

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Spring Semester 2018

January 16 – April 30, 2018 (Last class: May 2d)

State and Intergovernmental Politics

PMGT 6422

3 Credits

Monday, 7:10 – 9:40

1776 G Street, C-112

BASIC INFORMATION AND RESOURCES

Instructor and Contact Information

Louis Caldera

Professor of Leadership, GSPM

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Washington, D.C. 20052

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Communication

Email is usually the easiest way to reach me and you will ordinarily receive a response within 24 hours. For short, time-sensitive messages, such as you are running late to class, texting will also work. I am also available before or after class or at my GW offices 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 instructor and the class. 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 <https://disabilitysupport.gwu.edu/>.

In the Event of an Emergency or Crisis during Class

If we experience an emergency during class time, we will try to stay in the classroom until we hear that we can move about safely. If the nature of the emergency is such that we must leave, we will meet at the northwest corner of Pennsylvania Avenue NW and 18th Street NW (the Edward R. Murrow Park) 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. Michael D. Cohen
Interim Director, Political Management Program
michaeldcohen@gwu.edu | 202-994-5512

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 serve in 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 using California policy, politics, and legislative process as a basis for our learning and discussions. If you take this class be prepared to learn about how things are done in our nation’s most populous state!

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 some of the similarities and differences between federal and state legislative process and among the states and the implications for state legislative advocacy.
3. Understand and be able to assess what matters to state legislators (and other state and local government officials), and to the people of a particular state or region, and its implications for policy messaging and state legislative advocacy.
4. 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.
5. Understand the implications for business and nonprofit organizations of operating in multi-state and multi-locational environments.

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.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
See Week 3 Assignment: “Home State” Political Assessment	3,4	2/6	15%
See Week 6 Assignment: Prepare an Introductory Lobbying Plan Memo	2,3,4	3/6	20%

See Week 9 Assignment: Prepare a Support and Opposition Analysis Memo	1,2,3,4	4/3	20%
See Week 12-14 Assignment: Prepare and Deliver Final Lobbying Plan Memo	1,2,3,4,5	4/24 Peer 5/1 Class 5/3 Class	35%
Attendance and Participation			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 is one required text (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 provide 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."

Squire, Peverill and Gary Moncrief, *State Legislatures Today: Politics Under the Domes*, Second Edition, Lanham, MD, Rowman & Littlefield, 2015 **ISBN-13: 978-1442247499, ISBN-10: 1442247495** (Referred to in the Syllabus as “State Legislatures Today”)

The Constitution of the United States

<http://constitutioncenter.org/media/files/constitution.pdf>

Or for an interactive version with commentary:

<https://constitutioncenter.org/interactive-constitution>

James Madison, Alexander Hamilton, John Jay, *The Federalist Papers*

http://avalon.law.yale.edu/subject_menus/fed.asp

Other select readings as provided for in the syllabus or uploaded to Blackboard prior to class, including contemporary news stories on relevant topics. You are responsible for checking to see whether any additional readings were assigned.

Optional Supplemental Text and Learning Materials

Rosenthal, Alan, *Heavy Lifting: The Job of the American Legislature*, 2004 **ISBN 9781568027340**

Tentative Course Calendar*

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. We will also periodically have guest speakers which may require adjusting course content or schedule. Students are responsible for keeping up with all adjustments to the course calendar.

Jan. 22, 2018

Week 1

Topic and Content Covered:

INTRODUCTION

We begin our consideration of State and Intergovernmental Politics by asking what kinds of issues are quintessentially state and local government issues? In many policy areas, what state you live in can make a considerable difference: environmental regulations, voting laws, labor and employment laws, social services, education quality and funding, criminal justice, property rights, civil rights, access to abortion, gun control, and a myriad of others. Yet states, cities and counties, do not operate in any of these areas untouched by federal considerations. This class begins our consideration of federalism, our system for the sharing of power between a centralized federal government and its constituent units, the states, as set forth in the U.S., Constitution and as has evolved through amendments, court

decisions and time and practice to meet the needs of a changing society living in a globalized world. We will spend two classes on this subject, but we also want to start by also considering differences between states and imagining what would be different about pursuing advocacy goals in a state and local context compared to pursuing advocacy goals at the federal level.

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

Reading Due Today:

The Constitution of the United States, Article 1, Sections 8 and 10, and the 10th Amendment

State Legislatures Today, Chapter 1: Ninety-Nine Chambers and Why They Matter

Study Questions:

1. Please note one or two things you learned from today's introductory reading in State Legislatures Today that were new or surprising to you in thinking about the difference in pursuing state level advocacy goals or pursuing such goals in very different states compared to pursuing federal advocacy goals?
2. Consider what kinds of issues are primarily federal, state or local? Are any issues truly exclusively federal, state or local? We will try to sketch out where different aspects of these issues fall, what the implications are of such overlapping areas of responsibility, and how our U.S. Constitutional scheme impacts policy considerations and alternatives in these areas.

Assignment Due Today:

3. Please send me before class by email to lcaldera@gwu.edu 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. I would like to tap your expertise and interests as we go through the course and this will help me get a sense of the range of experience in our class.

Jan 29, 2018

Week 2

Topic and Content Covered:

FEDERALISM AND VOTING

Today we delve more deeply into the topic of federalism: what it means for the United States to operate as a federal system of government with both a strong national government and strong state governments that are each sovereign within their respective realms, but in which contests inevitably arise regarding the boundaries on their respective powers to regulate any number of spheres of human

activity. We will consider the roots, evolution and tensions inherent in this system and its relative strengths and weaknesses as a form of government for a large, pluralistic society in a complex, globalized world, and its implications for policy advocacy at the state and local level.

We will introduce our examination of these issues in the context of how voting for federal office is conducted. Elections for federal office, Executive and Congressional, is conducted under state law, usually by local governments, yet Congress has explicit power to make laws regulating voting.

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

Reading Due Today:

Election Law Federalism, Justin Weinstein Tull, University of Michigan Law Review, March 11, 2016. READ the abstract, page 747, and “Election Law Federalism and Sovereignty,” pages 775 to 793 ONLY. http://michiganlawreview.org/wp-content/uploads/2016/03/114MichLRev.747_WeinsteinTull.pdf

The Federalist Papers, Numbers 44, 45, and 46 http://avalon.law.yale.edu/subject_menus/fed.asp

Assignment Due Today:

None. Work on assignment due Week 3.

Study questions:

1. The U.S. Constitution as enacted is relatively silent on the right to vote or the conduct of elections. Why? See Section 4, Article 1.
2. How does this influence election law federalism debates? Does it help explain the number of amendments related to voting that have been passed since the Constitution's ratification? See 14th, 15th, 19th, 24th and 26th Amendments.
3. Notwithstanding the 10th Amendment, over time the power of the federal government has expanded relative to that of the states, and also within the federal government the power of the executive branch has expanded over that of the legislative branch. How did we get here? Is this desirable or pernicious? Or does your interest in federalism and checks and balances depend on where you sit?

Feb 5, 2017

Week 3

Topic and Content Covered:

RESEARCH METHODS

We will meet at Gelman Library on the GW Campus to learn about research methods, library and online resources available to do state legislative research. This session will be helpful to you in completing the course assignment that comprise the majority of your course grade.

Learning Objectives: 1, 2, 4

Reading Due Today:

State Legislatures Today, Chapter 2, State Legislative Campaigns and Elections

Assignment 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:

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 5 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.

Feb 12, 2018

Week 4

Topic and Content Covered:

LEGISLATION AND LEGISLATIVE PROCESS

In the next two classes, we begin to look at various models that attempt to describe what the role of the legislator is, including theories of representation and legislation. But we quickly move away from theory to real-world examination of the motivations, goals and actions of legislators introducing proposed legislation. We provide an overview of the process by which ideas are transformed into legislative projects by considering at a real-world example of the legislative process that illustrates the many hurdles such projects must overcome to become laws.

This week we are covering state legislative process. We begin the class by discussing one of the great U.S. legislative stories: how the federal Civil Rights Act of 1964 came to be enacted. This is a great story to consider because it deals with an important moment in U.S. history and the issue and various political positions are familiar to us, as are the executive branch and legislative titles of the actors (if few of their actual names). This allows us to focus on the process, which in this case (and in few state legislative cases) is well documented and explained.

State legislative process can vary significantly and in important ways from congressional legislative process, but the essential elements are very similar. Congress was in great part modeled on the state legislatures that existed before the framing of the Constitution, and states admitted subsequently in turn modeled their legislatures on Congress, so there are many more similarities than differences. We also study Congressional process to understand state process because most Supreme Court cases that have considered controversies regarding legislative power and procedures – and that have either defined the limits of those powers or found that for separation of powers reasons they are not matters reviewable by courts -- have been in the federal legislative context.

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

Readings Due Today:

"The Story of the Civil Rights Act of 1964 and the Procedures of Statute-Creation," Eskridge, Frickey, and Garrett, *Cases and Materials on Legislation: Statutes and the Creation of Public Policy*, 4th edition, 2007. (Reading attached as PDF; also attached is a list of names of the participants in the story that you may want to print out and annotate to help you follow the twists and turns in the story.)

*** Be sure to read the study questions below before reading the story ***

Study Questions:

As you read this story keep an eye out for and consider the following matters:

1. The reverence with which certain members have for the institution (House or Senate) in which they serve and for its rules and traditions.
2. The “old school” legislative strategy and deal making – often across the aisle and including the active engagement of the President, his staff and cabinet in reaching the agreements needed to introduce the bill and to keep it moving against great odds and past legislative experience.

3. The role of executive, legislative leaders, principal authors and bill managers in prioritizing and taking responsibility for advancing the legislation and using all their skill to anticipate and overcome obstacles.
4. The role personal vanities play in the legislative process: the sense of ownership for an issue someone has championed in the past; the need for leaders to be consulted and respected; the ease with which insult can be taken; the awareness that egos need to be stroked, slights smoothed over, and breeched agreements honored or renegotiated to keep the legislation moving.
5. The use of the calendar: to avoid being played off another issue; to buy time to build coalitions; or to try to derail consideration of the bill.
6. The use of procedure: rules referring the bill, motions, substitute amendments, offering friendly and unfriendly amendments; taking amendments to gain support, motions to reconsider or to have recorded versus voice votes, motions to limit debate, discharge a bill, for cloture, and so on.
7. The building of coalitions in support of the legislation including faith based members recruited to appeal to senators and representatives from Western states with fewer in-state African American voters or labor organizations pressing for passage.
8. Lastly, a few questions to consider: Have we lost something in that few recent presidents have been legislative leaders schooled or comfortable engaging in such deal making? To what extent has rising partisanship, gerrymandered districts, and nationalized federal elections made such deal making across the aisle no longer possible? Even if possible, is such legislative deal making desirable? Might it be more possible at the state level, or do the states also suffer from the same type of partisan political “dysfunction” as Congress is said to?

Assignment Due today:

None. Work on assignment due Week 6.

Feb 19, 2018 – President’s Day – No Class

But note there is a long reading assignment for next week and you may want to read the first of the two assigned chapters this week.

Feb 26, 2018

Week 5

Topic and Content Covered:

LEGISLATION AND LEGISLATIVE PROCESS (Continued)

We are going to examine California State legislative process closely to understand how bills are introduced and referred, committee structure and bill consideration, legislative calendars, the role and power of legislative leaders, and end runs around the legislative process.

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

Reading Due Today:

State Legislatures Today, Chapter 4: Legislative Organization Across the States and Chapter 5: The Legislative Process in the States

Study Questions:

To be provided.

Assignment Due today:

None. Work on assignment due Week 6.

March 5, 2018

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:

State Legislatures Today, Chapter 3: The Changing Job of a State Legislator

SEE DIGITAL RESOURCES IN STUDY QUESTIONS BELOW

STUDY QUESTIONS AND DIGITAL RESOURCES

1. Emergency Room Physicians, as professionals who deal with trauma and disease in everything from brain injury from accidents, to gunshot wounds and motor vehicle crash victims, to individuals suffering chronic, untreated diseases (and who are otherwise on the front lines of health care delivery in America) is one group that has found it important to be politically active, often taking a public health approach to

preventing accidents and disease as well as on other health care related issues that impact them directly. Below are examples of issues doctors have championed in Pennsylvania and California.

Read: Case Study: BUILDING A MOTORCYCLE HELMET SAFETY COALITION THE PENNSYLVANIA EXPERIENCE

<https://www.acep.org/WorkArea/DownloadAsset.aspx?id=5350>

Review: American College of Emergency Physicians (“AAEP”) Physicians Guide to State Legislation, Fourth Edition, 104 pp Read: Building a Successful Coalition pp 44-47, Regulatory Agencies pp 64-67, and skim Media pp 87-94

<https://www.acep.org/content.aspx?id=22254&coll=1&collid=90>

2. In California, the California Coalition for Children’s Safety and Health (“CCCSH”) is a broad-based coalition that includes doctors, insurance companies, and children’s advocates that been active in legislative matters for over two decades.

Read: CCCSH’s “About” CCCSH statement found at: <http://cccsh.ca/about/>

Note that two of the bills they cite as among their top accomplishments are: AB 2268 (Caldera) Bicycle Helmets (rationale was similar to the motorcycle helmet law in Pennsylvania) and AB 3305 (Speier) Pool Safety. Both measures were principally sponsored by CCCSH. (I served with Jackie Speier in the California Legislature, and she is now a Member of Congress).

3. In the 2015-2016 California Assemblyman Hansen Chu sought to expand the California Swimming Pool Safety Act first enacted by Assemblywoman Speier. He took, as the two articles below explain, a sleight of hand, mid-session approach to putting his legislative proposal AB 470 in play.

Note the concerns raised by the opponents of the bill in these articles, including with respect to process, substance, and potential future legislation; note also the groups mentioned that came quickly out in opposition.

Pool and Spa News, May 25, 2016

http://www.poolspanews.com/business/legal-regulatory/last-minute-safety-bill-takes-california-by-surprise_o

National Swimming Pool Foundation, an industry group, quoting the California Pool and Spa Association (CPSA)

<https://www.nspf.org/news/pool-safety-measure-introduced-california-legislature>

Assemblyman Hansen Chu’s bill made it to the governor’s desk. Here is a typical letter of support, from the American Academy of Pediatrics, California, a coalition member, urging the governor to sign it.

<http://aap-ca.org/letter/ab-470-aapca-letter-to-governor/?format=pdf>

4. Governor Jerry Brown vetoed AB 470. However, like many legislative projects, it was reintroduced in the current legislative session as SB 442 by Senator Josh Newman. What will advocates and opponents have learned from the bill's most recent history? What would you expect to happen next?

5. You can see the path AB 470 took on the California Legislative Information website.

We will explore this website in class, however note the website's functionality in providing you informational items such as the:

a. Bill Text (most recently amended version) Found at:

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB470

And, following the tabs on this page from left to right, you can also see:

b. Votes (the by name vote tally of every vote taken on AB 470)

c. History (the 30 steps in the legislative process AB 470 had to navigate from introduction to the governor's disposition, including, readings, referrals and votes in each house)

d. Bill Analysis (the nonpartisan "official" analysis of what the bill does, revised and provided to legislators each time the bill is up for a vote). Note The first committee analysis (4/10/15) is for a bill on a completely different subject; the first Senate analysis (6/9/16) is when the bill takes on its new subject; and the final analysis (10/3/16) contains the governor's veto message at the end.

e. Today's Law as Amended: This feature shows the reader the marked-to-show-changes version of the bill comparing the latest version to existing law (the bill text version does not show these changes - compare the two). Which would you prefer to see as a legislator or a professional legislative staff member?

Assignment Due Today:

GRADED ASSIGNMENT TWO: 20%

Prepare an Introductory Lobbying Plan Memo

Select a client and issue for whom you will develop a state lobbying plan. Write a two-page paper using a memorandum format addressing the following:

Memorandum

To: SVP State and Local Government Affairs, Client Organization (real or fictional)

From:

Date:

Re: Developing a lobbying 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 (state).

March 12, 2018

Spring Break – No Class

March 19, 2018

Week 7

Topic and Content Covered:

ETHICS IN STATE GOVERNMENT AFFAIRS

In this class we will first examine the obligations of legislators to act in ways that meet their ethical obligations and keep them from running afoul of the laws that embody ethical standards in legislative dealings, but also in campaign fundraising and disclosure requirements. Lobbyists and other actors have similar codes and may be subject to penalties or prosecution for violations of ethical standards and laws.

We then examine real world situations in which legislators and lobbyist have found themselves accused of wrongdoing and consider the circumstances and conduct which led to the allegations of wrongdoing, and consider whether their failures are attributed to flawed characters, a flawed system, overzealous prosecutors or other factors?

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

Reading Due Today:

NCSL Series of short essays on Creating an Ethical Legislature (link below; available as PDF)

<http://www.ncsl.org/research/ethics/creating-an-ethical-legislature.aspx>

Case Studies from the News:

State

CA Assemblyman Frank Hill:

The G-Man, the Shrimp Scam and Sacramento's Big Sting: FBI AGENT JAMES WEDICK'S UNDERCOVER OPERATION NETTED 14 PUBLIC OFFICIALS. BUT HAS IT CHANGED THE WAY THE STATE LEGISLATURE WORKS?

http://articles.latimes.com/1994-12-11/magazine/tm-24021_1_undercover-agent

CA Senator Ron Calderon

<http://www.latimes.com/politics/la-pol-ca-ronald-calderon-prison-sentence-corruption-20161021-snap-story.html>

Local

LA City Commissioner Leland Wong:

<http://articles.latimes.com/2008/jul/25/local/me-wong25>

LA City Lobbyist John Elk:

<http://www.laweekly.com/news/how-lobbyist-john-ek-gets-his-way-at-city-hall-2170123>

<http://www.latimes.com/local/lanow/la-me-ln-lobbyist-birthday-party-20170216-story.html>

March 26, 2018

Week 8

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:

State Legislatures Today, Chapter 5:

Digital Resources and Study Questions:

1. First, a primer on the Progressive era reforms: the initiative, the referendum and the recall. READ: <http://www.ncsl.org/research/elections-and-campaigns/initiative-referendum-and-recall-overview.aspx>
2. The initiative has, in the states where it is used, now become a hallmark of what citizens have come to expect (and often abhor) is part of their civic, electoral decision-making role. But what started out as a reform now raises many issues, as the article below points out, including whether the process has been captured by special interests, and whether voters are capable of casting informed votes, given the number of initiatives, their complexity, and the lack of expertise or experience regarding the policy areas voters are asked to make decisions about. Moreover, there is significant concern that ballot box law-making, and particularly budgeting/spending requirements placed in State constitutions, are impeding the ability of state elected officials to do the jobs they were elected to do when auto-pilot spending locks them into a constrained set of future choices. READ: <https://www.nytimes.com/2016/08/31/opinion/campaign-stops/ballot-measures-american-direct-democracy-at-work.html>
3. To get a sense of the range of issues voters are asked to decide, and the kind of decision-making thinking processes some voters use to try to make their way rationally through the myriad of propositions that can appear on the ballot READ: <http://www.motherjones.com/politics/2016/10/kevin-drums-2016-guide-californias-ballot->

[initiatives](http://vig.cdn.sos.ca.gov/2016/general/en/pdf/complete-vig.pdf) By comparison, consider that the Secretary of State’s “Official Guide” to the November 2016 Ballot Propositions discussed in the article above ran over 200 pages long: SEE: <http://vig.cdn.sos.ca.gov/2016/general/en/pdf/complete-vig.pdf>

4. We can learn a lot by considering comparative perspectives and experiences. Direct democracy is not just a U.S. phenomena, and, notwithstanding results like BREXIT or awareness of CA style concerns regarding out-of-control direct democracy, it appears citizens in Europe believe they should have even more say via direct law-making. SEE: Todd Donovan, “Direct Democracy: Lessons from the United States”, Political Insight, 2014, updated 2016. Attached as PDF.
5. Are legislators ducking the tough issues when they refer controversial matters to voters to decide? Or when they do nothing about a brewing controversial issue, knowing propositions on the subject are being circulated? Are they admirably allowing voters to decide directly or cowardly shirking the legislative representation duties they were elected to perform?
6. The initiative is an up or down vote, there is no legislative style checks and balances that allow competing perspectives to be factored into a final bill (or no bill passing): no opportunity for hearings, testimony, public deliberation, amendment, or the give and take of negotiations among competing interests, that law makers typically use to arrive at a bill that best satisfies those interests that can be satisfied that represent a majority viewpoint. Are those hallmarks of the legislative process valuable and could they somehow be incorporated into the initiative process? How?

April 2, 2018

Week 9

Topic and Content Covered:

SPECIAL ISSUES IN STATE AFFAIRS: FROM LINE ITEM VETO TO DIRECT DEMOCRACY (Continued)

In this class we continue our discussion of special issues related to state level advocacy.

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

Reading Due Today:

State Legislatures Today, Chapter 6: The Legislative Context

Study Questions:

See last week’s study questions.

Assignment Due today:

GRADED ASSIGNMENT THREE: 20%

Prepare a Support and Opposition Analysis Memo

Write a two-page paper using a memorandum format addressing the following:

Memorandum

To: SVP State and Local Government Affairs, Client Organization (real or fictional)

From:

Date:

Re: Potential supporters and opponents

Write your client a memo identifying the best individuals and groups to align yourself with on your issue advocacy plan if you could (the power players (5-10), individual or organizational in this state or with influence on this committee). Separately identify the organizations and interest groups (5-10) most likely to be on your side and explain why they should be interested and any reasons why they might not be interested. Identify the organizations and interest groups (5-10) most likely to be on the other side and why. Don't forget potential non-interest group sources of support or opposition including other legislators, and state and local elected officials and the independent sources of power they may have available to support you or oppose your project. For example, many bills implicate funding requirements that must be provided for by individuals who jealously guard the public fisc, or are matters that fall under the jurisdiction of state agencies or constitutional officers whose positions cannot be taken for granted. Address whether a coalition of supporters would be advisable in this instance or not and what the unifying basis of such a coalition would be.

April 9, 2018

Week 10

Topic and Content Covered: others two

MULTISTATE ADVOCACY

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

Reading Due Today:

None:

TBA CASE STUDY: Possibly Southwest Airlines Co.

Assignment Due today:

None. Work on assignment due Week 13.

April 16, 2018

Week 11

Topic and Content Covered:

LOCAL AND REGIONAL GOVERNMENTS

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

Reading Due Today: State Legislatures Today, Chapter 7: Are State Legislatures Representative Institutions?

State Legislatures Today

TBA CASE STUDY: INFRASTRUCTURE PLANNING AND CONSTRUCTION

Assignment Due today:

None. Work on assignment due Week 13.

April 23, 2018

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 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.

April 30, 2018

Week 13

Topic and Content Covered:

DELIVERY AND PRESENTATIONS OF FINAL GRADED ASSIGNMENT: 35%

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:

None.

Assignment 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 address:

What you were asked to do: identifying the issue and the client and giving context to why this matters 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.

May 2, 2017 (GW "Designated" Monday)

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 Due today:

Finish final presentations not completed on April 30th.

May 7 or 15, 2018 – No Final Exam – No Class

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