BASIC INFORMATION AND RESOURCES

Instructor
Julius W. Hobson, Jr., Adjunct Professor & Senior Policy Advisor, Polsinelli PC

Contact Information
Phone Number: (202) 626-8354 (o); (202) 364-8866 (h).
Email Address: Julius.hobson@verizon.net

Communication
Office Hours: By appointment.

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 GWU Blackboard. Please note that your access to this course on Blackboard will continue for one month after the course ends. If you wish to keep any work or materials, you must download or save them before the course closes. Support for Blackboard is available at 202-994-4948 or IT Blackboard web page.

Out-of-Class/ Independent Learning Expectation
For face-to-face classes:
Over the course of the semester, students will spend approximately three hours per week in combined online class meetings (synchronous learning) and engaged in asynchronous instructional learning activities (done weekly on one’s own time) over the 10-week term. In addition to these required asynchronous and synchronous activities, reading for the class meetings and written response papers or projects are expected to take up, on average, 8¼ hours per week. Over the course of the semester, students will spend 30 hours in instructional time (asynchronous and synchronous) and 82.5 hours preparing for class for a total of 112.5 hours. Hybrid and Online courses meet the total 112.5 hours of total instruction.
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.” Copying information and pasting it into a paper without a quotation and citation is an act of plagiarism. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. For the first offense, the student will receive an “F” for the assignment and formal charges will be filed with the Office of Academic Integrity. For the second offense, charges will again be filed and the student will receive an “F” for the final course grade. Penalties for academic dishonesty are not negotiable. You will not be offered a “do-over” or resubmission. The University Code of Academic Integrity can be found at http://studentconduct.gwu.edu/code-academic-integrity

Attendance Policy
Attendance will be taken the first two weeks as a means of verifying registered students. Thereafter no attendance will be taken. If a student is absent from class, she/he will be responsible for acquiring missed material from fellow classmates.

University Policy on Observance of Religious Holidays
Students must notify faculty as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls in the first three weeks of class, the student must inform the faculty within the first week of the semester that they are enrolled in the course.

To the greatest extent possible, faculty must continue to 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 must arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

For the full text of the policy and calendar of religious holidays, please see the Office of the Provost’s Policies web page (Religious Holidays document).

Technology Requirements
It is your responsibility to ensure that you have the required technology to fully participate in this course. The minimum technology requirements for learning online at GW are outlined on the Technical Requirements and Support web page. If you have any problems with the technology in this course, you can seek technological support from GW in a variety of ways, outlined on the IT Support website. GW is committed to providing an inclusive and welcoming environment that is accessible for everyone, including people with disabilities. The following links provide more
information about the accessibility of technologies that may be used in this course (delete all not needed):

- **Blackboard accessibility**
- **Microsoft Office accessibility**
- **Adobe accessibility**
- **Vimeo accessibility**
- **YouTube accessibility**
- **VoiceThread accessibility**
- **Webex accessibility**
- **Zoom accessibility**

If you have any issues regarding the accessibility of the technology used in this course, please contact your instructor. You may also explore the Disability Support Services website (see above).

**Technology Expectations**

Regarding technology skills, you should be able to (delete all not needed):

- Create documents and presentation slides

- Use a webcam and microphone

- Use a digital camera or scanner

- Upload files, including recordings and images

- Be open to learning and registering for new technologies

- Be flexible when technological glitches happen (which is a given)

- Seek technological help when necessary by contacting the Division of Information Technology

If you have any problems with the technology expectations in this course, please contact your instructor.

**Use of Electronic Course Materials and Class Recordings**

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes
permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services if you need additional accommodations for accessing electronic course materials.

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. The Copyright Act (17 U.S.C. § 10) governs the rights attributed to owners of copyrighted work. Under certain circumstances, educational institutions may provide copies of copyrighted works to students. The copies may not be copied nor used for any other purpose besides private study, scholarship, or research. Users should not provide electronic copies of any materials provided on this course’s Blackboard site to unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be held liable for copyright infringement. No further transmission or electronic distribution is permitted.

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/.

Counseling and Psychological Services
GW’s Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information call 202-994-5300 or visit the Counseling and Psychological Services website.

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/.
The Writing Center
The Writing Center is located in Gelman Library at 2130 H St NW in Suite 221 and they can be reached at 202-994-3765 or via email at gwriter@gwu.edu. You can schedule writing center appointments, both in-person or by phone, in advance. Daytime and evening hours are available. Check for this semester's hours at the writing center contact page. The Writing Center offers summer hours.

GWU Libraries
Off campus students have full access to all of the research resources, services, and assistance that the Library offers. The GW community has access to 500+ online subscription databases and to millions of items, electronic and print, in the library catalog. Off-campus students even have additional privileges because the Library will FedEx print materials to your home. For more information visit the GW Libraries homepage.

Call the Ask Us desk at 202-994-6048 or contact someone at the library to answer any questions. For questions beyond “Do you have this book/article?” and “How do I login?” use the website mentioned to make a research consultation appointment with a librarian. Librarians are there to guide students through any aspect of the research process, from selecting and narrowing a topic, crafting a research strategy to citation management.

Safety and Security
- In an emergency: call GWPD at 202-994-6111 or call 911
- For situation-specific actions: review the Emergency Response Handbook
- In an active violence situation: Get Out, Hide Out or Take Out
- Stay informed: review notification tools for staying informed during emergency and safety related situations

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:

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

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

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 me if you require accommodations. Additional information is available at www.gwu.edu/~dss.

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 in front of Lisner Auditorium 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/.

THE COURSE

Political Management Program Objectives
1. Assess a political environment, develop a strategy to achieve specified goals within that environment, and act to carry out that strategy through a campaign.
2. Draw upon a repertoire of effective campaign communication skills.
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize a campaign.
4. Find, engage, and motivate the right people – leaders, professional colleagues, and citizens – to join and contribute to a campaign.
5. Address the recurring dilemmas of political life in a manner that upholds ethical standards as they practice the profession.

Course Description and Overview
Survey of and training for lobbying in the U.S. federal system. Students design a detailed lobbying plan for implementation and practice a variety of influence techniques, including those associated with digital media and communications technologies. The course also covers legal compliance, organizational and public accountability, professional standards and practices. The goal is to equip students with the knowledge and skills necessary to successfully impact the federal policymaking process; how lobbying and organized advocacy fit into the American political process and the development and implementation of advocacy strategies; lobbying by business, labor, public interest groups, and other nonprofit organizations; and, lobbying within and among the Legislative and Executive Branches of the Federal Government.

Course Learning Objectives
1. Understand the legislative process as it relates to lobbying. Students will learn the functions and operations of the Legislative Branch of Government as it relates to lobbying. This will include the House and Senate committee structure and leadership. Students will learn how lobbyists engage in the legislative process
2. Understand how laws are implemented in the Executive Branch. Students will learn the basics of the regulatory process and how lobbyists attempt to engage in the rulemaking. Students will also learn the President’s role as a lobbyist as he pursues legislative and budgetary goals and objectives. Students will learn that the President’s actions directly impact the lobbying process.
3. Learn lobbying strategy and tactics. Successful lobbyists must develop strategy and tactics in order to succeed on behalf of their employers/clients. Students will learn, through
development of Talking Points, Lobbying Power Point Document, and Strategy Memorandum, how to successfully engage the policymakers.

4. Campaign finance and elections have a significant impact on the policymaking process. Students will learn how the political process impacts the public policy process.

Course Requirements

- Each student is required to produce a one-page fact sheet (also known as “Talking Points”). The topic must be selected and approved by January 19. Grammar and spelling will affect the paper’s grade. The fact sheet should include name of organization, contact information, and “ask”. The fact sheet must provide necessary background information on the policy issue in question. The purpose is to lobby for enactment of legislation in Congress leading to the President’s signature. The assignment is due February 16.

- Each student will prepare a 12-page lobbying strategy memorandum based on the same topic as the Talking Points. The memo must illustrate strategy and tactics for passing (or defeating) a bill through both Houses of Congress and conference. The memorandum must identify key members of the relevant House and Senate committees of jurisdiction and the leadership, and suggest ways (such as direct lobbying, grassroots, and campaign contributions) to influence those members. The memorandum must also address lobbying the appropriate Federal department/agency in preparation for drafting proposed regulations implementing the law you lobbied for. The purpose of the memorandum is to test each student’s ability to think strategically in the public policy arena. Grammar and spelling will affect the paper’s grade. The paper must be double-spaced (do not triple or quadruple space between paragraphs or headings) with margins of no more than one inch, maximum 12 point font size, and no charts, graphs, lists, appendices, addenda or footnotes. Endnotes are required. The memorandum must follow the format located at the end of this syllabus. **Failure to follow these directions will automatically result in a lower grade.** The memorandum is due, via e-mail, by 9:00 pm, March 18. The highest grade papers late up to five (5) days can receive is B+. Papers more than five (5) days late can achieve a grade no higher than C+.

- Oral participation in the classroom is required. This means the student actively participates and makes a contribution in class discussions.

- Each student will develop a 10-slide power point presentation consistent with the strategy memorandum. **The power point presentation is due via email by 9:00 pm, March 21. The highest grade power point presentations late up to five (5) days can receive is B+. Presentations more than five (5) days late can achieve a grade no higher than C+.**

Evaluation and Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Learning Objective(s) Addressed</th>
<th>Due Date</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Talking Points</td>
<td></td>
<td></td>
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<tr>
<td>Lobbying Strategy Memorandum</td>
<td></td>
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<td>50%</td>
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<tr>
<td>Oral Class Participation</td>
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<td>5%</td>
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<tr>
<td>Power Point Presentation</td>
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<tr>
<td><strong>Total</strong></td>
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<td>100%</td>
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Following is the grade scale for all GSPM classes:

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<th>Grade*</th>
<th>Grading Standard</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 (lowest grade to pass)</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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</tbody>
</table>

* Failure to complete assigned work by the due date means the maximum possible grade on that assignment will be B+. If the memorandum is more than five (5) days late, highest possible grade will be C+.

Required Text and Learning Materials

Each student is expected to read newspapers (Washington Post, New York Times, Wall Street Journal, Financial Times, The Hill, Roll Call, Politico, Bloomberg Businessweek, Washington Examiner, Los Angeles Times, etc.), various news magazines (Time, Newsweek, U.S. News & World Report, National Review, Forbes, Time, The Economist, and New Republic, etc.), blog posts, and e-newsletters and web sites (Slate Magazine, politicalwire.com, talkingpointsmemo.com; politico.com; drudgereport.com) throughout the semester. The books and other required assignments in the course are as follows:

- Legislative and Regulatory Process CRS Reports (Blackboard).
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 12
Week 1
Topic and Content Covered:
- Overview of the course and requirements.
- Class objectives and rules.
- Introduction to Lobbying.
- The American Political System in the context of lobbying.
- Legislative Process in Congress.
- Lobbying the “Real” Legislative Process.
- Lobbying the Legislative Process—counting votes, Chairman’s Mark, Rules Committee, Floor Action, etc.

Learning Objective(s) Addressed:
- Introduction to the course.
- Understanding of how the legislative process actually works.
- Identifying key actors in the legislative process.
- The role of lobbyists in the legislative process.

Reading Due Today:
- Federalist Paper No. 10: The Federalist, Paper Number 10 (oakparkusd.org)  
- Holyoke, Introduction.  
- Cigler et al, Introduction  
- Davidson et al, Chapters 1, 2, 5, 6, 7, 8, & 9.  
- Dodd et al, Chapters 1, 2, 7, 8, 9, 11, 12, & 14.  
- Holyoke, Chapter 6.  

Assignment(s) Due Today:
- None.

Supplemental Reading:
• Alan Greenspan & Adrian Wooldridge, *Capitalism in America: A History*, Penguin Press, 2018


Class Date: January 19
Week 2

Topic and Content Covered:
• President as Lobbyist & Legislator

Learning Objective(s) Addressed:
• Understanding the role of the President as a lobbyist and legislator.
• Understanding of the agencies that comprise the institutional presidency.

Reading Due Today:
• Davidson, et al, Chapter 10.
• CRS Report, “Congressional Liaison Offices of Selected Federal Agencies” (reference only), 98-446, October 10, 2018.

Assignment(s) Due Today:
• Talking Selection Approval

Supplemental Reading:
• Bradley H. Patterson, Jr., The White House Staff: Inside The West Wing And Beyond, Brookings, 2000; and, To Serve the President: Continuity and Innovation in the White House Staff, Brookings, 2008.
• Phillip J. Cooper, By Order of the President: The Use & Abuse of Executive Direct Action, University of Kansas Press, 2002.
• Joel D. Aberbach & Mark A. Peterson, editors, The Executive Branch, Oxford University Press, 2005.

**Class Date: January 26**  
**Week 3**  
**Topic and Content Covered:**  
• Organized Interests in the United States  

**Learning Objective(s) Addressed:**  
• The role of organized interest groups in the United States.

**Reading Due Today:**  
• Holyoke, Chapters 1, 2, & 4.  
• Cigler et al, Chapters 2-5, 9.  
• Davidson, et al, Chapter 13.  
• Dodd et al, Chapter 6.

**Assignment(s) Due Today:**  
• None.

**Supplemental Reading:**  
• Mark Harvey, *Celebrity Influence: Politics, Persuasion, and Issue-Based Advocacy*, University of Kansas Press, 2017.

Class Date: February 2

Week 4

Topic and Content Covered:
- Interest Groups and Lobbying

Learning Objective(s) Addressed:
- How interest groups lobbying.

Reading Due Today:
- Holyoke, Chapters 5 & 9.
- Cigler et al, Chapters 6, 10, & 12.

Assignment(s) Due Today:
- None.

Supplemental Reading:
• McGee Young, *Developing Interests: Organizational Change and the Politics of Advocacy*, University of Kansas Press, 2010.
Class Date: February 9
Week 5

Topic and Content Covered:
- Interest Groups and Lobbying
- Grassroots Lobbying & Advocacy
- Corporations and Nonprofits

Learning Objective(s) Addressed:
- How interest groups lobby.
- Importance of grassroots activity and lobbying.

Reading Due Today:
- Cigler et al, Chapters 5, 7, 11, 14, & 16.
- Dodd et al, Chapter 6.
- Holyoke, Chapter 3.
- Congressional Management Foundation, Face-to-Face with Congress: Before, During, and After Meetings with Legislators, November 2014; Citizen-Centric Advocacy: The Untapped Power of Constituent Engagement, 2017.

Assignment Due Today:
- Talking Points Due.

Supplemental Reading:
- McGee Young, Developing Interests: Organizational Change and the Politics of Advocacy, University of Kansas Press, 2010.
• Francesca Polletta, *Freedom is an Endless Meeting*, University of Chicago Press, 2002.

**Class Date: February 16**

**Week 6**

**Topic and Content Covered:**
- Lobbyists & Elections
- Campaign Finance & Lobbying

**Learning Objective(s) Addressed:**
- Role of lobbyists in financing candidates for federal office.
- Campaign finance laws.

**Reading Due Today:**
- Holyoke, Chapter 10.
- Dodd et al, Chapters 3, 4, 5, & 17.
- Davidson et al, Chapters 3, 4, & 5.

**Assignment(s) Due Today:**
- None.

**Supplemental Reading:**

**Class Date:** February 23

**Week 7**

**Topic and Content Covered:**

- Technology & Lobbying
- Regulation of Lobbying
- Lobbying and the Congressional Budget Process

**Learning Objective(s) Addressed:**

- History and impact of technology on lobbying.
- Regulation of lobbying.
- Congressional budget process and lobbying.

**Reading Due Today:**

- Holyoke, Chapter—Conclusion.
- Cigler et al, Chapters 13 & 15.
- Dodd et al, Chapter 13.
- Davidson et al, Chapter 14.

Assignment(s) Due Today:
• None.

Supplemental Reading:
• Dennis W. Johnson, Congress Online: Bridging the Gap Between Citizens and Their Representatives, Routledge, 2004.
• Richard Davis, Politics Online: Blogs, Chatrooms, and Discussion Groups in American Democracy, Routledge, 2005.
• Irene S. Rubin, Balancing The Federal Budget: Trimming The Herds or Eating the Seed Corn?, Chatham House/Seven Bridges Press, 2003.

**Class Date:** March 2  
**Week 8**

**Topic and Content Covered:**

- Congressional Committee Hearing Witness Preparation
- Lobbying Senate Confirmation of Presidential Nominees
- Key U.S. Supreme Court Cases, Congress & Judicial Nominees

**Learning Objective(s) Addressed:**

- The role of lobbyists in Congressional hearings.
- How to prepare a witness for a hearing.

**Reading Due Today:**

- Holyoke, Chapter 8.
- Dodd et al, Chapter 10.

**Assignment(s) Due Today:**

- None.
Supplemental Reading:
Class Date: March 9
Week 9
Topic and Content Covered:
  • Lobbing the Executive Branch
  • Lobbying the Regulatory Process
Learning Objective(s) Addressed:
  • Lobbying the executive branch.
Reading Due Today:
  • Holyoke, Chapter 7.
  • Davidson et al, Chapter 11.
  • CRS Report, “Midnight Rulemaking: Background and Options for Congress”, R42612, October 4, 2016.
Assignment(s) Due Today:
  • None.
Supplemental Reading:
  • Daniel Carpenter & David A. Moss, Preventing Regulatory Capture: Special Interest Influence and How to Limit It, Cambridge University Press, 2014.
  • Mordecai Lee, Congress vs. the Bureaucracy: Muzzling Agency Public Relations, University of Oklahoma Press, 2011.

Class Date: March 16
Week 10
Topic and Content Covered:
  • Makeup for material remaining to be covered
  • Semester Review
Learning Objective(s) Addressed:
  • N/A
Reading Due Today:
  • None.
Assignment(s) Due Today:
  • None.
Lobbying Strategy Memorandum
Required Format
12 Pages

Memorandum
To: Julius W. Hobson, Jr.
From: 
Subject: 
Date: 

Objective:
One-three sentences stating the overall objective of your lobbying strategy.

Background:
Provide public policy history and background on the subject matter.

Strategy:
Describe a careful plan or method for achieving your objective.

Tactics:
Employing the means available to your association, organization, or firm to accomplish your objective.