

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Legislative Affairs

Summer 2016

July 5 – August 11, 2016

LGAF 6224.LH

Interest Group Politics

Tuesdays/Thursdays, 6-8 p.m.

[Hall of States](#)

BASIC INFORMATION AND RESOURCES

Instructor

Howard Marlowe has been a registered federal lobbyist for over four decades. He has had his own firm for the past 35 years, serving primarily local governments. He has twice served as President of the American League of Lobbyists, in which capacity he focused his attention on increasing transparency and improving Federal regulation of lobbying. Howard is a graduate of the Wharton School of Finance & Commerce of the University of Pennsylvania. He received his Juris Doctor from New York University's School of Law.

Contact Information

Phone Number: (202) 787-5764

Email Address: howardmarlowe@gwu.edu

Communication

I try to respond to all email communications within less than 12 hours. If you have an urgent need to reach me, please call me at the phone number above. When I am out of the office for a period of time, I have that number forwarded to my cell phone. I am available to meet with students after class or by appointment at my office at 1717 K Street NW.

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. I will regularly post material on the [Blackboard site](#) and will email mail students to alert you. 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 <http://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 at [The Dubliner](#) 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: <http://www.campusadvisories.gwu.edu/>.

Attendance Policy

This class will be conducted as a seminar. Therefore, a significant part of the learning you will receive will come from class discussion. If an emergency prevents you from attending a class session, I expect you to contact me prior to the class. If your lack of attendance is a chronic issue, it will affect your 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
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

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.

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.

Course Description and Overview

Course Overview

This course focuses on the role of advocacy in making public policy and, the strategies and tactics used to influence the policy decisions made by Congress and the Executive Branch. We will begin with an examination of the system for policymaking created by our Constitution and how it has evolved as our society has changed, followed by an examination of the theoretical underpinnings of policymaking and interest groups. Lobbyists either employed by an organization or hired under contract by various interests will form another area of focus as we look into who they are, how they are regulated, how effective they may be, and whether their contribution to policymaking is or is not a positive one. In pursuing our study of interest group advocacy tactics, we will cross over briefly to the world of political campaigns and the role that political contributions may play in policymaking.

Course Learning Objectives

1. Understand the historical foundations of lobbying in the U.S.
2. Understand the dynamics working for and against policy changes
3. Apply critical thinking to the analysis of public policy issues and the development and implementation of advocacy strategies.
4. Understand the theoretical concepts and practical skills necessary to be an effective public policy advocate.

Course Requirements

The class format will be seminar style that will include lectures but will emphasize discussion.

- Reading assignments for each class are listed below and will be posted as well as updated on the course Blackboard site. All reading assignments have to be completed prior to the first class of the week for which the reading is assigned.
- Each student will be asked to pick an issue and an interest group that advocates for or against a specific (real or hypothetical) position on that issue. Examples of policy issues will be provided by the end of the first week, although students can suggest a different topic for approval.
- There will be short papers due for each class that will tie in both to the reading assignments for that class as well as the interest group and issue selected by each student. Papers are due in advance of the first class for each week the paper is assigned.
- In addition, each student must submit two questions to each class based on the assigned reading for that class. Questions should be submitted before class and may be selected for discussion.
- A final paper of at least 3000 words will serve as the final exam for this course. Students will describe the issue and interest group they selected, how they researched the issue, the opposition to the issue, and all of the strategy and tactics they will use to succeed, including samples of essential materials such as fact sheets, social media, etc. Each student will make a short presentation of his or her paper to the class, which can be done orally, with handouts, and/or a PowerPoint.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
Assignment #1	Understand the historical foundations of interest group politics in the U.S.	As Assigned	10%
Assignment 2	Understand the dynamics for and against policy change	As Assigned	10%
Assignment 3	Understand the historical role of lobbying in the U.S. and its regulation	As Assigned	10%
Assignment 4	Understand the theoretical concepts and practical skills necessary to be an effective public policy advocate.	As Assigned	10%
Assignment 5	Apply critical thinking to the analysis of public policy issues and the development and implementation of advocacy strategies	As Assigned	10%
Final Paper		As Assigned	35%
Attendance and Participation		n/a	15%
Total			100%

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
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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

- Godwin, Ken, Scott H. Ainsworth author, and Erik Godwin author. 2013. *Lobbying and Policymaking: The public pursuit of private interests*. Thousand Oaks, Calif.: Sage/CQ Press. (Recommended that students purchase this book) (Note: Not in GWU Library System as of 5/26/16)
- Levine, Bertram J. 2009. *Art of Lobbying: Building trust and selling policy*. Washington, D.C.: CQ Press. (Recommended that students purchase this book) (Copy on reserve at GWU Library)
- Wolpe, Bruce C., Bertram J. Levine. 1996 ed. *Lobbying Congress: How the system works*. Washington, D.C.: Sage/CQ Press (Recommended that students purchase this book) (Copy on reserve at GWU Library)

Supplemental Text and Learning Materials (partial list)**

- (B) Baumgartner, Frank R. 2009. *Lobbying and Policy change: Who Wins, Who Loses, and Why*. Chicago; London: University of Chicago Press.
- (B) *The Evolving Congress; Congressional Research Service*; U.S. Senate Committee on Rules and Administration (U.S. Government Printing Office; December 2014) (Selected pages only)
- MacNeil, Neil, and Richard A. Baker. 2013. *American Senate: An insider's History*. Oxford; New York: Oxford University Press. ((Copy on reserve at GWU Library) (Selected pages only)
- Remini, Robert Vincent, Library of Congress, and Smithsonian Books (Publisher). 2006. *House: The History of the House of Representatives*. New York: Smithsonian Books in association with HarperCollins. (Copy on reserve at GWU Library)

List continued on next page

- (B) Cigler, Allan J., Burdett A. Loomis editor, Peter L. Francia author, Darren R. Halpin author, Donald P. Haider-Markel author, and et al. 2016. *Interest group politics*. Thousand Oaks, California: CQ Press. (Selected pages only) (Note: This is the 9th edition of the book)
- (B) Holyoke, Thomas. 2014. *Interest Groups and Lobbying*. Boulder: Westview Press (Selected pages only)

Thomas, Lately. 1965. *Sam Ward: "King of the Lobby"*. Boston: Houghton Mifflin. (copy on reserve at GWU Library)
Thompson, Margaret Susan. 1985. *"Spider Web": Congress and Lobbying in the Age of Grant*. Ithaca, N.Y.: Cornell University Press.

**** Look on the course Blackboard site for any materials listed with a (B) above or in the Course Calendar**

Tentative Course Calendar*

**The instructor reserves the right to alter course content as well as assignments and to adjust the pace to accommodate class progress. Students are responsible for keeping up with all such adjustments.*

Class Date: Week #1

Foundations of our representative Democracy: History of our Representative System

Learning Objective(s) Addressed: Understand the historical foundations of interest group politics in the U.S.

Reading Due by July 5th:

(B) [Declaration of Independence and the U.S. Constitution](#) (PDF copy also on our Blackboard site)

(B) [Federalist #10](#) (PDF copy also on our Blackboard site)

The House: The History of the House of Representatives; Remini (Library Reserve Requested)
Chapters 1 through 10

The American Senate: An Insider's History; MacNeil and Baker (Library reserve requested)
Chapters 3 through 5, 10-11, and pages 357-362

(B) [Evolving Congress](#), pages 1-91 (PDF copy of assigned pages also on our Blackboard site)

Weekly Writing Assignment #1: Due prior to the start of the first class: To what extent do you think that the contemporary Congress has evolved to meet Madison's expectations regarding factions as expressed in *Federalist #10*? Be sure to substantiate your opinion based on citations to the readings for the week. (300-500 words)

Class Date: Week #2

Who Wants Policy Change & Why?

Learning Objective(s) Addressed: Demonstrate your understanding of the dynamics of policy change

Reading Due This Week*

Key Concepts and Ideas, Models of Influence, and the Policy Process; *Godwin et al.*, Chapters 2 and 3

(B) Holyoke “Interests and Interest Groups”, Chapter One

(B) Interest Group “Policy Agendas”: What Are They and How Might We Study Them? *Cigler*; Chapter 3

(B) Incrementalism and the Status Quo: *Baumgartner*, Chapters 2 and 4

(B) Does Money Buy Power? *Interest Group Resources & Policy Outcomes*; *Leech et al.*; Paper presented at the Midwest Political Science Association; April, 2007

(B) Advocacy in an Era of Inequality; *Cigler et al.* Chapter 17

(B) [A Viewpoint on the Role of Lobbyists](#) (VIDEO)

(B) [Billy Wants a Dog](#) (another viewpoint on lobbyists) (VIDEO)

*Note: All reading should be done prior to the first class of every week.

Writing Assignments Due:

- a. **Important:** Email this writing assignment to the instructor at least one day prior to the first class of this week:

You work for a lobbying firm. An interest group approaches you to lobby on their primary policy concern. Pick an issue and a position on that issue. At the end of the course, you will submit a final paper showing that you understand the issue and have developed a strategy to succeed. The issue can be real or hypothetical. It should be something you are personally interested in.

- b. **Weekly Writing Assignment #2:** Write a short essay (500 to 750 words) that relates the issue you have chosen in a. to the following –
- What sectors of the population are affected by the issue?
 - What interest groups, if any, represent those sectors?
 - Which committees of Congress and/or Executive Branch agencies have jurisdiction over this issue?
 - What role will you as the lobbyist be able to play in furthering the cause of your prospective client?

Class Date: Week #3

Lobbyists & Their World

Learning Objective(s) Addressed: Understand the historical role of lobbying in the U.S. and its regulation

Reading Due This Week:

Thomas, Lately. 1965. *Sam Ward: "King of the Lobby"*. Boston: Houghton Mifflin.

OR

Thompson, Margaret Susan. 1985. *"Spider Web": Congress and Lobbying in the Age of Grant*. Ithaca, N.Y.: Cornell University Press.

Note: The above books have been requested to be put on reserve on the Gelman Library

The Lobbyist's World; Levine (Chapters 1 -4)

(B) [The History of Lobbying](#): (Byrd; 1986)

(B) The LDA: <http://lobbyingdisclosure.house.gov/lda.html>

(B) *The Lobbying Disclosure Act at 20: Analysis and Issues for Congress*; Congressional Research Service (December 2015)

(B) *Lobbyists' Compliance with the LDA* _Government Accountability Office; 2014

(B) *The Honest Leadership and Open Government Act of 2007*

www.fec.gov/law/feca/s1legislation.pdf

(B) *How the Foreign Agents' Registration Act Falls Short*; Project on Government Oversight

(B) *Top Washington Lobbyist Slow to Disclosure Relationship with Saudi Arabia* (Maplight.org)

(B) *An Interview on Facebook with a 'Super-Lobbyist'*

<https://www.facebook.com/ezraklein/videos/10154276095888410/>

What is Shadow Lobbying?

(B) *The Shadow Lobbying Complex, Fang*; The Nation (March 10-17, 2014)

(B) *How Influence Peddlers Shape Policy in the Dark, Watson*; Sunlight Foundation (April 19, 2016)

(B) *Optional: Lobbyists at Work* (especially first 9 to 10 minutes of this video) (VIDEO)

[Role of Federal Lobbyists](#) (skim listen, especially to the phone-in portion)

(VIDEO)

Weekly Writing Assignment #3: Based on the assigned readings, write a short essay (500 to 750 words) which --

- summarize the changes, if any, in the lobbying profession that have taken place since the late 19th century and
- makes the case either for or against the proposition that the public interest requires greater regulation of lobbying at the federal level.

Class Date Week #4

Lobbying – Part 1

Learning Objective(s) Addressed: Be able to apply both the theoretical concepts and practical skills necessary to be an effective public policy advocate for your hypothetical client.

Reading Due This Week:

The Elements of Lobbying

Godwin; Chapters 6, 7 and 9

Wolpe (Part 1, Chapters 1-4)

(B) *Cigler*; Chapter 11

(B) Baumgarten, Chapter 8

(B) [Confessions of a Young Lobbyist](#) (article)

Lobbying the Executive Branch

(B) Holyoke, “Lobbying the Executive Branch”; Chapter 7

(B) *Lobbying the Executive Branch: Current Practices and Options for Change*; Congressional Research Service (October, 2011)

Weekly Writing Assignment #4: Short essay to be assigned

Class Date: Week #5

Lobbying – Part 2

Learning Objective(s) Addressed: Apply critical thinking to the analysis of public policy issues and the development and implementation of advocacy strategies

Reading Due This Week:

Researching an Issue; Framing an Issue; Developing a Strategy and Deciding on Tactics
Baumgartner, Chapter 9

(B) *Washington: The Real No-Spin Zone*; Berry et al.; Paper prepared for delivery at the American Political Science Association; August; 2007

Wolpe; (Part 1, Chapters 5-7)

Levine; (Chapters 6-7)

(B) *The Interest Group-Staff Connection in Congress*; *Gerrity et al.* PS: Political Science and Politics, Vol. 41, No. 4 (Oct. 2008)

Grassroots Lobbying

Wolpe; (Part I, Chapter 8)

(B) *Making Noise vs. Making a Difference on Capitol Hill*; Hysom & Goldschmidt: Politics (February, 2008)

(B) *Grassroots, Astroturf & Internet Lobbying*, Johnson; CQ Press (2012)

(B) *Does Grassroots Lobbying Work?* Berrigan; American Politics Research, Vol. 37, No.

- (B) *Advocacy 2.0: An analysis of how advocacy groups in the united states perceive and use social media as tools for facilitating civic engagement and collective action.* 2012. Journal of Information Policy (University Park, Pa.)

The Role of Political Contributions

Wolpe; pages 48-54

- (B) *The New Gilded Age: Close to Half of all Super-PAC money comes from 50 donors;*
The Washington Post; April 16, 2016

- (B) *What Do Campaign Contributions Buy?* Stratmann; Southern Economic Journal (Jan. 1991)

- (B) [Role of Money in Politics](#) (VIDEO)

Weekly Assignment #5: Write a short essay (500 to 750 words) summarizing the steps you will take to develop a lobbying plan for your prospective client based on information you have gained from your readings.

Class Date: Week #6

Students will each make short presentations of their papers with comments and discussion by the class and instructor.

Learning Objective(s) Addressed: All

Reading Due Today: none

Final Assignment Due Last Day of Class: Final Paper

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.