

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Spring Semester 2017

January 23, 2017 – May 3, 2017

State and Intergovernmental Politics

PMGT 6422

3 Credits

Monday, 7:10 – 9:40

Phillips Hall, Room 415

BASIC INFORMATION AND RESOURCES

Instructors and Contact Information

Louis Caldera, Professor of Leadership, GSPM

(o) 202-994-8026 (m) (301) 318-6017

(e) lecaldera.gwu.edu

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 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://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 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 Southwest corner of 22d and G Streets (by the Charles E. Smith Center) 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 notify us by email (addressed to both of us) prior to the start of the class to let us know that you will be absent, otherwise it will be considered an unexcused absence and it will negatively count against your participation grade.

Out-of-Class/ Independent Learning Expectation

Over the course of the semester, students will spend at least 2 hours (100 minutes) per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend 25 hours in instructional time and 87.5 hours preparing for class.

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. Beatriz Cuartas
Deputy Director, Political Management Program
beatrizcuartas@gwu.edu | 202-994-6000

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

A Political Management degree prepares students to win campaigns for elective office and serve in policy positions, and to do so in a manner that benefits democracy and society as well as their organization and clients.

In completing the degree, students will be able to:

1. Assess a political environment, develop a strategy to achieve specified goals, and execute that strategy;
2. Draw upon a repertoire of effective campaign communication skills;
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize the strategy;
4. Find, engage, and motivate the right leaders, professionals, and citizens;
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards and professional conduct.

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.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no “do-overs” because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.

Course Description and Overview

State and intergovernmental politics will examine the role of state legislators and other elected state officials and the electoral and representational pressures placed on them by citizens, parties and interest groups; state legislative process and procedures; methods and techniques for advocacy in the various state capitals; and the ever-changing historical relationship between states and the federal government starting with the governing responsibilities constitutionally reserved to each.

Course Learning Objectives

1. Understand the historical, constitutional, legal, and practical relationships between federal, state and local governments and how it impacts policymaking and legislative advocacy.
2. Understand some of the similarities and differences between federal and state legislative process and among the states and the implications for state legislative advocacy.

3. Understand and be able to assess what matters to state legislators (and other state and local government official), and to the people of a particular state or region, and its implications for policy messaging and state legislative advocacy.
4. Understand how to assess a state specific or local government political environment, and be able to develop and execute an appropriate state or local legislative advocacy strategy that takes into consideration the role of legislators, citizens, parties, and interest groups.
5. Understand the implications for business and nonprofit organizations of operating in a multi-state and multi-locational environment.

Course Requirements

Students are expected to come to class prepared, having completed any readings, discussion topic questions or written assignments due the day, and to participate actively. The four major assignments listed below should be started well in advance of their due dates (2-3 weeks, if possible) as these will comprise the major part of your grade for the course. The final assignment includes a 10-minute in-class presentation; you will have an opportunity to exchange peer feedback on your presentations prior to that. In these assignments you'll be selecting a state to work in, a client you are developing an advocacy plan for, and an issue you will be championing. The assignments are related and will build on each other to your final product: a comprehensive advocacy plan to advance a specific issue for your client in a given state.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
See Week 3 Assignment: "Home State" Political Assessment	3,4	2/6	15%
See Week 6 Assignment: Prepare an Introductory Lobbying Plan Memo	2,3,4	3/6	20%
See Week 9 Assignment: Prepare a Support and Opposition Analysis Memo	1,2,3,4	4/3	20%
See Week 12-14 Assignment: Prepare and Deliver Final Lobbying Plan Memo	1,2,3,4,5	4/24 Peer 5/1 Class 5/3 Class	35%
Attendance and Participation			10%
Total			100%

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 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

There is one required text (listed first below) that we will be using extensively that you will want to procure for use in the class and to keep as a reference. Other materials, including select readings, are freely available online, or will be provide to you in PDF form.

Heavy Lifting: The Job of the American Legislature, Alan Rosenthal, 2004 ISBN **9781568027340**
Referred to in the syllabus as "*Heavy Lifting*"

The Constitution of the United States

The Federalist Papers. James Madison, Alexander Hamilton, John Jay.

"Taking Immigration Federalism Seriously," Peter Schuck

Political Ethics and Public Office, Dennis F. Thompson, Harvard University Press, 1987

Optional Supplemental Text and Learning Materials

Republic on Trial: The Case for Representative Democracy, Alan Rosenthal, 2003 – selected chapters, e.g., "How Special Are the Special Interests" ISBN: **978-1568026527**

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**

Selected briefs on state legislatures on www.ncsl.org and on immigration at www.ncsl.org/immig
Powerpoint presentation on states, devolution and immigration, Ann D. 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.

Jan. 23, 2017

Week 1 (Caldera/Morse)

Topic and Content Covered:

INTRODUCTION

We begin our consideration of State and Intergovernmental Politics by diving right into a contemporary public policy issue that is playing out across the nation: gun violence. Whether you work for a nonprofit advocacy organization trying to pass legislation to reduce gun violence, or you represent a gun manufacturer's organization trying to forestall legislation that could harm the profitability of your client companies, or you are a legislative assistant for an elected official, you would have an interest in understanding the current state of play of political advocacy on this issues, including measures being proposed at the federal, state and local levels. Our consideration of this issue will help frame the subjects we will considering and professional competencies we will be developing in this course.

Learning Objective(s) Addressed: 1, 2 ,3, 4, 5

Reading Due Today:

The Constitution of the United States.

Heavy Lifting, Chapter 1, Introduction: Looking at What Legislatures Do

Assignment Due today:

In preparation for class, please conduct some internet research and be prepared to discuss:

1. Who are some of the major organizations trying to address the gun violence epidemic and what are their principal strategies? Who are some of the major organizations opposing the passage of such legislation and what are their principal strategies? Find examples of at least three each.
2. Identify and be able to explain legislative and non-legislative federal, state, and local strategies being employed by each side? What are some of the pros and cons of such strategies?
3. What states or localities seem most receptive to adopting gun violence legislation? Which states seem least receptive? How do you know? Have any states been changing in recent years in their support of such measures? What does all this tell you about what you'd advise your client?

4. Which public officials are most impacted by this issue and how?
5. What are some of the Constitutional provisions implicated by this issue?

Jan 30, 2017

Week 2 (Caldera/Morse)

Topic and Content Covered:

FEDERALISM AND THE STRUCTURE OF STATE LEGISLATURES

Today we begin to explore the topic of federalism: what it means for the United States to operate as a federal system of government with both a national government and strong state governments. We will consider the roots, evolution and tensions inherent in this system, and its relative strengths and weaknesses as a form of government for a large, pluralistic society in a complex, globalized world. Lastly we will consider the implications for political and legislative advocacy in the near future. We will also begin to examine the diversity among state legislatures in the U.S. and some of their defining characteristics in comparison to Congress.

We will also visit the library to familiarize ourselves with relevant library resources for legislative advocacy research.

Learning Objective(s) Addressed: 1, 2, 4

Reading Due Today:

Heavy Lifting, Chapter 2, Representation: Serving the District's Interests

The Federalist Papers, Numbers 44, 45, and 46 http://avalon.law.yale.edu/subject_menus/fed.asp

"The Course of Bigness: Why Louis Brandeis is on my Necktie," Andrei Cherny, Democracy Journal, Spring 2007, No. 4. A view of progressive federalism. <http://democracyjournal.org/magazine/4/the-course-of-bigness/>

Assignment Due today:

None. Work on assignment due Week 3.

Feb 6, 2017

Week 3 (Caldera)

Topic and Content Covered:

LEGISLATION AND LEGISLATIVE PROCESS

In this class we begin to look at various models that attempt to describe what the role of the legislator is including theories of representation and legislation, then quickly move away from theory to real-world examination of the motivations and goals of legislators in introducing proposed legislation. We provide a broad overview of the process by which ideas are transformed into legislative projects and the many hurdles such projects must overcome to become laws. We begin with this broad overview, but then will examine these topics in greater detail as the course proceeds.

Learning Objective(s) Addressed: 2, 3, 4

Reading Due Today:

Heavy Lifting, Chapter 3, Representation: Expressing Constituent's Views

TBA: Energy Tax Case Study and/or Reading re Theories of Representation

Assignment Due today:

GRADED ASSIGNMENT ONE: 15%

Pick a "home state" other than your own state where your issue is under consideration or could be. This can be a state you would like to get to know better, but it will be your home state for the duration of the course. Please submit a one-page paper responsive to the following questions about your home state:

1. What is the party make up of your state's representation in Congress? Identify its senators and their party or parties, and that of its most senior House Members on both sides of the aisle.
2. What is the party make up of its representation in its state legislative houses?
3. Identified by name and party the governor and the majority and minority leader of each legislative house.
4. In a couple of sentences, what does this information tell you about the politics of the state on a continuum from very liberal to very conservative? Also what seem to be the major state legislative issues (list 5-6, but do not analyze) the house has recently faced or will be facing in the upcoming session.
5. What organizations or interest groups represent the 10 biggest donors to state legislative campaigns? Bonus points: how much money did the speaker of the lower house raise in the most recent election cycle?
6. How much money was spent in a recent, contested state legislative race, and identify the one or two key issues the race turned on?

Hint: You can find the information you'll need for 4-6 online. Legislative roundups by news and other organizations frequently summarize the legislative battles and accomplishments of the past session. Campaign finance disclosure laws require campaign contribution and expense information to be publicly reported and available in filings with the secretary of state. News outlets that cover elections and state politics and "good government" groups frequently review, analyze and report on such information in new stories or on their websites.

Feb 13, 2017

Week 4 (Morse)

Topic and Content Covered:

CASE STUDY: IMMIGRATION FEDERALISM

We return to our discussion of federalism by considering one of the most contentious contemporary issues playing out in a tug-of-war between the federal government and the states: immigration. What aspects of immigration law are solely within the purview of the federal government, what matters are left to the states, and what aspects, if any and to what extent, are shared between the two, and how do we know? The many arguments being made by both advocates for immigrants and comprehensive immigration reform on the one hand and by advocates for lower immigration levels and stricter immigration controls on the other reveal the complexity and interconnectedness of the principles involved, as both sides appeal at times to arguments for federal supremacy and for state's rights. State and federal legislators representing diverse constituencies, communities, economic interests, and points of view are called to sort out these claims as best they can in their respective chambers against this complex federalism backdrop.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

Peter Schuck, "Taking Immigration Federalism Seriously"

http://digitalcommons.law.yale.edu/cgi/viewcontent.cgi?article=2656&context=fss_papers

Other Resources: Review the film clip links to the PBS documentary, "Welcome to Shelbyville" The film. itself is not available for streaming at this time. <http://www.pbs.org/independentlens/films/welcome-to-shelbyville/>

Other NCSL materials as assigned.

Assignment Due today:

None. Work on assignment due Week 6.

Feb 20 – President's Day – No Class

Feb 27, 2017

Week 5 (Caldera)

Topic and Content Covered:

POLITICAL PARTIES, INTERST GROUPS, COALITIONS and CITIZENS

State legislators represent constituents who reside in their districts, but are influenced by many different individuals and organized groups, including civic and community leaders, legislative leaders, political parties, interest groups and coalitions with diverse and sometimes competing policy preferences. In this class we explore the role that some of these individuals and organized groups play in the policymaking process, including other come together, operate and sometimes cooperate to achieve their goals.

Learning Objective(s) Addressed: 2, 3, 4, 5

Reading Due Today:

Heavy Lifting, Chapter 4, Lawmaking: Challenges of the Legislative Process

TBA CASE STUDY: The California children's health and safety coalition and the bicycle helmet bill

Assignment Due today:

None. Work on assignment due Week 6.

March 6, 2017

Week 6 (Morse)

Topic and Content Covered:

ETHICS IN STATE GOVERNMENT AFFAIRS

Learning Objective(s) Addressed: 1, 3, 4

Reading Due Today:

Legislative Ethics, Chapter 4, Political Ethics and Public Office, Dennis F. Thompson, Harvard University Press, 1987

TBA NCSL Ethics materials

Assignment(s) Due Today: GRADED ASSIGNMENT TWO: 20%

Select a client and issue for whom you will develop a state lobbying plan. Write a two-page paper using a memorandum format addressing the following:

Memorandum

To: SVP State and Local Government Affairs, Client Organization (real or fictional)

From:

Date:

Re: Developing a lobbying plan for (Issue) in (State)

Introduction: Explain what you were hired to do and for what client. This is not the strategy this is your explanation of the task you were asked to perform sent back to the client to make sure you are both on the same page about what you were asked to do and why it's important to your client.

Identify the client and give a description of their interests and why passage or defeat of a particular measure is important to them.

Identify the issue and place it in context of why it matters to your client.

Without proposing an advocacy strategy (that will come as part of your final project), give some context to how hard or easy you think it will be to create a strategy given what has happened to bills on this topic in your legislature in the last few years? (Identify the bill(s) and the result). What substantive committee in the lower house were the bills referred to? Who chairs that committee? As best you can tell, what is his or her district like, what are his/her legislative priorities, and what are his or her politics? Identify the principal or highest ranking author(s) of the bills involved.

Promise to deliver a comprehensive advocacy strategy by May 1 as requested based on your further research and consideration of what it will take to succeed in (your state).

March 13 – Spring Break – No Class

March 20, 2017

Week 7 (Caldera)

Topic and Content Covered:

ETHICS: A CASE STUDY

We examine real world situations in which legislators and lobbyist have found themselves accused of wrongdoing and consider whether their failures are attributed to flawed characters, a flawed system, overzealous prosecutors or some other cause.

Learning Objective(s) Addressed: 1, 3, 4

Reading Due Today:

Heavy Lifting, Chapter 5, Lawmaking: Obstacles to Overcome

TBA: SELLING INFLUENCE ARTICLES / CASE STUDY

Watch: the movie "American Hustle" available on Netflix or other streaming platforms.

Assignment Due today:

None. Work on assignment due Week 9.

March 27, 2017

Week 8 (Caldera)

Topic and Content Covered:

THE ROLE OF STRATEGY IN LEGISLATIVE ADVOCACY

We consider what we mean by strategy in the legislative context, including setting legislative goals, messaging, appeals to expertise and relationships, in targeting key votes and committees. We also consider the role of contingency planning and alternative routes to achieving policy goals.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

Heavy Lifting, Chapter 6, Lawmaking: Putting it Together

TBA CASE STUDY: Possibly: Worker's Compensation Reform in California

Assignment Due today:

None. Work on assignment due Week 9.

April 3, 2017

Week 9 (Morse)

Topic and Content Covered:

SPECIAL ISSUES IN STATE AFFAIRS: FROM LINE ITEM VETO TO DIRECT DEMOCRACY

Learning Objective(s) Addressed: 2, 3, 4

Reading Due Today:

TBA: Reading re progressive reforms, line item veto, and other state legislative process matters.

Heavy Lifting, Chapter 7, Lawmaking: Managing Majorities

Assignment Due today: GRADED ASSIGNMENT THREE: 20%

Write a two-page paper using a memorandum format addressing the following:

Memorandum

To: SVP State and Local Government Affairs, Client Organization (real or fictional)

From:

Date:

Re: Potential supporters and opponents

Write your client a memo Identifying the best individuals and groups to align yourself with on your issue advocacy plan if you could (the power players (5-10), individual or organizational in this state or with influence on this committee). Separately identify the organizations and interest groups (5-10) most likely to be on your side and explain why they should be interested and any reasons why they might not be interested. Identify the organizations and interest groups (5-10) most likely to be on the other side and why. Don't forget potential non-interest group sources of support or opposition including other legislators, and state and local elected officials and the independent sources of power they may have available to support you or oppose your project. For example, many bills implicate funding requirements that must be provided for by individuals who jealously guard the public fisc, or are matters that fall under the jurisdiction of state agencies or constitutional officers whose positions cannot be taken for granted. Address whether a coalition of supporters would be advisable in this instance or not and what the unifying basis of such a coalition would be.

April 10, 2017

Week 10 (Caldera/Morse)

Topic and Content Covered: others two

MULTISTATE ADVOCACY

Learning Objective(s) Addressed: 3, 4, 5

Reading Due Today:

Heavy Lifting, Chapter 8, Balance: The Executive's Upper Hand

TBA CASE STUDY: Possibly Southwest Airlines Co.

Assignment Due today:

None. Work on assignment due Week 13.

April 17, 2017

Week 11 (Caldera)

Topic and Content Covered:

LOCAL AND REGIONAL GOVERNMENTS

Learning Objective(s) Addressed: 3, 4, 5

Reading Due Today:

Heavy Lifting, Chapter 9, Balance: How Governors and Legislators Deal with One Another

TBA CASE STUDY: Possibly: Southwest Airlines Co. Con'td

Assignment Due today:

None. Work on assignment due Week 13.

April 24, 2017

Week 12 (Caldera/Morse)

Topic and Content Covered:

FINAL PRESENTATION PEER FEEDBACK & FACULTY CONSULTATIONS

This day is reserved for groups of students to share their advocacy plans and deliver their presentations to each other to solicit and provide peer feedback. Professors will be available to answer questions about your projects.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

Heavy Lifting, Chapter 10, Does Legislative Leadership Make a Difference?

Assignment Due today:

None. Work on assignment due Week 13.

May 1, 2017

Week 13 (Caldera/Morse)

Topic and Content Covered:

FINAL PRESENTATIONS 35%

This day is reserved for delivery of graded student advocacy plans to the class.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

Heavy Lifting, Chapter 11, What is a good Legislature?

Assignment Due today:

Deliver final advocacy plan at start of class (all students) and make a 10 minute presentation of your plan to the class.

Your state advocacy plan (8-12 pages, double spaced, 12 point typeface, excluding bibliography) should be a comprehensive plan in memorandum form that address:

What you were asked to do: identifying the and client and giving context to why this matters for your client.

A context appraisal of how favorable or unfavorable a path you see for your issue given what you've learned about your state, past legislative efforts on this subject, and the political landscape and considerations relevant legislators will be weighing. Addressing specifically your view of the likely position of the 2-3 most important legislators and constitutional officers likely to weigh in on or to vote on your bill. (For simplicity's sake you need do this only for the house of origin; it is understood you would ordinarily do this for both houses).

Your approach to garnering internal and external supporters, and to minimizing opponents, identifying key likely supporters and opponents.

Your recommended messaging to supporters, legislators, the media and other interested parties, and to opponents if different.

Alternative courses of actions to achieve your advocacy goals were you to reach a roadblock this year.

May 3, 2017

Week 14 (Caldera/Morse)

Topic and Content Covered:

FINAL PRESENTATIONS 35%

Complete student presentations and final overview of the course.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

None.

Assignment Due today:

Finish presentations not completed on May 1st.

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.