
PUBPOL 827K

Environmental Economics and Policy Practicum



Spring 2018

Dates / course meeting time: 150 minutes of contact hours per week for 14 weeks

Academic credit: 3

Course format: Each class will include lecture, discussion, group work, and presentations

Instructor's Information

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David H. Schanzer is an Associate Professor of the Practice at the Duke Sanford School of Public Policy and Director of the Triangle Center on Terrorism and Homeland Security. In these capacities, he teaches courses and conducts research on counter-terrorism strategy, counterterrorism law, and homeland security.

Prior to his academic appointments, Schanzer was the Democratic Staff Director for the House of Representatives Committee on Homeland Security from 2003-2005. He previously served as the legislative director for Senator Jean Carnahan (2001-2002), counsel to Senator Joseph R. Biden, Jr. (1996-1998), and counsel to Senator William S. Cohen (1994-1996). His positions in the executive branch include Special Counsel, Office of General Counsel, Department of Defense (1998-2001) and Trial Attorney, United States Department of Justice (1992-94). Schanzer was a clerk for United States District Judge Norma L. Shapiro and in the Office of the Solicitor General of the United States.

Schanzer is a graduate of Harvard College where he received a B.A. *cum laude* in Government in 1985 and Harvard Law School, where he was an editor of the Harvard Law Review from 1988-1989.

Schanzer is the lead author of two National Institute of Justice funded studies “The Challenge and Promise of Using Community Policing Strategies to Prevent Violent Extremism” (2015) and “Anti-Terror Lessons of Muslim Americans” (2010). He has appeared on international, national and local media analyzing counterterrorism and homeland security issues and has authored over 50 op-ed columns. Schanzer has taught massive, open, on-line courses (MOOCs) with Coursera that have been taken by thousands of students around the globe.

What is this course about?

This course will build on policy analysis courses from the first semester by providing students the opportunity to develop written and oral analytic products on applied environmental policy problems. The focus of the course is on building and improving analytic, writing, and oral presentation skills.

Students will work on three environmental policy problems over the course of the semester. The instructor will develop the problems sets. Each will include a diverse set of readings and a prompt. Based on these readings, students will conduct policy analysis and produce a set of deliverables such as briefing memos, policy decision memos, visual presentations, and oral presentations. For each assignment, students will receive feedback from the instructor and resubmit the deliverable. Both the draft and final product will be graded for credit.

Throughout the semester, a variety of techniques will be used to provide students with feedback from instructors and peers and learn to work both individually and collaboratively. Class sessions will be devoted to discussions about the policy problem they are working on, evaluating strengths of arguments, in-class presentations, peer feedback and collaborative work-sessions.

What background knowledge do I need before taking this course?

No prerequisites are required.

What will I learn in this course?

Students in this course will learn to:

- Compose analytic products such as policy briefing and decision memos;
- Write clear and concise briefing memo, policy decision memo and policy decision memo;
- Evaluate feedback on their writing and revise written products;
- Create visual presentations to support policy analysis;
- Prepare and conduct oral presentations on policy issues.

How will I know if I have met the objectives of this course?

Students will receive grades on their written and oral assignments throughout the semester. They will have the opportunity to re-write all of their assignments for credit and to improve their grades. Instructor will meet personally with students to review their work and provide feedback.

How can I prepare for the class sessions to be successful?

Class sessions will be devoted to discussions about the policy problem students have written about for the week and evaluating strengths and weaknesses of student work. To prepare, students should carefully review all instructor feedback on their written work and be prepared to ask questions about how they can improve the organization, arguments, and style of their work product. Being open to constructive criticism and learning to work collaboratively on assignments with classmates will enhance your learning experience.

What required texts, materials, and equipment will I need?

Students will need a laptop with access to Microsoft Word and Powerpoint (or some other visual presentation software).

All readings for the written assignments will be identified by the instructor and available on Sakai.

How will my grade be determined?

Briefing Memo, Policy Decision Memo #1, Policy Decision Memo #2, Visual Presentation: 15% per assignment (60% total) (Grade for each assignment – average of original grade & re-write grade)

48-Hour Memo: 10%

Talking Points & Mock Press Conference: 10%

Final Oral Presentation: 10%

Class attendance and participation: 10%

All work will receive number grades on a 4.0 scale (A=4; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7.; D=1.0; F=0)

Final grades will be based on a weighted average of all assignments and class participation on the same grading scale. For averages that fall in-between grades, the instructor has discretion to decide if students will receive the higher or lower grade.

What are the course policies?

[DKU Administrators: insert link to a pdf or website url for the full DKU course policies and guidelines.]

All assignment to be submitted by the due date in the syllabus. Late work will receive no credit.

All cell phones and lap tops must be turned off during class sessions.

Attendance is mandatory. Students that cannot attend a class should inform the instructor by email as soon as possible. Absences excused only for illness or other personal reasons.

Duke University plagiarism rules and standards apply to this class. Intentional plagiarism may result in a failing grade for the entire course. Students will be provided with plagiarism standards at the beginning of the course and will be instructed during the first class on citation procedures.

Other policies will be set forth in syllabus to be provided on the first meeting of the class.

What campus resources can help me during this course?

[DKU administrators: Insert link to a pdf or website url for the full list of resources, that includes the writing center, language labs, tutors, and any other relevant campus learning resources.]

What is the expected course schedule?

Date	Class topic/unit name	Pre-class work for students	Planned in-class activities	Assignments due
January 10	Introduction		Review class structure; prepare first assignment.	
January 17	Briefing Memos & Water Security	Complete briefing memo on water security issues; Prepare oral briefing	Mock oral briefings on water security Class discussion of water security issues	Briefing Memo (WaterSecurity) due
January 24	Student Working Session – Group Re-Write of Briefing Memo	Review comments on briefing memo	Students will be combined into groups; they will take the briefing memo feedback from instructors and develop a group re-write	
January 31	Writing Workshop #1	Complete briefing memo group re-write	Discuss strategies for revising written work. Discussion of examples from memos – what is strong, what can be improved & how Discuss elements of a policy memo	Briefing memo re-write due
February 7		Prepare policy decision memo Prepare oral briefing on	Explain policy decision memo assignment Discussion on environmental security topics addressed in briefing memos Set up 48-hour memo assignment Elements of talking points	Policy Decision Memo #1 (Water Security) due
February 14 & 21	No Class – Chinese New Year			
February 28 & Friday, March 2	48-Hour Memo Assignment		Explain and launch 48-hour memo assignment Friday: Debrief on 48-hour memo assignment Elements of talking points	48-hour memo group project

March 7	Using Talking Points & Mock Press Conference	Complete talking points on same topic as 48-hour memo	Mock press conference with policymaker announcing policy decision on 48-hour memo topic; Students present & pose questions to fellow students Video students and review videos	Talking points due
March 14	Writing Workshop #3	Complete re-writes of Policy Decision Memo	Critique student work from Policy Memo assignment Review Mock Press Conference videos Set up third assignment topic: Food Security	Re-writes of Policy Decision Memo due
March 21	Keys to Effective Visual and Oral Presentations	Prepare policy decision memo on Food Security	Discussion about creating effective visuals for oral presentations Review recordings of mock press conferences from prior week	Policy Decision Memo #2 (Food Security)
March 28	Student working session on visual presentations	Complete PowerPoint for oral presentation	Set up groups to exchange and review power point presentations	Visual Presentation due
April 4	Practice oral presentation sessions	Prepare oral presentation	Students practice oral presentations with critiques from instructors and fellow students	Re-write of Policy Decision Memo
April 11	Final oral presentations	Prepare presentation	Half of students do final oral presentation	Re-write of visual presentations due
April 18	Final oral presentations		Other half of students do final oral presentation	

Assignments due	<p>Briefing Memo – Jan 17 (rewrite due Jan 31)</p> <p>Policy Decision Memo #1 – Feb. 7 (rewrite due March 14)</p> <p>48-Hour Memo Assignment – March 2 (no-rewrite)</p> <p>Talking Points – March 7 (no-rewrites)</p> <p>Policy Decision Memo #2 – March 21 (re-write due April 4)</p> <p>Visual Presentation – March 28 (rewrite due April 11)</p> <p>Oral Presentations – April 11 & April 18 (no rewrites)</p>
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