

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Spring Semester 2020

January 13-April 27th (Tuesday)

Course Name

PMGT 6422

3 Credits

Tuesday / 7:10-9:40 p.m

1776 G Street, C-118

BASIC INFORMATION AND RESOURCES

Instructor

Joshua Habursky is the Head of Federal Affairs at the Premium Cigar Association. Joshua was previously the Assistant Vice President of Advocacy at the Independent Community Bankers of America and Contributing Editor of Campaigns & Elections. Josh has previously worked in grassroots and advocacy roles at the American Diabetes Association and American Motorcyclist Association and taught courses at West Virginia University & Heidelberg College. Josh holds a BA in Political Science from Washington & Jefferson College, an MA in American Government from Georgetown University, a Certificate in Business and Political Economy from the London School of Economics & Politics, and an Executive Certificate in Nonprofit Leadership from the John F. Kennedy School of Government at Harvard University.

Joe Franco is the Vice President of Grassroots at LeadingAge, a nationwide leader in advocating for aging services for America's older adults. Prior to his work at LeadingAge, he worked in the government relations departments for the American Diabetes Association, Blue Cross and Blue Shield, Alzheimer's Association and the American Cancer Society. Joe holds a BA in Political Science from the University of Colorado at Boulder and is a proud graduate of George Washington University with a Master's in Political Management from the GSPM.

Contact Information

Joshua Habursky
Phone Number: (814) 881-1618
Email Address: jmhabursky@gmail.com

Joe Franco
Phone: 202-492-0063

Email Address: joemfranco@hotmail.com

Communication

The best method to contact us is by email. Please email both Joe and Josh with all questions and inquiries. If you have a specific question about a lesson taught by either Professor, please cc the other instructor.

Blackboard Site

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>.

University Policy on Observance of Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students with Disabilities

GW's Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at <https://disabilitysupport.gwu.edu/>.

Title IX: Confidentiality and Responsible Employee Statement

The George Washington University (GWU) and its faculty are committed to helping create a safe and

open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit <https://haven.gwu.edu/>.

In the Event of an Emergency or Crisis during Class

If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at **The Cosi Restaurant at 1700 Pennsylvania Ave** in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status: <http://www.campusadvisories.gwu.edu/>.

Attendance Policy

Attending class is required. Should you find yourself with a scheduling conflict or in the event of illness, please notify me by email in advance (prior to the start of the class) that you will be absent, otherwise it will be considered an unexcused absence and will count negatively against your participation grade.

Out-of-Class/ Independent Learning Expectation

Over the course of the semester, students will spend at least 2 hours (100 minutes) per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend 25 hours in instructional time and 87.5 hours preparing for class.

Course Evaluation

At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Todd Belt
Director, Political Management Program
tbelt@gwu.edu | 202-994-4363

Dr. Jack Prostko
Associate Dean for Learning and Faculty
Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

THE COURSE

Political Management Program Objectives

A Political Management degree prepares students to win campaigns for elective office and policy positions, and to do so in a manner that benefits democracy and society as well as their organization and clients.

In completing the degree, students will be able to:

1. Assess a political environment, develop a strategy to achieve specified goals, and execute that strategy;
2. Draw upon a repertoire of effective campaign communication skills;
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize the strategy;
4. Find, engage, and motivate the right leaders, professionals, and citizens;
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards and professional conduct.

Graduate School Expectations

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no “do-overs” because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.

Course Description and Overview

State and intergovernmental politics will examine the role of state legislators and other elected state and local officials and the electoral and representational pressures placed on them by citizens, parties and interest groups; state legislative process and procedures; methods and techniques for advocacy in the various state capitals; and the ever-changing historical relationship between states and the federal government starting with the governing responsibilities constitutionally reserved to each. Note: We will particularly spend some time examining grassroots and advocacy campaigns at the state and local level. Be prepared to discuss both successful and unsuccessful case studies.

Course Learning Objectives

1. Understand the historical, constitutional, legal, and practical relationships between federal, state and local governments and how it impacts policymaking and legislative advocacy.
2. Understand and be able to assess what matters to state legislators and its implications for policy messaging and state legislative advocacy.
3. Understand how to assess a state specific or local government political environment, and be able to develop and execute an appropriate state or local legislative advocacy strategy that takes into consideration the role of legislators, citizens, parties, and interest groups.
4. Understand the implications for trade/member associations, non-profit organizations, and businesses of operating in multi-state and multi-locational environments.
5. Understand grassroots techniques to mobilize citizens to seek policy outcomes at the state and local level.

Course Requirements

Students are expected to come to class prepared, having completed any readings, discussion topic questions or written assignments due the day, and to participate actively. The four major assignments listed below should be started well in advance of their due dates (2-3 weeks, if possible) as these will comprise the major part of your grade for the course. The final assignment includes a 10-minute in-class presentation; you will have an opportunity to exchange peer feedback on your presentations prior to that. In these assignments you'll be selecting a state to work in, a client you are developing an advocacy plan for, and an issue you will be championing. The assignments are related and will build on each other to your final product: a comprehensive advocacy plan to advance a specific issue for your client in a given state.

Students are highly encouraged to attend Grassroots Professional Network events that take place during this course especially the lunch and learn series conducted with the Graduate School of Political Management. Course instructors will inform students of dates, times, and locations of these events.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
See Week 3 Assignment: "Home State" Political Assessment	3,4	1/28	15%

See Week 6 Assignment: Prepare an Introductory Lobbying Plan Memo	2,3,4	2/18	20%
See Week 9 Assignment: Prepare a State Grassroots Action Plan	1,2,3,4,5	3/3	20%
Week 12-14 Assignment: Prepare and Deliver Final Advocacy Plan Memo	1,2,3,4,5	4/7 4/14 4/21	35%
Attendance and Participation		Throughout Course	10%
Total			100%

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.
B- 80-82	You’ve completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.

C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance, or inability to submit the assignment.

*Please note that you may be penalized for late submission of assignment(s).

Required Text and Learning Materials

There are two required texts (listed first below) that we will be using extensively that you will want to procure for use in the class and to keep as a reference. Other materials, including select readings, are freely available online or will be provided to you in PDF form. These will be listed in the Syllabus or provided to you on Blackboard. You are responsible for checking to see whether any additional readings were assigned for each class. Additionally, you are responsible for being up to date on the news and contemporary policy/politics issues that are “in the news.”

Reeher, G. (2006). *First person political*. New York: New York University Press. ISBN: 978-0814775769

Rosenthal, A. (2009). *Engines of democracy*. Washington, DC: CQ Press. 978-0872894594

Optional Supplemental Text and Learning Materials

Tentative Course Calendar*

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Class Date January 14 Franco/Habursky

Week 1

Topic and Content Covered:

Introduction Class

In this class we will examine the nature of federalism and what issues exist between the layers of government and how they cooperate (or do not cooperate). In many policy areas, a state or locality can have a considerable difference on the laws governing people from voting to the environment. We will examine some case studies on these issues and compare the policy environment in these states. We will also explore the basics of state level grassroots advocacy using the American Diabetes Association as an example.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

Engines of Democracy Chapter 1

First Person Political Chapter 1

Assignment(s) Due Today:

Please send before class by email to jmhabursky@gmail.com and joemfranco@hotmail.com a short biographical sketch of yourself: where you grew up, what state or states you've lived in, educational background (schools and degrees/areas of study) and professional background, including experience in elections, advocacy campaigns, policy roles, or working for elected officials.

Class Date January 21 Franco

Week 2

Topic and Content Covered:

Federalism and Voting

In this lesson we will examine how federalism works in the US system of government and explore some pain points between the different levels of government on how they enact policy.

We will also spend some time discussing career paths in federal, state, and local government or entities such as trade groups or think-tanks involved in that policymaking process. In your readings and in-class we will also take a look at the issue of voting rights and how that issue involves states and the federal government, recent developments, and how this has changed over the course of time.

Learning Objective(s) Addressed: 1,2,4

Reading Due Today:

Engines of Democracy Chapter 4
First Personal Political Chapter 2

Godfrey, Elaine. Voting Rights at the Crossroads. *The Atlantic*. 2016.
<https://www.theatlantic.com/politics/archive/2016/06/a-tipping-point-on-voting-rights/485336/>

Polimedio, Chayenne Elena Souris. Why Federalism is Hard. *Vox*. 2018.
<https://www.vox.com/polyarchy/2018/2/27/17058498/federalism-hard>

Assignment(s) Due Today: No assignment due

Class Date January 28th Habursky

Week 3

Topic and Content Covered:

The intersection Between Lobbying and Grassroots. During this session we are going to explore all aspects of grassroots lobbying and why it is so critical for the political process at the state level. We will go over the elements of both an offline and online campaign and will skill practice activities. Please note this class is very important as it will provide the basis of knowledge for the third writing assignment.

Learning Objective(s) Addressed: 1, 2, 4

Reading Due Today:

Engines of Democracy Chapter 5 and 11

Read: Old School Grassroots Activism is Back In Action In American Politics - Franco and Habursky

<https://thehill.com/blogs/pundits-blog/campaign/337606-old-school-grassroots-activism-is-back-in-american-politics>

Assignment(s) Due Today:

GRADED ASSIGNMENT ONE: 15%
"Home State" Political Assessment

Pick a "home state." This could be your actual home state or state you would like to get to know better, but it will be your home state for the duration of the course including for all subsequent assignments. Please submit a one to two-page paper responsive to the following questions about your home state:

Please submit a one to two-page paper (total) addressing the following questions about your home state:

1. What is the party make up of your state's representation in Congress? Identify its senators and their party or parties, and that of its two most senior House Members on each side of the aisle and how long they have served in these roles.
2. What is the party make up of its representation in its state legislative houses?
3. Identified by name and party: the governor and the majority and minority leader of each legislative house.
4. In a couple of sentences, what does this information tell you about the politics of the state on a continuum from very liberal to very conservative? Also, what seem to be the major state legislative issues the legislature faced in the past session or is expected to face in the upcoming session?
5. Considering what it takes to get elected to the legislature in this state: What organizations or interest groups represent the biggest donors to state legislators? (Does it vary by party?) How much money did the speaker of the lower house raise in the most recent election cycle? How

much money was spent in a recent, contested state legislative race?

Hint: You can find the information you'll need for questions 4 and 5 online. Legislative roundups by news and other organizations frequently summarize the legislative battles and accomplishments of the past session. State campaign finance disclosure laws require campaign contribution and expense information to be publicly reported and available in filings with the secretary of state. News outlets that cover elections and state politics and "good government" groups frequently review, analyze and report on such information in new stories or on their websites.

You can also view www.realclearpolitics.com for breakdowns of legislative races in states.

Class Date: February 4 Habursky and Guest Speakers
Week 4

Topic and Content Covered:

LEGISLATION AND LEGISLATIVE PROCESS

In this lesson you will explore legislation and the legislative process on a macro level, but also account for intricacies that vary state to state. The in-class portion of this week will feature guest speakers including:

- Kristen Prather Director State Grassroots Programs Credit Union National Association
- Matthew Wright Director of Advocacy Children's Hospital Association
- Jessica Cooper Director of Grassroots National Federal of Independent Businesses

Learning Objective(s) Addressed: 2, 3, 4

Reading Due Today:

Engines of Democracy Chapter 12

First Person Political Chapter 3

Review National Conference of State Legislatures website section on legislative process
<http://www.ncsl.org/research/about-state-legislatures/legislative-process.aspx>

Assignment(s) Due Today: No assignment due today

Class Date February 11 Franco/Habursky
Week 5

Topic and Content Covered:

LEGISLATION AND LEGISLATIVE PROCESS (Continued)

In this lesson you will explore legislation and the legislative process on a macro level, but also account for intricacies that vary state to state. The in-class portion of this week will feature guest speakers including:

- Jessica Cooper Director of Grassroots National Federal of Independent Businesses
- Michael Bezruki – Wells Fargo

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

Engines of Democracy Chapter 9

First Person Political Chapter 4

Assignment(s) Due Today:

No assignment due today

Class Date February 18th Franco

Week 6

Topic and Content Covered:

COALITIONS AND THE CONTEST OF IDEAS

Coalitions in support of legislation can form a powerful tool when the proposed legislation or other governmental action is likely to meet opposition or skeptical lawmakers need to be convinced of the merits of the legislation. Legislators have many individuals and groups urging them to carry, co-sponsor, support or oppose proposed legislation. Advocacy groups represent individuals and organizations that have come together to amplify their voices in the legislative process and frequently find it beneficial to join with other organizations in like-minded or even issue specific coalitions to amplify their collective voices and that of their civically engaged members. Coalitions, once formed, often endure, building on their relationships, successes, setbacks and experiences in the legislative process to tackle new measures that advance their vision of good public policy (or to oppose policies they object to). We will examine in this class real world coalitions in the health and safety context in two states and see how their work is reflected in support or opposition of introduced legislation.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

Engines of Democracy Chapter 10

Assignment(s) Due Today:

Prepare an Introductory Lobbying Plan Memo

Select a client and issue for whom you will develop a state advocacy plan. Please select carefully as you will use this same client and issue for Assignment #3. Write a two-page paper using a memorandum format addressing the following:

Memorandum

To:

Chief Advocacy Officer, Client Organization Joe Franco

SVP Government Affairs, Client Organization Joshua Habursky

From:

Date:

Re: Developing an advocacy plan for (Issue) in (State)

Introduction: Explain what you were hired to do and for what client. This is NOT the strategy this is your explanation of the task you were asked to perform (framing the issues you have chosen) sent back to the client to make sure you are both on the same page about what you were asked to do and why it's important to your client.

Identify the client and give a description of their interests and why passage or defeat of a particular measure is important to them.

Identify the issue and place it in context of why it matters to your client.

Without proposing an advocacy strategy (that will come as part of your final project), give some context to how hard or easy you think it will be to create a strategy given what has happened to bills on this topic in your legislature in the last few years? (Identify past bills that were introduced on this issue if any, and the result). What substantive committee in the lower house were the bills referred to? Who chairs that committee? As best you can tell, what is his or her district like, what are his/her legislative priorities, and what are his or her politics? Identify the principal or highest-ranking author(s) of the bills involved.

Promise to deliver a comprehensive advocacy strategy by May 1 as requested based on your further research and consideration of what it will take to succeed in this campaign in your selected state.

Class Date February 25th Habursky

Week 7

Topic and Content Covered:

Ethics in State Government Affairs

This lesson will examine ethics commissions, the spoils system of politics, and ethical dilemmas facing state and local governments. Students should come prepared to discuss current events involving ethics in state government affairs as we will begin class with an around the room pop-up discussion on the topic.

Learning Objective(s) Addressed: 1, 3, 4

Reading Due Today:

Engines of Democracy Chapters 6,7, and 8

Crider, Kayla Jefferey Milyo. Do State Ethics Commissions Reduce Political Corruption? An Exploratory Investigation. University of California, Irvine.

https://www.law.uci.edu/lawreview/vol3/no3/crider_milyo.pdf

Whyte, Liz Essley Ryan Foley. Conflicted Interests: State lawmakers often blur the line between the public's business and their own. The Center for Public Integrity. 2017.

<https://www.publicintegrity.org/2017/12/06/21297/conflicted-interests-state-lawmakers-often-blur-line-between-publics-business-and>

Assignment(s) Due Today: No assignment due today.

Class Date March 3rd Habursky/ Guest Conference Call with NCSL Representative
Week 8

Topic and Content Covered: SPECIAL ISSUES IN STATE AFFAIRS: Ballot Initiatives and Referendum

In this course we will look at ballot initiatives and referendum throughout states across the country. We will pay special attention to the issue of Cannabis State policy and initiatives involving this topic. In this class, we will also have the opportunity to speak with Karmen Hanson, Program Director, National Conference of State Legislatures. Students should come prepared to ask Karmen questions about NCSL. Students should also come prepared to discuss current events involving ballot initiatives and referendum as we will begin class with a pop-up discussion and go around the room in the beginning of class.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

First Personal Political Chapter 5

Review National Conference of State Legislatures Initiative, Referendum, and Recall

<http://www.ncsl.org/research/elections-and-campaigns/initiative-referendum-and-recall-overview.aspx>

READ: Voters Make Policy by Patrick Potyondy

<http://www.ncsl.org/research/elections-and-campaigns/midterm-ballot-measures-set-to-transform-states-nationwide.aspx>

Gunster, Gerry and Joshua Habursky, Why Groups Should Consider a Referendum Fight? Campaigns & Elections. 2018. <https://www.campaignsandelections.com/campaign-insider/why-groups-should-consider-a-referendum-fight>

Assignment(s) Due Today:

Class Date March 10th Franco
Week 9

Topic and Content Covered: SPECIAL ISSUES IN STATE AFFAIRS: FROM LINE ITEM VETO TO DIRECT DEMOCRACY

In this class, we will discuss issues that are unique to policy making at the state. For example, most states are required to enact balanced budgets. They can't simply create money (e.g., sell Treasury bonds to foreign investors) to finance deficit spending. This requirement periodically results in severe budget cutting in years when state revenues take a downturn or grow at rates lower than earlier projected. (States do sometimes have off balance sheet obligations like unfunded public employee pension programs that eventually have to be met when the obligations become due resulting in cuts elsewhere.) Governors have tools like the line item veto to help them keep the budget balanced, allowing specific expenditure to be eliminated from the budget before it is signed, whereas the president may not strike from the federal budget, embargo or turn back funds appropriated by Congress for purposes she doesn't agree with. She must execute the laws as written or work to change them.

Many state also have one or more elements of the three direct democracy tools that were first adopted as Progressive Era reforms to break the lock of special interests on state legislatures: these are the initiative (place proposed laws or Constitutional Amendments on the ballot by petition for disposition by voters), the referendum (place on the ballot for disposition by voters laws and Constitutional amendments either 1) at the direction of the legislature, or 2) by citizen petition giving voters a chance to ratify or repeal laws recently passed by the legislature.

We will examine the impact of these unique features on political participation and on the process of advocacy, law-making and governing in the states.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

Engines of Democracy Chapter 2 and 3

Overview of the Taxpayers Bill Of Rights aka TABOR

<https://www.cbpp.org/research/state-budget-and-tax/policy-basics-taxpayer-bill-of-rights-tabor>

Assignment(s) Due Today:

Building upon the research and work that you did for the lobbying memo you wrote for Assignment #2, now you will develop a two to three page Grassroots Advocacy Plan that covers a state legislative session for your issue. This plan must incorporate both online and offline grassroots strategies and tactics.

Successful grassroots plans will incorporate:

1. What is the desired political outcome?
2. Who is the intended audience?
3. Who composes your grassroots base of supporters
4. Who is your opposition and what are their strengths and weaknesses?
5. What outside influencers do you need to engage?
6. What is your online strategy and tactics?
7. What is your offline strategy and tactics? This should include a media advocacy component as well.
8. Develop a reasonable budget for your campaign plan.
9. What is the calendar of activities?

Spring Break No Class March 17th

Class Date March 24th Habursky/ Guest Speaker American Bar Association

Week 10

Topic and Content Covered:

MULTISTATE ADVOCACY

In this class we will look at running a multi-state advocacy campaign and all of the logistics involved. We will also explore crafting a lobbying plan using the American Bar Association Case Study. Students should come to class prepared to ask Eric Storey Director of Grassroots and Digital Strategy at the American Bar Association questions. Eric will be available for an extended period of time and can offer students advice on their final presentations.

Learning Objective(s) Addressed: 3, 4, 5

Reading Due Today:

Read Section 2 Selecting Issues, Developing a Lobbying Plan, and Navigating the Legislative Landscape. American Bar Association. Pg 9-19. All Politics is Local.

<https://www.americanbar.org/content/dam/aba/publications/GAO/allpoliticsislocal.pdf>

Assignment(s) Due Today: No assignment due.

Class Date March 31st Franco

Week 11

Topic and Content Covered:

LOCAL AND REGIONAL GOVERNMENTS - We will discuss the importance of local governments and how they intersect with state policy. Important decisions surrounding education, transportation, housing, policing and other important topics have to be coordinated by cities, counties and states. We will use education policy at the state and school board level as a good indicator of the issues that can arise over state policy and local control. We will also talk about election coordination by state and local governments.

Learning Objective(s) Addressed: 3, 4, 5

https://www.cpjustice.org/public/page/content/cie_faq_levels_of_government

READ: Stat Governor

<http://www.governing.com/topics/mgmt/Stat-Governor.html>

Review: Metro Vision from Denver Regional Council of Governments (DRCOG)

<https://metrovision.drcog.org/>

Assignment(s) Due Today: No assignment due today.

Class Date April 7th Habursky

Week 12

Topic and Content Covered:

FINAL PRESENTATION: PEER FEEDBACK & FACULTY CONSULTATIONS

This day is reserved for groups of students to share their advocacy plans and deliver their presentations to each other to solicit and provide peer feedback. The professor will be available to answer questions about your projects.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

None.

Assignment(s) Due Today:

“DRY RUN” PRESENTATION OF FINAL GRADED ASSIGNMENT
Prepare and Deliver Final Lobbying Plan Memo

The final graded assignment due Week 13 should be “near final” at this point. This is your opportunity to get feedback on your written project and oral presentation and to give two peers feedback on theirs.

Content required to be provided is described in the Week 13 Assignment below.

Class Date April 14th Franco/Habursky

Week 13

Topic and Content Covered:

Prepare and Deliver Final Lobbying Plan Memo

FINAL PRESENTATIONS

This day is one of two days reserved for delivery of graded student advocacy plans to the class. All final advocacy plans re due today whether you are presenting your plan today or at our next class.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today: No reading.

Assignment(s) Due Today:

Deliver final advocacy plan at start of class (all students) and make a 10-minute presentation of your plan to the class.

Your state advocacy plan (minimum 10 pages, double spaced, 12-point typeface, excluding bibliography)

should be a comprehensive plan in memorandum form that addresses:

- Identifying the issue and the client and giving context to why this matter for your client.
- A context appraisal of how favorable or unfavorable a path you see for your issue given what you've learned about your state, past legislative efforts on this subject, and the political landscape and considerations relevant legislators will be weighing.
- Addressing specifically your view of the likely position of the 2-3 most important legislators and constitutional officers likely to weigh in on or to vote on your bill. (For simplicity's sake you need do this only for the house of origin; it is understood you would ordinarily do this for both houses).
- Your approach to garnering internal and external supporters, and to minimizing opponents, identifying key likely supporters and opponents.
- Your recommended messaging to supporters, legislators, the media and other interested parties, and to opponents if different.
- Alternative courses of actions to achieve your advocacy goals were you to reach a roadblock this year.

Class Date April 21st Franco/Habursky

Week 14

Topic and Content Covered:

PRESENTATION OF GRADED ASSIGNMENT THREE: 35% (Continued)

Prepare and Deliver Final Lobbying Plan Memo

FINAL PRESENTATIONS 35%

Complete student presentations. Wrap up and final overview of the course.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today: None.

Assignment(s) Due Today:

Finish final presentations not completed on April 29th.

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.