Advocacy and Lobbying
Course Syllabus
81774
PUAD 649 002 (Fall 2018)
Room 210 Arlington
3 Hours
Tuesday, 7:20 – 10:00 pm

Instructor:  Dr. David K. Rehr
Professor
Telephone:  703-819-9396 (m)
Email:  Drehr@gmu.edu
Office:  Founders – Room 672
Office Hours:  By appointment
Class Meetings:  Tuesday 6:30 – 7:15 pm

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 schedules. You can also make an appointment before/after class.
**Academic Integrity**

All members of the Schar School of Policy and Government 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 here 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. For more information, see the Honor Code: http://sls.gmu.edu/honor/

**Attendance:**

The expectation for the class is that regular attendance is strongly encouraged and attendance will be taken. Any student missing a class must contact Professor Rehr prior to the beginning of the class. Unauthorized absence(s) will be reflected in the final course grade. Students should be prepared for each class, having read the required readings and anticipate potential questions for guests. Remember, a portion of your final grade is based upon class participation.

**Use of Electronic Devices During Class:**

Use of electronic devices during class is discouraged. Laptops may be used in class if strongly preferred, but only for taking notes and be related to class material and discussions. Cell phones may not be used during class.

**Recording Class Lectures and use of social media:**

The recording of the course and any class is not permitted. Also, use of publicizing course material, comments or comments of guest speakers on social media is not permitted. The only exception is the posting of pictures (no video or audio) if desired by the Professor. This will allow free and unencumbered discussion and exchange of ideas. Professor Rehr may grant exceptions under unusual and exceptional circumstances.

**Disability Accommodations:**

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through the DRC.
Course Evaluation:

At the end of the semester, students will be given the opportunity to evaluate the course. 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:

Thys Van Schalk
Associate Dean for Academic Affairs at Schar School of Policy and Government
mvanscha@gmu.edu
(703)-993-8227

Class Expectations:

This class will consider a number of policy, perspectives on 'power' and value-laden issues when discussing advocacy and lobbying. Students are encouraged to engage in respectful and engaging debate. Professional courtesy and appreciation for all points of view are essential to becoming a successful in Washington, DC, even when you meet someone who may hold contrary strong personal principles or convictions. Seeing the world from a 360-degree perspective allows leaders to make the best decisions for the client, organization, or political position he/she represents.

Course Description and Overview

The course is designed to provide students with the historical and legal background of advocacy and lobbying at all levels of government. Students will gain the practical skills necessary to succeed in the advocacy and lobbying field. The goals of this course are to review how citizens exercise the First Amendment right to petition their government and redress grievances, understand how to effectively advocate on behalf of a cause, company or non-profit entity, review laws and regulations affecting lobbying and lobbyists, and comprehend the competitive landscape of public policy. The seminar course format will also touch upon advocacy before the Executive Branch. Judicial Branch, and State & local government, as it relates to successful advocacy and lobbying.

The course will also feature likely guest lecturers (depending on their availability) from former Members of Congress, professional lobbyists, media personalities, individuals that work in a State Capitol, and former Executive Branch officials, who will share their perspectives on advocacy, lobbying, and how lobbying has impacted the creation of laws and regulations. It is the goal of this course to effectively train students in all the essential ideas necessary to become an influential advocate before the federal, state and local government.
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. Please submit assignments electronically to drehr@gmu.edu and make sure your name appears at the top of each page with reference to Advocacy and Lobbying. You can also bring your paper to the class when it is due.

Grading:

This is a graded course. The final percentage will be determined by the following percentages: 60% based upon total points available through written assignments; 30% active class participation; 10% on final class presentation.

Assignments and Valuation:

Additional detail about each assignment is provided at the end of the syllabus. Below provides the name of each topic, the learning objective addressed, due date, and the maximum number of points available to the student. All written papers should be at least 5 pages long (double spaced).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Objective(s) Addressed</th>
<th>Due Date</th>
<th>Weight (Total points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation Clues on a Member of Congress</td>
<td>Students will exercise the professional skills expected of members of the advocacy &amp; lobbying profession.</td>
<td>Before 6 pm on September 4, 2018.</td>
<td>10</td>
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<tr>
<td>Getting Elected to office at the federal, state, or local level Congress</td>
<td>Students will understand basic principles of Election Law, Constitutional Law, Economic Foundations, and Professional Responsibility Students will be able to apply basic economic concepts to the law.</td>
<td>Before 6 pm on September 11.</td>
<td>10</td>
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<tr>
<td>Evolution of a Law</td>
<td>Students will be able to apply basic economic concepts to the law, primarily at the federal level.</td>
<td>Before 6 pm on September 10.</td>
<td>10</td>
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<tr>
<td>Topic</td>
<td>Description</td>
<td>Due Date</td>
<td>Points</td>
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<tr>
<td>A Difficulty in using Survey Research as an Advocacy Tool</td>
<td>Improve understanding of learning Advocacy &amp; Lobbying Rules of Professional Responsibility and the ways to practice advocacy and lobbying law ethically in using data and statistics.</td>
<td>Before 6 pm on October 16.</td>
<td>10</td>
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<tr>
<td>Mobilizing the ‘Grassroots’</td>
<td>Improve professional skills through learning to leverage individuals interested in a common public policy issue.</td>
<td>Before 6 pm on October 23.</td>
<td>10</td>
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<tr>
<td>Building a Legislative Coalition</td>
<td>Improve professional skills through leadership skills (time management)</td>
<td>Before 6 pm on October 30.</td>
<td>10</td>
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<tr>
<td>Money as a tool in Advocacy and Lobbying.</td>
<td>Improve understanding of learning Rules of Advocacy and Lobbying Professional Responsibility and the ways to practice ethically.</td>
<td>Before 6 pm on November 20.</td>
<td>10</td>
</tr>
<tr>
<td>Final Assignment – Choose one paper topic and inform the class of what you learned. Power Point presentation required.</td>
<td>Enhance oral advocacy skills through successful completion of final presentation before professor and peers.</td>
<td>PowerPoint is ready to present December 4 &amp; December 11.</td>
<td>10</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Improve understanding of Advocacy and Lobbying Rules and Professional Responsibility and the ways to practice advocacy and lobbying ethically.</td>
<td>Viewed throughout the course, with end date of December 11. Class should ask</td>
<td>20</td>
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Grading Percentages:

A+ - 100-98%
A  - 91-98%
B+ - 86- 90%
B  - 80 – 85%
C  - 70 – 79%
F  - Percentage below 69%

Required Reading:

Rehr, David, eBook, Cutting Through Congressional Clutter: Proven Ideas and Tips to Gain Influence and Be Heard, August 2018.

Supplemental:


Tentative Course Calendar*
*The instructor(s) reserves the right to alter course content and/or adjust the pace to accommodate class progress and the availability of invited guest lecturers. All guest lecturers mentioned are tentative and subject to their availability. Students are responsible for keeping up with all adjustments to the course calendar.

Each class will be divided into two sessions – approximately 90 minutes each to ensure students understand the complexity of advocacy and lobbying. Expect to stay until 10 pm each class session. Time adjusts can then be made on topics.
Fall 2018 Course

August 28

Class #1 – What is advocacy and lobbying? What makes a great and successful advocate?

**Topic and Content Covered**

Introductions  
Learning expectations  
Course review

**Learning Objectives Addressed**

Students will demonstrate an understanding of research, oral advocacy, negotiation, and problem solving.

**Required Reading:**


**Class Questions and Discussion Issues**

What are student and professor expectations for class?  
How should laws be made?  
What do Lobbyists Do?  
Is it ethical to influence Congress, State Government, or Local Government?

**Second portion of class August 28**

Class #2 – What is the market place for public policy ideas?

**Topic and Content Covered**

The competitive marketplace for advocacy

**Learning Objectives Addressed**
Students will demonstrate an understanding of research, oral advocacy, negotiation, and problem solving.

Students will be able to apply basic economic concepts to advocacy and lobbying.

**Required Reading:**


**Class Questions and Discussion issues**

*How should you think about advocacy competition?*

*What are the important criteria you shod always consider when viewing advocacy competition?*

*How do you get noticed as an advocate?*

*Does advocacy and lobbying competition exist at the state and local level? What would be an alternative system?*

**September 4**

Class #3 – What are the historical origins of influencing government at the national level? (Part I)

**Topic and Content Covered**

Origin of ability of citizens to redress the government

Historical construct of influence

Founding Fathers’ view of special interest groups

**Learning Objectives Addressed**

Students will understand basic principles of the U.S. Constitution, Economic Foundations, Ethics and Professional Responsibility.

Students will be able to apply basic economic concepts to the law.
Required Reading:

- Resolutions of the Continental Congress (1 page)
- Examination of Dr. Benjamin Franklin in the House of Commons (12 pages)
- Federalist No. 10 (6 pages)
- Rumely v. United States, 345 U.S. 41 (1953)
- Excerpts from *United States v. Cruikshank* (2 pages)

**Class Questions and Discussion issues:**

What were the conditions that led to allowing citizens to redress their grievances before government?

What conditions are needed for Madison’s view on interests to work correctly?

Would the Founding Fathers be surprised by today’s advocacy environment?

**Second portion of class September 4**

Class #4 – What are the historical origins of influencing government at the national level? (Part 2)

**Topic and Content Covered**

Origin of ability of citizens to redress the government
Historical construct of influence
The right of groups we may oppose to influence

**Learning Objectives Addressed**

Students will understand basic principles the U.S. Constitution, Advocacy and Lobbying Ideas.

Students will be able to apply basic economic concepts to the law.

**Required Reading:**

- Rumely v. United States, 345 U.S. 41 (1953)
- United Mine Workers v. Pennington, 381 U.S. 657 (1965)
Class Questions and Discussion issues:

Does an enterprise have the same rights to redress the government as an individual does?

Should constraints be placed (or have been placed) on organizations when advocating before the U.S. Congress?

Does Congress have a legitimate role in investigating those who attempt to influence the government?

September 11

Class #5 – What are the legal requirements to be recognized as a lobbyist before the U.S. Congress? How do I stay consistent with all legal and regulatory filing obligations?

Topic and Content Covered

Definition of what constitutes a ‘lobbyist’ at the federal level for regulatory filing purposes. Requirements for proper filings for advocates or lobbyists at state and local level.

Learning Objectives Addressed

Students will exercise the professional skills expected of members of the advocacy or lobbying profession.

Required Reading:

- The Lobbyist Disclosure Act 2 U.S.C. § 1601 et seq. (less than 32 pages)
  - NOTE: This class will be a lot of material that is going to be very hard to condense
- LD-1, LD-2, and LD-203 forms (17 pages)
- Lobbyist Disclosure Act Guidance (27 pages)
- Akin Gump Strauss Hauer & Feld LD-2 Form from Q1 2016 (2 pages)

Guest Speaker:

Noted expert on lobbying registration.

Class Questions and Discussion issues:
What are the basics followed by lobbyists to meet required regulatory filings?

What are the common issues faced by lobbyists when filing reports?

Are their tips or insights for potential lobbyists to be aware of when looking at filing requirements?

**Second portion of class September 11**

**Class #6 – How can advocacy be undertaken before the Executive branch?**

**Topic and Content Covered**

How a lobbyist can impact the Executive branch
What rules, if any, exist to restrict lobbying contacts and influence of Administration officials
Are tips to consider when dealing with Executive branch officials, departments or independent agencies

**Learning Objectives Addressed**

Students will exercise the professional skills expected of members of the advocacy and lobbying profession.

**Required Readings:**

- Levine, Chapter 6, The Lobbyist’s Ask, pp. 190 – 199.

**Guest Speaker:**

Former national association CEO and an expert on regulatory influence.

**Class Questions and Discussion issues:**

What are the incentives Executive branch officials have to interact with lobbyists?

What differentiates a lobbyist in the mind of an Executive branch official?

Are their legal/ethical constraints on what a lobbyist can do when interacting with an Executive branch official?
September 18

Class #7 – What is it like to be a House Committee Member? How do lobbyists interact with Members of Committees at Federal, State levels of Government?

Topic and Content Covered

Learn how a former member of Congress viewed his position as Member of a House Committee
Hear firsthand how lobbyists' interacted with the Member
Discover how a committee Member can impact public policy
What are the valuable attributes of being an outstanding advocate and lobbyist

Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Students will be able to apply basic economic concepts to the law.

Required Readings:

http://blog.chron.com/txpotomac/2008/01/where-are-they-now-bill-archer/

Guest Speaker:

Former Member of Congress or Committee staffer.

Class Questions and Discussion Issues:

How does a lobbyist build a professional relationship with a committee member?

What is the best information that a lobbyist can provide a member of Congress and/or his/her congressional staff?

What is a day like for a member of Congress and how does the member interact with a lobbyist or special interest group?

Second Portion of September 18
Class #8 – Building Relations on Capitol Hill

What I did learn about the legislative process earlier in life? How do bills actually become laws?

**Topic and Content Covered**

Fundamentals of understanding the legislative process  
Number of bills, resolutions introduced and those that become law  
Using statistics to determine your ability to succeed  
Why legislative defensive is easier than enacting a law  
The legislative ‘shortcuts’ that help you get your result

**Learning Objectives Addressed**

Students will demonstrate an understanding of research, policy analysis, oral advocacy, negotiation, and problem solving.

**Required Reading:**

- The Legislative Process on the House Floor: An Introduction (12 pages)  
- The Legislative Process on the Senate Floor: An Introduction (13 pages)  
- View “Bill on Capitol Hill” (3:21)  

**Class Questions and Discussion Issues:**

How does the legislative process actually work?

Are there short cuts or alternative ways to meet legislative goals?

How can statistics help a lobbyist better understand his/her enacting legislative priorities?

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**September 25**

Class #9 – Where does Congress go for information? What does a day look like for a Member of Congress and/or their staff?

**Topic and Content Covered**

Presentation of THE CONGRESSIONAL COMMUNICATIONS REPORT, updated findings
Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Class Questions and Discussion Issues:

Where do congressional staffs look for information?

What sources of information do congressional staffs value?

Do lobbyists and congressional staff view some sources of information differently?

What are the advantages to a lobbyist if he/she knows where congressional staffs look for information?

Second Portion of September 25

Class #10 – How to leverage research to advance your legislative policy?

Topic and Content Covered

Why survey research is important in legislative advocacy
Discovering the strengths/weaknesses of your adversaries
Using “Thomas” as a lobbying tool
What state and local advocacy or lobbying data resources exist

Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Class Questions and Discussion Issues:

What kind of research should lobbyists consider using?

How does a lobbyist differentiate research in promoting a legislative policy?

Does packaging of information matter to Members and/or staff?

October 2

Class #11 – Why choosing the ‘right words’ can be a benefit to advocates and lobbyists?

Topic and Content Covered
How to think about branding your legislative campaign
The importance of how to frame issues
Discussion of various legislative ‘frames’ and models

Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Required Reading:


Class Questions and Discussion Issues:

How Members/congressional staffs see the world?

Why do words matter?

Is there a balancing act between using the ‘right words’ and authenticity in public policy?

Second Portion of October 2

Class #12 – What advocacy tools are being used to influence the Congress? (Part 1)

Topic and Content Covered

How research is being used in advocacy
The importance of building personal relationships
Creating multi-member coalitions
Following practical rules for successful coalitions
The importance of great public relations

Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Required Reading:
Class Questions and Discussion Issues

How do you build relationships with members of Congress and staff?

Do most coalitions follow the 80/20 rule? How do you keep them focused on your legislative priorities?

Why is earned media important in successful advocacy?

NO CLASS ON OCTOBER 9; IT WILL BE A MONDAY NIGHT SCHEDULE

October 16

Class #13 – What is it like to advocate at a State Capitol? What are the similarities and differences between federal and state Advocacy?

Topic and Content Covered

How advocacy in the state capitol works
Differences between advocacy at the federal and state level
Leveraging state legislative activity to impact the Congress

Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Required Reading:

(Minnesota as an example) https://www.leg.state.mn.us/leg/faq/faqtoc?subject=8


Guest Speaker:

State Legislator and/or advocate from state capitol.

Class Questions and Discussion Issues

What is the process for enacting legislation at the state level?
Why is timing important in state level advocacy?

What is the culture of state capitol advocacy?

Additional Portion of October 16

Class #14 – How can an effective public relations strategy can boost your legislative efforts?

Topic and Content Covered

Understanding Public Relations principles as it relates to legislative advocacy
Basics understanding of elements of public relations
How to ensure your PR campaign is focused, effective, and ways to measure impact

Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Guest Speaker:

Expert in public relations shaping the legislative process.

Class Questions and Discussion Issues

What are the fundamental issues of importance to effective PR advocacy campaigns?
How does a PR campaign cut through information or media clutter?
Why is timing of a campaign important?
What new trends, if any, are being used in effective PR advocacy campaigns?

October 23

Class #15 – What advocacy tools are being used to influence the Congress? (Part 2)

Topic and Content Covered

Mobilizing constituents back home to deliver the right message
Available internal U.S. Congress resources

Learning Objectives Addressed
Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

**Required Reading:**


**Class Questions and Discussion Issues**

Which internal congressional resources are most used by Members of Congress and their staffs?

What are the challenges to effective ‘grassroots’ engagement with Members of Congress?

How does social media impact constituent engagement?

**Second Portion of October 23**

Class #16 – What advocacy tools are being used to influence the Congress? (Part 3)

**Topic and Content Covered**

The importance of external visibility (Capitol South Metro, Building signs, etc.)
Effective Washington Fly-in’s
Earned media in advocacy

**Learning Objectives Addressed**

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

**Required Readings:**

http://www.huffingtonpost.com/entry/586d5c4ce4b0d359c42adb75

**Class Questions and Discussion Issues**

Does external visibility impact successful advocacy?

Why are so many ‘Fly-In’s’ ineffective and what should be done?

How do you build relationships with media outlets to advance your advocacy efforts?
October 30

Class 17 – Why advocates need to understand the culture and rules of the U.S. Senate to be successful?

Topic and Content Covered

How the Senate operates
The culture of the U.S. Senate
How Senators view their constituents
Successful Senate elections and the impact on legislation

Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Guest Speaker:

Former Senate staffer.

Class Questions and Discussion Issues

Is the Senate more complex than the House in advancing legislation?
Do personalities play a significant role in Senate advocacy?
How to Senators and House members interact?

Second Portion of October 30

Class #18 – What are the practical experiences advocates have experienced in their professional careers?

Topic and Content Covered

Current and former lobbyists explain how the system operates
Tips on effective advocacy
Career development and enhancement
Discussion of reality of U.S. Congress

Learning Objectives Addressed
Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Guest Speaker:
Panel of advocates to discuss their experiences and insights.

Class Questions and Discussion Issues

How does the process work in reality?
What ways would you suggest to build relationships with Members/staff?
What advice you give law students who are interested in Capitol Hill?

NO CLASS ON ELECTION NIGHT NOVEMBER 6

November 13
Class #19 – What are the campaign finance laws and how do they impact advocacy efforts?

Topic and Content Covered

Outline of rules on congressional campaign fundraising
Implications of Citizens United v. FEC
Understanding Political Action Committees

Learning Objectives Addressed

Students will analyze the Rules of Professional Responsibility and the ways to practice advocacy and lobbying ethically.

Guest Speaker:
Expert on campaign finance issues and their application to campaigns.

Class Questions and Discussion Issues

Is a campaign contribution an effective lobbying tool?
How can we reconcile ‘free speech’ and campaign contributions?
How can an advocate leverage campaign contributions to maximize influence?
Second Portion of November 13

Class #20 – Why using Appropriation ‘Riders’ to advance your legislative priorities? How do these riders impact executive branch regulatory actions?

Topic and Content Covered

What is a ‘rider’ and how is it used
Historical use of ‘riders’

Learning Objectives Addressed

Students will analyze the specific advocacy and lobbying techniques and the ways to practice ethically.

Required Reading:

South Dakota v. Dole (8 pages)

Background on Section 89 law that will be discussed in class: http://www.ipbtax.com/publications-129.html

Class Questions and Discussion Issues

Why would ‘riders’ be used?

Do Members of Congress like the use of riders?

What are the benefits or costs of using a multi-front legislative strategy?

November 20

Class #21 – How do you decide and evaluate professional lobbying firms to advance your legislative agenda?

Topic and Content Covered

Use of professional lobbying firms
Measuring professional firm effectiveness
Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Students will be able to apply basic economic concepts to the law.

Class Questions and Discussion Issues

What benefits do professional lobbying firms provide?
Is there a ‘principle-agent’ dilemma in professional lobbying firms?
Are there objective metrics in measuring professional lobbying firms?

Second Portion of November 20

Class #22 – What it is like to be on both sides of advocacy as a Member of Congress and as an advocate?

Topic and Content Covered

The congressional election and re-election process
Interacting with advocates
How advocacy is evolving
Seeing advocacy from a Member perspective

Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

Guest Speaker:

Former elected official who now is an advocate or lobbyist.

Class Questions and Discussion Issues

What are the best practices of advocates?
How did you transition from Congress to a law firm?
What advocacy tools have the biggest impact in the House?
November 27

Class #23 – How can advocates leverage public policy institutions to advance legislative priorities

Topic and Content Covered

The Washington and state public policy terrain
Benefits of interacting with public policy organizations
The motivation of public policy think-tanks

Learning Objectives Addressed

Students will be able to apply basic economic concepts to the law.

Students will exercise the professional skills expected of members of the legal profession.

Guest Speaker:

Think-Tank expert.

Class Questions and Discussion Issues

Do public policy think tanks impact Capitol Hill?

How does a think tank cut through the information clutter?

What is the line between policy education and lobbying?

Second Portion of November 27

Class #24 – How does the media cover the U.S. Congress and what impact does that coverage have on advocacy efforts?

Topic and Content Covered

Media coverage of the U.S. Congress
Insights on building relationships with media outlets
Impact of media coverage on advocacy efforts

Learning Objectives Addressed
Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

**Class Questions and Discussion Issues**

Are there formal and informal rules on dealing with the media?

How does media coverage propel advocacy efforts?

Can you trust the media to tell the right story?

**Guest Speaker**

Media expert who covers elected officials.

**December 4 (Whole class for presentations)**

Class 25 – What did I learn from my studies?

Students will have up to 7 minutes (timed) to present findings and lessons learned from one assignment. Power Point is required.

**December 11 (Whole class for presentations)**

Class 26 – What did I learn from my studies?

Students will have up to 7 minutes (timed) to present findings and lessons learned from one assignment. Power Point is required.
Required Course Written Assignments and basis for Final Presentation

Besides serving as written assignments, each being at least 5 pages (double spaced), you will be required to choose one of your most interesting papers and present the topic and important lessons you learned at the end of the course. View each presentation as a 'briefing' for the entire class. The presentation should last no longer than 7 Minutes and will be timed.

1. Conversation Clues on a Member of Congress

Explanation: Effective advocates need to fully understand the background, incentives, and history of an elected official he/she desires to influence. Dr. Rehr will hand out this assignment after class 1 and it will be due before 6:00 on class #3 (SEPTEMBER 4). It will be no longer than 5 pages double-spaced, 12-point font with appropriate research footnotes.

2. Getting elected to office at the federal, state or local level.

Explanation: Knowing how a Member of Congress is chosen to represents his/her constituents is an important tool in discerning what actions the Member of Congress may take once in office. This assignment involves researching a candidate running in an “open” (no incumbent is running for re-election) either in the current election cycle or going back as far as 2008 and providing a snapshot of how the race is evolving: political demographics of the district, opponent’s background, PACs supporting both candidates (if appropriate), electoral history, media coverage, and other variables you believe are important in understanding what got the candidate into the U.S. Congress. The paper will be due before 6 pm on Class #4 (SEPTEMBER 11).

3. Evolution of a Law

Explanation: Effective advocates understand the ‘twists and turns’ of the legislative process and the unpredictability of enactment. Choose a bill introduced in the 113th Congress (previous congressional session) that passed the Congress and was signed by the President. This assignment will be due before 6 pm on class 8 (SEPTEMBER 18). It will be no longer than 5 pages double-spaced, 12-point font with appropriate research footnotes.

4. A Difficulty in using Survey Research as an Advocacy Tool

Explanation: Effective advocates understand the strength and weakness of using survey research as an advocacy tool. This assignment will require the student to focus on one weakness of survey research and/or survey results that could undermine a
lobbying. This assignment will be due before 6 pm on class 13 (OCTOBER 16). It will be no longer than 5 pages double-spaced, 12-point font with appropriate research footnotes.

5. Mobilizing the ‘Grassroots’

Explanation: Interview a lobbyist/advocate (not a member of the class) to see how the individual utilizes and mobilizes ‘grassroots’ constituents to pressure Members of Congress on a specific piece of legislation or regulatory effort. This assignment will require researching a topic, connecting with an individual on the side of the issue and interview that individual. It should be in a Question & Answer format and will be no longer than 5 pages double-spaced, 12-point font. The assignment will require the name, title, organization, issue, and date of verbal or email conversation. This assignment will be due before 6 pm on Class 16 (OCTOBER 23).

6. Building a Legislative Coalition

Explanation: Effective advocates need to build a broad base of support to garner the necessary votes to enact legislation into a public law. This assignment requires an evaluation of an existing coalition on an issue, including what organization is leading the coalition (and why), a list of coalition members (and why they have joined the coalition), the coalition’s principle goal, any public information about coalition funding, and how the coalition has been viewed in the media. It will be no longer than 5 pages double-spaced, 12-point font with appropriate research footnotes (OCTOBER 30).

7. Money as a tool in Legislative Advocacy

Explanation: Effective advocates understand that money is one tool that is often used in legislative advocacy. This assignment requires research on how a corporation, association, or labor union leverages its political contributions in the 2015-2016-election cycle to advance a legislative issue, given that contributions are made in full accordance with Federal Election Commission rules and existing election laws. It will be no longer than 5 pages double-spaced, 12-point font with appropriate research footnotes (NOVEMBER 20).