

**The University of Texas at Austin
School of Social Work
Leadership Strategies and Policy Practice**

Course Number:	393T23	Instructor:	Diana DiNitto
Semester:	Fall 2008	Contact Information:	SSW 3.130B ddinitto@mail.utexas.edu 512-471-9227
Meeting Place:	SSW 2.122	Unique Number:	65695
Meeting Times:	Tues. 2:30–5:30 pm	Office Hours:	Tues. 1:30–2:30 & by appt.

I. Course Description

Policy practice involves the design, analysis, implementation, and evaluation of social welfare by governmental and non-governmental entities. Building on the policy analysis skills that students learned in previous courses, the goal of this course is to provide advanced content in the theory and skills of policy practice in the context of professional social work values and ethics. The theoretical aspects of the course address power, decision making, and social and economic justice. A wide range of practice skills will be covered, including policy development, comparative policy analysis, policy research, and strategies of political participation (e.g., advocacy, negotiation, coalition building, lobbying, campaigning, and community organizing). Students will also learn other skills relevant to policy practice, including public speaking, media management, testifying, serving as an expert witness, the use of technology, and report writing. Prerequisites for students taking this course are SW382R: Social Policy Analysis and Social Problems and SW392R: Topics in Policy Analysis or permission of the instructor.

II. Course Objectives

Students are expected to build their capacity to:

1. Explain and apply major theories underlying the professional social work approach to policy practice at local, state, and national levels (legislative, executive, and judicial) and to compare them to approaches in related fields (such as public affairs and urban planning).
2. Engage in policy practice tasks across the main stages of policy development (problem definition, agenda setting, implementation, service delivery, and evaluation) in governmental and non-governmental settings with the goal of promoting social and economic justice.
3. Select practice strategies and demonstrate skills appropriate to specific policy issues, taking into account the interests of a varied range of stakeholders.
4. Utilize conceptual frameworks for policy development, drawing on the most recent evidence- and research-based findings on effective interventions.
5. Utilize technology to enhance policy practice.
6. Integrate social action approaches in policy practice to ensure the involvement of traditionally underrepresented and other vulnerable populations.
7. Identify the global impacts of policy practice in order to promote social and economic justice for world populations.

III. Teaching Methods

Three primary teaching/learning approaches will be used. One is presentations and discussion by the instructor, students, and guest speakers. The second is experiential learning, i.e., each student will work with individuals and/or groups to gain first-hand experience of policy practice. The third is assignments designed to link theory and practice and enhance policy practice skills. Approximately one-third of most class sessions will be devoted to discussion of a major theory of the policy process, its relationship to real world policy practice, and its relevance for social workers; one-third will focus on learning about a critical policy skill or skills; and one-third will involve discussion of students' experiential learning and the relationship of these experiences to the course material.

IV. Required Readings

Textbooks

Rocha, C. J. (2007). *Essentials of social work policy practice*. Hoboken, NJ: John Wiley & Sons.
 Sabatier, P. A. (Ed.). (2007). *Theories of the policy process*. Boulder, CO: Westview Press.

Additional Readings

These are noted on the course calendar and listed in **Appendix A**.

V. Class Policies

1. **Professional conduct:** Your attendance, attention, and participation are expected for all class sessions. Participation includes reading all assigned materials prior to the class session and engaging in class discussions and exercises. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Please turn off cell phone ringers and refrain from text messaging and other non-class activities. Arriving 10 or more minutes late and/or leaving 10 or more minutes early are considered an absence. **Five points** will be deducted from the final course grade for the first class absence not due to illness, emergency, or observance of a religious holy day, and an additional **ten points** will be deducted for the second such absence. Regardless of the reason, missing more than two classes will result in an F for the course or the need to withdraw from the course, depending on circumstances and UT Austin policy. **Appendix B** contains the self-report attendance sheet that each student will submit with his or her final course assignments at the end of the semester. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment while working with agencies, organizations, and other entities on assignments for this course.
2. **Observance of religious holy days:** By UT Austin policy, students are responsible for notifying the instructor 14 days prior to the observance of a holy day. In this class, this should not affect deadlines for submitting assignments or completing work, but if there is a concern, see the instructor promptly.
3. **Submitting assignments:** All papers are to be word-processed (typewritten), usually in 12-point font and double-spaced with reasonable margins, or presented in a format appropriate to the assignment (e.g., a PowerPoint presentation). Assignments are due at the start of the class period; assignments turned in after the start of class will be considered late for that day. Assignment due dates are noted in the course calendar. Except in the case of illness or (unforeseen) emergency, **five points** will be deducted for each day an assignment is late (weekend days included). The *Publication Manual of the American Psychological Association* (APA) is the style manual to be used for all assignments. Incorrect use of APA style may result in a deduction of points on assignments. Appropriate referencing (authors, titles, page numbers, etc.) of assignments is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) should be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due to credit to others will result in a **"0" for the assignment and/or an "F" for the course**. **Plagiarism is a form of scholastic dishonesty and will be addressed as such. If you do not know how to cite appropriately, please learn before you submit any assignments.**

4. **The University of Texas Honor Code and Scholastic dishonesty:** The University of Texas at Austin's core values are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Scholastic dishonesty is a violation of the honor code. It harms the individual, all students, and the integrity of the University. UT Austin's policies on scholastic dishonesty will be strictly enforced. They are found in *General Information 2007-2008* (<http://registrar.utexas.edu/catalogs/gi07-08/index.html>) and at the Dean of Students, Student Judicial Services' website (<http://deanofstudents.utexas.edu/sjs/scholdis.php>). Scholastic dishonesty may result in a report to the MSSW Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an "F" for the course and other sanctions in accordance with University policies, including dismissal from the University.
5. **Course modifications:** Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.
6. **Safety:** As part of professional social work education, student may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
7. **Students with disabilities:** Students who require accommodations related to a disability should obtain a letter from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be addressed. For more information, go to <http://www.utexas.edu/diversity/ddce/ssd/>.
8. **Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. Do not re-enter a building unless given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
9. **Behavior Concerns Advice Line (BCAL):** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or go to <http://www.utexas.edu/safety/bcal>.

VI. Course Assignments and Student Evaluation

The course assignments are designed to comprise a portfolio that may be used as evidence of your abilities as you apply for your advanced field placement or a professional position upon graduation.

A. Policy Theory Assignment

This is a two-part assignment. For Part 1 you will be assigned a policy theory and you (and one or two classmates) should come to class prepared to comment on that theory, including the salient points of that theory and how it relates to the goals, values, and ethics of the social work profession. You may prepare together or individually, but each student must make a one- to two-page outline of the points s/he will raise in class. The second part of this assignment is to write a 1,500-word paper comparing three (or more) of the theories addressed in class and critically appraising them for use by social work practitioners. You may wish to include their relevance to the policy project you undertook during the semester (see IV. B. below). The two parts of the assignment will be graded together and will be worth 25% of the final grade. A solid draft of this assignment is due on November 4 and the final paper is due on December 2.

B. Policy Practice Assignments

These assignments are designed to give you policy practice experience. Each student will work with the instructor to develop a plan for these assignments. They are worth 75% of the final grade. The focus of this assignment is on developing new or enhanced skills by working with agencies (public and nonprofit), organizations, or other entities to gain real world experience. This may include state agencies; advocacy groups or coalitions; political campaigns, office of an elected or appointed federal, state, or county/city official; Texas legislative committees preparing for the next session; or think tanks. Your focus may be on policies related to health, income maintenance, child welfare, alcohol and drug problems, aging services, disability, gay rights, or other area of concern to social workers. Budgetary policy and tax policy are also areas you may address. This experience should result in 3 or 4 products that would flow from your activities with the entity/entities with which you work. They may be products the entity/entities will actually use, constructed solely for the purpose of the assignment but with potential for future use, or a combination of the two. Designing your own assignments in conjunction with the course instructor is consistent with principles of adult learning. Given the dynamics of the policy arena, the assignments may require modification during the course of the semester. Please consult with the instructor about this as needed.

Here are some ideas for crafting your plan. Most important is that you keep in mind your goals for taking the course and what you would like to achieve during the semester. If you will be working with an advocacy organization or coalition, your products might be a report (perhaps in the form of a policy brief) to the group on a specific issue, a bill that you might draft based on your report (and perhaps attempts to get one or more legislators to introduce/sponsor), and a presentation that you will make to one or more groups to inform them and gain their support. Another approach might be to work with a state agency's policy office staff to develop new policies or modify existing ones to better serve a client group. A set of products might be a study you develop and conduct on the issue (using, for example, library and Internet research and/or a survey or interviews with employees, clients, constituents, and other stakeholders) and a set of policy recommendations based on your findings; a presentation(s) you make on the report to the staff and/or others; and other materials--perhaps a memorandum to staff outlining changes that may be adopted, training and training materials for staff on proposed changes, or, perhaps, more realistic in a short time period, materials you will use in conducting a meeting to discuss the possibility of these changes with staff. Products developed using electronic media are acceptable as is organizing events that involved the development of PowerPoint presentations, handouts, or other information. If you are interested in doing something that involves the presidential or other campaigns, we will discuss potential products. **If your assignments involve human subjects research, UT Institutional Review Board (IRB) approval is likely needed, and this should be coordinated through the course instructor.**

Appendix C contains a form for writing up your plan for the policy practice assignments. **No later than September 16, each student should have obtained the instructor's agreement and submitted the plan. The plan should describe the overall topic of the assignments, the student's main goal or goals in being involved in this work, the name of the organization, group, or elected or appointed official's office, the student's main point of contact, a plan of work that includes the activities in which the student expects to be engaged, and the three or four products that will form the basis of the Policy Practice Assignments.** Each of the three or four products can be equally weighted in terms of their contribution to the final grade, or different weights may be assigned according to the time and effort involved. A solid draft of the first product is due on October 7, of the second product on October 21, and of the third (and fourth, if applicable) product on November 11 (early submissions are welcome). **All final products are due on December 2.**

VII. Criteria for Evaluation of Course Assignments (also see Appendix C)

Completeness and thoroughness: How fully has the topic or issue been addressed? Has the topic or issue been sufficiently researched using library resources, interviews, and other means in order to gain differing perspectives and full knowledge of the issue? When appropriate to the assignment, has the theoretical and empirical literature on the subject been incorporated in the paper or other assignment? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper or other product been carefully proofread?

Organization and clarity: Is the paper or other product well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have headings and subheading been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues? If the product is another form, such as a PowerPoint presentation, is the work presented appropriately for that medium, e.g., bullets used, phrases are succinct, etc.

Referencing: Are there a sufficient number of appropriate references? If the product is a traditional paper, has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? If the product is not a traditional paper, attach a list of references used that will show the instructor that the appropriate research has been done.

Originality and Creativity: Does the work demonstrate that different viewpoints have been considered, compared, and contrasted and that the writer has a thorough understanding of the issues? Has the student used his or her analytical skills in a way that suggests more than a restatement of what other have said about this issue? Has the student suggested points that have not been addressed by others? Has the student prepared the work in a way that will gain the interest and attention of the intended audience(s)?

VIII. Grading Scale

The grade for each course assignment and the final course grade are based on the following scale:

100 - 94 = A Work is exceptional on all criteria	76 - 74 = C
93 - 90 = A-	73 - 70 = C-
89 - 87 = B+ Work is good/very good on all criteria	69 - 67 = D+ Work is inadequate on some criteria
86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+ Work is adequate on all criteria	59 & below = F Work inadequate on most/all criteria

IX. Course Calendar

Date	Topic/Focus	Main Readings	Assignment Due Dates
Week 1 Sept. 2	Introductions and Overview of Course How to develop a professional portfolio, Guest presenter: Jennifer Luna-Iduñate, Director, Social Work Career Center	Sabatier, Chap. 1, The need for better theories Rocha, Preface and Chap. 1, Introduction to community-based policy practice; Chap. 2, Essentials of the planning process	
Week 2 Sept. 9	Individual meetings with instructor	Rocha, Chap. 7, Essentials of community-based policy practice	
Week 3 Sept. 16	Theory: Institutional rational choice Skill: Building coalitions Guest speaker: Jason Sabo, Senior Vice President of United Ways of Texas & Chief Operating Officer of Frontera 501	Sabatier, Chap. 2, Institutional rational choice by E. Ostrom Rocha, Chap. 6, Essentials of interest group politics: Coalition building and task force development See Appendix A for other readings for this week	Institutional rational choice discussion outline due Policy practice assignment agreement due to instructor
Week 4 Sept. 23	Theory: Multiple streams Skills: Conducting policy research (evidence-based policy) and writing policy briefs	Sabatier, Chap. 3, The multiple streams framework by N. Zahariadis Rocha, Chap. 3, Essentials of effective interpersonal communication and participation See Appendix A for other readings for this week	Multiple streams discussion outline due
Week 5 Sept. 30	Theory: Social construction Skill: Demonstrations, boycotts, and radical action	Sabatier, Chap. 4, Social construction and policy design by H. Ingram, A. L. Schneider, & P. deLeon See Appendix A for other readings for this week	Social construction discussion outline due
Week 6 Oct. 7	Dean Jack Otis Social Problems and Social Policy Lecture: "Hate in America: What Can Be Done," Mark Potok, Southern Poverty Law Center, 2:30, Flawn Academic Center, Atrium (4 th floor), reception following Individual meetings and experiential learning	Individual project readings	Draft of first policy practice product due (you may turn it in at the Otis lecture)

Week 7 Oct. 14	Theories: Network analysis and Innovation and Diffusion Skill: Legislative communications (lobbying, testifying, etc.) Guest speaker: Carol Miller, Director of Government Relations, National Association of Social Workers/Texas Chapter	Sabatier, Chap. 5, The network approach by S. Adam & H. Kriesi; Chap. 8, Innovation and diffusion models in policy research by F. S. Berry & W. D. Berry Rocha, Chap. 8, Essentials of legislative policy practice, Chap. 10, Essentials of judicial policy practice See Appendix A for other readings for this week	Network approach discussion outline Innovation and Diffusion discussion outline
Week 8 Oct. 21	Theories: Punctuated equilibrium and Innovation and diffusion Skill: Using the media	Sabatier, Chap. 6, Punctuated equilibrium theory J. L. True, B D. Jones, & F. R. Baumgartner Rocha, Chap. 4, Communicating with the public through the media; Chap. 9, Monitoring the bureaucracy and creating change within organizations See Appendix A for other readings for this week	Punctuated equilibrium discussion outline Draft of second policy practice product due
Week 9 Oct. 28	Individual meetings and experiential learning	Individual project readings	
Week 10 Nov. 4	Theory: Advocacy coalition Skill: Technology and policy practice	Sabatier, Chap. 7, The advocacy coalition framework by P. A Sabatier & C. M. Weible Rocha, Chap. 5, Utilizing technology in policy practice See Appendix A for other readings for this week	Advocacy coalition discussion outline due Draft of policy theory paper due
Week 11 Nov. 11	Individual meetings and experiential learning	Individual project readings	Draft of third (and fourth, if applicable) policy product due
Week 12 Nov. 18	Comparing theories Skill: Organizing political campaigns and running for office	Sabatier, Chap. 10, A comparison of frameworks, theories, and models of policy development by E. Schlager See Appendix A for other readings for this week	
Week 13 Nov. 25	Individual meetings and experiential learning	Individual project readings	
Week 14 Dec. 2	Course conclusion	Sabatier, Chap. 11, Fostering the development of policy theory	Final versions of all assignments due

X. Instructor Evaluation

Students will have two opportunities to evaluate the instructor. At mid-term, the instructor will ask for anonymous feedback from students using a form she devised. At the end of the course, students will be asked to complete the official UT Austin Course Instructor Survey. The instructor is also available throughout the semester to discuss students' comments or concerns.

XI. Some Additional References

- Alinsky, S. (1971). *Rules for radicals: A practical primer for realistic radicals*. New York: Vintage Books.
- Amidei. (2002). *So you want to make a difference* (14th ed.). Washington, DC: OMB Watch.
- Anderson, J. E. (2006). *Public Policymaking: An introduction* (6th ed.). Boston: Houghton Mifflin.
- Arons, D. F. (Ed.). (2007). *Power in policy: A funder's guide to advocacy and civic participation*. St. Paul, MN: Fieldstone Foundation.
- Avner, M. (2002). *The lobbying and advocacy handbook for nonprofit organizations: Shaping public policy at the state and local level*. St. Paul, MN: Amherst H. Wilder Foundation.
- Berry, J. M., & Arons, D. F. (2003). *A voice for nonprofits*. Washington, DC: Brookings Institution.
- Blau, J. (2007). *The dynamics of social welfare policy* (2nd 3d.). New York: Oxford University Press.
- Bobo, K. A., & Max, S., Bobo, K., & Kendall, J. (2001). *Organizing for social change: Midwest Academy manual for activists* (3rd ed.). Washington, DC: Seven Locks Press.
- Brown, L.C., Langenegger, J. A., Garcia, S. R., Lewis, T. A., & Biles, R. E. (2008). *Practicing Texas politics* (13th ed.). Boston: Houghton Mifflin.
- DiNitto, D. M. (2005). *Social welfare: Politics and public policy* (6th ed.). Boston: Allyn and Bacon.
- Hick, S., & McNutt, J. G. (2002). *Advocacy, activism, and the Internet: Community organization and social policy*. Chicago: Lyceum.
- Hoefer, R. (2006). *Advocacy practice for social justice*. Chicago: Lyceum.
- Jansson, B. S. (2008). *Becoming an effective policy advocate: From policy practice to social justice* (5th ed.). Belmont, CA: Thomson Brooks/Cole.
- Kingdon, J. A. (2003). *Agendas, alternatives, & public policies* (2nd ed.). New York: Longman.
- Karger, H. J., Midgley, J., Kindle, P., & Brown, C. B. (Eds.). (2007). *Controversial issues in social policy* (3rd ed). Boston, MA: Allyn and Bacon.
- Mondros, J., & Wilson, S. (1994). *Organizing for power and empowerment*. New York: Columbia University Press.
- Schneider, R. L., & Lester, L. (2001). *Social work advocacy: A new framework for action*. Pacific Grove, CA: Brooks/Cole/Wadsworth.
- Smith, C. F. (2005). *Writing public policy: A practical guide to communicating in the policy-making process*. New York: Oxford University Press.
- Smucker, B. (1999). *The nonprofit lobbying guide* (2nd ed). Washington, DC: Independent Sector. Available at: http://www.clpi.org/CLPI_Publications.aspx
- Wilson, J. Q., & Dilulio, J. J. (2006). *American government: Institutions and policies: The essentials*. (10th ed.). Boston: Houghton Mifflin.

Appendix A: Additional Weekly Readings and Resources for Review

Week 3, Sept. 16:

Theory: Institutional rational choice

Under this theory we are focusing on the Institutional Analysis and Development (IAD) Framework. There is an extensive bibliography on IAD and its applications at:

<http://www.indiana.edu/~workshop/wsl/iad.htm> (many of the papers are on topics such as common property and address sectors such as forests and fisheries).

1. Read the following article to get a better idea of IAD in practice; the article may be of special interest to those you interested in international development:
Akinola, S. R. (2007). Coping with infrastructural deprivation through collective action among rural people in Nigeria. *Nordic Journal of African Studies* 16(1), 30–46. Available at:
<http://www.njas.helsinki.fi/pdf-files/vol16num1/akinola.pdf>
2. Peruse the following dissertation, which makes use of the IAD framework: Bushouse, B. K. (1999). *The Mixed Economy of Child Care: An Institutional Analysis of Nonprofit, For-profit, and Public Enterprises*. Indiana University. Available at:
<http://dlc.dlib.indiana.edu/archive/00002676/01/Binder1.pdf>

Skill: Building Coalitions

At various points in the semester we will be using The Community Tool Box at <http://ctb.ku.edu/en/>. This week, review:

1. Chapter 5: Choosing strategies to promote community health and development, especially Sections 5 and 6 on coalition building: http://ctb.ku.edu/tools/chapter_1010.htm
2. Chapter 30: Principles of Advocacy: http://ctb.ku.edu/en/tablecontents/chapter_1030.htm

Week 4, Sept. 23

Theory: Multiple streams

This article is an example of the use of the framework in policy research; it is available at the UT Libraries Web site:

Stout, K. E., & Stevens, B. (2000). The case of the failed diversity rule: A multiple streams analysis. *Educational Evaluation and Policy Analysis*, 22(4), 341-355.

Skill: Writing policy briefs

1. Many guides are available for writing policy briefs. Read these three examples:
 - a. The Policy Brief by Eoin Young and Lisa Quinn. Available at
<http://www.policy.hu/ipf/fel-pubs/samples/PolicyBrief-described.pdf>
 - b. Preparing a Policy Issue Brief, which I believe is by Frederick Eisele. Available at
https://www.courses.psu.edu/hpa/hpa301_fre1/IBInstructions_fa02.PDF
 - c. Written Criteria for Policy Briefs by Bob Ford. Available at
<http://resweb.llu.edu/rford/courses/ESSC500/minipapers.html>
2. Search the Web or other sources for at least two policy briefs by different organizations on a topic of interest to you. Written Criteria for Policy Briefs by Bob Ford (see c. above) provides a list of some sources.

Week 5, Sept. 30

Theory: Social construction

The chapter for this week provides tables with examples of applications of theory relevant to many topics directly relevant to social work, such as public assistance and drug crimes. Select at least one reading from this list to complement your reading of the chapter.

Skill: Demonstrations, boycotts, and radical action

Review **either** book:

Alinsky, S. (1971). *Rules for radicals: A practical primer for realistic radicals*. New York: Vintage Books.

It is out of print but you can get it from the library or purchase a used copy very reasonably.

Shaw, R. (2001). *The activist's handbook: A primer for the 1990s and beyond*. Berkeley and Los Angeles: University of California Press. This book is available electronically at the UT Libraries web site (catalog).

Appendix A con't.

Week 7, Oct. 14**Theory: Network approach**

1. View this PowerPoint presentation on the Network Approach by David Knoke:
<http://igs.cla.umn.edu/pdf/Knoke.pdf>
2. Read this article: True, J., & Mintrom, M. (2001). Transnational networks and policy diffusion: The case of gender mainstreaming. *International Studies Quarterly*, 45 (1), 27-57. Available at the UT Libraries Web site.

Skill: Legislative communications (letters, e mails, calls, visits and meetings, testifying, and other communications)

1. Testifying before state legislative committees
 - a. Ohio Municipal League. Tips for testifying, Helpful hints to make your committee experience flawless. Available at <http://www.omunileague.org/legislation/TESTIFY%20TIPS%20WEB.pdf>
 - b. Oregon Legislature. How to testify before a legislative committee. Available at <http://www.leg.state.or.us/comm/testify.html>
 - c. Utah State Legislature. Testifying before a legislative committee. Available at <http://www.le.state.ut.us/documents/aboutthelegislature/TestifyingbeforeaLegislativeCommittee.htm>
2. Lobbying
 - a. Center for Lobbying in the Public Interest. (2008, January). Smart and ethical principles and practices for public interest lobbying. Washington, DC: Author. Available at <http://www.clpi.org/SEPP.aspx>
 - b. The Community Tool Box, Chapter 33, Conducting a Direct Action Campaign:
http://ctb.ku.edu/en/tablecontents/chapter_1033.htm

Week 8, Oct. 21**Theories: Punctuated equilibrium**

The budget has been called the most important policy statement of a government. The following article views the budget policy using punctuated equilibrium theory: True, J. L. (2000). Avalanches and incrementalism: Making policy and budgets in the United States. *The American Review of Public Administration*, 30(1), 3-18.

Skill: Using the media

The Community Tool Box

Chapter 6, Promoting Interest in Community Issues: http://ctb.ku.edu/en/tablecontents/chapter_1005.htm;
Chapter 34, Media Advocacy: http://ctb.ku.edu/en/tablecontents/chapter_1034.htm;
Chapter 35, Responding to Counterattacks: http://ctb.ku.edu/en/tablecontents/chapter_1035.htm

Week 10, Nov. 4**Theory: Advocacy Coalition Framework**

Abrar, S., Lovenduski, J., & Margetts, H. (2000). Feminist ideas and domestic violence policy change. *Political Studies*, 48(2), Special Issue, 2000, 239-262.

Skill: Technology and policy practice

1. Center for Lobbying in the Public Interest. (2008). Frequently asked questions about nonprofit lobbying. Washington, DC: Author. Available at <http://www.clpi.org/faq.aspx>
2. McNutt, J. G. (2009). Electronic advocacy. Available at http://www.geocities.com/john_g_mcnutt/electron.htm
3. Innovation Network. (2008). Evaluating electronic advocacy and communication. (2008). Available at http://www.innonet.org/index.php?section_id=119&content_id=671
4. Act Together-Housing For All. (2007). Internet: How do you use electronic advocacy? Available at <http://campaign.hic-net.org/articles.asp?PID=763>

Appendix B: Attendance Sheet

Name _____

The definition of attended a class session is that you were there for the entire session (neither arrived more than 10 minutes late nor left more than 10 minutes early). Unless you are ill or have an (unforeseen) emergency, the first absence results in 5 points subtracted from your final grade and the second in 10 points subtracted from the final grade. Regardless of the reason for absence, three or more absences will result in an F for the course or the need to withdraw from the course, depending on circumstances and UT Austin policy.

Week	Date	Attended Circle yes or no	
1	Sept. 2	Yes	No
3	Sept. 16	Yes	No
4	Sept. 23	Yes	No
5	Sept. 30	Yes	No
6	Oct. 7	Yes	No
7	Oct. 14	Yes	No
8	Oct. 21	Yes	No
10	Nov. 4	Yes	No
12	Nov. 18	Yes	No
14	Dec. 2	Yes	No

The above is a true reporting of my class attendance.

Signature

Date

Appendix C: Plan for Policy Practice Assignments

Name of organization, group, coalition, agency, or office of elected or appointed official:

Name and title of individual(s) with whom you will be working most closely:

List two to four main learning objectives you wish to achieve during the semester:

- 1.
- 2.
- 3.
- 4.

Describe the activities in which you plan to engage and their purpose, goals, or aims:

Describe the 3 or 4 products you plan to produce:

- 1.
- 2.
- 3.
- 4.

Add any additional comments, concerns, etc.

Appendix D: Grading Sheet

1. Completeness and thoroughness (as applicable to the product)

Consistent throughout the product (Yes)	Consistent throughout most of the product (Mostly)	Not consistent throughout the product--needs work (Not enough)	
			Issue fully addressed
			Sufficiently researched
			Theoretical & empirical literature incorporated
			Major questions addressed
			Carefully designed and proofread

2. Organization and Clarity (as applicable to the product)

Consistent throughout the product (Yes)	Consistent throughout most of the product (Mostly)	Not consistent throughout the product--needs work (Not Enough)	
			Well written & organized
			Appropriate transitions
			Sentence structure, syntax, and grammar
			Headings and subheadings
			Understandable to unfamiliar reader
			Understandable to familiar reader

3. Referencing (as applicable to the product)

Consistent throughout the product (Yes)	Consistent throughout most of the product (Mostly)	Not consistent throughout the product--needs work (Not Enough)	
			Sufficient number of references
			APA style utilized
			References well integrated
			References from various sources
			Correct use of quotations
			Indirect quotes paraphrased sufficiently

4. Originality and Creativity (as applicable to the product)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the product--needs work (Not Enough)	
			Different viewpoints considered
			Use of own analytical skills; not just restatement
			Suggested points not been addressed by others
			Keeps reader's or audience's attention

Comments and Grade: