

Public Policy Theory, Practice, & Policy Analysis
Syllabus- Spring 2023
PPOL 4396.002

Mondays & Wednesdays 11:30-12:45pm
Location: HH 2.502

Dr. Jessi DeFusco
Assistant Professor- Global Health Policy
LinkedIn: <https://www.linkedin.com/in/jessierinhanson/>

Contact Information:

Email: jessi.defusco@utdallas.edu
Phone: 412-709-9397 (text anytime, call 9-5PM)

Office Location Green Hall Dean's Suite 3.526
Office Hours Mondays & Wednesdays (10am-1pm), or at
Class Modality This class is located in GR 4.208. Attendance is in-person. As this class uses Socratic method, virtual attendance is not recommended for conducive learning. Attendance accommodations must be approved by administration.
Two passes- You can miss 2 courses as passes, so if you or a household member get sick or are in quarantine, you can use a 'free pass' and can get class notes from peers or have a one-on-one with the professor to catch up on material. PowerPoint slides will be shared only, but there will be no recording of course sessions.

Course Description

Policy analysis has so many definitions. This course primarily focuses on *policy analysis* as a developed craft that uses multi-disciplinary inquiry to create, question, and communicate policy-relevant information.¹ Policy analysts offer crucial advice based on carefully analyzing sources of relevant information through a variety of potential theoretical lenses and analysis techniques, which you will study throughout this semester. These recommendations are often client-oriented; pertinent to public decisions; contextual to time/place/culture; and influenced by key social values and political processes.² Policy analysis is a tool to better identify and understand: 1) different points of view of a policy problem, 2) potential options for solving (or at least minimizing the negative effects) of the issue, 3) important steps and actors necessary to make change, and 4) the related probable outcomes, consequences, and uncertainties.

This course hopes to inspire you to consider the larger implications that public policy may have. Good policy making can improve society and the quality of life of people, especially those who are in most need. But when done poorly, policies can just as easily injure individuals and groups, strip them of their rights, dignity, and quality of life, all-the-while benefiting a select few. In a time when our world is facing both immense new challenges (global warming, pandemics, etc.) and old social problems (racism, inequity, poverty, etc.), you can play a vital role in your chosen career to make a real difference to your community, nation, and beyond.

This is an in-person course, in which attendance and participation make up a substantial part of your grade. Students may miss up to two courses during the semester with pre-approval from the professor without affecting their grade. Any additional missed courses not approved by the university may result in a lowered grade. Assignments must be turned in on time, yet accommodations can be made given extenuating circumstances.

Learning Objectives

Any practitioner should have a strong foundational understanding of public policy. This course will try to

¹ Dunn, W. N. (2015). *Public policy analysis*. Routledge.

² Weimer, D. L., & Vining, A. R. (2015). *Policy Analysis: Concepts and Practice*. Routledge.

provide you with some useful tools for policy analysis, as well as teach sage knowledge from the brilliant policy theorists to aid your way along your professional journey. Additionally, this course uses a variety of learning materials/medias and has special guest speakers meant to inspire your understanding of and passion for public policy. By the end of this course, you should expect:

- Be more familiar with the stages of policy cycle, different analysis techniques, the role of a policy analyst/practitioner, and the various stakeholders and their roles in the policy process
- Develop quality policy memos and reports presenting evidence-based information and recommendations about policy options, their outcomes, consequences, and uncertainties, tailored to the client but also for the benefit of the greater society
- Review the role that economic markets, public interventions, and government oversight play
- Develop experience in investigating an issue affecting society/target clients
- Assess a policy problem from multiple angles, using one or more analysis techniques to hone in on pivotal details
- Draw important informed and evidence-based conclusions and advice that help inform the policy process to find solutions that benefit target beneficiaries and/or the greater society
- Understand more broadly the social values, gains, and even the consequences of designing, setting, implementing, monitoring, and evaluating policies
- Have more insight into the potential positive outcomes that policy options can have while also considering potential consequences and means of assessing unforeseen consequences during the implementation process
- Form a healthier insight into how policies can affect the lives of various stakeholders, particularly marginalized persons and minority groups
- Respectfully listen to and include the voices of target beneficiaries/everyday citizens in the policy analysis process
- Explore personal career goals and future opportunities related to public policy

Virtual Support Hours

Mondays- 11am to 3pm; Wednesdays- 11am to 3pm

Students can set up a virtual support meeting with Dr. DeFusco any time during the hours listed above. Please, email to request a day and time, and then a Teams meeting will be set up for you. As your professor, I am here as a support mechanism. If you need an extension or special accommodations due to hardships (or just life), please reach out. Send an email before session or before due-dates on assignments.

Course Background

Policy Analysis is an introductory core course to any person who wishes to work or study public policy, design, agenda setting, planning, implementation, or evaluation. This course often takes on an economic lens in the role of policymaking. Weimer & Vining's *Policy Analysis* is the main textbook. Yet, as my expertise lays in international development policy and programming, monitoring and evaluation, government and practitioner implementation, and advocacy, this specific online course will also focus on familiarizing students with the different policy stages, the importance of evidence-based research in policy-making, and your role as an analyst to ensuring efficient, effective, and ethical policies. No matter your degree, previous work and academic experience, or policy interests and arena, this course is specifically designed to offer a variety of learning opportunities. While this course is online, it uses much of the same content as the classroom-based courses with supplemental texts meant to introduce you to content you may use in your future courses or careers.

The course assignments and their deadlines can be made flexible at request, as many students are juggling many responsibilities and may have individual needs. As an undergraduate level course, dedication to producing quality and professional work is vital to successful. This course has assigned readings and projects that everyone is required to complete, covering domestic and international issues,

both in the global North and the global South, involving the public and private sectors. However, this course also uniquely offers *democratic* options for some reading assignments, movie/documentary homework, and projects/exams. Everyone has different learning styles. Throughout the semester, a variety of assignment options are listed to choose from based on what works best for your individual skillset and interests.

Prerequisites

. Please speak with your student advisor if you have any questions.

Standard Section- What to Expect Each Week

Start: Attendance, Introduction/Weekly Update,

Middle: Professor-led Lecture, Core Videos, Guest Speakers, Core Reading Discussions

End: 'Your Choice Readings' and Discussion

Grading

93% up= A; 90-92.5%= A-; 88-89.5%= B+; 82-87.5%= B; 80-81.5% B-; 78-79.5 C+; 72-77.5 C; etc.
Most students in this course will easily earn above 80% and higher.

Participation and Mini Practices- 40% of total course grade

Each week course materials will be made available *after the last course weekly section* for students to complete on their own at their own pace before the weekly section, including:

- Watching posted background supplemental videos (like documentaries, Ted-X presentations; completion of viewings will be monitored for credit)
- Reading weekly materials (including textbook chapters and articles)
- Participating in virtual/in-person section weekly discussions related to readings for the week before class
- Completing any mini practice assignments for that week

Most materials will be available online or can be rented from a library (or found on the virtual library). You only need to 'skim' most of the readings. *Each week, you will participate in the Discussion by responding to questions related to both the Core Readings and the 'Your Choice' Readings.*

On-time completion of the mini practice assignments, videos, readings, and participation in each week's discussion will be graded accordingly:

45 pts. & above- Quality of participation is equally and even above caliber of a master's level course; on time; contribute to higher level of discussion; mini assignment earns at least 90% correct (you can retake these up to 3x times); attends all sessions (missing only those with prior permission & watching the recording of the session later); comes prepared with discussion questions each week on readings; actively participates in weekly discussions in a way that contributes to their learning and that of their peers

40-44 pts- some assignments over several weeks or more were late, incomplete; several practice assignments earned less than 90%; over several weeks there were demonstrates of decent quality participation compared to that of peers; attends majority of sessions (rarely missing without prior permission)

39 and below pts below- unlikely to be giving out except for rare exceptions of students demonstrating disengagement with the materials and assignments; a meeting will be held with these students to find pathways to support them to up their participation and grade

If you need to miss a deadline or complete online viewings/materials later, due to illness, family events, emergencies, or hardship, kindly notify Dr. DeFusco right away/ beforehand for an extension. I am glad to grant up to 2 extensions/semester per student without affecting your grade. Right now, with the world the way it is, we are all under extreme and unique situations, so please ask for help at any time.

Policy Memo 1, Two Parts: Group or Individual Presentation-Policy Briefing 20% of total grade; Memo 20% of total grade (due Week 12 turned in hard copy in class)

You or your team will select a policy issue that is close to your heart, which must be approved by the Professor. You will select a target audience (government official, governmental agency, NGO, or advocacy group) which you will send this policy memo to in order to help inform their work and decision-making and awareness on the issue. All memos must be sent to the selected target audience.

For this assignment, your group (or you if doing this independently) will create and present policy options related to your topic. Your job is to help your target audience to determine the best way to help affect change, using proven, evidence-based policy options.

Around Week 13, you will present a 5-10 min policy briefing to the class, in which they will give you feedback on content, criteria including adapting the recommendations to your client, quality background of policy issue, overall best recommendations, etc. We will then vote for the best policy brief. The purpose of the policy brief is to practice doing briefings on policy topics in a professional setting, which is a demanded skill in government, nonprofit, research and activism.

You will turn in your memo on the same day that we share our policy brief presentations. *In both the briefing and the memo, you should include the following items (although there are many ways you can present them):*

- State clearly the policy problem
- Background of policy problem- Mention key actors/stakeholders and their roles, context, and any internal and/or external factors that influence the situation and need to be considered in policy recommendations
- 2-3 evidence-based policy recommendations that you all democratically agree could be most beneficial for improving racial equity in Pittsburgh. Details include:
 - Potential outcomes, consequences, uncertainties for each policy recommendation
 - Recommended implementation agent(s)- must be real
 - Possible means of monitoring and evaluating the success/failure of policy implementation
 - Alternatives/ counter-arguments
 - Limitations and Barriers
- Conclusions
- References (APA format)- minimum of 10 quality sources

Good resources for learning more on memos can be found in Weimer & Vining, Chapter 14 & 15 and Dunn, Chapter 9 and p.433 for conducting a policy analysis/memorandum (memo). Please review this material briefly in the first weeks of class to make sure you are on the right page. Also, there are some example memos by previous GSPIA alumni on Canvas.

Additional resources:

https://educationalequity.org/sites/default/files/documents/best_practices_-_policy_memo.pdf

https://projects.iq.harvard.edu/files/hks-communications-program/files/lb_how_to_write_pol_mem_9_08_17.pdf

<http://fordschool.umich.edu/files/policy-writing.pdf>

<https://commons.trincoll.edu/115vernon/files/2019/03/Writing-Public-Policy-Memos-by-Alex-Kaplan-2018.pdf>

Written Memo: Based on your research (and additional research you may choose to do independently although not required), you will draft a policy memo (1500-2500 words; well-researched; concise and written for a practitioner-based audience; APA formatted). Each group together may CHOOSE (via a majority vote) to submit the written memo either as a:

- A. "Group Policy Memo" that you all take part in producing (everyone will receive the same grade), or
- B. "Individual Policy Memo" that you each write on your own based on the work that you did as a group. If you vote to do the Individual Policy Memo, you have the option to present up to 1-2 additional policy recommendations own our own (each person will receive their own individual grade).

Any late memos (without prior notice) may result in a 10% deduction. This assignment is mostly a practice in memo writing, so grading will be light.

- 18 pts up- high quality and professional presentation; goes above and beyond requirements; directly targeted for client/audience as W/V teaches, while offering realistic recommendations that can make a difference to those in need of better social justice but will also be supported by the senator's constituents & political environment, compelling language, considers briefly how recommendations will be carried out in implementation, limitations are well considered, proper APA format, few grammar errors, contemporary and thorough introduction, analysis, recommendations, etc.; presentation is worthy of being presented to high level government officials
- 16-17 pts- good quality, but could be redrafted, some of the policy points and recommendations are too general and do not offer specifics in terms of implementation, and in general misses the mark of at least 4 of the above criteria
- 15 pts below- will be asked to rewrite for B

Policy memos can be revised by Week 15 for a higher grade if you choose. Email the revised policy memo to Dr. DeFusco before class of Week 15.

Mid-term Exam- 10% of total grade (3/, 6:30-9:30PM online)

This exam will include selecting 10 out of 15 optional questions to complete, some multiple choice and others short answer. If you are unhappy with your grade, you can retake a different exam and if the grade is higher, the two grades will be averaged for your overall mid-term grade. If your second exam is a lower grade, it will not affect your overall grade.

Final Exam- 10% of total grade

Choose 7 from 10 multiple choice exam questions, as well as 3 short essay (4-10 sentences) questions from 5 possible. Each is worth 1 percentage point.

Books Required for this Class

These books will be used extensively and should be purchased:

- Weimer, D. & Vining, A. (2010). *Policy Analysis: Concepts and Practice* 5th ed. Pearson. [The 3rd and 4th editions have 95% of the material.]

These books will be used, and can be purchased or found free online with some sections or pages with low resolution or limited:

- Fischer, F., & Miller, G. J. (Eds.). (2017). *Handbook of public policy analysis: theory, politics, and methods*. Routledge. (links to important chapters are provided below)
- Dunn, W. N. (2015). *Public policy analysis*. Routledge.
There are several editions but try to use 2015 (has lightbulb picture for the cover), although 2017 is acceptable if you prefer.

Course Schedule

Notification: Weekly Schedule and Requirements may be subject to change. Notifications will be given to all students ahead of time.

Week 1: Introduction

The Big Questions: What more can we get out of this required course besides a grade? What motivates so many of us to want to work in the field of policy?

Session Objectives:

- To review course syllabus and requirements.
- To explore the reasons why many of us want to work in the field of policy.
- To explore the different terms of public policy, policy analysis, and policy analyst.
- To introduce how public policy as a science differs from other disciplines.
- To introduce the policy cycle.
- To demonstrate the importance of policy analysis in making meaningful, real-world change, or can cause injustices/inequities/unintended consequences that negatively affect people.
- To introduce different models of memos.

Review carefully content on Policy Memo writing, including

<https://commons.trincoll.edu/115vernon/files/2019/03/Writing-Public-Policy-Memos-by-Alex-Kaplan-2018.pdf>

Assignments:

- ❖ *Make sure to complete all Week 2 Core Readings, Your Choice Reading selections, and Assignments. See below for details.*
 - ❖ *Come to class discussion with at least 2 questions/talking points related to reading for Week 2*
-

Week 2: Around and Around We Go- the Policy Cycle

The Big Questions: How is policy analysis any different from political science or other disciplines? How is it the same? What does a policy analyst do, compared to a decision-maker or policy implementor? Why is the policy cycle so important to know about?

Objectives:

- To get to know our class members better.
- To discuss what students hope to get out of this course, beyond a requirement completion.
- To better define public policy, policy analysis, and policy analyst.
- To explore how public policy as a science compares to other disciplines (are we political scientists or public administrators, or not?).

- To identify different versions of the policy cycle and the debates about their various stages.
- To debate the uses, benefits, and limitations of the policy cycle.
- To introduce how a policy problem is defined.

Core Readings (mandatory) due for Week 2, Choose 1 of the 2 below to read:

- 1) Weimer & Vining, Chapters 2-3 (briefly skim)
- 2) Dunn, Chapter 1, pp. 2-18, and Chapter 2, pp. 32-37, 53-58

Your Choice Readings due for Week 2 (select 1 of the below options to briefly review):

- Jann, W., & Wegrich, K. (2007). Theories of the policy cycle. *Handbook of public policy analysis: Theory, politics, and methods*, 125, 43-62.
- DeLeon, P. (1989). *Advice and consent: The development of the policy sciences*. Russell Sage Foundation., Chapter 2
- Höchtl, J., Parycek, P., & Schöllhammer, R. (2016). Big data in the policy cycle: Policy decision making in the digital era. *Journal of Organizational Computing and Electronic Commerce*, 26(1-2), 147-169.

Assignments for Week 2:

- ❖ Be prepared to go around and share- tell us about yourself for our class to know you better by: 3-5 sentences on your professional work background and education, or career goals; 1-5 sentences on what you hope to get out of this class (what is something special you would like to explore?); 1-2 sentences about your future professional goals after graduating; plus, 1-2 hobbies that you love,
- ❖ Prepare at least 2 questions for Week 3 readings.

Week 3: Efficiency or Effectiveness? Defining a policy problem & solution

The Big Questions: How can understanding/defining a problem change how it becomes a policy agenda item and how policy recommendations form around it? Are there some problems that we face that are 'wicked' (not the Bostonian kind of wicked)?

Objectives:

- To clarify the importance of the choice about how first we define a problem as it enters the policy stages of agenda setting and policy formulation.
- To explore various stakeholders/entities/processes that can input into the problem definition and policy formulation.
- To introduce a variety of models of policy change like the rationality model.
- To introduce the role of efficiency in idealized competitive economy related to rationality model.
- To review the arguments for the role of markets in achieving efficient production and distribution.

Guest Speaker- TBD

Core Readings (mandatory) due for Week 3:

On problem definition (read 1 of the below):

- 1) Weimer/Vining, Chapter 14
- 2) Dunn, Chapter 3

On efficiency:

- 1) Weimer/Vining, Chapter 4

Your Choice Readings due for Week 3 (select 1 of the below options to read):

- Batie, S. (2008). Wicked problems and applied economics.
- Mitroff, I. I., & Featheringham, T. R. (1974). [On systemic problem solving and the error of the third kind.](#) *Behavioral Science*, 19(6), 383-393.

Assignments:

- ❖ Submit your topic for the Policy Memo to Dr. DeFusco, and present it in class for feedback from peers
- ❖ Come to class with 2 discussion questions, and 1 example of what you think is a wicked policy problem?

Week 4: Economics Ain't the Only Way

Big Questions: What are both strengths and weakness in economic markets? What are common trends of market failures in policy? What are different roles that I can play in the policy process? What do policy analysts really do? Are there other similar roles that I can contribute to?

Objectives:

- To review the main types of market failures: public goods, externalities, information asymmetries, and monopolies, as well as limitations of the competitive framework
- To understand frequent problems in developing efficient policies
- To review the mechanics of writing an effective policy memo and recommendations
- To explore the different stages of the policy cycle that you personally may want to work in as a professional, such as:
 - Policy agenda setting (media, advocate, pre-decision analyst, networker/coalition leader, think tank, politician, grassroots organizer)
 - Policy design (policy-maker, coalition leader, politician)
 - Policy implementation (policy administrator, bureaucrat, nonprofit worker, private sector, frontline worker)
 - Policy M&E (qualitative researcher, practitioner vs. academic, external research contractor, field data collector, data information management/data analyst, RCT/statistician, grant manager)
 - Policy revision (researcher, academic, INGO, think tank, governmental review board, grant analyst, donor, communications writer or manager, media)

Core Readings (mandatory) due for Week 4:

On market failures:

- 1) Weimer/Vining, Chapter 5 (heavy, so just skim for the big-ticket item)

Preparing Policy Analysis/Memo (briefly review these)

- 1) Weimer & Vining, Chapter 14 & 15
- 2) Dunn, Chapter 9 and pp. 433

Your Choice Readings due for Week 4 (select 1 of the below options to read):

- North, D. (2005). Understanding the Process of Economic Change. Princeton University Press.
- Ostrom, E. (1999). Institutional rational choice. *Theories of the policy process*, 35-72.

Your Choice Video Watching (explore at least 2-3 of these to learn more about career options):

- So, You Want to be a Policy Analyst? | Day in The Life-

- <https://www.youtube.com/watch?v=JifMi7JkCpA>
- Juan Alvarez, Senior Policy Analyst, Policy in Practice- https://www.youtube.com/watch?v=_sDXMFgKtQs
- Why is research in economics so important?- https://www.youtube.com/watch?v=7W0_q3ey7t8
- A day in the life of a United Nations intern (NYC Headquarters)- <https://www.youtube.com/watch?v=FpUBMzCJgAw>
- Day in the Life: Non-Profit Summer Intern Edition- <https://www.youtube.com/watch?v=RrVOPKNrfoM>
- Day at Work: Nonprofit Manager- https://www.youtube.com/watch?v=qvJn1_TDoS8
- Nadia Murad - Human Rights Activist- <https://www.youtube.com/watch?v=N58LVWJnpBg>
- A day in the life of a Peace Corps Volunteer- <https://www.youtube.com/watch?v=z20BkCW1Ce8>

Assignment:

- ❖ Mini Practice TBD
- ❖ Any questions on policy memos should be brought up in the class or submitted by email to Dr. DeFusco
- ❖ Come up with 2 questions to ask during section discussion based on the readings.

Week 5: Agenda Setting

Big Questions: What are other lenses beyond the economic market/rational choice that we can use in policy analysis that can help fill in the gaps? True or false, isn't the real goal of agenda setting meant to help those most in need in society?

Objectives:

- To review additional key models of policy change, their benefits, and their limitations.
- To understand frequent problems in developing efficient policies.
- To review ways that issues rise to onto agendas for policy consideration.
- To introduce how policies are formulated/adopted.
- To further assess how differences in problem statements can be linked to different agendas and different policy recommendations.

Core Readings (mandatory) due for Week 5:

On agenda setting and models of policy change:

- 1) Birkland, T. A. (2007). Agenda setting in public policy. *Handbook of public policy analysis: Theory, politics, and methods*, 125, 63-78.

Your Choice Readings due for Week 5 (select 1 of the below options to read):

- True, J. L., Jones, B. D., & Baumgartner, F. R. (1999). Punctuated equilibrium theory. *Theories of the policy process*, 175-202.
- Hayes. Lindblom and Incrementalism.
- Thakur. (2014). Kingdon's Three Steam Policy Window Model.

Assignments for Week 5:

- ❖ Meet with your Memo 1 Group to discuss work forward to draft your *policy background* and later the *policy problem*. Begin to collect policy-relevant information on the policy topic by conducting evidence-based research. It is recommended that you use Google Scholar and other research search engines. You can additionally do field research, conduct interviews, or a focal group with key informants/stakeholders (economists, academics, local advocacy leaders, community

organizations, politicians, citizens, police and authorities, etc.), who may offer more insight into your problem. Take a wide lens when trying to understand the full picture. This research will help to better define your policy problem and policy rationale. Class time will also be given to you to begin working together. Refer to Dunn [pp.88-106](#) on *Problem Structuring*. Use one or more of the suggested *Methods of Problem Structuring*. Additionally, review example policy memos that you can use better understand what your product may look like at the end.

- ❖ *Mini Practice-Policy Analyst Scenario 1:* Enter your answer in for the following scenario (based on true story). Spend 15 minutes or so gleaming over top research in Google Scholar to help you.

You are sent by your organization to a World Bank conference in New York. While there, you are assigned to a working group on international education policy and economics to discuss the latest policies and program trends that inspire improved learning outcomes in public schools worldwide—those that give the *most bang for the buck*. A fellow working group member is ironically the President of Zimbilia. You are very excited, because not only are you working with a world leader, but she is also recognized as one of the best leaders in the history of sub-Saharan Africa and has been given many international awards for her humanitarian and human rights activities. Over the next few days, you work alongside her, even going out for several official dinners. You both share a passion for children’s rights, and she even attended your alma mater where she studied International Development. You two build a good professional rapport.

A year later, the President calls you to ask for your advice on an issue greatly concerning her administration. In Zimbilia, 2 states of Bumi and Bugula, there is a growing drought and urbanization of farmlands. Over the last decade or so, there is also a huge increase in the number of enrolled students attending school, due to the push for ‘Education For All’ movement enacted into a 2010 policy which opened basic schooling for free to all children including girls. However, teachers and school administrators are furious, and take union-action, threatening to strike if the Presidency does not take immediate action.

The educators argue that they suffer terrible working conditions, but most have identified that the most pressing issues affecting their work is that many of the students in the 2 states (which are severely low-income) seem to have lower than average academic performance. The biggest problems include that they often miss school, because they cannot pay the school fees (even though schools are ‘free’ there are some fees to help supply materials that the State cannot cover), or they show up not using the proper uniforms. Secondly, many seem tired from poor health and poor nutrition, and sometimes caused by frequent bouts of malaria. They often have to walk far distances (average 3 miles each way) to school, and work on their farms when not in school, so exert a lot of energy. Based on this information and a review of materials on Google Scholar on the matters, what do you think the President should do? Come up with 1 policy recommendation for these two states, and provide evidence why?

Week 6: Self Care Week, Enjoy and Relax

Week 7: Change Beyond Efficiency- Policy Formation & Alternatives

Big Questions: How are problem definitions, agenda setting, and policy formulation interconnected? How do we ensure we are considering the right alternatives out of all of those possible in the policy formulation stage? What kinds of information should we be using to ensure we come to professional recommendations, relevant for the contextual environment?

Objectives:

- To review distributional goals beyond a competitive market.
- To practice using different models of policy change to assess policy problems.
- To introduce types of information that can help inform a policy.
- To introduce the facets of policy formulation and policy alternatives.
- To consider the ramifications/unintended consequences of policy alternatives.

Core Video Watch (will watch in class):

Unveiling Acid Attack Violence | Hanifa Nakiryowa | TEDxPittsburgh-
<https://www.youtube.com/watch?v=-8Ytx4RyU6s>

Core Readings (mandatory) due for Week 7 (read one of the following chapters below):

On rationales for distributional and other goals in policy:

1. Weimer & Vining, Chapter 7

On policy formulation linked to models of change:

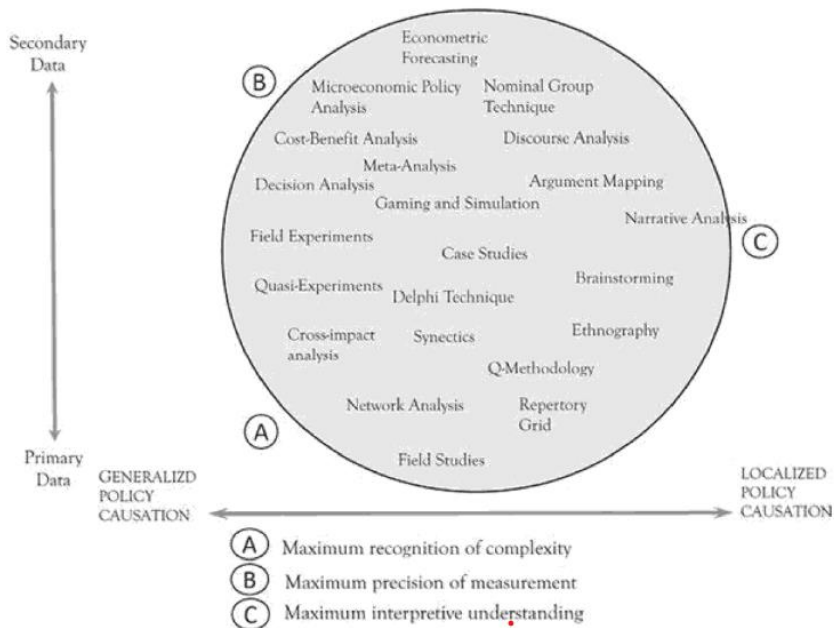
1. Weimer & Vining, Chapter 15, 359-382

Your Choice Readings due for Week 7 (select 1 of the below options to read):

- Sidney, M. S. (2017). Policy formulation: design and tools. In *Handbook of public policy analysis* (pp. 105-114). Routledge.
- Sabatier, P. A., & Weible, C. M. (2007). The advocacy coalition framework. *Theories of the policy process*, 2, 189-220.

Assignments for Week 7:

- ❖ *Policy Analyst Scenario 1:* Based on the scenario on Nimbilia, write 1-2 paragraphs about how the educational situation (or one specific as there are arguably many) may be contextualized/viewed through the lens of one of the 'Models of Change' that we have been studying, like the policy window, institutional rationalism, bounded rationality, or a competitive framework. What insight may an analyst have using one of these different models (or as Weimer & Vining refer to them- frameworks).
- ❖ Come up with 1-2 questions to ask during the Tuesday section discussion based on the Core Readings. You may be called on at random to present your question.
- ❖ During our regular discussion time, there will be time to meet with your Memo 1 Group to reexamine the research behind your drafted policy question and background information. Practice using 1 or more of the 'Models of Change' like incrementalism or punctuated equilibrium to discuss how your BLK problem can be viewed. Ask if Allison (1980) is correct in recommending considering multiple lenses and sources of information relevant to that lens. Additionally, you may begin to finalize the group's the policy problem, background of policy problem, key actors/stakeholders and their roles, and begin drafting/finalizing policy recommendations. Consider the research that you have used to date in your problem formulization- consider using a variety of the data below.



Adapted from Diesing (1991).

*Dunn (2017)

Week 8: Consider the Alternatives? Is our Recommendation really the Best? 3/9

Big Questions: What types of data and methods for collecting data/policy-relevant information can be useful? When should we consider using specific types of data? What role can certain types of information produced by specific methods of research (like economic forecasting, case studies, micro-economic policy analysis, cost-benefit analysis, and field studies) have on informing our policy alternatives?

Objectives:

- To review common types of data that may inform policy analysis.
- To understand the difference in synthesizing information to form policy alternatives related to ex-ante/ex-post perspective.
- To introduce policy adoption.
- To assess the usefulness of specific types of policy-relevant economic data in designing policy alternatives.
- To learn how to consider and plan for externalities and unintended consequences informing policy alternatives and policy adoption.

Core Readings (mandatory) due for Week 8 (read one of the following):

1. Weimer & Vining, Chapter 11
2. Dunn, Chapter 4

Your Choice Readings due for Week 8 (select 1 of the below options to read based on your degree):

- Holla, A., & Kremer, M. (2009). Pricing and access: Lessons from randomized evaluations in education and health. *Center for Global Development working paper*, (158). Introduction and Conclusions.
- Bossink, B. A. (2017). Demonstrating sustainable energy: A review-based model of sustainable energy demonstration projects. *Renewable and Sustainable Energy Reviews*, 77, 1349-1362.

- Gheyas, I. A., & Abdallah, A. E. (2016). Detection and prediction of insider threats to cyber security: a systematic literature review and meta-analysis. *Big Data Analytics*, 1(1), 6.

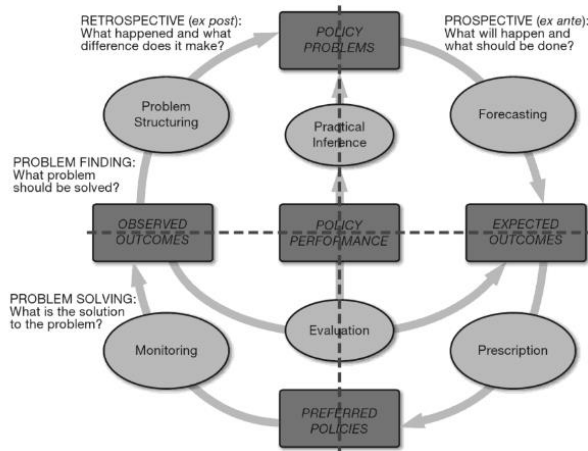


FIGURE 1.2
Forms strategies of policy analysis

Assignments for Week 8:

- ❖ Memo 1: You should be finalizing your group policy briefing, and your group memo (or individual if you voted to write your own versions based on your work together). There are several examines of Memos for you to review.
- ❖ Come up with 1-2 questions to ask during the section discussion based on the Core Readings.

Week 9: Mid-term Exam

Week 10: Implementation 3/30

Big Questions: What factors may determine when policy implementation is successful or a failure/ works well or has unforeseen consequences? What characteristics or conditions support quality implementation? Do policies always operate as we plan? What role do policy implementers play compared to policymakers and government bureaucrats? Should a policy implementer (street-level bureaucrat/frontline worker) do as they are instructed from management, or should they have flexibility to do the job how they see fit as they are on the ground day-in-and-day out working with clients more than management?

Objectives:

- To define policy implementation.
- To examine the stakeholders who play a role in policy implementation.
- To review top-down, bottom-up, hybrid policy implementation theory.
- To understand the difference in synthesizing information to form policy alternatives related to ex-ante/ex-post perspective.
- To assess the potential use of specific types of policy-relevant economic data.
- To learn how to consider and plan for externalities and unintended consequences informing

policy alternatives and policy adoption.

Core Readings (mandatory) due for Week 10 (read one):

On policy alternatives and adoption (read 1 of the below):

- 1) Weimer & Vining, Chapter 12
- 2) Pülzl, H., & Treib, O. (2017). Implementing public policy. In *Handbook of public policy analysis* (pp. 115-134). Routledge.

Your Choice Readings due for Week 10 (select 2 readings in total from the list in hybrid, BU, TD):

Hybrid-

- O'Toole Jr, L. J. (2000). Research on policy implementation: Assessment and prospects. *Journal of public administration research and theory*, 10(2), 263-288.
- Holdaway, S. (2017). The re-professionalization of the police in England and Wales. *Criminology & Criminal Justice*, 17(5), 588-604.

Bottom-Up-

- Lipsky, M. (2010). Street-level bureaucracy, 30th ann. Ed.: dilemmas of the individual in public service. Russell Sage Foundation. (introduction only)
- Alcadipani, R., Cabral, S., Fernandes, A., & Lotta, G. (2020). Street-level bureaucrats under COVID-19: Police officers' responses in constrained settings. *Administrative Theory & Praxis*, 1-10.

Top-Down-

- Sabatier, P. A. (1986). Top-down and bottom-up approaches to implementation research: a critical analysis and suggested synthesis. *Journal of public policy*, 21-48.
- Gau, J. M., & Gaines, D. C. (2012). Top-down management and patrol officers' attitudes about the importance of public order maintenance: A research note. *Police Quarterly*, 15(1), 45-61.

Assignments for Week:

- ❖ If you want any last minute feedback on your policy memo, then share with Dr. DeFusco by end of day.
- ❖ Come up with 1-2 questions to ask during the Tuesday section discussion based on the Core Readings. You may be called on at random to present your question.
- ❖ In Class- Respond to either options for the Policy Analyst Scenario 2:

Scenario 2) COVID-19 has run rampant throughout the world for several years. Some countries' national and state-level policy responses to the outbreak have been successful while others have been less effective, and at times even controversial. Please consider 1 country that you believe based on news reports and research demonstrate good policy setting and implementation. In this situation was the policy implementation mainly TD, BU, or a hybrid approach? Please provide some evidence to support this perspective. Secondly, identify a country (any) which has done the opposite in terms of effectiveness. Many nations have arguably left restrictions low as to not disturb the market. Has this decision worked in their favor, or have the transactional costs and societal costs been more than anticipated? In countries with 'weak policy implementation' during this outbreak, has both the response and the national system used mainly TD, BU, or a hybrid approach? Why do you think this approach failed to be effective/efficient in stemming the spread of the virus? Lastly, what indicators are best to use when measuring COVID-19 policy effectiveness? List 2-3 indicators/outcomes that you have seen in research that are most effective? (Please be respectful in your responses, and try to stay impartial. Remember that many of our students are affected directly or indirectly by COVID-19. Some have had the virus, others their family members and friends, and their studies threatened with international travel restrictions. This case can be sensitive to many, so be compassionate and ethical

in your responses.)

Week 11: In Face of Public Intervention Limitations & Messy Politics

Big Questions: What are key situations in which public interventions can be limited? What are some reasons behind this? What happens when governmental capacity just is not enough? How can understanding these potential limitations and capacity issues allow us to take preventive steps or ameliorate policy design for improved future implementation?

Objectives:

- To understand conditions that limit public interventions.
- To identify government capacity issues that can deride policy success.
- To compare and contrast variables that limit government capacity.
- To analyze how political systems and bureaucracy can affect policy.
- To compare and contrast government capacity in different regions of world.

Core Readings (mandatory) due for Week 11 (read one):

- 1) Weimer & Vining, Chapter 8 (briefly skim)
- 2) Heintel, H. (2007). *Do policies determine politics* (pp. 109-122). Taylor and Francis.

Your Choice Readings due for Week 11 (select 1 of the below options to read):

- Grindle, M. S. (2004). Good enough governance: poverty reduction and reform in developing countries. *Governance*, 17(4), 525-548.
- Theisohn, T., & Lopes, C. (2013). *Ownership leadership and transformation: Can we do better for capacity development*. Routledge.

Assignments for Week:

- ❖ Come up with 1-2 questions to ask during the Tuesday section discussion based on the Core Readings. You may be called on at random to present your question.
- ❖ In Class- Respond to either options for the Policy Analyst Scenario 2:

Scenario 3) The country of Liberia suffered a 14 year-long civil war that led to nearly 1/4th its population dying. Many political analysts label the country as a 'failed state.' Others point out that it is a young country on the mend. Please research this topic and come up with your side to this argument.

Watch in class: <https://www.youtube.com/watch?v=vrrjqYHuYcpA> (Are we a failed state?)

https://www.youtube.com/watch?v=1_YSmYZezqk (Moving forward)

<https://www.youtube.com/watch?v=bIaw-CIm8HA> (quick history of Liberia)

<https://www.youtube.com/watch?v=99TuDL8PA2o> (war footage from WWII)

<https://www.youtube.com/watch?v=jERk2y-VQ3I> (Ebola)

Week 12: Monitoring Policy Implementation

Big Questions: What are key methods for monitoring policy implementation? How is monitoring similar and different to evaluation? How do you design monitoring tools and indicators? How do we monitor for unforeseen consequences? What is the value of including mixed methods in any monitoring and evaluation design? What role should culture, context, and local citizen perspective play in policy assessment?

Objectives:

- To introduce concepts of monitoring versus evaluation.
- To understand the purpose of monitoring in the policy process and policy success.
- To learn key methods of monitoring.
- To introduce policy monitoring and evaluation toolkits, standardized indicators, and case studies for practitioners and analysts.

Core Readings (mandatory) due:

- 1) Dunn, Chapter 6

Core Video Watching (will watch in class):

How Big Data Can Influence Decisions That Actually Matter | Prukalpa Sankar | TEDxGateway-
<https://www.youtube.com/watch?v=C6WKt6fJiso>

Your Choice Readings due for Week 12 (select 1 of the below options to read):

- Buntaine, M. T. (2015). Accountability in global governance: civil society claims for environmental performance at the World Bank. *International Studies Quarterly*, 59(1), 99-111.
- Walker, W. E., Rahman, S. A., & Cave, J. (2001). Adaptive policies, policy analysis, and policy-making. *European journal of operational Research*, 128(2), 282-289.
- CAFOD. Monitoring government policies: a toolkit for civil society organisations in Africa.

Assignment:

- ❖ Come up with 1-2 questions to ask during the section discussion based on the Core Readings.

Week 13: Policy Memo 1 Presentations

Policy Briefing: Your group (or you if completing independently) will present your recommendations and research in a policy briefing (~10 minutes) on the assigned topic which you will present during the Tuesday session (there will be a sign-up time sheet). Professional information and recommendations to public managers is a part of any policy analyst job, so it is important to practice planning policy briefings and presenting them to different kinds of audiences. Policy briefings are often presentations to specific audiences or clients as W/V call them, which you will identify, like legislative or parliamentary committees, advocacy coalitions, heads of departments or ministries, city councils, and citizens groups.

Week 14: Policy Evaluation

Big Questions: How can evaluating policy implementation help improve policy knowledge utilization, dissemination, and revision? What are key methods of policy evaluation, their benefits, and limitations? What external and internal variables can affect predicting the costs and benefits of policy alternatives?

Objectives:

- To compare and contrast policy monitoring and evaluation, their purposes, and their roles in the policymaking process.
- To understand the importance of carefully incorporating evaluation in policy design.
- To discuss the importance of not conflating policy changes (even a little change is good enough?)
- To question how policy standards for change should be determined, e.g. Benchmarks, indicators, impact percentage goals).
- To learn how arbitrary policy goals can lead to ‘conflated’ evaluation results in the evaluation/reporting phase, and unrealistic ‘promises’ in the grant/competition phase.

Core Readings (mandatory) due for Week (read one):

On evaluating policy performance:

- 1) Dunn, Chapter 7, pp. 320-332

On experiments & quantitative analysis:

- 1) Weimer & Vining, Chapter 17

Core Video Watching (will watch in session):

Making data mean more through storytelling | Ben Wellington | TEDxBroadway-
<https://www.youtube.com/watch?v=6xsvGYIxJok>

Your Choice Readings due for Week (select 1 of the below options to read):

- Duflo, Kremer & Glennerster. (2007). Using Randomization in Development Economics Research: a toolkit. Pp.3-17.
- Angrist & Pischke. (2010). The Credibility Revolution in Empirical Economics: How Better Research Design Is Taking the Con out of Econometrics. *Journal of Economic Perspectives*, 24(2): 3-30.
- Bundy, D. A., Kremer, M., Bleakley, H., Jukes, M. C., & Miguel, E. (2009). Deworming and development: asking the right questions, asking the questions right. *PLoS Negl Trop Dis*, 3(1), e362.

Assignment: Come up with 1-2 questions to ask during the section discussion based on the Core Readings.

Week 15 : Final Exam in Class (no redo’s), if you cannot attend, must notify Dr. DeFusco BEFORE class, one page of notes allowed (front and back)

Five Point Policy Memo:

Main Point

Five years ago, the Department of Energy (DOE) launched SunShot, an initiative to make solar cost-competitive with traditional energy sources. Since that announcement, the price of solar has nearly halved, solar industry employment has doubled, and solar electricity generation has grown twenty-fold. What we need now is to replicate this policy success with a SunShot for Carbon Capture Storage (CCS).

Background

The International Energy Agency and the UN's Intergovernmental Panel on Climate Change have made it very clear—we're unlikely to win the climate fight without CCS. We know that CCS technology works. But getting it deployed as widely and as quickly as we need to will require additional policy incentives to make CCS more cost-effective, including an increase in federal RD&D activity.

As evidenced by SunShot and the more recent announcement of Mission Innovation, the Obama Administration clearly understands the importance and potential of aggressive, multi-year investment campaigns in energy R&D. The President's 2017 budget proposal streamlines DOE's CCS innovation activities and includes programmatic updates that prioritize the most effective and successful activities. With a few additional tweaks by Congress, this spending plan could lay the groundwork for an equally promising innovation effort—a "SunShot for CCS".

To ensure this urgently needed technology is ready for an enhanced innovation effort in the coming years, Congress should:

Recommendation 1 and Evidence

Robustly Fund CCS and Advanced Power Systems

- While the Administration's Fossil Energy request for 2017 was their largest to date, it is still slightly below 2016 enacted levels. Congress should meet or exceed previous funding levels for the recently-restructured "CCS and Advanced Power Systems" program within the Fossil Energy budget.

Recommendation 2 and Evidence

Fund Carbon Use and Reuse

- The 2017 budget proposal does not request any funding for the Carbon Use and Reuse activity. However, value-added products provide necessary cost reductions that allow for earlier and more effective CCS deployment and there is increasing private sector interest in carbon utilization, as demonstrated by the Carbon XPRIZE. As a first step, Congress should add to this momentum by providing \$10 million for the Carbon Use and Reuse activity within the Carbon Capture subprogram.

Recommendation 3 and Evidence

Protect Demonstration Funding through the Clean Coal Power Initiative

- The Clean Coal Power Initiative (CCPI) began in 2002 and is a cost-shared partnership with industry to develop and demonstrate cleaner coal power generation technologies at the commercial scale. The 2017 budget proposal requests that Congress include language to allow up to \$240 million in existing CCPI funds to be used towards the R&D budget, which would pull funding from potentially promising large-scale projects. Congress should leave these funds where they are in order to enable additional CCS deployment.

Recommendation 4 and Evidence

Request a CCS Cost-Reduction Plan from DOE

- 2017 is a first step, but accelerating clean energy technology can't be done in a single year. Like SunShot, CCS needs a long-term commitment. Congress should request the DOE produce a detailed, multi-year plan with the goal of cost-competitive CCS deployment. This plan should include both the large-scale pilots in the 2017 budget and future demonstration projects.

Conclusions

Climate change is a complicated problem, but this part of the solution is simple: We need CCS to meet emissions goals; we need to lower technology cost to deploy more CCS; and we have a proven model for cost reduction in SunShot. When you line up the facts, a "SunShot for CCS" becomes a rare no-brainer for climate policy. Congress has a chance this year to lay the groundwork for such an initiative. They shouldn't pass it up.

All rights reserved by Third Way. Reproduced here for educational purposes only.

<https://mitcommlab.mit.edu/broad/commkit/policy-memo/>

Guide to Writing an Effective Policy Memo

Fundamentals

Policy memos are straightforward documents that analyze an issue and offer recommendations to inform and guide a decision-maker. They might be written by policy advisors, advocates, or everyday citizens seeking to effect change in their community. Although context, purpose, and audience may vary, strong memos have similar qualities:

Style and Tone

- **Brevity:** The busy reader seeks a concise memo.
- **Clarity:** Memos are written for “uninformed but intelligent” readers, not policy wonks. Be direct, specific, consistent, and avoid jargon or highly academic language.
- **Objectivity:** Although most memos are written to convince a decision-maker to select a certain policy, the author should consider multiple perspectives that address the strengths and weaknesses of all policy options.

Structure

The specific sections of a memo may differ depending on the content, but many memos include:

1. Header (to, from, date, subject)
2. Summary of memo
3. Background and context
4. Recommendations
5. Alternatives
6. Limitations and barriers
7. Conclusion

Key Questions

Depending on the purpose of the memo, the answers to the following questions may inform your final product:

- Who is your audience? What do they know about the issue? What decision-making power do they possess?
- What purpose does the memo serve?
- What problem is the policy addressing? Why is it important?
- What population(s) is impacted by the policy?
- What lever(s) do you (or other stakeholders) propose to address the problem? That is, how will the policy make its target(s) change their behavior?
- What are the benefits and trade-offs of the policy? What alternative policies exist?
- What limitations or barriers exist? Consider implementation costs, resources, timing, and political implications.

https://educationalequity.org/sites/default/files/documents/best_practices_-_policy_memo.pdf

Benin Virtual Exchange: Using digital learning platforms including Padlet, we will also be participating in a virtual exchange with students from the University of Benin throughout the semester. The purpose is to virtually learn from one another about how cultural expression, policy environments, and ethics interact to support health policies that the US Government supports worldwide including domestically and in Benin. Students will share and learn from one another and your studies, to help get to know one another. This will include sharing virtual posts and videos about:

- a “Day in the Life of Me- where you share a bit about life in America/Texas for you, including your favorite foods, cultural aspects, or experiences here” (September)
- “Day in the Life of Studying in the USA”- you share a bit of what you are studying, what classes are like, educational opportunities if you are from another country such as a PhD from another region; campus life” (October)
- “Ethics and Culture, and Artistic Expression to Promote Positive Messages and Communities of Support for People affected by Malaria, HIV/AIDS, and COVID-19”- you will record a creative piece that either- a) shares about how malaria, HIV/AIDS, or COVID-19 affect your life, community, or people in the USA; b) uses expressive or artistic ways to share positive messages about these health diseases, patient rights, or awareness and prevention messages- whether through poetry, a TikTok video, role play, music, comedy, and/or an informative video (Late October- November)

Your videos and comments will be shared via Padlet. All of them require translating English audio into French subtitles. The best content will be invited to be included in a learning curriculum which will be externally shared. Participating in these activities is highly recommended but optional. If you do not want to participate, please discuss this with Dr. DeFusco in private. It will not affect your grade.

Classroom Conduct Requirements & Public Health Measures

UT Dallas will continue to follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2022 semester. If you have any symptoms of COVID or have been exposed, please do not attend class unless you test negative and meet campus requirements. Your absence will be excused if you inform Dr. DeFusco before class.

Email Use

UT Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual corresponding via email and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <https://www.utdallas.edu/oit/netid/self-service>. Email Dr. DeFusco at Jessi.defusco@utdallas.edu.

Lectures

The original design for the lectures for this class for Fall 2022 is in person. Lecture slides will be provided to all students after the session, but notes during session are highly-encouraged as the slides do not always come with the details. Additional material will be added to these lectures, additional handouts may be assigned for various units that will be testable material and handed out by the professor. In addition, a large number of in-class documentaries will supplement lectures. No recordings of the lecture will be taken, so note-taking and reading the materials are important each week. If you need to miss class, the professor will be glad to meet up at your convenience to go over the major points.

Students should check eLearning for class announcements and course materials several times per week and prior to class so that you are prepared. Due to the dynamic nature of the schedules of some of our guest speakers, class lectures may change without any prior notice. Lecture content and reading assignments will be shared at the beginning of every month, posted on Elearning on the first, and discussed during class. This allows us to cover content at a natural pace that the class progresses, and without having to rush or slow down too much.

Professional and Supportive Learning Environment

Laptop Policy: Please note that students may use laptops to take notes during class lectures and guest speakers, however any abuse of this privilege will result in your computer being banned during future classes. Students who have to attend virtually will be required to do the same, always available during session to respond at a moment's notice. ***PLEASE DO NOT USE YOUR COMPUTER TO ACCESS THE INTERNET, CHECK EMAIL, TEXT FRIENDS, WORK ON OTHER CLASSES, OR DO ANYTHING THAT IS UNRELATED TO THIS COURSE. We will have a break during session for you to answer calls, emails, and/or conduct personal business. *In the spirit of democracy, this policy will also be applied to the professor. Accidents can happen, but even accidental violations may result in a penalty for which the guilty may choose from- brining a sealed package snack for everyone next session, telling 1 'dad' joke, or singing a favorite song aloud.*

Office of Student Access Ability Accommodations

If you have a certified disability from UT Dallas OSA and are in need of accommodations for this class, please contact me ASAP via email and provide me a copy of your documentation so we may discuss how to best facilitate you in the course. As a person with diagnosed mental and emotional disabilities, I value the space for all students to discuss their needs, find accommodations that will help ensure they can learn and develop in a supportive and safe environment, and have equitable changes to develop their potential. I am glad to speak with any students as well who may need advice about learning more about accommodations. Many students may be struggling especially this year with stress, depression, or anxiety, as a result of the pandemic. While academic performance is important, it is not as important nor can be achieved if you are burdened by hardship. I am here as a support.

Disclosure: Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching associates/assistants and graduate/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, Sexual Misconduct Policy - [UTDBP3102](#), faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255), the, a health care provider in the Student Health Center (972-883-2747), a clergy person (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-5202. Additional information and resources may be found at <https://www.utdallas.edu/institutional-initiatives/title-ix/resources/>.

Mental Health Services

This is a gentle reminder that you have mental health services available to you on campus. Dr. DeFusco has certified disabilities, and can verify the usefulness of accessing university accommodations and health services. If a topic is triggering, please know you are allowed to leave class or not participate voluntarily. Just let Dr. DeFusco know so that it does not affect your grade. Students who experience any distress from the sensitive class materials that are covered in this course are encouraged to seek self-care via the on-campus services provided:

-Student Counseling Center Phone: 972-883-2575 Location: Student Services Building SSB 4.600 (limited physical hours--- call for an appointment)

If needing support or in crisis, please call 24 hours per day **972-UTD-TALK**, text "Home" to 741741

The [Galerstein Gender Center](#) has compiled a short list that might help support our womxn and LGBT+ campus

communities at UT Dallas during this difficult time: <https://www.utdallas.edu/gendercenter/covid-19-resources/>

In addition, the Galerstein Gender Center is here for all students who need help: email gendercenter@utdallas.edu if they can assist you.

Remember- COVID-19 impacts everyone! Learning online is also new for many of us, and resources are available including technology. Studies indicate the increases in stress, anxiety, and PTSD from COVID among students.

Here are some resources for reference:

- <https://www.cambridge.org/core/journals/bjpsych-open/article/anxiety-depression-traumatic-stress-and-covid19related-anxiety-in-the-uk-general-population-during-the-covid19-pandemic/50A4F50EF32B5D75C531B77FB913D53A>
- Rudenstine, S., McNeal, K., Schulder, T., Ettman, C. K., Hernandez, M., Gvozdieva, K., & Galea, S. (2021). Depression and anxiety during the covid-19 pandemic in an urban, low-income public university sample. *Journal of traumatic stress, 34*(1), 12-22.

Excused Absences

Excused absences should be asked for by students *in advance* via email, text, or in person (at least 2 hours before class). Students may have up to 2 ‘passes’ or sessions that do not attend with prior permission/ notification. If you require a third or more, we will need to meet to discuss.

I encourage students with a certified disability to come talk to me personally as early in the semester as possible (preferably the first week or two) so we can make arrangements to accommodate your disability fully and discuss strategies to facilitate your learning in the course.

Students who miss classes with unexcused absences are responsible for getting any information and notes in person from a classmate. If you have a personal family emergency or external reason other than stated previously, you may request to use 1 of your 2 passes, no less than 2 hours prior to class. If not, this may affect the participation grade.

Class Recordings

Students may not record the instructor, films, or any guest speakers in any manner—this means by video, audio, or picture. The professor will post any course materials and videos that can be readily used by students. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student Access Ability has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student Access Ability accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

eLearning Problems

If you experience any issues with your UT Dallas account, contact the UT Dallas Office of Information Technology Help Desk via e-mail at assist@utdallas.edu or via telephone at 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The services include a toll-free telephone number for immediate assistance (1-866-588-3192), email request service at elearning@utdallas.edu, and an online chat service. Please use this link to access the UTD eLearning Helpdesk: <https://ets.utdallas.edu/elearning/helpdesk>.