BASIC INFORMATION AND RESOURCES

Instructors:
John Leggieri, Adjunct Professor
Phone (703) 680-3767
JLeggieri@gwu.edu
&
Paul Taylor, Adjunct Professor
(254) 319-1823
paultaylor@gwu.edu

Communication
The best way to contact us is via e-mail. You can normally expect a response within 24 hours or less. We are available to meet with you by appointment – send an e-mail to request a meeting.

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 http://www.gwu.edu/~ntegrity/code.html.
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 www.gwu.edu/~dss.

In the Event of an Emergency or Crisis during Class
If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at The Dubliner 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
You are expected to attend all the classes. If you are unable to make it, let us know via email.

Course Evaluation
At the end of the semester, students will be given the opportunity to evaluate the course through GW’s online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

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

Dr. Jack Prostko
Associate Dean for Learning and Faculty Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309
THE COURSE

“No Money Shall be drawn from the Treasury, but in Consequence of Appropriations made by Law”  
Article I, Section 9, The Constitution of the United States

Legislative Affairs Program Objectives
Upon completion of the Master’s degree in Legislative Affairs, students will:

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

Course Description and Overview
This course will examine the current national debate over federal budget policy. Given the primacy of the fiscal discussion in today’s Washington, special attention will be paid to the current budget and appropriations battles over sequestration, continuing resolutions, OMNIBUS spending bills and other fiscal challenges faced by the nation.

Students will gain an in-depth understanding of budget and appropriations basics including: budget development by the Administration, the President’s budget submission; the Congressional budget process; the Congressional Appropriations process; the Congressional Authorization process; the role of advocacy groups and lobbyists in the process; and the role of agency liaisons. Students will explore potential solutions to today’s most acute fiscal challenges.

Course Learning Objectives
1. Gain a detailed understanding of the federal budget and Congressional Appropriations processes.
2. Explore solutions to the country’s most demanding fiscal challenges.
3. Sharpen research, writing and oral communication skills.

Course Requirements

1. **Attendance and Participation** (10% of grade). Any graduate seminar discussion is enlivened by the thoughtful contributions of all the students in class. You are expected to attend all classes, be prepared and participate in class discussions. Our discussions will be keyed, in large part, off of discussion questions prepared by students for each class period. Organization, clarity and precision in written and oral communication are expected in this class.

Additionally, at the beginning of each class period we will review current events and issues and relate them to our course subject matter. Keep up with current events as they pertain to the topics of this course.
2. **Discussion Questions from Readings:** (10% of grade)  

Every student is expected to e-mail **two (2)** detailed discussion questions or statements for discussion to the professors (JLeggieri@gwu.edu and paultaylor@gwu.edu) by **midnight Wednesday** – the night BEFORE each class. Please put “Discussion Questions – Class Date” (i.e. “Discussion Questions – 4 Sep”) in the subject line of the e-mail. These will be graded on a 3 part pass/fail scale as follows:

Fail = not submitting the question or not submitting the question on time.  
Pass A = completing the task in a complete, thoughtful manner  
Pass B = completing the task in a cursory manner

Both questions/statements must relate to the assigned readings for the class. Each question should be thought of as a full paragraph, not just one or two sentences. These questions will encourage you to keep up with the required readings and apply them to enrich individual and group classroom experience. Your question/statement should reflect on the reading and then ask a question designed to enhance your knowledge through class discussion and also focus your thinking on budgetary politics.

3. **Point Paper** (15% of grade)  

You are a Congressional Staffer working for a Member of Congress. Read or watch President Obama’s 2014 State of the Union Address. Select one of the FY 15 programs or policies discussed in the speech and write a paper point (no more than 3 pages) to be given to your Member which supports or opposes the program/policy. In your review and analysis, you should drill down into the topic by following the program/policy through the budget process (up to submission to Congress). Determine which agency the program/policy falls under, determine the FY15 funding for the program (and past funding if applicable), state the agency’s position on the program/policy, and summarize any additional information available on the program/policy, including articles, positions of think tanks, etc. Finally, recommend that your Member support or oppose the program/policy. Use all information available to back-up your position of defending or criticizing the program/policy. Provide us your agency/program topic **NLT 4 September**.

4. **Hearing Packet** (15% of grade)  

You are a Professional Staff Member (PSM) working for one of the House or Senate Appropriations Subcommittees (HAC/SAC). You must prepare your Chairman or Ranking Member for the FY15 Budget Hearing (also called Posture Hearing) for an agency of your choosing. You may select any federal agency testifying before one of the HAC or SAC sub-committees. To prepare your Member, read the agency’s FY15 budget or posture statement and prepared testimony, review corresponding budget materials and become as familiar as possible with that agency and its FY15 programs prior to the hearing. The hearing packet should include: the Chairman’s or Ranking Member’s Opening Statement (no more than 2 pages), a brief summary of the agency’s budget request highlighting funding levels and pointing out key programs, biographies of witnesses and a set of detailed hearing questions related to the agency’s budget request and materials for the Chairman / Ranking Member and other Members of the committee to ask the witnesses (at a minimum you should have at least one question per committee Member). Also include a face chart showing committee members. To avoid having everyone do the
same committee, please submit your selected HAC/SAC committee and agency to us **NLT 2 October**. We will de-conflict any duplicates. If you work for Congress, select a committee and agency other than one you normally deal with.

5. **Opinion Paper (15% of grade)**  
**DUE: 13 November 2014**

Write an opinion paper (no more than 3 pages) which either supports continuing sequestration or advocates ending sequestration. Use the course readings as well as outside sources of your choosing to support and defend your position.

6. **Budget Project Paper and Presentation (35% of grade)**  
**DUE: 20 November 2014**

(Presentations on 20 November and 4 December)

Select a program or policy issue of interest to you to research through the entire budget and appropriations process. Write an in-depth paper (no more than 10 pages) which includes the following:

- Clearly outlines the program or policy and identifies the federal agency it belongs to.
- Details the FY15 funding request, as well as previous year funding (requested, appropriated and enacted), for the program. Use of tables and graphs is encouraged.
- Summarize material contained in the President’s budget request related to the program/issue — including statements made by the Administration, testimony by the agency, etc. Be sure to explain details of the program or what the policy would do.
- Outline action taken by Congress — to include questions during budget/posture hearings, sub and full committee mark-up results to include funding increases/decreases and report/bill language. Also outline past action by Congress.
- Identify the political equities involved and state which Members of the House or Senate might support or oppose the program/policy and why.
- State any industry, state government, or organization’s possible connection to the program or policy and outline what groups might advocate for or against it.
- Explain any advocacy or lobbying efforts taking place or that might take place and guage their likely effectiveness.
- Recap any relevant press or articles written about the program/policy.
- Based on all your research, make a recommendation to support or oppose the program or policy as it moves to conference for final inclusion in the FY15 Appropriations Bill.

Additionally, use your research to construct a **presentation** which covers all of the points above and ultimately makes a recommendation to a Member of Congress to support or oppose the program or policy. Your presentation should be about 10 minutes in length.

Submit your final paper/presentation **topic** to us **NLT 9 October 2014**.
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>Assignment 1 – Discussion Questions from Readings</td>
<td>Objectives 1 - 3</td>
<td>E-mail day before class</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2 – Point Paper</td>
<td>Objectives 1 - 3</td>
<td>25 Sep</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 3 – Hearing Packet</td>
<td>Objectives 1 - 3</td>
<td>16 Oct</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 4 – Opinion Paper</td>
<td>Objectives 1 - 3</td>
<td>13 Nov</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 5 – Budget Project and Presentation</td>
<td>Objectives 1 - 3</td>
<td>20 Nov Present on 20 Nov or 4 Dec</td>
<td>35% (25% paper &amp; 10% presentation)</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Objectives 1 - 3</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Total</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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</thead>
<tbody>
<tr>
<td>A 94-100</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- 90-93</td>
<td>Represents solid work with minor errors. Overall, excellent work.</td>
</tr>
<tr>
<td>B+ 87-89</td>
<td>Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
</tr>
<tr>
<td>B 83-86</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>
</tr>
<tr>
<td>B- 80-82</td>
<td>You’ve completed the assignment, but you are not meeting all of the requirements.</td>
</tr>
<tr>
<td>C+ 77-79</td>
<td>Needs improvement in content and in effort. Shows some motivation and concern.</td>
</tr>
<tr>
<td>C 73-76</td>
<td>Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.</td>
</tr>
<tr>
<td>C- 70-72 (lowest grade to pass)</td>
<td>Poor performance. Major errors, too many misspellings, problems with accuracy, etc.</td>
</tr>
<tr>
<td>F Below 70</td>
<td>Unacceptable performance, or inability to submit the assignment.</td>
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*Please note that you will be penalized for late submission of assignment(s).
Required Text and Learning Materials

Text Books:


Additional Readings:

The readings for each class will often include other articles which are listed below each class date and posted on the class Blackboard site.

Learning Objectives: All of the below classes will focus on class Learning Objectives 1-3.

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.

WEEK 1: Thursday, 28 August 2014 – Introduction - Budget and Appropriations Process and Politics

Reading Due Today:
Schick, Chapter 1 & 2

Assignment Due Today: Readings

WEEK 2: Thursday, 4 September 2014 – The President’s Budget: Putting It All Together

Reading Due Today:
Schick, Chapter 4 & 5
FY2015 Budget Materials: http://www.whitehouse.gov/omb/budget

Assignment Due Today: Discussion Questions from Readings and Point Paper Topic

WEEK 3: Thursday, 11 September 2014 – President’s Budget Submission to Congress

Reading Due Today:

Assignment Due Today: Discussion Questions from Readings

WEEK 4: Thursday, 18 September 2014 – Sequestration: BCA, BBA and the Uncertain Fiscal Future

Reading Due Today:

Assignments Due Today: Discussion Questions from Readings

WEEK 5: Thursday, 25 September 2014 – House and Senate Budget Committees

Reading Due Today:
Schick, Chapter 6
The Committee for a Responsible Federal Budget, “What We Hope to See from the Budget Conference Committee.” October 30, 2013.

Assignment Due Today: Discussion Questions from Readings and Point Paper

WEEK 6: Thursday, 2 October 2014 – The Power of the Purse: Congressional Appropriations

Reading Due Today:
Schick, Chapter 9

Assignment Due Today: Discussion Questions from Readings & Hearing Packet Committee Selection
WEEK 7: **Thursday, 9 October 2014** – Power Reduced: Today’s Congressional Appropriations

**Reading Due Today:**

**Assignment Due Today:** Discussion Questions from Readings & Final Paper / Presentation Topic

WEEK 8: **Thursday, 16 October 2014** – Authorization – Role in the Budget Process

**Reading Due Today:**
Schick, Chapter 8

**Assignments Due Today:** Discussion Questions from Readings & Hearing Packet

WEEK 9: **Thursday, 23 October 2014** – The Power to Influence – Interest Groups, Lobbyists and their Role in the Budget and Appropriations Process

**Reading Due Today:**

**Website:** OpenSecrets.org – glance through and become familiar with this website.

**Assignment Due Today:** Discussion Questions from Readings
WEEK 10: Thursday, 30 October 2014 – Budget & Legislative Liaisons: The Bridge between the Executive and Legislative Branches

Reading Due Today:

Assignment Due Today: Discussion Questions from Readings

WEEK 11: Thursday, 6 November 2014 – The New Normal: OMNIBUS Appropriations, Continuing Resolutions & Reprogramming Actions

Reading Due Today:

Assignment Due Today: Discussion Questions from Readings

WEEK 12: Thursday, 13 November 2014 – Solutions – Potential Adjustments to the Budget and Appropriations Process

Reading Due Today:
Schick, Chapter 11

Assignments Due Today: Discussion Questions from Readings & Opinion Paper

WEEK 13: Thursday, 20 November 2014 – First Round of Presentations
Reading Due Today: TBD.
Assignment Due Today: Budget Project Paper and Budget Project Presentation

Thursday, 27 November 2014 - Thanksgiving – NO CLASS

WEEK 14: Thursday, 4 December 2014 – Second Round of Presentations – LAST CLASS
Reading Due Today: TBD.
Assignment Due Today: Budget Project Presentation

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.