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ENST 367.01: Environmental Politics and Policies

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ENST 367 – Environmental Politics and Policies

Tu/Th 11:00 am – 12:20 pm
Jeannette Rankin Hall (JRH) 203
Fall 2018

Instructor

Dr. Robin Saha
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Teaching Assistant

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Course Description

In this Advanced College Writing course, students learn to research, analyze and communicate about environmental and natural resource policy issues. The goal is for students to develop an understanding of the complex dynamics of public policy making and skills needed for active, engaged citizenship and policy-related careers. The focus is on current domestic environmental policy issues at the federal level. A fundamental objective is for students to understand the workings of governmental policy-making institutions, political processes by which governmental decisions are made, and ways that various policy actors attempt to influence those decisions.

The course begins with an introduction to the Policy Process Framework, which describes the stages of moving from environmental problem to policy solution. We will examine how environmental problems gain the attention of government and how various policy actors attempt to influence policy decisions. Thus, we examine how public policies get and stay on the governmental agenda and how policies are formulated, adopted, implemented, evaluated, and may be changed or terminated.

Next, we will learn about the Government Politics Model and ways it can be used to analyze and understand current environmental policy issues and inform policy actors. Models are tools that allow us to examine various components and workings of complex systems – in our case the political system. The Government Politics Model helps us explain current policy debates, predict outcomes and identify ways that various policy actors can influence outcomes in their favor.

In learning to apply the Government Politics Model, students will conduct current issue investigations, beginning by identifying key stakeholders and decision makers. Students also examine relevant decision-making processes of governmental institutions, which we refer to as the Rules of the Game, such as those used by Congress, federal agencies, and the courts. Next, students identify the political interests and stakes of the policy actors, the actors' underlying values, and their ability to influence the decision makers at different stages of the decision-making process. In evaluating the relative power of these actors, we consider their access to decision makers and other policy actors, political resources, and tactics or strategies.

Learning Outcomes

- Understand the basic organization and interrelationships between federal and state governments and the role of local government in environmental, land use and natural resource policy.
- Understand the Policy Process Framework and decision-making processes of governmental institutions, including legislative and administrative (executive branch) bodies, and the courts.
- Understand and appreciate the influence of interest groups, political organizations, think tanks, scientists, the media and public opinion in governmental decision making related to natural resource and environmental policy.
- Be able to research and analyze current policy debates, predict outcomes, and strategically advise policy actors by using the Government Politics Model (i.e., by identifying decision makers, ascertaining the Rules of the Game, assessing the relative influence of policy actors by analyzing actors' interests, stakes, resources, tactics, and access to decision makers).
- Develop skills and confidence in policy research, policy analysis, analytic writing, civic discourse and public speaking.

Advanced College Writing Course Learning Outcomes

- Identify and pursue more sophisticated questions for academic inquiry.
- Find, evaluate, analyze, and synthesize information effectively from diverse sources.
- Manage multiple perspectives as appropriate.
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice for the field of public policy analysis.
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
- Follow the conventions of citation, documentation, and formal presentation appropriate to public policy and policy studies.
- Develop competence in information technology and digital literacy.

Class Structure

The class is highly interactive and will include a combination of lecture, guest speakers, discussion and analysis of cases, various policy exercises, policy writing and research workshops and students presentations.

Description of Assignments

1. **Wilderness Policy Assignment** – For this assignment, students write a four-page legislative history of the Wilderness Act of 1964 to help develop their understanding of issue formation, agenda setting, policy formulation and policy adoption stages of the Policy Process Framework. Due Fri., Sept. 14.
2. **Clean Air Act / Clean Water Act Assignment** – This assignment will help develop students' understanding of the origins of the modern environmental movement and environmental regulation as well as further hone their understanding of the Policy Process as applied to the Clean Air Act and/or Clean Water Act. Due Tues., Sept. 25.
3. **Assignment Revision** – Based on feedback you receive on the first two assignments, students will revise one of them. The revision helps this course meet [UM's Advanced College Writing Requirement](#) in Environmental Studies. Revisions are due Thurs., Oct. 11.

4. **Public Hearing Report** – Public hearings are an important component of democratic participation. For this assignment, students attend a public hearing convened by a government entity such as a legislative body, an agency, or a court, and complete a report as described below. Attending a hearing is a chance to see and think about what goes on and perhaps participate yourself. Opportunities to attend public hearings will be announced in class. Unless otherwise arranged with the instructor, students are expected attend in person (not watch online or on community access cable). There may also be opportunities attend and report on another type of public political event if approved by the instructor in advance. Reports should be no more than three double-spaced pages and identify the date, location, convening entity, level of government, topic or decision under consideration, a rough timeline for the decision to be made, and the law or policy the hearing pertains to. Please also summarize and assess the nature of the comments, identify some of the speakers by name and title, identify which arguments or testimony you found more and less compelling and why, and provide your own opinion on the issue. Also summarize comments made by the presiding officer(s) or member of the presiding body, and offer your comments about how the hearing was led. Finally, indicate if you provided testimony or could see yourself doing so at another such hearing. Reports must be turned in within seven (7) calendar days of the hearing or event and no later than Tuesday, Nov. 20.
5. **Current Issue Investigation** – The purpose of the assignment is to conduct original research and analysis on a current policy issue that is being actively debated and will soon be decided., for example, an issue being decided by the Trump Administration. This should involve preparing interview questions and interviewing key informants or policy actors, as well as gathering information through other means on actors’ interests in the issue, and the resources and strategies they employ. The primary objectives are to: (1) provide important background on the development of the issue; (2) situate the issue within the stages of the policy process; (3) explain the political processes involved with the issue up to the present time using the Government Politics Model; (4) predict outcomes of the policy debate; and (5) recommend strategies one or more actors can use to influence the issue. **A Policy Research Workshop** (and an interviewing workshop) will prepare students to do the necessary research to complete this assignment.

There are four separate parts to the Current Issue Investigation:

- A. Current Issue Proposal (2-3 pages). For this assignment, students identify the current issue they propose to investigate, provide brief background on the issue, identify key decision-makers and decision-making bodies, other key actors, and identify and list sources of information on the issue. **Due Thursday, Oct. 18. NOTE: issues proposed need to be current and feasible for investigation and must approved by the instructor who may assign your topic if necessary.**
- B. Current Issue Background and Draft Interview Questions (approx. 6 pages). For this assignment, student research and write about the background of the issue, situate it within the policy process presented in class, identify the key decision-makers and other policy actors, describe their interests and involvement, and attempt to explain events to date. Students are also expected to identify policy actors to interview, find the policy actor(s)’ contact information and draft interview questions. **Due Thurs., Nov. 15.**
- C. Current Issue Investigation Presentation. During the last three weeks of the semester, each student will give a 15-minute class presentation on their issue investigation that covers the issue background, analysis of the issue and advice to one or more policy actors. Students with the exact same issue can co-present and have more time to do so. **As scheduled, Tues., Nov. 27 through Fri., Dec. 14.**
- D. Current Issue Investigation Paper (12-page maximum, not including references). This analytic policy research paper will represent the culmination of your current issue investigation, for which you will

include a revised issue background, based on feedback from the instructor or TA additional research and analysis conducted, which explains rather than merely describes recent policy developments on the issue. Final papers should also include a well-justified prediction of the outcome of the current policy debate, provide advice to one or more policy actors, and finally, state one's personal views. **Due Fri., Dec. 14.**

For this final paper students are also asked to incorporate course materials (reading and lectures) to analyze the issue. The goal is to illustrate an in-depth understanding of policy developments for the issue. The following questions indicate the kinds of information and analyses that should be included:

- Who are the decision makers and what rules, procedures and norms they follow?
- What are the positions of the other main policy actors, and why?
- What influence have they had on the development of policy to date?
- What is the source of their influence, i.e., what resources and advantages do they have?
- What is the nature of their access to the key decision makers in the policy making process?
- How have they influenced policy in the past?
- What are the arguments, evidence and strategies they are employing now?
- How are they likely to influence future direction of the policy?
- What is the likely outcome of the current policy debate?
- Picking one policy actor, what strategies would you recommend she/he employ and why?

The above list is not intended to be an exhaustive check-list. Rather it is intended to help you think about pieces of information and aspects of analysis that are necessary to gain an in-depth understanding of policy developments regarding a particular issue. Thus, rather than asking yourself whether you have methodically and dutifully hit upon every point raised above, you should ask yourself whether you have covered all the main pieces that will result in in-depth understanding of the issue.

Grades, Grading Policy, and Policy on Late Assignments

Course grades are based on total of 1000 possible points for the following components:

- Class Attendance and Participation – 150 points (15%)
- Wilderness Policy Assignment – 100 points (10%)
- Clean Air / Clean Water Act Assignment – 100 points (10%)
- Assignment Revision – 150 points (10%)
- Public Hearing Report – 50 points (5%)
- Current Issue Investigation Proposal – 50 points (5%)
- Current Issue Investigation Background – 100 points (10%)
- Current Issue Investigation Paper – 250 points (25%)
- Current Issue Investigation Presentation – 50 points (5%)

This course must be taken with a traditional grade mode (not credit/no credit). Course grades will be assigned as follows:

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
925-1000	A	800-824	B-	675-699	D+

900-924	A-	775-799	C+	625-674	D
875-899	B+	725-774	C	0-624	F
825-874	B	700-724	C-		

Requests for reconsideration of the grade you receive on an assignment must be put in writing with the reasons for the request explained. Such requests should be submitted to the instructor no later than one week after the graded assignment is returned to you.

Late assignments may not be accepted at all or after a certain amount of time past the due date. If accepted, late assignments will receive up to a letter grade reduction for each week day and each weekend they are late. If unforeseen or special circumstances prevent you from submitting an assignment on time, you should contact the instructor in advance of the due date, request an extension and offer an explanation.

If you are unable to contact the instructor before the due date, it is recommended that you do so as soon as possible afterward. Being sick or stranded out of town and the like are generally not considered acceptable excuses for not emailing or calling to explain your situation before an assignment is due. Failure to contact the instructor in a timely manner about a late assignment will generally result in the assignment not being accepted.

Attendance Policy

Regular attendance is a requirement. Attendance will be taken each day of class. The instructor reserves the option to impose a full letter grade reduction in your course grade if you have four or more unexcused absences throughout the term. Students at risk of incurring a grade reduction due to poor attendance will be given advanced notification and an opportunity to improve.

Excused Absences. A very limited number of excused absences may be allowed on a case-by-case basis. Students that want an excused absence generally must notify the instructor in advance of a class that they will miss and provide an acceptable reason such as illness or death in the family. They also may be required to provide verification.

Lateness to class is disruptive to the learning environment. Repeated lateness (and leaving class early) is factored into the class participation grade.

Missed Class. Students who miss class are responsible for finding out from a fellow classmate, the TA or the instructor about information covered in class, including any changes to the course schedule or assignments.

Other Expectations (including use of electronic devices)

In addition to consistent attendance, success in the course requires of each student:

- Actively listening and participating in class, especially in class activities (e.g., the policy research and writing workshops).
- Being prepared to discuss the assigned readings, i.e., share thoughts, critiques, reactions, and questions about the readings.
- A willingness to identify appropriate and informative policy actors or experts to interview and being well-prepared, respectful, ethical and professional in conducting interviews.
- Keeping cell phones turned off and stored during class (failure to do so will adversely affect your class participation grade).
- Using laptop computers, tablets, and phones only for course-related purposes and tasks approved

by the instructor, such as accessing readings or taking notes. Students observed by the instructor or TA using computers and other electronic devices for unapproved purposes such as checking email or texting will receive a C for their class participation grade and may be asked to refrain from using electronic devices for the duration of the semester.

- Students should obtain permission from the instructor for using electronic recording devices in class.

If you cannot fulfill any of these expectations, please discuss your limitations with the instructor.

Drop Deadlines and Procedures

You may drop the course on CyberBear and receive a refund until Sept. 17 at 5:00 pm. From Sept. 17 at 5:01 pm to Oct. 29 at 5:00 pm, you need to complete a Drop/Add form signed by your academic advisor and the instructor, though you will not receive a refund, will need to pay a \$10 fee, and will get a “W” on your transcript. From Oct. 29 at 5:01 pm to Dec. 7 at 5:00 pm, you must petition to drop and get the above signatures and the Dean’s signature, and a “WP” or “WF” will appear on your transcript. You cannot drop the class during final’s week. Click here for more info: [Fall 2018 Registration Deadlines](#).

Extra Credit

There will be no extra credit opportunities this year.

Academic Dishonesty and Plagiarism

Plagiarism is a serious violation of academic integrity. All work and ideas submitted are expected to be your own or must be fully and accurately attributed to verifiable sources.¹ The *Academic Policies and Procedures in the University Catalog* states:

Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion ... Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

If you have any doubts about plagiarism and citing of others’ work or ideas, especially web sources, please consult the instructor or TA.

Students with Disabilities

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your accommodations and/or modifications. For more information, visit the Disability Services website at <http://www.umt.edu/dss/>.

Reading Materials

There are no required textbooks. All readings will be available for downloading and printing through the ENST 367 Moodle course webpage. See: <https://moodle.umt.edu/>. Please bring printouts of the assigned

¹ Quotes and citations should be used for exact phrases or passages used in work you submit. Likewise, citations should be used for all ideas paraphrase from the writing of others.

readings for the following cases/days to facilitate small group work and related class discussion: Wilderness Policy (9/12), and Clean Air Act and Clean Water Act case (9/18 and 9/20).

Class Schedule (subject to adjustments announced in class)

Tues 8/28 Course Introduction

Thurs 8/30 Introduction to Environmental Politics and Policy

Layzer, J. A. (2012). A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Politics. In *The Environmental Case: Translating Values into Policy*, 3rd Ed. (pp. 1-27). Washington DC: CQ Press. **[Read pp. 1-18 only]**

Tues 9/4 Historical Periods of Natural Resource and Environmental Policy

Vaughn, J. (2011). A Historical Framework for Environmental Protection. In *Environmental Politics: Domestic and Global Dimensions*, 6th Ed. (pp. 6-30). Boston, MA: Wadsworth.

Recommended

Kraft, M. and Vig, N.J. (2016). Environmental Policy over Four Decades. In N.J. Vig & M.E. Kraft (Eds.), *Environmental Policy: New Directions for the 21st Century (Ninth Ed.)*. (pp. 2-29). Thousand Oaks, CA: CQ Press.

Thurs 9/6 Introduction to Public Lands Policy

Smyth, P. (2002). Conservation and Preservation of Federal Public Resources: A History. *Natural Resources & Environment*, 17: 2(Fall), 77-79, 113-114.

Vaughn, J. (2011). The Lands Debate. In *Environmental Politics: Politics: Domestic and Global Dimensions*, 6th Ed. (pp. 100-128). Boston, MA: Wadsworth.

Tues 9/11 Wilderness Policy – **Bring hardcopy printout of reading to class or have electronic access**

Vaughn, J. (2011). Introduction. In *Environmental Politics* (p. 1-5).

Turner, J.M. (2012). Why A Wilderness Act? In *The Promise of Wilderness: American Environmental Politics since 1964* (pp. 17-42). Seattle, WA: University of Washington Press.

Thurs 9/13 Wilderness Act Implementation in Montana

WILDERNESS POLICY ASSIGNMENT DUE FRIDAY 9/14

Guest Speaker: Congressman Pat Williams

Montana Wilderness Legislation Vetoed. (1998, Nov. 5). *CQ Weekly* 3220.

St. Clair, J. and Marston E. (1992, Dec. 14). Wilderness and Congress Did Not Mix in 1992. *High Country News* 11-12.

Stuebner S. (1992, Dec. 14). Tactics, Vision Split Montana Environmentalists. *High Country News* 8-10.

Larmer, P. (1993, Nov. 1). Battle for Montana Wilderness Enters Its 16th Round. *High Country News* 6.

Andersen, S. (1995, Sept. 18). Williams Almost Gets His Wilderness. *High Country News*.

Recommended

Nie, M. (2008). The U.S. Forest Service Roadless Rule: Administrative Rulemaking and Public Land Conflict. In *The Governance of Western Public Lands* (pp. 87-125). Lawrence, KS: University Press of Kansas

- Tues 9/18 The Policy Process - Love Canal Case
Layzer, J.A. (2012). Love Canal: Hazardous Wastes and the Politics of Fear. In *The Environmental Case: Translating Values into Policy, 3rd Ed.* (pp. 56-82). Washington DC: CQ Press.
- Thurs 9/20 Policy Process Case Study: The Clean Air Act (CAA) and Clean Water Act (CWA)
Please bring hardcopy printout of Layzer reading to class or have access electronically
Layzer, J.A. (2012). The Nation Tackles Pollution: The Environmental Protection Agency and the Clean Air and Water Acts. In *The Environmental Case* (pp. 28-55).
- Tues 9/25 In class workday on CAA and CWA Cases -- **Bring Layzer reading from 9/18 to class again**
- Thurs 9/28 Introduction to the Columbia River Salmon Endangered Species Act Case
CLEAN AIR ACT/CLEAN WATER ACT ASSIGNMENT DUE
See Salmon Role Play Readings on Moodle
- Tues 10/2 Endangered Salmon Role Play Prep Day
- Thurs 10/4 Endangered Salmon Role Play Activity
- Tues 10/9 Endangered Salmon Role Play Debriefing / Government-Politics Model
Government-Politics Model
- Thurs 10/11 Current Issue Research Workshop I – Class Meets in the Mansfield Library Student Learning Center (ML 283)
ASSIGNMENT REVISION DUE
[Environmental Studies Research Guide, UM Mansfield Center](#)
- Tues 10/16 The President and the Policy Process
Vig, N.J. (2016). Presidential Powers and Environmental Policy. In N.J. Vig & M.E. Kraft (Eds.), *Environmental Policy: New Directions for the 21st Century (Ninth Ed.)*. (pp. 80-102). Thousand Oaks, CA: CQ Press.
Greshko, M., Parker, L., Howard, B.C., and Stone, D. (2018, Aug. 21). [A Running List of How President Trump Is Changing Environmental Policy](#). *National Geographic*.
Adragna, A., Guillén, A and Holden, E. (2018, July 5). [Pruitt Resigns amid Torrent of Ethics Woes](#). *Politico*.
Friedman, L. (2018, Aug. 17). [Trump's Plan for Coal Emissions: Let Coal States Regulate Themselves](#). *New York Times*.

- Thurs 10/18 Congress and the Policy Process
- CURRENT ISSUE INVESTIGATION PROPOSALS DUE**
- Kraft, M. E. (2016). Environmental Policy in Congress. In *Environmental Policy: New Directions for the 21st Century (Ninth Ed.)*. (pp. 103-127).
- Tues 10/23 The Courts and Environmental Policy
- Cama T. (2017). [Court Strikes Down Obama EPA's Restrictions on Earth-warming Gases](#). *The Hill*.
- Kraft, M. E. (2016). Environmental Policy in the Courts. In *Environmental Policy: New Directions for the 21st Century (Ninth Ed.)*. (pp. 128-150).
- Thurs 10/25 Non-official Policy Actors – Industry Influence
- Hiltzik, M. (2017, Aug. 22). [A New Study Shows How Exxon Mobil Downplayed Climate Change When It Knew the Problem Was Real](#). *The Los Angeles Times*.
- Lipton, E. and B. Williams (2016, Aug. 2). [How Think Tanks Amplify Corporate America's Influence](#). *New York Times*.
- Hand, M. (2017, July 17). [This Is How the Kochs' Anti-renewable Agenda Becomes White House Policy](#). *Think Progress*.
- Farell, Justin (2016). [Corporate Funding and Ideological Polarization about Climate Change](#). *Proceedings of the National Academy of Sciences*, 113(1), 92-97.
- Song, L (2016, Apr. 11). [Is the IOGCC, Created by Congress in 1935, Now a Secret Oil and Gas Lobby?](#) *Inside Climate News*.
- Tues 10/30 Non-official Policy Actors – Environmental Interest Group Influence
- Nisbet, M. (2016). Environmental Advocacy in the Obama Years: Assessing New Strategies for Political Change. In N.J. Vig & M.E. Kraft (Eds.), *Environmental Policy: New Directions for the 21st Century (Ninth Ed.)*. (pp. 58-78).
- Borgus, E. (2015, Jan. 22). Energy, Environmental Groups Spent Big on Advocacy in 2014. *Greenwire*.
- Optional (recommended):
- Duffy, R. J. (2003). American Environmentalism through the Early 1990s." In *The Green Agenda in American Politics: New Strategies for the Twenty-first Century* (pp. 43-81). Lawrence, KS: University Press of Kansas.
- Thurs 11/1 Issue Framing and Strategic Communications in Environmental Politics
- LAST DAY TO TURN IN PUBLIC HEARING REPORTS**
- Cox, R. and P. Pezzullo (2016). Advocacy Campaigns and Message Construction. In *Environmental Communication and the Public Sphere, 4th Ed.* (pp. 177-206). Thousand Oakes, CA: SAGE.

Cox, R. and P. Pezzullo (2016). Digital Media and Environmental Activism. In *Environmental Communication and the Public Sphere, 4th Ed.* (pp. 209-232).

- Tues 11/6 Election Day (No Class) – Vote!
- Thurs 11/8 Writing Workshop
 Woods, G. 2010. Polishing Your Punctuation. In *Grammar Essentials for Dummies* (pp. 92-116). Indianapolis, IN: Wiley.
 Woods, G. 2010. Drawing Parallels (Without the Lines). In *Grammar Essentials for Dummies* (pp. 64-74).
- Tues 11/13 Interviewing Workshop
 Working Group for Community Health and Development. [Conducting Interviews](#)
 Community Tool Box, Chapter 12. University of Kansas, Lawrence.
- Thurs 11/15 Current Issue Guest Speaker(s) – To Be Announced
CURRENT ISSUE INVESTIGATION BACKGROUND PAPERS DUE
- Tues 11/20 Money in Environmental Politics
[Dark Money Basics](#). Center for Responsive Politics (Opensecrets.org).
[Dark Money Process](#). Center for Responsive Politics (Opensecrets.org).
 Barker, K. (2012, Dec. 2). [In Montana, Dark Money Helped Montana Democrats Hold a Key Senate Seat](#). *ProPublica*.
- Thurs 11/22 Thanksgiving - No Class
- Tues 11/27 Current Issue Investigation – In-Class Presentation Prep Day
- Thurs 11/28 Current Issue Investigation Presentations
- Tues 12/4 Current Issue Investigation Presentations
- Thurs 12/6 Current Issue Investigation Presentations
- Friday 12/14 Finals Week – Final Class Meeting is 10:10 A.M. – 12:10 P.M. (Current Issue Presentations)
CURRENT ISSUE INVESTIGATION PAPERS DUE

Important Dates

Wilderness Policy Assignment Due	Fri., Sept. 14
Clean Air Act/Clean Water Act Assignment Due	Tues., Sept. 25
Policy Research Workshop - Class meets in Mansfield Lib., Rm. 283	Thurs., Oct. 11
Current Issue Investigation Proposals Due	Thurs., Oct. 17
Election Day – No Class	Tues., Nov. 6
Current Issue Investigation Background Papers Due	Thurs., Nov. 15
Last day to turn in public hearing reports	Tues., Nov. 20
Current Issue Investigation Presentations	Tu. 11/27, Th. 11/28, Tu. 12/4, Th. 12/6 & Fri. 12/14
Final Exam Week Class / Current Issue Investigation Papers Due	Fri., Dec. 14