



## COURSE INFORMATION

### Jean Monnet Module: Doha Courses on European Union Law / DCEUL

<b>Course Name:</b>	<b>Course 1, Module 3: Policy Brief Writing</b>	
<b>Semester:</b>	<b>Spring 2022</b>	
<b>Department:</b>	<b>Legal Skills</b>	
<b>College:</b>	<b>College of Law</b>	
<b>Day and Time:</b>	<b>Tuesday &amp; Thursday 4-6pm</b>	<b>Hours:</b> 4 hours
<b>Classroom:</b>	<b>Online</b>	<b>Prerequisites:</b> Course 1: Modules 1 and 2

## COURSE DESCRIPTION

The seminar will focus on writing policy briefs with a particular focus on European Union law issues. Seminars are intended to equip students with practical skills and help them prepare concise summaries of information that can help readers understand, and likely make decisions about, government policies. Every semester, the best 3 policy briefs prepared by our students will be uploaded on the Jean Monnet Module website

## JEAN MONNET MODULE

The objectives of the Jean Monnet Module can be summarized as follows:

The Module aims to promote modern teaching modules that are offered by leading European universities with a view to improving the educational outcomes in Qatar. Qatar University as a national university with the largest share of students is the best place to apply and disseminate this state-of-the-art knowledge.

The Module aims to promote knowledge in the field of international organizations and integration using the European Union as a model, environmental protection and human rights, which are key pillars of QNV2030. The focus on the protection of the environment and human rights represents an important contribution towards promoting environmental and human rights issues in the Qatari society. Increasing education quality on the above issues will have important spill-overs on Qatari education and society.

The Module will contribute to the realization of the vision of a strong knowledge based society with capable and competitive workforce. It will improve the specificity and job-market relevance of education and, will inject relevant tools and emerging issues into current curricula. Therefore, education outcomes of students and capacities of educators on European Union issues and curricula design will be enhanced.

Experience from this Module will be up-scaled into other programs within Qatar University and beyond.

## FACULTY INFORMATION

<b>Instructor:</b> <b>Dr. Rafael Brown</b> <b>Clinical Asst. Professor of Law</b> <b>Legal Skills Department (Faculty Senate)</b> <b>Email:</b> <a href="mailto:rbrown@qu.edu.qa">rbrown@qu.edu.qa</a>	<b>Office Location:</b> C356, Bldg. I-09, Rm D305 <b>Office Hours:</b> Tuesdays, 10:00 AM –12:00 PM <b>Telephone:</b> 4403 7789
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## REFERENCES AND LEARNING RESOURCES

### A. **Policy Brief Writing Guides and Articles**

- Benyon, Chapy, Gaarder, Masser (2012), 'What Difference Does a Policy Brief Make?', IDS, 3ie, NORAD, URL <https://www.alnap.org/system/files/content/resource/files/main/fullreport-what-difference-does-a-policy-brief-make-2pdf-adobe-acrobat-pro.pdf>
- Research to Action, "How to Plan, Write and Communicate an Effective Policy Brief: Three Steps to Success." URL <https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf>
- REPOPA, "Preparing and using policy briefs to support evidence-informed policymaking: Template for Writing a Policy Brief" URL [http://repopa.eu/sites/default/files/latest/Policy\\_brief.pdf](http://repopa.eu/sites/default/files/latest/Policy_brief.pdf)
- IC Policy Advocacy, "Policy Briefs Essentials", [https://www.icpolicyadvocacy.org/sites/icpa/files/downloads/icpa\\_policy\\_briefs\\_essential\\_guide.pdf](https://www.icpolicyadvocacy.org/sites/icpa/files/downloads/icpa_policy_briefs_essential_guide.pdf)
- IDRC, 'Toolkit for Researchers: How to write a Policy Brief': [http://www.idrc.ca/EN/Resources/Tools\\_and\\_Training/Documents/how-to-write-a-policy-brief.pdf](http://www.idrc.ca/EN/Resources/Tools_and_Training/Documents/how-to-write-a-policy-brief.pdf)

### B. **Videos**

- What is policy? <https://youtu.be/GgBax4WidPA>
- What is a policy brief? (English) <https://youtu.be/66s40DL4LR4>; (Arabic) <https://youtu.be/yaZO4B0ZMsc>

### C. **Sample Policy Briefs**

- European Commission, Globalisation, China and income inequality in Europe, Fairness Policy Brief Series 05/2020, [https://ec.europa.eu/jrc/sites/jrcsh/files/fairness\\_pb2020\\_wave04\\_globalisation\\_jrc\\_b1.pdf](https://ec.europa.eu/jrc/sites/jrcsh/files/fairness_pb2020_wave04_globalisation_jrc_b1.pdf)
- J. Harrington, "The UK's International Human Rights Obligations during COVID-19" (2020), [https://warwick.ac.uk/fac/soc/law/research/centres/globe/policybriefs/pn3\\_harrington-sekalala\\_july\\_2020.pdf](https://warwick.ac.uk/fac/soc/law/research/centres/globe/policybriefs/pn3_harrington-sekalala_july_2020.pdf)
- "Globally responsible, locally responsive" (2020), [https://www.aka.fi/globalassets/3-stn/1-strateginen-tutkimus/tiedon-kayttajalle/politiikkasuositukset/politiikkasuositukset/20\\_01-globally-responsible-locally-responsive.pdf](https://www.aka.fi/globalassets/3-stn/1-strateginen-tutkimus/tiedon-kayttajalle/politiikkasuositukset/politiikkasuositukset/20_01-globally-responsible-locally-responsive.pdf)
- B. Farrand, "Brexit: Mitigating Uncertainty in Intellectual Property Law and Policy" (2018), [https://warwick.ac.uk/fac/soc/law/research/centres/globe/policybriefs/pb2\\_farrand\\_final\\_web.pdf](https://warwick.ac.uk/fac/soc/law/research/centres/globe/policybriefs/pb2_farrand_final_web.pdf)
- Nienke van Heukelingen, "A new momentum for EU-Turkey Policy Brief cooperation on migration", (2021) [https://www.clingendael.org/sites/default/files/2021-02/Policy\\_brief\\_EUTurkey\\_cooperation\\_migration\\_February\\_2021\\_0.pdf](https://www.clingendael.org/sites/default/files/2021-02/Policy_brief_EUTurkey_cooperation_migration_February_2021_0.pdf)

### D. **Key Textbooks (available at QU Library):**

- M. Dziak, *Policy Brief*, New York, Salem Press Encyclopedia, 2019.

#### E. **Suggested Policy Brief Writing Resources:**

- Biodiversa, Annex 1, "How to Write a Policy Brief" (2014), <https://www.biodiversa.org/712/download>
- Food and Agriculture Organization of the United Nations, Food Security Communication Toolkit, "Writing Effective Reports", <http://www.fao.org/3/i2195e/i2195e03.pdf>
- Aldous-Grant, (2012), 'Evidence and Engagement: The Balancing Act of the Policy Brief',
- R2A, URL <http://www.researchtoaction.org/2012/08/evidence-and-engagement-thebalancing-act-of-the-policy-brief/>
- TEPSA, <http://www.tepsa.eu/wp-content/uploads/2016/12/Policy-brief-guidelines.pdf>
- University of Warwick, <https://warwick.ac.uk/fac/soc/law/research/centres/globe/policybriefs/>
- University of North Carolina, <https://writingcenter.unc.edu/tips-and-tools/policy-briefs/>
- Fast Track Impact, <https://www.fasttrackimpact.com/post/2015/12/19/how-to-make-a-policy-brief-that-has-real-impact>

#### F. **Research Resources**

- Globalex Guides
  - **European Union Legal Materials: An Infrequent User's Guide**
  - **European Union: A Guide to Tracing Working Documents**
- **A Guide to Researching EU Law** - from the Law Library of Congress
- **ASIL Electronic Resource Guide: European Union**

**EuroVoc** is a multilingual, multidisciplinary thesaurus covering the activities of the EU. It contains terms in 23 EU languages. This thesaurus enables researchers to search the relevant databases more effectively.

**The European e-Justice Portal** is a useful research tool providing information on justice systems - it is designed for the layperson, as well as lawyers, litigants and researchers. It links to **EU, member state** and **international case law** and **EU, member state national** and **international** legislation.

The **Europa** platform (open access) includes the **EU Bookshop** which offers open access to a large quantity of documents including reports, newsletters, teaching tools and other documents on the history and current workings of the EU.

## COURSE REGULATIONS

### **Participation**

Class participation and attendance are important elements of every student's learning experience at Qatar University, and the student is expected to attend all classes. A student should not miss more than 25% of the classes during a semester. **Attendance record begins on the first day of classes.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University.

### **Teaching Methods: Socratic Method, Flipped Classroom, Group Work**

Some parts of the class will be taught using the flipped classroom approach, where students are required to complete readings and watch videos prior to attending class. The syllabus lists questions that will help you prepare for class. The instructor will call on students during class to facilitate discussion about the readings and questions. Students will also be divided into groups for purposes of group discussions and group work completion, supervised by the instructor.

### **Policy Brief Writing Submission**

All students will be assigned to a small group, which will be required to submit a policy brief of at least 2 pages and no more than 4 pages. The policy brief must relate to the EU.

**Due date for the policy brief is Thursday, March 31, 2022.**

CONTENT DISTRIBUTION		
DAY/TIME	TOPICS	READINGS AND VIDEOS
PRE CLASS	Assignment	<p><b>READING</b></p> <p>(1) Benyon, Chapy, Gaarder, Masser (2012), 'What Difference Does a Policy Brief Make?', IDS, 3ie, NORAD, URL <a href="https://www.alnap.org/system/files/content/resource/files/main/full-report-what-difference-does-a-policy-brief-make-2pdf-adobe-acrobat-pro.pdf">https://www.alnap.org/system/files/content/resource/files/main/full-report-what-difference-does-a-policy-brief-make-2pdf-adobe-acrobat-pro.pdf</a> (pages 3, 11-16)</p> <p>(2) Research to Action, "How to Plan, Write and Communicate an Effective Policy Brief: Three Steps to Success." <a href="https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf">https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf</a> (pages 4-7)</p> <p><b>VIDEO</b></p> <p>(1) What is policy? <a href="https://youtu.be/GgBax4WjdPA">https://youtu.be/GgBax4WjdPA</a></p> <p>(2) What is a policy brief? (English) <a href="https://youtu.be/66s40DL4LR4">https://youtu.be/66s40DL4LR4</a>; (Arabic) <a href="https://youtu.be/yaZO4B0ZMsc">https://youtu.be/yaZO4B0ZMsc</a></p> <p><b>PRE-RESEARCH:</b> Start thinking about: What area of EU law is interesting to you? How does it affect people in Qatar or the GCC?</p>
DAY/TIME	TOPIC	TEACHING METHOD/OBJECTIVES
DAY 1 MARCH 22 (4:00-4:15PM)	Introduction	<p><b>PowerPoint Lecture</b></p> <p>Introduction</p> <p>What is the class's purpose?</p> <p>What are the learning outcomes?</p> <p>Why is the class important?</p> <p>Syllabus Overview and Teaching Methods</p> <p>What is the class deliverable and deadline?</p>

DAY/TIME	TOPIC	TEACHING METHOD/OBJECTIVES/LEARNING ACTIVITIES
<b>DAY 1</b> <b>MARCH 22</b> <b>(4:15-4:45PM)</b>	<b>Introduction to Policy and Policy Briefs</b>	<b>Socratic Method/Flipped Classroom – Class Discussion</b> What is policy? What is the difference between policy and law? Who are the policy makers? What is a policy brief? How does a policy brief affect change? What are the two types? What is the difference between a policy report and a policy brief? What is an example of an EU policy that affects you, or people in Qatar/GCC?
<b>DAY 1</b> <b>MARCH 22</b> <b>(5:00-5:30PM)</b>	<b>Policy Brief Planning</b>	<b>Group Work and Group Discussion</b> What policy problem would you like to write about related to the EU? What topic/area of law? Why is it important? What is your purpose or goal? Who is the audience/policy maker?
<b>DAY 1</b> <b>MARCH 22</b> <b>(5:30-6:00PM)</b>	<b>Policy Brief Planning</b>	<b>Five-Minute Group Presentations</b> What would the policy maker want to know? What would the policy maker not need to know? Is the topic narrow enough? What is the cause of the problem?
DAY/TIME	TOPICS	READINGS AND VIDEOS
<b>PRE CLASS</b>	<b>Assignment</b>	<b>READING</b> (1) Research to Action, “How to Plan, Write and Communicate an Effective Policy Brief: Three Steps to Success.” URL <a href="https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf">https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf</a> (pages 8-9); (2) Repopa, “Preparing and using policy briefs to support evidence-informed policymaking: Template for Writing a Policy Brief” URL <a href="http://repopa.eu/sites/default/files/latest/Policy_brief.pdf">http://repopa.eu/sites/default/files/latest/Policy_brief.pdf</a> (pages 1-5) <b>VIDEO:</b> What is a policy brief? (English) <a href="https://youtu.be/66s40DL4LR4">https://youtu.be/66s40DL4LR4</a> ; (Arabic) <a href="https://youtu.be/yaZO4B0ZMsc">https://youtu.be/yaZO4B0ZMsc</a> <b>Create Canva Account</b> at <a href="http://www.canva.com">www.canva.com</a> (for policy brief formatting)

DAY/TIME	TOPIC	TEACHING METHOD/OBJECTIVES/LEARNING ACTIVITIES
DAY 2 MARCH 24 (4:00-4:30 PM)	Policy Brief Writing	<b>Socratic Method/Flipped Classroom - Discussion</b> How to write the policy brief? What is the typical length? What are the different parts? What makes the formatting different? Sample policy briefs Who is the audience? What are the features of a good policy brief? Writing tips What should you avoid?
DAY/TIME	TOPIC	TEACHING METHOD/OBJECTIVES/LEARNING ACTIVITIES
DAY 2 MARCH 24 (4:30-5:00 PM)	Policy Brief Writing - Template	<b>Group Work:</b> create a policy brief template or outline with a policy problem statement in 30 minutes. Use Canva if possible.
DAY/TIME	TOPIC	TEACHING METHOD/OBJECTIVES/LEARNING ACTIVITIES
DAY 2 MARCH 24 (5:00-5:30 PM)	Policy Brief Writing - Template	<b>Five-Minute Group Presentation:</b> present the policy brief template
DAY 2 MARCH 24 (5:30-6:00 PM)	Evidence Based Policy Brief	<b>Lecture:</b> Supporting policy briefs with evidence and research Where to research? What research tools to use? Reminder: Due date
DAY/TIME	TOPIC	DUE
MARCH 31, 2022	DUE DATE	<b>FINAL POLICY BRIEF SUBMISSION</b>