

## Instructor Information

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### Instructor

Tiffany Waddell (named “Top Lobbyist” by The Hill 2022 & 2021)

Tiffany Waddell is the Director Government Relations at the National Governors Association (NGA). As the head of NGA’s Office of government relations she ensures Governors’ federal priorities are kept at the forefront. She works closely with the nation’s Governors, White House, Congress, Federal Agencies, and the International Community on meaningful bipartisan solutions to the country’s toughest public policy issues.

Prior to joining the NGA, Tiffany was a political appointee for nearly six years as Senior Advisor & Director of Federal Relations for Governor Larry Hogan serving as his Washington Representative. Prior to joining the Hogan Administration, she served as Manager of Government Affairs for Delta Air Lines, operating PAC and grassroots political activities for one of the world’s leading airlines.

Tiffany also serves on the Board of Advisors for The Graduate School of Political Management and the Board of Directors for the Federal Funds Information for States (FFIS).

A Maryland native, Tiffany graduated from the University of South Carolina with a degree in political science and received her master’s degree in legislative affairs from The George Washington University. She and her husband, Alex, live in Darnestown, MD with their daughter, Savannah and two son’s Brady and Grant.

### Contact Information

Phone Number: (301) 461-4499

Email Address: twaddell@email.gwu.edu

Office Hours: Thurs 5:00 p.m. – 6:00 p.m. or agreed upon time.

## Course Details

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### Course Description and Overview

This course addresses the existing conflicts between the White House and Congress. During this 10-week session, we will look at the constitutional aspects of the Congressional-Executive relations, the institutional settings, the forces of weak and strong leadership through the lens of some of the toughest public policy issues facing our country. We will study the basic framework of power in the Constitution and analyze patterns of power and precedent that has been set. The dynamics that make up this complex, fascinating relationship are riveting, and the theoretical and practical knowledge gained will provide you with in-depth knowledge of the U.S. Government.

### Course Learning Objectives

As a result of completing this course, students will be able to:

1. Gain both theoretical and practical knowledge related to the relationship between the White House and Congress.
2. Effectively write and evaluate executive memos summarizing current public policy issues and the dynamics at play between the branches of Government.
3. Collaboratively work with your classmates to become a more sophisticated commentator on the interrelationship between the executive and legislative branches.
4. Sharpen oral communication skills while debating and analyzing the relationship between the White House and Congress.
5. Grow your network of experts in the legislative arena who are effectively advancing legislation in the 118<sup>th</sup> Congress.

### **Program Learning Objectives**

1. Gain both a theoretical and practical understanding of the U.S. Congress, including its historical development, key players and organizations, legislative processes, and ethical considerations.
2. Write and communicate effectively within the legislative environment, including policy and research memos, issue briefs and in-person presentations and briefings.
3. Understand critical congressional functions and procedures, common obstacles to legislative advancement and proven strategies to influence political outcomes.
4. Make use of open source and publicly available governmental resources and data to inform research, advocacy, and policy efforts.
5. Learn how to work effectively with others, the value of collaborative work and effective outreach strategies for a variety of policy-related audiences.

### **Required Text and Learning Materials**

[Kenneth Collier, *Between the Branches* (1997). ISBN#: 978-0822956297 (This book can be acquired at <http://books.google.com/ebooks>).

James A. Thurber and Jordan Tama, *Rivals for Power*, Edition 6 (201). ISBN#: 9781538100981

### **Optional Supplemental Text and Learning Materials**

Additional readings, blog posts and articles as assigned via Blackboard

### **Evaluation and Grading**

This course will include the following types of assessment:

- Weekly Memorandums (One pagers)
- Class Discussions
- Group Project
- Paper - Legislative/ Regulatory Issue (5-7 pages)

Assessments will contribute toward the student's grade based on the following chart:

Assignment Category	Weight
Class Participation	10%
Weekly Executive Memorandums	25%
Outline - Legislative or Regulatory Issue	10%
Group Project – Coalition Strategy	25%
Paper – Legislative or Regulatory Issue	30%
<i>Total</i>	<i>100%</i>

## Tentative Course Schedule

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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. Final dates and details will be found on the Blackboard course site.

Unit (Week of)	Learning Objectives	Topic	Textbook Readings	Assignments
1 (7/6/23)	Introduction and expectations for the class. Discuss major themes.	Introduction  Guest Speaker: Keiffer Mitchell, BGR Group	<i>Collier</i> , Chapters 1	Come prepared to share public policy issues that are of interest to you and why
2 (7/13/23)	Discuss the history of the White House Office of legislative affairs. Conversation about what is more likely to lead to success or failure.	The Office of Legislative Affairs  Guest Professor: Mark Strand, Former President of the Congressional Institute	<i>Collier</i> , Chapters 2 & 3	Executive Memo #1
3 (7/20/23)	Review of the budget and budget process between the Congress and the White House and the critical role spending plays in determining priorities.	Guest Speaker: David Quam, 56 Capitals LLC (education and workforce)	<i>Collier</i> , Chapters 4 & 5	Executive Memo #2

Unit (Week of)	Learning Objectives	Topic	Textbook Readings	Assignments
4 (7/27/23)	Discussion of the dimensions that need to exist for public policy to move between Congress and the White House. Ex. coalitions	Guest Speaker: Frank Purcell, Indivior (opioid crisis and mental health)	<i>Collier</i> , Chapters 6 & 7	Executive Memo #3 Outline Due
5 (8/3/23)	Discussion about the president's ability to be able to set the national agenda and challenges they may be faced with.	Guest Speaker: Stephanie Groen, Republican Governors Public Policy Committee	<i>Collier</i> , Chapters 8 & 9	Executive Memo #4
6 (8/10/23)	Discuss Implementation (IIJA, CHIPS, BSCA, IRA). Review of the regulatory process and challenges associated with the interpretation of the statute.	Guest Speaker: Charles Small, HNTB Corporation (infrastructure)	<i>Collier</i> , Chapters 10 & 11	Executive Memo #5 Group Project (group A)
7 (8/17/23)	Discussion of the relationship between Congress and the White House as it relates to foreign affairs.	Guest Speaker : Katie Harbath, Anchor Change (technology)	<i>Thurber</i> , Ch. 1-4	Executive Memo #6 Group Project (group B)
8 (8/24/23)	Discuss the importance of relationships. How do current events play a role in opportunities for action and also limitations.	Guest Speaker: Ariel Judah, Red Bull International	<i>Thurber</i> , Ch. 5-8	Executive Memo #7 Group Project (group C)
9 (8/31/23)	Discuss the importance of the nominations process and the critical role it plays in setting the legislative agenda.	Guest Speaker: Dana Thompson, Fulcrum Public Affairs LLC	<i>Thurber</i> , Ch. 9- 10	Executive Memo #8 Group Project (group D)
10 (9/7/23)	Review of the class, class evaluations and a look towards the future in the	Guest Speaker: Casey Katims, U.S. Climate Alliance	<i>Thurber</i> , Ch. 11	Paper Due

Unit (Week of)	Learning Objectives	Topic	Textbook Readings	Assignments
	executive legislative relationship.	(environment & climate)		

## Expectations and Responsibilities

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### Blackboard Site

A Blackboard course site has been set up for this course. Each student is expected to check the site regularly throughout the semester to review weekly course content, view announcements, and submit assignments. Students can access the course site through [GWU Blackboard](#).

This Blackboard course may have additional support individuals enrolled as Teaching Assistants, to include individuals such as the Program Director or Instructional Designer. The role of these individuals in the course site is to support faculty members and help ensure a positive and effective course experience for students.

Support for Blackboard is available at 202-994-4948 or the [IT Blackboard web page](#).

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.

### 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:

- [Blackboard accessibility](#)
- [Microsoft Office accessibility](#)
- [Adobe accessibility](#)
- [YouTube 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.

## Technology Expectations

Regarding technology skills, you should be able to:

- 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.

## Getting Started

Everything you need to get started in the course is contained within the Blackboard course site. You can use the menu links on the left side panel to view different components. The content for each learning unit is divided into folders—one for each week. More unit folders will unlock as weeks in the course progress.

## Participation Policy

All students are expected to learn and contribute by being a positive participant in discussions, activities, presentations, and assignments. If you have an unavoidable conflict or become ill, in a way that will affect your participation in a given week, please notify your instructor immediately.

## Student Privacy

In accordance with the [Family Educational Rights and Privacy Act](#) (FERPA) of 1974, [GW's student privacy policy](#) prohibits the disclosure of information contained in a student's educational records to third parties without the express written consent of the student or former student.

## Communication & Feedback

Important announcements will be posted periodically via Blackboard's announcement feature throughout the course. The instructor will strive to reply to student questions within 24 hours and provide feedback for assignments within a week after the due date.

## Grading Scale

Following is the grade scale for all graduate CPS classes:

Grade	Range	Grade 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	Good work, but needs reworking and more effort.

Grade	Range	Grade Standard
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.

## Netiquette

Please observe the following rules of netiquette for communicating online:

- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

Your instructor reserves the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

## Credit Hour Policy

For this **10-week, 3-credit course** there will be an average of **11-12 hours** of combined direct instruction and independent learning per week. More information about GWU's credit hour policy can be found at [the Office of the Provost's Policies](#) web page (Under: Assignment of Credit Hour Policy).

## University Policies & Services

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### Academic Integrity

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, utilize generative artificial intelligence in an unauthorized manner and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Student Rights and Responsibilities (SRR) to learn more about their rights and options in the process. Outcomes can range from failure of assignment

to expulsion from the university, including a transcript notation. For more information, please refer to the [Office of Academic Integrity website](#), email (rights@gwu.edu), or call (202-994-6757).

### **Copyright Statement**

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code.

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.

Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, they may be liable for copyright infringement. For more information, including Fair Use guidelines, see the Libraries and Academic Innovations Copyright page.

### **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.

### **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).

### **Disability Support Services (DSS)**

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services. They can be contacted by phone at 202-994-8250 or in person at Rome Hall, 801 22nd Street, NW, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information visit the [Disability Support Services](#) website.

### **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.

## **Bias-Related Reporting**

At the George Washington University, we believe that diversity and inclusion are crucial to an educational institution's pursuit of excellence in learning, research, and service. Acts of bias, hate, or discrimination are anathema to the university's commitment to educating citizen leaders equipped to thrive and to serve in our increasingly diverse and global society. We strongly encourage students to [report possible bias incidents](#). For additional information, please visit [Bias Incident Response](#).

## **Title IX Statement**

The George Washington University (GW) and its faculty are committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. GW strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Office at 202-994-7434 or at [titleix@gwu.edu](mailto:titleix@gwu.edu) or learn more by visiting [GW's Title IX page](#). Please be aware that faculty members are required to disclose information about suspected or alleged sexual harassment or other potential violations of the Title IX Sexual Harassment and Related Conduct Policy to the Title IX Office. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Community members are not required to respond to this outreach. If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, please contact Counseling and Psychological Services through the Colonial Health Center 24/7 at 202-994-5300, or the Office of Advocacy and Support at 202-994-0443 or at [oas@gwu.edu](mailto:oas@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](mailto: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 does offer 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 GUPD 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](#)