
BASIC INFORMATION AND RESOURCES

Instructor

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Contact Information

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Communication

Individual meetings with the instructor must be pre-arranged appointments usually before or after class unless other arrangements are made. Email is almost always the best way to communicate with me. I am in my office at GWU every day. If you want to make an appointment, send an email. My address is 805 21st St., NW, Room 463. Foggy Bottom is the nearest metro stop.

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 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 at this location until we hear that we can move about safely. If we have to leave here, we will meet at **Tonic 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: <https://campusadvisories.gwu.edu>.

Attendance Policy

Most of us have full-time jobs and these responsibilities will sometime cause students to arrive late or miss class. When this happens *you must email the instructor in advance*. Absences from more than two classes during the term may impact your final 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
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Dr. Jack Prostko
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Suzanne Farrand
Director of Academic Administration,
GSPM sfarrand@gwu.edu |
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Course Description, Method and Approach

This course is a broad consideration of the political management function in a globalizing environment. Particular consideration will be given to the underpinnings of globalization and international systems, the changing nature of governance and advocacy and challenges to state-centric approaches to applied politics. The course examines lobbying, issue management,

grassroots politics and media as basic advocacy techniques within international regimes and multilateral settings. The breadth and ambition of the topic requires that the student develop a basic understanding of globalization, international systems, international regimes, regional and multilateral governance. Students will leave the course with the ability to construct the outlines of a global advocacy campaign and will be prepared for more advanced practitioner work in international arenas.

The primary method of instruction will be discussion led by the instructor. This is a seminar -- it is expected that students will prepare for class and engage in discourse. Two to three outside speakers will join the classes on international political management topics.

Students are required to write one question based on the readings assigned for each class. They should be sent to the instructor by noon on the day of class. These should be designed to lead discussions on particular matters or to examine questions of particular interest to the student.

Three discrete knowledge sets constitute the central focus of this course: international systems, governance in global settings and international advocacy. Readings in each of the areas will be assigned and discussed throughout the semester; introducing increasingly sophisticated notions throughout. It is critical that the student develop the capacity to integrate these separate disciplines into a "whole cloth" approach to international advocacy.

Method of Evaluation

Tests

There will be a take-home mid-term covering the material in the initial lectures. It will deal mostly with globalization, international systems and the evolving international environment. It will count for 20% of your final grade and will be approximately 1000 words, undocumented. The question will be sent via e-mail about a week prior to the due date. There will be no final exam.

Papers

Two papers are required. The first is a short essay analyzing an issue associated with global advocacy and issue management. This paper should be 800-1000 words and undocumented. It will count for 15% of the final grade. The instructor will assign the topic during the second class. The second written assignment will be an advocacy plan designed to address a policy problem identified by the student. These topics must be approved by the instructor. I will send an instruction sheet around June 1. Overall, this exercise will count for 35% of the class grade. The written piece will be due on July 23. It should be in the range of 5000 words and be appropriately documented.

Clear and effective writing is very important in this class and in the political management profession. I expect it in all the work that you submit.

Class participation

The quality and content of your class participation count for 30% of your final grade. This part of your grade will be based in some part on the questions you submit but will also have much to do with the interest, intensity and commitment you exhibit in the classroom.

This is a seminar demanding participation by all the students. You will be expected to describe the reading material and analyze it for the class on occasion. Be prepared to do so.

Questions Submitted by Students

In order to stimulate class discussion each student will submit a question based on the readings assigned for every class session. These should be sent to Dr. Billet by noon on the day of class.

Document Citations

There will be two essays and a take home final examination. All papers and exams will be submitted by email in Microsoft Word or in .pdf format.

We will use the Chicago Style for essays, citations and bibliographies. A sample of the style can be found on the GW website at: <http://www.chicagomanualofstyle.org/>. As an additional guide for a legislative course, this link is an indispensable guide for citing government documents is the "Uncle Sam: Brief Guide to Citing Government Publications, from the University of Memphis: <http://www.memphis.edu/govpub/citweb.php>.

PLEASE NOTE: You can lose points for failure to footnote accurately or for grammatical and spelling errors. This is a graduate course, and graduate level work requires that your work is proofread and presented in an acceptable manner. Spellcheck is not necessarily your friend – it will approve a word that is an actual word but which may be the wrong one for the context under discussion. The best policy is to have a friend or fellow classmate read through your paper for mistakes before submitting it.

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
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	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).

Course reading will be sent to the class by the instructor. There are no books required for this class.

Course Outline/Assignments

Session 1

Session One: Advocacy in a Globalizing World/The Ironies and Paradoxes of Globalization/The Club Model and Its Evolution/Course Requirements/Introduction

Learning Objectives

- **Course introduction**
- **Introduce evolution of lobbying in the international arena**
- **The impact of globalization and international advocacy**
- **Lobbying as a universal activity**

Session 2

Session Two: The Changing Nature of 'Political Space'/Defining the environment/Governance in national and multinational settings/Notions of power/The mission of nations and how they have changed/Citizens and their sense of political self

Learning Objectives

- **Pluralism and corporatism**
- **Defining lobbying**
- **Regional dimensions of international advocacy**
- **Transnationalism and its application to international advocacy practice**
- **The Deflection Effect.**

Reading:

Thomas, "General Theories of Interest Group Activity . . . "

Diven, "Interest Groups in International and Transnational Politics"

Loomis and Struempfler, "Growing Larger, Going Abroad, Getting Acquired . . . "

Morton, "Gunning for the World"

Session 3

Session Three: Tools for analyzing nations and their advocacy environment

Learning Objectives

- **Operationalizing an advocacy entry strategy**
- **Determining key variables that impact market entry**
- **Identifying important resources and constructing measures**

Reading:

Figueiredo, "Lobbying and Information in Politics"

Murphy et al. "The Politics of Regulating Lobbyists . . . "

Visit the website of International IDEA <http://www.idea.int/> paying particular attention to Databases and Networks. Do an examination of an individual country and come to class prepared to discuss the readout and how it impacts the lobbying environment in that country.

Session 4

Session Four: Understanding Different Advocacy Environments

Learning Objectives

- **Interpersonal communication in the global arena.**
- **Adapting to different communications environments**
- **The benefits and limitations of intercultural education**

Reading:

Walker et al. Chapters 1-3

Newmark, "Personal Relationships and Information as Lobbying Strategies . . . "

Session 5

Session Five: Common ground and uncommon approaches

Learning Objectives

- **Applying the lessons of inter-cultural communications**
- **Multi-lateral lobbying**
- **Institutional settings: their impact on advocacy regimes and techniques**

Reading:

Walker et al Chapters 4

McGrath, "Comparative Lobbying Practices: Washington, London, Brussels"

Martens, "Explaining Societal Activism by Intra-organizational Factors"

Session 6

Session Six: Creating an advocacy framework

Learning Objectives

- **Creating an outline for international advocacy**
- **Intercultural, institutional and developmental considerations**
- **Old and new approaches**

Reading:

Walker et al Chapters 5, 6 and 7

Cisar, "The Transnationalization of Political Conflict"

Thomas and Hrebenar, "Understanding interest groups, lobbying and lobbyists in developing democracies"

Session 7

Session Seven: The European Union and its Lobbying Environment

Learning Objectives

- **The basics of lobbying in the European Union**
- **Shaping the advocacy program to the institutional setting**
- **The European regulatory regime and its impact**
- **Idiosyncrasies in the Euro-environment**

Reading:

Michalolowitz, "How Much Do Institutions Matter? Institutional Design and Lobbying Influence in the EU and the US"

Mahoney, "Lobbying Success in the United States and the European Union," *Journal of Public Policy* v. 27, 1, 35-56.

Marziali, "Lobbying the EU: Between Strengthening Legitimacy and Increasing Transparency."

Chabanet, "From Opacity to Transparency?: The Place of Organized Interests within the European Union"

Session 8

Session Eight: Lobbying in European Nation States

Learning Objectives

- **Developing approaches to other European settings**
- **Understanding regulatory, institutional and cultural variables**
- **Providing direction to foreign advocacy interests**

Reading:

Poppelaars, "Corporatism or Lobbyism Behind Dutch Dikes . . . "

Hrebenar et al, "The Problems of Developing Interest Group Politics in Post-Communist Eastern Europe . . . "

Nelson and Kuzes, "Interest Groups in Russia's Economic Transformation"

Duvanova, "Business Representation in Eastern Europe . . . "

Session 9

Session Nine: Lobbying in Latin America

Learning Objectives

- **Creating approaches and frameworks for Latin American advocacy**
- **Understanding Latin American Approaches to lobbying**
- **Transparency and its challenges**

Reading:

Thomas, "Understanding the development and operation of Latin American interest groups . . ."

Shelhase, "The regionalization of Organized Business Interests in the Mercosur . . ."

Micolta, "The Rise, Development and Fall of the Medellin Drug . . ."

Risley, "Joining Forces . . ."

Session 10

Session Ten: Lobbying in Asia

Learning Objectives

- **Identifying critical cultural differences**
- **National variables in Asian nations**
- **Opaque regulation and advocacy effectiveness**

Reading:

Chen, "MNC-Government Relations and the Corporate Political . . ."

Foster, "The Process of Organizational Evolution . . . in Contemporary China"

Chou, "Interest Groups in Macao . . ."

Hamada, "Japanese Business Lobbying at Home and Abroad"

Session 11

Session Eleven: Lobbying in Africa and the Middle East

Learning Objectives

- **Institutions and barriers to advocacy groups**
- **Targeting decision-makers**
- **Understanding colonial dynamics in advocacy environments**

Reading:

Elliott-Teague, "Public Interest Group Behavior in Tanzania"

Gouws, "South African Women's Movement . . . "

Leftwich and Chingaipe, "The Politics of State-Business Relationships in Malawi"

Yashai, "Interest Group Strategies: An Institutional View from Israel"

Poulson, "Mobilizing Interests in Iran"

Session 12

Session Twelve: Transnational Advocacy

Learning Objectives

- **Multilateral dimensions of international advocacy**
- **Adaptation and application of lobbying tools in multilateral settings**
- **Management of multilateral teams**

Reading:

O'Neill, "The Changing Nature of Global Hazardous Waste Management . . . "

Morrissey, "The Fight against Corruption by International Organizations." *GWU International Law Review*, 2007, 39, 165.

Session 13

Session Thirteen: Building a Transnational Advocacy Plan and the Issue of Corruption

Learning Objectives

- **Dealing with the challenges of corruption**
- **Laws and regulations for US entities**
- **Is this a hopeless situation?**

Ellis, "The Roots of African Corruption," *Current History*, May, 2006, v. 105, 691, 203-208

Puddington, "The Pushback against Democracy"

Session 14

Session Fourteen: Final discussion and considerations/Course evaluation.

Final Papers due July 26.