 course.

Students are required to submit a hard copy and a PDF copy of their final project to the MPP Program Office for storage in the program’s internal electronic Master’s Project file. MP advisors may recommend that projects of the highest quality be posted to DukeSpace, Duke Library’s electronic document repository. Please note: final MP’s posted to DukeSpace will be publicly available via search engines to persons outside of the Sanford School and Duke; students must anticipate and address in advance any potential difficulties regarding proprietary or confidential information with both their MP advisor and client. The MPP director of graduate studies may grant exemptions from DukeSpace publication on a case by case basis.

Faculty advisors and/or clients may request hard copies or bound copies of MP’s for their records/use. Formatting and submission instructions are described in the master’s project preparation guide sheet available in the MPP Student Handbook.

**Guidelines for Sanford Internship Fund**

The Sanford School has limited funds available for stipends to partially defray summer expenses of students who choose to take unpaid or low-paying internships to meet the requirements of the master of public policy degrees and advance their policy careers. Our goal is to provide parity among students who choose paid and unpaid internships; however, annual allocations are limited to funds available.

Please review the following information carefully while making internship decisions.

- These funds are not intended to cover all the costs of an internship. We encourage students to seek other sources for funding while planning for summer expenses.
- Allocations will be based on cost of living calculations. We expect that stipends will be at least $2,000 for lower-cost areas, $2,500 for high-cost areas, and $3,000 for international internships.
- Acceptance of an unpaid or low-paying internship does not guarantee that you will receive funding support from the Sanford
Internship Fund. Final stipend amounts are based on funding availability and number of eligible applications submitted and may be less than the amount requested. Sponsored students are expected to use the summer resources provided by their sponsor.

- The internship must last at least ten weeks, at least forty hours per week. The internship must be policy-relevant, as determined by the MPP Career Services Office. Research assistants with Duke or other university faculty do not normally qualify.
- Internships that involve working in a partisan political campaign are not eligible for funding from the Sanford Internship Fund even if the internship is approved as policy-relevant by the MPP career services office.
- Students may request internship funds only once while enrolled at Duke and the funds may be used solely to complete the Sanford internship requirement. Two-year MPP students may apply for funds for the summer between their two years of study. Dual-degree students may apply for internship funds only for the summer immediately following their year of study at the Sanford School. Any exceptions must be approved by the MPP career services office.
- Funded students must provide a brief report about their internship by the deadline established by the MPP career services office. In addition, students who receive funds from the internship fund must participate in at least one event for current students (such as New Student Orientation), Board of Visitors members, or admitted students to describe their internship and the process of securing an internship. Students who receive funds are also encouraged to participate in community service and fundraising activities of the Living Policy Forum and other Sanford student groups.
- Students receiving Internship Fund awards who are traveling to a location on the Duke Restricted Regions List must register their travel and sign the High Risk Travel Waiver/Release Form prior to receiving funding. Students who receive Internship Fund awards may travel to locations that are not on the Duke Restricted Regions List without signing the waiver form, but are requested to register their travel plans with the Duke Travel Registry. Students traveling to foreign locations will be covered under Duke’s international travel insurance policy, which provides for emergency assistance or evacuation. Forms and more information on Duke’s international travel policy can be found at https://global.duke.edu/admin/travelpolicy/index.php.
- International students must work with Duke Visa Services or their sponsoring organization to acquire the appropriate government regulatory approval for an internship vis-à-vis Curricula Practical Training (CPT) authorization. Details can be found at https://visaservices.duke.edu/category/f1/cpt.php.
- Application forms and deadlines will be provided each spring from the MPP career services office. If you fail to comply with any of these guidelines, including falsifying information regarding other compensation, the full amount of the internship will be charged back to your student account prior to clearance for graduation.

Estimated Cost of Attendance 2017-2018

The estimated Cost of Attendance (COA) includes both education and living expenses based on nine months of off-campus housing in the Durham area. Tuition and fees are subject to change each year and are not fixed until approved by the University Board of Trustees, usually in May. The COA will be used to determine total federal financial aid eligibility.

<table>
<thead>
<tr>
<th></th>
<th>First-Year Student</th>
<th>Second-Year Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Expenses</strong></td>
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<td>Tuition</td>
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<td>Student Health Fee</td>
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<td>Student Medical Insurance Program*</td>
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<td>Graduate Student Activity Fee</td>
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<td>$288</td>
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<tr>
<td>Transcript Fee (One-time fee-1st year)</td>
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<tr>
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<td><strong>Total Educational Expenses</strong></td>
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<td>$51,083</td>
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<td><strong>Living and Additional Expenses</strong></td>
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<tr>
<td>Rent/Housing (includes utilities)</td>
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<td>Food</td>
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<td>Miscellaneous Personal Expenses</td>
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<tr>
<td>Transportation</td>
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<tr>
<td><strong>Total Living Expenses</strong></td>
<td>$18,596</td>
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<tr>
<td><strong>Total Cost of Attendance for one academic year</strong></td>
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</tr>
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</table>

Annual tuition and fees are divided evenly between the fall and spring terms.

*The Student Medical Insurance Plan is required for all MPPs and is charged during the fall term. Students may waive out of this plan if they can present proof of alternative coverage. International students with an F-1 or J-1 visa are required to purchase the student medical insurance plan. The actual cost of the Student Medical Insurance Plan is established before the fall term begins. The University Bursar’s Office provides additional information regarding student medical insurance with fall tuition statements.
Additional Considerations That May Raise the Cost of Attendance for Aid Purposes

- One-Time Computer Increase—Students must submit an invoice showing the price of the computer in order to receive an increase up to $2,500.
- Study Abroad Expenses (Hertie Exchange Program)—Students can request an increase in transportation costs and living expenses. Copies of round trip airfare receipt and dorm/rental agreement must be made available to the financial aid office prior to the increase being made.
- Loan fees—Loan fees may be factored in to the cost of attendance on an individual basis.
- Dependent Increase—For actual childcare expenses up to $5,000. Documentation of the expense (canceled check, bill, statement) must be provided to the aid office.

Additional Costs

Continuation

Students who do not complete the degree requirements in the approved time, are charged $500 for each additional semester required to complete the MPP degree. Prescribed time to complete the MPP degree is:

- Two academic years: Two-year MPP students
- Three academic years: MPP/MBA or MPP/MEM students
- Four academic years: MPP/JD students
- Five academic years: MPP/MD students

Financial Aid Awards, Student Accounts and Loans

The Duke Master of Public Policy Financial Aid Office awards merit-based financial aid awards to all qualified domestic and international students in the form of tuition fellowships and/or teaching, research or staff assistantships. Merit-based financial aid is offered to most accepted MPP applicants unless the student has external funding sources to pay for program costs.

We generally provide two-year MPP students (non-dual degree students) financial assistance and teaching or research assistantships for two academic years of study, conditional upon satisfactory coursework progress during the first year.

Dual degree students receive tuition fellowships during their first year of MPP academic study (generally 30 credits) and US citizens are eligible for federal loans based on financial need for the remaining 9 credits taken in subsequent semesters beyond the first academic year of study if they attend UNC or Duke.

The Duke MPP Program reserves the right to amend financial aid awards if a student receives external funding, applies to become a dual degree student or fails to maintain academic performance standards. Federal Loans require students to be making satisfactory progress. Students who perform below a 3.0 for two semesters will lose their eligibility for student loans. To be certified as making satisfactory progress towards the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average. Students have an ongoing obligation to notify the MPP aid officer upon receipt of external funding sources, scholarships, or grants obtained independently.

The Magdalena Yesil Fellowship Fund

The Magdalena Yesil Fellowship Fund is a scholarship endowment for graduate professional students in the Sanford School of Public Policy. It provides full or partial fellowships to incoming MIDP or MPP students interested in sustainable development, nation-building, or conflict resolution in Armenia and/or the surrounding region. To apply for this fellowship, applicants must upload a separate statement describing their interest in Armenia or the surrounding region and their professional goals. NOTE: Availability of funds under this fellowship varies from year to year.

The Duke-Margolis Scholarship in Health Policy & Management

The Margolis Scholarship is for applicants who have strong interest in health policy or have experience in the health field. Scholars are linked with the world-class experts and leading-edge research on the Duke University campus and in Washington, DC. Scholars are considered for competitive scholarships. The program is a collaboration between the Duke-Margolis Center for Health Policy and the Sanford School.

Financial Aid Resources

- Duke Financial Aid-Direct Lending (Summary of loan types, interest rates etc.)
  - http://financialaid.duke.edu/loans
- National Student Loan Data System (To find your servicing agency and loan info).
- The Smart Student Guide to Financial Aid
  - http://www.finaid.org/
- The Sanford School of Public Policy Financial Aid Policy and Procedure Manual

US citizens and US permanent resident students who anticipate a need to supplement their financial resources through loans or college work-study employment must complete a Free Application for Federal Student Aid form in each year of study. Students should complete the FAFSA online at http://www.fafsa.ed.gov. Students must select the Duke University Code (002920) in order for the Duke MPP Program Financial Aid Office to obtain your FAFSA information. We suggest that the FAFSA be submitted by May 1, each academic year you are with the program. Award notices for second-year students will be sent out in early May and students should be able to accept their loan choices,
if necessary, by July 1. Loan and financial aid inquiries should be emailed to misty.brindle@duke.edu. Students must be enrolled at least half-time, be US citizens or permanent residents, meet the federal criteria for need, and remain in good academic standing (3.0 or better) to be and to remain eligible for Unsubsidized Stafford Loans under the Federal Family Education Loan Program.

**Loans**

Federal Loans and College Work Study funds may be available to graduate students on the basis of financial need. Financial need is determined by subtracting from the standard student budget the expected student contribution (EFC) and any other financial aid awarded. The difference can be funded with federal need based financial aid. All fellowship and scholarship awards are considered financial aid in the needs analysis.

Students borrowing for the first time from Duke must also complete loan entrance counseling and promissory notes for any Perkins, Unsubsidized Stafford, and Graduate PLUS Loans they will receive before funds will disburse.

**Disbursement of Loans**

Generally, student loan proceeds are received by Electronic Fund Transfer at the University not more than 10 days prior to the start of classes each semester and are credited to your student Bursar account in two equal payments—at the beginning of the fall and spring semesters.

**Private Loans**

Alternative student loans must be obtained by the student. You must notify the loan officer so it may be included in your aid package. Most private loans must be certified by the aid officer before they will disburse.

**Payment of Fellowships and Assistantships**

Students must be registered in the Duke MPP Program to receive fellowship or assistantship support. The payment of graduate assistantships starts on September 25 for the fall semester, and January 25 for the spring semester, and is made in four equal payments on the twenty-fifth day of each month thereafter. Awards are disbursed by the first day of classes.

**Payment of Student Accounts**

Student bills will be available for review through the DukeHub web system. Approximately six weeks prior to the beginning of classes each semester the Bursar’s Office emails a notice to all registered students, via the Duke Email account, that bills are available to view online. Students are responsible for monitoring their own student accounts and for making sure loans, scholarships and fellowships are disbursed properly. The bill is payable by the due date listed on the statement. Inquiries regarding statements can be directed to the Bursar’s Office at bursar@duke.edu or by calling (919) 684-3531. Please visit their website for more information: http://finance.duke.edu/bursar/.

By accepting admission to Duke University, students agree that they are ultimately responsible for payment of all statements as presented. If full payment is not received, a late payment penalty charge will be issued. Failure to receive an invoice does not exempt students from the payment of tuition and fees or from penalties and restrictions that result from non-payment.

In addition to late payment charges, students with accounts in default may be subject to the following:
- a registration block on their account;
- a transcript block and Duke will not certify academic credits;
- he/she will not be permitted to go on leave of absence;
- he/she will not be eligible to receive a diploma at graduation;
- he/she may subject to withdrawal from the university.

The past due student account will also be referred to a collection agency and credit bureaus. Students with questions about their bursar accounts should first contact the bursar’s office. Please contact Misty Brindle with financial aid difficulties and for other issues or questions about charges you may contact Helene McAdams, Director of Student Services.

**Refunds for Withdrawal from School during Fall and Spring Semesters**

In the event of death, refund of full tuition and fees for the term will be granted. In all other cases of withdrawal from the university, students may have tuition refunded according to the following schedule:
- withdrawal before classes begin: full refund, including fees
- withdrawal during the first or second week of classes: 80 percent refund
- withdrawal during the third, fourth, or fifth week of classes: 60 percent refund
- withdrawal during the sixth week of classes: 20 percent refund
- withdrawal after the sixth week: no refund

* Fees will not be refunded after the start of the term. Tuition charges paid from grants or loans will be restored to those funds on the same prorated basis and will not be refunded or carried forward. If a student has to drop a special fee course (music, golf, etc.) or drops a paid audit during the first two weeks of the drop/add period, a full refund may be granted with the approval of the dean. The student health fee will not be refunded. Student loans must also be returned according to a government required formula. Once a withdrawal or leave of absence form is sent to the aid officer, they will notify you about the amount of funds you will need to return. Sanford fellowships are not prorated and are returned to Sanford in full.
Internal Revenue Service (IRS) Information and Publications

Under the Tax Reform Act of 1986, both fellowship payments and assistantships may be taxable. For general information about the taxability of scholarships and fellowships, students should see IRS publication 970 (see www.irs.gov).

For international students, fellowshipassistantship payments are subject to withholding of federal and state income taxes, based on the existing tax treaty between the student’s country and the United States. In addition, there is an IRS requirement that tuition payments for foreign students must be reported to the federal government. Tax treaties can be viewed on the web. Each student’s tax situation is unique, and the payroll office at Duke provides assistance to enrolled students regarding withholding requirements. Duke employees are prohibited from providing tax advice; hence students should contact the IRS or a qualified tax advisor concerning taxes and income inquiries. More information may be found.
International Master of Environmental Policy (iMEP), Duke Kunshan University

Junjie Zhang: Director, Associate Professor
  PhD (Environmental and Resource Economics), Duke University, 2008
John Ji: Associate Director, Assistant Professor
  ScD (Environmental Health), Harvard University, 2013
Binbin Li: Assistant Professor
  PhD (Conservation Biology), Duke University, 2017
Kathinka Fürst: Assistant Adjunct Professor
  PhD (Environmental Governance), University of Amsterdam, 2016
Moon Joon Kim: Visiting Assistant Professor
  PhD (Economics), North Carolina State University, 2017

The Sanford of Public Policy and the Nicholas School of the Environment (NSOE) offer a two-year International Masters in Environmental Policy (iMEP) program at Duke Kunshan campus (DKU). The iMEP program creates a highly analytical master’s degree based on the Duke Master of Public Policy (MPP) and Master of Environmental Management (MEM), with an emphasis on both international and Chinese experience and contexts. The environmental policy program at DKU combines a world-class faculty, a cutting-edge research center, an innovative curriculum, and unparalleled career opportunities.

The iMEP trains students to be global environmental leaders. The program is four semesters and includes 16 courses for a total of 48 graduate credits. The core curriculum combines economics, science, law and governance, policy, and program evaluation. The program allows DKU students to spend one semester at Duke. At the same time, internships with a range of international organizations, NGOs, and corporations round out the opportunities available to iMEP students.

The program simultaneously creates a one-semester program in China for Sanford MPP and NSOE MEM students. The iMEP program strengthens the international training of Duke students through access to a broader array of classes, internship opportunities, networking, and a distinctive study abroad experience.
iMEP Program Admissions

Eligibility

iMEP seeks applications from a variety of backgrounds, including recent Chinese undergraduates, students from broader Asia who want to stay closer to home and gain a more regional perspective, and US/European students who want a foreign program within China.

As prerequisites, applicants must hold the equivalent of a US bachelor’s degree from an accredited institution. Also, iMEP recommends students complete both basic statistics and microeconomics courses prior to enrollment.

Application

Applications are submitted online through the iMEP admissions website. The application priority deadline for the iMEP program is January 15. After the priority deadline, applications for the iMEP will continue to be accepted and considered on a space available basis until May 31, 2017. Online application page: https://dukekunshan.edu.cn/en/academics/master-environmental-policy/admissions

In addition to the prerequisite bachelor’s degree, the following are required:

- Complete online application form
- Résumé/ CV
- Statement of Purpose (500-1,000 words): As part of the online application, the applicant must upload a Statement of Purpose. The statement should be one to two pages and single-spaced. It should briefly discuss:
  - Purposes and objectives in pursuing graduate study;
  - Special interests and plans;
  - Strengths and weaknesses in your chosen field;
  - Any research projects or any independent research in which the applicant has actively participated and how they have influenced his/her career choice and desire to pursue graduate studies; and
  - Any particular reasons the applicant may have for applying to Duke Kunshan University (e.g., the applicant would like to work with a specific faculty member).
- As part of your online application, you must upload a Statement of Purpose. The statement should be one to two pages and single-spaced. It should briefly discuss:
  - your purposes and objectives in pursuing graduate study;
  - your special interests and plans;
  - your strengths and weaknesses in your chosen field;
  - any research projects or any independent research in which you have actively participated and how they have influenced your career choice and desire to pursue graduate studies; and
  - any particular reasons you may have for applying to Duke Kunshan University (e.g., you would like to work with a specific faculty member).
- Transcript(s): Transcript from each post-secondary institution attended is required (an upload unofficial transcript with degree posted and other transcripts for all colleges and universities attended).
- Test Scores:
  - Graduate Record Examination (GRE). Ask Educational Testing Service to send an official copy of the scores to Duke Kunshan University, using institution code 7552. No department code is needed. If ETS requires a department code, select any one of the department codes listed. Regardless of the department code entered, the scores will come to Duke Kunshan University as long as you use institution code 7552. Be sure to alert us if the name on your application is different from the name on your score report.
  - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The program’s language of instruction is English, and written and spoken English proficiency is required. Students who are not native English speakers must provide language evaluation test scores with their application materials.
    - TOEFL: Ask Educational Testing Service to send an official copy of the scores to Duke Kunshan University, using institution code B624. You do not need a department code. If ETS requires a department code, select any one of the department codes listed. Regardless of the department code entered, the scores will come to Duke Kunshan University as long as you use institution code B624.
    - IELTS: Please email iMEP@dukekunshan.edu.cn for mailing address. The IELTS is administered by Cambridge ESOL, British Council, and IDP: IELTS Australia. See www.ielts.org for more information.
    - The minimum score for the TOEFL Internet-based Test (TOEFL iBT) is 90. The minimum score for IELTS is 7.0.
- Three Letters of Recommendation: At least two letters of recommendation (two academic references and one professional preferred).

Merit-Based Scholarship

Duke Kunshan University is committed to enrolling a highly talented, diverse and international student body. All students are automatically considered for merit scholarships based on their Graduate School application. No additional application is required to be considered for these awards.

Need-Based Financial Aid

Citizens of People’s Republic of China are eligible to apply for a need-based financial aid if their family financial situation meets the criteria set by Duke Kunshan University.
Work-Study Opportunity at Duke Kunshan

Resident Assistant

A Resident Assistant (RA) is an undergraduate student and Graduate Resident Fellow (GRF) is a graduate student, who live on the residence hall floor to serve as the primary resource for students, help students with both academic and personal concerns, build a positive community on their floor and within the residential suites, and facilitate intercultural exchange. The RA position is for one semester, while the GRF position is for one academic year. The RA team consists of four members, and are trained throughout the semester, on topics of roles and responsibilities, sexual harassment, preventive mental health, time management and team work. These training sessions equip the RAs/GRFs with essential skills to ensure the health and safety of residents, and to provide peer help on academic, social and personal issues.

How to apply: https://dukekunshan.edu.cn/en/student-life/residence-life#assistant
Questions about RA: email residencelife@dukekunshan.edu.cn

Student Workers

Students enrolled in a Duke Kunshan degree program can work on campus on a variety of activities, from research assistantship to administrative operations. The maximum working hours of the student workers is 40 hours/month. The payment varies depending on the grades of students and type of work.

Visiting Duke Kunshan and the iMEP Program

Professors, scholars and prospective students are welcomed to visit iMEP at Duke Kunshan University. During the visit, they can learn detailed information about the academic programs, research projects, administrative method and cooperation opportunities. To schedule a meeting with the iMEP program, please contact program coordinator Ziwei Liu (ziwei.liu@dukekunshan.edu.cn).

Registration for the iMEP Program

Credit Hours

The curriculum for the iMEP degree will consist of 16 classes (48 course hours) spread out over two years. Students will be required to take 7 core classes (21 course hours of credit) so to ensure quality and consistency in the degree. They will also be required to enroll in a full year of the Masters Project class (MP, 6 course hours). Unlike the traditional MA programs in China, the iMEP program does not offer a thesis option but a capstone project. There will be flexibility with the 7 elective classes (21 course hours) so as to allow students to pursue particular environmental policy and resource issues as well as enhancing their methodological skills. Finally, they will be required to complete a summer internship in China, ideally connected to their MP.

The curriculum will include:
- 7 core classes (21 course hours)
- 7 elective classes (21 course hours)
- 2 MP capstone courses (6 course hours)
- Summer Internship

The program includes a statistics and economics prerequisite; students would be required to take two examinations prior to enrollment to ensure that they have the appropriate statistical skills and background in principles of economics. If not, we would have them take an online class prior to enrollment.

This program also administers an English reading and writing examination prior to enrollment. Because iMEP is an English-only program, students will need to be screened for language before they can enroll. For students that need additional support in writing, they will be required to enroll in one of the English-language classes offered through the writing program at DKU (in addition to their 48 credits). For students who native language is not Chinese. The Language and Culture Center at Duke Kunshan University provides different levels of Chinese classes (optional).

Graduation Requirements for the iMEP Program

Core Courses

Environmental Economics (IF) – This course teaches students to apply modern microeconomics to environmental and natural resource policy problems. The course covers both conceptual and methodological topics and applies these tools to normative and positive aspects of current environmental questions. Material covered in the course includes: basic theory and methods of economic analysis applied to environmental problems; cost-benefit analysis and efficient policies; economics of the environment, particularly the economics of pollution control and regulation; and natural resource management. Cases will include air and water pollution, toxics, energy, fisheries, and forests.

Statistics and Program Evaluation for Environmental Policy (IF) – This course teaches students to use data to analyze the impact of policies, make recommendations, attempt to persuade others, and make environmental policy decisions. It will cover the tools and techniques of program evaluation, familiarizing students with the various research methods that can be employed to evaluate the effect of environmental policies and innovations. It will also teach students to read empirical research in a more critical manner. Finally, through applied problem sets, students will become more proficient in the use of the STATA statistical software package.
Environmental Policy Analysis (1F) - The objective of this class is to learn how to organize and present analyses of data to solve important environmental problems. The course draws upon specific policy analysis tools and case studies to evaluate and distinguish between different policy issues and choices.

Environmental Science (1S) - This course covers natural science aspects (physics, chemistry, and biology) of major environmental pollution problems (e.g., air, water, soil, climate change, human and ecological health).

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Environmental Economics Policy Practicum (1S) - This course focuses on written and visual literacy. In order for policy-makers to be effective, they need to know how to communicate data and policies to the broader public. Building on their work in the fall, the course will begin with economic and quantitative analysis of a particular environmental or natural resource problem. Students will then develop written and visual presentations of their analysis (including policy briefs and public speaking skills), with final projects completed in teams.

Environmental Policy Process (S) - This class provides an introduction into the politics of the environmental policy process in comparative perspective. Throughout the course, we will focus on the formation and implementation of different environmental policies. To analyze effectively different environmental policy options and to understand why some get through the policy process and how policies are changed, topics covered include the role of different interest groups, institutions, and organizations and their impact on the policy process. Case material draws upon cases from China and the US within a comparative perspective to highlight specific problems in China and globally. Cases will include energy policy, water policy, pesticide policy, forest policy, and climate change among others.

Environmental Law, Governance, and Regulation (S) - This course explores issues of governance at different levels of scale, particularly dealing with treaties, regimes, laws, standards, and rules. Material examines implementation, compliance and institutional effectiveness. At the international level, the course will look at how and why states can succeed and fail to negotiate international governance regimes. At the domestic level, the class looks at government regulation (via laws, rules, standards) and implementation at the local level. The course will also cover private regulation, including voluntary mechanism and non-state market-driven mechanisms.

Electives

Below are possible ideas for electives taught by IMEP faculty, adjuncts, or visiting Duke faculty. These are just a sample of the classes that could be offered. We hope the program will be of interest to Duke faculty outside of the NSOE and Sanford, including in history, engineering, law, and sociology, for example. As the program develops, we will continue to engage faculty from the broader social sciences in our curricular planning to discuss additional course offerings. For instance, we envision classes on the history of comparative regulatory policies and demography.

Applied Environmental Valuation Methods

This course covers empirical methods (e.g., contingent valuation, hedonic pricing, and benefits transfer) used to value non-market environmental and health outcomes, including morbidity and mortality, air and water quality, ecosystem services, and non-use values.

Environmental Impact Evaluation

Program and impact evaluation is necessary to understand the effectiveness of current and future policies, as well as how they can be improved. This course covers the process and methodology of designing and implementing state-of-the-art quantitative evaluations appropriate for environmental policies, including logic chains, metric choice, survey design, survey implementation, and relevant statistical analysis.

Climate Change Law and Policy

This course covers different policy instruments used to address climate change including legal regime, emissions taxes, allowance trading, regulatory tools at different spatial scale (local, regional, national, global).

Fundamentals of Geospatial Analysis

This course covers the fundamental aspects of geographic information systems and satellite remote sensing for various environmental applications.

Environment and Development Economics

This course focuses on the challenges developing countries face in balancing environmental management and economic growth. Class will use economic analyses to examine these challenges and to devise policy solutions, especially given that developing countries often have weak institutional capacity and fewer financial resources to cope with environmental pollution.

Energy Economics and Policy

This course examines the economics of markets and policies for different energy supply sources (such as petroleum, coal, natural gas, electricity, renewables, nuclear), energy demand and efficiency, and their interactions with each other and with the rest of the economy and environment. Other topics include markets for energy and energy-using technologies, energy price regulation, and energy security.

Business Strategy and the Environment

This course explores ways in which businesses are applying strategic management tools to incorporate sustainability and corporate social responsibility into decision-making and operations. Focus will be on different types of corporate/business structures (e.g., private businesses, state-owned enterprises, multi-national corporations) and the different environmental challenges they face.

Field-Based Conservation Policy Class

With the new tropical conservation initiative at Duke and ties between the Organization for Tropical Studies and several Duke faculty with the Xishuangbanna Tropical Botanical Garden in Yunnan, we might design a field-based course on conservation policy.
Cross-listed Global Environmental Health Electives

Global Environmental Health
Economics and Policy: Social science perspective on global environmental health. Students will learn to identify primary environmental causes of high burden diseases such as malaria, diarrhea, and respiratory infections; describe how to measure socio-economic impacts of global environmental health diseases; discuss key policies to control global environmental health problems based on private prevention and therapeutic behaviors; and propose frameworks to empirically monitor and evaluate global environmental health policies. A sub-module will focus on climate change and water-borne diseases.

Master’s Project Capstone

MP Capstone Class (2F/S) – This class will focus on research methods, proposal design, communicating with a client so as to facilitate the client-based masters projects that will be required as a capstone experience. Students will present their work in progress throughout the year. At the end of their fourth semester, students will be required to present the results of their MPs in a public forum.

The client-based aspect is particularly important for making the program attractive, as conversations with colleagues in China and at the ERIC workshop at Duke indicated that students are likely to consider Duke Kunshan if they believe it will enhance finding a job in China and gaining an internship experience. Data from the Academic and Career Services office at the NSOE shows that Duke MEM students are increasingly looking at industry, banks, consulting firms, and think tanks for employment in China. Thus, we expect that Duke Kunshan students will work with clients in China and that staff at Duke Kunshan will facilitate building the client network for group Master’s Projects.

Students will require advisors for their Master’s Projects. We would encourage students to work on projects in China to build their networks and job potential, and this would argue for advising by Duke Kunshan faculty. Duke faculty may choose to advise iMEP MPs, but only after they have met their normal advising obligations for MPs at Duke; Duke Kunshan advising will not replace their MP advising on the Duke campus. When Duke Kunshan students are at Duke, the iMEP Program faculty lead on the Duke campus will be responsible for holding the MP class for Duke Kunshan students. This will also ensure parity in the MP process across the two programs, as the iMEP faculty lead will provide another review of the MPs, which will be important for the first few years of the program, especially given that Chinese institutions do not have the equivalent of a MP. The MP will be evaluated through the same process as on the Duke campus whereby students must present their MP in a public forum and then submit it to their advisor for review. Students will also be required to submit a draft prior to the public presentation to ensure that they are on track for graduation.

Lastly, similar modules at Duke Kunshan will be devised to many of the MP modules on the Duke campus that cover citation and reference programs and introduction to different software such as NVivo.

Estimated Cost of Attendance 2017-2018

Duke Kunshan University offers a world-class education for highly qualified students from all backgrounds. The cost of attending Duke Kunshan reflects the university’s commitment to providing an outstanding educational experience and is comparable to that of other leading private universities.

Duke Kunshan is committed to enrolling a highly talented, diverse and international student body. Scholarship support is available to support these goals. All applicants will automatically be considered for available scholarships, up to and including full scholarships. Special financial aid will be offered to all Chinese students from mainland China, Hong Kong, Macau and Taiwan to lower the tuition standard to RMB 180,000 per year. Additional scholarships of varying amounts will be available based on academic achievement and family financial circumstances. Admitted students will be given an opportunity to submit supplemental financial information.

Tuition and Fees for the 2017-2018 and 2018-2019 Academic Year*

Cost of Attendance for International Students (non-Chinese citizens)

*Figures are in USD

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### Cost of Attendance for Domestic Students (Chinese citizens)

*Figures are in RMB*

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*All figures are estimates only*

### Cost of Attendance (COA) Notes

- All fees and rates provided at this time are estimates;
- All tuition will be invoiced by and paid to Duke Kunshan University. Other fees and charges will be invoiced and paid in either China or the United States.
- Duke Kunshan student residence and dining facilities are closed during the winter break between the fall and spring semesters and for seven days during the Chinese New Year Holiday. Students should arrange the accommodation during the campus closing periods. The costs are not included in the above estimated costs of attendance. Students need to pay the costs by their own.
- International Travel includes an estimate of the cost of one roundtrip to the United States for Chinese students or from an international destination to Shanghai for international students, typical visa costs, and in the case of additional health check and registration costs associated with establishing legal residence in China for non-Chinese students. Students wishing to return to their home countries during breaks in their study before the end of the year should budget additional funds for these trips.
- US based and international students from outside the United States (i.e. India, Africa, Hong Kong, Macau, Taiwan) who do not apply through Duke’s GEO (Studio Abroad) application system are required to enroll in the Global Health Insurance Plan.
- Insurance plan year is Aug 1-July 31; Insurance will be charged at the actual approved rate regardless of prior estimates.
Academic Information for Master of International Development Policy Degree Students

The master of international development policy (MIDP) degree is awarded by the Sanford School of Public Policy through the Duke Center for International Development (DCID).

DCID seeks to enhance the strategic capacity of present and future international development leaders from around the world. This is achieved through interdisciplinary approaches to post-graduate education, mid-career training, international advising, and research. DCID offers the Master of International Development Policy program, open-enrollment, and customized executive education programs and advisement to foreign governments and international organizations around the world. DCID's faculty and staff are committed to providing relevant and dynamic programs that meet the needs of each student and client.

MIDP Program Admissions

The MIDP is a mid-career program. As such, applicants must have a minimum of five years of work experience and demonstrate an increase in responsibilities over time. Development-related experience is preferred. Applicants should have at least a 3.0 US GPA (or equivalent) in college-level coursework, and hold a bachelor’s degree. Prior coursework in economics and statistics is an advantage for the two-year program. Applicants to the one-year program must have completed at least one year of graduate-level coursework and have a strong background in market-based economics. The following items are required for application:

- an electronic application form, available online at https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sanford;
- official transcripts from all institutes of higher education detailing the courses taken, grades or marks earned, the dates attended, and the degree conferred;
- a statement of purpose (Essay detailing why the applicant wishes to study in the program.) Please limit the response to one page;
- a policy essay (Based on your experience, discuss a particular policy problem or challenge you have encountered in your work or that your country has faced. Describe the nature of the problem, and discuss some of the ways in which attempts were made to solve the problem, including your assessment of how well the solutions worked or did not work. What might you now recommend to solve the problem?) Please limit the response to one page.;
- three letters of recommendation (online submission preferred);
- an official IELTS (strongly preferred), TOEFL score, or PTE score (required for citizens of non-native English-speaking countries;
- a recent curriculum vitae or resume;
- $80 application fee, payable via credit card or certified check issued in US currency; and
- a list of funding sources to which the student plans to apply.

Returned Peace Corps volunteers applying through the Coverdell Peace Corps Fellows Program must also submit a copy of their Description of Service.

The GRE and GMAT are not required for application.

All of the above documents may be uploaded to the online application, with the exception of the official transcripts.
Applications are accepted on a rolling basis until all program spaces are filled. Applications for the spring term are limited to applicants applying through approved sponsor partnerships.

Applicants applying to the International Taxation and Public Financial Management Programs should focus their policy essay on a tax-related or public-finance-related issue of their choice and have relevant work experience in a developing country.

### MIDP Registration

**Registration Requirements.** All graduate students in the MIDP at the Sanford School must register in "PPS-Continuation" each fall and spring semesters and pay the associated registration fee. Students will be automatically enrolled in PPS-Continuation in fall and spring semesters. Failure to maintain continuous registration each fall and spring will result in administrative withdrawal from the university.

**Master's Students.** Full-time master’s candidates must register for 9.0 course credits per semester to maintain full-time status. Full-time students may enroll for fewer than 9.0 course credits only in their final semester of study, provided that they are assured that they will graduate from their program upon completion of that semester.

**Registration Periods.** All students who are enrolled in the Sanford School and who have not been granted a leave of absence by the MIDP must register each academic semester until all degree requirements are completed. New students will register upon matriculation to their program or during their orientation program; continuing students register during the announced registration periods (set by the Office of the University Registrar) in November and April.

**Late Registration.** All students are expected to register at the times specified by the university. A late registration fee is charged to any student who registers after the specified time period.

**Summer Registration.** Summer session students should register at announced times beginning with the February registration period and up to the Wednesday preceding the start of the appropriate term. Graduate students who are completing coursework remaining from a previous semester due to an "incomplete" grade, must register for PPS-Continuation during the summer semester and pay the registration fee.

The university provides tuition and fees statements online. All tuition and fees should be paid at least five full working days prior to the first day of class (see summer session calendar). Students who fail to register and pay all tuition and fees by this deadline will be assessed a penalty by the bursar. Failure to pay tuition and fees by the end of the Drop/Add period will result in administrative penalty. Please see the bursar’s website for full information.

Summer session students may add a course or courses before or during the first three days of the term. Courses may also be dropped before and during the first three days, but a 20 percent tuition fee will be charged (1) if the course is not dropped before the first day, and (2) the dropped course(s) results in a total tuition reduction. Courses dropped after the third day of classes are not eligible for tuition refund.

**Additional Registration Requirements.** It is necessary to be a full-time student according to Duke’s regulations in order to be eligible for, student loans, and the Student Health Center service, including student health accident and sickness insurance. Full-time students in any degree program may audit courses without charge during the fall and spring semesters, if this is acceptable to the faculty teaching these courses. Students should obtain faculty permission prior to registering for the class. If the student is not in full-time status, an audit fee is charged.

**Transfer of Credits.** After successful completion of the first year, a maximum of 6.0 course credits of graduate credit may be transferred for graduate courses completed at other universities. Such credits will be transferred only if the student has received a grade of B (or its equivalent) or better. To be awarded a degree, the recording of transfer credit must be completed before the conclusion of the Drop/Add period of the final semester of study. Requests for transfer should be submitted on the approved Sanford School form. The one-year degree program is not eligible for transfer credits.

**Retroactive Credit.** Credit for graduate courses taken at Duke by a student (not undergraduate) before degree admission to the Sanford School or while registered as a nondegree student may be carried over into a Sanford graduate degree program if

- the action is recommended by the student's director of graduate studies;
- the amount of such credit does not exceed 12.0 course credits;
- the work has received grades of B or better;
- the work is not more than two years old; and
- the student applies for and is granted formal admission into a Sanford graduate degree program.

**Time Limits for Completion of Master's Degrees.** Graduate degree candidates who are in residence for consecutive academic years normally complete all requirements for the degree within two calendar years from the date of their first registration in the Sanford School. Candidates must complete all requirements within six semesters of their first registration. Part-time study is possible with approval from the MIDP.

**Leave of Absence.** A leave of absence for a period of no more than one calendar year may be granted because of medical necessity, full-time employment, or other acceptable reasons. A request for a leave of absence should originate from the student and be endorsed by the director of graduate studies. Students who have been on leaves of absence and who intend to resume a degree program must give their director of graduate studies and program administrators written notice of this intention thirty days before registration.

**Withdrawal from a Course.** If a course must be dropped after the official Drop/Add period ends for a given semester, the fellow must formally withdraw from the course. The student completes a course withdrawal form and has it signed by the course instructor, followed by the MIDP director of graduate studies for approval before delivering it to the assistant director of student services. All withdrawals will be noted on the permanent record as Withdrawn (W).

**Withdrawal from the Program.** In the event of death, refund of full tuition and fees for the term will be granted. In all other cases of withdrawal from the university, students may have tuition refunded according to the following schedule, updated annually on the bursar’s website:

- before classes begin: full refund, including fees;
- during the first or second week of classes: 80 percent refund*;
- during the third, fourth, or fifth week of classes: 60 percent refund*;
- during the sixth week of classes: 20 percent refund*; or
- after the sixth week: no refund.

*Fees are not refunded after the start of the term.
Tuition charges paid from grants or loans will be restored to those funds on the same pro rata basis and will not be refunded or carried forward.

If a fellow has to drop a course for which no alternate registration is available, drops special fee courses (music, golf, etc.), or drops a paid audit during the first two weeks of the Drop/Add period, a full refund may be granted with the approval. The student health fee will not be refunded.

Deferrals. Deferrals (to defer an offer of admission to a subsequent academic term or year) are granted on a case-by-case basis for up to two years and must be approved by the MIDP assistant director of admissions.

**MIDP Degree Programs**

The Master of International Development Policy (MIDP) is a graduate program for mid-career professionals with a minimum of five years of professional experience in the government or development sector. It is designed for those who plan to dedicate their careers to policymaking and public service in developing and transitional countries. MIDP provides training in economic and policy analysis on issues related to long-term sustainable development. The course of study is self-designed by each fellow, with the assistance of an academic advisor. The following degree options are available through MIDP.

**Degree Options**

**Two-year degree:** Forty-eight credits (sixteen courses), completed over two academic years. Requires a final master’s project and a summer internship performed the summer between the first and second year of study.

**One-year degree:** Thirty credits (ten courses) completed over one academic year and a summer session. Requires a final Master’s Project with an optional summer internship following completion of the program. To qualify for application to this program, applicants must have completed at least one year of graduate-level coursework and have a strong background in market-based economics.

**Nondegree certificate:** Twenty-four credits (eight courses) completed over one academic year, culminating in a nondegree certificate. Master’s Project and internship are not required.

**Concurrent graduate certificate:** Twelve credits (four courses) This certificate is offered to students studying in other graduate programs at Duke University and our interinstitutional partners. Students interested in this certificate may enroll to complete it concurrently with their degree program. One 3 credit development economics course, one 3 credit development management course, and two internationally oriented electives (for 6 credits) must be completed by the student’s final semester of study. A minimum of 6 credits must be completed at Duke.

**Degree Concentrations**

Fellows in the MIDP may self-select into one of the following informal areas of concentration which serve to facilitate the course selection process and to assign students to the appropriate academic advisor. These concentrations do not appear on student transcripts or diplomas.

**Applied Economics.** This concentration emphasizes the economic policy aspects of development—including issues of international trade and competitiveness, public finance and evaluation of public expenditures, banking and financial sector management, privatization, external debt management, and international capital markets.

**Development Management and Governance.** This concentration covers a broad area of international development issues allowing fellows the greatest flexibility to choose classes corresponding to their interests. Students may focus on issues such as development project management, entrepreneurship development, not-for-profit management, civil society and governance, decentralization, media policy, aid coordination, science and technology policy, regional planning, rural or urban development, or other sector development issues.

**Social Policy.** This concentration focuses primarily on education and health policies as well as on issues of gender, ethnic and economic inequality, and social entrepreneurship. Those interested can choose to pursue a graduate certificate in health policy or global health.

**Environmental Management and Policy.** This concentration emphasizes international environmental and energy policy, security, and institutional development including the generation of social capital at the community level. MIDP expertise is complemented by the resources from the Nicholas School of the Environment in areas such as natural resources economics, tropical ecology, and eco-tourism.

**Peace and Conflict Resolution.** This concentration, in conjunction with the Duke-UNC Rotary Center for Peace and Conflict Resolution, aims at grooming future leaders who will promote greater tolerance and cooperation among people. The program focuses on democracy, negotiation, and conflict resolution, and the promotion of effective cooperation in international development, as well as the promotion of sustainable development as a basis for world peace. Those interested may pursue a UNC-Chapel Hill certificate in peace and conflict resolution offered to two-year MIDP fellows through the Duke–UNC Rotary Center.

**Law and Development.** This concentration focuses on the history and current practice of law and development and the problems of framing and strategy in this field. It develops a familiarity with different institutional conceptualizations of the field, including “rule of law,” “rights based approaches to development,” “legal empowerment for the poor,” and, more broadly “good governance.” Within a framework that recognizes that socio-legal-political norms and practices are plural, it explores initiatives related to building the legal institutions necessary for a market economy and for entrepreneurialism; judicial independence; the problems of official corruption and corporate accountability; law’s role in making and breaking “inequality traps”; and the potential of partnerships with civil society to promote health, labor, gender, and environmental justice campaigns. The approach is interdisciplinary, calling upon/integrating legal, anthropological, political, economic, public policy, and ethical perspectives.

**International Taxation Program.** This is a specialized track within MIDP which requires formal admission. It features a set course of study that focuses on an integrated approach to taxation including policy, administration, and legislation. The program emphasizes the diversity of economic and social development situations across countries in the design and administration of taxes.
Public Financial Management. This is a specialized track within MIDP which requires formal admission. It features a set course of study designed to enable international development decision makers and managers to improve public sector building and financial management. Completion of MIDP courses on economic development, public finance, budgeting, macroeconomics, expenditure analysis and local government finance is required.

MIDP Academic Guidelines

The following are the requirements for each degree option offered through the MIDP.

Two-Year Degree Requirements

Sixteen graded courses (48 course credits) are required to obtain the two-year degree. These courses are spread over four academic semesters. Courses must be divided as follows:

Eight MIDP Seminars (24 course credits) including these mandatory seminars*:
- Public Policy 700S (Policy Analysis for Development) 3 course credits
- Public Policy 701 (Economic Foundations for Development) 3 course credits
- Public Policy 702 (Applied Development Economics) 3 course credits
- Public Policy 741 (Empirical Analysis for Economic Development) 3 course credits
- Public Policy 704 (Master’s Project Preparation seminar) 1 course credit
- Public Policy 705 (Master’s Project) 2 course credits

The remaining MIDP seminars may be chosen from courses offered by MIDP each semester or those listed as MIDP substitute courses on the MIDP course information sheet distributed each semester.

*Rotary World Peace Fellows enrolled in MIDP have additional mandatory coursework.

Students following the two-year degree track under the International Taxation Program specialization are required to take the following seminars:

### Two-Year International Taxation Program (ITP) Course Requirements

(48 course credits)**

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<td>Public Policy 770 (Public Finance in Developing and Emerging Economies)</td>
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<tr>
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<td>Spring</td>
<td>Public Policy 702 (Applied Development Economics)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 772 (Comparative Tax Administration)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>6.0</td>
</tr>
<tr>
<td>Summer</td>
<td>Internship, directed research project, or teaching assistantship</td>
<td>6.0</td>
</tr>
<tr>
<td>Summer II</td>
<td>TARF (optional) (Tax Analysis and Revenue Forecasting Program and directed research project)</td>
<td>(6.0)</td>
</tr>
<tr>
<td>Fall</td>
<td>Electives</td>
<td>9.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 779 (Sales/Value-Added Tax Law)</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 704 (Master’s Project Preparation)</td>
<td>1.0</td>
</tr>
<tr>
<td>Spring</td>
<td>Public Policy 771 (Comparative Tax Policy)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Law 255 (Federal Income Tax Law)</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 705 (Master’s Project Preparation)</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3.0</td>
</tr>
</tbody>
</table>

** English for International Student (EIS) courses or MIDP English Practicums which may be required are in addition to the 48 credits and do not count toward the degree.
Students following the two-year track under the Public Financial Management Program are required to take the following seminars:

### Two-Year Public Financial Management (PFM) Course Requirements

(48 course credits)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>Public Policy 701 (Economic Foundations for Development)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 700S (Policy Analysis for Development)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 770 (Public Finance in Developing and Emerging Economies)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 741 (Empirical Analysis for Economic Development)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>(unless exempt by assessment)</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Public Policy 702 (Applied Development Economics)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>9.0</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>Internship, directed research project, or teaching assistantship</td>
<td></td>
</tr>
<tr>
<td><strong>Summer I/II</strong></td>
<td>PARM or TARF (optional) (Project Appraisal and Risk Management Program</td>
<td>(6.0)</td>
</tr>
<tr>
<td></td>
<td>or Tax Analysis and Revenue Forecasting Program)</td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Public Policy 704 (Master’s Project Preparation)</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 776 (Public Budgeting and Financial Administration)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 596 (Evaluation of Public Expenditures)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Public Policy 790 (Development Finance and Resource Allocation)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 778 (Fiscal Decentralization and Local Government Finance)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 705 (Master’s Project Preparation)</td>
<td>2.0</td>
</tr>
</tbody>
</table>

** English for International Student (EIS) courses or MIDP English Practicums which may be required are taken in addition to the 48 credits and do not count toward the degree.

### Eight Elective Courses (24 course credits)

Fellows may choose the remaining half of their courses from any department at Duke or outside institution (UNC-Chapel Hill, NC State, NCCU) through the interinstitutional agreement. Elective courses must be selected in consultation with the academic advisor to ensure that the course is appropriate. Please note important regulations regarding elective courses:

Only six credits (two classes) of undergraduate courses (courses numbered at 499 and below) may be counted toward the two-year degree. A grade of B- or better must be earned in order for the undergraduate course to count toward the degree.

In order to enroll in classes with interinstitutional partners, a maximum of two classes per term may be taken interinstitutionally provided the student is also registered for the balance of their normal load at the home institution.

Physical education, music, foreign language, and other recreational elective courses do not count toward the degree. Recipients of the Foreign Language and Area Studies (FLAS) scholarship may count up to six credits of undergraduate language study toward the degree.

### Summer Internship

The summer internship is required for the two-year degree and is performed between the first and second year of study. The internship is a full-time position lasting at least ten weeks. A self-assessment and supervisor assessment must be submitted to the assistant director, professional development services upon completion of the internship. Summer courses and/or programs may not serve as a substitute for a required internship.

### Master’s Project

Two-year fellows are required to complete a final master’s project during their second year of study. The master’s project is a thirty- to thirty-five-page paper required of all candidates for the master’s degree. It is intended to demonstrate mastery in defining a policy problem, analyzing it in an interdisciplinary manner, and recommending a specific course of action to address that problem. More specifically, the master’s project must also measure up to the standards of good analysis, including a precise definition of the problem, careful evaluation of the evidence from an interdisciplinary viewpoint, review of other countries’ experiences, identification of important costs and benefits, and a clear presentation of the results and recommendations. Additional guidelines on the master’s project are issued annually.

### One-Year Degree Requirements

Ten graded courses (30 course credits) are required to obtain the one-year degree. The courses are completed over two academic semesters and one summer session. Courses must be divided as follows:

- Four MIDP Seminars (12 course credits) including these mandatory seminars:
  - Public Policy 700S (Policy Analysis for Development) 3 course credits
  - Public Policy 598 (Economic Growth and Development Policy) 3 course credits
  - Public Policy 741 (Empirical Analysis for Economic Development) 3 course credits
  - Public Policy 704 (Master’s Project Preparation seminar) 1 course credit
  - Public Policy 705 (Master’s Project) 2 course credits
The remaining MIDP seminars may be chosen from courses offered by MIDP each semester or those listed as MIDP substitute courses on the MIDP course information sheet distributed each semester.

Students following the one-year degree track under the International Taxation Program specialization are required to take the following seminars:

**One-Year International Taxation Program (ITP) Course Requirements**

(30 course credits)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Public Policy 770 (Public Finance in Developing and Emerging Economies)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 700S (Policy Analysis for Development)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 704 (Master’s Project Preparation)</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 598 (Economic Growth and Development)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 779 (Sales/Value-Added Tax Law)</td>
<td>2.0</td>
</tr>
<tr>
<td>Spring</td>
<td>Public Policy 771 (Comparative Tax Policy)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 772 (Comparative Tax Administration)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Law 255 (Federal Income Tax Law)</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 705 (Master’s Project Preparation)</td>
<td>2.0</td>
</tr>
<tr>
<td>Summer I/II</td>
<td>PARM or TARP (Project Appraisal and Risk Management Program or Tax Analysis and Revenue Forecasting Program)</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**English for International Student (EIS) courses or MIDP English Practicums which may be required are taken in addition to the 30 credits and do not count toward the degree.**

Students following the one-year degree track under the Public Financial Management specialization are required to take the following seminars:

**One-Year Public Financial Management (PFM) Course Requirements**

(30 course credits)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Public Policy 770 (Public Finance in Developing and Emerging Economies)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 700S (Policy Analysis for Development)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 704 (Master’s Project Preparation)</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 776 (Public Budgeting and Financial Administration)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 741 (Empirical Analysis for Development)</td>
<td>3.0</td>
</tr>
<tr>
<td>Spring</td>
<td>Public Policy 702 (Applied Development Economics)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 790 (Development Finance and Resource Allocation)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 778 (Fiscal Decentralization and Local Government Finance or elective)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Public Policy 705 (Master’s Project Preparation)</td>
<td>2.0</td>
</tr>
<tr>
<td>Summer I</td>
<td>PARM (Project Appraisal and Risk Management Program)</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**English for International Student (EIS) courses or MIDP English Practicums which may be required are taken in addition to the 30 credits and do not count toward the degree.**

**Six Elective Courses (18 course credits)**

Fellows may choose the remainder of their courses from any department at Duke or outside institution (UNC-Chapel Hill, NC State, NCCU) through the interinstitutional agreement. Elective courses must be selected in consultation with the academic advisor. Please note important regulations regarding elective courses:

- Foreign Language courses do not count toward the one-year degree and must be taken in addition to the thirty required credits. English courses do not count toward the one-year degree.
- Only six credits (two classes) of undergraduate courses (course number 499 or below) may be counted toward the degree and one must receive a B- or better. Recipients of the FLAS may count up to six credits of undergraduate language study toward the degree.
- Physical education, music, and other recreational elective courses will not be counted toward the degree.

**Summer Internship**

The summer internship is not required for completion of the one-year degree, but is recommended. One-year degree candidates who wish to perform an internship may do so upon completion of their studies.
Master’s Project

One-year fellows are required to complete a final master’s project and will start this process during their first semester of study. The master’s project is a thirty- to thirty-five-page paper required of all candidates for the master’s degree. It is intended to demonstrate mastery in defining a policy problem, analyzing it in an interdisciplinary manner, and recommending a specific course of action to address that problem. More specifically, the master’s project must also measure up to the standards of good analysis, including a precise definition of the problem, careful evaluation of the evidence from an interdisciplinary viewpoint, review of other countries’ experiences, identification of important costs and benefits, and a clear presentation of the results and recommendations. Additional guidelines on the master’s project are issued annually.

Nondegree Certificate Requirements

Eight courses (24 course credits) are required to obtain the nondegree certificate. These courses are taken over the course of two academic semesters. Because this certificate is nondegree, it must appear on Duke transcripts as ‘discontinued,’ as nondegree programs cannot be conferred. A note will be added to the transcript that all requirements have been met and completed. Courses must be divided as follows:

- Four MIDP Seminars (12 course credits) including these mandatory seminars:
  - Public Policy 700S (Policy Analysis for Development) 3 course credits
  - Public Policy 701 (Economic Foundations for Development) 3 course credits
  - Public Policy 702 (Applied Development Economics) 3 course credits
  - Public Policy 741 (Empirical Analysis for Economic Development) 3 course credits

Four Elective Courses

Fellows may choose the remainder of their courses from any department at Duke or outside institution (UNC-Chapel Hill, NC State, NCCU) through the interinstitutional agreement. Elective courses must be selected in consultation with the academic advisor. Please note important regulations regarding elective courses:

- Language courses do not count toward the nondegree certificate.
- Physical education, music, and other recreational elective courses will not be counted towards the certificate.

In order to enroll in classes with interinstitutional partners, a maximum of two classes per term may be taken interinstitutionally provided the student is also registered for the balance of their normal load at the home institution.

Summer Internship

The summer internship is not required for completion of the nondegree certificate. Nondegree candidates who wish to perform an internship may do so upon completion of their studies.

Master’s Project

The Master’s Project is not required for the nondegree certificate.

Concurrent Graduate Certificate

DCID offers a graduate-level certificate to students enrolled in other graduate-level programs at Duke or other area universities who are interested in acquiring knowledge of international development. The certificate requires enrollment and will appear on the student’s academic record. The following courses must be completed by the student’s final semester of study in order to earn the certificate:

- a development management seminar (3 course credits)
- a development economics seminar (3 course credits)
- an international development-oriented elective course (6 course credits)

Students must complete a total of 12 credits, of which 6 must be taken at Duke. Lists of courses which fulfill each of the above categories are provided to students enrolled in the certificate each semester. Students interested in the concurrent International Development Policy certificate are strongly encouraged to discuss this with their program advisor to ensure all requirements for the certificate may be completed in conjunction with their degree programs. Once a student has enrolled in the certificate, it cannot be removed from their academic record and will appear as “discontinued” if the requirements are not met by graduation.

Grades

Grades in the MIDP program are as follows: A, B, C, F, I, X, Z, and W.

- I (incomplete) indicates that some portion of the student’s work is lacking, for an acceptable reason, at the time the grades are reported. Sanford School graduate students have up to one year to resolve an incomplete (I), or it will become a permanent part of the student’s record. The student and instructor should coordinate a timeline for submission of the missing work. Program or continuation fees may be assessed for students who must register for an additional semester to resolve an incomplete.

- The grade of X indicates that a student has missed the final examination for a course and must make it up by the end of the fifth week of the following semester to receive a grade for the course.

- The grade of Z indicates satisfactory progress at the end of the first semester of a two-semester course. For graduate students enrolled in the summer session, a temporary I for a course may be assigned after the student has submitted a written request. If the request is approved by the instructor of the course, then the student must satisfactorily complete the work prior to the last day of classes of the subsequent summer term.

- A grade of W indicates that the student officially withdrew from the course.
- A grade of F in a core course normally occasions withdrawal from a degree program not later than the end of the ensuing semester or term; a grade of F in any other course occasions at least academic probation.

In order to be certified as making satisfactory progress toward the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize not only their financial support, but their continuation in the graduate program.
Tuition and Fees

2017-2018 Tuition and Fee Estimates

Costs for first year of study (costs for second year of study may be based on a three to five percent increase of the below figures)

<table>
<thead>
<tr>
<th>Two-Year Program (48 credits/nine-month academic year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
</tr>
<tr>
<td>Registration fee</td>
</tr>
<tr>
<td>Student health center fee ($397/semester)</td>
</tr>
<tr>
<td>Transcript fee (one-time fee)</td>
</tr>
<tr>
<td>Sanford School fee ($50/semester)</td>
</tr>
<tr>
<td>Recreation Facilities fee ($143.50/semester)</td>
</tr>
<tr>
<td>Duke Graduate Student Activity fee ($17.75/semester)</td>
</tr>
<tr>
<td>Graduate Student Services fee ($10/semester)</td>
</tr>
<tr>
<td>Duke Student Health Insurance</td>
</tr>
<tr>
<td><strong>Total for first year of study</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One-Year Program (30 credits/eleven-month academic year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
</tr>
<tr>
<td>Registration fee</td>
</tr>
<tr>
<td>Student health center fee ($397/semester)</td>
</tr>
<tr>
<td>Transcript fee (one-time fee)</td>
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</tr>
<tr>
<td>Graduate Student Services fee ($10/semester)</td>
</tr>
<tr>
<td>Duke Student Health Insurance</td>
</tr>
<tr>
<td>Summer tuition (two courses @ $1,565 per credit)</td>
</tr>
<tr>
<td>Summer student health fee (estimate)</td>
</tr>
<tr>
<td><strong>Total for one-year degree</strong></td>
</tr>
</tbody>
</table>

Proof of Funding for Living Expenses

Before visa documents will be issued, international students must show proof of adequate funding for living expenses that will be incurred during the first year of study. Estimated living expenses are US $1,600/month for a single person. Students entering the two-year program must prove possession of the year of study ($1,600/month x 12 months), for a total of $19,200. Students entering the one-year program must demonstrate possession of funds for the entire eleven-month program period* ($1,600/month x 11 months), for a total of $17,600. Additional proof of funding is required if students will be accompanied by a spouse and/or children. The amount of funding that must be demonstrated for a spouse is $750/month and the amount for each child is $350/month. For example, if an international student wishes to bring a spouse and two children with him or her for the duration of the one-year program, he or she would need to prove an additional $15,950 of funding ($750/month x 11 months + $700/month x 11 months).

MIDP Financial Awards

MIDP offers financial awards in the form of partial tuition waiver scholarships to the strongest applicants. MIDP is unable to offer full scholarships or assistance with fees or living stipends.

Special Scholarship Programs

**Paul D. Coverdell Fellows Program.** The Coverdell Fellows Program offers scholarships in exchanges for community service to qualified returned Peace Corps volunteers (RPCVs) who have completed two years of service. RPCVs accepted under this program are required to perform community service internships during the academic year. The current academic year scholarship award for Coverdell Peace Corps Fellows is a $14,000 tuition scholarship.
Rotary Peace Fellowship. Each year, MIDP hosts up to five recipients of the Rotary Peace Fellowship, a scholarship which provides full tuition, fees, and a living stipend to awardees. Students must first be selected to receive a Rotary fellowship, and then apply for admission to the MIDP, or one of several master’s programs at The University of North Carolina at Chapel Hill. For additional information about the Duke-UNC Rotary Center for International Studies in Peace and Conflict Resolution, please refer to the full description below.

One of only five such centers for International Studies in Peace and Conflict Resolution in the world, The Duke-UNC Rotary Center is funded by a grant from the Rotary Foundation. The center’s mission is to promote peace through a holistic approach by combining conflict resolution methods, peace building and conflict prevention with an emphasis on more sustainable economic, political and human development. Each year, up to five fellows enroll at Duke in the Master of International Development Policy (MIDP) program and up to five fellows enroll at UNC in one of several master’s degree programs in the social sciences (e.g. anthropology, economics, education, political science, sociology, city and regional planning) or public health. For more information, visit http://www.rotarypeacecenternc.org/.

Oliver Oldman Scholarship in International Taxation and Public Financial Management

DCID established the Oliver Oldman Memorial Scholarship in 2009-10 to honor Professor Oliver Oldman, who directed and nurtured the International Taxation Program while it was hosted by Harvard Law School for many years. The Oliver Oldman Scholarships have now been expanded to support up to eight Fellows per academic year who are enrolled in the MIDP with a specialization in international taxation and/or public financial management. A scholarship covers between 50% and 100% of the full costs of tuition, fees, health insurance, and living expenses (lodging, food, books, incidentals, etc.) are not included.

All applicants with a focus on international taxation and/or public financial management who are not sponsored by an employer or donor agency will automatically be considered for a scholarship. For applicants to the two-year program, consideration is given to making the scholarship available in the second year as well based on satisfactory academic performance in the first year. The primary criterion for selection is evidence of scholarly interest in the study of international taxation and/or public financial management. Preference will be given to individuals who demonstrate academic merit in international taxation and/or public financial management and who have demonstrated financial need.

Decisions will be made based on the MIDP application materials. A separate scholarship application is not required.

Magdalena Yesil Fellowship

The Magdalena Yesil Fellowship Fund is a scholarship endowment for professional students in the Sanford School of Public Policy. It provides full or partial fellowships to incoming MIDP or MPP students interested in sustainable development, nation-building, or conflict resolution in Armenia or the surrounding region. To apply for this fellowship, applicants must upload a separate statement describing their interest in Armenia or the surrounding region and their professional goals. NOTE: Availability of funds under this fellowship varies from year to year.

International Volunteer Fellowship

The MIDP program offers one International Volunteer Fellowship every year to an admitted fellow who has completed at least one year of volunteer service outside his or her country of origin. The IVF is competitive and consists of a tuition scholarship (25 percent of tuition costs). The award is in recognition of overseas volunteer service done with an organization engaged in the broad field of international development. Such organizations may include faith-based organizations, nonprofit organizations, corporate volunteer programs, government volunteer programs (e.g. World Friends Korea, Japan Overseas Cooperation Volunteers (JOCV), Peace Corps or the United Nations volunteer program).

Other DCID Training Programs and Activities

Executive Education

Summer Open Enrollment

DCID offers six open-enrollment programs every summer on the Duke campus:

- Project Appraisal and Risk Management (PARM) provides participants with training related to financial, economic, stakeholder and risk analysis, as well as risk management of projects and programs. Faculty Directors: Fernando Fernholz and Graham Glenday
- Transfer Pricing: Policy and Practice provides tax administrators with insight into the complex world of transfer pricing, allowing government officials to develop sound transfer pricing rules that balance the needs of government and business. Faculty Director: Peter A. Barnes
- Tax Analysis and Revenue Forecasting (TARF) provides participants with training related to the economic foundations of tax policy, revenue forecasting, statistical techniques, and computer-based revenue estimation models for the value added tax, personal and corporate income tax, excises, property tax and trade taxes, and taxes on natural resources. Faculty Director: GP Shukla
- Program on Fiscal Decentralization and Local Government Financial Management (PFD) provides participants with training related to theory and practice of fiscal decentralization, and the role of central and local governments in implementing efficient, equitable, and accountable decentralization reforms for improving local governance and public service delivery. Faculty Director: Roy Kelly
- Budgeting and Financial Management in the Public Sector (BUDGET) provides participants with training related to negotiations, revenue forecasting, performance budgeting, debt management, foreign aid management and fiscal decentralization. Faculty Director: GP Shukla and Graham Glenday
- Monitoring and Evaluation for Development (MSED) helps participants learn the key steps and analytical tools to design and monitor programs and develop an analytical framework to evaluate their performance and outcomes.
**Custom Programs**

These programs are offered to governments and international agencies in need of training directly related to their regional and professional needs. The content of the programs are adapted based on the needs and professional experience of the participants. The programs may be held in-country, on the Duke campus, or both as needed and vary in length from one week to a full academic semester. Recent programs have been held for government officials from China, India, Kazakhstan, and Thailand.

**International Advising**

DCID faculty are engaged around the world in advising services with government ministries, international agencies, and NGOs. Advising initiatives enable DCID to put knowledge in the service of society and garner experience applicable to classroom training. Areas of expertise include fiscal decentralization, project appraisal and risk management, public finance, and tax policy.
The PhD in public policy is a research-based, interdisciplinary social science degree. Graduates of the program are prepared for academic careers and professional positions in research, consulting firms, or public agencies.

The program requires a two-course sequence in theories of political economy and coursework in three other social science disciplines. Students designate a disciplinary concentration in economics, political science, psychology, or sociology, as well as a policy focus, such as social policy, globalization and development, or health policy.

Graduate School Requirements

Doctoral students should note that policies and procedures for admission, registration, academic regulations, and requirements for degrees are given in detail in the Bulletin of The Graduate School and not repeated in detail here. Please consult the website of Duke University Graduate School at www.gradschool.duke.edu/ regarding policies, procedures, deadlines, and forms.

Public Policy PhD Program Requirements Overview

The Public Policy PhD Program requires students to complete a set of core public policy course requirements:

- Public Policy 901 (Political Economy of Public Policy), Public Policy 902 (Ethics of Public Policy);
- a microeconomics course (various courses can fulfill this requirement);
- complete disciplinary concentration and research methodology requirements, including sub-field requirements, in one of the following areas:
  - economics requirements, including sub-field requirements, in one of the following areas:
  - political science
  - psychology
  - sociology
- complete at least one course in each of the following disciplines:
  - economics
  - political science
  - psychology
  - sociology
- complete a director of graduate studies-approved course of study focusing on a particular policy area;
- complete a yearlong (two-course) research seminar leading to the dissertation proposal;
- complete the equivalent of sixteen courses (minimum), equaling forty-eight credits (see checklist below);
- attain dissertation status, including meeting qualifying requirements, passing a comprehensive exam by the beginning of the third year, and passing the preliminary exam, by the end of the third year;
- pass a final examination, which consists of an oral defense of a dissertation to an approved supervisory committee (typically completed by the end of the fifth year);
• regularly attend and participate in a weekly seminar in which faculty present their research as models of the kind of interdisciplinary work relevant to public policy; and
• regularly attend and participate in a weekly seminar in which students present their research and receive constructive feedback from their peers and faculty mentors.

Checklist of the Sixteen (Minimum) Required Courses—Total of 48 Course Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Policy 901 (Political Economy of Public Policy)</td>
<td>3</td>
</tr>
<tr>
<td>Public Policy 902 (Ethics of Public Policy)</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics 1</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics 2</td>
<td>3</td>
</tr>
<tr>
<td>Disciplinary concentration 1 – Research Methods</td>
<td></td>
</tr>
<tr>
<td>Disciplinary concentration 2 – Research Methods</td>
<td></td>
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<tr>
<td>Disciplinary concentration 3 – Subfield Elective</td>
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<tr>
<td>Disciplinary concentration 4 – Subfield Elective</td>
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<tr>
<td>Disciplinary concentration 5 – Subfield Elective</td>
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<tr>
<td>Policy area elective 1</td>
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<tr>
<td>Policy area elective 2</td>
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<tr>
<td>Policy area elective 3</td>
<td>3</td>
</tr>
<tr>
<td>Nonconcentration social science 1</td>
<td>3</td>
</tr>
<tr>
<td>Nonconcentration social science 2 for disciplinary concentration of Economics or elective for disciplinary concentration of Political Science, Psychology or Sociology</td>
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</tr>
<tr>
<td>Public Policy 908 (Dissertation Proposal Seminar 1)</td>
<td>3</td>
</tr>
<tr>
<td>Public Policy 909 (Dissertation Proposal Seminar 2)</td>
<td>3</td>
</tr>
</tbody>
</table>

Public Policy PhD Core Course Requirements

All students in the PhD program take a common set of public policy courses that reflect the interdisciplinary and applied nature of the degree. These courses are intended to introduce students to a core theoretical literature about the nature of political, economic, and social institutions and systems, approaches to modeling how policy interventions translate into policy outcomes, and frameworks for normative evaluation of both processes and outcomes. All students are required to satisfy the policy core course requirements. These are:

- **Public Policy 901 (Political Economy of Public Policy).** A one-semester course to be taken in the first semester of the program intended to introduce students to a core set of social science ideas relevant to public policy. These include theories of collective action, institutions, and governance, all of which draw from economics, political science, and sociology. The goal of the course is to provide students with a broad framework for evaluating market, political and social failures; identifying possible policy interventions; and predicting the ways in which such interventions would translate into policy outcomes.

- **Public Policy 902 (Ethics of Public Policy).** A one-semester course to be taken in the second semester of the program intended to introduce students to normative frameworks for evaluating public policies and governance processes. The course draws on social choice theory, political theory, and social theory. The goal of the course is to provide students with normative and analytical bases to evaluate the public good, trade-offs between efficiency and equity, political legitimacy, and justice.

- **Microeconomics.** Microeconomic thinking is a central skill for understanding how individual preferences and behaviors translate into certain forms of collective action and, therefore, is a key analytic tool for public policy, as it has become for political science and economics. Every student is required to reach a level of proficiency in microeconomics. For students in the economics disciplinary concentration, the microeconomics requirement is fulfilled by successful completion of Economics 701 (Microeconomics I) and Economics 705 (Microeconomics II). For students in the political science or sociology disciplinary concentrations, the microeconomics requirement is fulfilled by successful completion of Public Policy 810 (Microeconomics and Public Policy Making), and Public Policy 811 (Microeconomics: Policy Applications), and the associated PhD-level discussion sections and problem sets.

Disciplinary Concentration Requirements Overview

Although the Public Policy PhD Program is truly interdisciplinary, it is designed to ensure that students have strength in a particular disciplinary tradition. Students designate a disciplinary concentration when applying to the program. They may opt to concentrate in economics, political science, psychology, or sociology.

A minimum of fifteen credits in a discipline is required. Students take basic research methods courses (a minimum of six credits) in their disciplinary department. Students also take courses satisfying requirements in one designated sub-field in their discipline, and they are expected to meet appropriate qualifying or preliminary standards in that sub-field as would be required of a disciplinary PhD candidate.

Although a disciplinary concentration is required, public policy PhD students are also expected to gain knowledge in the other core disciplines. Thus, every student is required to take at least one course in each of the core disciplines: economics, political science, psychology, and sociology.

Policy Area Focus Overview

In addition to gaining strength in a particular disciplinary tradition, public policy PhD students acquire depth in the policy area in which they will write a dissertation. Students take a minimum of six credits in a policy area to fulfill this requirement. Every student develops a plan of study to be approved by both the PhD program director of graduate studies and the student’s faculty advisor that satisfies the policy area requirement and prepares the student for the policy-area qualifying exam.
Students primarily focus on policy areas in which Duke has particular strength: social policy, globalization and development, health policy, media and democracy, and environmental policy. Although these are the primary areas in which Duke's public policy PhD students concentrate, students have the option, subject to approval of the director of graduate studies, to adopt another policy area focus.

**Interdepartmental Electives**
Students can take electives in departments across the university to satisfy their policy area requirements.

Once the student has found a course of interest, the student should initiate this process for obtaining permission to take an elective outside of the public policy department:
1. Contact the course instructor to receive his/her written permission to take the course.
2. Bring this written permission and a description of the course to the PhD director of graduate studies to discuss its value to the program of study.
3. Give a copy of the permission form to the PhD program coordinator.
4. For Trinity College of Arts & Sciences courses, take the signed permission letter(s) to the Office of the University Registrar (Smith Warehouse, 114 Buchanan St., Bay 9, 2nd floor) to be manually registered for the course. For Duke Law School courses, visit the PhD program coordinator’s office to pick up a Duke Law School course registration form. For Fuqua courses, visit [http://www.fuqua.duke.edu/student_resources/registration/non_fuqua_students/](http://www.fuqua.duke.edu/student_resources/registration/non_fuqua_students/) for a link to instructions and forms to facilitate registration.

**Electives Outside of Duke**
Elective courses offered at other area universities, including The University of North Carolina at Chapel Hill, North Carolina State University, and North Carolina Central University, provide further options for social policy electives.

Once a student has found a course of interest, the student should initiate the Interinstitutional Registration process:
1. Contact the course instructor to receive his/her written permission to take the course.
2. Print out the interinstitutional registration form available at [https://registrar.duke.edu/special-registrations/interinstitutional-registration](https://registrar.duke.edu/special-registrations/interinstitutional-registration).
3. Bring this written permission, a description of the course, and the completed interinstitutional registration form to the PhD director of graduate studies to discuss the course and have the form signed.
4. Bring all permission information and forms to the PhD program coordinator, who will forward them to the interinstitutional registration specialist at the Duke University Office of the University Registrar.

**Qualifying Requirements, Dissertation, and Defense**
Throughout their course of study in Duke’s PhD in public policy program, doctoral students are required to meet qualifying requirements. Failure to meet any of these requirements may result in dismissal from the PhD in public policy program.

Qualifying requirements for the Public Policy PhD Program include:
- Satisfactory performance in the core public policy and disciplinary departmental courses (3.0 GPA or better average). Students concentrating in economics must show satisfactory performance (B- or better) in the PhD-level microeconomics and econometrics courses.
- Passing a qualifying exam on theories of public policy. This exam is common to all students, and is normally taken at the end of the first year as part of Public Policy 802.
- Passing a comprehensive exam that encompasses an evaluation of an individual’s knowledge of a disciplinary concentration and policy area focus. This exam is typically taken at the beginning of year three.
- Passing a preliminary exam that is also a defense of a dissertation prospectus at the end of year three.

Ordinarily, credit is not allowed for graduate courses (including transfers) or foreign language examinations that are more than six years old at the date of the preliminary examination. Similarly, credit will not be allowed for a preliminary examination that is five years old at the date of the final examination. In cases of exceptional merit, however, the dean of The Graduate School may extend these limits. Should the five-year limits be exceeded, the student’s department must submit to the dean specific requirements for revalidating credits or examinations.

Doctoral students should visit the website of The Graduate School at [https://gradschool.duke.edu/](https://gradschool.duke.edu/) regarding policies, procedures, deadlines, and forms for requirements and policies regarding the qualifying requirements and procedures for the PhD committee, dissertation, and defense.

The PhD committee is composed of at least four members. At least two of these members will have primary or secondary appointments in the Public Policy school. The committee must be chaired by a faculty member with the rank of assistant, associate, or full professor who holds a primary appointment in public policy. At least one member of the committee must represent the student’s minor or related area; at least three must represent the major. All members must be full or term faculty of the Graduate School of Duke University. It will be appointed by the director of graduate studies, in consultation with the student, early enough to advise in the formulation of the student’s program and in defining the research topic for the dissertation.

The committee must be appointed and approved by the associate dean of The Graduate School at least two months before the student’s preliminary examination. The director of graduate studies recommends the committee’s composition to the dean by means of a committee approval form provided by The Graduate School ([https://gradschool.duke.edu/academics/academic-policies](https://gradschool.duke.edu/academics/academic-policies)).

The date of the associate dean’s signature on the committee approval form serves as the official date of record for committee approval. The director of graduate studies and/or the student is responsible for notifying the members of the committee of their appointment and for scheduling all examinations. Normally, the same committee administers both the preliminary and the dissertation examinations. The procedure for establishing the original committee should be followed in making any necessary changes in a student’s committee. All such changes in a committee must be formally approved by signature of the associate dean before the exam takes place, or the exam may be invalidated.

Members of the committee are drawn from the graduate faculty of Duke University. At least one member of the committee must represent the student’s minor or related area; at least three must represent the major. Occasionally requests to appoint persons not on the full-time graduate faculty—especially members of the graduate faculties of The University of North Carolina at Chapel Hill and North
The MA in Public Policy

PhD students in good standing become eligible to receive an MA degree upon successful completion of the comprehensive exam, typically administered at the beginning of a student’s third year in residence. Students who elect to exit the PhD program, or who fail one or more qualifying requirements up to and including the comprehensive exam, may be eligible to earn an MA in public policy, under conditions described below.

I. Option 1

Description:
Students enrolled in the PhD program in public policy who have met all coursework requirements and successfully passed the Comprehensive Exam may apply for an MA in public policy as they continue to work toward the PhD degree. Students interested in obtaining the MA must apply to receive it and bring the necessary forms to be signed by the Comprehensive Exam Committee. Receipt of the MA in public policy precludes students from obtaining master’s degrees in any other area during the course of their doctoral studies.

A. Coursework
Students must pass at least ten 3-credit graduate courses. These courses must include the following:
- Public Policy 901
- Public Policy 902
- two courses in research methods
- two courses in a disciplinary subfield within economics, political science or sociology (See Course Planning Requirements)
- two public policy electives in a specific policy area (500 level or above)

B. Completion Exercise: The Comprehensive Exam
The Comprehensive Exam is designed to assess a student’s mastery of existing scholarly work in an area delimited by traditional disciplinary subfield and policy area and is taken at the beginning of a student’s third year in the PhD program. The Comprehensive Exam will consist of three components: 1) a research paper to be initially submitted in advance of the exam, with a revision due on the date of the written exam, 2) the written exam itself, and 3) an oral follow-up with the three-member examination committee. The paper and written test collectively serve the role of a completion exercise, and the oral follow-up serves as the defense of this completion exercise. Literature Review Option (replaces the written exam): Instead of an eight-hour written test, students may opt to write a journal-length manuscript that reviews and synthesizes a literature and/or makes a theoretical contribution to a field. The manuscript should indicate mastery of literature, and the author should synthesize and critically examine a field of research. The intent is to help the student grow these research skills and add to their academic accomplishments/vita.

The standard for passing the comprehensive exam at the MA level is intended to be lower than the standard for passing at the PhD level, thus a comprehensive exam committee may simultaneously deliberate (a) whether a student has met the standard to continue in the PhD program in good standing and (b) conditional on failing to meet this threshold, whether the student has met the requirements to receive the MA degree.

II. Option 2: “Accelerated” MA

Rationale:
The proposed “accelerated” master’s degree for PhD students in public policy draws heavily from similar degrees available to PhD students in the political science, economics, and sociology departments at Duke. The option is primarily intended for those students who have completed the majority of the coursework for the doctoral program but were unable to meet one or more specific qualifying requirements, or for those students who have elected to leave the program voluntarily.

Students interested in pursuing option two must obtain approval from the DGS of the Public Policy PhD Program prior to the oral defense of the MA project.

A. Coursework
The course requirements for option two are identical to those for option one above. Students must pass at least ten 3-credit graduate courses. These courses must include the following:
- Public Policy 901
- Public Policy 902
• two courses in research methods
• two courses in a disciplinary subfield within economics, political science or sociology (See Course Planning Requirements)
• two public policy electives in a specific policy area (500 level or above)

B. Completion exercise: The MA Project

Students, who elect to leave the program before the administration of the comprehensive exam, or those who fail to complete an earlier qualifying requirement, complete an MA project in lieu of the comprehensive exam. The MA project should demonstrate the student’s ability to collect, interpret, and analyze pertinent material on a research problem. Ideally, the MA project will be a paper of approximately twenty to thirty pages double spaced. Students may choose to expand upon a term paper to fulfill this requirement. Student projects will be completed under the supervision of a faculty advisor. The project will be the principal topic of a final oral examination conducted by the advisor and two other public policy faculty members and scheduled to meet posted Graduate School deadlines for master’s examinations (https://gradschool.duke.edu/academics/preparing-graduate/graduation-deadlines).

University Program in Environmental Policy (UPEP)

Duke’s UPEP (University Program in Environmental Policy) PhD program, jointly administered by the Sanford School of Public Policy (SSPP) the Nicholas of the Environment (NSOE), is a five-year program for intense research training, it combines disciplinary rigor—starting with the core PhD courses in the economics or the political science department—with topical knowledge and policy processes.

UPEP draws on the extensive resources of both schools and in fact numerous departments and research institutes at Duke. Its students work with PhD students in other disciplines, within each School and across Duke. UPEP’s students and faculty conduct world-class research in both domestic and international contexts on topics including climate change, air quality, water quality, biodiversity, community resource management, ecosystem services, energy, environmental health, fisheries, forest management and overlaps with poverty and development. Graduates are prepared for academic positions in a range of departments as well, as professional schools (including all schools of environment and of public policy), in addition to domestic and international public agencies, environmental organizations, research institutes, and policy consulting firms.

UPEP builds on a long history at Duke of engagement with environmental policy issues. NSOE’s predecessors—School of Forestry, Marine Lab and Geology Department—were founded in the 1930s. SSPP traces its history to the formation of the Institute of Policy Sciences and Public Affairs in 1971. Each school has offered environment-focused PhD training for many years. UPEP was created in 2010 to bring together groups at Duke already engaged in similar types of social science research and training in the environment—the first PhD program in the US that is jointly administered by a school of the environment and a school of public policy.

Students seeking admission to UPEP should apply to The Graduate School, specifying UPEP. Applicants are encouraged to contact faculty members to learn more about their current research projects and interest in accepting new doctoral students. Direct inquiries to the Assistant to the Director of Graduate Studies, UPEP, upep-inquiry@duke.edu, Graduate Studies, University Program in Environmental Policy, Box 90328, Duke University, Durham, NC 27708. Further information about UPEP can be found online at https://nicholas.duke.edu/programs/doctoral/upep.

Financial Aid

Duke University and the Sanford School of Public Policy are committed to supporting public policy PhD students for five years through a combination of scholarships, fellowships, research or teaching assistantships, and stipends, provided that students maintain satisfactory progress in the program.

For more information about financial support for PhD students at Duke, visit http://gradschool.duke.edu/financial_support/.

In addition to those awards available through the university, applicants are urged to compete for national and foundation awards available for graduate study. A website maintained by Duke’s Office of Research Support lists awards available from a variety of federal and private sources, as well as awards funded by the university. External awards, which are prestigious and a valuable acknowledgement of a student’s intellectual project and promise typically replace departmental or Graduate School awards. Visit the Office of Research Support website for detailed information about external financial awards: http://www.ors.duke.edu/orsmanual/graduate-and-professional-student-funding.

Faculty

The Sanford School’s Public Policy PhD faculty members represent diverse disciplinary backgrounds and numerous research interests. The Public Policy PhD Program faculty consists of all members of the graduate faculty of Duke University with primary or secondary appointments in the Sanford School of Public Policy as well as members of the graduate faculties in the departments of political science, economics, sociology and other relevant departments, and of the faculties of the Nicholas School of the Environment, The Fuqua School of Business, Duke Law School, and other professional schools.

Financial Information for PhD Students

PhD Tuition and Fees

The Graduate School determines the annual tuition, fees, and stipend amounts for students in PhD programs. Although many PhD students will receive financial assistance for their graduate education, students are responsible for ensuring that they have the means to support themselves, and the ability to pay tuition and fees due the university. Below is a summary of the estimated costs for the academic year.
Tuition

Tuition is charged on a per semester basis for PhD students, and on a per unit basis for master’s and nondegree students.

For new PhD students entering in 2017-2018, the charge for tuition is $25,750 per semester. A charge for tuition is levied for six semesters of graduate study. One semester of credit may be granted for those entering with a previous graduate degree or for nondegree work done at Duke prior to matriculation.

### 2017-2018 Academic Year Expenses for PhD Students

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Tuition ($25,750/semester - years 1-3, Fall/Spring)</td>
<td>$51,500</td>
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<tr>
<td>Tuition ($3,560/semester - years 4+)</td>
<td>$7,120</td>
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<tr>
<td>Health Fee ($397/semester)</td>
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<tr>
<td>Insurance¹</td>
<td>$2,650</td>
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<tr>
<td>Transcript Fee (First year only)</td>
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<tr>
<td>Activity Fee ($18/semester)</td>
<td>$36</td>
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<tr>
<td>Student Recreation Fee ($143 in Fall and $144 in spring semester)</td>
<td>$287</td>
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<tr>
<td>Books and supplies</td>
<td>$1,240</td>
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<tr>
<td>Room²</td>
<td>$8,712</td>
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<tr>
<td>Board</td>
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<tr>
<td>Transportation &amp; Misc</td>
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<tr>
<td><strong>Annual Total (PhD years 1-3)</strong></td>
<td><strong>$75,141</strong></td>
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<tr>
<td><strong>Annual Total (PhD years 4+)</strong></td>
<td><strong>$30,721</strong></td>
</tr>
</tbody>
</table>

**Fees**

**Transcript Fee:** All entering students will be charged in the fall semester a one-time mandatory fee of $40 for transcripts. This fee entitles the student to an unlimited number of Duke transcripts.

**Student Health Fee:** All full-time students and part-time degree candidates are assessed a fee each semester for the use of the Student Health Service. For fall and spring, the fee (subject to change) is $794 ($397 each semester). The Student Health Service fee for summer 2018 is $280. This fee is distinct from health insurance, and does not provide major medical coverage.

**Health Insurance:** Students will be charged for health insurance in the fall semester, unless proof of other health insurance is provided. For 2017-2018, the Student Health Insurance is estimated to be $2,650 for the full year. Information on the coverage provided by this insurance is available from the bursar’s office. Please review Student Health Insurance information provided by Blue Cross Blue Shield of North Carolina.

**Activity Fee**

All graduate students will be charged a student activity fee of $18 per semester. See [GPSC](#) for more information.

### Recreation Fee

All graduate students will be charged a recreation fee for the use of on-campus facilities. The fee is $287 for fall and spring semesters. The recreation fee is mandatory for all PhD students during their first three years. Starting in fall 2017, The Graduate School will pay the recreation fee for all PhD students during their first five years at Duke. After that, students will be responsible for paying it if they want to continue using campus recreation facilities.

### PhD Fellowships and Assistantships

Duke University and the Sanford School of Public Policy are committed to fully supporting public policy PhD students for five years through a combination of scholarships, fellowships, research or teaching assistantships, and stipends, provided that students maintain satisfactory progress in the program. This support includes a scholarship covering full tuition plus the health fee, health insurance, and activity fees for years one to five.

In addition to tuition, fees, and health insurance students will receive a nine-month stipend in the amount determined annually by the Sanford School in consultation with The Graduate School. Students may seek summer employment on or off campus to supplement this annual stipend. In order to receive this stipend, PhD students in public policy will be required to work in a research, teaching or graduate assistantships according to their year of study:

- **Year 1:** Full fellowship, no work requirements
- **Year 2:** Part-time (10 hours/week) assistantship plus fellowship
- **Year 3:** Dissertation Fellowships or full-time (19.9 hours/week) assistantship
- **Year 4:** Dissertation Fellowships or full-time (19.9 hours/week) assistantship
- **Year 5:** Dissertation Fellowships or full-time (19.9 hours/week) assistantship

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¹ Health insurance is a tiered rate based on age, this is the actual or estimated rate for ages 26-34.

² Cost of living expenses vary greatly depending on the individual. These estimates are the 2017-2018 academic year cost of living allowances for US students applying for federal financial aid. This does not include summer costs.
Research Centers and Programs
Research Centers and Programs

The Sanford School of Public Policy provides a dynamic campus hub for interdisciplinary research centers exploring vital policy questions in the field and in the classroom. Headed by a director, the centers have faculty drawn from both the Sanford School and across the university. Some centers also have support staff and research assistants. The centers provide students the opportunity to participate in research projects and special course offerings. The centers also bring in guest speakers and hold conferences of interest to the Sanford community. Listed are both centers housed within the Sanford School, as well as university-wide centers in which public policy faculty are active.

Sanford Affiliates

**Center for Strategic Philanthropy and Civil Society** researches, analyzes, and promotes philanthropy that consistently produces high impact. The center stimulates communication, collaboration, and problem-solving around pressing issues of public policy and philanthropy. It operates the Duke Foundation Research Program. Director: Joel Fleishman, Professor of Law and Public Policy

**Center for the Study of Philanthropy and Voluntarism** promotes the exchange of ideas among students, scholars, policymakers, and practitioners in the nonprofit sector. Director: Charles T. Clotfelter, Z. Smith Reynolds Professor of Public Policy; Professor of Economics and Law

**Counter-Terrorism and Public Policy Fellows Program** provides mid-career military and civilian national security officials with an academic year of instruction in national security studies and the policymaking process, as well as more directed courses in areas such as intelligence, counterterrorism policy, and regional studies. Executive Director: Tim Nichols, Visiting Associate Professor of the Practice, Triangle Center on Terrorism and Homeland Security

**DeWitt Wallace Center for Media and Democracy** works to sustain the accountability function of journalism through research, education, policy development, and professional training. The center manages the Policy Journalism and Media Studies Certificate and the Duke Reporter’s Lab. Director: Bill Adair, Knight Professor of the Practice of Journalism and Public Policy

**Duke Center for International Development** addresses specific policy issues associated with globalization and international development through training, graduate-level education, advisory programs, and related research. Director: Indermit Gill, Professor of the Practice of Public Policy

**Duke Center for Child and Family Policy** seeks to solve problems facing children in contemporary society by bringing together scholars from many disciplines with policymakers and practitioners. Director: Linda Burton, James B. Duke Professor of Sociology, Professor of Public Policy

**Duke-UNC-USDA Center for Behavioral Economics and Health Food Choice Research (BECR)** facilitates new and innovative research on the application of behavioral economics theory to healthy food choice behaviors that would contribute to enhancing the nutrition, food security, and health of American consumers. BECR is particularly interested in promoting healthy and cost-effective food choices for participants in the Supplemental Nutrition Assistance Program (SNAP) and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Director: Peter Ubel, Professor of Business Administration, Medicine and Public Policy

**Hart Leadership Program** is the first endowed undergraduate program at a major university to emphasize ethics, service, social entrepreneurship, and the responsibilities of leadership as part of its curriculum. Director: Alma Blount, Senior Lecturer in Public Policy

**Samuel and Ronnie Heyman Center for Ethics, Public Policy and the Professions** focuses on the changing public policy roles of philanthropic foundations, nongovernmental organizations (NGOs), social enterprises, and other organizations and participants in the nonprofit sector. Director: Joel L. Fleishman, Professor of Law and Public Policy

**The James B. Hunt Institute for Educational Leadership and Policy** is a nationally recognized leader in educational policy, dedicated to empowering governors, policymakers and educational leaders in the development and implementation of strategies to transform public education. Executive Director and CEO: Javaid E. Siddiqi

**POLIS: The Center for Political Leadership, Innovation and Service** engages the Duke community in meeting a great challenge of our time: restoring the health of our politics through leadership, innovation and service. Through our teaching, research, and collective engagement, we aim to inspire and empower Duke students to participate in political life in all its forms, and to improve democratic processes in the US and around the world. Director: Frederick Mayer, Associate Dean for Strategy and Innovation, Professor of Public Policy, Political Science and Environment

**Program on Civil Society** focuses on the changing public policy roles of philanthropic foundations, nongovernmental organizations (NGOs), social enterprises, and other organizations and participants in the nonprofit sector. Director: Joel L. Fleishman, Professor of Law and Public Policy

**Triangle Center on Terrorism and Homeland Security** was launched in 2005 to stimulate cross-disciplinary discussion and scholarship on military, diplomatic and domestic counter-terrorism strategies and policies for preventing and protecting against terrorist attacks. It is cosponsored by Duke, UNC-Chapel Hill, and RTI International. Director: David Schanzer, Associate Professor of the Practice of Public Policy

**Triangle Institute for Security Studies** is an interdisciplinary consortium founded in 1958 and sponsored by Duke, UNC-Chapel Hill and NC State University to advance research and education concerning national and international security, broadly defined. Director: Peter D. Feaver, Professor of Political Science and Public Policy

The World Food Policy Center addresses four broad categories of food issues: hunger, malnutrition and food insecurity; obesity and chronic diseases such as diabetes; agriculture and the environment, including biodiversity, GMOs, climate change, water, and other issues;
Research Centers and Programs

Duke University Research Centers and Institutes Related to Public Policy

Center for Documentary Studies at Duke University teaches, engages in, and presents documentary work grounded in collaborative partnerships and extended fieldwork. CDS promotes documentary work that cultivates progressive change by amplifying voices, advancing human dignity, engendering respect among individuals, breaking down barriers to understanding, and illuminating social injustices. Director: Wesley C. Hogan

Center for Health Policy and Inequalities Research bridges science, law, and public policy to provide policy and legal solutions to crucial public health issues. Director: Kathryn Whetten, Professor of Public Policy and of Community and Family Medicine

Center for Law, Economics, and Public Policy organizes workshops, conferences, and other scholarly activities in the area of law and economics, with a particular focus on the intersection between welfare economics and normative questions regarding legal frameworks, institutions and doctrines. Director: Matthew Adler, Richard A. Horvitz Professor of Law, Professor of Public Policy, and Professor of Philosophy

Center on Law, Ethics and National Security encourages and sponsors teaching, research, and publications concerning national security law topics, as well as conducting conferences and seminars in the national security field. Additionally, it seeks to provide a focus on national security decision-making from an ethical perspective. Executive Director, Charles J. Dunlap, Professor of the Practice of Law

Duke American Grand Strategy Program is an interdisciplinary program that blends education and scholarship. Our mission is to raise future leaders by having students study past strategists and engage with current leaders. Through workshops, distinguished lectures, and courses, participants in AGS have the opportunity to interact with leaders from the world of policy as well as the best scholars writing on these topics today. Director: Peter Feaver, Professor of Political Science and Public Policy

The Duke Population Research Institute (DuPRI) is dedicated to the conceptual unification of the demographic sciences. Its affiliated faculty and research scientists are drawn from the fields of sociology, public policy, economics, biology, genetics, botany, and applied and pure mathematics, among others. Associate Director: M. Giovanna Merli, Professor of Public Policy and Sociology, Research Professor of Public Health

Kenan Institute for Ethics is a university-wide initiative that supports the study and teaching of ethics and promotes moral reflection and commitment in personal, professional, community, and civic life. The institute's work is guided by the conviction that universities have a responsibility to prepare students for lives of personal integrity and reflective citizenship by nurturing their capacities for critical thinking, compassion, courage, and their concern for justice. Nannerl O. Keohane Director: Suzanne Shanahan, Associate Research Professor of Sociology

Nicholas Institute for Environmental Policy Solutions' mission is to become the nation's leading source of effective solutions to critical environmental problems by providing decision makers in the public and private sectors with unbiased evaluations of policy risks and rewards, and innovative, practical ideas for meeting complex challenges. Director: Timothy Profeta, Associate Professor of the Practice of Public Policy

Program in Public Law promotes better understanding of our nation's public institutions, of the constitutional framework in which they function, and of the principles and laws that apply to the work of public officials. Codirectors: Christopher Schroeder, Charles S. Murphy Professor of Law and Public Policy, Neil Siegel, Professor of Law and Political Science

The Samuel DuBois Cook Center on Social Equity is a scholarly collaborative engaged in the study of the causes and consequences of inequality and in the assessment and redesign of remedies for inequality and its adverse effects. Director: William A. Darity, Jr., Samuel DuBois Cook Professor of Public Policy, African and African American Studies, and Economics

The Social Science Research Institute supports innovative, externally funded research that bridges to policy, integrates knowledge and service, and makes the translation between theory and practice. Director: Thomas Nechyba, Professor of Economics and Public Policy
Courses of Instruction
Courses of Instruction

Course offerings are subject to change. Students should consult the current university course schedule at http://www.siss.duke.edu/schedule for listings of courses to be offered each semester.

The following courses are courses in the subject code of Public Policy (PUBPOL) offered by the Sanford School of Public Policy. As a general rule of thumb, courses numbered up to 499 are for undergraduates only. Courses numbered from 500-699 are generally (though not always) open to seniors and graduate students, and courses numbered 700 and above are open to graduate students only. For related courses in other subjects, students can consult the link to the class schedule, above, and the university bulletins for the other Duke University schools at https://registrar.duke.edu/university-bulletins.

Courses in Public Policy (PUBPOL)

89S. First-Year Seminar. Topics may vary each semester offered. Instructor: Staff. 1 unit.

120. Undergraduates Internship Requirement. Field work in chosen policy area with pre-approval of the Internship Coordinator. Must submit approval form, five page memo, and self-evaluation form two weeks after internship ends. Prerequisites: Economics 201D, Public Policy 155D, 301, 302, 303D/equivalent, Statistics 101, and approval from Internship Coordinator. Instructor consent required. Instructor: Staff. 0 units.

121. Internship. For students working in a public agency, political campaign, or other policy-oriented group under the supervision of a faculty member. Prior consent of assistant director of internships, placement, and alumni and director of undergraduate studies required. Requires a substantive paper (or papers) containing significant analysis and interpretation. Satisfactory/Unsatisfactory grading only. Prerequisite: Economics 201D, Public Policy 155D, 301, 302, 303D/equivalent, Statistics 101, and approval from Internship Coordinator. Instructor: Staff. 1 unit.

155D. Introduction to Policy Analysis. Basic concepts of analytical thinking including quantitative methods for assessing the probabilities of outcomes and appraising policy alternatives. Illustrated by problems faced by busy decision makers in government, business, law, medicine. Instructor: Barnes, Bermeo, Komisarow, or Mayer. 1 unit.

160D. Introduction to the History of War, Military, and Society. Offers a comparative introduction to military practices and technologies, understandings and justifications for war, and the impact of military combat on societies. Particularly useful for students planning to concentrate in War, Military, and Society as History majors. Instructor: Bönker. 1 unit. C-L: see History 114D

161. Introduction to the History of Law and Governance. Offers students a comparative introduction to legal cultures and governance practices in different parts historical contexts. Examines law and governance as an attempt to both foster and enforce ethical norms. Course themes include representations and justifications of rule; policy making; the legal and political construction of property, insiders and outsiders, legal procedure and constructions of justice. By exploring differences over time and space, students will better understand what is particular to our own practices. Particularly useful for students planning to concentrate in Law and Governance as History majors. Instructor: Huston. 1 unit. C-L: see History 110

161D. Introduction to the History of Law and Governance. Offers students a comparative introduction to legal cultures and governance practices in different parts historical contexts. Examines law and governance as an attempt to both foster and enforce ethical norms. Course themes include representations and justifications of rule; policy making; the legal and political construction of property, insiders and outsiders, legal procedure and constructions of justice. By exploring differences over time and space, students will better understand what is particular to our own practices. Particularly useful for students planning to concentrate in Law and Governance as History majors. Instructor: Huston. 1 unit. C-L: see History 110D

162D. Introduction to Human Rights: Gateway for the Human Rights Certificate. This course introduces students to the field of human rights. The course has two primary purposes: to define and explore the key terms, concepts, foundations and theories of human rights; and examine alternative or competing definitions of rights using a case-based approach. This approach will include critiques of human rights, including from conservatives, nationalist and non-western thinkers. This design insures that students will see the connections between key rights ideas, like individual vs. collective rights, Western origins of rights concepts, humanitarian challenges, rights in the arts and visual culture and rights practice. Instructor: Kirk. 1 unit. C-L: see Cultural Anthropology 104D; also C-L: International Comparative Studies 113D

165. Introduction to the United States Health Care System. Overview of the key health policy issues in the United States. Topics include: (1) sources of morbidity and mortality; (2) access to health care; (3) financing of health care including an overview of how health insurance works, Medicare and Medicaid and why there are uninsured persons and to what effect; (4) quality of health care; (5) the role of innovation in both treating disease and influencing costs; (6) mental health, including why drug and alcohol treatment is generally considered to be a mental health service; (7) the role of non-profit versus for-profit ownership of health care facilities and to what effect; (8) long term care; and (9) the impact of social phenomenon such as income inequality, social class and culture on health care. Instructor: Staff. 1 unit. C-L: Science & Society 165

167FS. Citizenship, Patriotism, & Identity. This course introduces students to fundamental moral questions about nation states and
individuals’ membership in them. Do people owe more to their compatriots than to foreigners? Is it desirable – or at least permissible – for countries to have and promote a national identity? What different forms can patriotism take, and in which (if any) of these forms is it a virtue? Should we all be “citizens of the world?” These questions will be explored primarily through readings in contemporary moral and political philosophy. Open only to students in the Focus Program. Instructor: MacMullen. 1 unit. C-L: see Study of Ethics 150FS; also C-L: Political Science 150FS

**170S. The Documentary Experience: A Video Approach.** A documentary approach to the study of local communities through video production projects assigned by the course instructor. Working closely with these groups, students explore issues or topics of concern to the community. Students complete an edited video as their final project. Not open to students who have taken this course as Film/Video/Digital 105S. Instructor: Hawkins. 1 unit. C-L: see Documentary Studies 105S; also C-L: Cultural Anthropology 106S, Arts of the Moving Image 331S, History 125S, Political Science 105S, Visual and Media Studies 106S

**176S. Gateway Seminar: The European Union: History and Prospects.** The European Union in global context, focusing on its history while also considering its future prospects. Examines the roots of the EU in the post-World War II period, as well as its rapid expansion since the end of the Cold War. Adopts an integrated approach, weaving together cultural, military, and economic affairs. Course materials include memoirs, speeches, literature, film, as well as academic literature from history and political science. Instructor: Chappel. 1 unit. C-L: see History 176S

**177. Private Wealth and Public Giving: A Modern History.** Surveys the entangled relationship between private wealth and public giving over the past few centuries of capitalist modernity in Asia, Europe, and the United States. Explores how the entrepreneurial impulse to make money has also been shadowed by the ethical imperative to give it away. Analysis of the circumstances and contexts in which the apparent altruism of givers is also motivated by self-interest. The major topics include study of religious giving; the historical roots of philanthropy in the age of imperialism; the evolution of ideas of “Trusteeship” and “creative capitalism;” gender and philanthropy; and “celebrity” philanthropy. Instructor: Ramamswamy. 1 unit. C-L: see History 123; also C-L: Study of Ethics 123, International Comparative Studies 123

**181FS. Human Rights and World Politics.** Examines the role of human rights and global justice in world politics. We will consider questions such as whether human rights are universal, what role human rights and global justice should be play in U.S. foreign policy, which strategies are most effective in promoting human rights and global justice, and which risk inciting backlash. The course will cover topics including civil and political rights; economic, social and cultural rights; genocide, torture, humanitarian intervention, and the international criminal court. Instructor: Katzenstein. 1 unit. C-L: see Study of Ethics 129FS; also C-L: International Comparative Studies 128FS, Political Science 176FS

**182. Public Speaking: Policy Advocacy and Communication.** Theoretical and practical understanding of the elements of effective advocacy, especially as applied to policy issues. Focus on oral communication (both formal public speaking and interactive exchange), written exposition, and presentation skills. Emphasis on the human dimensions of the communication process-voice and body behavior, audience evaluation, focus, control and self-awareness. Identifies techniques for minimizing communication distraction, developing confidence in presentation situations, and analyzing informational requirements. Does not apply toward public policy studies major. Instructor: Byerly or Frey. 1 unit.

**183FS. Medical Ethics, Aging, and End of Life Care in the US.** Study of medical ethics, policy, clinical, and personal issues in working with dying and bereaved people. Focuses on diverse populations in ethnicity, culture, socioeconomic status, education, sexual orientation, and more. Various models for providing care to the dying and bereaved. Visits from Hospice practitioners and doctors, field trips to funeral home and to Duke Hospice where the professor is a social worker. Works to be read/viewed may include “Me, Earl, and the Dying Girl,” “Wild,” Tolstoy’s “Death of Ivan Ilich” policy articles on end of life care, and on physician assisted suicide. Focus Program students only. Instructor consent required. Service opportunities included. Instructor: Gheith. 1 unit. C-L: see Education 112FS; also C-L: Russian 121FS, Science & Society 112FS

**185FS. Drugs and the Law.** Exploration of the relationship between addictive drugs and the law. Examine mechanisms by which drugs of abuse affect the brain and decision-making on the individual level, and consequences of those effects on the societal level, then examine how society responds to these behaviors in terms of attitudes and laws. Compare perspectives of the criminal justice system with that of drug users. Class consists of lectures, discussions, guest speakers, and media presentations and a project examining cross-generational views on drug use, abuse, and laws. Open only to students in the Focus Program. Instructor consent required. Instructor: Schramm-Sapyta. 1 unit. C-L: see Neuroscience 153FS; also C-L: Science & Society 153FS

**186FS. Ethical Implications of Genetic and Genomic Research.** This course will examine the ethical implications raised by genetic and genomic research. Students will gain an understanding of the historical basis of human subjects’ protections in the U.S., the ethical pillars of research, and the issues that arise from genetics and genomics research. Case studies in genomics research will be used to illustrate various ethical implications. Readings will consist of reviews of the history of human subjects’ protections, federal regulations, actual informed consent documents, and scientific papers from the primary literature. Open only to students in the FOCUS program. Instructor consent required. Instructor: Haga. 1 unit. C-L: see Science & Society 120FS

**187FS. Globalization and Corporate Citizenship.** Are corporations citizens? And if so who defines their rights and responsibilities? To whom are they obligated? This course will critically examine the origins and diffusion of increasingly prevalent notions of corporate citizenship and corporate social responsibility from an anthropological perspective. Particular emphasis will be upon corporate environmental and conservation policies in East Africa and the United States. Open only to students in the Focus Program. Director of undergraduate studies consent required. Instructor: Philipsen. 1 unit. C-L: see Study of Ethics 160FS; also C-L: History 127FS, Economics 112FS

**190A. Public Policy Special Topics Away.** Selected topics away. Transfer grading only. Instructor: Staff. 1 unit.

**190FS. Focus Program Introductory Special Topics in Public Policy.** Introductory and basic topics in public policy. Topics vary each semester. Open only to students in the Focus Program. Instructor: Staff. 1 unit.
190S. Special Topics in Public Policy. Topics vary each semester. Instructor: Staff. 1 unit.

201A. Environmental Policy in Europe: Duke in Berlin. Economic concepts and environmental policies with their application to selected environmental issues in Western and Eastern Europe, transboundary pollution problems, and the role of the European Community. Taught by a leading German expert in the Duke-in-Berlin fall semester program. Instructor: Staff. 1 unit. C-L: see Political Science 295A; also C-L: German 320A

202. Law, Culture, and the Russian Legal Tradition. The development of the Russian legal tradition, with particular emphasis on the historical, ethical and cultural factors that have contributed to its emergence, comparing the Russian tradition with the Western legal tradition. How law, lawyers, and legal institutions have been portrayed and perceived in Russian popular culture, especially Russian literature, including the relationship between secular legal institutions and the Russian Orthodox Church. Taught in English. Instructor: Newcity. 1 unit. C-L: see Russian 353

204A. Political Philosophy of Globalization. Examination of the claim made for and against the expansion of free exchange on economic, political, and cultural institutions and conditions, from the perspectives of competing ethical theories and political philosophies. Taught only in the Duke in Geneva Summer Study Abroad program. Instructor: Rosenberg. 1 unit. C-L: see Philosophy 237A; also C-L: Political Science 297A, Economics 303A

205. United States Foreign Policy I: From World War II to Vietnam War. Basic assumptions about international interests and purposes of United States foreign policy and the means by which they have been pursued from the origins of the Cold War to the war in Vietnam. Focus on crucial operational premises in the 'defining moments' of United States diplomatic history. Policy-making models, politics of foreign policy, global environment within which United States policy is made, and uses of history. Special attention to the origins of the Cold War and the Vietnam War. Instructor: Kuniholm. 1 unit. C-L: History 375

206. United States Foreign Policy II: From Vietnam War to the Present. Examination of basic assumptions about international interests and purposes of United States foreign policy and the means by which they have been pursued from the Vietnam War to the Clinton administration. Focus on crucial operational premises in the "defining moments" of United States diplomatic history. Various policy-making models, politics of foreign policy, global environment within which United States policy is made, and uses of history. Special attention to the Cold War, the Arab-Israeli wars, and the Gulf War. Continuation of Public Policy Studies 205 (recommended but not required). Instructor: Kuniholm. 1 unit. C-L: History 376

206S. Introduction to Engaged Citizenship and Social Change (Gateway Course). Introduction to key concepts, theories, and critiques of civic engagement and social change, with a focus on competing notions of democratic citizenship. Examination of voluntarism, philanthropy, community service, political participation, social activism and other forms of community engagement. Critical reflection on ethical issues related to community engagement and social change, including critiques of progressivism and service. Students will also be asked to apply these various approaches to pressing social issues of our time, such as income inequality, environmental justice, education reform and gender and race equality. Consent of instructor is required. Instructor: Mlyn. 1 unit. C-L: see Education 201S; also C-L: Political Science 213S

207. Development and Africa. Addresses the vexed issue of economic development in Africa—its many failures, its occasional successes—from the early colonial period to the present. Focuses especially on the transition from the 1960s "modernizing" moment to the millennium projects and humanitarian aid of the present. Will read the works of development experts, World Bank executives, anthropologists and historians, asking why this massively financed project has experienced such failure and exploring what can be done. Instructor: Plot. 1 unit. C-L: see African and African American Studies 307; also C-L: Cultural Anthropology 307, International Comparative Studies 308

208S. Language and Politics: Eurasian Perspectives. Will examine the interfaces between language, migration, and socio-political structures in the newly independent nations of Eurasia. While these interfaces have long historical antecedents in nation-state formations, their manifestations in the post-national, post-communist era are novel and complex. Understanding these new dynamics requires viewing language from a political-sociological perspective that takes into account the interplays between the local, the national and the global. Instructor: Price. 1 unit. C-L: see Linguistics 471S; also C-L: Slavic and Eurasian Studies 484S, Sociology 471S

209S. Human Rights and Legal Redress: Seeking Justice Under Human Rights. In this course, students will analyze through case studies the issues that confront the implementation of human rights ethics down through the layers separated by geography and culture to local implementation and enforcement. They will acquire an understanding of the international, regional and local human rights conventions and structures which propose, cultivate and enforce the ethical norms of the international human rights regime. This class addresses questions including: in what respects do enforcement options differ from place to place? When, where and under what circumstances is the human rights apparatus most effective in providing redress for rights violations? And, what are the alternatives to the human rights approach to justice? Instructor: Duara. 1 unit. C-L: see Study of Ethics 195S

210A. Frontier City Berlin: Facing History's Great Challenges. This course deals with some of the great challenges and conflicts of the 20th and 21st century, such as capitalism vs. communism; authoritarian vs. democratic governance, and focuses on Berlin as a city at the forefront of historic struggles. In particular, it treats Berlin as the site of the first socialist revolution in a highly industrialized nation (1918/19); the rise of fascism amidst an advanced urban culture, the legacy of world war and totalitarian rule; the Cold War division of Berlin; the fall of communism and the crises of capitalism; and the search for an environmentally sustainable future. Offered in English in the Duke-in-Berlin summer program. Instructor: Philipsen, Norberg. 1 unit. C-L: see German 366A; also C-L: History 334A, Political Science 260A

211. Engineering Sustainable Design and the Global Community. Design and testing of solutions to complex interdisciplinary design products in a service learning context. Technical design principles; sustainable and engineering best practices; prototype formation, testing and evaluation; and establishment of research and analysis methodologies in a community based research experience. Working in partnership with a community agency (local, national, or international) and participation in an experimental learning process by engineering a design solution for an identified community need. Evaluation focused on design deliverables, fabricated prototypes and a critical reflection of the experimental learning process. One credit. Prerequisites: Engineering 201L or Electrical and Computer Engineering 110L or consent of instructor. Instructor: Schaad. 1 unit. C-L: see Civil and Environmental Engineering 315; also C-L: Environment 365
211-20. Engineering Sustainable Design and the Global Community: Structural Focus. Design and testing of solutions to complex interdisciplinary design products in a service learning context with a focus on structural products. Technical design principles; sustainable and engineering best practices; prototype formation, testing and evaluation; and establishment of research and analysis methodologies in a community based research experience. Working in partnership with a community agency (local, national, or international) and participation in an experimental learning process by engineering a design solution for an identified community need. Evaluation focused on design deliverables, fabricated prototypes and a critical reflection of the experimental learning process. Instructor: Schaad. 1 unit. C-L: see Civil and Environmental Engineering 315-20; also C-L: Environment 365-20

211-60. Engineering Sustainable Design and the Global Community: Environmental Focus. Design and testing of solutions to complex interdisciplinary design products in a service learning context with a focus on structural products. Technical design principles; sustainable and engineering best practices; prototype formation, testing and evaluation; and establishment of research and analysis methodologies in a community based research experience. Working in partnership with a community agency (local, national, or international) and participation in an experimental learning process by engineering a design solution for an identified community need. Evaluation focused on design deliverables, fabricated prototypes and a critical reflection of the experimental learning process. Prerequisite: Engineering 201L or Electrical and Computer Engineering 110L or consent of instructor. Instructor: Schaad. 1 unit. C-L: see Civil and Environmental Engineering 315-60; also C-L: Environment 365-60

212. Globalization and Public Policy. How the various aspects of globalization affect, and are affected by public policy at the international, national and local levels. Development of an analytic framework for thinking about globalization and its core concepts, major institutions and political dynamics; survey of a range of major policy areas affected by globalization; focus on a policy area of particular interest. Instructor: Jentleson. 1 unit. C-L: Political Science 358

214FS. Law and Globalization in Emerging Markets. Same as Russian 214S; open only to students in the Focus Program. Instructor: Newcity. 1 unit. C-L: see Russian 214FS; also C-L: International Comparative Studies 277FS

214S. Law and Globalization in Emerging Markets. The processes of law and economic reform in Eurasia and how they are shaped by external influences and domestic factors: effect of membership in the World Trade Organization, the European Union, the Council of Europe, NATO, and other such organizations; strategies followed to establish the rule of law and constitutionalism, protection of property ownership, human rights. 1 unit. C-L: see Russian 214S

215S. Women in Contemporary Russian Society. Explores the political, social, economic, and domestic challenges facing women in post-soviet Russia and analyzes Russian women's collective and individual responses through activism, organization, journalism, and the arts. Specific topics include women in official/oppositional politics, women and the market, women's health and physical welfare. Instructor: Holmgren. 1 unit. C-L: see Russian 322S

217SA. Theory and Practice: People, Places and Policy Cases. Talks by Congress members, legislative staff members, interest group leaders, journalists, and other members of the public policy community in Washington. Visits to government buildings, historical sites, and other policy-rich attractions in the nation's capital. Discussion and written assignments require analysis and linkages between "real world" of policy practice and theories and concepts from political science and public policy studies. Offered through the Duke in DC program. Instructor: Goss. 1 unit. C-L: Political Science 240SA

218. Sports, Economics and Politics in Russia and Eastern Europe. Sports as a manifestation of political ideology and international conflict in the communist countries. How sports has responded to the upheaval following the fall of communism, the break-up of Yugoslavia and the USSR, the influence of oligarchs and organized crime, establishing new national identities. This course will use sports as a window into the transformation of Eastern European societies. Instructor: Newcity. 1 unit. C-L: see Slavic and Eurasian Studies 320


219D. The Modern Regulatory State. Interdisciplinary inquiry into the origins/evolution of modern regulatory institutions in Western Europe and North America, along with the more recent rise of global regulatory bodies. Examines conceptual frameworks from across the social sciences, and considers the ethical dimensions of current debates over regulatory purposes, strategies, and policies in areas such as finance and the environment. Instructor: Balleisen. 1 unit. C-L: see History 365D; also C-L: Environment 365D, Political Science 340D

223. Global Russia. This course will examine the process of globalization of Russian culture and institutions as manifested in political, economic, and legal institutions; religion; education; popular and academic cultural forms, including media and artistic texts, film, theatre and television; diplomacy; reproductive rights; health care; the role of censorship; views of citizenship, patriotism, and sport. We will evaluate the ethical issues, potential shift of cultural values, and their impact on 21st century Russian institutions. Instructor: Andrews and Newcity. 1 unit. C-L: see Russian 399; also C-L: Cultural Anthropology 399, International Comparative Studies 399

224S. Doing Good: Anthropological Perspectives on Development. Course will move through the evaluation of the impact of development projects to consider the role of development as a global phenomenon that affects both what it means to be American and how the ‘other’ is constructed. Instructor: Staff. 1 unit. C-L: see Cultural Anthropology 328S; also C-L: International Comparative Studies 366S

225S. Women in the Public Sphere: History, Theory and Practice. Why and how women who seek to practice leadership in public life operate within broad historical and theoretical contexts. Examine how American women have exercised leadership for social change over the last two centuries. Analyze current debates about gender and leadership in academic literature and the popular press, and discuss the opportunities and challenges facing women today. Explore the relationship between theory and practice by applying theory to current-day issues. This course serves as the preferred gateway course for The Moxie Project: Women and Leadership for Social Change (DukeEngage—8 weeks in NYC working with a local or national organization serving women and girls). Instructor: Seidman. 1 unit. C-L: see Gender, Sexuality, and Feminist Studies 385S
226. Anthropology and Public Policy. Explore legacy of anthropological policy research to get a sense of its conflicts and contributions, since the end of the 19th century to the present. Survey anthropological inquiry into development, migration, global agriculture, indigenous peoples’ advocacy, public health, gender, human rights, and bioethics. Ethnographically examine how policy makers construct policy problems to be solved in particular ways, and discuss and critique anthropological approaches to understanding these problems. Instructor: McIntosh. 1 unit. C-L: see Cultural Anthropology 340

2285. Documentary and Policy: How Documentary Influences Policy. Examines documentaries as catalysts for change in local, state, and federal laws and regulations, with special attention to relationships between film and organizations with political influence. Looks at how documentaries have altered public sentiment and political outcomes. Uses case studies of documentary films (essay-style, journalistic, information-driven films; narrative, story-driven films; propaganda; art films; and hybrids of all of the above). Explores the question of how a film achieves influence: for example, with a high-profile theatrical and/or television release, by utilization as an educational tool, or by ‘going viral’ to become part of a public conversation. Instructor: Price. 1 unit. C-L: see Documentary Studies 272S; also C-L: Arts of the Moving Image 336S, Innovation and Entrepreneurship 272S

231. Human Rights in Theory and Practice. The nature and value of human rights; examining some major debates over their status and meaning and assessing the role which the idea of human rights has played in changing lives, practices, and institutions. Questions considered include: whether commitments to human rights depend on a belief in moral truth; whether the idea of universal human rights makes sense in a culturally diverse world; and what forms of social action are most likely to achieve respect for human rights. Instructor: Staff. 1 unit. C-L: see Political Science 272; also C-L: Philosophy 262, International Comparative Studies 272


233D. Are Things Getting Better? The Question of Progress in World Affairs. Course explores a fundamental question for students of world affairs across several disciplines: are governments and their respective societies making progress in building a more peaceful, democratic, and prosperous global order? Objectives: students will learn how debate among scholars on a fundamental question contributes to the constitution and development of several disciplines; how scholars undertake debates and thus be better prepared to assess and contribute to them; and how to frame research questions and to write a research paper that ties into and contributes to a larger inter-disciplinary dialogue. Instructor: Grieco. 1 unit. C-L: see Political Science 234D; also C-L: Arts & Sciences IDEAS themes and University Course 234D, International Comparative Studies 252D

233S. Influential Scientists and Policy Leaders in Science Policy. Explores role of scientist and non-scientist policy-makers and elected officials who have substantially shaped U.S. science research and application of scientific discoveries throughout the 20th century from within and outside the federal government. Science policies examined in larger context of political, cultural, and social events. Instructor: Haga. 1 unit. C-L: see Science & Society 238S; also C-L: History 301S

234S. Distributive Justice. Exploration of what constitutes a fair or just distribution of goods in society (e.g. whatever results from a free market; to each according to her needs: whatever distribution is to the advantage of the least advantaged:). Topics include the ownership of private property, egalitarianism, welfare state liberalism, socialism. Readings in political theory with emphasis upon contemporary theories. Instructor: Staff. 1 unit. C-L: see Political Science 266

235. Gender, Race, and Ethnicity in Politics and Public Policy. Examines gender, race, and ethnicity as salient and significant cleavages in politics, and explores how they factor into public policies and the policy making process. Also considers the distinctive roles women and racial and ethnic minorities play in the policy process. Topics include courts and the law, legislative processes, public opinion, and voting and elections. Specific policy domains examined may include healthcare, environmental, education, social welfare, affirmative action, and foreign policies. Instructor: Haynie. 1 unit. C-L: see Political Science 303; also C-L: African and African American Studies 241, Gender, Sexuality, and Feminist Studies 303

236. Globalization and History. Examination of globalization issues in a historical perspective. Reviews phenomena, institutions, e.g. empires, states, religion, corporation, and international agencies, and policies which enabled exchange of commodities, people, and cultures. Explores empirical evidence on growth and development for different world regions and historians' and social scientists' interpretations. Examines benefit of maintaining fine balance between quantitative evidence and historical analysis in assessing waning international integration of societies, markets, and cultures from first wave of European expansion to the present. Instructor: Zanalda. 1 unit. C-L: see History 201

237S. Research in International Policy Issues. Surveys several issues displaying different forms or policy responses in various geographical regions and cultures. Examples include: competition over energy resources, design of international organization, trends of human migration, privatization of security, and patterns of economic inequality. An interdisciplinary approach with attention to political, economic and social patterns. The goal is to introduce international policy issues that remain unsolved, while understanding how present-day relationships and policies are shaped by the past. Particularly useful for students looking for international topics for honors theses or other research projects. Instructor: Johnson. 1 unit. C-L: Political Science 225S


239. Ethnic Conflict. An examination of ethnic conflict and discrimination in the United States, Africa, Europe, and Asia. Theories of ethnic identify formation, ethnic conflict, the role of ethnicity in politics, and the economics of discrimination. How ethnic conflict is likely to change in the next few decades. The impact of a freer trade environment and the increasing integration of the world economy on ethnic conflict. The effectiveness of international institutions like the United Nations and NATO in preventing the reoccurrence of tragedies like
American constitutional structure (judicial review, democracy, federalism, and separation of powers), their shaping and reshaping through...

251. American Constitutional Development and Interpretation I: The Constitutional Structure. Introduction to primary themes of...

Linguistics 212FS; also C-L: Science & Society 212FS issues; and the inherent limitations and incongruities of applying brain science to legal questions. Instructor: Newcity. 1 unit. C-L: see fundamental legal concepts of “intent,” “insanity,” and responsibility; the ways in which neuroscience may be applied to these and related problems of constitutional interpretation outside the courts. Instructor: Staff. 1 unit. C-L: see Political Science 250


242S. Child Policy Research. Major developmental stages of childhood and influences in a child’s life: parents/family life, schools, communities, and the economy. Emphasis on 1) applying theory for analyzing complex societal problems (often involving issues of race, class, and gender); 2) using material and methodologies from psychology, sociology, economics, and public policy. Required course for certificate program Child Policy Research, but open to all undergraduate students. Instructor: Muschkin. 1 unit. C-L: see Child Policy 250S

243S. Children, Schools, and Society. The processes by which children are educated in the United States. Ways children acquire through schooling social skills, moral values, and a sense of their role in society. Evaluation of the appropriateness of these goals for schooling, how schooling shapes children’s development, and how the education policies that sanction these processes are formed. Application of theory and research for solving complex societal problems that confront children, schools, and communities. Required participation in service learning. Instructor: Wynn. 1 unit. C-L: see Education 243S

244S. School Dropout and Educational Policy. The history of the US school dropout issue, scope of the problem, current statistics and trends. Overview of theories and research related to school dropout and educational attainment. Analysis of effective dropout prevention strategies, programs, and policies. Emphasis on critical thinking, discussion, and application. Participation in service learning is an option, incorporating issues of race/ethnicity, socioeconomic status, gender, and culture. Instructor consent required. Instructor: Brewer. 1 unit. C-L: see Education 310S; also C-L: Cultural Anthropology 251S

245. Promising Paradigms: Issues and Innovations in American Classrooms. Examination of promising educational initiatives and reform efforts, analysis of federal and state mandates and policies concerning educational issues, and exploration of innovative ideas and programs designed to advance classrooms into the 21st century. Focus given to the ethical and political implications of reforming America’s schools within the context of policy development. Note: This is an online course with both synchronous and asynchronous components. Contact the instructor for additional information. Consent of instructor required. Instructor: Stephens. 1 unit. C-L: see Education 245A


247. American Constitutional Development and Interpretation II: Individual Rights. Historical, political, and doctrinal introduction to the primary themes of constitutional protection of individual rights in the United States: judicial review, state action, incorporation, fundamental rights (e.g., marriage, contraception, abortion, and speech), and equal citizenship (i.e., discrimination on the basis of race, sex, and sexual orientation). Special emphasis on: (1) the shaping and reshaping of constitutional rights through cultural and political conflict; (2) basic methods of constitutional interpretation and (3) relationships among constitutional text, judicial doctrine, and robust practices of constitutional interpretation outside the courts. Instructor: Staff. 1 unit. C-L: see Political Science 246

248S. History of Political Nonviolence. In this seminar, we will investigate cases of peaceful resolutions of intractable conflicts during the 20th century as alternatives to tactics of warfare and counter-terrorism. The focus will include the dissolution of the Soviet Union and its Eastern European subordinate states; the end of British rule in India; the transition from the apartheid regime in South Africa; the plebiscite ending the Pinochet dictatorship in Chile; the accords ending the violence in Ireland; and the successful nonviolent strategies of the civil rights movement in the U.S. Instructor: Miller. 1 unit. C-L: see History 248S

249. Life Within Capitalism: A History of its Values, Measures and Struggles. Examination of how capitalism has profoundly shaped people’s ethical values, with a focus on United States. Examines the historical evolution of capitalist thought and practice; explores key struggles that led to the formation of capitalist logic (values, goals); traces impact of capitalist goals and measures on ethical values and choices; examines discussions about possible future developments within capitalism. Instructor: Philipsen. 1 unit. C-L: see Economics 270, History 284, Political Science 252

250FS. Law, Ethics & Responsibility. Examines the intersection of law and neuroscience, including the use of neuroimaging to determine if a witness is telling the truth; the implications of neuroscience for determining the mental competency of defendants, the insanity defense, the imposition of punishment on defendants. Considers the extent to which recent advances in brain science cause us to reevaluate fundamental legal concepts of “intent,” “insanity,” and responsibility; the ways in which neuroscience may be applied to these and related issues; and the inherent limitations and incongruities of applying brain science to legal questions. Instructor: Newcity. 1 unit. C-L: see Linguistics 212FS; also C-L: Science & Society 212FS

251. American Constitutional Development and Interpretation I: The Constitutional Structure. Introduction to primary themes of American constitutional structure (judicial review, democracy, federalism, and separation of powers), their shaping and reshaping through...
253. Martin Luther King and the Prophetic Tradition. Situates Martin Luther King as a preacher in the black Christian tradition with a liberationist reading. Traces the movement from civil rights to opposition to economic injustice, war, and militarism. Analyzes what the prophetic voices of today have to say about issues of poverty, racism, environmental destruction, militarism, homophobia, drones, sexism. Instructor: Safi. 1 unit. C-L: see Asian & Middle Eastern Studies 317; also C-L: Religion 234, African and African American Studies 249

254. America in the World Economy: The Law, Politics, and Economics of U.S. Antitrust, 1890-2015. Introduction to the history and key issues in U.S. antitrust from the beginning of federal antitrust legislation in 1890 through today, with special emphasis on how politics and economics of antitrust have been intertwined with the position of the United States in the world economy. Focuses on antitrust law—which authorizes interventions against cartels, monopolies, and anti-competitive conduct, with the goal of constraining the accumulation and abuse of economic power—as one of the key instruments governments have to shape the structure and distribution of benefits of a market economy. Field trip to Washington, DC to meet with U.S. antitrust enforcement agencies. Instructor: Staff. 1 unit. C-L: see Political Science 255; also C-L: History 252, Study of Ethics 255

256. Social Innovation. This course will provide an introduction to the field of social innovation. Through readings, classroom discussion, experiential learning, and individual and team assignments, the course will provide students with concepts and frameworks for understanding and practicing effective social innovation. The course develops a theory of innovation and describes examples of persons and organizations demonstrating innovative approaches. We will look at how to innovate effectively and the attributes and skills that cultivate such innovation. We will also explore the limitations of social innovation and consider critical arguments that the field must address. Department consent required. Instructor: Nash. 1 unit. C-L: see Innovation and Entrepreneurship 261

257S. Shakespeare & Financial Markets: Why This Time is Never Different. Course discusses how lessons from Shakespeare’s plays can provide insight into human behavior in today’s financial markets. Plays will include Hamlet, Julius Caesar, Twelfth Night, and others. Lessons about policy errors, cultural and political dislocation, regime changes, demographic conflicts etc. in current financial and macroeconomic environments. Discussion will include human biases in decision-making, and how these transcend cultural and historic boundaries. An important component of this class is understanding how to integrate themes from classical literature to better understand current socioeconomic trends. Instructor: Forlines. 1 unit. C-L: see Economics 255

258S. Science, Ethics, and Society. Major recent public debates involving science, ethics, and policy in Britain and the United States. Exploration of issues ranging from stem cell research and global warming to health care policy and the teaching of evolution, as differently framed in the two countries. Examination of scientific, philosophical, and theological dimensions of such controversies, and how their manifestations in the public realm illuminate the relationships between scientists and laypersons, academic and popular culture, and public attitudes toward government and regulation. Open only to students in the Duke in Oxford program. Instructor consent required. Instructor: Staff. 2 units. C-L: see Philosophy 385AS; also C-L: Religion 282AS

259S. Women as Leaders. Explore the long history of women's activism in the United States, and how that history has shaped current debates about women leaders. Explore the variety of ways that women exercise leadership, not just in party politics and corporations, but in neighborhoods, schools, and unions among other places. Learn about theories of leadership, and connect theory to practice through the process of exercising leadership on campus through a hands-on final project. Both men and women welcome in the class. Instructor: Staff. 1 unit

260. Leadership, Policy, and Change. Ethical and practical issues of social and organizational change, including conflicts about power and authority, violence, gender, race, fairness, wealth and work. How imagination, fictional and historical narratives, anger, friendship, and teaching skills can be useful in working for change. Problems of group dynamics, integrity, responsibility, and self-understanding faced by those supporting or opposing changes. Instructor: Staff. 1 unit.

261S. Whose Democracy? Participation and Public Policy in the United States. Overview of patterns in Americans’ engagement in and disengagement from civic life. Theories of why people do (and do not) participate. Differences across lines of gender, race, ideology, generation, and class. Role of American interest groups and social movements in policy change. Influence of public policies (e.g., federal tax laws, participation requirements, programs such as AmeriCorps) on civic and political participation. Implications for equality, voice, and the health of American democracy. Classroom discussion; guest speakers; short memos. Offered through the Duke in DC program. Instructor: Goss. 1 unit. C-L: see Political Science 245

263. Border Crossing: Leadership, Value Conflicts, and Public Life. Preparation course for students who plan to conduct community-based research projects in the summer through Service Opportunities in Leadership, or another research service learning opportunity. Through case studies of religious and political groups in U.S., Europe, and Middle East with conflicting views about the role of religious faith in public life, explores leadership as the art of working productively with difficult value conflicts in groups, institutions, and social systems. Includes training in basic research methods and ethics of human subjects research, completion of a 20-hour service project for a community organization, and exploration of a leadership framework for undertaking complex problem-solving work in the public arena. Instructor: Blount. 1 unit.

265S. Enterprising Leadership. The central goal of Enterprising Leadership (PPS265) is to provide students with analytical competence, enterprising leadership identity, and personal agency important to exercising leadership in organizations, in communities, and in life. The course explores the many facets of leadership and leadership development including the processes by which people affect change in a variety of roles and situations. Leadership within a framework of ethics, values, and innovative action are emphasized as a basis for contributing to the process of making good things happen without reliance on formal authority. This is not a traditional course in leadership studies or leading organizations. Instructor: Brown. 1 unit.

266S. Whose Democracy? Participation and Public Policy in the United States. Overview of patterns in Americans’ engagement in and disengagement from civic life. Theories of why people do or do not participate. Differences across gender, race, ideology, generation, and class. Role of interest groups and social movements in policy change. Influence of public policies (e.g., federal tax laws, participation
267. Leading as a Social Entrepreneur. A dynamic introduction to social entrepreneurship and entrepreneurial leadership. Through this interactive class, students craft a personal leadership plan and learn how to develop a promising idea for social change. Instructor: 1 unit. C-L: Political Science 243S

268. Animals and Ethics: Welfare, Rights, Utilitarianism, and Beyond. The ways humans depend on animals for a variety of products and information, with questions about the morality of specific uses. The origin of the contemporary animal rights movement through the lens of ethical theories, Kantianism, rights approaches, abolition, Peter Singer, and utilitarianism. The role of animal welfare through the nineteenth and twentieth centuries, viewed internationally, including comparison of welfare versus rights agendas. Postmodern and feminist alternatives to existing theories. Animal law and the question of legal standing for animals. Benefits and limits of environmentalism as a mode of animal advocacy. Instructor: Staff. 1 unit. C-L: see Gender, Sexuality, and Feminist Studies 270

270. Political Participation and Leadership. Explores ways in which value conflicts in communities affect civic and political participation, as well as policy design. Examines a series of questions about reinventing democracy at the grassroots. Challenges students to develop a framework of problem solving approaches and to consider diverse ways to exercise leadership in the face of competing interests. Instructor consent required. Instructor: Weinthal. 1 unit.

271S. Social Entrepreneurship in Action. Social Entrepreneurship in Action is a leadership course in applied social innovation. The course provides students with knowledge, analytical competence, and leadership skills important to becoming a change maker. The teaching method is interactive and experiential and assumes that the students are highly motivated to be part of an action learning community. Instructor: Albright. 1 unit.

273T-1. Voices in Public Policy: Spanish Tutorial. Students explore how language and culture impact public policy and practice. Through authentic texts, video, and case studies in Spanish, students analyze policy issues in the Latino/a community to develop their understanding of core issues in the field. 1/2 credit. Satisfactory/Unsatisfactory. Tutorials meet for 75 minutes/week. Taught in Spanish. Prerequisite: 4 semesters of equivalent of Spanish. Instructor: Staff. 0.5 units. C-L: Spanish 271T

274S. United States Environmental Policy. An overview of the major environmental legislation in the United States. Topics include: air and water pollution, hazardous waste, agriculture, wildlife, and industries. Political, economic, ethical, and scientific analysis. Open to juniors or seniors or by consent of instructor. Instructor: Albright. 1 unit. C-L: see Environment 212

275. Global Disasters: Science and Policy. In this interdisciplinary course, students will examine the multifaceted aspects of "global" disasters. Invited experts will first examine the science behind the disasters, discuss the range of meteorologic, hydrologic and geologic factors that cause disasters; explore how societies plan for and/or respond to the immediate and long-term physical, social, emotional and spiritual issues associated with survival; and present case studies of response, recovery and reconstruction efforts. In the second phase of the course, economic experts will address some of the most pressing and rapidly evolving economic calamities. In the third segment of the course, the focus will shift to political "disasters" and how natural and/or economic events can destabilize a political system. Students will attend the lecture and labs components of the course and complete on-line quizzes to demonstrate understanding of the material presented. Additionally, they will prepare one research paper on a relevant topic, the results of which will be presented to the class. Instructor: Schaadt. 1 unit. C-L: see Engineering 260; also C-L: Environment 260

277. Global Disasters: Reasons, Response and Recovery. In this interdisciplinary, service learning course, students will conduct a life cycle analysis of a natural disaster. Invited experts will discuss the range of meteorologic, hydrologic and geologic factors that cause disasters; explore how societies plan for and/or respond to the immediate and long-term physical, social, emotional and spiritual issues associated with survival; and present case studies of response, recovery and reconstruction efforts. Students will participate in a service-learning exercise in an area ravaged by a natural disaster. Students will attend the lecture component of the course and complete on-line quizzes to demonstrate understanding of the material presented. Following the service learning experience, students will form interdisciplinary teams to plan and carry out response activities over Spring Break in an area ravaged by a natural disaster (e.g. New Orleans, Outer Banks, and Florida). They will keep a journal (audio or written) of their activities, write a brief synopsis (4-5 pages), and make a group oral presentation of their findings following their return. They will also submit a hypothetical research proposal for project which might stem from the course and their experiences. Instructor: Weinthal. 1 unit. C-L: see Engineering 262; also C-L: Environment 262
options affect the incentives of resource users. Serves as the capstone for the Marine Science and Conservation Leadership Certificate. Prerequisite: none. Instructor: Staff. 1 unit. C-L: see Environment 350S

281A. Marine Policy. Policy and policy-making concerning the coastal marine environment. History of marine-related organizations, legislation, and issues and their effects on local, regional, national, and international arenas. Use of theoretical and methodological perspectives, including political science, sociology, and economics. Taught in Beaufort. Instructor: Murray. 1 unit. C-L: see Environment 286A

283. Ethics in an Unjust World. The course considers the question, "How can we fix poverty?" It begins by exploring the nature of poverty through a variety of descriptive metaphors (for example, poverty as a "trap" or a "disease"). It then considers the word "we," and in doing so introduces several basic understandings of ethics (deontology, utilitarianism, virtue ethics, etc.) Finally it considers the word "fix" and offers three models for responding to poverty: working for, working with, and being with. Each model explores several examples of good practice followed by critical reflection as students engage with opportunities in Durham displaying each approach. Instructor: Hollowell. 1 unit.

284. Denial, Faith, Reason: Sustainability and Survival. Provides historical overview and working understanding of concept of sustainability. Explores how sustainability relates to most aspects of our lives. Examines core ethical concepts, developing models to get on path of sustainable living. Instructor: Philipsen. 1 unit. C-L: see Study of Ethics 285; also C-L: Economics 285, Political Science 249, Environment 276, History 325

285S. Comparative Urban Politics and Policymaking. Duke Immerse Seminar. A comparative examination and analysis of urban governance in South Africa and the U.S. Examines potential consequences of persistent racial and class disparities for housing and neighborhoods, public health, education, community infrastructure, and general economic and social development. Specific attention to how the physical layout, government structures, politics, culture, and the civil society of cities and urban areas may both promote and hinder urban development and social justice. Instructor consent required. Instructor: Haynie and Lawrence. 1 unit. C-L: see Political Science 235S; also C-L: International Comparative Studies 213S

288. International Trade. Topics include United States trade policies and protectionism, the North American Free Trade area, trade and economic relations with industrialized countries, policies toward developing countries and multilateral institutions, macroeconomic policy coordination, and relations with Europe. Prerequisites: Economics 201D. Instructor: Leachman or staff. 1 unit. C-L: see Economics 355

289. Public Finance. Economic aspects of the allocative and distributive role of government in the economy, the incidence and efficiency of taxation, the effects of taxation on behavior, and analysis of major government spending programs. Prerequisite: Economics 205D or Public Policy Studies 303D. Instructor: Serrato or staff. 1 unit. C-L: see Economics 438

290. Selected Public Policy Topics. Instructor: Staff. 1 unit.

290A. Public Policy Special Topics Away. Transfer grading only. Instructor: Staff. 1 unit.

290S. Selected Public Policy Topics. Seminar version of Public Policy Studies 290. Instructor: Staff. 1 unit.

290S-1. Selected Topics in Public Policy. Satisfactory/Unsatisfactory grading only. Instructor: Staff. 0.5 units.

290T. Selected Topics in Public Policy. Satisfactory/Unsatisfactory grading only. Instructor: Staff. Half course. Instructor: Staff. 1 unit.

291T. Special Topics Tutorial Journalism & Media Studies. Selected topics tutorial course in Journalism and Media Studies. Satisfactory/Unsatisfactory grading only. Half course credit. Instructor: Staff. 0.5 units. C-L: see Policy Journalism and Media Studies 290T

301. Political Analysis for Public Policy-Making. Analysis of the political and organizational processes which influence the formulation and implementation of public policy. Alternative models. Prerequisite: Public Policy 155D. Instructor: Carnes, Jentleson, Napoli, Rose, or Krishna. 1 unit. C-L: Political Science 310

302D. Policy Choice as Value Conflict. Same as Public Policy Studies 302 except instruction is provided in two lectures and one small discussion meeting each week. Prerequisite: Public Policy Studies 155D. Instructor: Charney, Korstad, Pearson, Peck, or Philipsen. 1 unit.

303D. Microeconomic Policy Tools. Development and application of analytical economic tools in a policy environment. Emphasis on application of economic methods in a variety of policy settings and developing testable hypotheses that might be used to guide economic policy. Analytical topics include willingness to pay, derived demand, multi-market interactions, comparative advantage, investment analysis, and decision making under uncertainty. Applications include tax analysis, including incidence, effective protection, shadow pricing, introduction to government expenditures, labor market policy, examples of regulation and pricing externalities. Instructor: Sanders, Darity, Pfaff, Mohanan, Krupp, or staff. 1 unit.

304. Economics of the Public Sector. Applies tools of intermediate micro economics to the public sector. Develops economic justifications for government intervention into the economy and examines and evaluates various government policies and programs including regulation of externalities, welfare programs, social security and other social insurance programs. Provides a solid foundation for applied benefit cost analysis. Analyzes tax policy and other forms of government financing, both at national and subnational levels. Prerequisites: Public Policy Studies 303D or Economics 201D. Instructor: Ananat, Sexton, or staff. 1 unit. C-L: Economics 338

306. Anthropology of Money. We will explore the history and theory of money - what it represents, how it circulates, the meanings it carries, its contemporary transformations - not only in the West but also in the global south. Some of the topics to be considered include shell currencies, gift economies, Ponzi schemes, paperless money, derivatives and futures, hedge funds, and global debt. Instructor: Plott. 1 unit. C-L: see Cultural Anthropology 350; also C-L: Economics 309, International Comparative Studies 328, African and African American Studies 211

308D. Introduction to Econometrics. Introduction to the theory and practice of econometrics. Estimation, hypothesis testing and model evaluation in the linear regression model. Observational and experimental methods to identify causal effects including instrumental variable and panel data methods. Lectures are supplemented by labs that use STATA. Prerequisites: Economics 101, and Mathematics 112L, 122L, 202, 212, or higher; and Statistics 111, 130, 230, or 250 or Mathematics 230 or 342. Instructor: Staff. 1 unit. C-L: see Economics 208D

311S. Business and Human Rights Advocacy Lab. An exploration of human rights advocacy from an ethical, political science and...
comparative perspective. Will focus on issues related to business and human rights. A core component of the course will include a human rights "lab" in which students work in groups on policy-oriented projects in collaboration with international NGOs. Permission of instructor required. Instructor: Katzenstein. 1 unit. C-L: see Study of Ethics 301S; also C-L: Political Science 341S, International Comparative Studies 317S


315. Gender and the Law. Examination of issues at the intersection of gender and law through a number of different theoretical lenses. Analyzes policy problems with gender implications from the perspective of formal equality, substantive equality, nonsubordination theory, different voice theory, autonomy, and various poststructural critiques. Engages theory at the level of concrete, easily accessible ethical and policy issues, including such topics as employment equality, pregnancy, domestic violence, rape, reproductive rights, sexual orientation and sexual identity discrimination, family equality, sexual harassment, pornography, education equality, affirmative action, and the justice system. Instructor: Bartlett. 1 unit. C-L: see Gender, Sexuality, and Feminist Studies 401; also C-L: Literature 430

324. Global Health Policy: Transforming Evidence into Action. In-depth examination of how to close the gap between evidence and practical policy making as a way to improve global health. How global health policies are shaped; identifying key actors and their power; understanding/influencing the processes that drive large scale change in global health; exploring ways in which health issues reach the top of the agenda; analyzing how decisions are made by policy makers; implementing policies from the "top down" and "bottom up." The interplay between the different worlds of research and policy. Practical tools for becoming a policy broker, skilled in transforming evidence to action. Real world case studies. Case-based competition. Instructor: Yamey. 1 unit. C-L: see Global Health 306

325S. Racial Justice in the 20th Century US and South Africa. This course uses a comparative framework to assess race in two societies founded on premises of racial inequality -- South Africa and the United States. We will also explore some of the social, cultural and political exchanges that have taken place between the United States and South Africa over the course of the twentieth century, considering the implications of transnational historical experience. Topics covered include segregation, race relations in the countryside, twentieth century struggles for civil rights/liberation, the American anti-apartheid movement and reparations. Instructor consent required. Instructor: Shapiro. 1 unit. C-L: see African and African American Studies 346S; also C-L: International Comparative Studies 351S, History 386S, Political Science 336S

327S. Apartheid South Africa and the Struggles for Democracy. Explores key themes in post World War II South African history, paying attention to the plethora of anti-apartheid struggles, while giving voice to some pro-apartheid proponents. Discusses how apartheid affected peoples daily lives, the ideological and programmatic opposition to apartheid, and internecine struggles between and within anti-apartheid organizations and movements. Concludes with contemporary reflections on life during apartheid. Instructor: Shapiro. 1 unit. C-L: see African and African American Studies 316S; also C-L: History 386S, Political Science 337S

328. United States Racial/Ethnic Health Disparities: Social Determinants and Public Policy Implications. The most commonly used indices to measure United States health disparities by race/ethnicity; origins and evolution of racial/ethnic categories in the United States Census; role of poverty, racial residential segregation, and inadequate health care in explaining racial/ethnic health disparities; and the promise and limitations of academic-community partnerships and public policy initiatives designed to reduce and ultimately eliminate those health disparities. Instructor: James. 1 unit. C-L: African and African American Studies 260

330. Global Health Ethics: Interdisciplinary Perspectives. Ethical issues of conducting research on or working with marginalized/stigmatized populations, using theoretical frameworks and case studies. Investigations of ethical choices made by multinational, national and local policymakers, clinicians and researchers, and their impact on individuals, families and communities. Emphasis on working with community partners to develop needs assessment programs. Topics include: differential standards of care; protection of human subjects; access to essential medicines; genetic information and confidentiality; pharmaceutical development; health information technology; placebo controlled trials; best outcomes vs distributive justice. Requires a background in Global Health. Instructor: Whetten. 1 unit. C-L: Global Health 210, International Comparative Studies 397

330K. Global Health Ethics: Interdisciplinary Perspectives. Ethical issues of conducting research on or working with marginalized/stigmatized populations. Investigations of ethical choices made by multinational, national and local policymakers, clinicians and researchers, and their impact on individuals, families and communities. Emphasis on working with community partners to develop needs assessment programs. Topics include: differential standards of care; protection of human subjects; access to essential medicines; genetic information and confidentiality; pharmaceutical development; health information technology; placebo controlled trials; best outcomes vs distributive justice. Taught at Duke Kunshan University. Instructor: Moe. 1 unit. C-L: see Global Health 210K

331. Health Economics. Economic aspects of the production, distribution, and organization of health care services, such as measuring output, structure of markets, demand for services, pricing of services, cost of care, financing, mechanisms, and their impact on the relevant markets. Prerequisite: Economics 205D or Public Policy Studies 303D. Instructor: Falba, Sloan or staff. 1 unit. C-L: see Economics 334

333. War and Public Health in Africa. An inquiry into the nature of contemporary war in sub-Saharan Africa and its human cost. Uses public health as a parameter to assess the impact of organized collective violence on people's lives. Link between war and public health established and measured with respect to civilian deaths, gender based violence, physical and psychological trauma, mental disorders, malnutrition and famine, and the spread of epidemic diseases, inter alia HIV/AIDS. Special attention is given to rape as "a weapon of war," to the trafficking of human beings in war zones, the child soldier phenomenon, and to death counts as a vector of humanitarian or political advocacy. Instructor: Smith. 1 unit. C-L: see African and African American Studies 312; also C-L: Cultural Anthropology 312, Global Health 312

335. Comparative Health Care Systems. The interaction of historical, political, economic, cultural, and legal/ethical factors in how health care systems in high income [OECD] nations are organized and financed and to what end in terms of quality and health outcomes. Major focus on United States, England, and Canada, with select examples from other high income nations including Switzerland, the Netherlands,
Japan and Singapore. Instructor: Taylor. 1 unit. C-L: Sociology 271, Political Science 355

337SA. Marketing Québec: Policy, Marketing, and Identity. Develop intercultural competencies focusing on regional, linguistic, and cultural factors contributing to Quebec’s unique markets. Readings from texts and authentic cultural documents (policy, business journals, newspapers, audio and video reports). Active learning and teamwork-based projects to enhance critical thinking will form the basis of coursework. Assignments include a company portfolio, case study, and digital marketing project. Part of the Duke in Montreal Program. Instructor: Reisinger. 1 unit. C-L: see French 328SA; also C-L: Canadian Studies 328SA

338S. Race, Class and the Rise of the American Charter School. Students explore the legitimacy of the charter school as an educational reform movement, designed to offer alternatives for underserved students. Students explore: the role of choice in public education; charter schools fulfilling or contradicting the American philosophical and historical narrative; impact of KIPP, TFA and Harlem Success Academy; the Brown decision through the lens of the charter movement; re-segregation vs. self segregation; parental and family educational rights; privatization of public education. Instructor: Staff. 1 unit. C-L: see Education 383S

339A. Religion, Security and Global Citizenship in the Arab World. Examine how the Arab world is embodied in the global or world system of the 21st century. Learn the specific accents that inform its citizens and shape its prospects locally, regionally and internationally. Examine how the major Abrahamic traditions—Judaism, Christianity and Islam—had their historical origins in the eastern Mediterranean world, and how they continue to have adherents that populate the region and challenge the modern notion of citizenship. Explore how the current uprisings reflects the challenges of reconciling local aspirations with global forces. STUDY ABROAD: Duke in the Arab World Summer 2012. 1 unit. C-L: see Asian & Middle Eastern Studies 326A; also C-L: Religion 371A, International Comparative Studies 362A, Political Science 395A

340S. De/Re/Segregation in Education: A Case of Back to the Future?. Course traces timeline of segregation, desegregation, integration and resegregation in education in the United States, from policies and practices first enacted at this nation's birth through current policies and practices that challenge our commitments to opportunity, equality, and equity. Course invites students to study historical and contemporary practices in education, comparing segregation and resegregation as moments in the education history of the US, taking recent developments in North Carolina education policy and practice as cases to enrich understanding. Students engage in a minimum of 20 hours of planned service activities. Instructor: Anderson. 1 unit. C-L: see Education 303S

340T. Memory Bandits: Human Rights, Duke's History and a Plan to Expand History-Telling. This is affiliated with a Bass Connections project that takes on the societal and cultural challenge of historical memory, human rights and memorialization. We intend to mine memory studies to ask how, why and where people use the past for contemporary meaning; how the Duke campus currently embodies and tells its story; and how this team can help chart a deeper engagement with history. Consent of instructor is required. Instructor: Kirk. 1 unit. C-L: see Cultural Anthropology 347T; also C-L: History 340T

344. History of U.S. Social Movements. Examines the social movements that have shaped U.S. history, starting with the American Revolution itself and covering others including the anti-slavery movement, women's rights, Populism, Socialism, the Ku Klux Klan, the labor movement, the Black Freedom Movement and broader New Left, lesbian and gay liberation, and the recent conservative movement, focusing on the ethical issues arguments they raised, and how new civil, political, and social rights were created through social movement organizing. Lectures and readings explore why these movements arose, what they achieved, why many opposed them, and what we can learn about American history writ large from their experiences. Instructor: MacLean. 1 unit. C-L: see History 344

345. Genocide and Human Rights. Analyzes the phenomenon of genocide from an interdisciplinary perspective, exploring the ways that violence intersected with gender, race, and religion. Combines the history of genocide with the history of humanitarianism, international law, and human rights, seeking to understand their successes and failures. In addition to the Holocaust, case studies might include mass violence in Armenia, Ukraine, Cambodia, Rwanda, and Sudan. An interdisciplinary approach will be utilized, seeking to investigate genocide and human rights from the heights of international law to the depths of the human heart, using tools of political science, literature, and history. Instructor: Chappell. 1 unit. C-L: see History 272

346S. Family Rights/Human Rights. Explores relationship between state, family formation, and individuals. Surveys regulation of sexuality, reproduction, adoption, immigration, and incarceration with focus mainly on U.S. and past 200 years. Instructor: Deutsch. 1 unit. C-L: see History 389S

347S. The Connection between Human Rights, Memory and How Societies Create Memorials. This seminar introduces students to multiple approaches to how to create memory, with a focus on building a proposal for Duke to expand the sites where stories are told. We are particularly interested in how to tell difficult stories of slavery, segregation and inequality through new sites and interpretive plans. Students will create a Duke memory map and develop a Story Bank. The class is in part funded by Bass Connections and is affiliated with the Story Lab. Instructor: Kirk. 1 unit. C-L: see Cultural Anthropology 346S; also C-L: History 350S

348. Science and Policy of Obesity. An interdisciplinary course introducing students to science and policy of obesity from historical perspective beginning in mid-19th century. Study how social and cultural changes contributed to increasing prevalence of obesity in U.S. as well as how scientific advancements in human physiology, nutrition, and genetics have come to define current biological causes of obesity and how evidence has impacted social policies, local and national legislation and medical practices. Students would strongly benefit from general background in biology as well as molecular biology and genetics. Instructor: Haga. 1 unit. C-L: see Science & Society 248

349. Global Environmental Politics. This course examines the international community's responses to various global environmental problems. Because many environmental problems cross national borders, solutions require some form of global governance such as state-led mechanisms in the form of international environmental regimes. The course will thus explore how and why states both succeed and fail to negotiate international governance mechanisms. The course will also examine why some international environmental regimes are more effective than others and why states choose to comply with environmental regimes. Instructor: Weinthal. 1 unit. C-L: see Environment 348; also C-L: Political Science 348

350S. The University as a Culture: A Survivor's Guide. The university generates some of the most influential forms of knowledge in the world, yet we seldom examine the historically specific cultural, social, political, and economic conditions under which knowledge is
produced in the laboratories, classrooms, offices, dormitories, Greek-letter societies, and sports complexes that are the infrastructure of the academy. This course will employ readings from a range of disciplines, as well as the investigative and interpretive methods of cultural anthropology, to examine the taken-for-granted context of university life. Instructor: Matory. 1 unit. C-L: see Cultural Anthropology 347S; also C-L: Education 347S, History 334S, Sociology 324S

352. U.S.-Russia Relations: 1991-2016. A survey of relations of United States with Russian Federation since break-up of the Soviet Union. Examines government policies, agreements and disagreements in foreign policy, internal political and economic developments in both countries, and also public opinion, cultural relations, and role of mass media. Lectures, readings (including source documents), and final research paper. Instructor: Matlock. 1 unit. C-L: see Russian 415; also C-L: Political Science 415

353S. U.S. Policy in the Middle East. U.S. foreign policy: Middle East; Arab-Israeli-Palestinian conflict; oil and security; cold war; military cooperation and intervention; aid and democracy promotion; Iran, the Arab Spring; realism vs. liberalism in US foreign policy. Instructor: Maghraoui. 1 unit. C-L: see Political Science 352S

354. Politics in the Developing World. This course addresses the challenges developing countries typically face. What is developing world? What is development? What is democracy? How do democratic regimes emerge and endure and sometimes die? What about the relationship between development and democracy? What factors hinder or facilitate the democratization process? Areas of study include Mexico, Chile, Turkey, Iran, South Africa and Nigeria. Case studies help enormously to illustrate and understand the broader theoretical issues studied early in the semester. Instructor: Leonotis. 1 unit. C-L: see Political Science 354

355A. Political Economy of Immigration. The regulation of labour immigration is among the most important and controversial public policy issues in high-income countries. Many countries in Europe and North America, including the UK and the US, have experienced very rapid increases in labour immigration over the past 20 years. Instructor consent is required. Instructor: Staff. 1 unit. C-L: see Political Science 294A; also C-L: Economics 434A, Sociology 294A

356A. Globalization and Deglobalization. Multidisciplinary course provides students the necessary basics to understand current international economic issues, to understand the questing of the process of globalization but at the same time the difficulties of reversing this process. Taught in French through the Duke in France Program. Instructor: Staff. 1 unit. C-L: see French 350A; also C-L: Political Science 320A, Economics 320A, International Comparative Studies 363A

359. Radical Islam - A History. This course focuses on the history of Muslim groups and social movements which are often regarded as politically fundamentalists or radical in the twentieth-century Middle East. We shall critically survey the intellectual origins of radical ideologies, the social history of the “Muslim Brotherhood” in Egypt and Syria, the politics of Saudi Arabia, the rise of Hizbullah, the question of the caliphate, the interaction between foreign intervention and the approval of violence as a legitimate means in politics, a history of al-Qaeda, and finally of what we know about ISIS. Instructor: Mestyan. 1 unit. C-L: see History 359; also C-L: Asian & Middle Eastern Studies 359, Political Science 382, International Comparative Studies 361

360S. Post-1945 America. After providing an orientation to post-1945 US history, this course will guide students in the production of original individual research papers that aim for publishable quality. Students will choose topics according to their own interests that make use of the rich collections of primary sources in Duke’s Rubenstein Library. Sample areas for more defined projects include the history of advertising, the civil rights and Black Power movements, labor organizing, women’s history, alternative publishing, LGBTQ history, aspects of US relations with the wider world, environmentalism, economic thought, and the impact of globalization, particularly on North Carolina and the South. Some prior college coursework in 20th century US history desirable but not required. Instructor: MacLean. 1 unit. C-L: see History 395S

361S. Algorithms, Journalism and the Public Interest. Explores the expanding and evolving role of algorithms in the production, dissemination, and consumption of news. Course considers the political, economic, cultural, legal, public policy, and ethical implications of algorithmically-driven journalism and news consumption. Places algorithmically-driven journalism and news consumption in historical and technological context. Instructor: Napoli. 1 unit. C-L: see Policy Journalism and Media Studies 361S

362S. Journalism of Economic Crisis. Seminar explores how the news media has covered periods of economic crisis. Examines the history of reporting about boom and bust before turning to key questions about the news media and current coverage of the economy. Explores what can be concluded about the performance of journalism in informing and educating the public, holding executives and officials accountable, representing the human story of struggle, hardship and inequality. Students will read deeply and research, analyze and write about economic coverage. Instructor: Bennett. 1 unit. C-L: see Policy Journalism and Media Studies 376S

363S. Legal Issues for the Performing Arts. An overview of copyright, contract, discrimination, employment, obscenity and other laws relevant to performing arts through readings and discussion of case law, statutes, sample legal documents, news reports and other materials. Includes exposure to legal issues for non-profit boards. Cuts across these legal issues to examine creative works themselves and their interplay with the body of laws. Views legal system in a broader context that examines how our legal system is a useful tool in promoting creation of artistic works. Instructor: Bennett. 1 unit. C-L: see Policy Journalism and Media Studies 376S; also C-L: Economics 223S, Dance 379S

364S. The Art of the Interview: Questions and Answers as a Tool of Journalistic Inquiry. An exploration of the role of the interview as the central element of modern American journalism, with focus on its development as a tool of inquiry, a cultural form and news-making event, and new possibilities through technology for using interviews to construct and understand major events in the news. Readings include landmark interviews of last 100 years from magazines, newspapers and television. Instruction in methods for conducting interviews with public figures and private sources that will be put into practice in semester-long interview projects will focus on a person or event and will test original prototype for conducting, organizing, annotating and publishing recorded interviews. Instructor: Bennett. 1 unit. C-L: see Policy Journalism and Media Studies 364S; also C-L: Documentary Studies 364S

365S. Television Journalism. Theories and concepts of television broadcasting; writing and editing for electronic media; issues of production. Instructor: Johnson. 1 unit. C-L: see Policy Journalism and Media Studies 365S; also C-L: Visual and Media Studies 305S

365S. Magazine Journalism. Storytelling techniques of magazine journalism; historical and contemporary writing for magazines; and visual impact in print. Students develop experience in different kinds of magazine writing, collaborate on a magazine produced by the class,
367S. News Writing and Reporting. Seminar on reporting and writing news and feature stories for newspapers. Students required to produce actual news stories every week, based on original reporting and writing, including interviews, use of the Internet and electronic databases, public records, and written publications. Written assignments critiqued in class; final project. Consent of instructor required. Instructor: Rogerson. 1 unit. C-L: see Policy Journalism and Media Studies 367S; also C-L: Visual and Media Studies 306S, Documentary Studies 356S

368S. Journalism and War: Covering International Conflicts. In-depth study of foreign correspondents work to analyze how news media influence foreign policy and public perception. Case studies drawn from a century of armed conflicts, with focus on recent and current events. Emphasis on U.S. media but includes comparisons with other countries. Issues include human rights, bias and propaganda, dissent and press freedoms, changes in methods and business of journalism and roles of technology and social media. Instructor: Bennett. 1 unit. C-L: see Policy Journalism and Media Studies 388S

369S. Crash: The Intersection of Politics, Policy and Media. An examination of decision-making at intersection of politics, public policy and media. Draws on real-world and real-time examples and case studies, readings, and guest speakers. Issues include: role, power and practice of lobbying, rise of think tanks and interest groups as key players, theater of politics and policy, the many faces of media, scandal and commodification of outrage, crisis management and mismanagement. Instructor: Schoenfeld. 1 unit. C-L: see Policy Journalism and Media Studies 386S

370S. Press, the Presidency and Congress in a New Media Age. How political figures manage and avoid the press—and how the press manages politicians—in an era of 24/7 coverage, social media and the partisan echo chamber. Politician strategies of talking points, staged events, the empty theaters of the daily White House briefing, and town halls on YouTube. Contraposited by cable news, partisan media and the relentless quest for conflict and scoops. Instructor: Adair. 1 unit. C-L: see Policy Journalism and Media Studies 370S

371. News as Moral Battleground. Ethical inquiry into journalism traditions and its effect on public discourse. Issues includes accuracy, transparency, conflicts of interest and fairness. Stories presenting special issues such as national security, reporting on vulnerable people and the privacy of public figures. New challenges in blogging, social media and the 24-hour news cycle. Instructor: Adair or Bennett. 1 unit. C-L: see Policy Journalism and Media Studies 371; also C-L: Study of Ethics 259

372. Information, Policy, and Ethics. The development of the internet and other technologies as media of communication and the politics, policies and regulations that have emerged both internationally and nationally. The political aspects of the access to information on the internet and other technologies and the more controversial issue of content. Includes policy memo writing about technology issues; comparative global technology assignment; global internet monitoring project designed to encourage in-depth analysis in order to place the internet in its historical context; contemporary political, ethical and social impacts of the Internet. Instructor: Rogerson. 1 unit. C-L: see Policy Journalism and Media Studies 372

372K. Information, Ethics and Policy. The development of the internet and other technologies as media of communication and the politics, policies and regulations that have emerged both internationally and nationally. The political aspects of the access to information on the internet and other technologies and the more controversial issue of content. Includes policy memo writing about technology issues; comparative global technology assignment; global internet monitoring project designed to encourage in-depth analysis in order to place the internet in its historical context; contemporary political, ethical and social impacts of the Internet. Taught at Duke Kunshan University. Instructor: Rogerson. 1 unit. C-L: Political Science 388K, Policy Journalism and Media Studies 372K

373. Intellectual Property: Law, Policy, and Practice. Survey and analysis of American intellectual property law and policy. Examines the impact of intangible assets—copyrights, trademarks, patents, and related rights and interests—on artistic expression, communication, and innovation. Emphasis on media-oriented issues including film, television, music, computer programs, and digital content, with special focus on the tension between the impulse to protect property interests and the need for an expansive public domain. Extensive readings in both case law and policy commentary. Instructor: Frey. 1 unit. C-L: Policy Journalism and Media Studies 373, Innovation and Entrepreneurship 373

374. Contemporary Documentary Film: Filmmakers and the Full Frame Documentary Film Festival. Integrated with the films and filmmakers of the Full Frame Documentary Film Festival. The art form, style, and technology of contemporary documentary films. Issues of autonomy and power, politics, and public policies. Analysis of outstanding films from around the world. Presentations and discussions by filmmakers. Instructor: Staff. 1 unit. C-L: see Arts of the Moving Image 205; also C-L: Documentary Studies 270, Political Science 276, Visual and Media Studies 264, Arts & Sciences IDEAS themes and University Course 206

375S. Public Policy Video. Documentary film course focusing on the production of advocacy videos for social change. Covers methods and traditions of community organizing, introduces knowledge and skill sets needed to make effective videos for grassroots organizations, and explores how video is integrated into organizing strategies to achieve better results. Includes instructor-supervised fieldwork with community partner organization; student groups will research, write, direct, and produce a class video for a campaign to improve educational and economic opportunities in Durham's low-income communities. Instructor: Orenstein. 1 unit. C-L: see Documentary Studies 271S; also C-L: Arts of the Moving Image 335S

377S. Medicine and the Vision of Documentary Photography. The intersection of documentary photography and the medical community. Instructor: Moses. 1 unit. C-L: see Documentary Studies 206S; also C-L: Visual and Media Studies 204S

378S. The Future of News and Accountability Journalism in the Digital Age. The transformation of the news industry in a digital age and the growth of new journalistic forms to hold policymakers and government accountable. The rise of partisan media and the impact on political discourse. The role of social media and aggregators in a crowded media ecosystem. The disruptive force of citizen journalism and the benefits for legacy companies. The promise—and limitations—of foundation-funded journalism and the challenge to find new business models. Instructor: Adair. 1 unit. C-L: see Policy Journalism and Media Studies 378S

379S. The First Amendment in the Digital Age. Analysis of the role of the First Amendment in content-oriented media and communications. Examination of the relationship between American intellectual property regimes and the Bill of Rights, proscriptio...
of “any law...abridging the freedom of speech, or of the press...”.

Critical readings of commentary and some case law, with extensive classroom discussion in a small seminar format. Substantive topics include policy-based perspectives on digital encryption and performance, open source software, rights clearance issues, infringement theory in derivative works, dilution theory, and jurisdiction in cyberspace. Prerequisite Public Policy Studies 373S or PJMS 373S, Intellectual Property. Instructor: Frey. 1 unit. C-L: Policy Journalism and Media Studies 379S

380S. Politics of Food: Land, Labor, Health, and Economics. Explores the food system through fieldwork, study, and guest lectures that include farmers, nutritionists, sustainable agriculture advocates, rural organizers, and farmworker activists. Examines how food is produced, seeks to identify and understand its workers and working conditions in fields and factories, and, using documentary research conducted in the field and other means, unpacks the major current issues in the food justice arena globally and locally. Fieldwork required, but no advanced technological experience necessary. At least one group field trip, perhaps to a local farm or farmers market, required. Instructor: Thompson. 1 unit. C-L: see Documentary Studies 341S; also C-L: Cultural Anthropology 238S, International Comparative Studies 342S

381S. Science and The Media. Technique and goals of science writing. Introduce different modes, publication outlets, and peculiar editorial demands of each. Making complex, nuanced ideas about science, health and related policy matters understandable to nonscientists in limited space and in engaging ways. Encompasses both deep and broad reading with attention to science stories as told by the best in the field, and writing, on the readings, scientists and their science, and its significance to a public bombarded by, fascinated with and alienated from science. Instructor: Angrist. 1 unit. C-L: see Policy Journalism and Media Studies 381S; also C-L: Environment 364S

382S. Narrative Storytelling with Journalistic Impact. Long-form journalism’s decades-long ability to distinguish elite publications, attract great writers and produce stories that deepen readers’ understanding of issues. Examination of journalism storytelling and the impact of new technologies in print, on television and online. Different forms of storytelling and the influence on what kind of issues and subjects receive attention. Production of original journalism required. Instructor: Bliwise. 1 unit. C-L: see Policy Journalism and Media Studies 382S

383S. Advanced Documentary Filmmaking. Intermediate to advanced filmmaking techniques. Presumes a working knowledge of Final Cut Pro, mini-DV camera, and some fieldwork experience with a camcorder. Topics include fieldwork in a variety of communities and work on pertinent social and cultural issues. Not open to students who have taken this course as Film/Video/Digital 116S. Prerequisite: Documentary Studies 105S or equivalent experience and knowledge. Consent of instructor required. Instructor: Staff. 1 unit. C-L: see Arts of the Moving Image 470S; also C-L: Documentary Studies 470S, Visual and Media Studies 470S

384S. Global Democratization: Uses and Misuses of Ratings and Measurements. Global expansion of democracy and how this trend is studied, analyzed, ranked and rated, with particular attention to organizations that employ methods of ranking and disseminate the results. Includes discussing the policy uses and consequences of these methods, the context and history of democratization and exploring current examples of democratic transition. Instructor: Staff. 1 unit.

385S. Higher Education and The News Media. Analysis of content and methods of media coverage of major issues in higher education. Ways institutions try to shape (and respond to) media coverage. Includes a review of the history and distinctive characteristics of American higher education. Focus on a number of issues including finance, athletics, town-gown relations, academic freedom and political correctness, student culture, conflict of interest, rankings, scandals, globalization, and the impact of changing information technology. Instructor: Burness. 1 unit. C-L: see Policy Journalism and Media Studies 385S; also C-L: Education 385S

387S. Documenting Black Experiences. Interpretations of the black diaspora in documentary film from slavery to the present. Interdisciplinary study of black religions, cultures, histories, aesthetics, politics, and their representations, both globally and in the U.S. Students will view and study a variety of films and approaches to film and study film's evolution through numerous lenses from early ethnographic film to recent works by indigenous filmmakers, and understand the politics of representation, from D.W. Griffith to Spike Lee; read relevant works in the genres represented; and hear from guest critics, scholars of African and African American history and culture, and filmmakers. Instructor: Tyson. 1 unit. C-L: see Documentary Studies 350S; also C-L: African and African American Studies 225S, Arts of the Moving Image 214S, Cultural Anthropology 262S, International Comparative Studies 368S

389S. Small Town USA: Local Collaborations. Theory and practice of documentary photography in a small-town context. Students working in collaboration with one nearby small town complete a documentary photographic study of one individual or group within that town. Includes analysis of the documentary tradition, particularly as it relates to locally situated work and to selected individual projects; building visual narrative, developing honest relationships with subjects, responsibility to subjects and their communities, and engaging with and portraying a community as an outsider. Photo elicitation and editing techniques. Consent of instructor required. Required participation in service learning. Instructor: Post-Rust. 1 unit. C-L: see Documentary Studies 230S; also C-L: Visual Arts 232S, Visual and Media Studies 224S


391. Independent Study. Supervised reading in a field of special interest under the sponsorship of a faculty member. Requires a substantive paper containing significant analysis and interpretation. Consent of instructor and director of undergraduate studies required. Instructor: Staff. 1 unit.

391K. Independent Study Kunshan University. Supervised reading in a field of special interest under the sponsorship of a faculty member. Requires a substantive paper containing significant analysis and interpretation. Consent of instructor and director of undergraduate studies required. Taught at Duke Kunshan University. Instructor: Rogerson. 1 unit.

393. Research Independent Study. Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. 1 unit.
395S. Children and the Experience of Illness. An exploration of how children cope with illness, incorporating the tools of documentary photography and writing. Students will work outside class with children who are ill and teach them how to use a camera, working toward an exhibit of photographs at the end of the semester. Permission required. Required participation in service learning. Instructor: Moses. 1 unit. C-L: see Documentary Studies 202S; also C-L: Visual and Media Studies 211S

396S. Documentary Engagement Through Field-Based Projects. Documentary photography as a tool for social engagement in preparation for intensive field-based projects. Students study documentary photographers while planning and refining their own documentary projects through which they will address societal issues locally, nationally, or abroad. Students learn and refine valuable technical skills such as Photoshop, inkjet printing, and web-based methods in order to complete a preliminary documentary project by the end of the semester. Consent of instructor required. Required participation in service learning. Instructor: Harris. 1 unit. C-L: see Documentary Studies 355S

398S. Advanced Documentary Photography. An advanced course for students who have taken Public Policy Studies 397S or have had substantial experience in documentary fieldwork. Students complete an individual photographic project and study important works within the documentary tradition. Prerequisite: Visual Arts 217S, Public Policy Studies 397S, or consent of instructor. Instructor: Harris, Rankin, or Staff. 1 unit. C-L: see Documentary Studies 319S; also C-L: Visual Arts 319S, Visual and Media Studies 324S

399A. Global Russia. Globalization of Russian culture as manifested in popular/academic cultural forms, including political ideologies, media/artistic texts, film, theater/television, markets, educational/legal institutions, historical/contemporary social movements. Examination of ethical issues in context of such topics as the relationship between church and state; evolution of a totalitarian government into a democratic state; reproductive rights; struggle against corruption in education, finance, police; role of censorship; views of citizenship, patriotism, valor, and treason; historical perspectives on prison camps, abuses of psychiatry. Offered in the Duke in Russia Program. Instructor consent required. Instructor: Andrews. 1 unit. C-L: see Russian 399A; also C-L: Cultural Anthropology 399A, International Comparative Studies 399A

409. Leadership in International Relations. Course analyzes the impact political leaders have on international relations by examining case studies of specific decisions dealing with events of international importance over the past 3 decades, including end of the Cold War; the Falklands War; the unification of Germany; the Gulf War; the Soviet Union collapse; restoring Russian power, the decision to invade Iraq. Considers styles of leadership by American and Russian presidents and provides a basis for comparing the styles of other leaders analyzed. Considers such questions as similarities/differences in qualities of leadership in different societies, extent to which leaders are victims of circumstance, and degree to which decisions can change things. Instructor: Matlock. 1 unit. C-L: see Russian 410

410. Policy Journalism and Media Studies Capstone Course. Capstone course for the Policy Journalism and Media Studies certificate. Course to be taken after the student completes an internship in a media organization. Designed to integrate student’s practical experience with the more conceptual and theoretical knowledge gleaned from the classroom. Students meet in formal course setting to discuss what they have learned, present examples of the work they have accomplished culminating in a research paper. Course requirements include writing a major research paper that synthesizes ideas and concepts learned in coursework with the internship’s practical experience and a class presentation about the student’s internship. Instructor consent required. Instructor: Staff. 1 unit. C-L: see Policy Journalism and Media Studies 410

411S. Historicizing Whiteness. Examines origins, historical development, and consequences of white racial identity, from the 17th century to the present, beginning with the emergence of white racial grammar among trafficked white servants and so-called “white slaves” to the creation of racialized rights and privileges for white people in Great Britain and the United States in the 19th, 20th, and 21st centuries. Instructor: Peck. 1 unit. C-L: History 411S

412S. Capstone Seminar: Regulating American Business: Historical Perspectives. Explores shifting approaches to economic regulation in American history from the Revolution to the present, with a focus on 20th century. Examines reliance on pre-modern administrative mechanisms to shape American business environment, regulation through civil or criminal law, rise of the modern administrative state in late nineteenth and early twentieth centuries, extension and maturation of regulatory frameworks in 1960s and 1970s, and dominant impulses of deregulation during the last three decades. Instructor: Balleisen. 1 unit. C-L: see History 477S


414S. Research in Human Rights. Focuses on human rights issues in North Carolina, the United States, and around the world. General human rights literature along with several detailed case studies will prepare students to undertake an original piece of research on a topic of their choice. Offered through the DukeImmerse Program. Director of Undergraduate Studies consent required. Instructor: Korstad. 1 unit.


415S. Critical Reflection and Adaptive Leadership in Complex Systems. Capstone seminar for students completing community-based research (CBR) projects through Service Opportunities in Leadership Program. Involves critical reflection on summer projects, exploration of leadership, politics, and policy design concepts. Exploration, drawing upon students’ experiences, questions, and insights as a starting point, of how lives of commitment to the common good are formed and sustained. Consent of instructor required. Instructor: Blount. 1 unit.

420S. Multidisciplinary Approaches to Contemporary Children’s Issues. An integrative, multi-disciplinary study of the psychological, social, and political factors that affect American children and families. Specific topics to be determined by students and instructor, for example, the behavioral and economic consequences of juvenile delinquency; the implications of different family structures on infants, children, and adolescents; or the civic and social responsibilities of public education. Individual and group research projects required.
Capstone course required for the Child Policy Research certificate program. Consent of Director of that certificate program required. 1 unit. C-L: see Child Policy 495S

425. Intellectual Property and Innovation: Law, Policy & Entrepreneurship. Course examines the tightly linked roles of intellectual property law and innovation in the 21st century global economy; offers an overview of the use of intellectual property in business, law and public policy, as well as in-depth coverage of current controversies impacting the future of the global information economy: gene patents; online piracy; music sampling; open source business models; access to medicines; and the impact of the 3D printing revolution. Besides overviews of trends in intellectual property law, research and development strategies, university technology transfer, and government and private sector investment, examine case studies of specific innovators, companies, places. Instructor: Cross. 1 unit. C-L: see Markets and Management Studies 425; also C-L: Sociology 425, Economics 295, Information Science + Studies 425

445A. Climate Change in the Marine Environment. Exploration of climate change science focusing on marine ecosystems and inhabitants—specifically ocean acidification, warming and sea level rise. Factors causing climate change, and how those vary spatially, focusing on sensitive polar ecosystems and marine mammal populations. Critical examination of climate change modeling using EdGCM (research-grade Global Climate Model), focusing on how scientists use models, observations/theory to predict climate, and assumptions/uncertainty implicit in modeling. Discussion of potential human impacts including consequences of sea level rise and potential increases in disease due to climate change. Taught in Beaufort. Instructor: Johnston. 1 unit. C-L: see Environment 445A; also C-L: Biology 445A

450AS. Glasgow Seminar in Public Policy. Analysis of the British political system and important public policy problems in Britain including: privatization, Britain and the European community, and economic and social policy. (Taught in Scotland.) Prerequisite: Public Policy Studies 155D, two of the core courses (Public Policy Studies 301, 302, 303D or equivalent, or Statistical Science 101), and consent of director. Instructor: Staff. 1 unit.

493A. Politics and Policy Practicum for Duke in DC. In this course, students develop policy expertise and professional skills relating to their Washington internship. In their final paper, students analyze a policy issue they have encountered in their internship and develop and evaluate alternative approaches to the issues. The course also provides students with skills that enhance their internship experience and that prepare them for future research and policy work. The skill-building components may include: analyzing sources of information, interviewing for research and for policy analysis, doing sensitivity analysis, providing constructive criticism, and briefing expert and non-expert audiences. Instructor: Staff. 1 unit. C-L: Political Science 494A

494. Honors Project: Research Independent Study. Individual research in field of special interest under supervision of a faculty member leading to completion of an honors thesis in Public Policy Studies. First semester requires substantive paper that outlines thesis. Second semester results in paper containing significant analysis and interpretation of the topic. Open only to students seeking honors via research independent study route. Consent of instructor and honors project director required. Instructor: Staff. 1 unit.

495S. Honors Seminar. Special research topics. Consent of the honors seminar instructor and director of undergraduate studies required. Instructor: Staff. 1 unit.

496S. Honors Seminar. Continuation of Public Policy Studies 495S. Consent of the honors seminar instructor and director of undergraduate studies required. Prerequisite: Public Policy Studies 495S. Instructor: Staff. 1 unit.

497S. Senior Seminar Special Topics. For special topics courses that are targeted toward upper-level students and capstone experiences. Instructor: Staff. 1 unit.

501S. American Grand Strategy. Study of policy that nations adopt to marshal their political, economic, military, technological, and diplomatic resources to achieve their national goals in the international environment they face, drawing on political science, history, public policy, law and political economy and other disciplines to achieve these ends. Course examines the history, current reality, and future prospects of American grand strategy. Consent of instructor required. Instructor: Feaver. 3 units. C-L: see Political Science 562S; also C-L: History 567S

502S. Contemporary United States Foreign Policy. Focus on challenges and opportunities for American foreign policy in this global age including the impact of interests, ideals and values. Draws on both the scholarly literature and policy analyses. Addresses big picture questions about America’s role in the world as well as major current foreign policy issues that raise considerations of power, security, prosperity and ethics. Open to undergraduates with permission of instructor and priority to Public Policy Studies and Political Science majors, and to graduate students. Instructor: Jentleson. 3 units. C-L: Political Science 670S

503S. United States Policy in the Middle East. From World War II to the present with a focus on current policy options. Instructor: Kuniholm. 3 units. C-L: History 509S

504. Counterterrorism Law and Policy. This course explores the novel legal and policy issues resulting from the United States’ response to 9/11 attacks and the threat posed by modern terrorist organizations. Topics include preventative/preventive war; detention, interrogation, and prosecution of suspect terrorists; domestic surveillance; and government secrecy and public access to information. Instructor: Schanz, Silliman. 3 units. C-L: Political Science 543

505S. National Security Decision Making. Course explores the delicate art of national security decision-making through deeper understanding of national security apparatus, analysis of elements of national power (examination of historical examples of application), and application of analysis to assess merits of various approaches to national security decision-making. Instructor: Nichols. 3 units.


507S. Intelligence for National Security. Addresses complex US intelligence enterprise that has been established to support our national security priorities. First, students review and discuss current structure of national intelligence apparatus. Case studies are used to evaluate
effectiveness and design of intelligence agencies and their accompanying capabilities. Finally, students conduct independent research on select intelligence agencies and organizations. Instructor consent required. Instructor: Nichols. 3 units.

508. Culture and Explosion: How Russian Culture Changed the World. Examination of Russian contributions to advancements in the sciences, mathematics, and the arts (visual/textual/musical). Special attention is paid to the contributions of Mendeleev (chemistry), Vygotsky and Luria (cognitive and developmental psychology/neuroscience), Lobachevsky (non-Euclidean geometry), Sakharov (nuclear physics, dissident), Kandinsky and Filonov (visual arts), Rachmaninoff, Shostakovich, Stravinsky, Prokofiev (composers), Zamiatin, Jakobson, Lotman, Bakhtin, Voloshinov (semiotics, theories of artistic texts). Instructor: Andrews. 3 units. C-L: see Russian 533; also C-L: Cultural Anthropology 533

510S. Science and the Media: Narrative Writing about Science, Health and Policy. Those who write about science, health and related policy must make complex, nuanced ideas understandable to the non-scientist in ways that are engaging and entertaining, even if the topic is far outside the reader’s frame of reference. Course examines different modes of science writing, the demands of each and considers different outlets for publication and their editorial parameters. Students interview practitioners of the craft. Written assignments include annotations of readings and original narratives about science and scientists. Course considers ways in which narrative writing can inform and affect policy. Prerequisites: a 200-level science course and/or permission of the instructor. Instructor: Angrist. 3 units. C-L: see Bioethics and Science Policy 510S; also C-L: Policy Journalism and Media Studies 510S

513S. International Democratization. Focus on critical analysis of international efforts to improve governance, build democracy and increase respect for human rights through a series of methods or tools: international law, sanctions, aid, conditionality, and a vast array of activities broadly labeled democracy promotion, including election assistance and civil society development. Class requires a high level of discussion and preparation for each meeting. Emphasis on student application of reading material to a particular country. Instructor: Kelley. 3 units. C-L: Political Science 6475

515S. Assisting Development. Examines evolution of international development theory and practice since early 1950s. Investigates how different solutions advanced to deal with poverty have fared. Different streams of academic and policy literature, including economics, political science, and sociology, are consulted with a view to understanding what could have been done in the past and what should be done at the present time. Examines alternative formulations weekly in seminar format. Individual research papers (60% of grade) which analyze past and present development practices in a country of their choice, or examine trends within a particular sector (e.g., agriculture, population, gender relations, the environment). Instructor: Krishna. 3 units. C-L: Political Science 5465S, International Comparative Studies 514S

524S. Social Determinants of Health Disparities. This course utilizes a Social Determinants of Health (SDH) perspective to explore health differences. The SDH are life enhancing resources and life compromising risks the differential distribution of which determines inter-population differences in health. The SDH perspective suggests that a range of policy decisions are systematically associated with health. Consequently, virtually all policy is health policy. The objective of this course is to have students critically examine the various processes influencing health across diverse population groups. We will examine identity construction, stratification, marginalization, inequality and the physical embodiment of lived social experience. Instructor: Pearson. 3 units.

525S. Poverty Policy After Welfare Reform. An examination of causes and consequences of poverty in the United States, reviewing major social policies used to combat poverty. Examines evidence on the effects of the 1996 welfare reform and studies the piecemeal anti-poverty programs that have risen in place of traditional welfare. Considers tradeoffs and unintended consequences present in America’s safety net. Instructor: Gassman-Pines. 3 units.

526S. Race and American Politics. A broad overview of the salience of race in the American political fabric and how it structures racial attitudes on a number of political and policy dimensions. Instructor: McClain. 3 units. C-L: see Political Science 525S; also C-L: African and African American Studies 5445

527S. Poverty, Inequality, and Public Policy in the U.S. Examines causes and consequences of poverty and inequality in the United States; reviews major social policies used to combat poverty’s ill effects. Acquaint students with definition and extent of poverty and inequality, examine poverty’s “causes”, including family structure and low wage employment, discuss effects of poverty on family and child well-being, and analyze the primary poverty policies employed by the United States, including Temporary Aid to Needy Families, Food Stamps, Medicaid, and WIC. Lecture and class discussion, drawing on material from a variety of disciplines. Instructor: Gibson-Davis. 3 units.

528. History of Poverty in the United States. A history of poverty and poverty policy in the United States from the colonial era to the present. The changing experience of poverty, efforts to analyze and measure poverty, and attempts to alleviate or eliminate it. Attention paid to the reasons for the durability of poverty in a wealthy nation and to the forces shaping the contours of anti-poverty policy. Instructor: Staff. 3 units. C-L: see Study of Ethics 561; also C-L: History 546

529S. Race and Ethnicity. Explores in depth policies of redress for intergroup disparities or inequality across countries. Examination of policies that attempt to systematically correct differences across racial/ethnic groups in income, wealth, health, rates of incarceration, political participation, and educational attainment, e.g. affirmative action, land redistribution, parental school choice, and income redistribution measures in a number of countries including India, the United States, Brazil, Malaysia, Chile, and South Africa. Address question of why intergroup differences in outcomes should be viewed as a social problem. Instructor: Darity. 3 units. C-L: African and African American Studies 551S, International Comparative Studies 529S

530S. Gender, Identity, and Public Policy. The role of women and women’s organizations as advocates for, and targets of, public policymaking. The grounding of women’s collective action claims in understandings of women’s “sameness as” and “difference from” men, and the implications of those frames for women’s citizenship. Gender differences in individual civic engagement and in the styles and priorities of male and female elected officials. The historic evolution of women’s organizational engagement in gender-specific and general-purpose public policies. The impact of globalization on women. The oppression and emancipation of women in traditional societies. The legitimacy crises facing maternal, second wave, and third wave feminism. Instructor: Goss. 3 units. C-L: Political Science 521S, Gender, Sexuality, and Feminist Studies 515S
531S. Philanthropy: The Power of Money. Seminar course with applied project designed to deepen understanding of role of private wealth in shaping public policy. Provides overview of philanthropy in America, emphasizing new generation of billionaires. Engages philosophical debates over obligations and opportunities of wealth in an age of income inequality and governance challenges. Discusses laws structuring politically oriented giving. Explores strategies donors use to pursue their vision of the public good, including new work at intersection of business, social sector. Evaluates why some strategies succeed while others fail. Case studies may include education reform, community development, clean energy, etc. Instructor: Goss. 3 units.

542S. Schooling and Social Stratification. This course will examine educational policies in a comparative, cross-national fashion with a focus on the implications for the construction of social hierarchy and inequality. Instructor: Darity. 3 units. C-L: African and African American Studies 549S, Education 542S

544S. Schools and Social Policy. Overview and selected current policy issues related to K-12 education. Includes small-group research projects that require data analysis, literature searches, and interviews with education policy makers. Consent of instructor required. Instructor: Staff. 3 units.

555S. The Politics of Market Competition in a Global Economy. Course examines history and contemporary political, economic, and legal aspects of industrial policy and its development in East Asia. Explores evolution of economic competition or business-state relations thought and practice in East Asia over the past century, the recent rapid spread of innovative policies, as well as domestic and international conflicts and cooperation over competition policy. Students will write original research papers on a related topic of their own choosing. Instructor: Staff. 3 units. C-L: see Political Science 555S; also C-L: Study of Ethics 555S

558S. Understanding Ethical Crisis in Organizations. This course examines the causes and consequences of ethical crisis across business, military, higher education and religious institutions. Emphasis is on identifying why certain organizations are more prone to ethical problems and certain organizations better able to manage them. A core goal is to develop real-world solutions to ethical challenges organizations face in contemporary societies worldwide. Instructor: Pickus. 3 units. C-L: see Study of Ethics 562S; also C-L: Political Science 502S, Sociology 542S

559S. Philanthropy, Voluntarism, and Not-for-Profit Management. An examination of the role and functioning of the not-for-profit sector in relation to both the public sector and the private for-profit sector in dealing with significant social problems. Also taught as Law 585. Instructor: Fleishman. 3 units.

560S. Philanthropy: the Theory of Practice and the Practice of Theory. Role of grantmaking foundations as engines of social, economic, and political change. Normative implications for democracy of elites using wealth to influence society. Theories of strategic vs. expressive philanthropy. Debate over time-limited vs. perpetual foundations. Cases of philanthropy's impact in realms such as education, public television, and AIDS research. New philanthropic ventures that hybridize for-profit and non-profit approaches. Consulting project to guide newly wealthy individuals in philanthropic strategy. Instructor: Goss. 3 units.

561. 9/11: Causes, Response & Strategy. Examination of the origin and ideology of al-Qaeda and affiliated organizations, the events that led to the 9/11 attacks, and the public policy response in terms of use of force, preventive intelligence and law enforcement policies, and homeland security. Comparative examination of the efficacy and ethics of alternative counterterrorism policies. Instructor: Schanzer. 3 units. C-L: Political Science 544, International Comparative Studies 561

562S. Monuments and Memory: Public Policy and Remembrance of Racial Histories. Processes of memorialization of various dimensions of racial pasts, via statuaries, naming of parks and buildings, films (both documentary and fiction), novels, historical works. In depth treatment of political and economic basis for determining what events or persons are remembered and how they are remembered. Interdisciplinary course encompassing literary studies, memory studies, history, political science, anthropology, and economics. Instructor: Darity. 3 units. C-L: African and African American Studies 541S

563S. Making Social Policy. Examines the policymaking process, the role of different sectors in policymaking, policymakers’ use of research and communicating with policymakers. Focus on social policy. Includes experimental and written work as well as visits from policymakers and to policymaking "events." Instructor: Owen. 3 units. C-L: Child Policy 634S, Sociology 634S

574. Economic Evaluation of Sustainable Development. Examines how one could rationally defend a choice of ‘sustainable development’ policy. Applies cost-benefit thinking in environment-natural-resources and development contexts. Presents microeconomic concepts emphasizing logic and principles more than mechanics. Intertemporal equity is a focus and equity-efficiency tradeoffs are a theme. Microeconomics prerequisite not required. Instructor: Pfaff. 3 units. C-L: Environment 572

575D. Resource and Environmental Economics and Policy. Discussion section for Environment 520. Instructor consent required. Instructor: Bennear or Smith. 3 units. C-L: see Environment 520D; also C-L: Economics 530D

575L. Resource and Environmental Economics. The application of economic concepts to private- and public-sector decision making concerning natural and environmental resources. Intertemporal resource allocation, benefit-cost analysis, valuation of environmental goods and policy concepts. Prerequisite: introductory course in microeconomics. Instructor: Bennear or Smith. 3 units. C-L: see Environment 520L; also C-L: Economics 530L

576. Resource & Environmental Economics I. Part 1 of a survey course in environmental and natural resource economics. Part 1 focuses on basic theory and methods of economic analysis of environmental problems including benefit-cost analysis, non-market valuation, and instrument choice. Prerequisite: Introductory course in microeconomics and one semester of calculus. Instructor: Bennear or Smith. 1.5 units. C-L: see Environment 520; also C-L: Economics 530, Energy 520

577. Environmental Politics. Environmental policy formation and implementation in comparative perspective. Topics include interest groups, environmental movements and parties, public opinion, political systems and institutions. Case students selected from the United States and other advanced industrialized countries and the developing world. Spring. Instructor: Albright or Mullin. 3 units. C-L: see Environment 577; also C-L: International Comparative Studies 577

578. Land Use Principles and Policy. Consideration of four major roles of land in the United States: as a producer of commodities, financial
asset, component of environmental systems, and location of development. Analysis of market allocation of land, market failure, role of public planning and regulation. Instructor: Salvesen. 3 units. C-L: see Environment 550

579S. Collective Action, Environment, and Development. Examines the conditions under which collective or participatory decisions may raise welfare in defined ways. Presents the growing empirical evidence for an environment and development setting including common property issues (tragedy of the commons and competing models). Identifies what evidence exists for sharing norms on a background of self-interested strategies. Definitions of and reactions to equity and/or its absence are a focus. Providing scientific information for policy is another. Experimental and behavioral economics are frequently applied. Instructor: Pfaff. 3 units. C-L: Environment 579S

580S. Water Cooperation and Conflict. Focuses on potential for transboundary water resources-related conflict and cooperation. Discusses water scarcity concepts, natural resource conflict theory, hydro politics, hydro hegemony, water security, water markets and institutions, game theory, and international water law. Other topics include the economics of water and health. Case studies complement the broader course outlook. Instructor: Jeuland. 3 units. C-L: Global Health 533S, Environment 543S, International Comparative Studies 580S

581S. International Environmental Regimes. Law, politics, and institutional design of international regimes created among nations to cope with environmental problems. Includes study of particular conventions and treaties (for example, acid rain, ozone, carbon reduction, biodiversity, Antarctica, regional seas, ocean dumping), and the environmental implications of international trade rules and regimes (for example, GATT). Instructor: Staff. 3 units. C-L: see Political Science 545S; also C-L: International Comparative Studies 521S

582. Global Environmental Health: Economics and Policy. Social science perspective on global environmental health. Students will learn to identify primary environmental causes of high burden diseases such as malaria, diarrhea, and respiratory infections; describe how to measure socio-economic impacts of global environmental health diseases; discuss key policies to control global environmental health problems based on private prevention and therapeutic behaviors; and propose frameworks to empirically monitor and evaluate global environmental health policies. A sub-module will focus on climate change and water-borne diseases. Prerequisites: Introductory course in statistics. Instructor: Pattanayak. 3 units. C-L: Environment 538, Global Health 538

583S. Energy and U.S. National Security. Examines link between reliable, affordable, and sustainable sources of energy and U.S. national security. Includes ethical considerations related to energy resources and wealth distribution, analysis through case study of top foreign oil suppliers to U.S., as well as newer “unconventional” sources of energy such as shale gas and renewables. Extensive use of guest experts from U.S., local and foreign governments as well as industry. Specific skills include thinking like a U.S. diplomat (cross-cultural perspective), writing concise policy memos, and delivering a compelling, succinct oral presentation. Final project will require policy recommendation on an assigned energy security topic. Instructor: Kelly. 3 units. C-L: Political Science 663S, Environment 583S

583SK. Energy and National Security. Energy and National Security examines links between available, reliable, affordable, and sustainable energy supplies and economic and national security of an advanced economy in early the 21st Century. Countries of particular interest are China and the United States. Both are net energy importers, depend on smoothly functioning global energy markets and open sea-lanes, and face ethical and environmental issues as they choose among their energy sources and suppliers. Both also are highly dependent on energy to power their economies, fuel their militaries, and preventing enemies or competitors from inflicting damage on their economies or populations. Taught at Duke Kunshan University. Instructor consent required. Instructor: Staff. 3 units. C-L: Environment 583SK, Political Science 663SK

584. Resource & Environmental Economics II. Part 2 of a survey course in environmental and natural resource economics. Part 2 focuses on basic theory and methods of economic analysis of natural resource problems including extraction of non-renewable resources over time, fisheries economics and forest economics. Prerequisite: Environment 520. Instructor: Benne, Smith, or Vincent. Variable credit. C-L: see Environment 521; also C-L: Economics 531

585. Climate Change Economics and Policy. This course explores the economic characteristics of the climate change problem, assesses national and international policy design and implementation issues, and surveys the economic tools necessary to evaluate climate change policies. Discussion-oriented requiring high degree of student participation. Course objectives are increased comprehension of economic aspects of climate change and ability to apply tools of economic analysis to climate policy and the responses of firms and households to it. Course designed for graduate and advanced undergraduate students. Instructor: Pizer. 3 units. C-L: Environment 640

590. Advanced Topics in Public Policy. Selected topics. Instructor: Staff. 3 units.

590S. Advanced Topics in Public Policy. Selected topics. Seminar version of Public Policy Studies 590. Instructor: Staff. 3 units.

595S. Regulation of Vice and Substance Abuse. The traditional vices of drinking, smoking, gambling, and the recreational use of drugs. Evaluation of government policy on these activities. The intellectual framework for evaluation drawn from economics, although readings refer to law, psychology, philosophy, and statistics. Instructor: Cook. 3 units.

596. Evaluation of Public Expenditures. Basic development of cost benefit analysis from alternative points of view, for example, equity debt, and economy as a whole. Techniques include: construction of cash flows, alternative investment rules, inflation adjustments, optimal timing and duration of projects, private and social pricing. Adjustments for economic distortions, foreign exchange adjustments, risk and income distribution examined in the context of present value rules. Examples and cases from both developed and developing countries. Instructor: Conrad. 3 units. C-L: Economics 521, Environment 532

597S. Seminar in Applied Project Evaluation. Initiate, develop, and perform a project evaluation. Range of topics include measuring the social cost of deforestation, the B1 Bomber, a child nutrition program, the local arts program. Prerequisite: Economics 285 or Public Policy Studies 596. Instructor: Conrad. 3 units. C-L: Economics 522S

598. Economic Growth and Development Policy. Basic principles and policy issues in the study of economic growth and development. The roles of physical, natural and human capital, technological innovation, productivity improvements, history and institutions in explaining patterns and causes of variations in growth and developmental performance of countries. Effects on growth, development, wellbeing and poverty levels of many current policy issues including HIV/AIDS, financial crises, macro-stability, foreign aid and investment, debt burdens.
and forgiveness, governance and corruption. Instructor: Fernholz. 3 units. C-L: International Comparative Studies 598

601S. Urban Policy. Overview of basic political, sociological, and economic models of urbanization coupled with application of these models to modern urban problems, including concentrated poverty, traffic congestion and mass transit, crime, land use and environmental quality, housing affordability, and fiscal crises. Special emphasis on historical evolution of cities. Students write a major project focusing on the problems facing one American city, and propose solutions to those problems. Instructor: Staff. 3 units.

602S. Law, Economics, and Organizations. Overview of field of law and economics. Economics of information, contract theory, economic analysis of law, and New Institutional Economics. Consequences of failure of law and institutions; alternative mechanisms to sustain markets and transactions. Instructor consent required. Instructor: Staff. 3 units. C-L: Economics 502S

603S. Microeconomics of International Development Policy. Microeconomic foundations of international development policy using tools of microeconomics to study behavior of individuals, households, and firms in developing countries. Topics may include household and intrahousehold modeling; market participation; agrarian contracts; credit and microfinance; nutrition and health; poverty traps; etc. Public Policy Studies 303D prerequisite or instructor approval. Instructor: Staff. 3 units. C-L: Economics 503S

604. Using Data to Analyze and Evaluate Public Policy. This course reviews the basic methods of inferring the causal impact of public policy initiatives. Topics include randomized controlled trials, instrumental variable analysis, regression discontinuity designs, difference-in-difference "natural experiments," and propensity score/nearst neighbor matching methods. Assignments include analysis using Stata software; final project entails proposing a quantitative study focused on causal inference. Either Statistical Science 101 or Public Policy 812 required; further coursework in multiple regression preferred. Consent of instructor required. Instructor: Ananat. 3 units.

605. International Trade and Policy. Focus on economics of trade and trade policy. Includes theoretical models explaining patterns of trade, economic gains from trade, and distribution effects (winner and losers), as well as the economic effects of trade barriers, major agencies and institutions affecting trade, preferential trading arrangements, outsourcing and offshoring, multinationals, and labor and environmental issues. (No finance.) Prerequisite: Public Policy Studies 303D or Economics 210D. Instructor: Krupp. 3 units. C-L: Economics 505

606. Macroeconomic Policy and International Finance. Survey of macroeconomic theory and analysis of policies designed to reduce unemployment, stimulate economic growth, and stabilize prices. Conventional monetary and fiscal instruments, employment policies, and new policies designed to combat inflation. Instructor: Staff. 3 units. C-L: Economics 506

607. Cost-Benefit Analysis for Health and Environmental Policy. Course considers the importance of economic analysis, or cost-benefit analysis (CBA), for public policy assessments. Specific focus is on health and environmental policy, and the steps in identification / cataloguing, quantification, and monetization of impacts of potential policies and projects. Covers: Economic rationale for CBA; Basic principles for assessing the economic effects of projects; Techniques for valuing health and environmental impacts; Intergenerational/philosophical concerns related to CBA; Social discounting; Risk and uncertainty; Comparisons of CBA with other approaches (i.e. cost effectiveness analysis, multi-objective analysis). Instructor: Jeuland. 3 units. C-L: see Global Health 531; also C-L: Environment 563

608. Economics of the Family. Examines ways extended families function as economic institution. Primarily empirical, but also draws on relevant microeconomic theory. No formal prerequisites, but students should have experience with intermediate microeconomics and econometrics/statistics. Instructor: Staff. 3 units.

609S. The Regulatory Process. Study of theories in economics, political science, and law to examine the structure, conduct, and performance of U.S. regulatory agencies. Emphasis on why decisions are delegated to agencies, the degree to which regulators behave strategically, and the impact of regulatory actions on society. Focus on political and economic roots of scientific and technological debates in regulatory policy. Required research paper on origins and effectiveness of a particular regulation. Instructor: Staff. 3 units. C-L: Political Science 6175

610. Analysis for Strategic Design of Policy and Regulation. Applies tools from welfare economics, information economics, and mechanism design in order to analyze public policy problems in the context of asymmetric information and strategic behavior. Applications include: financial regulation, private and social insurance, corruption and accountability, provision of public goods, and others. Requires previous exposure to intermediate microeconomics (including basic game theory), and reasonable comfort with the mathematics of constrained optimization. Instructor: Staff. 3 units.

633. Topics in Population, Health, and Policy. Substantive findings and policies/policy debates around selected topics in the field of population and health in industrialized and developing societies. Demographic models used to examine selected current population and health topics through framing, defining and evaluating key concepts. Topics include: end of population growth; relations between population, development and environment; health of populations; population aging; potentials for mortality increases; HIV/AIDS epidemic and resurgence of infectious diseases. Readings from disciplines of demography, sociology and public health. Topics Course. Instructor: Merli. 3 units. C-L: Sociology 534, Global Health 550

634. Ethics and Policy in Genomics. Survey of ethical, social, economic, and legal issues in genomics. Introduction to ethical reasoning and examination of selected issues calling for such analysis, including: (1) special procedures for research involving human participants, (2) respect for privacy and confidentiality of genetic information; (3) historical and political background of health research funding, and (4) public-private research interactions such as intellectual property and conflict of interest. Instructor: Chandrasekharan. 3 units. C-L: see Science & Society 612; also C-L: Computational Biology and Bioinformatics 612

635. The Politics of Health Care. The history, status, and future of health care policy. Grounded in political theories such as distributive justice, altruism, and contractarianism. Focus on policy formation. Case discussions of American reform controversies in light of international experience. Instructor: Conover. 3 units. C-L: Political Science 518

636. Global Health and Health Systems in Africa. This course is designed to prepare students to work in, or pursue study of, the complex institutional environment of global health and health systems in Africa. The course braids together four topical strands: (1) the social, political, and economic context of the African continent; (2) African conceptions of the “public” and of “health” (3) the origins and evolution
of African health systems; and (4) the impact on African health systems of transitions in global health governance. The course pursues these topics through case studies and team projects focused on issues of global health and health systems in representative African countries. Instructor: Toole. 3 units. C-L: see Global Health 671


638. Global Health Ethics: Interdisciplinary Perspectives. Same as Global Health 210 but requires an additional paper; not open to students who have taken Global Health 210. Department consent required. Instructor: Whetten. 3 units. C-L: see Global Health 540

639S. Public Health Research Methods and Issues. Focus on prevention of diseases and health problems; funding, policy, and management decision making. Overview of public health interventions and outcomes in United States, Europe, and less industrialized nations. Emphasis on understanding the social construction of race and ethnicity and the impact of socioeconomic variables such as race, ethnicity, gender, income and education on health. Public health perspective applied to such topics as: HIV/AIDS; teen pregnancy; cocaine use during pregnancy; infant mortality and low birth weight; violence; major causes of mortality in less industrialized countries; and role of public health in state and national health reform. Instructor: Whetten. 3 units.

640S. Value for Money in Health Care: Rationing in Theory and Practice. Determining which health interventions and programs are "worth it." Resource allocation and priority setting in practice. Analytical topics of cost benefit and cost effectiveness. Prerequisite: Economics 101 or 201D. Instructor: Staff. 3 units.

641S. Cancer in Our Lives: Film, Narrative, Fiction, History and Politics. Cancer and cancer research viewed through history, narrative, film, fiction. Covers how cancer affects the lives of individuals and families, how cancer research has changed, the politics of cancer research, and the academic-industry-government ecosystem that gives rise to new cancer diagnostics and treatments. Intended for undergrads from humanities, social sciences or sciences and grad or professional students. Heavily discussion-based. Instructor: Cook-Deegan. 3 units. C-L: Science & Society 641S

642S. Designing Innovation for Global Health: From Philanthropy to People. Explores the introduction, adaptation, and globalization across borders of health technologies, with emphasis on resource-limited settings. Students will critically examine how policy can influence and funding can enable (or not) their innovation and access in low- and middle-income countries. Topics include policies to minimize inequality, systems for sharing and owning knowledge, approaches to innovative financing, and ethical issues. Instructor: Cook-Deegan. 3 units. C-L: Global Health 642S

644S. Poverty, Inequality, and Health. Impact of poverty and socioeconomic inequality on the health of individuals and populations. Attention given to both United States and non-United States populations. Topics include the conceptualization and measurement of poverty and socioeconomic inequality; socioeconomic gradients in health; globalization and health; socioeconomic deprivation across the life-course and health in adulthood; and public policy responses in the United States and elsewhere to growing health inequities in the age of globalization. Prerequisite: An introductory course in statistics. Seniors and graduate students only. Instructor: Staff. 3 units. C-L: African and African American Studies 548S

645S. Global Inequality Research Seminar. Engagement of vertically integrated research teams in projects exploring racial and ethnic disparities exhibited and expressed in six arenas: employment, wealth, health, political participation, education, and arts and culture. Group analysis of a current health-policy problem. Project involves background research, data acquisition, analysis, writing, and presentation of a substantial policy report. Designed for candidates seeking the undergraduate certificate in health policy. Consent of instructor required. Instructor: Taylor. 3 units. C-L: see Global Health 671

646S. Strategic Storytelling: Narratives for Development. With a broad array of storytelling mediums, we ask how "sticky" stories told about poverty or development strategically can add to our ability properly to understand poverty and to conduct appropriate development policies more effectively. What are the benefits and limitations of considering public policy problems by entering through the arts of storytelling and of storylistening? How do stories help readers/listeners become alive to ethical and cultural considerations previously unseen or unheard? How might these stories enable storytellers to tell stories on their own terms, opening up new and critically important terrains for public policy? Soft power strategy. Guest practitioners. Instructor: Admay. 3 units. C-L: Study of Ethics 646S, International Comparative Studies 646S

647S. Legal Analysis for Development Governance. Using case scenarios, we apply a legal analytical framework to development-related governance challenges in investment, trade, environment, land, community and human rights, health, corruption, corporate social responsibility, consumer literacy, children's legal personality and other sectors. "Rules of the Game" and legal rules. Three levels: international, national (constitutional), community. De-mystify the way legal processes and legal authorities work (and don't work) to advance development, and help public policy students and others engage effectively on the strength of this knowledge. For non-lawyers and those considering law careers. Guest practitioners. Case debriefings, briefings. Instructor: Admay. 3 units. C-L: Political Science 682S

651S. Theories of International Political Economy. Advanced discussion of core issues and the research frontier in IPE (trade, finance, economic development, globalization). Focus on theoretical debates over the source of preferences, the role of power and institutions, conflict and cooperation in the world economy. Instructor: Staff. 3 units. C-L: see Political Science 651S

667S. American Civil-Military Relations. Theory and practice of relations between the military, society, and the state in the US. Special attention paid to how civil-military relations play out in the use of force. Other topics include: public opinion, casualty sensitivity, and the role of the military in partisan politics. Consent of instructor required. Instructor: Weaver. 3 units. C-L: see Political Science 667S

674. Media and Democracy. Examines the relationship between mass media and democracy in the United States, other developed democracies, and societies in transition. Seeks to explain how the media cover politics and public policy, examining the nature of media institutions, the economics of news production and consumption, and the strategic interplay of politicians, journalists, editors, and other actors who influence the content of news. Instructor: Staff. 3 units. C-L: Visual and Media Studies 563
675S. Advanced Magazine Journalism. Advanced version of Public Policy Studies 366S. Students study current magazines as cultural documents; read and analyze stories across a broad swath of magazines; research, report, and write stories on complex public policy issues; conceptualize a magazine as a class project. Instructor: Bliwise. 3 units. C-L: see Policy Journalism and Media Studies 675S

676. Media and Social Change. Media perform crucial connecting links between civil society and leadership. Authoritarian regimes or single-party states seeking to suppress formation of civil society can be changed drastically when media use changes. This course will examine why and how such processes can take place, focusing on Russia, Eastern Europe, and other cases, such as China. Instructor: Staff. 3 units. C-L: see Policy Journalism and Media Studies 676; also C-L: Political Science 619, Russian 516

677S. Federal Programs: Using the Paper Trail to Track Promises and Follow the Money. Follows a federal spending or regulatory program from inception through implementation. Research of primary records, including state and local governments, and standard federal sources of primary documents, to compare performance with expectations. GIS and other visualization techniques to analyze program implementation. Website creation to detail program performance. Instructor: Staff. 3 units.

681S. Political Economy of Macroeconomics. Study of models of unemployment, inflation, growth, monetary, fiscal, exchange rate, incomes policies and distribution. Also examination of financial crises, political explanations of differences in macro management, financial regulation, and relation to varieties of capitalism. Designed for political science and public policy students without a strong economics background to learn in simple form the "new" macroeconomic models which guide central bank and government policy-making. Instructor: Staff. 3 units. C-L: see Political Science 705S

700S. Policy Analysis of Development. The broad objectives of this seminar are: 1) to examine the role of policy analysis in solving important social problems; and 2) to develop the analytical and communication skills of participants in order to undertake effective policy analysis. This seminar examines public policy objectives and the role of policy analysis in achieving these objectives, market and government failures, the role of the public and private sector, policy analysis tools (e.g. cost-benefit analysis, decision analysis, etc.), and policy implementation and evaluation. Emphasis is given to specific policy problems (e.g. social, environmental, health problems) based on the interests of the participants. This seminar relies on case studies, application of policy analysis tools, exercises, memos, policy critiques, and discussions with policy analysts. At the end of the semester participants should be able to understand policy issues and choices, why policies fail, how to use policy tools to reach decisions, and how to evaluate policies. Instructor consent required. Instructor: N. Mirovitskaya or R. Fernholz. 3 units.

702. Applied Development Economics. This seminar uses macroeconomic and microeconomic principles to analyze developmental challenges. We will use a core textbook to provide an integrated overview of many of the topics covered in the seminar, but the content and structure of the seminar will not follow the textbook and fellows will be required to read more widely and deeply on the topics covered. Many of the topics can be analyzed from both a microeconomic and macroeconomic angle, as well as from an institutional perspective, and the emphasis is on how to use a range of techniques to analyze different problems rather than identifying a problem that lends itself to the application of a particular technique. Instructor: Richard Hemming. 3 units.

704. Master’ Project Preparation. This one-credit mandatory seminar is intended to facilitate efficient preparation of the master’s project. It focuses on preliminary preparation up to prospectus defense. The seminar reviews lessons from past experience, selection of topic, and development of a research plan as well as the key elements of the policy analysis methodology. Grading is based on participation and the quality of the final prospectus. Consent of instructor is required. Instructor: Francis Lethem, Natalia Mirovitskaya, Rosemary Fernholz. 1 unit.

705. Master’s Project in International Development Policy. Emphasis on individual projects. Open to MIDP students only. Instructor: Francis Lethem. 2 units.

707. Capacity Development. Lack of country capacity has been one of the biggest obstacles to achievement of the MDGs. This course will show how a thorough understanding of the nature of capacity and how it develops and its relationship to performance has challenged established views of development practitioners and contributed to improved strategic approaches of multilateral and bilateral development agencies. We will look at the characteristics, issues, needs and approaches to capacity development in multiple dimensions-institutional, organizational and individual-and examine capacity development in response to comprehensive challenges faced by poor communities and in fragile and post-conflict states. Instructor: Webb. 3 units.

711. Public Policy Writing Practicum. Good writing comes from good thinking. In most cases, the biggest problem in “bad writing” is not bad grammar but poor style. We have all heard advice like “be clear” or “never use the passive,” but what we need is to understand how to write clearly and why the passive may or may not be a good option. This mini-seminar will introduce a simple system of writing style that can be learned and put to use immediately. (Please bring your computer to class.) It is open to all MIDP and MPP students. 0.5 units.

712. Public Policy Presentation Practicum. This 5-week course will help you prepare for public policy presentations. It is a class about PowerPoint slides, but it is also about how to prepare your argument and yourself. We will look at design and content issues, including topics such as what to say in the first 45 seconds of a presentation, what kinds of content to avoid in a presentation and how to display complex data. The only homework will be to come to class prepared to work on your next presentation. This class is open to all MIDP and MPP students. 0.5 units.

713. Professional Editing Practicum. To be effective, policy writing must be well-structured, clear and free from distractions. While most of our writing efforts must be focused on content, in today’s world, writers must also learn how to pay attention to form and format. In this short course, you will learn the mindset and specific skills needed for a professional level of writing and editing. 0.5 units.

721S. Institutional Design for Sustainable Development. The objective of this seminar is to explore organizational and institutional design theory and its application towards promoting a more sustainable development. The seminar is structured to deal with the macro and micro institutional levels; structures and processes, including interagency coordination; and policy and implementation issues. Intensive use is made of case studies from various sectors in developing and transitional countries, though with emphasis on environmental management issues. As a seminar product, participants are expected to apply tools they have acquired to an institutional design problem of their choice that would be relevant to the management of the environment or any sector in which they have a special interest in their preferred country.
723. Poverty Reduction and the International Financial Institutions. Over the last 50 years, development and poverty reduction have been the twin concerns of the International Financial Institutions (the World Bank, the International Monetary Fund (IMF) and the regional development banks). The course will trace the evolution of international poverty reduction theory, policy and implementation from the emphasis on capital accumulation and large infrastructure projects in the 1960s to the integrated rural development programs and basic needs approaches of the 1970s, through structural adjustment and sectoral programs in the 1980s and 1990s, to today's emphasis on debt relief and Poverty Reduction Strategies. As these changes were happening, related changes also were taking place in the structures, policies, and practices of the IFIs. The course will, look at the rationale, basic features, and effectiveness of each poverty reduction approach, as well as the accompanying changes in the two principal IFIs, the World Bank and the IMF. The course will use general studies and reviews, as well as actual project and program examples. The course is primarily a group discussion, with occasional mini-lectures and student presentations. Written requirements include a mid-term assignment and final paper. Instructor consent required. Instructor: Phyllis Pomerantz. 3 units.

724. The Politics of International Aid in Low-Income Countries. This course will examine the evolving context, objectives, and results of international development aid in the post World War II period, with an emphasis on the period from the 1980s through today. It will review the track record of aid and lessons thus far, and the reform proposals for change currently under discussion in the international community. Attention will be focused on the principal stakeholders, their motivations and capacity, and the quality of interaction among the various players (governments, bilateral donors, multilateral institutions, and NGOs). It will also evaluate the results achieved and the prospects for future success. Special reference will be given to Africa, the center of much of the evolving debate surrounding aid effectiveness. The course is primarily a group discussion, with occasional mini-lectures, student presentations, debates, case studies, and a final simulation exercise. Instructor consent required. Instructor: Vansant. 3 units.

725. The Role of Global Programs in International Development. Global programs have emerged as an increasingly important element in international development efforts. This seminar will examine and contrast different types of global programs, including those involving global public goods and those centering on global advocacy. The course will: explore the complexity of defining global public goods; trace the evolution and motivations for global programs in general and several of the programs in particular; examine how selected programs are managed, financed, and functioning in practice; and analyze the emerging contradictions and/or complementarities between global programs and country-specific development strategies and programs. Class sessions will include individual and/or small group presentations. Students will also select a prominent global program and examine if and how the program is contributing to overall development efforts within a specific country/subregional setting. Instructor consent is required. Instructor: P. Pomerantz. 3 units.

726. Innovation and Policy Entrepreneurship. Innovative approaches are increasingly seen as key to solving difficult, complex or new challenges in this century, whether the challenges are local survival in the face of persistent droughts or boosting productivity to meet global competition. It is policy entrepreneurship that is needed to craft the policy innovations or the frameworks that encourage innovation and private sector entrepreneurship. This course will focus on the analytical tools and skills needed by policy makers and analysts to build and sustain an enabling policy environment for innovations and entrepreneurship to occur at global, country and local levels. Instructor: Rosemary Fernholz. 3 units.

727. Service Delivery Systems. What happens to policy after laws are made, budgets are approved, and either public or nonprofit agencies try to implement public policy? This course will provide students with a way to understand the issues involved in delivering services to the public at the “street level”. It will also give students an overview of a wide variety of services including: child protective services, education, law-enforcement, mental-health, juvenile-justice, public health, and other services that government, and increasingly non-profit and for-profit organizations, try to deliver to the public. Consent of instructor required. Instructor: Joel Rosch. 3 units.

728. Monitoring and Evaluating. This course takes a critical look at the range of issues and challenges typical in program M&E, with a strong focus on international development programs or projects. Students will develop or strengthen key program design and management skills for stronger results and demonstrated impact. Hands-on practical assignments will draw on material presented, your own experience, and class discussions to test your ideas and constructively challenge others. Half of the class grade depends on a group or individual project (M&E design and case study). Requirements: Experience in international development programs, comparable practical exposure to real-world low-resource political economies, or professor’s approval. Logic or philosophy of science, and social science analytical methods. Instructor consent required. Instructor: Catherine Elkins. 3 units.

729. Strategic Management of Policy Change. This seminar examines the complex environment for policy change and explores management and organizational strategies to assure effective implementation of policy initiatives. Among the issues covered are leadership, strategic planning, change management, environmental mapping, organizational capacity-building, policy advocacy and constituency-building, performance monitoring, and sustainability. We also will explore how new information technologies can be used to facilitate policy dialogue and policy support. The seminar builds on the premise that management and organizational factors play a major role constraining (or promoting) effective policy implementation. A further assumption is that participants will have important leadership opportunities in the course of their future careers. There are management skills and techniques that can increase your ability to accomplish personal goals and those of the public or private agencies in which you serve. The seminar stresses mutual learning through the practice of teamwork and effective oral presentation of team learning. These will be important skills in your future careers. This emphasis also reflects the assumption that we have much to learn from each other. Instructor consent required. Instructor: Vansant. 3 units.

730. Project Management for International Development. A significant proportion of international development assistance is offered in the form of complex projects. The management of such projects is challenging and quite different from the management of repetitive day-to-day operations. In addition, the environment for international development projects presents further challenges for the project manager. we will explore in some detail three of the most important phases of the project life cycle-project identification, project design and implementation planning-before considering how the project manager builds and leads the project team, manages risk and monitors and controls implementation towards a successful conclusion. Instructor: Webb. 3 units.

and Transitional Countries C. Budgeting and Financial Sector Management. Topics of economic policy aspects of development; including issues of international trade and competitiveness, public finance and evaluation of public expenditures, banking and financial sector management, privatization, external debt management, and international capital markets. Instructor: Fernholz, Glenday, Shukla (770), Tham (703). Variable credit.

741. Empirical Analysis for Economic Development. The objective of this course is to provide future decision makers with the necessary tools of statistical analysis to enable them to eventually conduct effective empirical analysis of policy issues in economic development. The course focuses on providing tools for using data to gain insight into real development problems for professionals whose primary activity is not advanced data analysis. Instructor: Sandeep Bhattacharyya. Variable credit.

743. Design and Analysis of Public Private Partnerships. This course focuses on the difficult choices governments need to make to improve service provision in a wide range of sectors from public utilities and transportation to health and education services. It covers the range of contractual arrangements open to governments to construct, maintain and operate infrastructure services and facilities such as hospitals and schools, as well as service provision in varied contexts in the world. Key concerns we address are the identification, analysis, allocation and management of risks and incentives under different contractual arrangements, including the guidelines and criteria that are appropriate to analyze and implement PPPs. Instructor: Femholz, Tham. 3 units.


751. Culture, Policy, and Action. Starting with the premise that 'culture matters', the course covers the impacts of values and attitudes, historical differences, religion, ethnicity, language, and regional identities to shape public policy, action and debate. It draws insights from various disciplines such as history, anthropology, sociology, economics, natural sciences, politics and religion. During the semester, we discuss approaches to value cultural diversity, culture relevant dilemmas in development, policy making by various actors in divided societies, and the cost of culture related difficulties. Fellows enrolled in the course are expected to participate actively through class discussions/debates and presentations. There will be group presentations (2-3 persons to a group) made on selected themes during the course. A major paper on the topic presented is also required. Consent of Instructor required. Instructor: Rosemary Fernholz. 1.5 units.

752. Indigenous Peoples, Human Rights, and Development. This seminar focuses on indigenous peoples, their basic rights, and their roles in national and international development processes. Through class discussions, case studies and role-playing, students will examine the impact of national policies and global trends on indigenous populations and vice versa, and the dynamics of conflict generation and resolution. Among the issues to be discussed are notions of sovereignty and governance, land and other property rights, community management of natural resources, indigenous social movements, international networks and assistance, culture, access and survival. This seminar is designed for graduate students from diverse fields such as public policy, environmental science, law, religion, education and business, who are concerned with international development issues and processes. Fellows enrolled in the course are expected to participate actively in class sessions and to read the course materials. We will have class discussions of theories relevant to power and participation, case studies, and role playing. Fellows will be required to submit short individual policy papers and one major group paper which will also be presented in class. Consent of instructor required. Instructor: Rosemary Fernholz. 1.5 units.

753. Social Policy in the Context of Development. This course explores the role of social policy as one important approach or channel that policy makers at different levels use to address complex and interrelated issues affecting human wellbeing. It starts with a quick survey of the condition of poverty, high income inequality and structural disadvantage affecting populations across a range of countries in the world, and the achievement of social policies and programs as reflected in human development and Millennium Development Goal indicators. Our main focus in the course, however, is on the national and local levels. Instructor: Fernholz. 3 units.

754. International Energy System, Sustainable Development and Security. One of the main challenges for the 21st century policy-makers is how to develop and manage adequate, affordable and reliable energy services to fuel sustainable social and economic development. Thus far, in many countries energy production and use have been inefficient and unsustainable, resulting in missed development opportunities and/or serious policy failures, aggravation of international and domestic conflicts, and wasted resources and environmental damage. The course explores why these problems occur and what are the implications of the most recent shifts in global energy patterns for global economy and politics. Instructor: Mirovitskaya. 3 units.

760. Development, Security and Violence. The course aims to explore the "development-security-conflict" nexus. The linkages between insecurity and rising levels of inequality and poverty are many and complex. High levels of conflict and societal fragility undermine prospects of achieving "freedom from want." Meantime, development strategies, policies and programs that often generate 'winners' and 'losers' may sow seeds for violent conflict. The course explores what spurs risks of violence, why conflict prevention and recovery have proven difficult to address and how national governments and their international development partners can design policies that can simultaneously address development and peace. Instructor: Mirovitskaya. 3 units.

761. Human Rights and Conflict. One story of the relationship between human rights and conflict is told in the Preamble to the UN Charter: the human rights framework of our age came about because of the 20th century’s two world wars. But for the “untold sorrow” brought about by these conflicts, the story goes, there would have been no effective demand for and no construction of a set of legal, political and ethical norms intended to help “save succeeding generations from the scourge of war”. In this course we will examine the link between human rights and conflict in an interdisciplinary fashion. What are the multiple ways in which the law and political advocacy of human rights relate to conflict? Do demands for human rights precipitate or fuel as much as prevent-conflicts, whether as war or in other forms of large scale suffering? Are human rights essential for what the field of conflict resolution has termed "positive peace"? Should policymakers involved in multiple stages of conflict, both inter-and intrastate, be more cautious about viewing rights as a remedy
for conflicts? What are relevant ethical considerations? With the benefit of greater analytical and contextual understanding of competing priorities and tradeoffs, what positive role might be cast for human rights in the conflicts of the 21st century? To consider these and other questions, we will draw substantially on historical and policy analyses, learning the legal/political history of the contemporary framework for human rights and connecting it to real world efforts underway by lawyers and other practitioners to reframe and transform conflict and build peace. Consent required by instructor. Instructor: Catherine Admay. 3 units.

763. Introduction to Peace and Conflict Resolution. The objective of this seminar is to provide an introduction to the multi-disciplinary field of Peace and Conflict Studies as a foundation for and complement to the overall Rotary Curriculum through course content which: Provides an introduction to the field of Peace and Conflict Studies; Emphasizes the interdisciplinary nature of peace and conflict studies and analyzes the nature and causes of conflicts from a variety of perspectives and inquiries including gender, political science, sociology, social psychology, economics, biology, ethnicity etc.; Provides students with the appropriate analytical tools to think critically about conflicts, including terrorism. Instructor: Cross. Variable credit.

764. Governance and Development. Exactly how governance, economic growth, and poverty reduction are interrelated is a subject of much controversy. The first part of this course will explore questions such as "What is governance?" "What does good governance mean?" "How is it measured?" "What is the relationship among governance, growth, and poverty reduction?" "Does good governance necessarily mean democratic governance?" From there, the course will move on to selected topics central to the good governance agenda, including public sector reform, corruption, and decentralization. The course will end with a look at global influences on developing country governance. Instructor: Pomerantz. 3 units.

770. Public Finance in Developing and Emerging Economies. Covers the basic theory, policy and practice of public finance in these economies. It examines the economic roles and rationale for government and potential methods of financing government. The nature of fiscal policy and its relationship to macroeconomic policy is examined, including issues of foreign aid, debt financing and inflation. The course analyzes the approaches to pricing, financing and evaluating public sector outputs such as roads, water, education and electricity. It then reviews and analyzes taxes on trade, consumption, income, property and natural resources considering their economic efficiency and administrative costs and distributional impacts. Methods and importance of forecasting revenues are presented. Special topics include the design and role of tax incentives and environmental taxes. Instructor consent required. Instructors: G. Glenday, G. Shukla, S. Bhattacharya. 3 units.

771. Comparative Tax Policy. This course is required for ITP fellows. Investigates in detail the design and policy options in the major taxes on consumption and income, comparing these taxes across countries. The impacts of these tax designs on revenues, economic efficiency, administrative and compliance costs and income distributions are considered. The course reviews the principles of taxation, including those used in allocating taxes to the multiple levels of government in the context of decentralization and across states in common markets or federal systems. In the area of consumption taxes, the course focuses in detail on value-added taxes and general goods and service taxes, but turnover and selective sales taxes are also considered. For income taxes, detailed design features covered include the definition of income, capital gains, employment benefits, business expenses, accounting conventions, inflation indexation, tax integration, international tax harmonization, transfer pricing, thin capitalization and tax incentives. For all taxes, issues of the treatment of small businesses and the informal sectors are featured. This course follows Public Policy Studies 770, Public Finance in Developing and Emerging Economies, but can also be taken by students with appropriate backgrounds in public finance or taxation. Instructor consent required. Instructor: G. Glenday/ GP Shukla. 3 units.

772. Comparative Tax Administration. This course is required for ITP fellows. Reviews modern approaches to tax administration for both border and domestic taxes, and compares approaches across countries. The course covers all the major functions of tax administration, considering legal, technical and managerial issues. The trends in tax administration toward a greater degree of self-assessment, and toward functional and client-oriented organization are themes throughout the course. In addition, new trends and techniques are highlighted, including computerization and e-governance, the design of risk-weighted random audit selection, and valuation and transfer pricing issues. The organization of tax administration is a core issue, including the use of revenue authorities and the legal frameworks underpinning tax administration and organization. Finally, tax reform experiences are reviewed, including planning and change management. Instructor consent is required. Instructors: G. Glenday and GP Shukla. 3 units.

774. Economic Principles for Public Finance. Examines the principles of microeconomics and macroeconomics required for the analysis and forecasting of taxes and expenditures. The microeconomic component covers basic market principles with a focus on the applied welfare economics necessary for public finance analysis. Accounting conventions underlying costs and profits are examined. The impacts of taxes, subsidies and other policies on domestic and international markets are studied. The macroeconomic component covers national accounting aggregates and input-output structures of an economy and relates them to the structure and growth of tax bases. The relationships between savings, investment and growth are examined. The effects of government expenditure, revenue and deficit policies on the balances in the domestic and international financial and trade markets are introduced. Instructor consent required. Fernando Fernholz. 3 units.

775. Analytical Methods for Public Finance. Covers the quantitative analytical methods and tools required in public financial analysis, forecasting of revenues and public expenditures and statistical analysis. Microcomputer-based packages and techniques for handling, analyzing, modeling and presenting revenue and expenditure data and analytical results are reviewed. Modeling and statistical methods are studied to assist in the analysis and forecasting of growth in the economy, expenditure and revenues, and the distributional impacts of revenues and expenditures, including the building of databases for, and the use of, micro-simulation models. Consent of instructor required. Instructor: Joseph Tham. 3 units.

776. Public Budgeting and Financial Administration. Focuses on the policies, procedures, and skills needed for effective budgeting and financial management in the public sector. Core topics to be covered in the course include budget systems and controls, public sector accounting and costing, financial reporting for accountability, and capital budgeting and debt management. The course provides the analytical skills needed to understand the links between budgeting and the macro-fiscal framework, the political decision-making process, and the interests of citizens. The emphasis is on the theory and international practice of budgeting, with particular application to developing countries. Issues of program and performance budgeting, participatory budgeting and citizen accountability, and decentralized
fiscal systems will be discussed. Consent of instructor required. Instructor: Glenday, Shukla, Kelly. 3 units.

777. Macroeconomic Analysis for the Public Sector. Focuses on how public sector activities and finances affect economic growth and other macroeconomic outcomes. The course develops an accounting and analytic framework that can be used to assess fiscal policy choices, discusses approaches to fiscal targeting, examines tax and expenditure issues from a medium-term perspective, and considers the use of fiscal policy for short-term macroeconomic stabilization. Among the specific topics covered are: debt sustainability, public investment, fiscal responsibility frameworks, aid and natural resource management, globalization and capital flows, and financial crises. Consent of instructor required. Instructor: Richard Hemming. 3 units.

778. Fiscal Decentralization and Local Government Finance. Focuses on analyzing policy and administrative options to effectively empower local governments to improve service delivery, economic governance and citizen participation. The course covers the theory and practice of fiscal decentralization with detailed analysis on the four pillars of rationalizing central-local expenditure and revenue responsibilities, designing effective intergovernmental transfers and structuring local borrowing. Special attention will be paid to the practical aspects of designing and implementing effective decentralization reforms to improve efficiency and accountability within the public sector. Consent of Instructor required. Instructor: Roy Kelly. 3 units.

779. Sales and Value Added Tax Law. This seminar on Sales and Value-Added Tax Law examines the legal framework and technical issues that arise in VAT and retail sales tax systems. The class focuses on the differences between consumption taxes (such as the VAT and sales taxes) and income taxes, and explores why a government may choose one system or the other-- or both. The class explores both technical concerns and administrative issues, such as compliance burdens and fraud. There is a strong focus on tax policy issues. Instructors: Barnes, Glenday, Shukla. 2 units.

780. Independent Research Topics in International Development Policy. Selected topics. Consent of instructor required. Instructor: Staff. Variable credit.


790. Special Topics in International Development Policy. Variable topics on International Development. Current offerings include: Human Rights and Conflict (3 units), Law and Development (3 units), Monitoring and Evaluation for Policy and Project Success (3 units), Fiscal Policy, Globalization and Development (3 units), Indigenous Peoples, Human Rights and Development (1.5 units), Culture, Policy and Action (1.5 credits), Capacity Development (1.5 credits). Instructor: Staff. Variable credit.

792. Special Readings in Public Policy Studies. Instructor: Staff. Variable credit.

803. Policy Analysis I. Introduction to policy analysis and advising. Emphasis on written and oral communication skills, the substance of public policies, and the role of policy analysts. Open to public policy studies MPP students only. Instructor: T. Taylor, Bermeo. 3 units.

804. Policy Analysis II. The role and influence of policy analysis. The examination of specific public policy cases and recommendations for action. Emphasis on written and oral communications skills. Open to public policy studies MPP students only. Instructor: Staff. 3 units.

807. Master’s Project I. Emphasis on individual or group projects. Preparation for Master’s Project. Open to Public Policy Studies MPP students only. Prerequisite: for 808, Public Policy Studies 807 or consent of instructor. Instructor: Staff. 3 units.

807D. Master’s Project I. Same as PubPol 807 except instruction is provided with a lecture and small discussion meetings each week. Emphasis on individual projects. Preparation of Master’s Project. Open to Public Policy students only. A prerequisite for 808 taken in the subsequent semester. 3 units.

808. Master’s Project II. Emphasis on individual or group projects. Preparation for Master’s Project. Open to Public Policy Studies MPP students only. Prerequisite: for 808, Public Policy Studies 807 or consent of instructor. Instructor: Staff. 3 units.

809. Master’s Project Completion for Dual Degree Students. This is a no-credit course created for dual degree MPP students who were admitted August 2007 or before under the 30 credit program agreement. Students registering for this course will complete their Master’s Projects under the supervision of a Sanford School faculty advisor, but will not receive graded credit for their projects. This course will charge a flat fee for each student registered. Instructor: Staff. 0 units.

810. Microeconomics and Public Policy-Making. Consumption and production theory, welfare economics, theories of collective choice, market structures and regulation, and nonmarket decision making. Not open to students who have taken Public Policy Studies 302. Graduate status only. Instructor: Clotfelter, Pfaff, or staff. 3 units.


812. Statistics and Data Analysis for Policy Makers. The purpose of this course is to ensure that students are both critical consumers and effective producers of statistical evidence presented in support of policy arguments. Upon completing this course, students will have the capacity to analyze and evaluate arguments based on simple descriptive statistics, correlation, or multiple regression analysis. Students will also receive hands-on training in the creation of convincing statistical reports, from manipulating large datasets to conducting sensitivity analysis and presenting results. Instructor: Gassman-Pines. 3 units.

812L. Data Analysis for Policy Makers Laboratory. This course teaches students to analyze data using statistical software. Students learn to manipulate a variety of databases, produce analyses and visual displays of quantitative information, interpret results, and write about results. Knowledge of basic statistics, including at least one introductory course, is assumed. 1 unit.

813. Quantitative Evaluation Methods. Problems in quantifying policy target variables such as unemployment, crime, and poverty. Experimental and nonexperimental methods for evaluating the effect of public programs, including topics in experimental design, regression analysis, and simulation. Graduate status only. Prerequisite: Public Policy Studies 604 or equivalent. Instructor: Mohanan. 3
814. The Politics of the Policy Process. The formulation of public policies, substantive policies in a variety of contexts from local government to international affairs; the role of legislatures, interest groups, chief executives, and the bureaucracy in defining alternatives and in shaping policy from agenda formulation to implementation. Graduate status only. Instructor: Carnes or staff. 3 units.


820. Globalization and Governance. Seminar explores economic, political, and social aspects of globalization and their implications for public policy making in the twenty-first century. Focus on issues of governance, particularly international cooperation, the design of international organizations, and the role of international NGOs. Policy areas include international trade and finance, environment, security, human rights, media and communications, and international development. Instructor: Jentleson or Johnson. 3 units.

822. Advanced Applied Econometrics I. The course focuses on methods of drawing inference from non-experimental, cross-sectional data. The foremost among these is the basic linear regression model (OLS). Topics include measurement error, collinearity, functional form assumptions, heterokedasticity, and omitted variable bias. We will also discuss instrumental variables regression, maximum likelihood estimation, and probit and logit models. Instructor: Staff. 3 units.

823. Advanced Econometrics II - Methods for Causal Inference and Program Evaluation. The course is designed for those who would like to conduct causal research and/or program evaluations, but also for those who want to interpret research appropriately and understand how results can inform policy. The idea is to provide a framework for data-based analysis of: i) reasons for government intervention; ii) benefits associated with possible government policies, and; iii) economic agents’ (likely) response to governmental actions. Discussions will be based on examples from the literature focusing on domestic and international policy issues, and will offer an opportunity to obtain hands-on experience using actual and simulated data sets and statistical software. Consent of instructor is required. Prerequisite: Public Policy 822. Instructor: Staff. 3 units.

825. Topics in Health Policy. Seminar introduces students to major health policy concepts and methods of analysis of health policy problems. Focus on domestic and international health policy topics, including: nature of disease, health and economics, health care delivery systems, demography and health. Consent of instructor required. Instructor: D. Taylor. 3 units.

827S. Introductory Demographic Measures and Concepts. Introduction to demographic concepts, measures, and techniques. Focus on population change, mortality, morbidity, fertility, marriage, divorce, and migration. Illustration of broader application of demographic measurement and techniques to other aspects of society and population health, such as educational attainment, labor force participation, linkages between mortality, morbidity and disability, and health and mortality differentials. Students will also learn how to apply methods discussed. Instructor: Merli. 3 units. C-L: see Global Health 761S

828S. Advanced Topics in Social Policy. Readings course surveys range of important natural resource and environmental issues in developing countries. Emphasizes use of economic principles to understand these issues and to formulate effective policy responses to them. Course has theoretical content, but deals with theory more qualitatively than mathematically. Provides an opportunity for learning how economic theory taught in other courses can be applied to natural resource and environmental issues in developing countries. Course objective: familiarize students with key portions of literature on environment and development economics and foster students’ abilities to read this literature critically and after graduation. Instructors: Vincent or Pattanayak. 1.5 units. C-L: see Environment 851S

829. Hertie Study Abroad: Special Topics. Graduate-level courses taken at the Hertie School of Governance in Berlin, Germany. 3 units.

830. Special Topics in Leadership and Management. Selected topics. Prerequisite: graduate level. Instructor: Staff. 1.5 units.

440S. Marine Policy (A). Formal study of policy and policy-making concerning the coastal marine environment. History of specific marine-related organizations, legislation, and issues and their effects on local, regional, national, and international arenas. Topics explored through use of theoretical and methodological perspectives, including political science, sociology, and economics. Consent of instructor required. Taught in Beaufort. Instructor: Murray. 3 units. C-L: see Environment 786A; also C-L: Political Science 707A

850. Special Topics in Social Policy. This course will introduce students to the major methods used in the analysis of problems in social policy. These methods derive from economics, political science, human development, ethics, and systems analysis. Students will learn to apply these methods to contemporary problems. Students will learn to think critically, analytically, and synthetically. Students will write critical reactions, policy briefs, and opinion papers. Class time will be devoted to lectures, student discussion of readings, oral presentations by students, and occasional guest speakers. Instructor: Barnes. 3 units.

860. Special Topics in Global Policy and Governance. This course seeks to explore some central questions of global policy and governance. Taking advantage of its location in Geneva, it provides students with an opportunity to experience the real world of international diplomacy, to access key actors and institutions involved in global policy processes, and to think critically about the international system today, and what it might become. It is designed to give students access to a range of international organizations, and to develop the skills knowledge and contacts necessary to enter a career in international affairs. Consent of instructor required. Instructor:
Courses of Instruction

870K. Statistics and Program Evaluation. This course teaches students to use data to analyze the impact of policies, make recommendations, attempt to persuade others, and make environmental policy decisions. It will cover the tools and techniques of program evaluation, familiarizing students with the various research methods that can be employed to evaluate the effect of environmental policies and innovations. It will also teach students to read empirical research in a more critical manner. Finally, through applied problem sets, students will become more proficient in the use of the statistical software. Taught at Duke Kunshan University. Instructor: Ji. 3 units.

871K. Environmental Policy Analysis. The objective of this class is to learn how to organize and present analyses of data to solve important environmental problems. The course draws upon specific policy analysis tools and case studies to evaluate and distinguish between different policy issues and choices. There is a focus on the special challenges posed by environmental policy analysis, including the importance of translating core terms and concepts between cultures so that policy analysts in differing countries can learn from one another's experiences. Taught at Duke Kunshan University. Instructor: Guttmann. 3 units.

890. Advanced Special Topics in Public Policy. Contents and methods vary with instructors and from semester to semester. Instructor: Staff. 3 units.

891. Advanced Special Topics in Public Policy. Contents and methods vary with instructors and from semester to semester. Instructor: Staff. Variable credit.

892. Advanced Special Topics in Public Policy. Contents and methods vary with instructors and from semester to semester. Consent of department required. Instructor: Staff. 3 units.

901. Political Economy of Public Policy. Introduces PhD students to core set of social science ideas relevant to public policy: theories of collective action, institutions and governance. Provides students with a framework for evaluating market, political and social failures; identifying possible policy interventions; and predicting ways in which such interventions would translate into policy outcomes. Consent of department required. Instructor: Pizer or staff. 3 units.

902. Ethics of Public Policy. Introduces PhD students to normative frameworks for evaluating public policies and governance processes drawing on social choice theory, political theory and social theory. Provides student with normative and analytical bases to evaluate the public good, tradeoffs between efficiency and equity, political legitimacy and justice. Consent of department required. Instructor: Pizer or staff. 3 units.

904. Using Data to Analyze and Evaluate Public Policy. This course reviews the basic methods of inferring the causal impact of public policy initiatives. Topics include randomized-control trials, instrumental variable analysis, regression discontinuity designs, difference-in-difference "natural experiments," and propensity score/nearest neighbor matching methods. Assignments include analysis using Stata software; final project entails proposing a quantitative study focused on causal inference. Either both 812 Statistics and Data Analysis for Policy Makers and 813 Quantitative Evaluation Methods, or both 822 Advanced Econometrics I and 823 Advanced Econometrics II required. Consent of instructor required. Instructor: Pizer or staff. 3 units.

907. Sanford Ph.D Student Graduate Seminar. This weekly workshop is required for all Sanford School of Public Policy PhD students to attend and to participate by presenting policy-relevant and in-progress research. Students present a work in progress that is at a stage where it would benefit from friendly, constructive comments from a diverse audience. Students are required to present at least once during the academic year. Student advisors, faculty and peers provide feedback during or after the presentation. 0 units.

908S. Dissertation Proposal Seminar I. Required seminar for all 3rd year PhD students in Public Policy preparing to make a dissertation proposal. Instructor: Merli or Sanders. 3 units.

908. Dissertation Proposal Seminar II. Required seminar for all 3rd year PhD students in Public Policy preparing to make a dissertation proposal. Prerequisite: Public Policy Studies 908S. Instructor: Sanders or staff. 3 units.

910. Environment and Energy Economics. This course surveys the analytical tools and methods used to identify suboptimal environmental outcomes and policies to correct them. It also introduces students to energy markets and the economic and environmental regulations that govern them. Students will apply microeconomic concepts to contemporary challenges confronting the environment and energy market participants. Consent of instructor is required. Prerequisite: Economics 701D and Economics 705D. Instructor: Sexton. 3 units. C-L: Energy 910

954. Applied Microeconomics Development Research. Discuss and analyze in detail recent papers drawn from literature relevant to applied microeconomics. Workshop serves as formal environment in which outside speakers present cutting edge research papers and Duke PhD students present and evaluate their research on regular basis. Participants required to make presentations as directed by instructor and play active role in discussions. Open to PhD students only. Instructor: Thomas. 3 units. C-L: see Economics 954
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