BASIC INFORMATION AND RESOURCES

Instructors and Contact Information

Bill Meierling, Senior Director, Public Affairs, ALEC
(o) 571-482-5007 (m) 202-725-5026
(e) meierlingw@gmail.com

Ann Morse, Program Director, Immigrant Policy Project, NCSL
(o) 202-624-8697 (m) 202-367-6194
(e) ann.d.morse@gmail.com

Communication
Email is usually the easiest way to reach us, and you will receive a response within 24 hours. We can be available before/after class or 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 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 [fill in proximate location] 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
Attending class is required. Should you find yourself with a scheduling conflict, please contact me as soon as you are aware of the issue to let me know that you will absent, otherwise, it will be considered an unexcused absence and it will negatively count against your participation 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. 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 an appropriate strategy to achieve specified goals, and execute that strategy.
2. Draw upon a repertoire of effective communication skills and techniques for use in a political environment.
3. Collect, evaluate and incorporate relevant empirical evidence to shape, optimize, and continuously inform the developed strategy.
4. Find, engage and motivate the essential and appropriate leaders, professionals and citizens to achieve the developed strategy.
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards in the profession and exhibits principled leadership.

**Course Description and Overview**
State and Intergovernmental Politics will examine the electoral pressures placed on state elected officials, as well as methods and techniques for advocacy in various state capitals, the governing responsibilities constitutionally-delegated to the states and the ever-changing historical relationship between states and the federal government.

**Course Learning Objectives**
1. How to assess and enter a particular state or region in order to advance a specific policy objective.
2. How to know what matters to a legislator or the people of a state.
3. How assess the political and policy landscape comprised of various interest groups and how to measure their influence.
4. How to develop a state or regional advocacy strategy.
5. Demonstrate an understanding of the history and current trends in federal-state relationships and jurisdiction in a policy area and how the state legislative process works

**Course Requirements**
Students are required to select a client and issue and will be assigned a state or region, and track the issue over the course of the semester. All assignments will relate to the client, issue and state/region. Students will conduct an analysis of a state/region, assess the structure and agency within that state, and develop position papers and an advocacy plan to advance the issue on behalf of the client in a specific state or region.

**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>Regional political assessment I – Using Quorum, analyze your home state and home district. Identify your state legislators, five bills they sponsored or cosponsored, who they most cosponsor and vote with, and how bipartisan they are. Develop a narrative and draw conclusions about your legislator and district based on the research.</td>
<td>Learning objectives one, two and five</td>
<td>2/8</td>
<td>25%</td>
</tr>
</tbody>
</table>
Issue Sheets – Select the issue/client for which you will write a state advocacy plan

Learning objective one, two, three, four 2/29 10%

Regional political assessment II
Based on your issue and state, identify the legislative coalition that will best help you pass or defeat your issue/policy

Learning objective two, three, four and five 3/7 20%

Regional Advocacy Plan –
Develop a lobbying plan focused on advancing or defeating your issue in your region for your client. This plan should include components of all previous assignments, as well as strategies for engagement with elected officials, governmental and nongovernmental organizations, and advocacy and citizen groups.

Learning objective one, two, three, four and five 4/25 35%

10-minute Presentations

Attendance and Participation 10% 10%

Total 100% 100%

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</td>
<td>94-100 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 Represents solid work with minor errors. Overall, excellent work.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 You’ve completed the assignment, but you are not meeting all of the requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 Needs improvement in content and in effort. Shows some motivation and</td>
</tr>
<tr>
<td>Grade</td>
<td>Score Range</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 (lowest grade to pass)</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

*Please note that you may be penalized for late submission of assignment(s).*

**Required Text and Learning Materials**


*The Arrowhead: Winning the Story War, How a sharp message creates purpose, power and passion in sales and in life.* Kevin Kjar and Kelly Shaw. ISBN: 978-1461185093


Peter Schuck, “Taking Immigration Federalism Seriously”

**Optional Supplemental Text and Learning Materials**

Selected briefs on state legislatures on [www.ncsl.org](http://www.ncsl.org) and on immigration at [www.ncsl.org/immig](http://www.ncsl.org/immig)

Powerpoint on states, devolution and immigration, Ann Morse

**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.*

**January 11, 2016**
Week 1 (Morse/Meierling)

- Introductions, course overview
- Federalism. The balance of power between states and the federal government
- State government affairs, analysis of your home state/region/county
- State/region assignments discussion

Learning Objective(s) Addressed: one, two, three

Assignment (Due 1/25): Read *Governing*, 2016’s Top Legislative Issues to Watch (distributed in class)

**January 18, 2016 – Martin Luther King Day – no class**

**January 25, 2016**
Week 2 (Morse/Meierling)

- Quorum – state legislative analysis. Data driven politics

Learning Objective(s) Addressed: three, four

Reading Due Today: Governing, 2016’s Top Legislative Issues to Watch

Assignment (Due 2/8): Using Quorum, analyze your home state and home district. Identify your state legislators, five bills they sponsored or cosponsored, who they most cosponsor and vote with, and how bipartisan they are. Develop a narrative and draw conclusions about your legislator and district based on the research.

February 1, 2016
Week 3 (Morse)

- Current state issues discussion
- Federalism case study
- State policy wins and losses
- Immigration federalism; key actors; trends in legislation

Learning Objective(s) Addressed: one, two, three, four, five

Reading Due Today: Peter Schuck, “Taking Immigration Federalism Seriously”

February 8, 2016
Week 4 (Meierling)

- State advocacy overview
- What organizations and players are in the states?
- Guest speaker: John Stephenson, Manager, U.S. Public Policy, Amazon

Learning Objective(s) Addressed: one, two, three

Reading Due Today: “How Special Are the Special Interests”, Republic on Trial: The Case for Representative Democracy, Alan Rosenthal

Assignment Due Today: Quorum analysis

February 15, 2016 – President’s Day – no class

February 22, 2016
Week 5 (Meierling)

- State coalitions overview
- How citizens and groups work together to build awareness on issues
- Trending state issues discussion
- Guest Speaker: Sarah Hunt, ClearPath Foundation
Learning Objective(s) Addressed: one, four

Assignment (Due 2/29): Identify your issue

February 29, 2016
Week 6 (Morse)

- State legislatures, legislative process
- Staffing – professional, hybrid, citizen
- Rosenthal readings

Learning Objective(s) Addressed: one, two, three, five

Reading Due Today: Selected materials from NCSL such as state immigration report and other briefs at www.ncsl.org/immig.

Assignment Due Today: identify your issue (Professor Morse will assign you a relevant state)

Assignment (Due 3/7): Using Quorum, identify your legislative audience/targets to advance or defeat your selected issue

March 7, 2016
Week 7 (Meierling)

- Message development – what legislators need to know about your issue
- Messenger identification
- Leveraging grassroots coalitions

Learning Objective(s) Addressed: two, three, four

Reading Due Today: The Arrowhead: Winning the Story War

Assignment Due Today: Using Quorum, identify your legislative audience/targets to advance or defeat your selected issue

March 14, 2016 – Spring Break – no class

March 21, 2016
Week 8 (Morse)

- Ethics in state government affairs

Learning Objective(s) Addressed: one, two, three, four, five

Reading Due Today: NCSL ethics in government
March 28, 2016
Week 9 (Meierling)
- State lobbying/action plan – ROI, strategy, coalition development and partnerships
- State coalitions and the web of influence

Learning Objective(s) Addressed: one, two, three

April 4, 2016
Week 10 (Morse)
- Federalism: case study on refugees and executive v legislative, and federal/state/local authority

Learning Objective(s) Addressed: one, two, three, four, five

April 11, 2016
Week 11 (Morse/Meierling)
- Discussion on strategic planning. Review requirements/get acclimated for final presentation.

Learning Objective(s) Addressed: one, two, three, four, five

April 18, 2016
Week 12 (Morse/Meierling)
- Study day. Work on your final project. Office hours. Work with professors to answer questions regarding your strategies

Learning Objective(s) Addressed: one, two, three, four, five

April 25 and 27, 2016
Week 13 and 14 (Morse/Meierling)
- Final Presentations

Assignment Due Today: Final Presentations and advocacy plan

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.