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 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: https://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 me 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 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/.

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.

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. Lara Brown
Director, Political Management Program
larambrown@gwu.edu | 202-994-4545

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
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, Oral Lobbying Presentation, 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 22**. 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 and is due **February 12**.
- Each student will prepare a five 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 memo 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 purpose of the memo 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, footnotes or endnotes. The memo 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, May 1. 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.
- There will be a written final examination that will cover class discussion and the required reading on May TBA.

### Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Objective(s) Addressed</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking Points</td>
<td></td>
<td></td>
<td>15%</td>
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<tr>
<td>Lobbying Strategy Memorandum</td>
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<tr>
<td>Oral Class Participation</td>
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<tr>
<td>Final Exam</td>
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<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:

<table>
<thead>
<tr>
<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></td>
<td>Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td></td>
<td>Represents solid work with minor errors. Overall, excellent work.</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td></td>
<td>Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td></td>
<td>You’ve completed the assignment, but you are not meeting all of the requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td></td>
<td>Needs improvement in content and in effort. Shows some motivation and concern.</td>
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</tbody>
</table>
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.

* 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 Times, Los Angeles Times, etc.), various news magazines (Time, Newsweek, U.S. News & World Report, Weekly Standard, 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 required in the course are as follows:


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 15
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.
Learning Objective(s) Addressed:
- Introduction to the course.

Reading Due Today:
- Federalist Paper No. 10.
- Holyoke, Introduction.

Assignment(s) Due Today:
- None.

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

Class Date: January 22
Week 2

Topic and Content Covered:
- 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:
- 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:
• Davidson et.al., Chapters 1, 2, 8, & 9.
• Holyoke, Chapter 6.
• CRS Report, “Filibusters and Cloture in the Senate”, RL30360, April 7, 2017.

Assignment(s) Due Today:
• Topic selection and approval.

Supplemental Reading:
• Paul J. Quirk & Sarah A. Binder, The Legislative Branch, Oxford University Press, 2005.
• Burdett A. Loomis, The U.S. Senate: From Deliberation to Dysfunction, CQ Press, 2011.

**Class Date: January 29**

**Week 3**

**Topic and Content Covered:**
- Lobbying and the Committee System in Congress
- Party Leadership in Congress

**Learning Objective(s) Addressed:**
- Understanding the role of committees in Congress.
- Understanding the importance of congressional party leaders and their impact on the legislative process.

**Reading Due Today:**
- Davidson, et. al., Chapters 6 & 7.
Assignment(s) Due Today:
None

Supplemental Reading:

**Class Date: February 5**

**Week 4**

**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.

**Assignment(s) Due Today:**
- Talking Selection Approval

**Supplemental Reading:**
- Phillip J. Cooper, *By Order of the President: The Use & Abuse of Executive Direct Action*, University of Kansas Press, 2002.

**Class Date:** February 12

**Week 5**

**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.
- Scott, Chapters 1-4.
- Allan et al, Chapter 1.

**Assignment(s) Due Today:**
- Talking points due.

**Supplemental Reading:**


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

**Class Date: February 19**

**Week 6**

**Topic and Content Covered:**
- Interest Groups and Lobbying

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

**Reading Due Today:**
- Davidson et. al., Chapter 13.
- Holyoke, Chapters 5 & 9.
- Allan, Chapters 2-4, 7 & 14.

**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 26**

**Week 7**

**Topic and Content Covered:**
- Interest Groups and Lobbying
- Corporations and Nonprofits

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

**Reading Due Today:**
- Scott, Chapters 5 & 6.
- Allan et al, Chapters 11 & 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: March 4  
Week 8  
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:  
• Davidson et. al., Chapters 3 & 4.  
• Holyoke, Chapter 10.  
• Hertel-Fernandez, Chapters 6, 8, & 9.  
Assignment(s) Due Today:  
• Talking Points due  
Supplemental Reading:  

Class Date: March 11

Week 9

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:

• Davidson et. al., Chapter 14.
• Holyoke, Chapter—Conclusion.
• Hertel-Fernandez, Chapter 2.
• Allan et al, Chapters 13 & 15.
• CBO-“An Introduction to the Congressional Budget Office”, May 2019.

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 18 (No Class—Spring Break)

Class Date: April 1
Week 10
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:
• Davidson et. al., Chapter 12.
• Holyoke, Chapter 8.

Assignment(s) Due Today:
• None.
Supplemental Reading:


**Class Date: April 8**

Week 11
**Topic and Content Covered:**
- Grassroots Lobbying & Advocacy

**Learning Objective(s) Addressed:**
- Importance of grassroots activity and lobbying.

**Reading Due Today:**
- Davidson et. al., Chapter 5.
- Holyoke, Chapter 3.
- Hertel-Fernandez, Chapters 1, 3-5, 7, & 9.
- Allan et al, Chapter 5.

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

**Supplemental Reading:**
- Francesca Polletta, *Freedom is an Endless Meeting*, University of Chicago Press, 2002.

**Class Date:** April 15

**Week 12**

**Topic and Content Covered:**
- Regulatory Process

**Learning Objective(s) Addressed:**
• Understanding the policy implementation process.
• Understanding the development of government regulations.

Reading Due Today:

Assignment(s) Due Today:
• None.

Supplemental Reading:

Class Date: April 22
Week 13

Topic and Content Covered:
• Lobbing the Executive Branch
• Lobbying the Regulatory Process

Learning Objective(s) Addressed:
• Lobbying the executive branch.

Reading Due Today:
• Davidson et. al., Chapter 11.
• Holyoke, Chapter 7.
• 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: April 29
Week 14
Topic and Content Covered:
  • Day in the Life of a Lobbyist
Learning Objective(s) Addressed:
  • What lobbyists do on a typical day.
Reading Due Today:
  • Davidson et al., Chapter 16.
  • Allan et al, Chapter 16.
Assignment(s) Due Today:
  • None
Supplemental Reading:

Lobbying Strategy Memorandum
Required Format
5-6 Pages

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

Objective:
One sentence stating the overall objective of your lobbying strategy.

Background:
Provide some history and background on the subject matter, not to exceed 3-4 pages.

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.

Copyright Statement
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