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*bulletin of*  
**Duke University**  
**2010–2011**

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*Sanford School of Public Policy*



## **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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Sanford School of Public Policy

The information in this bulletin applies to the academic year 2010-2011 and is accurate and current, to the extent possible, as of October, 2009. 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 prohibits discrimination, and provides equal employment opportunity without regard to race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex or age. The university also makes good faith efforts to recruit, employ, and promote qualified minorities, women, individuals with disabilities, and veterans. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. The university prohibits harassment of any kind.

Questions, comments or complaints of discrimination or harassment should be directed to the Office for Institutional Equity, (919) 684-8222. Further information, as well as the complete text of the harassment policy, may be found at <http://www.duke.edu/web/equity/>.

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

Information that the university is required to make available under the Student Right to Know and Campus Security Acts may be obtained from the Office of University Relations at (919) 684-2823 or in writing to 615 Chapel Drive, Box 90563, Duke University, Durham, North Carolina 27708.

The Family Educational Rights & Privacy Act (FERPA), 20 U.S.C § 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, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Duke University.

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# Administration

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# *Academic Calendar 2010-2011*

## **FALL 2010**

August 24	Tuesday. New graduate student orientation
August 24	Tuesday. New undergraduate student orientation begins
August 25	Wednesday. 11:00 a.m. Convocation for new undergraduate students; 4:00 p.m. Convocation for graduate and professional school students
August 30	Monday. 8:30 a.m. Fall Semester classes begin; Drop/add continues
September 6	Monday. Labor Day. Classes in session
September 10	Friday. Drop/add ends
September 30	Thursday. 4 p.m. Founder's Convocation
October 3	Sunday. Founders' Day
October 8	Friday. Last day for reporting midsemester grades
October 8	Friday. 7:00 p.m. Fall break begins
October 13	Wednesday. 8:30 a.m. Classes resume
November 3	Wednesday. Registration begins for spring semester, 2011
November 12	Friday. Last day to withdraw with W from fall 2010 classes
November 17	Wednesday. Registration ends for spring semester, 2011
November 18	Thursday. Drop/Add begins for spring 2011
November 23	Tuesday. 10:30 p.m. Thanksgiving recess begins
November 29	Monday. 8:30 a.m. Classes resume
December 3	Friday. Graduate classes end
December 4-13	Saturday-Monday. Graduate reading period; length of the 200-level course reading period is determined by the instructor
December 10	Friday. Undergraduate classes end
December 11-13	Saturday-Monday. Undergraduate reading period
December 14	Tuesday. Final examinations begin (9:00 a.m.)
December 19	Sunday. 10:00 p.m. Final examinations end

## **SPRING 2011**

January 9-11	Sunday - Tuesday. Undergraduate Winter Forum
January 12	Wednesday. 8:30 a.m. Spring Semester begins: <b>the Monday class meeting schedule is in effect on this day</b> ; regular class meeting schedule begins on Thursday, January 13; classes meeting in a Wednesday/Friday meeting pattern begin January 14; drop/add continues
January 13	Thursday. Regular class meeting schedule begins
January 17	Monday. Martin Luther King, Jr. Day holiday: classes are rescheduled on Wednesday, January 13
January 26	Wednesday. Drop/add ends
February 21	Monday. Registration begins for summer 2010
February 25	Friday. Last day for reporting midsemester grades
March 4	Friday. 7:00 p.m. Spring recess begins
March 14	Monday. 8:30 a.m. Classes resume
March 30	Wednesday. Last day to withdraw W from spring 2011 classes

April 6	Wednesday. Registration begins for fall semester 2011; summer 2011 registration continues
April 15	Friday. Registration ends for fall semester 2011; summer 2011 registration continues
April 16	Saturday. Drop/add begins
April 20	Wednesday. Graduate classes end
April 21 - May 1	Thursday-Sunday. Graduate reading period; length of the 200-level course reading period is determined by the instructor
April 27	Wednesday. Undergraduate classes end
April 28 - May 1	Thursday-Sunday. Undergraduate reading period
May 2	Monday. Final examinations begin
May 4	Wednesday. Undergraduate reading period (9:00 a.m. - 2:00 p.m.)
May 7	Saturday. 10:00 p.m. Final examinations end
May 13	Friday. Commencement begins
May 15	Sunday. Graduation exercises; conferring of degrees

### **SUMMER 2011**

February 21	Monday. Registration begins for all Summer sessions
May 18	Wednesday. Term I classes begin. The Monday class schedule is in effect on this day. Regular class meeting schedule begins on Thursday, May 20; Drop/Add continues
May 19	Thursday. Regular class meeting schedule begins
May 22	Friday. Drop/Add for Term I ends
May 30	Monday. Memorial Day holiday. No classes are held
June 15	Wednesday. Last day to withdraw W from Term I classes
June 27	Monday. Term I classes end
June 28	Tuesday. Reading period
June 29	Wednesday. Term I final examinations begin
June 30	Thursday. Term I final examinations end
July 4	Monday. Independence Day holiday observed. No classes are held.
July 5	Tuesday. Term II classes begin
July 7	Thursday. Drop/Add for Term II ends
August 1	Monday. Last day to withdraw W from Term II classes
August 11	Thursday. Term II classes end
August 12	Friday. Reading period (Until 7:00 p.m.)
August 12	Friday. Term II final examinations begin, 7:00 p.m.
August 14	Sunday. Term II final examinations end

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# General Information

## Mission

The mission of the 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 40 years of interdisciplinary public policy research and education. The Sanford School is named for its founder, the late Terry Sanford, North Carolina governor (1961-65), Duke University president (1969-1985), and U.S. senator (1987-1993).

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 10 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 James Joseph, former U.S. Ambassador to South Africa, and Thomas Taylor, former senior career civilian attorney with the Department of the Army.

The Sanford School has one of the nation's largest public policy undergraduate programs, graduating about 185 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 and Sciences offers a Bachelor of Arts in Public Policy Studies. The Sanford School also offers a certificate program to undergraduates: the Policy Journalism and Media Studies 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 program attracts 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) degree 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, yearlong 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) 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.



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 30 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 non-degree certificate.

The PhD in Public Policy is an applied, 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 master's-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 continues to this day. Currently, the school houses 12 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) 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.

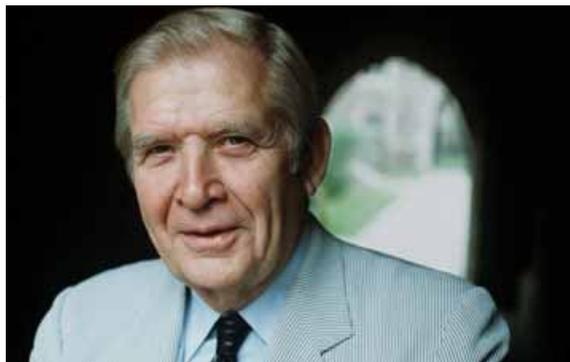
By 1989, the Institute had outgrown its quarters in the Old Chemistry Building and planned for a new building across the street from the Law School. The 50,000-square-foot building was designed by Architectural Resources, Cambridge. The building was dedicated in 1994, at which time the Institute was renamed the Terry Sanford Institute of Public Policy. Sanford himself, having just completed his term in the United States 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 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 <http://www.sanford.edu/career/>.

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 Studies 55,



114, 116, 128 and Statistics 101), submit required approval forms to the career services office and enroll in Public Policy 103 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 School of Law. Both buildings feature neo-gothic architecture that pays homage to the design of the 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, the Heyman Center for Ethics, Public Policy and the Professions, the Program on History, Public Policy and Social Change, and the United States-Southern Africa Center for Leadership and Public Values.

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 Sanford School has 13 computer kiosks for students to use for checking their email or web browsing -- six on the first floor of the Sanford Institute Building, and 7 on the first floor of Rubenstein Hall.

## **The Public Policy Resource Room**

The Public Policy Resource Room is a multipurpose facility designed to serve the research, data, and study-space needs of faculty, research scientists, graduate students and undergraduate public policy majors who are writing theses. It is located on the first floor of Rubenstein Hall.

### **FACILITIES AND TECHNOLOGY**

- Three locked carrels containing standalone computers with removable hard drives for restricted data storage and use.
- Six computer terminals with Internet access for use by public policy graduate students.
- Eight individual carrels and four tables for study space or short meetings.
- A wireless Internet connection for those who prefer to bring their own laptops.
- A printer, scanner, and a photocopy machine (for use by patrons with a prepaid personal flex card.)
- Shelf space for non-circulating journals, printed materials and collections of public-use data in CD-ROM format for programs pertinent to public policy.
- Secure rooms 147B (Fireproof) and 147 C for storage of sensitive data and other materials, including tapes and disks containing restricted-use data. Access to individual locked file cabinets and safes is provided as needed.
- Equipment to view material on CDs and tapes.

### **SERVICES**

The Resource Room is staffed by the manager, an information specialist with an MLIS degree. The manager can assist with literature review searches for research scientists and faculty working on grant proposals. The Perkins Librarian for Public Policy holds reference hours on Thursdays from 3 to 5 p.m. during the academic year to address reference questions for faculty, staff and students. The librarian is assisted by the Perkins Librarian for Data Services, who is available for consultation on data issues.

Both the Resource Room Manager and Librarian for Public Policy are 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 non-academic 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:

1. *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.
2. *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 indention 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 undergraduate bulletin, *The Duke Community Standard in Practice*, at: <http://www.registrar.duke.edu/bulletins/communitystandard/>. The Duke Library website offers guidelines for citing sources and avoiding plagiarism at: <http://library.duke.edu/research/plagiarism/>.
3. *Harassment.* "Harassment" is any persistent, unsolicited behavior that threatens, intimidates, or torments another and is likely to interfere with an individual's work or education, or to affect adversely an individual's health, welfare, safety, or living conditions. Students unsure about the University definition of harassment should consult The Office of Student Conduct harassment policy statement at: [http://judicial.studentaffairs.duke.edu/policies/policy\\_list/harassment.html](http://judicial.studentaffairs.duke.edu/policies/policy_list/harassment.html).
4. *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, quizzes, assignments, and examinations; using without prior instructor permission any material portion of a paper or project to fulfill requirements of more than one course; submitting an altered examination or assignment to an instructor for re-grading; or working on any test, quiz, examination, or assignment outside of the time constraints imposed.
5. *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 in the undergraduate bulletin at: <http://www.registrar.duke.edu/bulletins/communitystandard/>.
6. *Stealing.* "Stealing" is the theft, mutilation, or any other unlawful or improper appropriation or use of any property that does not belong to oneself. This includes funds or property found in student common areas, faculty and staff offices, classrooms, library and reserve materials; intellectual property of anyone other than oneself; and other funds or property, whether or not related to Duke University.
7. *Lying.* "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.
8. *Any Other Misconduct*, whether committed on or off campus, which is adjudged detrimental to the University community.

## 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.

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

1. *Expulsion*, dismissal from the University with recommendation never to readmit;

2. *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;
3. *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.
4. *Appropriate apology*, as determined by the director or dean.
5. *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 leadership community 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 and 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 and Sciences. All applicants should contact the Office of Undergraduate Admissions or visit their web site, <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 studies 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 Studies 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, student 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 Courses: Public Policy Studies 55D, 114, 116; 128, and a new course to be offered in spring 2011 that is yet to be titled; one course about the Economics of the Public Sector (with Public Policy Studies 128 or Economics 55 as a prerequisite) from a list of courses that will be provided each semester; one history course; Statistics 101; plus four Public Policy Studies 100/200-level elective courses, one of which must be a 200-level course. 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 Studies 290S 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 103, a non-credit, pass/fail internship course, is required.

## **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 assistant, or consult the Public Policy Studies Experts section on our web site ([www.sanford.duke.edu](http://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 advice on graduate school and other post-baccalaureate opportunities.

### **INTERNSHIP PROGRAM**

The Public Policy Studies 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. A *Handbook for Public Policy Studies Undergraduate Internships*, outlining all specific internship requirements, is available through the department.

Prior to beginning the internship, students must take all of the following courses: Economics 51 or 55, Public Policy Studies 55D, 114, 116, 128/equivalent, and Statistics 101. All of these courses are listed as prerequisites for Public Policy Studies 103.

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 Studies 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 Studies majors are strongly encouraged to take advanced follow-up course work 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 Studies, 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 Studies courses: Public Policy Studies 55D, 114, 116, 128 or substitute.

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 Studies 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.

#### **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. PPS 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.

Information about special service internship opportunities in the U.S. and abroad is available from SOL, part of the [Hart Leadership Program](#) in Room 113 or at 613-7406.

#### **STUDY ABROAD IN GLASGOW, SCOTLAND**

The Public Policy Studies 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 PPS majors travels to Scotland to study policy issues at a university historically esteemed for its contributions to political economy and moral philosophy (Adam Smith called Glasgow home).

More recently, the university has also become noted in such applied areas as social administration, international law, and urban planning.

Students may go to Glasgow in the fall of either their junior or senior year. Before departing, they should have completed PUBPOL 55D and at least two of the four core courses

Special features of the program:

- Students participate in a two-day tour 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 (PUBPOL 290S), which qualifies for 200-level elective PPS credit. Lecture topics have included: "The Irish Problem," "Juvenile Justice in Scotland" and "The Monarchy."
- Students can also choose up to three other courses from the many excellent 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.

### **THE POLICY JOURNALISM AND MEDIA STUDIES CERTIFICATE**

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 the 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 Duke University's 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 policy making, 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://www.sanford.duke.edu/centers/dewitt/curriculum-certificate.html>.

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## Graduate Degree Programs

The Sanford School of Public Policy offers two master 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 non-profit 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. Dual degrees in environment (MEM/MF) and medicine (MD) are also offered through Duke's Nicholas School of the Environment and the Duke School of Medicine. The MPP program requires full-time enrollment, and most students have two-to-six years of post-undergraduate work experience.

### **MASTER OF INTERNATIONAL DEVELOPMENT POLICY (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 or sociology, as well as a policy focus, such as social policy, globalization and development, or health policy.

## Academic Information for Master of Public Policy Students

The two-year professional MPP program prepares students for leadership roles in government, non-profit organizations and consulting firms 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. Dual degrees in environment (MEM/MF) and medicine (MD) are also offered through Duke's Nicholas School of the Environment and the Duke School of Medicine. The MPP program requires full-time enrollment and most students possess two to six years of post-undergraduate work experience.

### **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. Students are encouraged to complete basic statistics and microeconomics courses at an accredited academic institution prior to matriculation. Students generally perform better in the first year of study if they have completed this coursework.



Personal interviews are not a 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 [www.sanford.duke.edu/graduate/mpp/admissions](http://www.sanford.duke.edu/graduate/mpp/admissions).

## Application

Applications are submitted online through our Web site.

The application deadline for the Duke MPP program is January 5 (5:00 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 (3) 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 5th application deadline; it takes about 3-4 weeks to obtain GRE scores via the Educational Testing Service (ETS).
  - LSAT and 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 (5) years, *both* the GRE scores *and* either the LSAT or GMAT scores as applicable.
  - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). All non-U.S. applicants whose native language is not English must submit TOEFL or IELTS scores regardless of whether or not they have attended U.S. academic institutions or participated in ESL programs. TOEFL or IELTS waivers are not provided. U.S. Citizens or U.S. 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 5th application deadline; it takes approximately four (4) 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 pre-positioned 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 (1-2 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.
- Resume. Not to exceed two printed pages, uploaded with the online electronic application.
- 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 or IIPP fellows. These applicants should view our online Frequently Asked Questions (FAQ's) 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 U.S. Postal Service, FedEx and UPS\*:

Duke MPP Admissions Office  
171B Rubenstein Hall  
Box 90243  
Duke University  
Durham, NC 27708-0243  
Telephone: 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 not granted. 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 1<sup>st</sup> 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 3<sup>rd</sup> academic year at Duke (after completion of the first two-years in the Duke MD program).

## **Merit-Based Financial Aid**

The Sanford School MPP and Financial Aid Office awards financial aid awards 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 (9 to 10 courses) and are eligible for loans for the remaining 3 to 4 courses taken in subsequent semesters beyond the first academic year.

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

Financial aid awards are determined by the MPP program Admissions And Financial Aid Office, which notifies applicants online of their awards. International applicants are encouraged in advance, to seek funding from external sources outside of any financial aid award offered by the MPP program.

The MPP program reserves the right to amend the financial aid award 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.

For additional information, see [www.sanford.duke.edu/graduate/mpp/admissions/financial\\_aid.php](http://www.sanford.duke.edu/graduate/mpp/admissions/financial_aid.php).

## **Loans and Work-Study**

The MPP Program Office of Admissions and Financial Aid is responsible for loans and certification of work-study eligibility for U.S. citizens and Permanent Residents. Loan funds are provided through the Stafford and Perkins Loan programs.

Duke loans are available through the Federal Direct Lending Program. Visit <http://dukefinancialaid.duke.edu/loans/options%20/index.html> for more information. A current tuition, fee, and living expense schedule can be viewed online at: [www.sanford.duke.edu/graduate/mpp/admissions/tuition\\_fees\\_schedule.php](http://www.sanford.duke.edu/graduate/mpp/admissions/tuition_fees_schedule.php).

## **Visiting Duke and the MPP Program**

To schedule a meeting with the MPP program please complete the Visit Request Form: <http://www.sanford.duke.edu/graduate/mpp/mppvisit.php>.

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 usually includes a meeting with the Director of Admissions, the Director of the MPP Program, Director of Career Services, Director of Student Services and Program

Development, 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.

### **U.S. and International Recruiting Events**

The Sanford School attends student recruiting events throughout the United States and abroad. The recruiting schedule is available online at <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 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. Registration is accomplished by the student using an online registration system. 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 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 (PPS) 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 Duke Medical School or in the dual JD or MBA programs with University of North Carolina law or business schools should meet with the director of 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 9 credits per semester. Full-time students may enroll for fewer than 9 units only in their final (graduating) semester of study. Students must have permission of the MPP director of graduate studies to register for more than 15 credits in a semester, and any student who in extenuating circumstances needs to enroll for fewer than 9 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 6 credits), not to exceed a total of 12 credits during their tenure in the MPP program, at UNC Chapel Hill, NC State University in Raleigh or NC Central University in Durham. All inter-institutional 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 inter-institutional registration process is available at: <http://www.registrar.duke.edu/registrar/studentpages/student/interinstitutional.html>.

### **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 CREDITS REQUIRED FOR GRADUATION):**

#### **First Year of Study (Fall/Spring Semesters)**

- Required courses:
  - Policy Analysis I
  - Microeconomics & Public Policy Making **or** Advanced Microeconomics
  - Statistics & Data Analysis **or** Policy Evaluation with Data
  - Politics of the Policy Process
  - Ethics **or** Globalization & Governance **or** Health Policy **or** Social Policy
  - Policy Analysis II
  - Microeconomics: Policy Applications
  - Quantitative Evaluation Methods
- One elective
- Summer Internship (performed between the first and second year of study)

#### **Second Year of Study (Fall/Spring Semesters)**

- Required courses:
  - Master's Project I
  - Ethics (if not taken in first year) or elective
  - Master's Project II
  - Public Management and Leadership courses (two semesters; 6 credits total). Acceptable courses: Public Management 315, 1.5-credit management modules offered spring semester, select management courses offered at Fuqua, UNC, NC State, etc.)
- Three electives
- Completion of Master's Project

### **DUAL-DEGREE PROGRAM (39 CREDITS REQUIRED FOR GRADUATION):**

The 39 MPP credits must be registered under the Sanford School on ACES. Courses registered under the dual program cannot be counted for both programs of study.

#### **First Year of Study (Fall/Spring Semesters) 27 or 30 units**

- Required courses:
  - Policy Analysis I
  - Microeconomics & Public Policy Making **or** Advanced Microeconomics
  - Statistics & Data Analysis **or** Policy Evaluation with Data
  - Politics of the Policy Process
  - Ethics (may be deferred for global, health, or social concentrations)

- Policy Analysis II
- Microeconomics: Policy Applications
- Quantitative Evaluation Methods
- One or two electives.
- Summer Internship usually performed after the first year of study.

### **Final Year of Study (Fall/Spring Semesters) 9 or 12 units**

- Required courses:
  - Master's Project I
  - Master's Project II
- One or two electives (based on total # of credits taken in first year)
- Completion of Master's Project.

### **GRADES**

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

*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 *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 *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 towards 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 Fuqua or Duke Law, that does not assign grades used by Sanford, the instructors should review Sanford grades found at <http://registrar.duke.edu/registrar/studentpages/student/gpa.html> and assign the appropriate San-ford grade accordingly. Courses graded Pass/Fail or Credit/No Credit cannot count toward graduation requirements.

### **INFORMATION FOR COURSE PLANNING**

In planning coursework at Sanford, students may find the following information useful. If students have any questions about course requirements, the suitability of particular courses, or the procedures for registering, please see the director of student services, 172 Rubenstein Hall.

**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 it is determined that the student has sufficient background in the subject matter to be waived out of the required course. To have a course waived, the student should consult with the faculty member who teaches the course he/she wishes to have waived. If the faculty member wishes to waive the student out of the course, the student should fill out a Course Exemption Form accessible through the student's MPP Blackboard course site under Forms and Documents and have the faculty member to sign the form. The student should then return the form to the director of student services, who will consult with the director of graduate studies for final approval. All courses waived must be replaced with other policy-related courses of equal credit value.

**Substituting a Course for a Required Course.** In certain cases, a student may wish to substitute a course in another department for a required course. To do this, the student should fill out the Course Substitution Form accessible through the student's MPP Blackboard course site under Forms and Documents and return the form, together with information about the course he/she wishes to take, to the director of student services, who will consult with the director of graduate studies for final approval.

**Microeconomics and Statistics Course Placement.** On-line assessments to determine microeconomics and statistics placement are offered to matriculated students prior to New Student Orientation via the Blackboard online course management system. Placement assessment scores as well as a student's prior coursework and academic performance will be considered by microeconomics and statistics faculty members in determining student placement.

**Course Listings.** Currently scheduled Public Policy courses are located at: [http://fds.duke.edu/db/aas/PublicPolicy/courses\\_grad.html](http://fds.duke.edu/db/aas/PublicPolicy/courses_grad.html). Additional information about elective courses appears in the MPP Student Handbook. Students visit the director of student services to discuss course options prior to/during each registration cycle.

**Inter-Institutional Registration.** With the approval of the director of graduate studies, a full-time student at Sanford may take a course at UNC, NC State or NC Central through Duke University's inter-institutional registration program. Information on this process is available at: <http://www.registrar.duke.edu/registrar/studentpages/student/interinstitutional.html>.

**Taking Classes in Other Duke Schools or Art & Science Departments.** A student wanting to take a class at Fuqua or Duke Law School should contact the course instructor to receive his/her written permission to take the course. Then, bring this written permission and a description of the course to the MPP director of graduate studies (DGS) for approval to register and DGS signature on any required registration forms. Copies of these registration forms should be provided to the MPP director of student services.

- For Arts and Sciences courses, take the signed permission letter(s) to the Office of the University Registrar (114 S. Buchanan Blvd., Smith Warehouse, Bay 9, Room A289) to be manually registered for the course.
- 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; 613-7027; e-mail: [registrar\\_office@law.duke.edu](mailto:registrar_office@law.duke.edu).
- For courses at the Fuqua School, see [http://www.fuqua.duke.edu/student\\_resources/registration/non\\_fuqua\\_students/](http://www.fuqua.duke.edu/student_resources/registration/non_fuqua_students/) for instructions and a link to registration forms. The Fuqua registrar's office is East Wing E335 Fuqua School; 660-7805; e-mail: [registrar-info@fuqua.duke.edu](mailto:registrar-info@fuqua.duke.edu). Please note that Fuqua operates on a different calendar than the Sanford School.

**Transfer of Credits:** After successful completion of the first year, a maximum of 6 units of graduate credit may be transferred for graduate courses completed at other schools. Such units 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 should be submitted on the approved Sanford School form.

**Retroactive Credit:** Credit for graduate courses taken at Duke by a student before degree admission to the Sanford School or while registered as a non-degree student through the Office of Continuing Education (but not as an undergraduate) may be carried over into a Sanford graduate degree program if (1) the action is recommended by the student's director of graduate studies (2) the amount of such credit does not exceed 12 units, (3) the work has received grades of B or better, (4) the work is not more than two years old, and (5) 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.

**Courses Primarily for Undergraduates:** With the Director of the Graduate Studies of the MPP program's approval, MPPs may enroll in courses primarily intended for undergraduates to round out their program of study. MPP students may take a total of two undergraduate courses (at the 100 level or higher) during their tenure in the program. Grades of B- or better must be earned in order for these courses to count toward graduation requirements.

**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 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 is not required to turn in 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 obtains

a signed permission letter from the course instructor and delivers it in person to the Office of the University Registrar, at 114 S. Buchanan Blvd., Smith Warehouse, Bay 9, Room A289, prior to the end of the drop/add period.

**Dual-Degree Programs.** In general, the curriculum for a dual-degree program consists of ten required courses, three elective courses, and a requisite summer internship completed at the conclusion of the first year. The Master's Project prepared under the direction of a member of the Sanford School faculty must be completed prior to finishing both the MPP and dual-degree. Typical course sequences and program requirements for each dual or concurrent degree offered are available at: <http://www.sanford.duke.edu/graduate/mpp/academics/dual.php>.

**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. Since a change in program status may affect the student's curriculum and financial aid package, a student considering such a change should contact the MPP director of student services and the director of admissions and financial aid, who can assist in the decision-making process.

The director of student services and the director of admissions and financial aid must be notified of and give their approval for the student's decision to apply to a dual-degree program not later than the second week of November. This allows ample time for the student to register for the required increase in courses for the spring semester (five, 3-credit courses) and facilitate changes in teaching/research assistantship assignments if warranted. The MPP program reserves the right to amend the financial aid award amount of students who convert to dual degree status.

Upon acceptance into a dual-degree program, students should provide a copy of the dual-degree admission offer letter to the director of student services for inclusion in the student's academic record, and e-mail the director of student services with the name, email address, and phone number of the dual degree program's academic advisor.

**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. If you think you may need to pursue this option, please see the director of student services to talk about paperwork required and terms of the leave of absence.

**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 program director of graduate studies for approval. All withdrawals will be noted on the permanent record as Withdrew (W).

## ELECTIVES

Through its analytical core courses, the MPP program provides students with a solid foundation to succeed in the world of public policy. Choosing electives related to a student's policy interests and career goals is essential in customizing the program to satisfy individual needs. MPP students may take elective courses within the Sanford School, in other departments and schools at Duke, and at the University of North Carolina Chapel Hill, North Carolina State University, or North Carolina Central University. 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. The MPP Student Handbook lists courses that fulfill program and concentration requirements.

## Formal Concentrations

The MPP program offers three formal policy-area concentrations, Global Policy, Social Policy, and Health Policy, for which certificates are awarded upon graduation. Requirements to earn a concentration include: completing a foundations (core) course in the specified concentration area, usually in the student's first fall semester; taking two electives in the specified concentration area; completion of a summer internship related to the concentration; writing the Master's Project on a concentration area issue.

**Global Public Policy Concentration.** Many of the great issues of the 21st Century are global: AIDS, climate change, trade, poverty, and human rights. The Global Public Policy concentration within the MPP program prepares students to see beyond national boundaries, to think globally and act locally, nationally, and internationally. Students may specialize in areas such as (but not limited to):

- International Development
- Global Trade and Finance
- Global Environmental Policy
- Human Rights and Democratization
- Security and Humanitarian Intervention

*Requirements:*

- Public Policy 320, Globalization and Governance, usually taken in the first semester, deferring the required Ethics class until the second year.
- Minimum of two electives
- Summer Internship related to global public policy (see below for Summer in Geneva option).
- Master's Project on global public policy issue.

**Social Policy Concentration.** Many of the important issues addressed in public policy concern social problems: welfare, education, crime, childcare, and income inequalities. Although these problems are diverse, they have numerous common features. Social issues often affect various elements of society differently, so that analyses must take into account concerns about equity, ethics, and politics. Proposed solutions often involve “programs” which are distinct interventions that can be evaluated rigorously for their efficiency and effectiveness. Further, the implementation of social policy often involves multiple levels of government: local, national, and international. A concentration in Social Policy provides students a vehicle to become experts in the content, context, and methods of analysis of these issues. Students may specialize in such areas as:

- Education
- Child and Family
- Crime, Law, and Deviance
- Race, Ethnicity, and Gender
- Wealth, Inequality, and the Welfare State

*Requirements:*

- Public Policy 350, Social Policy, usually taken in the first semester, deferring the required Ethics class until the second year.
- Minimum of two electives
- Summer Internship related to social policy
- Master's Project on social policy issue

**Health Policy Concentration.** The Health Policy concentration within the MPP program introduces students to key domestic and international issues in health policy, including the impact of social determinants on health, organization and financing of healthcare delivery systems, technology and health, and health and human rights. Students choosing this concentration can focus their studies on domestic or global health policy in their choice of electives by taking courses offered at the Sanford School and in other Duke departments.

*Requirements:*

- Public Policy 325, Introduction to Health Policy, or other approved core course, usually taken in the first year of the program.
- Minimum of two electives
- Summer internship related to health policy (see Summer in Geneva option below).
- Master's Project on a health policy issue

### **Summer in Geneva**

Students in the global or health public policy concentrations may fulfill their internship requirement through the Duke Summer in Geneva Program, which includes four study options: Environment and Sustainable Development, Health Policy in a Globalizing World, Human Rights and Humanitarian Assistance, or Global Economic Governance and Trade.

The program involves a 10-12 week internship at one of the many international organizations in Geneva, Switzerland, and a course on global or global health policy issues.

### **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. 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.

**Client-based MP:** An MP of this type helps a client decide what to do about a policy problem. Its purpose is to recommend and defend a specific course of action. Hence, a client with an interesting problem is a key starting point

for the MP. A project must also measure up to the standards of good analysis, including precise definition of the problem, assemblage and careful evaluation of the relevant evidence, identification of important trade-offs, and clear presentation of the conclusions and recommendations.

Finding a client and a policy problem is a challenging, but essential, first step in writing the MP. Two approaches are possible:

1. find an appropriate client first (someone connected with the summer internship, a client from the PPS 304 Spring Consulting Project, someone the student would like to work with in the future, or someone working on problems in the student's area of interest) and then work with the client to define a suitable and manageable policy problem.
2. conduct initial research into a general policy problem and then look for an appropriate client who can help narrow the topic and define a more specific policy problem.

The main criteria for approving an MP topic are that:

1. the client have a significant policy problem
2. the policy problem be posed in the form of a "should" question, e.g., "What should the client do?" or "How should the client do X?"

The goal of the MP is to develop policy recommendations, not simply to describe or measure impacts of a particular policy.

**Quantitative MP:** An MP of this type focuses on assembling and analyzing data to address a question of relevance to a substantive area of policy. Students choosing this option work closely with a faculty member and write the project either for a real client or for a "shadow client," a policy organization for which the project would be of use. The quantitative project puts more emphasis on the quality and interpretation of the data analysis than on the broader range of political and ethical issues that arise in making specific policy recommendations.

The criteria for approving a quantitative project are that appropriate data are available, that the project is doable within the limited time period, and that the topic is of clear policy relevance.

**Process for Completing the Project:** All two-year MPP and dual-degree students who began the MPP Program in August 2008 or later should enroll in PUBPOL 307 in their final fall term and PUBPOL 308 in their final spring term. The fall term course meets in sections and is designed to help each student get started on 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 before a committee of faculty members. Those writing quantitative projects are encouraged to register for the same 307 section.

The first step in the process is to identify a client, a policy problem, and an MP Advisor from the approved list of faculty advisors. It is best 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 their required summer internships, students should determine if their summer placements can yield MP client relationships and/or policy problems. Early in the fall, the student writes a one-page document describing topic, client, and MP Advisor, and submits this document to the 307 instructor for approval.

The MP Advisor will be the chair of the MP Committee and will work with the student throughout the year. Early in the fall, in consultation with the MP Advisor, the student will select two other people to serve on the MP Committee. Normally, at least one of these should be a Sanford School faculty member, but students are free to include faculty members from other Duke departments or schools who are familiar with the subject area of the policy problem, but only with the approval of their MP Advisor. The student is responsible for making sure any non-Sanford faculty are familiar with the goals of the MP and also with their responsibilities as a committee member. (We recommend you distribute to them the memo that describes the purpose and structure of the MP Committee.) The client should not be a member of the committee. The prospectus and its formal committee review will be the basis for the grade in PUBPOL 307.

In the first six weeks of the fall semester, with feedback from the 307 instructor, peers, and the MP Advisor, the student writes a 7-10 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 passed by all members of the MP 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 the third week of April, with the date specified early in the fall based upon graduation deadlines posted by the University Registrar. The final report should include appendices, supporting materials, formal cover page, 2-3 page executive summary, table of contents, complete footnotes, and a bibliography. The final version must be of at least A- quality. This grade requirement reflects the belief that the final product should be of professional quality as well as useful to the client and, in the case of a quantitative project, meet high standards of analysis. Should the project initially not meet this grade standard, the MP Advisor will insist that it be revised until it does. Upon recommendations of the MP Advisor, the DGS can award an A rather than an A-. Interested students will have opportunities to make presentations of their projects to members of the Sanford community.

Students are required to provide the MPP office with both a professionally bound copy and an electronic version (PDF) of their project, as well as a separate PDF of the executive summary, by the specified due date. Formatting and binding instructions are described in the Master's Project Preparation guide sheet.

## **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 or Master of International Development 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 as you make your internship decision.

1. These funds are not intended to cover all the costs of your internship. We encourage you to seek other sources for funding as you are planning for your summer expenses.
2. MPP and MIDP students may request up to \$3500 for internships in NC (or other lower-cost area), up to \$5000 for internships in Washington, DC (or other high-cost area), and up to \$6000 for internships abroad that would include air travel. Allocations will be based on cost of living calculations. We expect that stipends will be at least \$2000 for lower-cost areas, \$2500 for high-cost areas, and \$3000 for international internships.
3. 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.
4. Your internship must last at least 10 weeks, at least 40 hours per week. Your internship must be policy-relevant, as determined by the MPP Career Services Office or the MIDP Professional Development Office. Research assistantships with Duke or other university faculty do not normally qualify.
5. 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 or the MIDP Professional Development Office.
6. To apply, submit a completed Internship Fund Application Form, as well as your required Internship Approval Form (MPP) or Internship Confirmation Letter (MIDP), indicating the location and substance of the internship as well as any wages, stipends, grants, subsidies or other compensation from the sponsoring organization. You are also required to report any other sources of income or support for the summer, such as free housing or free air travel to the internship site, provided by sources other than the internship sponsor organization (including government salaries or sponsor stipends). We expect you to report these additional expenses and income honestly and completely. The Code of Professional Conduct applies to all information you provide to us in application for funds from the Internship Fund.
7. The Sanford Internship Fund will support the Geneva Program on Global Policy and Governance directly as needed, so students in the Geneva program may not apply.
8. 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 or MIDP 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 or MIDP Professional Development Office.
9. Funded students must provide a brief report about their internship by the deadline established by the MPP Career Services Office and the MIDP Professional Development Office that can be used by other students

interested in that organization and by the Sanford School development office for stewardship purposes. 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 student groups.

10. 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 here: <https://eruditio.aas.duke.edu/international/gradtravelpolicy.php>.
11. International students in either the MPP or MIDP degree programs must work through their respective career services office *and* the Duke International Office *or* their sponsoring organization to acquire the appropriate government regulatory approval for an internship vis-à-vis Curricula Practical Training (CPT). Details can be found at: <http://www.internationaloffice.duke.edu/AcademicTrainJIStudents.html>.
12. The deadline for submitting an application for the Internship Fund is April 16. Funds will be awarded by April 26. Students who are not on the Sanford payroll must confirm their award with the Human Resources Representative (Nancy Shaw) prior to May 1 to assure funding on May 25. Funding awards will be determined by a committee including the director of graduate studies or designee, the MPP director of career services or designee, the MIDP assistant director or designee, and the MIDP director of professional development or designee.
13. If your internship changes to a different employer and/or internship location after you have received notice of an Internship Fund award, you must report the change to the director of career services within 48 hours. Changes may result in the adjustment of internship stipends.
14. 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.

## 2010-2011 MPP Student Tuition and Fee Schedule<sup>1</sup>

	1st Year MPP*	2nd Year MPP Student	Dual Degree Student (Subsequent Semester)
Number of Credits *	27 or 30*	24	9 or 12 <sup>†</sup>
<b>TUITION</b>			
Tuition	\$35,360	\$35,360	\$17,680 <sup>‡</sup>
<b>FEES</b>			
Health Fee	\$580	\$580	\$580
Health Ins. (Ages 24-34) **	\$1,960	\$1,960	\$1,960
University Graduate Student Activity Fee	\$33	\$33	\$33
MPP Program Student Activity Fee	\$100	\$100	\$50
Recreation Fee	\$68	\$68	\$68
Transcript (1st yr only)	\$40	\$0	\$0
Total Fees	\$2,781	\$2,741	\$2,691
<b>Subtotal Tuition and Fees</b>	<b>\$38,141</b>	<b>\$38,101</b>	<b>\$20,371</b>
<b>LIVING EXPENSES</b>			
Books and Supplies	\$1,240	\$1,240	\$1,240
Room	\$6,350	\$6,350	\$6,350
Board	\$4,260	\$4,260	\$4,260
Transportation & Misc.	\$5,280	\$5,280	\$5,280
Total living expenses	\$17,130	\$17,130	\$17,130
<b>Total</b>	<b>\$55,271</b>	<b>\$55,231</b>	<b>\$37,501</b>

\* Credits needed to meet degree requirements: 2-year MPP students: 51; dual-degree students: 39.

Student budgets (tuition and fees) are based on nine (9) months/two (2) academic semesters.

<sup>†</sup> Dual-degree degree students generally take 27-30 credits in first year and the remaining 9 - 12 credits while registered in their dual-degree program (JD/MEM/MBA/MD).

<sup>‡</sup> Dual-degree students pay one-half (1/2) of the annual tuition rate (one semester) \$17,680 during completion of the final 9-12 credits and one additional semester of MPP Student Activity Fee (\$50).

The tuition rate for dual degree students may vary depending on the blended tuition rate agreement between the various Duke schools.

\*\*Projected Health Insurance Rates:

Age under 23: \$1,617

Age 24 to 34: \$1,960

Age 35-44: \$2,760

Age 45-54: \$4,045

Age 55 and up: \$5,614

Spouse: \$3,175, Children: \$1,804, Family (Spouse and Children): \$4,738. There is also a \$26 service fee that must be added to the cost of all of these premiums.

**Cost of Living.** The above information includes the cost of living allowances for students applying for federal financial aid. The actual cost of living depends on individual lifestyle, and may differ for international students.

<sup>1</sup> 2009-2010 U.S. Dollar amounts in all categories (tuition and fees) are subject to change and approval by the University Board of Trustees. Living stipends, assistantship (TA/RA/GA) payments, and other payroll issued compensation are subject to taxable rate (~28%) for BOTH U.S. and International students. If there is not a tax treaty (for International students) mandatory withholding applies (approximately 20-30% of the gross amount).

Based on Federal guidelines, disbursements of tuition fellowships are posted to the Bursar's account no earlier than 10 days prior to the first day of classes for the given semester.

U.S. Citizens/Permanent Residents are required to complete a FAFSA (Free Application for Federal Student Aid) at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov) once every academic year prior to September.

**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. The student health 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. Information on the coverage provided by this insurance is available from the Office of the Bursar. Services are provided by United Health Care/Student Resources.

**Student Government.** Graduate and Professional Student Council (GPSC) All Duke graduate students are charged student government dues estimated at \$16.25 per semester. See [GPSC](#) for more information.

**MPP Student Activity Fee.** MPP students pay a student activity fee of \$50 per semester. These funds are used to facilitate student activities and events within the Duke MPP Program.

**Recreation Fee.** All Duke students are charged a recreation fee for the use of on-campus facilities.

**Continuation Fee.** Students, who do not complete the degree requirements in the approved time, are charged \$500 for each additional semester until completion of the MPP degree. Prescribed time to complete the MPP degree is:

1. Two academic years: Two-year MPP students (non-dual degree)
2. Three academic years: Dual-degree MPP students with Duke or UNC Business (MBA) or Duke Environment (MEM)
3. Four academic years: Dual-degree MPP students with Duke or UNC Law (JD)
4. Five academic years: Dual-degree MPP students with Duke Medicine (MD)

## **PAYMENTS OF AWARDS AND STUDENT ACCOUNTS**

### **Payment of Stipends and Assistantships**

Students must be registered in the Sanford MPP program in order to receive fellowship or assistantship support. Graduate assistantships are paid as follows: First-year students receive four, equal monthly stipend payments through Duke Payroll on the 25th of January - April of their first academic year. Second-year students receive four, equal monthly stipend payment through Duke Payroll on the 25th of September through December of their second academic year. Based on Federal guidelines, disbursements of tuition fellowships are posted to the Bursar's account no earlier than 10 days prior to the first day of classes for the given semester.

Students supported on institutionally funded fellowships or assistantships are discouraged from seeking outside employment. It is the policy of Duke University that full-time students may not work in research appointments, teaching assistantships or other instruction, or other employment (both on and off-campus) more than 19.9 hours per week. Students with institutional funding who work more than 19.9 hours per week may have their school funded stipends and/or assistantships reduced.

Under the Tax Reform Act of 1986, both fellowship stipends and assistantships are taxable. For U.S. citizens, fellowship stipends may be reduced, for tax purposes, by the amounts paid for tuition, fees, and required books, supplies, and equipment. For general information about the taxability of scholarships and fellowships, students should see IRS publication 970 (see <http://www.irs.gov>).

For international students, stipend payments are subject to withholding of federal and state income taxes, based on the existing tax treaty between the student's country and the USA. 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.

### **Satisfactory Progress**

Sanford MPP students are expected to make satisfactory progress toward their degree within the established degree-completion time limits in order to remain enrolled in the MPP program or to receive financial aid.

### **Payment of Student Accounts**

Graduate student bills will be available for review through the ACES web system. Approximately four to 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, when bills are available to view online. The amount due on the statement is payable by the date listed on the statement. Inquiries regarding statements can be directed to the bursar's office via email: [bursar@duke.edu](mailto:bursar@duke.edu) or (919) 684-3531.

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 on the past due amount is posted on the subsequent statement. The past-due amount is defined as the Amount Due from the previous statement minus payments, financial aid, loans and other credits received prior to the due date listed on the original statement. 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 restrictions:

- blocked from registering for future terms
- blocked from access to copies of transcript of academic records
- not able to have academic credits certified
- not be permitted to go on leave of absence
- not eligible to receive a diploma at graduation
- administrative withdrawal from the University
- referral of the past-due student account referred to a collection agency and credit bureaus

Because the ultimate responsibility for ensuring that tuition and fees are paid resides with the student, students should review statements received from the bursar's office regularly and quickly resolve payment problems or issues that arise. Students with questions about their bursar accounts should contact the MPP director of student services or the bursar's office.

### **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% refund \*
- withdrawal during the third, fourth, or fifth week of classes: 60% refund\*
- withdrawal during the sixth week of classes: 20% refund\*
- withdrawal 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 student drops a course for which no alternate registration is available or drops special-fee courses (music, golf, etc.), during the the drop/add period, a full refund may be granted with the approval of the Dean of the Sanford School. The student health fee will not be refunded.

### **Special Tuition Benefits for Employees**

The University provides a tuition assistance benefit to eligible employees enrolled in course work at Duke. Additional information is available at the Benefits Office at (919) 684-6723.

## **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, 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 at least three years of work experience in a development-related field. Applicants with five or more years of experience are strongly preferred. Applicants should have at least a 3.0 US GPA (or equivalent), and courses in economics or statistics are preferred. Applicants to the one-year program must have completed at least one year of graduate-level course work and have a strong background in market-based economics. The following items are required for application:

1. Electronic application forms, available online at [http://gradschool.duke.edu/admissions/requirements/online\\_ap.php](http://gradschool.duke.edu/admissions/requirements/online_ap.php)
2. Official transcripts from all institutes of higher education detailing the courses taken, grades or marks earned, the dates attended and the degree conferred
3. A statement of purpose (essay detailing why the applicant wishes to study in the program)
4. A policy essay (Identify one of the most critical problems related to a developing country and describe what you would do to solve this problem. Discuss the policies that have (or have not) been implemented to address this policy, and how these policies are effective (or ineffective). Please limit your response to one page.)
5. Three letters of recommendation (online submission preferred)
6. An official IELTS (strongly preferred) or TOEFL score (required for citizens of non-native English speaking countries)
7. A recent Curriculum Vitae or Resume.
8. \$75 application fee, payable via credit card or certified check issued in US currency.
9. A list of funding sources to which the student plans to apply.

Returned Peace Corps volunteers applying through the Peace Corps Fellows/USA 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 Program should focus their policy essay on a tax related issue of their choice and have tax-related work-experience in a developing country.

Applicants applying to the dual JD/MIDP degree must first apply, and be accepted to, the Duke Law School.

Accepted applications to the JD program will then be forwarded to MIDP for review. More information on application and admission to the JD program at the Duke Law School may be obtained by contacting the Duke Law School Admissions Office at 919-613-7020, [admissions@law.duke.edu](mailto:admissions@law.duke.edu).

### MIDP Registration

**Registration Requirements.** All graduate students in the MIDP and MPP programs at the Sanford School must register in “PPS-Continuation” each academic semester and pay the associated registration fee. Students will be automatically enrolled in PPS-Continuation by their respective program administrators. Failure to maintain continuous registration each fall and spring will result in administrative withdrawal from the university.

*Leave of Absence.* 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 notice of this intention two months before registration.

*Master's students.* Full-time master's candidates must register for 9 units per semester to maintain full-time status. Full-time students may enroll for fewer than 9 units 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 their director of graduate studies 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 registrar's office) in November and April.

*Late Registration.* All students are expected to register at the times specified by the university. A late registration fee of \$25 is charged any student who registers after the specified time period.

**Summer Registration.** Students who are in residence at Duke University during the spring and who plan to enroll for courses in the summer session should have their course programs approved by the director of graduate studies. 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 conducting research related to their degree and/or completing coursework remaining from a previous semester due to an “incomplete” grade, must register for PPS-Continuation during the Summer Term Full semester and pay the registration fee.

The university does not mail statements for summer session tuition and fees. All tuition and fees should be paid in the Office of the Bursar 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 before 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 withdrawal of the student.

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 fully registered student according to the regulations in order to be eligible for library carrel and laboratory space, student housing, university and some outside loans, and the Student Health Service, including 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 units of graduate credit may be transferred for graduate courses completed at other schools. Such units 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 should be submitted on the approved Sanford School form.

**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 non-degree student through the Office of Continuing Education may be carried over into a Sanford graduate degree program if (1) the action is recommended by the student's director of graduate studies (2) the amount of such credit does not exceed 12 units, (3) the work has received grades of *B* or better, (4) the work is not more than two years old, and (5) 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.

**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.

**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 before delivering it to the Coordinator of Student Services, who submits it to the MIDP director of graduate studies for approval. 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:

- before classes begin: full refund, including fees
- during the first or second week of classes: 80% refund \*
- during the third, fourth, or fifth week of classes: 60% refund\*
- during the sixth week of classes: 20% refund\*
- 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 of the dean. 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 and must be approved by the MIDP assistant director.

### **MIDP DEGREE PROGRAMS**

The Master of International Development Policy (MIDP) is a master's degree program for mid-career professionals with at least three years of development-related work experience or government experience in a developing country. It is designed for those who plan to dedicate their careers to policy-making and public service in developing and transitional countries. MIDP provides sound 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:**

*2 Year Degree:* 48 credits (16 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.

*1 Year degree:* 30 credits (10 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 course work and have a strong background in market-based economics.

*Non degree certificate:* 24 credits (8 courses) completed over one academic year, culminating in a non-degree certificate. Master's project and internship are not required.

*Dual JD/MIDP:* 102 credits (72 credits in Law and 30 credits in MIDP, 34 courses) completed over three years. This program, focused on law and development, culminates in a JD and an MIDP degree upon completion of study. The Master's Project is required for the MIDP and the internship is recommended.

*Concurrent graduate certificate:* 12 credits (4 courses) This certificate is offered to fellows studying in other graduate programs at Duke University and our inter-institutional partners. Students interested in this certificate may enroll to complete it concurrently with their degree program. Four MIDP courses fulfilling specific development areas must be completed by the fellow's final semester of study.

#### **Degree Specializations:**

Fellows in the MIDP may self-select into one of the following, informal areas of specialization. These specializations serve to facilitate the course selection process and to assign students to the appropriate academic advisor.

*Applied Economics.* This specialization 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 specialization covers a broad area of international development issues allowing fellows the greatest flexibility to choose classes corresponding to their interests. Students may focus on such issues 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 specialization primarily focuses 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 specialization 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 Duke's Nicholas School of the Environment in such areas as natural resources economics, tropical ecology, and eco-tourism.

*Peace and Conflict Resolution.* This specialization, 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 certificate in Peace and Conflict Resolution offered to all MIDP Fellows through the Duke-UNC Rotary Center.

*Law and Development.* This specialization studies 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 Policy.* This is a specialized concentration 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 concentration 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 credits) are required to obtain the 2-year degree. These courses are spread over four academic semesters. Courses must be divided as follows:

Nine MIDP Seminars (27 credits) including these mandatory seminars\*:

- Policy Analysis for Development (3 credits)
- Economic Foundations for Development (3 credits)
- Economic Analysis for Development (3 credits)
- Empirical Analysis for Development (3 credits)
- Master's Project Preparation seminar (1 credit)
- Master's Project (2 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 two-year degree track under the International Taxation Policy specialization are also required to take the following seminars in addition to those listed above, so will have fewer elective courses:

- Analytical Methods or Econometrics course (3 credits)
- Comparative Tax Administration (3 credits)
- Comparative Tax Policy (3 credits)
- Public Finance in Developing and Emerging Economies (3 credits)
- Sales Tax/VAT Law (2 credits)
- Federal Income Tax Law (4 credits)

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

\*Students enrolled in the Law and Development specialization must take the Law and Development seminar.

### **Seven Elective Courses (21 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 inter-institutional 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 6 credits (2 classes) of undergraduate courses (courses numbered at 199 and below) may be counted towards the 2-year degree.
- Physical Education, music and other recreational elective courses will not be counted towards the degree.

### **Summer Internship**

The summer internship is required for the 2-year degree and is performed between the first and second year of study. The internship is a full-time position lasting at least 10 weeks. A self-assessment and supervisor assessment must be submitted to the Professional Development Coordinator upon completion of the Internship.

### **Master's Project**

Two-year fellows are required to complete a final Master's Project during their second year of study. Full details on the Master's Project may be found below. Additional guidelines on the Master's Project are issued annually.

### **ONE-YEAR DEGREE REQUIREMENTS**

Ten graded courses (30 credits) are required to obtain the 1-year degree. The courses are completed over two academic semesters and one summer session. Courses must be divided as follows:

Four MIDP Seminars (12 credits) including these mandatory seminars\*:

- Policy Analysis for Development (3 credits)
- Economic Growth and Development Policy (3 credits)
- Master's Project Preparation seminar (1 credit)
- Master's Project (2 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 Policy specialization are also required to take the following seminars in addition to those listed above (with the exception of Economic Growth and Development Policy, which is not required for the one-year, ITP track), so will have fewer elective courses:

- Economic Principles for Taxation (3 credits)
- Analytical Methods for Taxation (3 credits)
- Economic Analysis for Development (3 credits)
- Comparative Tax Administration (3 credits)
- Comparative Tax Policy (3 credits)
- Public Finance in Developing and Emerging Economies (3 credits)
- Sales Tax/VAT Law (2 credits)
- Federal Income Tax Law (4 credits)

### **Six Elective Courses (18 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 inter-institutional agreement. Elective courses must be selected in consultation with the academic advisor. Please note important regulations regarding elective courses:

- Language courses, including any English courses that may be required based on the written and oral English placement exams given during orientation, DO NOT count towards the one year degree and must be taken in addition to the 30 required credits.
- Only 6 credits (2 classes) of undergraduate courses (course number 199 or below) may be counted toward the degree.
- Physical Education, music and other recreational elective courses will not be counted towards the degree.

### **Summer Internship**

The summer internship is not required for completion of the 1-year degree, but is highly 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. Full details on the Master's Project may be found below. Additional guidelines on the Master's Project are issued annually.

## **NON-DEGREE CERTIFICATE REQUIREMENTS**

Eight courses (24 credits) are required to obtain the non-degree certificate. These courses are taken over the course of two academic semesters. Courses must be divided as follows:

Four MIDP Seminars (12 credits) including these mandatory seminars:

- Policy Analysis for Development (3 credits)
- Economic Foundations for Development (3 credits)
- Economic Analysis for Development (3 credits)
- Empirical Analysis for Development (3 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 inter-institutional agreement. Elective courses must be selected in consultation with the academic advisor. Please note important regulations regarding elective courses:

- Language courses, excluding English courses required by Duke, DO NOT count towards the non-degree certificate.
- Physical Education, music and other recreational elective courses will not be counted towards the certificate.

### **Summer Internship**

The summer internship is not required for completion of the non-degree certificate. Non-degree 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 non-degree certificate

## **DUAL JD/MIDP DEGREE**

The Law School requires 84 credits and six semesters (three years) of study to earn a JD degree. For all dual degrees involving study outside the Law School, students are required to complete only 72 credits of law study and are permitted to count 12 credits of study in the dual discipline to complete the JD requirements.

The dual-degree program involves the one-year degree MIDP, which requires 30 credits including a master's project, as outline above.

Students accepted to the JD/MIDP begin their studies at the Law School in June instead of August and complete both degrees in three years: six semesters plus the summer session prior to their initial fall semester. Instead of 84 law credits and 30 international development policy credits, dual-degree candidates are required to complete 72 and 30 credits (24 credits of coursework and 6 credits of ungraded research), respectively. Each School counts credits from the other to lessen the actual work load requirements. The six upper-level law credits that the DCID counts towards the MIDP requirements, (in addition to the 24 credits of MIDP study), must focus on international or comparative issues and also include the Law School's three-credit International Law course.

## JD/MIDP Course of Study

Year 1		Credits
June - August	Law summer session (first-year courses)	9
August - May	First-year law courses	21
	Fall term MIDP: Economic Foundations for Development	3
	Spring term MIDP: Economic Analysis for Development	3
Year 2		
June - August	MIDP internship (recommended, not required)	0
August - May	Upper-level law courses (including international law)	22
	Fall term MIDP: Policy Analysis for Development	3
	Spring term MIDP: Law and Development	3
	Fall or Spring term MIDP: Elective	3
Year 3		
June - August	Summer employment	0
August - May	Upper-level law courses	20
	MIDP courses (including master's project)	9
	MIDP undegraded research (no work required)	6
	Total credits	102
		(72 law, 30 IDP)

### Curricular Requirements

In addition to the credit requirements discussed above, students enrolled in the JD/MIDP program are required to fulfill the standard academic requirements for each degree. For the MIDP degree, these requirements include four core MIDP seminars and a client-based master's project that is presented to the DCID community in the student's final semester. The four MIDP core seminars are Policy Analysis for Development, Economic Foundations for Development, Economic Analysis for Development, and Law and Development. For the JD degree, these requirements include seven first-year courses, an ethics course, a substantial upper-level written product, and at least one course involving practical legal skills.

As is true for all dual-degree programs, students will not receive either degree until all requirements for both degrees are completed.

### 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 by the MIDP coordinator 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:

- MIDP Development Management Seminar (3 credits)
- MIDP Development Economics Seminar (3 credits)
- MIDP Elective course (3 credits)
- International Elective course as approved by the program coordinator (3 credits)

Total credits: 12

Lists of courses which fulfill each of the above categories are provided to students enrolled in the certificate each semester by the program coordinator. Students interested in the International Development Policy certificate are strongly encouraged to discuss this with their academic 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, Z* and *I*.

*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 *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 *F* in a major 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 towards 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, MIDP Program, 2010-2011

### Two-Year Degree, first year

Tuition	\$29,850	\$14,925 flat rate per semester
Registration fee	\$5,510	\$2,755 per semester
Student Health Fee	\$580	\$290 per semester
Transcript Fee	\$40	One-time fee
Sanford Student Activity fee	\$100	\$50 per semester
Graduate Student Activity fee	\$32.50	\$16.25 per semester
Recreation Fee	\$68	\$34 per semester
Health Insurance estimate	\$2,000	average based on tiered rate by age
Total tuition and fees	\$38,180.50	
Total estimated living expenses	\$13,500.00	(\$1,500 per month x nine months)
Total first year	\$51,680.50	

### One Year Degree

Tuition	\$29,850	\$14,925 flat rate per semester
Registration fee	\$5,510	\$2,755 per semester
Student Health Fee	\$580	\$290 per semester
Transcript Fee	\$40	One-time fee
Sanford Student Activity fee	\$100	\$50 per semester
Graduate Student Activity fee	\$32.50	\$16.25 per semester
Recreation Fee	\$68	\$34 per semester
Health Insurance estimate	\$2,000	average based on tiered rate by age
Summer tuition (2 courses)	\$6,738	(\$1,123 x 6 credits)
Summer Health Fee (estimate)	\$186	
Total tuition and fees	\$45,104.50	
Total estimated living expenses	\$16,500.00	(\$1,500 per month x 11 months)
Total first year	\$61,604.50	

### MIDP FINANCIAL AWARDS

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

### Special Scholarship Programs

*Peace Corps Fellows/USA Program.* The Peace Corps Fellows/USA Program offers scholarships to qualified returned Peace Corps volunteers (RPCVs) who have completed their two years of service, in exchange for community service. Peace Corps Fellows accepted under this program are required to perform community service internships during the academic year, giving back to the local Durham community. The 2009-2010 academic year scholarship award for Peace Corps Fellows is a \$10,000 tuition waiver.

*Rotary World Peace Fellowship.* Each year, MIDP hosts up to five recipients of the Rotary World 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 to the MIDP, or one of several master's programs at the University of North Carolina-Chapel Hill, for admission. For further 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 six such centers in the world, the Duke-UNC Rotary Center for International Studies in Peace and Conflict Resolution is funded by a grant from the Rotary Foundation. The center's mission is to promote peace through a holistic approach to training 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) 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, please visit <http://www.rotarypeacecenternc.org/>.

## **Other DCID Training Programs and Activities**

### **EXECUTIVE EDUCATION**

#### **Summer Open Enrollment**

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

*Project Appraisal and Risk Management (PARM).* 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

*Tax Analysis and Revenue Forecasting (TARF).* 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).* 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).* 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

#### **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.

#### **MANAGERS IN TRANSITION**

The Managers in Transition program is a one-week, residential program run by DCID and the University of North Carolina Center for Global Initiatives on the campuses of Duke University and the University of North Carolina (UNC). The program provides managers in senior development positions with short-term, customized, professional sabbaticals that emphasize reflection on the substantive managerial and/or strategic challenges they face. Through dialogue with the core Managers in Transition training team, faculty and students in a university setting, the program aims to improve managers' transitions to new positions, thereby heightening their future performance in staff management, client engagement, project preparation and implementation, and sustainable development.



## 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.

## Academic Information for PhD Degree Students

The PhD in Public Policy is an applied, interdisciplinary social science degree. Graduates of the program are prepared for academic careers, professional positions in research or 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 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/](http://www.gradschool.duke.edu/) regarding policies, procedures, deadlines and forms.

## PUBLIC POLICY PhD PROGRAM REQUIREMENTS OVERVIEW

The Public Policy PhD Program requires students to:

1. Complete a set of core public policy course requirements: Political Economy of Public Policy, Ethics of Public Policy, Microeconomics.
2. Complete disciplinary concentration and research methodology requirements, including sub-field requirements, in one of the following areas:
  - Economics
  - Political Science
  - Sociology.
3. Complete at least one course in each of the following disciplines:
  - Economics
  - Political Science
  - Sociology.
4. Complete a director of graduate studies-approved course of study focusing on a particular policy area.
5. Complete a yearlong (two-course) research seminar leading to the dissertation proposal.
6. Complete the equivalent of 16 courses (minimum), equaling 48 credits. Please see checklist below.
7. Attain dissertation status, including meeting qualifying requirements and passing the preliminary exam, by the end of the third year.
8. Pass a final examination, which consists of an oral defense of a dissertation to an approved supervisory committee. This is typically completed by the end of the fifth year.
9. 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.

## CHECKLIST OF THE 16 (MINIMUM) REQUIRED COURSES – 48 TOTAL CREDITS

1. Political Economy of Public Policy ( Public Policy 501)
2. Ethics of Public Policy ( Public Policy 502)
3. Microeconomics 1
4. Microeconomics 2
5. Disciplinary concentration 1 – Research Methods
6. Disciplinary concentration 2 – Research Methods

7. Disciplinary concentration 3 – Subfield Elective
8. Disciplinary concentration 4 – Subfield Elective
9. Disciplinary concentration 5 – Subfield Elective
10. Policy area elective 1
11. Policy area elective 2
12. Policy area elective 3
13. Non-concentration social science 1
14. Non-concentration social science 2 for disciplinary concentration of *Economics*

OR

Elective for disciplinary concentration of *Political Science* or *Sociology*

15. Dissertation proposal seminar 1
16. Dissertation proposal seminar 2

### **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:

**Political Economy of Public Policy – Public Policy 501.** 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.

**Ethics of Public Policy – Public Policy 502.** 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, tradeoffs 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 301 (Microeconomics I) and Economics 302 (Microeconomics II). For students in the Political Science or Sociology Disciplinary Concentrations, the Microeconomics requirement is fulfilled by successful completion of Public Policy 310 (Microeconomics and Public Policy Making), Public Policy 311 (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 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 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 Public Policy 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.

### **Inter-Departmental Electives**

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

Once you have found a course of interest, you should initiate the process for obtaining permission to take an elective outside of the Public Policy department:

- Contact the course instructor to receive his/her written permission to take the course.
- Bring this written permission and a description of the course to the PhD director of graduate studies to discuss its value to your program of study.
- Give a copy of the instructor and permission of the director of graduate studies to the PhD Program Coordinator.
- For Arts and Sciences courses, take the signed permission letter(s) to the Office of the University Registrar (Smith Warehouse, 114 Buchanan St., Bay 9, 2<sup>nd</sup> floor) to be manually registered for the course. For Duke Law School courses, visit the PhD Program Coordinator's Office to pick up a 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 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 Inter-Institutional Registration process:
- Contact the course instructor to receive his/her written permission to take the course.
- Print out the Inter-Institutional Registration form available at [www.registrar.duke.edu/registrar/studentpages/student/interinstitutional.html](http://www.registrar.duke.edu/registrar/studentpages/student/interinstitutional.html).
- Bring this written permission, a description of the course, and the completed Inter-Institutional Registration Form to the PhD director of graduate studies to discuss the course and have the form signed.
- Bring all permission information and forms to the PhD Program Coordinator, who will forward them to the Inter-Institutional 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 PubPol 502.
- 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 3.
- Passing a *preliminary exam* that is also a defense of a dissertation prospectus at the end of year 3.

Doctoral students should visit the website of Duke University Graduate School at [www.gradschool.duke.edu/](http://www.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 of the Public Policy PhD Program faculty, chaired by a faculty member with the rank of assistant, associate or full professor who holds a primary or secondary appointment

in Public Policy, and including at least one member with a primary appointment in the student's disciplinary concentration. It will be appointed by the director of graduate studies, in consultation with the student, as early as practical and no later than 60 days in advance of the scheduled preliminary examination date.

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 (<http://gradschool.duke.edu/academics/forms/index.php>).

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 and North Carolina State University — are approved by the Associate Dean. A person not on the graduate faculty should be appointed an ad hoc member for a term that corresponds to the projected duration of the committee service. Please use the forms available on the Graduate School web site: <http://gradschool.duke.edu/academics/forms/index.php>.

## **THE DISSERTATION**

The doctoral dissertation should normally be submitted and accepted within two calendar years after the preliminary examination is passed. Should the dissertation not be submitted and accepted within four years after the examination, the candidate may, with the approval of the committee chair and director of graduate studies, petition the dean of the Graduate School for an extension of up to one year. If this extension is granted and the dissertation is not submitted and accepted by the new deadline, the student may be dropped from candidacy. Students dropped from candidacy must then pass a second preliminary examination to be reinstated as a candidate for the degree. In such cases, the new time limit for submitting the dissertation will be determined by the dean of the Graduate School in consultation with the candidate's committee.

The dissertation title, along with the Intention to Receive Degree Form, should be filed by the student no later than January 25 for a May degree, July 1 for a September degree, and November 1 for a December degree. The form is filed on-line. The address is <http://gradschool.duke.edu/academics/forms/index.php>

The basic requirements for preparing the dissertation and submitting it electronically are prescribed on the Graduate School Website: <http://gradschool.duke.edu/academics/theses/etd.php>

For more specific aspects of form and style, the student is advised to use *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, or other approved manuals of style.

## **THE M.A. IN PUBLIC POLICY**

Students enrolled in the Ph.D. program in Public Policy are eligible to receive the Master of Arts in Public Policy when they have completed the following requirements:

- 30 credits, including Public Policy 501/502, two research methods courses, two courses in a disciplinary subfield in economics, political science, or sociology, and two public policy electives in a specific policy area (200 level or above).
- A completion exercise. Ordinarily, the comprehensive exam serves as a completion exercise. Students who do not expect to complete the comprehensive exam may, with the approval of the DGS, substitute an M.A. project, which consists of a 20-30 page research paper to be orally defended before a committee of three public policy faculty members, including the student's advisor.

## **UNIVERSITY PROGRAM IN ENVIRONMENTAL POLICY (UPEP)**

The University Program in Environmental Policy was established in 2009 and is jointly administered by the Nicholas School and the Sanford School of Public Policy. It is the first and only PhD program in the United States jointly administered by a school of the environment and a school of public policy. It is a multidisciplinary, research focused five-year doctoral degree, intended to prepare candidates for positions in applied academic departments and professional schools (e.g., environment and natural resources, public policy, public administration, international affairs), domestic and international public agencies and environmental organizations, research institutes, and policy

consulting firms. Although the program is multidisciplinary, it is designed to ensure that students have strength in a particular social science discipline. Students designate their concentration when applying and currently may select either environmental economics or environmental politics.

The University Program in Environmental Policy provides a focal point for faculty and graduate students in the Nicholas School and the Sanford School who are interested in environmental policy. It draws on the intellectual resources of not only the two schools but also related disciplinary departments (Economics, Political Science) and other professional schools (Law School, Fuqua School, Pratt School of Engineering) at Duke. Faculty in the program conduct research on economic and political aspects of a wide range of topics, including air and water quality, biodiversity conservation, climate change, community resource management, corporate sustainability, ecosystem services, energy, environmental health, fisheries, forests, and freshwater and marine resources, in both U.S. and international contexts. Applicants are encouraged to contact faculty members with related interests to learn more about their current research projects and interest in accepting new doctoral students.

Students seeking admission to the University Program in Environmental Policy should file an application with the Graduate School, specifying consideration by the UPEP. Direct inquiries to Meg Stephens ([meg.stephens@duke.edu](mailto:meg.stephens@duke.edu)) Graduate Studies, University Program in Environmental Policy, Box 90328, Duke University, Durham, NC 27708. Further information on the University Program in Environmental Policy can be found online at: <http://www.nicholas.duke.edu/programs/doctoral/upep.html>.

### **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, please visit [http://gradschool.duke.edu/financial\\_support/](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. Please 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 and Earth Sciences, the Fuqua School of Business, the Law School and other professional schools.

## **Financial Information for PhD Students**

### **PHD TUITION AND FEES**

The Duke University Graduate School determines the annual tuition, fees, and stipend amounts for students in PhD Programs. Although many Ph.D. 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.

#### **2010-2011 Academic Year Expenses for Ph.D. Students**

Tuition (\$19,575/ semester –years 1-3 )	\$39,150
Tuition (\$2,755/semester – years 4+)	\$5,510
Health Fee (\$290/semester)	\$580
Insurance \$1,975	
Transcript Fee (1 st yr. Only)	\$40
Student Govt Dues (\$16.25/semester)	\$32.50
Athletic Activity Fee (\$34/semester)	\$68
Books and supplies *	\$1,200

Room <sup>1</sup>	\$6,165
Board <sup>1</sup>	\$4,140
Transportation & Misc <sup>1</sup>	\$5,130
Annual Total (Ph.D. years 1-3)	\$58,840.50
Annual Total Ph.D. years 4+)	\$24,840.50

\* Cost of living expenses vary greatly depending on the individual. These estimates are the 2009-10 academic year cost of living allowances for U.S. students applying for federal financial aid.

## **TUITION**

Tuition is charged on a per semester basis for Ph.D. students, and on a per unit basis for master's and non-degree students.

For new Ph.D. students entering in 2010-11, the charge for tuition is \$19,575 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 non-degree work done at Duke prior to matriculation.

## **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 \$590 (\$295 each semester). The Student Health Service fee for summer 2009 is \$189. 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 2009-10, the [Student Health Insurance](#) is estimated to be \$1,750 for the full year. Information on the coverage provided by this insurance is available from the Office of the Bursar. Please review [Student Health Insurance](#) information provided by United Health Care/Student Resources.

### **Student Government Dues**

All graduate students will be charged student government dues of \$15.75 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 \$35 per semester.

## **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 1-5.

PhD students in their first year of study are awarded fellowships providing a full living stipend with no work obligations. Students in years 2-5 are expected to work in Teaching and Research Assistantships to fund a portion of the living stipend. Students are also expected to seek support through external fellowships.

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## Research Centers and Programs

The Sanford School 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: Edward Skloot, Professor of the Practice of 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.

[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](#). Director: James T. Hamilton, Charles S. Sydnor Professor of Public Policy; Professor of Political Science and Economics.

[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: Francis Lethem, Professor of the Practice of Public Policy.

[Duke University Program on History and Public Policy](#) uses a variety of scholarly and pedagogical initiatives to foster historical perspective among policymakers and awareness among historians of how their work can inform today's challenges. Co-directors: Robert Korstad, Kevin D. Gorter Professor of Public Policy and History and William Chafe, The Alice Mary Baldwin Professor of History and Professor of 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. Co-directors: Alma Blount, Lecturer in Public Policy and Anthony Brown, Professor of the Practice of Public Policy and Sociology.

**Samuel and Ronnie Heyman Center for Ethics** focuses its teaching and research activities on ethical issues in public policy decisions. The Center sponsors symposia, speakers and conferences. Director: Joel L. Fleishman: Professor of Law and Public Policy.

[Program on Civil Society \(Fleishman Civil Society Fellows\)](#) focuses on the changing public policy roles of philanthropic foundations, non-governmental organizations (NGOs), social enterprises, and other organizations and participants in the non-profit sector. Director: Joel L. Fleishman: Professor of Law and Public Policy.

[Program on Global Health and Technology Access](#) supports scholarship, policy engagement and teaching on issues of globalization and health. Its initial work has focused on alternative models of innovation for health and improving access to essential medicines, particularly for the developing world. Director: Anthony So: Professor the Practice of Public Policy and Law.

[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 co-sponsored 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.

[United States – Southern Africa Center for Leadership and Public Values](#) is a bi-national partnership between the Sanford School of Public Policy and the Graduate School of Business at the University of Cape Town. Director James A. Joseph; Professor of the Practice of Public Policy.

## **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: Tom Rankin, Associate Professor of the Practice of Art, Art History and Visual Studies.

[Center for Genome Ethics, Law and Policy](#) was created to foster ethically responsible and socially beneficial uses of genome science, while addressing the complex ethical, legal, social and policy impacts of the genome revolution. Director: Robert Cook-Deegan, Research Professor of Public Policy; Research Professor, Department of Internal Medicine, School of Medicine; Research Professor, Department of Biology.

[Center for Health Policy](#) bridges science, law and public policy to provide policy and legal solutions to crucial public health issues. Director: Kathryn Whetten, Associate Professor of Public Policy and of Community and Family Medicine.

[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, Scott L. Silliman, Professor of the Practice of Law.

[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: Kenneth A. Dodge; William McDougall Professor of Public Policy; Professor of Psychology and Neuroscience.

[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, applied and pure mathematics, among others. Director: Beth Sanders; Professor of Economics and Public Policy.

[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. Director: Noah Pickus; Associate Research Professor of Public Policy.

[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, Senior Associate Dean, Environmental Sciences & Policy of the Nicholas School of the Environment.

[Population, Policy & Aging Research Center](#) provides the overall mechanism for several multi-disciplinary research projects, both within the U.S. and abroad, focusing on the demography and biodemography of aging, with special emphasis on advanced aging. Director: James W. Vaupel, Research Professor 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. Co-directors: Christopher Schroeder, Charles S. Murphy Professor of Law and Public Policy, Neil Siegel, Professor of Law and Political Science.

[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: Philip Morgan, Norb F. Schaefer Professor of International Studies.

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# Faculty

## CORE FACULTY

**Bruce R. Kuniholm**, Dean, Sanford School of Public Policy; Professor of Public Policy; Professor of History. PhD (History), Duke University, 1976. Research: U.S. policy in the Middle East; U.S. diplomatic history; national security.

**Philip J. Cook**, Senior Associate Dean for Faculty, ITT/Terry Sanford Professor of Public Policy; Professor of Economics and Sociology; Faculty Affiliate, Center for Child and Family Policy. 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.

**Anirudh Krishna**, Associate Dean for International Academic Programs; Associate Professor of Public Policy and Political Science. PhD (Government), Cornell University, 2000. Research: Poverty; democracy; social capital; international development; South Asian politics; community organization; civil society; governance; empowerment.

**Francis Lethem**, Associate Dean for Executive Education Programs; Professor of the Practice of Public Policy; Director, Duke Center for International Development; Co-Director, Duke-UNC Rotary Center for International Studies in Peace and Conflict Resolution. PhD (Economics), Neuchatel University, 1967. Research: Institutional design; project design; capacity building towards sustainable development; conflict prevention.

**Elizabeth Oltmans Ananat**, Assistant Professor of Public Policy and Economics. PhD (Economics), Massachusetts Institute of Technology, 2006. Research: Public finance; labor economics.

**Marc F. Bellemare**, Assistant Professor of Public Policy and Economics; Lecturing Fellow, Law. PhD (Applied Economics), Cornell University, 2006. Research: Development economics; law and economics; applied microeconomics.

**Philip Bennet**, Eugene C. Patterson Professor of the Practice of Journalism and Public Policy. BA (History) Harvard University, 1981. Research: News and the Internet; national security and journalism; Islam and the media.

**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.

**Alma Blount**, Lecturer in Public Policy; Co-Director, Hart Leadership Program. MDiv, Harvard University, 1993. Research: Civic and political participation; leadership pedagogy assessment.

**Hal Brands**: Assistant Professor of Public Policy; Faculty Affiliate, Program in American Grand Strategy. PhD (History) Yale University, 2009. Research: U.S. foreign policy and grand strategy, Cold War history, great-power relations with the Third World, Latin American security and diplomacy, drug trafficking and illicit economic flows.

**Anthony S. Brown**: Professor of the Practice of Public Policy and Sociology; Co-director, Hart Leadership Program. MBA, Harvard University, 1968. Research: Teaching and experiential learning pedagogies; social entrepreneurship; leadership development; socially responsible businesses; cross-sectoral public policy

**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.

**Sarah Cohen**, Knight Professor of the Practice of Journalism and Public Policy. MA (Journalism) University of Maryland, 1992. Research: Computer-assisted investigative journalism.

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



**Robert M. Cook-Deegan**, Research Professor of Public Policy and Research Professor, Department of Internal Medicine, School of Medicine; Research Professor, Department of Biology; Director, Center for Genome Ethics, Law and Policy (GELP), Institute for Genome Sciences & Policy (IGSP). MD, University of Colorado, 1979. Research: Ethics and policy of genomics; history of genomics; global health; science and health policy; intellectual property in life sciences; health research policy. (On sabbatical 2010-2011)

**William A. Darity, Jr.**, Arts & Sciences Professor of Public Policy; Professor of African and African-American Studies and Economics; Director, 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; uneven economic development; financial crises in developing countries.

**Kenneth A. Dodge**, William McDougall Professor of Public Policy; Professor of Psychology and Neuroscience; 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.

**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.

**Kip Frey**, Adjunct Professor of Public Policy. JD, Duke University, 1985. Research: Intellectual property law and policy; media industry history, structure and operation; constitutional and economic analysis of the public domain.

**Joel L. Fleishman**, Professor of Public Policy and Law; Director, Samuel and Ronnie Heyman Center for Ethics, Public Policy, and the Professions; Faculty Chair, 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**, Associate Professor of Public Policy and Sociology, Director of Graduate Studies, MPP Program. PhD (Demography and Sociology), University of Pennsylvania, 1992. Research: Health and population in developing countries; maternal and child health; disaster assistance.

**Anna Gassman-Pines**, Assistant 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.

**Christina M. Gibson-Davis**, Assistant Professor of Public Policy; Faculty Affiliate, Center for Child and Family Policy; Assistant Professor of Psychology and Neuroscience, Sociology, Social and Health Sciences. 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.

**Graham Glenday**, Professor of the Practice of Public Policy, Duke Center for International Development. PhD (Public Policy), Harvard University, 1982. Research: Public finance; international tax policy administration; economic development

**Kristin A. Goss**, Assistant Professor of Public Policy and Political Science; Faculty Affiliate, Center for Strategic Philanthropy and Civil Society, Center for the Study of Philanthropy and Voluntarism, and the 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.

**James T. Hamilton**, Charles S. Sydnor Professor of Public Policy; Professor of Political Science and Economics; Director, DeWitt Wallace Center for Media and Democracy. PhD (Economics), Harvard University, 1991. Research: Media; environmental policy; economics of regulation.

**Amar Hamoudi**, Assistant Professor of Public Policy. PhD (Economics) University of California at Los Angeles, 2007. Research: Economics of health; household behavior and family economics; labor and development economics; economic demography.

**Alex Harris**, Professor of the Practice of Public Policy; Professor of the Practice, Center for Documentary Studies. BA (Psychology), Yale University, 1971. Research: Documentary photography and writing; media coverage of humanitarian challenges; aging and retirement in the United States; Hispanic Southwestern United States; Cuba.

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

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

**Marc Jeuland**, Assistant Professor of Public Policy; Faculty Affiliate, Duke Global Health Institute. 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; environmental health; the planning and management of trans-boundary water resources; the impacts and economics of climate change.

**James A. Joseph**, Professor of the Practice of Public Policy; Director, U.S.–Southern Africa Center for Leadership and Public Values; Leader-in-Residence, Hart Leadership Program; former U.S. Ambassador to South Africa. MDiv, Yale University, 1963. Research: Ethics in public life and leadership paradigms in Southern Africa; philanthropy; civil society.

**Judith Kelley**, Associate Professor of Public Policy and Political Science. PhD (Public Policy), Harvard University, 2001. Research: International relations and institutions; international election monitoring; the role of external actors in domestic political reforms; European Union; the International Criminal Court (on sabbatical 2009-10).

**Roy Kelly**, Professor of the Practice of Public Policy, Duke Center for International Development. PhD (Urban Planning), Harvard University, 1985. Research: Fiscal decentralization; intergovernmental transfers; local government finance; property taxation.

**Robert Korstad**, : Kevin D. Gorter Professor of Public Policy and History; Co-director, Program on History, Public Policy and Social Change; Senior Fellow, Kenan Institute for Ethics. PhD (History), UNC, Chapel Hill, 1987. Research: Social policy from an historical perspective; labor; poverty; civil rights.

**Corinne M. Krupp**, Associate Professor of the Practice of Public Policy; Director of Graduate Studies, Program on International Development Policy (PIDP), Duke Center for International Development. PhD (Economics), University of Pennsylvania, 1990. Research: International economics, trade and finance policy; antidumping law; competition policy; European Union trade and finance issues; relationship between international trade, economic growth, and development; infrastructure investment and regulation; economics of electricity industry.

**Helen F. Ladd**, Edgar T. Thompson Professor of Public Policy; Professor of Economics; Faculty Affiliate, Center for Child and Family Policy. PhD (Economics), Harvard University, 1974. Research: Education finance and policy; state and local public finance; intergovernmental fiscal relations.

**Frederick W. Mayer**, Associate Professor of Public Policy and Political Science; Director, Program on Global Policy and Governance. 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.

**M. Giovanna Merli**, Associate Professor of Public Policy and Sociology; Associate Director of the Duke Population Research Institute; Faculty Member, Duke Global Health Institute. PhD (Demography) University of Pennsylvania, 1996. Research: Health and population policies in Asia; determinants and consequences of HIV/AIDS, sexual behavior and sexual networks in China; HIV/AIDS modeling.

**Ellen Mickiewicz**, James R. Shepley Professor of Public Policy; Professor of Political Science; Faculty Affiliate, DeWitt Wallace Center for Media and Democracy. PhD (Political Science), Yale University, 1965. Research: Political communication, democratization and political psychology; using cognitive science theory, researching the heuristics employed in processing news, especially under conditions of limited information, such as those in Russia and parts of Eastern Europe.

**Natalia Mirovitskaya**, Senior Research Scholar and Lecturing Fellow 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.

**Clara G. Muschkin**, Assistant Research Professor of Public Policy; Director, N.C. Education Research Data Center. PhD (Sociology), Duke University, 1989. Research: Impact of education policy on student achievement and

behavior; peer influence in schools; variations in educational outcomes by race, ethnicity and immigrant status; schooling and involvement in the criminal justice system; enrollment and success in community college.

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

**Gunther Peck**, Fred W. Shaffer Associate Professor of History and Public Policy. PhD (History), Yale University, 1994. Research: 19th- and 20th-century American social and cultural history; comparative immigration and labor studies; environmental history.

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

**Noah Pickus**, Associate Research Professor; Nannerl O. Keohane Director, Kenan Institute for Ethics. PhD (Political Science), Princeton University, 1995. Research: Leadership, ethics and public service; immigration and citizenship

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

**Kenneth S. Rogerson**, Lecturer in Public Policy; Director of Undergraduate Studies; Faculty Affiliate, DeWitt Wallace Center for Media and Democracy. PhD (Political Science), University of South Carolina, 2000. Research: International communications; media; foreign policy; Internet politics and policy.

**Seth Sanders**, Professor of Economics and Public Policy; Director of the Duke Population Research Institute. PhD (Economics) University of Chicago, 1993. Research: Economic demography; labor economics; poverty research.

**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.

**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.

**Edward Skloot**, Professor of the Practice of Public Policy; Director, Center for Strategic Philanthropy and Civil Society. MIA (International Affairs), Columbia University, 1966. Research: Foundation strategy and planning; social entrepreneurship, nonprofit and foundation operations.

**Anthony So**, Professor the Practice of Public Policy and Law; Director, Program in Global Health and Technology Access. MD, University of Michigan, Ann Arbor, 1987; MPA, Princeton University, 1986. Research: Pharmaceutical innovation; access to essential medicines; intellectual property rights and biotechnology; tobacco control in developing countries; global health philanthropy.

**Donald H. Taylor**, Associate Professor of Public Policy; Assistant Professor of Community and Family Medicine and Nursing, Duke Medical Center; 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.

**James W. Vaupel**, Research Professor of Public Policy; Director, Population, Policy and Aging Research Center; Director, Duke Population Research Institute; 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.

**Jacob L. Vidor**, Professor of Public Policy and Economics; Director of Graduate Studies, PhD Program; Faculty Affiliate, Center for Child and Family Policy. PhD (Economics), Harvard University, 1999. Research: Education policy; housing policy; immigration policy; political economy .

**Kathryn Whetten**, Associate Professor of Public Policy and Community and Family Medicine; Director, Center for Health Policy; Director, Health Inequalities Program, Member, Duke Global Health Institute. 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.

## Faculty with Secondary Appointments in Public Policy

**Lori Benneer**, Assistant Professor of Environmental Economics and Policy PhD, (Public Policy) Harvard, 2004. Research: environmental economics and policy.

**Curtis Bradley**, The Richard and Marcy Horvitz Professor of Law. JD, Harvard Law School , 1988. Research: International law; U.S. foreign relations law; constitutional law.

**David Brady**, Associate Professor of Sociology; Director of the Center for European Studies. Research: Poverty and inequality, social policy, politics, labor and work, comparative policy, globalization. PhD (Sociology and Public Management), Indiana University, 2001.

**William Chafe**, The Alice Mary Baldwin Professor of History, Co-director, Program on History, Public Policy and Social Change. PhD, Columbia University, 1971. Research: 20th century, gender and race equality; Civil Rights; oral history.

**Peter D. Feaver**, Alexander F. Hehmeyer Professor of Political Science; Director, Triangle Institute for Security Studies; Director, Program in American Grand Strategy. PhD (Political Science), Harvard University, 1990. Research: Civil-military relations; U.S. foreign policy; U.S. defense policy; nuclear operations and proliferation; information warfare; international relations theory.

**Susanne B. Haga**, Assistant Research Professor, Institute for Genome Sciences and Policy. PhD (Human Genetics) University of Maryland, Baltimore, 1999. Research: Science and health policy issues related to the translation of genomic applications; societal implications of genomic medicine; public understanding of genomics.

**Paula D. McClain**, Professor of Political Science; Professor of Public Policy and African and African American Studies. PhD (Political Science), Howard University, 1977. Research: Racial minority group politics, particularly interminority political and social competition; urban politics and crime.

**Michael H. Merson**, Director, Global Health Institute; Wolfgang Joklik Professor of Global Health; Vice-Chancellor of Duke-NUS Affairs; Professor of Medicine, Community and Family Medicine, and Public Policy; Director, Global Health Institute. MD, State University of New York, 1970. Research: Policies related to HIV/AIDS prevention, treatment, and care in vulnerable and underserved populations in the United States and abroad.

**Michael C. Munger**, Professor of Political Science and Economics; Director of Philosophy, Politics, and Economics Program. PhD (Economics), Washington University, 1984. Research: Election strategies; campaign finance; methods and American institutions.

**Thomas Nechyba**, Professor of Economics and Public Policy Studies; Chair, Economics. PhD (Economics), University of Rochester, 1994. Research: Public economics, particularly primary and secondary education; federalism and the function of local governments; public policy issues relating to disadvantaged families.

**Christopher Schroeder**, Charles S. Murphy Professor of Law; Director of the Program in Public Law. JD, University of California School of Law, Berkeley, 1974. Research: Congressional decision-making and reform; democratic theory; constitutional law and presidential power; administrative and environmental law and policy. (On leave, serving as Assistant Attorney General for the U.S. Department of Justice.)

**Frank Sloan**, J. Alexander McMahon Professor of Health Policy and Management; Professor of Economics. PhD (Economics), Harvard University, 1969. Research: Health economics; health policy; addiction research; medical malpractice; aging research.

**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. Research: Bayesian statistical methods and decision-making; applications in health, policy and the social sciences.

**Duncan Thomas**, Professor of Economics. PhD (Economics), Princeton University, 1986. Research: Development, population and family economics; global health.

**Peter A. Ubel**: Professor of Business Administration and Public Policy. M.D. University of Minnesota, 1988.

**Jeffrey Vincent**, Clarence F. Korstian Professor of Forest Economics and Management. PhD, Yale University, 1988. Research: Natural resource and environmental policy in the Asia Pacific region, green accounting, air and water pollution and tropical forests.

**Jonathan B. Wiener**, William R. and Thomas L. Perkins Professor of Law; Professor of Environmental Policy. JD, Harvard University, 1987. Research: Regulation of health, safety and environmental risks; environmental policy; climate change; risk-risk tradeoffs; mass torts; international law; comparative law (especially U.S.-Europe); national service.

## Other Affiliated Faculty

### SANFORD SCHOOL/PUBLIC POLICY

**Meredith Emmett**, Visiting Lecturer. BS (Mechanical Engineering), Duke University, 1982.

**David Guy**, Instructor. MAT, Duke University, 1977.

**Susan Hahn**, Visiting Lecturer .MS (Genetic Counseling), Brandeis University, 1996

**James D. Johnson**, Visiting Professor of the Practice. MPA, North Carolina State University, 1971 (on sabbatical, spring '10).

**Bill Holman**: Director of State Policy, Nicholas Institute for Environmental Policy, Solutions, Visiting Fellow BS, North Carolina State University, 1978

**Ted Kaufman**, Visiting Lecturer; Senior Lecturing Fellow, Duke School of Law. MBA, University of Pennsylvania, 1966 on leave, serving in U.S. Senate for Delaware.

**Donna S. Kuniholm**, Visiting Associate Professor. JD, UNC, Chapel Hill, 1982; MA (Public Policy Studies), Duke University, 1982.

**Pope “Mac” Mccorkle**: Visiting Lecturer . JD Duke University, 1984.

**Eric Mlyn**: Adjunct Associate Professor. PHD (Political Science) University of Minnesota, 1991.

**Stephen Smith**, Visiting Professor. PhD, (Semiotics) Free University of Berlin (West), 1983.

**Elizabeth Richardson Vigdor**, Research Scholar. PhD (Health Policy), Harvard University, 1999 .

**Sam Wells**, Dean of Duke Chapel; Research Professor of Christian Ethics. PhD (Christian Ethics), Durham University, 1996.

**Duncan Yaggy**: Adjunct Professor of Public Policy; Chief Planning Officer, Duke University Health System. PhD (History of American Civilization), Brandeis University, 1974.

**Giovanni Zanalda**, Visiting Assistant Professor of Public Policy and History. PhD (History), Johns Hopkins University, 2008.

### CENTER FOR CHILD AND FAMILY POLICY

**Leslie Babinski**: Research Scientist. PhD (Educational and School Psychology), University of California, Berkeley, 1993.

**Jenni W. Owen**, Director of Policy Initiatives and Associate Director for Policy and Translation. MPA (Public Administration), Harvard University, 1996.

**David L. Rabiner**, Associate Research Professor and Director of Undergraduate Studies, Department of Psychology and Neuroscience; Associate Director for Program Evaluation Services, Center for Child and Family Policy. PhD (Clinical Psychology), Duke University, 1987.

**Joel B. Rosch**, Senior Research Scholar. PhD (Political Science), University of Washington, 1980.

**Elizabeth Snyder-Fickler**: Research Scientist. PhD (Experimental Psychology and Cognitive Development) University of Louisville, 2004.

### DEWITT WALLACE CENTER FOR MEDIA AND DEMOCRACY

**Misha Angrist**, Visiting Lecturer; Assistant Professor of the Practice, Institute for Genome Sciences & Policy. PhD (Genetics) Case Western Reserve, 1996.

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

**John Burness**, Visiting Professor of the Practice. BAFranklin and Marshall College, 1967. (On leave 2010-2011.)

**Clay Johnson**, Visiting Lecturer. BA (Broadcast Journalism), University of South Carolina, 1982.

**Mark Prak**: Visiting Lecturer. JD, Duke University, 1980.

**Laura Roselle**, Visiting Professor. PhD (Political Science), Stanford University, 1993.

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

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

#### **DOCUMENTARY STUDIES AND FILM**

**Gary Hawkins**, Visiting Instructor, Duke Program in Film/Digital/Video. BA, University of North Carolina, Chapel Hill, 1976.

**John Moses**, Assistant Clinical Professor, Department of Pediatrics and Visiting Lecturer of Public Policy. MD, Medical University of South Carolina, 1983.

#### **DUKE CENTER FOR INTERNATIONAL DEVELOPMENT (DCID)**

**Catherine Admay**, Visiting Professor. JD Yale Law School, 1992.

**Thomas J. Cook**, Visiting Lecturer. PhD (Political Science), Florida State University, 1969.

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

**Catherine Elkins**, Visiting Lecturer. PhD (Political Science), Duke University, MA (Law and Diplomacy), Tufts University, 1997.

**Tony Elson**, Visiting Lecturer. PhD (Economics), Columbia University, 1973.

**Rosemary Fernholz**, Senior Research Scholar and Lecturing Fellow. PhD (Political Economy and Government), Harvard University, 1998.

**F. Henry Healey**, Adjunct Professor. PhD (Educational Development), Cornell University, 1990.

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

**Brij Kishore**, Senior Fellow. MS (Physics), Allahabad University, India 1965.

**Maureen Lempke**, Visiting Lecturer. PhD (Regional Planning), University of Massachusetts, Amherst, 1990.

**Anne Martin-staple**, Visiting Lecturer. PhD (Health Economics) London School of Economics, 1984.

**Phyllis Pomerantz**, Visiting Professor of the Practice. PhD (International Relations), Fletcher School of Law and Diplomacy, Tufts University, 1978.

**Harmawan Rubino Sugana**, Associate in Research. MA Duke University, 2004. MPA Harvard University, 1995.

**Joseph Tham**, Visiting Assistant Professor. EdD (Administration, Planning and Social Policy), Harvard University, 1994.

**Jerry Van Sant**, Visiting Lecturer. MBA Pace University, 1975.

**Frank Webb**, Visiting Lecturer. D Phil (Reproductive Physiology), University of Oxford, 1974.

#### **HART LEADERSHIP PROGRAM**

**Christopher Gergen**, Visiting Lecturer. MBA, Georgetown University, 1998; MPP, George Washington University, 1997.

**Stephanie Helms**, Visiting Assistant Professor. EdD (Higher Education Administration), North Carolina State University, 2003.

**Joseph Leboeuf**, Visiting Assistant Professor; Professor of the Practice, Fuqua School of Business. PhD (Industrial-Organizational Psychology), Georgia Tech, 1994.

**Larry Moneta**, Vice President for Student Affairs, Visiting Assistant Professor. EdD (Higher Education Administration), University of Massachusetts, 1991.

**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.

#### **PROGRAM ON HISTORY, PUBLIC POLICY AND SOCIAL CHANGE**

**Rachel Seidman**, Research and Policy Associate, Kenan Institute for Ethics; Visiting Assistant Professor of Public Policy. PhD (History), Yale University, 1995.

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## *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 199 are for undergraduates only. Courses numbered from 200-299 are generally (though not always) open to seniors and graduate students, and courses numbered 300 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: <http://www.registrar.duke.edu/registrar/studentpages/student/bulletins.html>.



### **Courses in Public Policy (PUBPOL)**

**49S. First-Year Seminar.** Topics may vary each semester offered. Instructor: Staff. 1 unit.

**50. Duke-Administered Study Abroad: Special Topics in Public Policy Studies.** Topics differ by section. Instructor: Staff. 1 unit.

**55D. 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: Kelley, Mayer, Taylor, or Vigdor. 1 unit.

**81FCS. Focus Program Introductory Special Topics in Public Policy.** Introductory and basic topics in public policy. Topics vary each semester. Does not count for public policy studies major. Open only to students in the Focus Program. Instructor: Staff. 1 unit.

**82. 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: Frey. 1 unit.

**100S. 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 100S; also C-L: Visual Studies 103IS

**101. Duke-Administered Study Abroad: Advanced Special Topics in Public Policy Studies.** Topics differ by section. Instructor: Staff. 1 unit.

**102. Environmental Policy in Europe (B): 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 100A; also C-L: German 103A

**103. 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 55, Public Policy 55D, 114, 116, 128/equivalent, Statistics 101, and approval from Internship Coordinator. Instructor consent required. Instructor: Staff. 0 units.

**103S. Cidanania, Cultura e Participacao/Citizenship, Culture and Participation.** Taught in Portuguese, with texts in Portuguese and English, the course integrates visiting lectures and readings with experience and on-site research into popular culture, cultural activism and social movements. Begins with readings and discussion of concepts and

history of citizenship and cultural activism in Brazil, then centers on specific issues or movements. (ex: social entrepreneurship and peripheral cultures; AIDS education; performing arts and favela activism). 1 unit. C-L: see Portuguese 141S; also C-L: Cultural Anthropology 140AS, African and African American Studies 140S, International Comparative Studies 130HS

**104S. Medicine and the Vision of Documentary Photography.** The intersection of documentary photography and the medical community. Consent of instructor required. Instructor: Moses. 1 unit. C-L: see Documentary Studies 104S; also C-L: Visual Studies 103BS

**105S. The Documentary Experience: A Video Approach (A).** 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 FVD 105S. Consent of instructor required. Instructor: Hawkins. 1 unit. C-L: see Documentary Studies 105S; also C-L: Cultural Anthropology 134S, Arts of the Moving Image 139S, History 150BS, Political Science 156S, Visual Studies 103CS

**106. Animals and Ethics: Welfare, Rights, Utilitarianism, and Beyond.** Lecture version of Women Studies 101S. Instructor: Staff. 1 unit. C-L: see Women's Studies 101

**106S. 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: Rudy or Staff. 1 unit. C-L: see Women's Studies 101S

**107. Science and Policy of Natural Catastrophes.** In this interdisciplinary course students will conduct a life cycle analysis of a natural disaster. Invited experts will discuss 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 attend the lecture component of the course and complete on-line quizzes to demonstrate understanding of the material presented. Additionally, they will prepare on individual paper (~ 10 pages) on a relevant topic and one group paper, the results of which will be presented to the class. Instructor: Schaad. 1 unit. C-L: see Engineering 60; also C-L: Environment 161

**108B. Visual Storytelling in Conflict.** Analysis of the human cost of historical and current global conflict. Examination and production of videos that break down conflict to its most personal level, with particular attention to the way in which conflict manifests and is dealt with across cultures, the ethics of recreating personal stories through video, and portrayal of stories that are accessible and valuable even to those with no immediate stake in the situation. Instructor: Wallace. 1 unit. C-L: see Arts of the Moving Image 108B; also C-L: Political Science 156C, Visual Studies 117E, Literature 120H

**109. Natural Catastrophes: Rebuilding from Ruins.** Research Service Learning Gateway course where students will conduct a life cycle analysis of natural disasters. Invited experts will discuss meteorologic, hydrologic and geologic factors that cause disasters; explore how societies plan 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 attend the lecture component of the course and complete on-line quizzes to demonstrate understanding of the material presented. For the service learning experience, students will carry out response activities over Spring Break in an area ravaged by a natural disaster. They will keep a journal (audio and 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 a project which might stem from the course and their experiences. Instructor: Schaad. 1 unit. C-L: see Engineering 61; also C-L: Environment 162

**109S. 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 112S

**110S. Religion and Politics.** Explore the appropriate relationship between religion and politics. Emphasize American politics but consider in relation to global politics. Topics include Constitutional law and separation of church and state: should there be a "wall of separation" or does such a wall discriminate against religion and impoverish politics? Faith-based initiatives, religious fundamentalism, liberal "public reason" and role of religion in public political debate. Readings from political theory, Constitutional law, and public commentary. Instructor: Charney. 1 unit. C-L: Political Science 112CS, Religion 105S

**111. 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: Taylor. 1 unit. C-L: Health Policy 111

**112. 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 167S; also C-L: Cultural Anthropology 168AS

**113. The 1960S: History and Public Policy.** This course explores domestic and foreign policy in the turbulent 1960s. We study Vietnam, the War on Poverty, and the interactions between movements and policy on civil rights, women's rights, and the fate of the cities. Instructor: Kornbluh. 1 unit. C-L: see History 113A

**114. Political Analysis for Public Policy-Making (A).** Analysis of the political and organizational processes which influence the formulation and implementation of public policy. Alternative models. Prerequisite: Public Policy 55D. Instructor: Goss, Hamilton, Jentleson, or Krishna. 1 unit. C-L: Political Science 145

**116. Policy Choice as Value Conflict.** Theoretical and practical problems in decision making in relation to conflicts of value and of interest. The manifestation of norms deriving from professional ethics, ideology, law, and other sources in such policy issues as welfare, environmental management, and national defense. Prerequisites: Public Policy Studies 55D. Instructor: Buchanan, Charney, Korstad, Peck, or Pickus. 1 unit.

**116D. Policy Choice as Value Conflict.** Same as Public Policy Studies 116 except instruction is provided in two lectures and one small discussion meeting each week. Prerequisite: Public Policy Studies 55D. Instructor: Charney, Korstad, Peck, or Pickus. 1 unit.

**117. Media and National Security.** The influence of political leadership, organizational factors in media structures, and the roles and norms of journalists. Change in the definition of security and rationales for military intervention, especially since the end of the Cold War. Parallel changes in media technology introducing the capacity for unmediated, live diffusion of images and tension, conflict, and emergencies. The increasingly important relationship between information and security as seen in controversies surrounding the coverage of terrorism. Instructor: Mickiewicz. 1 unit. C-L: Visual Studies 125A

**118S. Television Journalism.** Theories and concepts of television broadcasting; writing and editing for electronic media; issues of production. Consent of instructor required. Instructor: Staff. 1 unit. C-L: Visual Studies 125BS

**119S. 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, contribute to campus publications. Consent of instructor required. Instructor: Bliwise. 1 unit. C-L: Visual Studies 125CS, Documentary Studies 119S

**120S. 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: Visual Studies 125ES

**123S. Watchdogs and Muckrakers: Investigative Journalism and Public Policy.** Historical as well as current examples of how the media have exposed and explained issues vital to the public; journalistic tools and hurdles such

as anonymous sourcing, hidden cameras, disinformation, the Freedom of Information Act, and computer-assisted reporting. Instructor: Staff. 1 unit.

**124. Children in Contemporary Society.** Major developmental stages of childhood and influences in a child's life: parents/family life, schools, communities, the economy Emphasis on 1) applying of 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 Children in Contemporary Society, but open to all undergraduate students. 1 unit. C-L: see Children in Contemporary Society 150

**125. 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: Cohen. 1 unit.

**126. Information, Policy, and Ethics.** The development of the Internet as a medium of communication and the policies and regulations that have emerged both internationally and nationally (in the United States). The political aspects of the access to information on the Internet and the more controversial issue of Internet content. Includes Internet monitoring project designed to encourage in-depth analysis in order to place the Internet in its historical context; contemporary political and social impacts of the Internet. Instructor: Rogerson. 1 unit.

**127S. The Press and the Public Interest.** The press as it serves (or fails to serve) the interests of the people, the policymakers and opinion leaders and the various levels of government. The history of journalistic practice and expectation; the media's role in a series of more recent public controversies. Instructor: Staff. 1 unit. C-L: African and African American Studies 126S

**128D. 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: Ananat, Bellemare, Conrad, Hamond, or Ladd. 1 unit.

**129. 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 130

**130S. 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: Mathers. 1 unit. C-L: see Cultural Anthropology 191VS; also C-L: International Comparative Studies 101BS

**131. 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 157

**133S. 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 Genome Sciences and Policy 138S

**134D. The Politics of Civic Engagement.** This course explores ethical issues related to civic engagement by college students, their reasons for participating, the goals of the university in sponsoring their summer experiences, and the impact they had on the people and organizations they worked with. Students will read books and articles from different political perspectives on the value and appropriateness of civic engagement. Required discussion sections will allow students to share the challenges of their own engagement. Consent of instructor required. Instructor: Korstad. 1 unit.

**135. 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.

**135FCS. Law and Globalization in Emerging Markets.** Same as Russian 139S; open only to students in the Focus Program. Instructor: Newcity. 1 unit. C-L: see Russian 139FCS; also C-L: International Comparative Studies 161FCS

**135S. 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 139S; also C-L: International Comparative Studies 161E

**136. Civic Participation and Community 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: Blount. 1 unit.

**137A. Critical Reflection and Adaptive Leadership in Complex Systems.** Lecture version of Public Policy Studies 137S. Instructor: Blount. 1 unit.

**137S. 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.

**138. 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 137; also C-L: Political Science 100C

**138S. Science, Ethics, & 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: Ward. 2 units. C-L: see Philosophy 185S; also C-L: Religion 161WS

**140S. Women as Leaders.** Intellectual and experiential exploration of the theory and practice of leadership, with an emphasis on the special role gender plays. Topics include: authority, conflict, power, and an assessment of each student's potential for leadership. Small group work required. Instructor: Seidman. 1 unit.

**142S. 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.

**144S. Social Enterprise Development.** How leaders and their associates become social innovators in a variety of situations. Focus on enterprises that have strong social and commercial values. Social innovation theories and models, evaluation of social innovation situations, social innovator competencies, and personal values and traits. Ethics, character, and citizenship as important themes. Includes a personal social innovator plan, campus and community leadership projects, case discussions, and a ropes course experience. Not open to seniors. Consent of instructor required. Instructor: Gergen. 1 unit.

**145. 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.

**146. Leadership, Development, and Organizations.** Effective leadership processes in different types of organizations and situations. Focus on ethical leadership behavior. Topics range from ethics, citizenship, and the meaning of a great society to "defining moments" of individual ethical behavior in leadership situations. Course includes an important service learning project in Durham, along with reflection on the ethical leadership experience. Consent of Instructor required. Instructor: Helms. 1 unit.

**147D. Environmental Politics and Policies in the Developing World (B).** Problems of sustainable development and early industrialization in the Third World; special focus on land use, agriculture, deforestation, desertification, wildlife, water, and population growth, Third World cities, early industrialization, and aid for development projects. Instruction is provided in two lectures and one small discussion meeting each week. Instructor: McKean or Miranda. 1 unit. C-L: see Political Science 147D

**149. 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 institutions. Political, economic, ethical, and scientific analysis. Consent of instructor required. Instructor: Gallagher, Miranda or staff. 1 unit. C-L: see Environment 149

**153S. Human Rights Activism.** Introduction to the foundations and development of the human rights movement. Explore themes related to mass violence and social conflict, U.S. foreign policy and international humanitarian law, and the challenges of justice and reconciliation around the world. Emphasis on the changing nature of human rights work and the expanding, contested boundaries of the struggle to protect basic human dignity both at home and abroad. Required participation in service learning. Instructor: Kirk. 1 unit. C-L: see Cultural Anthropology 161S; also C-L: Political Science 124S

**154. Multidisciplinary Approaches to Global Health.** Introduction to multidisciplinary theories and techniques for assessing and addressing global, infectious, chronic, and behavioral health problems. Global health issues addressed from perspectives such as: epidemiology, biology, engineering, environment, business, human rights, nursing, psychology, law, public policy, and economics. Instructor: Whetten. 1 unit. C-L: Global Health Certificate 150

**155. 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: see Global Health Certificate 151

**156. 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: Econ 105D or PubPol 110 or 128. Instructor: Falba, Sloan or staff. 1 unit. C-L: see Economics 156

**157. Health Policy.** Introduction to United States' health care policies and practices. Historical perspectives as backdrop to analyses of current topics. Role of current debates in changes to United States health care system and structure. Ethics of selected health policy and health care decisions. Emphasis on differences in health outcomes and participation in health structures by race, ethnicity, and gender. Consent of instructor required. Instructor: Whetten. 1 unit.

**158S. 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 158S; also C-L: Visual Arts 158S, Visual Studies 103WS

**159S. State and Local Public Policy.** How state and local governments pay for public services. Financing education and transportation programs, the use of municipal bonds for capital projects, the design of intergovernmental aid programs, and state and local tax policy. Consent of instructor required. Instructor: Clotfelter or Ladd. 1 unit.

**160S. Long Term Care Policy.** The aging of the United States population, escalating expenditures, uneven managed care penetration in the Medicare and Medicaid markets, and unresolved public/private relationships; federal policy debates on social security and Medicare, state and local service strategies, and reform agenda for the future. Instructor: Taylor. 1 unit.

**162. Human Rights in Theory and Practice (C-N).** 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 162; also C-L: Philosophy 162

**163S. Telecommunications Policy and Regulation.** Broadcast policies, the rise of cable television, spectrum allocation and authorization, and developments in common carrier telecommunications. Instructor: Prak. 1 unit.

**164S. Science and Technology Policy.** Review of major political, international, and technical factors which led to current world leadership of the United States in research and development. Examination of trends in federal and industry funding. Reasons for the federal government funding research, ways federal funds should be allocated, relationships among industry, government, and academia. Several current policy issues selected for in-depth analysis. Instructor: Ahearne. 1 unit. C-L: see Environment 146S

**165. American International Economic Policy.** 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. Economics majors may not count both Economics 165 and 167 or their crosslists toward major requirements. Prerequisites: Economics 55D. Instructor: Leachman or staff. 1 unit. C-L: see Economics 165

**166. The Insurgent South: Movements for Social Change Since the Civil War.** Social movements in the South from Reconstruction to the present. Includes Populism, Women's Suffrage, the Interracial Movement, labor, civil rights, and post-1960s conservatism. Attention to public policy positions espoused by social movement organizations and activists. Lecture/discussion. Weekly writing assignments. Instructor: Korstad. 1 unit. C-L: History 166A

**167S. Environment and Conflict: The Role of the Environment in Conflict and Peacebuilding.** Environmental and natural resources as a source of conflict and/or peacebuilding between and within nations and states. Analysis of the role of the environment in the conflict cycle and international security. Topics include refugees, climate change, water, and infectious disease. Particular focus on post-conflict and rebuilding in war-torn societies. Examination of the role of international organizations, non-governmental organizations, and emerging standards for environmental management. Examples drawn from conflicts such as Rwanda, Israel/Palestine, Nepal, Sierra Leone and others. Instructor: Weinthal. 1 unit. C-L: see Environment 152S; also C-L: Political Science 152S

**168S. 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 193S

**169A. 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 167A

**169B. 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 end of 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 169A (recommended but not required). Instructor: Kuniholm. 1 unit. C-L: History 167B

**171. 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. Not open to students who have taken this course as FVD 129. Instructor: Paletz and Rankin. 1 unit. C-L: Documentary Studies 129, Arts of the Moving Image 103, Political Science 156A, Visual Studies 117B

**172. Conflict, Conflict Resolution, and Film (B).** Analysis of films that portray social, economic, and political conflict in neighborhoods throughout the world. Exploration of the use of film and video to resolve conflict. Instructor: Wallace. 1 unit. C-L: see Arts of the Moving Image 108; also C-L: Political Science 156, Literature 120C, Visual Studies 117H

**173S. Race and Equity.** Major historic efforts of the republic to establish legal equality for former slaves and their descendants—the Emancipation Proclamation, the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. Modern-day controversies over race and equality. Efforts of Lyndon Johnson and Richard Nixon under the rubric of "affirmative action." Fair-employment approaches ranging from "casting a wider net" to "goals and timetables" to overt or tacit quotas as well as voter-equality schemes from at-large elections to racial "gerrymandering" to cumulative voting. Desegregation and integration as competing ideals; actual and proposed remedies for unfairness. Instructor: Staff. 1 unit. C-L: African and African American Studies 177S

**174. Separation and Inclusion.** The history of the competing theories of separation and inclusion; focus on recent fragmentizing movements, including aspects of multiculturalism, feminism, and gay rights activism. Whether America is becoming disunited and, if so, whether the change is a temporary phase or a permanent transformation. Instructor: Staff. 1 unit. C-L: African and African American Studies 179

**175. Distributive Justice (C-N).** 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: Charney or Spragens. 1 unit. C-L: see Political Science 175BS

**176S. American Communities: A Photographic Approach.** Theory and practice of documentary photography. Students complete a documentary photographic study of a community outside the university. Study of the documentary tradition and classic documentary books while emphasizing the photographs produced by the students. Consent of instructor required. Instructor: Harris or Sartor. 1 unit. C-L: see Documentary Studies 176S; also C-L: Visual Arts 118S, Visual Studies 103XS

**177S. Advanced Documentary Photography.** An advanced course for students who have taken Public Policy Studies 176S 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 118S, Public Policy Studies 176S, or consent of instructor. Instructor: Harris, Rankin, or staff. 1 unit. C-L: see Documentary Studies 177S; also C-L: Visual Arts 119S, Visual Studies 103YS

**178. Comparative Health Care Systems (B).** The interaction of historical, political, economic, cultural, legal/ethical, and sociological factors in the organization and operation of health care systems. Emphasis on how cultural values penetrate the social institutions (politics, economics) that determine health care policies and their reception by societal members. Effects of social and technological change on health care systems, comparing their effects across societies with differing histories, cultural values, and economic systems. Major focus on United States, England, Sweden, and other Western societies. Instructor: Taylor. 1 unit. C-L: Sociology 171, Political Science 188

**180. Introduction to Leadership, Ethics, and Public Policy.** Robertson Scholars Colloquium, exploring facets of development, ethics, and leadership. Introduction to intellectual theories and models of making meaning out of college experiences and the Robertson Scholars Program's values. Focus on ethics, leadership, and one public policy issue. Interactive approach including readings, projects, speakers, and writing. Satisfactory/Unsatisfactory grading. Open only to Robertson Scholars. Instructor consent required. Instructor: Brown. 0.5 units.

**181. Non-State Actors in World Politics (D).** Survey of broad range of non-state actors in world politics, including international organizations, supranational courts, NGOs, multinational corporations, transgovernmental and private transnational networks. Issues include environmental politics, human rights, globalization, and international terrorism. Instructor: Buthe. 1 unit. C-L: see Political Science 158

**181D. Non-State Actors in World Politics (D).** Same as Political Science 158 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: Buthe. 1 unit. C-L: see Political Science 158D

**182S. Intermediate 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 FVD 116S. Prerequisite: Documentary Studies 105S or equivalent experience and knowledge. Consent of instructor required. Instructor: Staff. 1 unit. C-L: Documentary Studies 150S, Arts of the Moving Image 152S, Visual Studies 103VS

**183S. Social Science and Policy Research.** Theory and research methods in social science applied to solutions to contemporary social problems. Includes direct mentoring and participation in faculty research on topics such as drug abuse, racial socialization, teenage aggression, school failure, and child abuse. Preparation for independent research. Methods course approved for Children in Contemporary Society certificate program. Consent of instructor required. Instructor: Staff. 1 unit. C-L: Psychology 160S

**184S. The Photographic Essay: Narratives Through Pictures.** Documentary field work course. Students create four distinct photographic essays, studying the ways other photographers have created photographic essays aimed at wide audiences. Students create, choose, sequence, and pace their images while studying classic and contemporary masters of photography. Instructor: Harris. 1 unit. C-L: see Documentary Studies 180S; also C-L: Visual Arts 180S

**185. Globalization and Public Policy (D).** 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 149

**186. Public Economics.** 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 105D or Pub Policy 128. Instructor: Falba or staff. 1 unit. C-L: see Economics 187

**187S. Marine Science and Conservation Leadership Capstone: From Water to Washington and Back.** Exploration of complex interactions among academic research, public policy and environmental management. Examination of process by which marine conservation research is translated into public policy in the United States and how policy in turn affects the marine environment. Students will lead discussions in class and online, research marine conservation and policy issues, and learn to communicate in both academic and policy-relevant language. Includes a trip to Washington D.C. Serves as capstone for the Marine Science and Conservation Leadership Certificate. Instructor: Staff. 1 unit. C-L: see Environment 186S

**188. Whose Democracy? Participation and Public Policy in the United States.** Overview of patterns in Americans' engagement and disengagement from civic life. Examination of why people do (and do not) participate. Skews based on gender, race, ideology, and class differences. 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. Classroom discussion; short memos; and team-based "research service learning" component, consisting of research-based policy memo for Durham-area grassroots organization and 10 hours of direct service. Instructor: Goss. 1 unit.

**189. Business and Government.** Public policies which most directly affect the operation of competition in the business world. The economic basis for an evaluation of antitrust policy, public utility regulation, and public enterprise. Prerequisite: Economics 55D; and Statistics 103, 104, 113 or 114 or Mathematics 135 or 136 or consent of instructor. Instructor: Staff. 1 unit. C-L: see Economics 189

**190. 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 55, Public Policy 55D, 114, 116, 128/ equivalent, Statistics 101, and approval from Internship Coordinator. Instructor: Staff. 1 unit.

**191. 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.

**192. 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.

**193. Selected Public Policy Topics.** Topics Vary. Satisfactory/Unsatisfactory grading only. Instructor: Staff. 0.5 units.

**193S. Selected Public Policy Topics.** Seminar version of Public Policy Studies 193. Satisfactory/Unsatisfactory grading only. Instructor: Staff. 0.5 units.

**194. Entrepreneurial Leadership and Social Innovation.** Gateway course for the Entrepreneurial Leadership Initiative (ELI). Introduces students to the intellectual underpinnings of entrepreneurship, entrepreneurial leadership, social innovation, and social enterprise development. Examines the dynamic relationship between social entrepreneurship and the public good through case studies, group projects, and experiential learning. Explores the challenges and triumphs of entrepreneurial leadership and social innovation in areas of public concern such as education, community welfare, international development, and healthcare. Students encouraged to pursue a research service-learning project and apply for the summer and capstone components of ELI. Instructor: Gergen. 1 unit.

**195. Selected Public Policy Topics.** Instructor: Staff. 1 unit.

**195AS. Selected Public Policy Topics.** Seminar version of Public Policy Studies 195. Instructor: Staff. 0.5 units.

**195S. Selected Public Policy Topics.** Seminar version of Public Policy Studies 195. Instructor: Staff. 1 unit.

**195T. Selected Public Policy Topics.** Tutorial version of Public Policy Studies 195, 196. Offered in the Leadership in the Arts Program in New York City. Topics vary by section. Instructor: Staff. 1 unit.

**196. Selected Topics.** Instructor: Staff. 1 unit.

**196S. Selected Topics.** Seminar version of Public Policy Studies 196. Instructor: Staff. 1 unit.

**198S. Honors Seminar.** Special research topics. Consent of the honors seminar instructor and director of undergraduate studies required. Instructor: Staff. 1 unit.

**199S. Honors Seminar.** Continuation of Public Policy Studies 198S. Consent of the honors seminar instructor and director of undergraduate studies required. Prerequisite: Public Policy Studies 198S. Instructor: Staff. 1 unit.

**201S. 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.

**202. 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. Course 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: Rogerson or Roselle. 3 units.

**204. 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.) Instructor: Krupp. 3 units. C-L: Economics 253

**206S. 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 227S

**207S. Poverty Policy After Welfare Reform.** Will examine evidence on the effects of the 1996 welfare reform and study the piecemeal anti-poverty programs that have risen in place of traditional welfare. Will discuss how future poverty policies might address concerns that have risen in prominence since welfare reform, such as men as a neglected constituency and the challenges for low-income workers posed by technology and globalization. Familiarity with microeconomic principles will be helpful. Instructor: Ananat. 3 units.

**208S. 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.

**210S. Multidisciplinary Approaches to Contemporary Children's Issues.** Two-semester course during which students will identify a problem facing children in contemporary society and learn how to analyze its historical, political, economic, psychological and sociological contributions. They will learn how to conduct a policy analysis and translate their scholarship to policy solutions. Students will learn how to present their analyses in oral, academic, and lay-public forums. Research intensive. Required for Children in Contemporary Society certificate program. Consent of instructor required. Instructor: Costanzo. 2 units. C-L: see Children in Contemporary Society 210SA; also C-L: Psychology 210AS

**211S. 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 216S, Women's Studies 211S

**212S. 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: Hamoudi. 3 units.

**213S. Designing Innovation for Global Health: From Philanthropy to People.** The policy and philanthropic landscape behind appropriate technologies for global health. Focus is on developing countries and problems specific to those settings. Topics examined include: policies to minimize inequity, appropriate level of intervention for an innovation (individual, group, community), intellectual and financial capital, end-user input, systems for sharing and owning knowledge, philanthropy, ethical issues, and policy ramifications. Several weeks devoted to examination of specific technologies and problems, including access to medicines, malnutrition, clean water, and information technology. Instructor: So. 3 units.

**216S. Race, Ethnicity and Social Policy.** 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: Public Policy Studies 216S

**217S. 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 217S, Education 217S

**218. 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 218

**219S. 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 219S; also C-L: History 220S

**222S. Advanced Magazine Journalism.** Advanced version of PPS 119S. 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.

**223S. Collective Action, Environment & 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 244S

**224. 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 234

**225S. Monuments and Memory: Public Policy and Remembrance of Racial Histories.** Processes of memorialization of various dimensions of racial pasts, via statuary, 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 225S

**226S. 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.

**227. 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 245

**228S. 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 228S

**229S. 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: James. 3 units. C-L: African and African American Studies 229S

**231S. 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. PPS128 prerequisite or instructor approval. Instructor: Bellemare. 3 units. C-L: Economics 231S

**232S. 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. PPS 128 prerequisite or instructor approval. Instructor: Bellemare. 3 units. C-L: Economics 232S

**233. 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 234

**237. 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: see Environment 238; also C-L: Global Health Certificate 238

**240. Responsible 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: 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: Cook-Deegan. 3 units.

**243. Media in Post-Communist Societies (B).** Analysis of media in transforming countries of the former Soviet bloc. Includes unique visual development of revolution in television institutions and content. Examines role of media and Soviet-era collaboration with Secret Police. Investigates how viewers process the news. Instructor: Mickiewicz. 3 units. C-L: Political Science 276, Russian 246

**245. 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: Schanzer, Silliman. 3 units. C-L: Political Science 245

**251S. 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. C-L: Economics 251S

**253. The Politics of Health Care (A).** 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 249

**254. Multidisciplinary Approaches to Global Health.** Students are introduced to the multidisciplinary theories and techniques for assessing and addressing infectious, chronic, and behavioral health problems in less wealthy areas of the world. The course addresses global health issues from disciplines such as: epidemiology, biology, engineering, environment, business, human rights, nursing, psychology, law, public policy, and economics. For example, obesity can be examined in terms of: differential rates around the world; biological and psychological causes; environmental differences; ethics of subsidizing nutritious foods; policies limiting the availability of wealthy nation fast food; the economics consequences of the disease, and intervention. Instructor: Staff. 3 units. C-L: Environment 364

**255. Health Policy Analysis.** 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: Conover or Taylor. 3 units. C-L: Health Policy 255

**256. Global Health Ethics: Interdisciplinary Perspectives.** Same as Global Health 151 but requires an additional paper; not open to students who have taken Global Health 151. Department consent required. Instructor: Whetten. 3 units. C-L: see Global Health Certificate 251

**257S. 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 296S

**258S. International Environmental Regimes (B, D).** 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: McKean. 3 units. C-L: see Political Science 271S; also C-L: International Comparative Studies 201CS

**261. 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 261, Environment 272

**262S. 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 261. Instructor: Conrad. 3 units. C-L: Economics 262S

**263S. 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.

**264. Advanced Topics in Public Policy.** Selected topics. Instructor: Staff. 3 units.

**264S. Advanced Topics in Public Policy.** Selected topics. Seminar version of Public Policy Studies 264. Instructor: Staff. 3 units.

**266S. 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 Certificate 250S

**268. Media Policy and Economics.** Use of economics to examine the production and consumption of information in communications markets and impact of media on society. Topics include regulation of television/radio/newspapers, intellectual property and Internet, content diversity, and news markets. Instructor: Hamilton. 3 units. C-L: Economics 235

**269S. The Regulatory Process (A).** 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: Hamilton. 3 units. C-L: Political Science 268S

**270S. 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 211S; also C-L: History 211S

**271S. 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: Ladd. 3 units.

**272. 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: Benneer or Smith. 3 units. C-L: see Environment 270; also C-L: Economics 270

**272D. Resource and Environmental Economics and Policy (DISCUSSION).** Discussion section for Environment 270. Instructor consent required. Instructor: Benneer. 3 units. C-L: see Environment 270D; also C-L: Economics 270D

**272L. 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: Benneer or Smith. 3 units. C-L: see Environment 270L; also C-L: Economics 270L

**274. 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: Weinthal. 3 units. C-L: see Environment 274

**278S. Race and American Politics (A).** 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 278S; also C-L: African and African American Studies 278S

**279S. 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 279S

**281. Global Health Policy and Policy-Making.** Introduction to essential global health policy concepts, understanding of global health policy-making, how policies affect reality on the ground in global health and development. Build critical analytical skills and the ability to translate coursework into broader understanding of policies and policy-making. Includes lectures, analysis, discussion, readings, case studies. Open to juniors, seniors, and Master's students pursuing GH certificate or public policy, MSc in GH, SOM third year. Department consent required. Instructor: Miller. 3 units. C-L: see Global Health Certificate 222

**284. Global Health Supply, Organization and Financing.** Overview of choices countries make structuring health care delivery, financing systems, cost effectiveness and cost benefit analysis. Hospitals, physicians and pharmaceuticals in low/middle income countries. Instructor: Sloan. 3 units. C-L: see Economics 284; also C-L: Global Health Certificate 284

**285. 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: Staff. 3 units. C-L: see Environment 285

**286. 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 and institutions in explaining patterns and causes of variations in growth and development performance of countries. Effects on growth and development of many current policy issues including HIV-AIDs, financial crises, foreign aid and investment, debt burdens and forgiveness, corruption and governance. Prerequisites: Public Policy 110 or Economics 149. Instructor: Fernholz, Glenday, or Shukla. 3 units. C-L: Economics 286

**290S. 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 55D, two of the core courses (Public Policy Studies 114, 116, 128 or equivalent, or Statistics 101), and consent of director Instructor: Staff. 3 units.

**297. 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. (Given at Beaufort.) Instructor: Orbach. 3 units. C-L: see Environment 276; also C-L: Political Science 264

**303. 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: J. Johnson, T. Taylor. 3 units.

**304. 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: J. Johnson. 3 units.

**306S. Special Topics in Public Policy.** Selected topics. Prerequisite: graduate level. Instructor: Staff. Variable credit.

**307. 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 308 Public Policy Studies 307 or consent of instructor. Instructor: Staff. 3 units.

**308. 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 308 Public Policy Studies 307 or consent of instructor. Instructor: Staff. 3 units.

**309. 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.

**310. 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 110. Graduate status only. Instructor: Clotfelter or Ladd. 3 units.

**311. Microeconomics: Policy Applications.** Cost benefit analysis of public programs. Public utility regulation, pollution regulation, hospital rate setting, regulation of product safety. Quantitative methods and microeconomic theory for analysis of both normative and positive aspects of economic policy. Graduate status only. Prerequisites: Economics 149 or Public Policy Studies 110 or 217 and familiarity with regression analysis or concurrent enrollment in Public Policy Studies 231. Instructor: Ladd and Pattanayak. 3 units. C-L: Economics 306

**312. 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: Frankenberg or J. Vigdor. 3 units.

**312A. Data Analysis for Policy Makers.** 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.. 1.5 units.

**313. 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 222 or equivalent. Instructor: Cook or Gassman-Pines. 3 units.

**314. 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: Goss, Krishna, or Mayer. 3 units.

**315. Public Management I.** Operations management, information and performance, personnel management, public sector marketing. Instructor: T. Taylor. 3 units.

**316. Ethics and Policy-Making (A).** Normative concepts in politics, liberty, justice, and the public interest: historical and philosophical roots, relationship to one another and to American political tradition, and implications for domestic and international problems. Not open to students who have taken Public Policy Studies 116. Graduate status only. Instructor: Charney or Pickus. 3 units. C-L: Political Science 319

**318. Advanced Microeconomics and Public Policy-Making.** Consumption and production theory, welfare economics, theories of collective choice, market structures and regulation, and non-market decision making. Prerequisites: Intermediate microeconomics and multivariate calculus necessary. Matrix algebra and differential equations useful. Intended for advanced masters students and PhD students. Instructor consent required. Instructor: Bellemare or Pfaff. 3 units.

**320. 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 Mayer. 3 units.

**325. 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.

**330. Special Topics in Leadership and Management.** Selected topics. Prerequisite: graduate level. Instructor: Staff. 1.5 units.

**340. Advanced Special Topics in Public Policy.** Contents and methods vary with instructors and from semester to semester. Instructor: Staff. 3 units.

**341. Advanced Special Topics in Public Policy.** Contents and methods vary with instructors and from semester to semester. Instructor: Staff. Variable credit.

**345. Racial and Ethnic Minorities in American Politics.** Graduate-level course on politics of the United States' four principal racial minority groups Blacks, Latinos, American Indians, and Asian Americans. Importance of race and ethnicity in American politics is also explored. Instructor: McClain. 3 units.

**350. 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: Gibson-Davis. 3 units.

**360. Special Topics in Global Policy & 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: Staff. Variable credit.

**380. 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.

**382. Economic Analysis for Development.** This course provides a survey of basic principles and policy issues in the study of economic growth and development. As such, it is a foundation course for any student of development theory or practice. It provides an overview of patterns and causes of variations in growth, income distribution and development performance of countries. The roles of physical, natural and human capital and technological innovation and productivity improvements in explaining growth are explored with the effects of different institutional environments in less developed and transitional economies. With this framework, the seminar will explore economic growth and development in policy areas including: theory and history of economic development, institutions and the role of the state in economic development, governance, corruption and development, population, public health and

development, environment and sustainable development, education and women in development, investment and fiscal policy, foreign aid, debt relief and financial crises, trade and industrial policy: protection and export promotion, agricultural policy and development, and technology, globalization and development. Instructor consent required. Instructor: F. Fernholz. 3 units.

**383. A-C. Development Management Courses - International Development Policy.** A. Institutional Design for Managing the Environment B. Managing the Project Cycle C. Strategic Management for Policy Change. Courses cover areas of 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. For complete course descriptions, see <http://www.pubpol.duke.edu/centers/dcid/pidp/masters.html>. Instructor: Lethem (383A,B), Van Sant (383C). Variable credit.

**383A. 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. Instructor consent required. Instructor: F. Lethem. 2 units.

**383B. Managing the Project Cycle Toward Sustainable Development.** This seminar examines the substantive and institutional aspects of the design, appraisal, and implementation of development projects to ensure their sustainability and mitigate the risks of conflict. It is intended for future senior officials in the Planning Agency of a developing country, project officers in international lending institutions, and project officers in humanitarian agencies. Topics covered include the elements of the enabling environment necessary for project sustainability (such as the environmental and social impact of macroeconomic policies, issues of governance, public accountability, and the role of the public versus the private sector), the design of sector strategies, the ingredients of individual project quality sustainability, the project generation and implementation process, and the management of a country's public investment program. Fellows specializing in conflict prevention will be asked to give special consideration to factors such as equity, local participation, and human rights. This seminar is structured around practical case studies, and participants are expected to prepare a seminar project on one of the seminar topics that would be particularly relevant to promote the sustainability of their preferred country's public investment program. Instructor consent required. Instructor: Lethem. 2 units.

**383C. 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.

**383D. 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.

**383E. 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: P. Pomerantz. 3 units.

**383F. 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.

**383G. Innovative Policies.** Innovative approaches are increasingly seen as key to solving difficult and novel challenges in our century, whether these challenges are local survival in the face of persistent droughts or boosting productivity to meet global competition. These policy innovations or the frameworks that encourage innovation and entrepreneurship have to be crafted and sustained by informed public policy makers. This course will focus on the analytical tools and skills needed by policy makers to build and sustain an enabling policy environment for innovations to occur at global, country and local levels. The questions we will explore are: How can governments create a momentum for innovation that can involve and motivate different sectors of the economy and society? How can innovation be effectively linked to improvements in overall societal goals such as improved wellbeing and productivity? The course will use the case study approach to discuss concepts and to examine a range of policies and programs that highlight some important factors. Our case studies will come from history such as the Marshall Plan and from contemporary times such as learning and the \$100 laptop. Active participation, class presentations and a final paper or project are required. Instructor consent required. Instructor: R. Fernholz. 3 units.

**383H. 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: Staff. 3 units.

**383I. 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: Staff. 3 units.

**384. A-C. Applied Economics Courses - International Development Policy.** A. Statistics for Development B. Public Finance Policy in LDC 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 (384B,C), Tham (384A). Variable credit.

**384A. Empirical Analysis for Economic Development.** The overall goal of this course is to enable decision makers in the public sector to be judicious and critical consumers of research results. In particular, we focus on issues in developing countries, where the availability of the data may be sparse and the quality of the data may be suspect. With high quality data, the conclusions of the analyses may be ambiguous. With low quality data, there is a greater need for caution in the interpretation and derivation of the appropriate policy recommendations. "Empirical analysis for economic development" has three key objectives. First, the course provides a non-technical introduction to basic concepts in empirical analysis, namely regression modeling with single and multiple variables. Second, it uses EXCEL and SPSS, a widely-used software package, to illustrate, practice and apply the techniques of regression analysis. Thirdly, it enables the participants to read and assess the quality of the empirical analyses and results that are used in reports. Instructor consent required. Instructor: J. Tham. 3 units.

**384B. 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, F. Fernholz. 3 units.

**384D. 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 PUBPOL 384B, 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: P. Pomerantz.. 3 units.

**384E. 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 G. Shukla. 3 units.

**384F. Fiscal Policy, Globalization, and Development.** This course examines the fiscal management challenges facing emerging market and developing countries as they pursue growth and macroeconomic stability. Fiscal discipline is crucial, and in this connection the course will cover: a macroeconomic framework that can be used to examine the payoff to fiscal discipline; the complications created by international spillovers and efforts to promote policy coordination; and policy options and institutional reforms available to countries trying to restore and maintain sound fiscal positions. The course also examines some specific fiscal management issues facing many countries, including: infrastructure financing, financial sector bailouts, fiscal stabilization, capital flow volatility, aid and debt relief, natural resource management, entitlement reform, and climate change. The course blends economic, policy, and institutional analysis in a rigorous but none technical manner. Case studies will focus on challenges faced and policies adopted by selected countries or groups of countries, including some industrial countries where there are clear lessons for emerging market and developing countries. Instructor consent is required. Instructor: Staff. 3 units.

**384G. 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. Instructor: Staff. 3 units.

**384H. 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: Staff. 3 units.

**384I. 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: Staff. 3 units.

**384K. 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. Staff: Instructor. 3 units.

**385. A-F. Social Policy, Environmental Policy and Peace and Conflict Courses - International Development.** A. Urban and Rural Development in Developing Countries B. Structural Adjustment and Poverty C. Development and Social Sector Reform D. Communities and Sustainable Development E. International Development, Conflict and Cooperation: Crucial Linkages F. Peace, Conflict and Sustainable Development: The Challenge of Transition. Education, health, gender, ethnic and economic inequality, social entrepreneurship; international environmental policy, security, institutional development; democracy, negotiation, conflict resolution, cooperation in international development, resource management, global environment, sustainable development for world peace. Instructor: Staff. Variable credit.

**385E. International Development, Conflict and Cooperation: Crucial Linkages.** Empirical research suggests strong linkages between dynamics and patterns of development and inequality and instability. The absolute majority of violent conflicts throughout the globe today are fought within developing nations-among communities divided along ethnic, religious, linguistic/cultural, and/or geographical lines. However, though many scholars and practitioners recognize that development and conflict are intertwined, there is much less understanding (or at least consensus) about the mechanisms behind these linkages. And there is even less understanding of the economic development patterns that can create conditions of the peaceful coexistence of different elements of the population and encourage their cooperation. The course aims to address this challenge by critically examining the institutional frameworks and human capacities needed to further "freedom from fear" and "freedom from want". We will pay particular attention to which economic development strategies create conditions conducive to inter-group violence or peaceful coexistence, especially in developing and transitional countries. Students will learn some key concepts and different analytical frameworks in the field of conflict and cooperation as well as development studies. Class discussion will also focus on the role of development assistance in provoking or mitigating conflicts and in promoting cooperation. Instructor consent required. Instructor: N. Mirovitskaya. 3 units.

**385H. 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, so 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: Staff. 3 units.

**385J. 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: Staff. 1.5 units.

**385K. 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: Staff. 1.5 units.

**385L. Introduction to Law and Development.** If American academic lawyers (untrained in development) and "values-exporting" politicians brought the "Law and Development" movement into vogue in the 1960s, only to declare failure in the 70s; in the last decade of the 20th century, a cosmopolitan set of (untrained in law) development economists, economic historians and political scientists revived the coupling of these fields. Following their lead, lawyers and policymakers across the development board—from the World Bank, to bilateral aid agencies, to developing countries and to civil society organizations like Oxfam and more locally based institutions—have returned to the multi-disciplinary enterprise. Does law matter to development outcomes? Or, put another way, is "legal development" integral to the "development process"? If so, why and how? What policy ideas can or should be pursued on an understanding of the intersections between law and development? What research and policy initiatives are currently underway in the name of this intersection? Because all these questions depend on contested ideas of development and of law in the first instance, what is the array of working definitions and frameworks that practitioners and policymakers deploy? What turns can we anticipate the "law and development" field might take next? With readings by lawyers, policymakers, economists, anthropologists, ethicists, political and other social scientists, this seminar will explore contemporary understandings of law and development from "rule of law" to "good governance" to "doing business" and promoting capitalism to "judicial and legal reform" to promoting "J4P" (justice for the poor) to breaking-or at least not reinforcing—"poverty and inequality traps" and empowering the poor. The course is intended for graduate students (with and without legal backgrounds) interested in probing or promoting this interdisciplinary engagement. Consent of instructor required. Instructor: Staff. 3 units.

**386. Independent Research Topics in International Development Policy.** Selected topics. Consent of instructor required. Instructor: Staff. Variable credit.

**387. Master's Project in International Development Policy.** Emphasis on individual projects. Open to PIDP students only. Consent of instructor required. Instructor: Staff. Variable credit.

**388. 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.

**389. Program in International Development Policy Mini-Seminars.** Short-term, one credit mini-seminars on variable topics in International Development Policy. Instructor: Staff. 1 unit. 1 unit.

**399. Special Readings in Public Policy Studies.** Instructor: Staff. Variable credit.

**501. 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: Mayer, Cook, or Pfaff. 3 units.

**502. 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: Mayer, Cook, or Pfaff. 3 units.

**508. Dissertation Proposal Seminar I.** Required seminar for all 3rd year PhD students in Public Policy preparing to make a dissertation proposal. Instructor: Staff. 3 units.

**509. Dissertation Proposal Seminar II.** Required seminar for all 3rd year PhD students in Public Policy preparing to make a dissertation proposal. Prerequisite: Pubpol 508. Instructor: Staff. 3 units.

**540. 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.

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