



Course Syllabus

Civic Engagement in Action: Citizens and Policy Advocacy

GVPT 479C
Spring 2022

Learning Objectives

This course engages students in experiential learning of the Maryland legislature. The course will involve an exploration of the lawmaking process (i.e. policy analysis), combined with policy advocacy. Policy advocacy refers to the activities involved in advancing one's preferred policy responses to social problems.

Citizen engagement in the political and policy process is crucial to the health of a democracy. In recent years there has been a decline in both civic education (particularly in high schools) and in the priority placed by citizens on civic engagement. In an era where there are concerns about the strength of our democracy and the durability of government institutions, it is particularly important that students learn about and engage with the policymaking process, especially at the state level where the most consequential laws are enacted.

Learning Outcomes

After successfully completing this course you will be able to:

- Analyze and be able to explain the policymaking process in general and in the state of Maryland, specifically.
- Demonstrate substantive expertise in at least one policy topic.
- Communicate your knowledge and expertise in various oral and written formats, across multiple settings and to diverse audiences.
- Explain circumstances that enhance or detract the probability of bills advancing through the legislative process.
- Understand the main players involved in policy advocacy process (e.g. citizens, lawmakers, advocacy organizations) and what makes some more successful and effective than others.
- Explain how to better motivate citizens to engaged in the policy making process and how these motivations can be durable.

Course Resources

ELMS Course website:

<https://umd.instructure.com/courses/1320872>



Lobbying for Change
Alberto Alemanno
Publication year: 2017
ISBN #978-1-78578-285-5



Weekly required readings (in the form of articles, chapters, or webpages) will be provided through ELMS.

Dr. Stella Rouse

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Office: Tydings #1137

Class Meets

Tuesdays & Thursdays

11:00 am – 12:15 pm

Tydings #1118

Office Hours

Tues. 10:00-11:00am (via Zoom)

and by appointment

Zoom link:

umd.zoom.us/j/5049732508

Passcode: AmPol

Brittany Frechette

Teaching Assistant

bfrechet@umd.edu

Office Hour: Thurs. 1:00pm – 2:00pm

(via Zoom) and by appointment

Zoom link:

<https://umd.zoom.us/j/99880307713>

Passcode:GVPT479C

Course Communication

We will be using **SLACK** for class related communications. SLACK can be used for full class, small group and one-on-one conversations. It will also ensure that class-related emails do not get lost in usual email traffic. **Please use SLACK rather than email to communicate with me or Brittany.** Here is the [link](#) to join the class SLACK. Join using your UMD email **by February 3rd**. Your username should be: "firstname.lastname."

We will use ELMS for article/chapter postings and for assignment completions. Students are responsible for ensuring they know how to use ELMS.



The Maryland General Assembly website: <http://mgaleg.maryland.gov/mgawebsite>
This site will be used to track bills. The site updates almost immediately when legislative action is formally taken. This **does not** include information about committees or subcommittees.



A great source for independent news on the Maryland legislative session.
<https://www.marylandmatters.org/>

Course Expectations

The class will have various components—seminar style, class/group discussions, independent research and learning, interactive meetings—all of which are designed to maximize the experiential goals of the course. In line with the expectations of an upper division course, students will be assigned a fair amount of reading and will be expected to come to class prepared for a lively discussion on the weekly topics. Irregular attendance, non-completion of the readings and course assignments will be reflected in the student’s overall class performance. Further, students are expected to exhibit the ability to be analytical, to grasp concepts and theories, and to convey an understanding of the material both during class discussions, in oral presentations, and through written assignments.

Students are also expected to conduct themselves in a manner conducive to learning. As such, our classroom will be a place where people can feel comfortable expressing diverse opinions without fear of ridicule or intimidation. It is expected that students will remain respectful of others, regardless of whether or not they share similar opinions and beliefs. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

Texting or talking on cell phones, having independent conversations during lecture/class discussions, and repeatedly coming to class tardy or leaving early will not be tolerated.

Group Work

Group work is essential part of the policy analysis and policymaking process and as such, we will simulate this component in our class. For groups to be effective, group members need to understand that each student’s success on group projects is contingent on the work of each individual group member. A group should discuss the strengths and weaknesses of each group member, and determine how to allocate responsibilities with these factors in mind. You should be sensitive to the fact that group members have different commitments and schedule constraints. This particularly true during the current pandemic. This [website](#) provides useful tips for how to be successful in working on group projects.

Work Outside the Classroom

One of the unique aspects of this course is the type of work that is required outside the classroom. Some of this work will entail meetings with your group (on campus, off campus, or more likely via Zoom) to work on group projects. The other part of this outside work will consist of conducting interviews with policymakers (in person or via phone or video), and meeting with advocacy groups, interest groups, or relevant group representatives. **It is essential that you are able to dedicate outside time to this work in order to be successful in the class.**
A virtual tour of the Maryland State House will take place on February 10th (in class) and a virtual meeting with House Majority Leader, Eric Luedtke will take place on February 15th (in class).

When working off campus or speaking with non-university individuals (either in-person or virtually), students are expected to conduct themselves in a professional manner. Remember that you are students at the University of

Maryland and your conduct serves as a reflection of the institution. Please make sure to dress professionally for meetings and to be on time and prepared for scheduled appointments. Those who make the time to meet with you are doing so out of their interest in your learning experience. Make sure to show that you value and respect their time.

ENACT Network

Students in this class have the opportunity to join the Educational Network for Active and Civic Transformation (ENACT). This national program engages undergraduate college students in the effort of participating and producing state level change through policy advocacy. The network provides students with access to the ENACT Online Network, a national in-person and online network of students, faculty, activists, and legislators. It serves as a resource for strategies for state-level legislative engagement, reflections, and analysis, and connections with other individuals and organizations that share similar goals and interests. As a student in this course, you will receive an invitation to join SLACK channels where members of the network engage and interact. Furthermore, you have access to work by previous ENACT students that should be resources for your assignments. These student anthologies can be found here: <https://www.brandeis.edu/ethics/publications/BrandeisENACTanthologies.html>. The SLACK channel (#enact-network-general channel) will also allow students to search shared files for PDFs and will have a list of documents posted there by the ENACT Student Delegates with guides to aspects of the course. Finally, as an ENACT student you are also eligible join the official ENACT group on LinkedIn – an opportunity for professional networking with ENACT students, alumni, faculty, staff and partners. <https://www.linkedin.com/groups/8601882>. Please note: This is a closed group, so you must request to join. All ENACT students and alumni will be accepted. When you make your request to join please note the school and professor for this course.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and [excused absences](#)
- Grades and appeals
- Copyright and intellectual property

In particular, I will highlight two policies:

- 1) Academic Honesty: The work done in this course is expected to be solely the effort of each individual student. Cheating and plagiarism (representing the words or ideas of others as one’s own or copying the work of another without giving proper credit) will not be tolerated. Any form of academic dishonesty will result in a zero for the course (regardless of prior class achievement) and will be reported to the Office of the Dean of Students. If you are unsure about what constitutes academic dishonesty, please refer to the Office of Student Conduct’s “[What is Academic Dishonesty?](#)”
- 2) Students with Disabilities: Every effort will be made to accommodate students who are registered with the Accessibility and Disability Service (ADS) Office. I am not able to accommodate students who are not registered with ADS or who do not provide documentation. These students will be referred to the ADS office. Please provide information about disability and registration with ADS as early as possible in the semester, **but no later than February 10, 2022**. If you have any questions, please visit the ADS website: <https://www.counseling.umd.edu/ads/>

More information about campus-wide policies can be found here: www.ugst.umd.edu/courserelatedpolicies.html

Electronic Device Policy

In general, phones and personal electronic devices should be stored during the class period. This is especially the case during lectures and class activities. However, there will be times when work in class will require the use

electronic devices to look up information, develop project sheets, etc. Please be mindful of when computers should and should not be used. If you have questions, please do not hesitate to ask me. Students should **not** use electronic devices to text, surf the internet for material not related to the course, or checking emails. If this policy is continuously violated, I reserve the right to take away or ban electronic devices during class.

If you have an accommodation for continuous use of a computer or electronic device, please inform me at the beginning of the semester and provide me with the necessary ADS documentation.

It is OK to Get Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



These resources are available because **everyone needs help** at some point... all you have to do is ask for it.

Learning Assessments- Components of the Legislative Advocacy Project

| Legislative Advocacy Project | Category Weight |
|-------------------------------------|-----------------|
| Legislative Research Report | 30% |
| Lessons Learned Presentation/Report | 20% |
| Journal Reflections | 20% |
| Fact Sheet | 10% |
| Elevator/Meeting Pitch | 10% |
| Op Ed | 10% |
| Total | 100% |

Grading Procedures

Grades for the course are determined by a student's performance on the **Legislative Advocacy Project**. This project is broken down into several components, each with varying grade weights (see above). The different components of the project are designed to help students develop the necessary skills to engage in state legislative advocacy. Some parts of the projects are completed in groups, while other parts are completed individually. The main part of the project involves selecting a bill that has been introduced in the Maryland Legislature for the 2022 legislative session. Students must engage in at least one advocacy activity in support or defeat of a bill (e.g., lobbying a key state legislator on a bill, testifying in committee hearing on a bill, sharing research at an advocacy group meeting). We will spend some class time learning how to search for bills on the Maryland General Assembly site. Students will be responsible for exploring potential topics, finding corresponding bills for those topics, and forming groups with members who share similar interests (with my guidance and approval). We will discuss how the group formation process will take place during the first few meetings of the semester. **Assignments are due at 3:00 pm on assignment due date.** Components of the project are as follows:

- **Factsheet (INDIVIDUAL COMPONENT- Due Tuesday, February 22):**
Students will prepare a 3-page fact sheet that provides an overview and summary of their issue solution (i.e. passage or defeat of a bill). Effective factsheets often include a personal connection to the topic of the legislation being advocated. This helps illustrate the importance of the issue and the necessary solution. Not only will the factsheet be part of the project, but it will serve as the summary information provided to a legislator, a committee, or an interest group.

- **Journal Reflections (INDIVIDUAL and GROUP COMPONENT- Due Multiple Times Throughout Semester):**

Time spent on the Legislative Advocacy Project and the varying activities related to the project will be evaluated through journal reflections. Students will submit **six** 2-page journal entries throughout the semester. The first journal entry is an individual reflection on the purpose and requirements of this course. The last journal entry will be done as a group—reflecting on the group’s efforts throughout the semester, from inception to completion of project. I will provide prompts for the reflection pieces. Each journal reflection will be submitted via ELMS by 3:00 pm on the due date.

- **Elevator/Meeting Pitch (INDIVIDUAL and GROUP COMPONENT- Due Thursday, March 10):**

Students will develop two oral presentations in defense of their bill. The first will be a short, individual “elevator pitch” that can be quickly delivered to legislators. The second is a longer group “pitch” to be used as a script when meeting with legislators or as part of committee testimony.

- **Op-Ed (INDIVIDUAL COMPONENT- Due Tuesday, April 5):**

Students will write a short, concise piece (approximately 600-700 words) that makes an argument for their respective bill. A good Op-ed will have a clear and specific message. The focus of the op-ed will be made strongly and concisely in the first paragraph. It should have a clear viewpoint, use direct language and a conversational tone, and make a call to action.

- **Lesson Learned Presentation and Report (GROUP COMPONENT- Due Tuesday, May 3):**

At the end of the semester, student groups will present a reflective analysis of the experience of serving as a policy advocate (citizen lobbyist). This presentation should be analytical, critical, and reflective. It should be thought of as a roadmap (e.g., “do’s” and “don’ts” of being an advocate). In other words, what would you advise a future group to do if they are embarking on this same project?

A 3-page report will also be submitted that includes the major points given in the presentation.

- **Legislative Research Report (GROUP COMPONENT- Due Tuesday, May 10):**

Students will select a proposed bill that has been introduced in the Maryland Legislature for the 2022 legislative session. Working in small groups, students will design and implement a legislative advocacy report by researching the issue(s) involved with the bill and speaking to various stakeholders (e.g. legislators, advocacy organization, and/or other interest groups). These stakeholders will help students better understand the lawmaking process, the challenges of marshalling a bill through the legislature, and setting reasonable expectations for the success of a bill.

In an approximately 10 to 12-page report, teams will write a detailed analysis of the bill or bills chosen and the efforts made for the successful adoption or defeat of the legislation. The report should contain arguments and counterarguments, supported by facts, figures, analyses and relevant studies explaining the rationale for and consequences of the bill. The report should include a bibliography. More details about the advocacy project will be provided in a separate sheet.

A note about class participation:

This is a highly interactive class where students are expected to attend and actively participate in all class sessions. Students are also expected to actively participate within their groups. While there is no formal participation grade for the course, your grade on assignments will reflect your individual and group participation. Given the circumstances surrounding the pandemic, a “normal” course experience is likely not possible. However, **as per university policy, a class must be delivered in the mode it was scheduled and advertised, unless circumstances arise that prevent this from occurring. Therefore, if you are uncomfortable attending classes in person, please consider taking a different course that is offered online. I cannot make semester long online accommodations for individual students**

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email me to schedule a time for us to meet in my office. All assignment grade appeals must first be done in writing. I reserve the right to look over an entire assignment when considering grade appeals.

Final letter grades are assigned based on the percentage of total assessment points earned. Grades will be rounded to the first decimal with .5 being the cutoff to round up to the next letter grade (exp. 79.4 is a C+ and 79.5 is a B-). To be fair to everyone, I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut. It would be unethical to make exceptions for some and not others. Please do not email me requesting exceptions to this rule.

| Final Grade Cutoffs | | | | | | | | | |
|---------------------|--------|---|--------|---|--------|---|--------|---|--------|
| + | 97.00% | + | 88.00% | + | 77.00% | + | 67.00% | | |
| A | 93.00% | B | 85.00% | C | 74.00% | D | 64.00% | F | <60.0% |
| - | 90.00% | - | 80.00% | - | 70.00% | - | 60.00% | | |

Late Assignments

I will only consider late assignments under specific and compelling documented emergencies (serious illness, accident, family crises, etc.). I try to avoid assignment deadlines on major religious holidays. However, if for some reason a major grading event is scheduled for or due on a religious holiday a student observes, the student must notify the instructor, in writing, prior to the end of the second week of the semester and arrange turn in assignment prior to that date. Penalty for unexcused late assignments are as follows: a deduction of a full letter grade (or 10 points) if assignment is completed on same day, but after time deadline; a deduction of an additional letter grade (or 10 points) for every day late after due date (including weekends). **Please note that the university attendance/absence policy or my policy does not apply to days when assignments are due.**

An Important Note about Course Schedule:

To ease the burden of scheduling complications that may arise during a semester when COVID-19 is still prevalent and to provide some class time for students communicate with legislative stakeholders, we will have **three asynchronous meetings (materials can be accessed at any time; no live class) throughout the semester.** Students are expected to attend all in-person class sessions and complete all the assigned readings. If unforeseen circumstances prevent attendance or completion of assignments please notify me or the course teaching assistant.

Course Schedule

Bold= Course Topic

Red= Assignment Due

Highlighted= Asynchronous Day (no live class)

LFC= Lobbying for Change (assigned book)

| DATE | DURING CLASS MEETING OR CLASS DAY | DUE BEFORE CLASS |
|---------------|---|--|
| WEEK 1 | | |
| Tues 1/25 | Course overview and class procedures | Read and learn the information in the syllabus |
| Thu 1/27 | Karl Aro (guest speaker) Introduction to the Maryland Legislative Process | Come with questions! |
| WEEK 2 | | |
| Tues 2/1 | WHY STATES? ENACT Network Introduction (guest speakers) -Lobbying for Change (LFC) (Introduction) -Moncrief and Squire “Making a Case for the States” [ELMS] -Start investigating topics and bills for MD Legislative Session Class time for discussion of group formation | Read LFC Introduction; Moncrief and Squire Explore MD General Assembly and Maryland Matters websites |
| Thu 2/3 | STATE POLICY AND POLICY RESEARCH -LFC-THE PROBLEM- Powerless: Nobody Speaks for You (pgs. 26-41) -Berkowitz “Conducting Research to Influence Policy” [ELMS] Class time for discussion of group formation and bill selection | Read LFC Read Berkowitz Continue to investigate potential bill topics Journal Reflection #1 due by 3pm |
| WEEK 3 | | |
| Tues 2/8 | INTERGOVERNMENTAL RELATIONS AND FEDERALISM -LFC- THE PROBLEM-Powerless: You’re Not in the Club (pgs. 41-51) -“Voting Battles of 2022 Take Shape” <i>The New York Times</i> [ELMS] -“GOP Aims to Rein in Liberal Cities” <i>The Hill</i> [ELMS] List and rank of bill policy topics due in class/Group selection | Read LFC Read <i>The New York Times</i> and <i>The Hill</i> articles Create list and rank policy topics |
| Thu 2/10 | MARYLAND GENERAL ASSEMBLY VIRTUAL TOUR Final discussions of bill selection | Read LFC Read Meredith and Monsell Bill Selection due by 3pm |
| WEEK 4 | | |
| Tues 2/15 | Meeting with House Majority Leader Eric Luedtke | Familiarize yourself with Delegate and House Majority Leader, Eric Luedtke |
| Thu 2/17 | ASYNCHRONOUS LEARNING (no live class) INTRODUCTION TO POLICY ADVOCACY -LFC- THE PROBLEM-Powerless: Somebody Decides for You (pgs. 52-65) - Meredith and Monsell “Laying the Groundwork for a Successful Campaign” Group Work Day | Journal Reflection #2 due by 3pm |

| WEEK 5 | | |
|---------------|---|---|
| Tues 2/22 | STATE POLICYMAKING ENVIRONMENT -LFC-THE SOLUTION-The Power of Citizen Lobbying: What is Lobbying and Why Lobbying? (pgs. 68-84) -Moncrief and Squire “The Policymaking Environment of the States” [ELMS] -Meredith and Monsell “Life in the Legislative Arena” [ELMS] Factsheet Discussion | Read LFC; Moncrief and Squire, and Meredith and Monsell. Factsheet due by 3pm |
| Thu 2/24 | STATE POLICYMAKING ENVIRONMENT: COMMITTEES -LFC-THE SOLUTION-What is Citizen Lobbying and remainder of section (pgs. 84-103) -Meredith and Monsell “Committees and Committee Meetings” [ELMS] -Look at Committee Pages on MD Assembly Page http://mgaleg.maryland.gov/mgawebsite/Committees/Charts | Read LFC, Meredith and Monsell, and MD Committee page. |
| WEEK 6 | | |
| Tues 3/1 | MESSAGING AND ADVOCACY -LFC-THE TOOLBOX-How to be a Citizen Lobbyist, The 10 Step Citizen Guide to Lobbying- Step 1 Pick Your Battles (pgs. 106-126) -Nagy “General Rules for Organizing for Legislative Advocacy” [ELMS] -Leedy and Pacurar “Between Floors with a Significant Decision Maker? Be Prepared with the Right Elevator Pitch” [ELMS] Class work on elevator pitch | Read LFC, Nagy, and Leedy and Pacurar Journal Reflection #3 due by 3pm. |
| Thu 3/3 | ASYNCHRONOUS LEARNING (no live class) Group Work Day/Visit Annapolis/Visit with Advocacy Partners -LFC--THE TOOLBOX-How to be a Citizen Lobbyist, The 10 Step Citizen Guide to Lobbying-Step 2 Do Your Homework and Step 3 Map Your Lobbying Environment (pgs. 127-154) - Berkowitz “Using Principles of Persuasion” [Link] | Read LFC and read/watch Berkowitz |
| WEEK 7 | | |
| Tues 3/8 | Elevator Meeting/Pitch Presentation | |
| Thu 3/10 | Elevator Meeting/Pitch Presentations | Elevator/Meeting Pitch Presentations due 3pm |
| WEEK 8 | | |
| Tues 3/15 | MESSAGING AND ADVOCACY (cont.) -LFC--THE TOOLBOX-How to be a Citizen Lobbyist, The 10 Step Citizen Guide to Lobbying-Step 4 Lobbying Plan (pgs. 154-215; skim last part). -Duke University “How to Write an Op-Ed Article” [ELMS] -Harvard University “How to Write and Op-Ed or Column” [ELMS] | Read LFC, and Duke and Harvard Pieces |

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|----------------|---|--|
| Thu 3/17 | STATE POLICYMAKING ENVIRONMENT -LFC--THE TOOLBOX-How to be a Citizen Lobbyist, The 10 Step Citizen Guide to Lobbying-Step 5 Pick Your Allies, Step 6 Who Pays? (pgs. 216-226). | Read LFC Journal Reflection #4 due by 3pm |
| WEEK 9 | | |
| Tues 3/22 | NO CLASS- SPRING BREAK | |
| Thu 3/24 | NO CLASS- SPRING BREAK | |
| WEEK 10 | | |
| Tues 3/29 | STATE POLICYMAKING ENVIRONMENT: THE MEDIA -LFC--THE TOOLBOX-How to be a Citizen Lobbyist, The 10 Step Citizen Guide to Lobbying-Step 7 Communication and Media Plan and Step 8 Face-to-Face Meeting (pgs. 226-260) -Meredith and Monsell "Using the Media in Public Policy Campaigns" [ELMS] Work on Op-Ed in class | Read LFC; Meredith and Monsell |
| Thu 3/31 | STATE POLICYMAKING ENVIRONMENT: LOBBYING Whyte and Wieder "Amid Federal Gridlock, Lobbying Rises in the States" [ELMS] | Read Whyte and Wieder |
| WEEK 11 | | |
| Tues 4/5 | STATE POLICYMAKING ENVIRONMENT: LEGISLATIVE-EXECUTIVE RELATIONS Meredith and Monsell "The Governor" *Potential Day for Annapolis/Partner Communication (if necessary) | Read Meredith and Monsell Op-Ed due by 3pm |
| Thu 4/7 | STATE POLICYMAKING ENVIRONMENT: ELECTIONS AND STATE POLICY ORGANIZATION Moncrief and Squire "Elections and Political Parties" Narea and Shepard "The Democrats Biggest Disaster" [LINK] | Read Moncrief and Squire; Narea and Shepard |
| WEEK 12 | | |
| Mon 4/11 | ***Maryland Legislative Session Ends*** | |
| Tues 4/12 | STATE POLICYMAKING ENVIRONMENT: POLICY IMPLEMENTATION -LFC--THE TOOLBOX-How to be a Citizen Lobbyist, The 10 Step Citizen Guide to Lobbying-Step 9 Monitoring and Implementation and Step 10 Stick to the (Lobbying) Rules (pgs. 261-269) -Meredith and Monsell "Implementation Blues" Group work on Legislative Report | Read LFC; Meredith and Monsell Journal Reflection #5 due by 3pm |
| Thu 4/14 | ASYNCHRONOUS LEARNING (no live class) STATE POLICYMAKING ENVIRONMENT: BUREAUCRACY -LCF--CONCLUSIONS (pgs. 271-274) Pope "When Government Sets Hospital Prices: Maryland's Experience" [ELMS] | Read LCF and Pope |

| WEEK 13 | | | |
|---------|------|---|-----------------------------------|
| Tues | 4/19 | STATE POLICYMAKING ENVIRONMENT: POLICY DIFFUSION Volden “What is Policy Diffusion and Why Should We Care?” https://poliscizurich.wordpress.com/2010/10/18/what-is-policy-diffusion-and-why-should-we-care/ [LINK] Mallinson and Hannah “Has the U.S. Reached a Tipping Point in Marijuana Legalization?” [ELMS] | Read Volden, Millinson and Hannah |
| Thu | 4/21 | STATE POLICYMAKING ENVIRONMENT: DIRECT DEMOCRACY Kaufmann “While U.S. Politics Remains Divisive Direct Democracy is Proudly at Work Locally.” [ELMS] Radcliff “Direct Democracy May Be Key to Happier American Democracy.” [LINK] | Read Kaufmann and Radcliff |
| WEEK 14 | | | |
| Tues | 4/26 | Make up Day | Journal Reflection #6 due by 3pm |
| Thu | 4/28 | Group Work Day Time to finish “Lessons Learned” and Legislative Report | |
| WEEK 15 | | | |
| Tues | 5/3 | Lessons Learned Presentation | Lessons Learned Report due by 3pm |
| Thu | 5/5 | Lessons Learned Presentation | |
| WEEK 16 | | | |
| Tues | 5/10 | Lessons Learned Presentation (if necessary) | Legislative Report due by 3pm |

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for up-to-date deadlines.