

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Legislative Affairs

Summer 2018

July 3 – August 15, 2018

LGAF 6224.LH

Interest Group Politics

Tuesdays/Thursdays, 6-8 p.m.

[Hall of States](#)

First class is on July 3rd

BASIC INFORMATION AND RESOURCES

Instructor

Howard Marlowe has been a registered federal lobbyist for over four decades. He has had his own firm for the past 36 years, serving primarily local governments and specializing in water resources and coastal resilience. He has twice served as President of the American League of Lobbyists, in which capacity he focused his attention on increasing transparency and improving federal regulation of lobbying. Howard is a graduate of the Wharton School of Finance & Commerce of the University of Pennsylvania. He received his Juris Doctor from New York University's School of Law.

Contact Information

Office Number: (202) 787-5764

Email Address: howardmarlowe@gwu.edu

Communication

I try to respond to all email communications within less than 12 hours. If you have an urgent need to reach me, please call me at the phone number above. When I am out of the office for a period of time, I have that number forwarded to my cell phone. I am available to meet with students after class or by appointment at my downtown DC office at 1717 K Street NW.

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. I will regularly post material on the [Blackboard site](#) and will email students to alert you. 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>.

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 <http://disabilitysupport.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 Dubliner](#) restaurant 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

This class will be conducted as a seminar. Therefore, a significant part of the learning you will receive will come from class discussion. Therefore, just being present is not enough. I will value your participation. If an emergency prevents you from attending a class session, I expect you to notify me as early as possible prior to the class. If your lack of attendance is a chronic issue, it will affect your grade.

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. Steven Billet
Director, Legislative Affairs Program
sbillet@gwu.edu | 202-994-1149

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

Legislative Affairs Program Objectives

Upon completion of the Master's degree in Legislative Affairs, students will:

1. Gain both theoretical and practical knowledge related to the U.S. Congress, general issues in the legislative arena, and how to effectively advance legislation;
2. Hone their oral and written communication skills in both theoretical and technical aspects of legislative affairs;
3. Be able to conduct cutting-edge research and engage in effective problem solving by learning critical thinking skills;
4. Learn how to work effectively with others, the value of collaborative work, and will understand ethical issues involved in the legislative arena.

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.

Course Description and Overview

Course Overview

This course focuses on the role of interest group advocacy in making public policy as well as the strategies and tactics used to influence the policy decisions made by Congress and the Executive Branch. We will begin with an examination of the system for policymaking created by our Constitution and why the underpinnings of our country's foundation are tied inextricably to both representative government and free speech. We will examine the theoretical underpinnings of policymaking and interest groups, and then turn to the many practical aspects of advocacy. Who advocates? What do they advocate for? Why? How! We will focus this term on both professional and grassroots policy advocacy. Included in our focus will be professional lobbyists either employed by an organization or hired under contract by an interest group, how they are regulated and the tactics they use. In pursuing our study of interest group advocacy tactics, we will deal with the role of political and interest group expenditures and the role and the role political contributions may play in policymaking.

Course Learning Objectives

1. Understand the historical foundations of lobbying in the U.S.
2. Understand of the dynamics of interest groups and the policymaking process
3. Understand the historical role of professional lobbying in the U.S.
4. Apply practical skills needed to influence public policy by as a citizen or professional advocate.
5. Apply critical thinking to the analysis of public policy issues and the development and implementation of advocacy strategies.
6. Have students demonstrate their knowledge of the role and tactics of interest groups in public policy advocacy

Course Requirements

The class format will be seminar style that will include lectures but will emphasize discussion.

- Reading assignments for each class are listed below and will be posted as well as updated on the course Blackboard site. *All reading assignments must be completed prior to the first class of the week for which the reading is assigned.* Reading material to found with blackboard is designated with a **(B)** in the syllabus below.
- Each student will be asked to pick an issue and an interest group (real or hypothetical) that advocates for or against a specific position on that issue. Students should spend time and invest research in selecting their issue. It need not be an issue that is making national news headlines. It should be an issue that affects the student personally. This issue will form the basis of class discussions and weekly writing assignments, as well as a final paper and class presentation.
- There will be short papers due for some classes that relate to the assigned reading and/or the issue and interest group and issue selected by each student. Written assignments must be emailed to the instructor at least 3 hours before the first class for each week the paper is assigned. *Please note that you may be penalized for late submission of assignments.*
- In addition, each student must submit one or more questions to each class based on the assigned reading for that class. Questions must be submitted at least 3 hours before each class and may be selected for discussion. For grading purposes, they will be considered part of Class Participation. *It is incorrect to assume that more questions will increase your grade.*
- A final paper of at least 3000 words will serve as the final exam for this course. Students will describe the issue and interest group they selected, how they researched the issue, the opposition to the issue, and all the strategies and tactics they will use to succeed, including samples of essential materials such as fact sheets, social media, etc. Each student will make a short presentation of his or her paper to the class, which can be done orally, with handouts, and/or a PowerPoint.

Please see the next page for information on Evaluation and Grading

Evaluation and Grading

Reading Assignment	Learning Objective(s) Addressed	Due Date	Weight
Assignment #1	Understand the foundations of interest group politics in the U.S.	July 3	10%
Assignment #2	Understand of the dynamics of interest groups and the policymaking process	July 6	10%
Assignment 3	Understand the historical role of professional lobbying in the U.S.	July 17	10%
Assignment 4	Apply critical thinking to the analysis of public policy issues and the development and implementation of advocacy strategies	July 25	10%
Assignment 5	Apply practical skills needed to influence public policy by direct advocacy and/or hiring a professional consultant	August 1	10%
Final Paper	Demonstrate knowledge of the role and tactics of interest groups in public policy advocacy	August 8	35%
Attendance and Participation			15%
Total			100%

Following on this page and the next 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.

Required Text and Learning Materials

1. Levine, Bertram J. 2009. *Art of Lobbying: Building trust and selling policy*. Washington, D.C.: CQ Press. (It is recommended that students purchase this book)
2. Wolpe, Bruce C., Bertram J. Levine. 1996 ed. *Lobbying Congress: How the system works*. Washington, D.C.: Sage/CQ Press (It is recommended that students purchase this book)

Supplemental Learning Materials will be posted on the course Blackboard site

A Note About Electronic Devices in Class: I discourage the use of computers and cellphones in class because studies have shown that students who take handwritten notes learn more and get better grades.

Tentative Course Calendar*

**The instructor reserves the right to alter course content as well as assignments and to adjust the pace to accommodate class progress. Students are responsible for keeping up with all such adjustments.*

Class Date: Week #1 (July 3th)

First session: Why do we have the form of government that we have?

Learning objective addressed: Understand the foundations of interest group politics in the U.S.
Lecture by an observer present at the Founding of the Republic followed by class discussion

Reading Assignment for first class session only:

The Declaration of Independence (print it out and bring it with you to class). Be prepared to discuss in class how the Declaration relates to the U.S. policymaking process.

Second Session: Who Wants Policy Change & Why?

Learning Objective Addressed: Understand of the dynamics of interest groups and the policymaking process

Reading Assignment for the second class session:

- (B) Interests and Interest Groups, *Holyoke*, Chapter One
- (B) Why Do Individuals Join Groups?, *Ainsworth*, Part 1, Chapter 2
- (B) Interest Group “Policy Agendas”: What Are They and How Might We Study Them? *Cigler*; Chapter 3

Class Date: Week #2 (July 10th and 12th) - Evolution of our representative Democracy

Learning Objective Addressed: Understand the historical foundations of interest group politics in the U.S.

Reading Assignment Due: July 10th

(B) [Federalist #10](#) and [Federalist #51](#)

(B) Madison's Dilemma; The Advocacy Explosion, *Berry*; Chapters 1 and 2

Writing Assignment Due: July 10th

Pick an issue that is, has, or could be a public policy issue in Congress. This issue will be the subject of your final paper and class presentation. You will be expected to choose an objective (e.g., passage of legislation; opposition to legislation) and incorporate the concepts and lessons learned from required weekly reading assignments and class discussions into your final paper.

Please submit your chosen issue to me over email at least 24 prior to our class on **Tuesday, July 10th** for my approval. **It will be to the benefit of students to submit their chosen issues to me as early as possible as approval of your issue is required before students can complete any further written assignments. Following are the requirements for submitting your issue for approval --**

Write a short essay (500 to 750 words) that relates the issue you have chosen to the following –

- What sectors of the population are affected by the issue?
- What interest groups, if any, represent those sectors?
- Why did these interest groups get involved and to what extent do they reflect the principles and/or theories expressed in the readings for this week's classes?
- Which committees of Congress have jurisdiction over this issue? Does your interest have any special access to the members of any of these committees?

Expect a Pop Quiz during the second session of class. It will involve you writing using pen or pencil and paper.

Bonus: Case Study Background Presented with updates in subsequent classes

Class Date: Week #3 (July 19th) NOTE: There will be no class on July 17th

1st Hour: Learning the Policymaking Process and How Interest Groups Use It

2nd Hour: The Role of Professional Lobbyists

Learning Objective(s) Addressed: Understand the dynamics of interest groups and the policymaking process and Understand the historical role of professional lobbying in the U.S.

Weekly Reading Assignment Due July 19th

(B) Making Sense of the Policy Process; *Godwin et al.*, Chapter 3

(B) Schoolhouse Rock (VIDEO) <https://www.youtube.com/watch?v=FFroMQIKiag>

The Lobbyist's World; *Levine* (Chapters 1 -4) (Chapters 6-7)

So You Want to be a Lobbyist: *Wolpe*; (Part 1, Chapters 2, 3, and 5)

The reading assignment continues on the next page!

(B) Revolving Door Lobbyists and Interest Representation; LaPira, Timothy M., *Interest Groups and Advocacy*; Vol. 3, 1, 4-29; 2014

(B) Does Money Buy Power? *Interest Group Resources & Policy Outcomes*; Leech et al.; Paper presented at the Midwest Political Science Association; April 2007

(B) Citizen and Lobbyist Access to Members of Congress: Who Gets and Who Gives?; Brodbeck, et al., *Interest Groups and Advocacy*; 2013

What is Shadow Lobbying?

(B) *The Shadow Lobbying Complex*, Fang; *The Nation* (March 10-17, 2014)

(B) Lobbying in the Shadows, *Cigler*, Chapter 11

Class Date Week #4 (July 24th and July 26th)

Strategy & Tactics: How Can Interest Groups Get What They Want? –Part One

Learning Objective Addressed: Apply critical thinking to the analysis of public policy issues and the development and implementation of advocacy strategies

Weekly Reading Assignment Due July 24th

Background

Designing and Executing a Lobbying Campaign, *Levine*, Chapter 7

(B) Researching an Issue; Framing an Issue; Developing a Strategy and Deciding on Tactics, *Baumgartner*, Chapter 9

(B) Case Study: Tobacco Industry Efforts to Influence Policy, *Cigler*, Chapter 10

Grassroots Advocacy

Grassroots Lobbying, *Wolpe*, Part 1, Chapter 8

(B) *Making Noise vs. Making a Difference on Capitol Hill*; Hysom & Goldschmidt: *Politics* (February, 2008)

(B) Citizen-Centric Advocacy; Congressional Management Foundation

(B) Does Grassroots Lobbying Work? *Berrigan*; *American Politics Research*, Vol. 37, No. 2

(B) *Advocacy 2.0: An Analysis of How Advocacy Groups in the United States Perceive and Use Social Media*, *Journal of Information Policy* 2012

(B) Communicating with Congress; *Congressional Management Foundation*

Campaign Contributions

(B) *What Do Campaign Contributions Buy?* *Stratmann*; *Southern Economic Journal* (Jan. 1991)

OR

(B) [Role of Money in Politics](#); C-SPAN (VIDEO)

Weekly Writing Assignment Due: July 26th

Based on the assigned readings, write a short essay (500 to 750 words) in which you discuss the strategy and tactics you plan to use for your interest group's efforts and a summary of how you will employ those tactics.

Class Date: Week #5 (July 31st and August 2nd)

Strategy & Tactics: How Can Interest Groups Get What They Want? – Part Two

Learning Objective(s) Addressed: Apply practical skills needed to influence public policy by direct advocacy and/or hiring a professional consultant

Weekly Reading Assignment Due July 31st

- (B) Case study Ethnic Interest Groups and American Foreign Policy, *Cigler*, Chapter 12
- (B) Assessing the Business Advantage in Washington, Hojnacki, *Interest Groups and Advocacy*; 2015
- (B) From Hootie to Harry (and Louise): Polling and Interest Groups; Burdett Loomis; *Brookings Review*; Summer, 2003
- (B) Polling and Policy Analysis as Resources for Advocacy, Greenwald et al.; *Journal of Public Administration Research and Theory*; April 2003
- (B) Polling on Public Policy: A Case Study in Engaging Youth Voters in the Public Opinion Process for Effective Civic Discourse; Kimball et al., *American Behavioral Scientist*; Vol. 58(6); 2014

Weekly Writing Assignment: Due Date: August 2nd

Write a short essay (500 to 750 words) summarizing the steps you will take to develop a lobbying plan for your prospective interest group based on information you have gained from your readings for this and the previous weeks.

Class Date: Week #6 (August 7th and August 9th)

Students will each make short presentations of their final papers with comments and discussion by the class and instructor.

Learning Objective(s) Addressed: Demonstrate knowledge of the role and tactics of interest groups in public policy advocacy

Presentations by each will be made by each student on these two dates. The length and other details related to oral presentations will be discussed in class prior to Week #6.

Written Assignment: Your final paper is due August 10th

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.