



Advocacy, Power, Politics: An Anthropology of Policy (ANTH 4450/5450)

Instructor

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Course Information

Schedule: M, W, F 12:20 - 1:10 p.m.

Location: WH 214

Office Hours: M/W 1:30 – 2:30 p.m.

Course Description

Legislation and policy enacted by governments at the federal, state, and local levels shape the lived daily experiences of United States residents, often in unrecognized ways. Yet, U.S. residents also have power to shape legislation and policy that is enacted by the government and to therefore shape their own lives and those of their fellow compatriots. In this class, we will learn about the legislative process and how to effectively influence legislative and policy processes through a multi-step project in which students focus on a legislative issue of interest to them. We will critically examine power and the legislative process through the lens of an activist and applied anthropology. We will assess how we can apply anthropology to intervene in legislative and policy processes and to help guide the legislative directions of our country, while developing our skills in lobbying and advocacy. Students will also be introduced to a variety of policy or policy-adjacent careers throughout the semester through guest speakers.

Course Objectives

By the end of the semester, students in this class will be able to:

- Describe legislative processes and how citizens and groups advocate and intervene to impact and develop legislation and the legislative process.
- Interpret legislation and analyze its potential social, ecological, economic, and/or other impacts.
- Summarize what an applied anthropologist can contribute to the study and development of policy and advocacy generally and to U.S. political realms specifically.
- Evaluate the concept and deployment of power from an anthropological perspective and how inequalities are manifested through regulatory practices.
- Evaluate different types of careers in the policy world and articulate what is appealing or not about them to the students own career trajectory.

In addition, graduate students will be able to:

- Articulate a conceptual framework of an anthropology of policy and how it applies to their legislative issue of interest as developed throughout the semester.

Course Organization

All assignments and course materials can be found on Canvas. The course is organized by week in Canvas and is designed around five modules: (1) Developing a conceptual framework, (2) Government Functions, (3) Writing, Reading, and Interpreting Legislation, (4) Lobbying the Government, and (5) An Anthropology of Policy. Each module has distinct assignment types, though the final paper will tie together everything we have worked on throughout the semester.

- Links to readings, videos, podcasts, and other course materials. Students will complete the required readings for that day before coming to class.
- Near weekly homework assignments in which students will practice their critical thinking and writing skills. Students will also demonstrate their increasing understanding of government function and capacity in reading and interpreting legislation, prepare documents and presentations to lobby the government, and synthesize literature to demonstrate their anthropological thinking and ability to apply anthropology to advocacy and policy.
- Frequent guest speakers will be hosted in class on Fridays. These are times for students to learn about career pathways in policy and to hear firsthand from people working in policy worlds about their work and how they navigate the issues we are learning about in class. Students should come prepared to ask questions of the speaker.
- The final assignment is a paper in which the student discusses how they can approach thinking about and making change on their legislative topic of choice (which they have worked on throughout the semester) through combining their understandings of the legislative process, how to lobby the government, and how to apply skills and insights from applied anthropology to making change on this topic.

Credit Hours and Work Expectation

As a three-credit course, students enrolled in Anthropology 4701, should expect to spend an additional six to nine hours on coursework outside of class hours. This includes readings, research assignments, spending time with your research community/organization, and writing assignments.

Instructor Communication

Preferred contact method: If you have a question, please contact me first through Canvas messaging or my UNT email address. I try and reply to emails and messages within 48 hours on days when class is in session at the university. I will rarely respond to emails outside of normal business hours and on the weekends.

Class announcements: I will send all important class-wide messages through the Announcements tool in Canvas, including changes to the syllabus. Please check your notification preferences to ensure you receive these messages.

Remember that you can call 940-565-2324 or [chat or submit a help request \(https://techsupport.unt.edu/students\)](https://techsupport.unt.edu/students) to UNT Tech Support Hub if you have technical issues.

Attendance and Participation

Students are expected to attend class as it provides critical opportunities to learn from the instructor and peers to meet course objectives and to perform well in class. Attendance and participation points comprise 10% of your overall grade. Thus, coming to class—and participating in it—are crucial to doing well in the course and to furthering your understanding of course concepts and research practice.

If personal, familial, or professional obligations arise that affect your ability to come to class, please communicate with your instructor about the reasons for the absences so that we can work together to ensure your success in the class.

University Excused Absences

If you have a university excused absence, such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/policy/06-039) (<https://policy.unt.edu/policy/06-039>), please communicate with the instructor accordingly so that your participation points are not affected for the absence. If you cannot attend class due to an emergency, please let me know. Your safety and well-being are important to me

Expectations of Professionalism

Going to college is as much about learning professionalism as it is about gaining new knowledge and skills. Thus, I expect you to conduct yourself with professionalism both during class and in your communications with me outside of class. Accordingly, this means showing up on time and if you are late, to quietly make your way into class as to not disrupt. You are welcome to connect with me through Canvas messaging, email, or by attending office hours. I am happy to speak with you regarding questions on the course materials or about your goals and interests as they relate to Anthropology and your university experience.

Course Requirements and Grading

Your grade in this course is based around five main categories, including: participation and attendance, quizzes, reading responses, reading legislation assignments, lobbying assignments, and a final paper. Graduate students will have both a final paper and a final presentation. More explicit instructions on these assignments will be located on Canvas. The chart below provides a break-down of your grade composition:

Assignments	Grade Percentage	Total Points
Participation/Attendance	10%	100
Quizzes	10%	100
Reading Notes	25%	250
Reading Legislation	25%	250
Lobbying Assignments	20%	200
Final Paper (and presentation for graduate students)	10%	100

Unless indicated otherwise, all assignments will be submitted on Canvas in the appropriate weekly module of the week in which it is due. For assignments submitted before the due date, I will try to provide feedback and grades within seven days of the due date. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

All assignments will be graded according to a rubric. Reference these rubrics for your assignments. They not only help facilitate the grading process for me but also provide you with a key on what it takes to get good grades on each assignment. Aim to meet the requirements laid out in the rubric.

Final grades are based on the following grading scheme: A 90+; B 80-89; C 70-79; D 60-69; F < 60.

Participation and Attendance

Coming to class and participating in class discussions and activities is an integral part of learning in this course. Thus, you will be expected to attend class (except for reasonable absences, such as being ill or family emergencies) and to participate in both class-wide and small-group activities. Below is a chart that outlines how unexcused absences will impact your grade. If you have a registered disability that may lead to you missing more class, your attendance grade expectations will differ. **Because class attendance is highly important in this course, students who miss more than 12 days are subject to failing the class entirely.**

Attendance Grade	Points	Unexcused Absences
A	9-10	0-2
B	8-9	3-4
C	7-8	5-6
D	6-7	6-7
F	>6	8+

Quizzes

During the first half of the semester, you will be assigned two quizzes that will be taken through Canvas, and which will be comprised of multiple choice and short answer responses. Quizzes will be in the appropriate weekly module for the week that they are due. All quizzes are due by Sunday at 11:59 p.m.

Reading Notes

You will be responsible for submitting notes from your readings five times throughout the semester. In addition to submitting your either digitally- or hand-written notes, you will be required to submit a word document that contains the main point of each paper included in that set of notes, summarized in 1-2 sentences and 3 subpoints that stood out to you. Graduate students will also be expected to submit an approximately 1-page synthesis of the readings in that group. These assignments are intended to help you develop your skills as a reader in reading for the big picture ideas rather than getting lost in the details. Specific instructions will be on Canvas. All reading notes are due by Sunday at 11:59 p.m.

Reading Legislation

The Reading Legislation assignments category is comprised of four separate assignments: the reading legislation introduction assignment, a section-by-section report, and a policy brief/memorandum. These assignments are intended to increase your ability to understand and interpret legislation, while also developing basic skill sets required in policy work. Specific instructions for these assignments will be on Canvas. All reading legislation assignments are due by Sunday at 11:59 p.m.

Lobbying Assignments

Lobbying assignments will build on the progress you made in analyzing your selected piece of legislation by creating a lobbying document that you will use in your lobbying presentation. The lobbying presentation is a two-part assignment (1) in which you present your lobbying document and position to a staff member of a policy maker, and (2) one in which act as a staff member of a policy maker and meet with a lobbyist (i.e., your classmate). These presentations will take place during the 12th week of class and are intended to develop your understanding of and skillset in lobbying on policy issues. Specific instructions for these assignments will be on Canvas.

Final Presentation (Graduate Students Only)

Graduate Students will be expected to give a 12–15-minute presentation on their final paper at the end of the semester. The final presentation will describe both what their project was as well as how they conceptualize an anthropology of policy. These presentations will take place the last week of class. Specific instructions will be on Canvas.

Final Paper

All students in the course will be expected to write a final paper that summarizes what they view as an anthropology of policy as well as thoughts on how to address the policy/legislative issue they worked on during the semester. The final paper should also be, in part, a reflection on what students learned throughout the course. Graduate student final paper expectations will differ from those of undergraduate students in that they will be required to write a longer final paper than undergraduate students and will also connect what they learned in class to their planned or desired MA thesis research project. Specific instructions for both undergraduate and graduate student final papers will be on Canvas. Final papers are due on Wednesday of finals week.

Late Work

Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Meeting deadlines for assignments is essential to ensuring that we can move forward on our research projects in a way that enables the lessons from each week to build on one another. No late work will be accepted after the Sunday of the twelfth week of the semester to ensure that the instructor has adequate time to grade all assignments prior to the end of the semester. Please communicate with your instructor in a professional and respectful manner if you missed an assignment and would like to turn it in late.

Fostering an Inclusive Learning Environment

I seek to create an inclusive learning environment for learners from a variety of backgrounds, knowledge levels, experiences, etc. If you find that any of the course material (PowerPoints, lectures, readings, etc.) are inaccessible, please let me know and I will do my best to incorporate your feedback. I try to design all course documents with accessibility standards in mind.

In addition, I seek to create an inclusive learning environment in how we treat one another and have dialogue in the course. Anthropology is the study of the breadth of human experience and as such, anthropologists are open to engaging and understanding how people make sense of the world, regardless of our agreement with their ideas or values. As anthropologists, we should treat each other and our diverse ideas with mutual respect, working to foster a civil and respectful classroom environment. This is the responsibility of all of us. If you ever feel like the class environment is not safe

or welcoming, please come talk to me so we can work on improving it, so all feel welcome and comfortable.

Please also keep in mind when conducting activities for this class, the [Code of Student Conduct](https://policy.unt.edu/policy/07-012) (<https://policy.unt.edu/policy/07-012>).

Academic Integrity Policies

Academic integrity is of paramount importance during your time as a student at UNT. All students are expected to turn in their own work and to appropriately cite sources when they are drawing on the ideas of others. If you are confused about proper citation practices or whether you are using citations correctly, come see me and we can go over the practice together. Please also check out UNT's [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come to my office hours.

If you are in need of additional support or would like to study in groups, check out [Navigate's Study Buddy](https://navigate.unt.edu) (<https://navigate.unt.edu>) or visit the [Learning Center](https://learningcenter.unt.edu) (<https://learningcenter.unt.edu>) who have coaching staff ready and able to help you.

Statement on Use of AI

Artificial Intelligence (AI), such as programs like ChatGPT or Microsoft Copilot, have widespread utility and can be useful tools in facilitating your workflow. However, all assignments for this class must be written by students on their own. It is not permissible to use AI to complete any of your written assignments. Some uses of AI are okay, perhaps using it to help you generate or refine research questions or to come up with suggested readings relevant to your topic area. However, students must learn to be responsible users of AI, verifying that the information it feeds you is correct as it often hallucinates. **If you are interested in using AI to help your workflow in the class, please speak with me about appropriate and allowed uses of the technology prior to use. If you use AI to aid your workflow in any way (e.g., refining research questions, editing survey questions, etc.) you must disclose this in your assignment as a note at the end.**

Other Resources and Information

ADA Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Academic Success Resources

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Other Student Resources

Please note that there are [numerous other resources](#) available to students, both academic and otherwise, through the College of Liberal Arts and Social Sciences (<https://class.unt.edu/advising/student-resources.html>). This includes [mental health resources](#) (https://class.unt.edu/images/class.unt.edu/files/class/mental_health_services_at_unt.pdf). I am always open to discussing with you what resources are available if you are in need. Feel free to come by my office hours or make an appointment if you need assistance.

Course Schedule

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. The course schedule and syllabus is subject to change due to campus closures, consistent with the [Campus Closures Policy](#) (<https://policy.unt.edu/policy/15-006>), and due to the Instructor's discretion.

Always be sure to check Canvas for the most up to date version of the course schedule.

Module 1: Meaningful Anthropology & Wicked Problems	
Week 1	
August 17	Review syllabus in class
August 19	Read before class: Willow, Anna. 2020. "All I Can Do: Why Activists (and Anthropologists) Act." In <i>Anthropology and Activism: New Contexts, New Conversations</i>, edited by Anna J. Willow and Kelly A. Yotebieng, 85–97. New York: Routledge. Willow, Anna, and Kelly A. Yotebieng. 2020. "Introduction: Doing Good Anthropology." In <i>Anthropology and Activism: New Contexts, New Conversations</i>, edited by Anna J. Willow and Kelly A. Yotebieng, 1–18. New York: Routledge. (Graduate students only) <i>Optional:</i> Kimmerer, Robin Wall. 2013. "Maple Nation: A Citizenship Guide." In <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants</i>, by Robin Wall Kimmerer. Milkweed Editions.
August 21	Read before class: Yotebieng, Kelly A. 2020. "We Are Tired of Telling Our Stories: Finding Our 'Situated Usefulness' Through Activism in Anthropology." In <i>Anthropology and Activism: New Contexts, New Conversations</i>, edited by Anna J. Willow and Kelly A. Yotebieng. New York: Routledge.

	Baann, Cecile. 2017. "Then what is the point of coming all this way?" Anthropology and Public Engagement. Public Anthropologist: Journal Blog. https://publicanthropologist.cmi.no/2017/10/01/then-what-is-the-point-of-coming-all-this-way-anthropology-and-public-engagement/ (Graduate students only)
Week 2	
Aug. 24	Read before class: Rittel, Horst W. J., and Melvin M. Webber. 1973. "Dilemmas in a General Theory of Planning." <i>Policy Sciences</i> 4 (1973): 155–69. Ruhl, JB, and James Salzman. 2020. "Symposium: Governing Wicked Problems." <i>Vanderbilt Law Review</i> 73 (6): 1561–83. (Graduate Students Only)
Aug. 26	Pick 1 and read before class: Gilligan, Jonathan M., and Michael P. Vandenbergh. 2020. "Beyond Wickedness: Managing Complex Systems and Climate Change." <i>Vanderbilt Law Review</i> 73 (6): 1777–1810. Lazarus, Richard J. 2020. "The Super Wicked Problem of Donald Trump." <i>Vanderbilt Law Review</i> 73 (6): 1811–60. Marchant, Gary E. 2020. "Governance of Emerging Technologies as a Wicked Problem." <i>Vanderbilt Law Review</i> 73: 1861–78.
Aug. 28	Read before class: Kawa, Nicholas C. et al. 2021. "Training Wicked Scientists for a World of Wicked Problems." <i>Humanities and Social Sciences Communications</i> 8 (1): 189. <u>Optional:</u> Rhue, Steven Jay. 2025. "The World Is and Has Been Changing, so Must Our Anthropological Training." <i>Practicing Anthropology</i>, February, 1–5. In-class wicked problems workshop
Due Sunday	Reading Notes I
Week 3	
Aug. 31	Read before class: Haines, David W. 2018. "Policy, Anthropology And." In <i>The International Encyclopedia of Anthropology</i>, edited by Hilary Callan, 1st ed., 1–10. Wiley. Wies, Jennifer R. 2025. "Fear and Power: Applied Anthropology's Obligations for Reimagining the World." <i>Human Organization</i> 84 (1): 3–8. <u>Optional:</u> Winthrop, Robert. 2025. "A Crisis in the US Federal Government." <i>Human Organization</i>, June, 1–4.

Sept. 2	Read before class: Wedel, Janine R., Cris Shore, Gregory Feldman, and Stacy Lathrop. 2005. "Toward an Anthropology of Public Policy." <i>The ANNALS of the American Academy of Political and Social Science</i> 600 (1): 30–51. Okongwu, Anne Francis, and Joan P. Mencher. 2000. "The Anthropology of Public Policy: Shifting Terrains." <i>Annual Review of Anthropology</i> 29 (1): 107–24. (Grads only)
Sept. 4	Read before class: Shore, Cris, and Susan Wright. 2011. "Conceptualising Policy: Technologies of Governance and the Politics of Visibility." In <i>Policy Worlds: Anthropology and the Analysis of Contemporary Power</i>, edited by Cris Shore, Susan Wright, and Davide Però. 1-25. Berghahn Books. Tate, Winifred. 2020. "Anthropology of Policy: Tensions, Temporalities, Possibilities." <i>Annual Review of Anthropology</i> 49 (1): 83–99. (Grads only)
Due Sunday	Reading Notes II
Module 2: Government Functions	
Week 4	
Sept. 7	No Class – University Closed for Labor Day
Sept. 9	Read before class: Yakima Regional Clean Air Agency. n.d. Law, Rule, Regulation, and Policy. Weaving Voices for Health and Justice. 2022. What's the difference between state, federal, and local legislation? https://weavingvoices.org/blog-post/whats-the-difference-between-state-federal-and-local-legislation/. Congressional Research Service. The Legislative Process: Overview. https://www.congress.gov/legislative-process (Read or watch, 5:09) Carey, Maeve P. 2023. "The Federal Rulemaking Process: An Overview." RL32240. Washington, D.C.: Congressional Research Service.
Sept. 11	Read before class: Eckman, Sarah J. 2023. "Constituent Services: Overview and Resources." R44726. Congressional Research Service. Washington, D.C. Guest Speaker: Molly Utter, Congressional Affairs Specialist and Intergovernmental Advisor, National Oceanic and Atmospheric Administration

Due Sunday	Quiz I
Week 5 – Appropriations, Relationship between branches	
Sept. 14	Read before class: Lynch, Megan and James V. Saturno. 2023. Congressional Research Service. The Appropriations Process: A Brief Overview. https://www.congress.gov/crs-product/R47106 Indivisible. n.d. Legislative Processes 101 – Authorization vs Appropriations https://web.archive.org/web/20250620140525/https://indivisible.org/resource/legislative-process-101-authorization-vs-appropriation Indivisible. n.d. Legislative Processes 101 – Policy “Riders” https://web.archive.org/web/20250124043657/https://indivisible.org/resource/legislative-process-101-policy-riders <i>Optional:</i> Saturno, James V. 2023. A Brief Overview of the Federal Budget Process. https://www.congress.gov/crs-product/R46468
Sept. 16	Read before class: Use the search link for today on Canvas and select one (undergraduate students) or two (graduate students) ‘overview and issues for congress’ reports on a topic of interest to you. Read them and take notes on them. Upload them to Canvas.
Sept. 18	Guest Speaker: Suzi Rumohr, Denton City Council Member (District 3) and Mayor Pro Tem; Research Librarian, Texas Women’s University
Due Sunday	Quiz II
Module 3: Writing, Reading, and Interpreting Legislation	
Week 6	
Sept. 21	Read before class: United States Congress. How Our Laws Are Made. <i>Read parts III (Sources of Legislation) through VII (Reported Bills)</i> https://www.congress.gov/help/learn-about-the-legislative-process/how-our-laws-are-made Congress.gov Quick Start Guide https://www.congress.gov/help/quick-start Do before class: Explore www.congress.gov and search for legislation that interests you Explore Texas Legislature Online Bill Search and search for legislation that interests you: https://capitol.texas.gov/Search/BillSearch.aspx

	Note: You will need to ID a piece of legislation from the TX and Federal websites to bring to class with you on Wednesday. You are required to upload these on Canvas.
Sept. 23	Before class: No readings for today, spend time reviewing the congress.gov and capitol.texas.gov (linked above) instead and upload a piece of legislation from each to Canvas in this week's module. These should represent legislative issues that you will want to focus on for the remainder of the semester. Bring to Class: A federal and Texas piece of legislation that you found interesting and on a topic of interest to you to work on. Upload these to Canvas before coming to class.
Sept. 25	Read before class: Read through your legislation before coming to class. Guest Speaker: Tina Cordova, Activist and Co-Founder, Tularosa Basin Downwinders Consortium
<i>Due Sunday</i>	<i>Reading Legislation Introduction</i>
Week 7	
Sept. 28	Read before class: Davis-Floyd, Robbie. 2011. "Working with Anthropology in Policy and Practice: An Activist's Report." <i>Anthropology in Action</i> 18 (2).
Sept. 30	Read before class: Fiske, Shirley J. 2008. "Working for the Federal Government: Anthropology Careers." <i>NAPA Bulletin</i> 29 (1): 110–30.
Oct. 2	Read before class: Fiske, Shirley J. 2006. "Anthropology in Pursuit of Public Policy and Practical Knowledge." <i>NAPA Bulletin</i> 26 (1): 82–107. Guest Speaker: Shirley Fiske, Research Professor, Department of Anthropology, University of Maryland
<i>Due Sunday</i>	<i>Section by Section Report</i>
Week 8	
Oct. 5	Read before class:

	Bloomberg Government. 2024. Lobbying Strategies: How to Write an Effective Policy Brief. https://about.bgov.com/insights/public-affairs-strategies/lobbying-strategies-how-to-write-an-effective-policy-brief/#what-makes-a-good-policy-brief International Development Research Centre. How to write a policy brief. https://idrc-crdd.ca/en/funding/resources-idrc-grantees/how-write-policy-brief
Oct. 7	Read before class: California Policy Lab. Policy Briefs 101: A Guide for Translating Research Findings into Policy Impact. https://www.capolicylab.org/wp-content/uploads/2023/05/Policy-Brief-Guide.pdf Harris Public Policy, The University of Chicago. How to Write a Policy Memo that Matters. https://harris.uchicago.edu/files/how_to_write_a_policy_memo_that_matters_0.pdf Browse/skim some of the policy briefs here: Department of Economic and Social Affairs, United Nations. https://desapublications.un.org/most-downloaded-policy-briefs
Oct. 9	Guest Speaker: Roland Gonzalez Pizzaro
Note	<i>No homework due this week, work on your policy brief/memorandum.</i>
Module 4: Lobbying the Government	
Week 9	
Oct. 12	Read before class: ESP Advisors. n.d. What is Lobbying? https://www.espadvisor.com/post/how-ocean-lobbyists-can-help-achieve-your-goals?utm_source=substack&utm_medium=email Schipporeit, Brooke. 2026. Advocacy and Lobbying Tips for Communities and Beyond. https://nlihc.org/sites/default/files/AG-2026/CH2/15_Advocacy_and_Lobbying_Tips_for_Communities_and_Beyond_Chapter_2.pdf Watch before class: PBS Learning Media. n.d. What kind of influence do lobbyists have, and do you think it's fair? https://kera.pbslearningmedia.org/resource/what-kind-of-influence-do-lobbyists-have/above-the-noise-video/
Oct. 14	Read before class: Office of Government Relations, University of Illinois System. 10 tips for effective lobbying. (Link on Canvas) Baser, Sean M. 2022. "Political Nonprofits and Dark Money in Alabama Education Politics." Education Policy Analysis Archives 30 (February).
Oct. 16	

	Guest Speaker: Rey Rodriguez, Chief Strategy Officer, and Liz Bolin, Deputy Chief Strategy Officer, Government Relations, University of North Texas System
Due Sunday	Policy Brief/Memorandum
Week 10	
Oct. 19	Read before class: Prentice, Christopher R., and Jeffrey L. Brudney. 2017. "Nonprofit Lobbying Strategy: Challenging or Championing the Conventional Wisdom?" <i>VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations</i> 28 (3): 935–57.
Oct. 21	Review before class: Example lobbying documents
Oct. 23	Read before class: From Campus to Capitol Hill: Youth Push Congress to Transform Mental Health Care as Active Minds Advances its Bipartisan Federal Bill – the Campus Lifeline Act https://activeminds.org/press-release/youth-push-congress-on-mental-health-care-as-active-minds-advances-bipartisan-federal-bill-the-campus-lifeline-act/ Guest Speaker: La'Mya Hunter, Student Advocate with Active Minds
Due Sunday	Reading Notes III
Week 11	
Oct. 26	Read before class: Lock, Irina, and Scott Davidson. 2024. "Argumentation Strategies in Lobbying: Toward a Typology." <i>Journal of Communication Management</i> 28 (2): 345–64. In class: Sign up for lobbying presentations
Oct. 28	Read before class: Binderkrantz, Anne Skorkjær, and Simon Krøyer. 2012. "Customizing Strategy: Policy Goals and Interest Group Strategies." <i>Interest Groups & Advocacy</i> 1 (1): 115–38.
Oct. 30	Guest Speaker: Dr. William Scarborough, School of Social Research and Practice, UNT
Due Sunday	Lobbying Document
Week 12	

Nov. 2, 4, 6	Lobbying Presentations all week
Note	<i>No late work accepted beyond this week.</i>
Module 5: An Anthropology of Policy	
Week 13	
Nov. 9	Read before class: Mason, Joanna. 2024. "Illuminating the Craft of Policy: An Anthropological Approach to Policy Ethnography." <i>Anthropology & Medicine</i> 31 (1–2): 18–34.
Nov. 11	Undergrads pick 1 and read before class; grads read both before class: Qureshi, Kaveri, and Marlee Tichenor. 2024. "Anthropologies of Health Policy." <i>Anthropology & Medicine</i> 31 (1–2): 1–17. Kline, Nolan. 2019. "When Deservingness Policies Converge: US Immigration Enforcement, Health Reform and Patient Dumping." <i>Anthropology & Medicine</i> 26 (3): 280–95.
Nov. 13	Undergrads pick 1 and read before class; grads read both before class: Charnley, Susan, and William H. Durham. 2010. "Anthropology and Environmental Policy: What Counts?" <i>American Anthropologist</i> 112 (3): 397–415. Eghenter, Cristina. 2008. "What Kind of Anthropology for Successful Conservation Management and Development?" In <i>Against the Grain: The Vayda Tradition in Human Ecology and Ecological Anthropology</i> , 195–2005. Lanham, MD: AltaMira Press.
Due Sunday	Reading Notes IV
Week 14	
Nov. 16	Read before class: Powell, Michael G. 2008. "The Uses of Professional Networking in the Emerging Methodology for an Anthropology of Public Policy." <i>Anthropology in Action</i> 15 (2). Haenn, Nora, and David Casagrande. 2007. "Citizens, Experts, and Anthropologists: Finding Paths in Environmental Policy." <i>Human Organization</i> 66 (2): 99–102.
Nov. 18	Read before class: Besteman, Catherine. 2010. "In and Out of the Academy: Policy and the Case for a Strategic Anthropology." <i>Human Organization</i> 69 (4): 407–17.
Nov. 20	Read before class: North Texas in D.C. Internship https://studentaffairs.unt.edu/ntdc/index.html

	Guest Speaker: Addison Becker, Regulatory Affairs Analyst, NextEra Energy
Due Sunday	Reading Notes V
Thanksgiving Break	
Nov 24-30	Thanksgiving Break – University Closed <i>Optional, recommended reading on/for Thanksgiving:</i> Kimmerer, Robin Wall. 2013. “Allegiance to Gratitude.” In <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants</i> , by Robin Wall Kimmerer. Milkweed Editions.
Week 15 - Presentations	
Dec. 1	Graduate Student Presentations
Dec. 3	Graduate Student Presentations
Dec. 4	Reading Day - No class
Final Paper Due: Wednesday, December 9th	