The Graduate School of Political Management
THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management
June 2015
May 18 – July 25, 2015

International Lobbying
PMGT 6416.10
3 Credits
Day TBD, 7:10 – 9:40 pm
Location TBD

BASIC INFORMATION AND RESOURCES

Instructor
Dr. Steven Billet
Guest sessions led by Professors Gary Nordlinger, Dr. David Rehr, and Mark Kennedy.

Contact Information
Dr. Steven Billet
805 21st St., NW
Suite 463
Washington, DC 20052

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Office fax (202) 994-6006
Cell: (202) 256-5153
E-mail: sbillet@gwu.edu
Office hours: By appointment

Communication
The best way to connect is via email. You can expect a response within 24 hours, but often within a matter of minutes, depending on my schedule. You can also make an appointment before/after class. We will also have an assistant/class facilitator who will serve as your intermediary for the class.

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
We enforce a zero tolerance policy on matters of 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, customarily manifesting itself as plagiarism, 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.

Attendance/Participation Policy
Active participation is mandatory for this class. Any individual unable participate for any reason should email Dr. Billet prior to the beginning of that class. Repeated absences will 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:

Mark Kennedy
Director, GSPM
markkennedy@gwu.edu | 202-994-2482

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 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.

Course Learning Objectives
By the end of this class, you should be able to:
1. Assess a legislative environment, develop a strategy to achieve specified goals within that environment, and act to carry out that strategy through an advocacy campaign.
2. Understand and implement a repertoire of effective advocacy tools and communication skills.
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize an advocacy effort.
4. Find, engage, and motivate the right people – leaders, professional colleagues, and citizens – to join and contribute to an advocacy campaign.
5. Comprehend and describe global advocacy to advance individual issues in multiple national and international settings.

Course Description and Overview
This course is both a broad consideration of advocacy in a globalizing environment and an understanding of specific advocacy tools to influence the outcome of legislative or executive decision-making. 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 global advocacy, issue management, grassroots politics and media as some of the 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, comparative politics, and regional and multilateral governance. Students will leave the course with the ability to construct a global advocacy campaign and will be prepared for 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 a continuing discourse. Two to three outside speakers and other GSPM professors will join the classes on international advocacy topics. During the last half of the course, we will conduct breakout exercises where students will construct advocacy plans under scenarios supplied by the instructor.

Students are required throughout the course to engage in discussions that are incorporated into the class presentation. These will often be posed as “points of discussion” and will come from readings assigned or from issues raised during the lecture portion of the class. In addition, you will have several writing assignments scattered throughout the class.

Several discrete knowledge sets constitute the central focus of this course: international systems, comparative politics, 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.

Course Requirements
Students are expected to participate in class discussion, complete assignments on time and within guidelines, and finish assigned readings before class when due.
## Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Objective(s) Addressed</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>How advocacy tools are perceived and employed around the globe</td>
<td>Develop systematic way to research how advocacy tools are perceived in global regions or specific nations.</td>
<td></td>
<td>10%</td>
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<tr>
<td>Weighing the advantages and disadvantages and applicability of lobbying tools</td>
<td>An in-depth review and understanding of specific lobbying tools.</td>
<td></td>
<td>10%</td>
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<tr>
<td>Viewing your issue from a 360 degree perspective</td>
<td>See public policy controversies from all sides</td>
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<td>10%</td>
</tr>
<tr>
<td>Winning public support using research, data bases and public opinion surveys</td>
<td>Research and address global or nation-specific data on a controversial issue. Explain how it can be used in a advocacy contest</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Analyze an issue associated with global advocacy and issues management focused on executive and legislative branch advocacy assigned by the professor</td>
<td>Research and address an issue that would require executive branch advocacy and what tools you would use to maximize your success.</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Final Assignment – a written and oral presentation of a comprehensive advocacy plan</td>
<td>Choose an issue and global region or specific nation to be approved by the Professor. Create a comprehensive advocacy plan with measurable metrics.</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>In-class attendance, discussion and participation</td>
<td>All students start with a “B” and must demonstrate engagement to increase grade for this category</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></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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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td></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-</td>
<td>90-93</td>
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<tr>
<td></td>
<td>Represents solid work with minor errors. Overall, excellent work.</td>
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<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td></td>
<td>Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td></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>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td></td>
<td>You’ve completed the assignment, but you are not meeting all of the requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td></td>
<td>Needs improvement in content and in effort. Shows some motivation and concern.</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td></td>
<td>Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 (lowest grade to pass)</td>
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<tr>
<td></td>
<td>Poor performance. Major errors, too many misspellings, problems with accuracy, etc.</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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<tr>
<td></td>
<td>Unacceptable performance, or inability to submit the assignment.</td>
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Required Text and Learning Materials


Optional Supplemental Text and Learning Materials:


**Tentative Course Calendar***

*The instructor(s) 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.

**Session 1**

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

**Learning Objectives**

Understand the international advocacy as an emerging and critical discipline  
Describe the challenges and opportunities facing the development a distinctive academic and applied political discipline  
Explain the cultural barriers that confront advocates in the international arena  
Discuss lobbying as a universal activity endemic to every political setting

Reading:

Kapuscinski, *The Other* (all)  
Conor McGrath, “Factors Influenceing Lobbying Behavior”  
Conor McGrath, “The Fundamentals of Lobbying Around the Globe”

Recommended:

Lederer and Burdick, *The Ugly American*

**Session 2**

Session Two: Theories and Their Meaning/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**

Distinguish between pluralist and corporatist interest group environments  
Compare regional dimensions of international advocacy v. state centric approaches  
Describe transnationalism and its application to international advocacy practice

Reading:

Thomas, “General Theories of Interest Group Activity . . . “  
Diven, “Interest Groups in International and Transnational Politics”  
Loomis and Struemph, “Growing Larger, Going Abroad, Getting Acquired . . .  
Chen, Parsley and Yang, “Corporate Lobbying and Firm Performance”

Recommended:
Session 3

Session Three: Tools for analyzing advocacy environments

Learning Objectives

Operationalizing an advocacy entry strategy
Determining key variables that impact interest group effectiveness in different international settings
Identifying, analyze and incorporate important resources into baseline descriptions of lobbying environments
Understanding and evaluate institutional factors in lobbying settings

Reading:
Figueiredo, “Lobbying and Information in Politics”
Holman and Laneberg, “Lobbying and Transparency: A Comparative Analysis of Regulatory Reform”

Review the earlier articles by Conor McGrath

Visit the website of International IDEA http://www.idea.int/ paying particular attention to Databases and Networks. Also take a close look at the World Values Survey by Ronald Inglehart. http://www.worldvaluessurvey.org/wvs.jsp Visit the Freedom House website. Pay particular attention to the factors measured in their studies that include factors that impact the lobbying environment. Do an examination of an individual country and prepare to discuss the readout and how it impacts the lobbying environment in that country.

Session 4

Session Four: Institutions and Cultural

Learning Objectives

Classify and discriminate among Interpersonal communications variables in the global arena.
Adapt baseline lobbying knowledge to different communications environments
Appreciate the benefits and limitations of intercultural education
Understanding and explain the basics of corporate strategy.
Produce a baseline matrix to understand lobbying environments.

Reading:
Walker et al. Chapters 1-3
Newmark, “Personal Relationships and Information as Lobbying Strategies . . . ”
Vining and Shapiro, “Building a Firm’s Political (Lobbying) Strategy
Thomas and Hrebenar, “Understanding Interest Groups, Lobbying and Lobbyists in Developing Democracies”

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
Martens, “Explaining Societal Activism by Intra-organizational Factors . . . ”

Session 6

Session Six: Creating an advocacy framework

Learning Objectives
Creating an strategy 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 n developing democracies”

Session 7

Session Seven: The European Union and its Lobbying Environment

Learning Objectives
The basics of advocacy 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:
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 . . . “
Nelson and Kuzes, “Interest Groups in Russia’s Economic Transformation”

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 . . . “
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”
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:

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?

Reading:
Puddington, “The Pushback against Democracy”

Session 14

Session Fourteen: Final discussion and considerations/Course evaluation.