

CONSORTIUM WASHINGTON PROGRAM

Thursday, 6:00-9:00pm

LOBBYING, MONEY AND INFLUENCE IN WASHINGTON

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Course Description

This course is an intense examination of lobbying in Washington with particular attention given to the role of money and campaign finance in the operation of a highly sophisticated and poorly understood network of advocacy and influence.

The approach of the instructor is to provide a basic understanding of three different but interrelated knowledge sets: the Congress, political money and lobbying by interest groups. Students should understand that while the lectures are focused on those individual subject areas and that the semester is divided into three separate sections for that purpose, the readings later in the term will often relate to earlier topics. This is done with the intent of “connecting the dots” among these diverse topical areas.

Learning Objectives

- Provide an overview of the Washington interest group system
- Introduce theoretical foundation for understanding Washington’s lobbying environment
- Develop an appreciation of the role of money in the campaign finance system
- Overview of lobbyist roles and techniques
- Consideration of current controversies that impact the campaign finance and lobbying arenas
- Provide a global perspective on advocacy and campaign finance

Required Reading:

Godwin, et al. Lobbying and Policymaking

Levine, Bertram. The Art of Lobbying

Altmire, Jason. Dead Center

Mayhew, David, Congress: The Electoral Connection

The instructor will frequently send additional articles to the students prior to each class.

Each student is expected to read newspapers, on-line or otherwise (*Washington Post, New York Times, Wall Street Journal, Financial Times*), various news magazines (*Time, Newsweek, Economist, U.S. News and World Report, Weekly Standard, New Republic, Business Week, etc.*) as well as various e-newsletters in the political arena (*Slate, Politico, Roll Call*).

Research, Writing and Tests.

A take-home mid-term will be distributed in mid-October. It counts for 35% of the final grade and will cover reading in the early part of the semester.

Each student will be required to write a paper on a government affairs operation in Washington (approximately 5000 words). It will include a general description of the organization, its role in the overall strategy of the group, an overview of its most important issues, and a critique of the organization. A more detailed description of the project will be distributed later. This paper will substitute for a final exam.

Grade Weighting

Mid-term	35 Percent
Class Participation	20 Percent
Final Paper	45 Percent

Class attendance and participation are critical. They constitute the primary point of differentiation between good and excellent final grades. This is an upper-level course that will be conducted as a seminar. It is imperative that you stay abreast of the reading assignments. Much of the information needed to do well in this course, however, will be drawn from the lectures and class discussion. While these lectures often reference the readings, many will not.

In order to stimulate class participation, each student will prepare a short (100-150 word essay) on the reading for each class. It should summarize the main points of the reading assigned. It should, in addition, raise questions intended to direct discussion on the readings and the topics under consideration. These must be sent to the instructor via e-mail no later than noon on the day of the class. This element of the course will be discussed in the first session.

Office Hours

My office is on the GW campus at the address shown at the top of the syllabus. I do not have office hours *per se*, since I manage several programs at GW and come to the office every day. If you want to meet at GW, send me an email with some options. I respond quickly to emails. If you are not able to meet at GW, I can come to the classroom at the California Center before the beginning of class or stay after regular class hours.

Guest Lectures

I presently have two guest lectures set up for the class. We will discuss this during the first session to see if there are any particular topics you would like to include that might involve additional guests.

Computers in the Classroom

Recent studies suggest that students learn more effectively when they turn off their computers and take hand-written notes. They also tend to enjoy their classes more. Unless you have a medical reason to use your computer, please turn it off, listen and engage in the discussion.

Academic Integrity

Each of your universities has explicit codes of academic integrity. I pay particular attention to the papers you submit and matters of documentation.

Statement on Sexual Harassment and Sexual Violence – As required by UCDC

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence.

Students who wish to speak confidentially about an incident of sexual misconduct should contact UCDC's Counseling Services at UCDCCounseling@gmail.com. To report sexual misconduct to ask questions about UCDC policies and procedures regarding sexual misconduct, please contact the UCDC Title IX administrator, Josh Brimmeier (202-974-6214 or josh.brimmeier@ucdc.edu). Because the University of California is legally obligated to investigate reports of sexual misconduct, the confidentiality of reported misconduct cannot be guaranteed.

Statement on Accommodations for Students with Disabilities – As required by UCDC

In compliance with the Federal Rehabilitation Act of 1973, as amended (Public Law 93- 112) and the Americans with Disabilities Act of 1990 (Public Law 101-336), University of California policy prohibits unlawful discrimination on the basis of disability in its programs, services, and activities. If you require accommodation for class, please let me know at our first meeting (if not earlier) so the necessary arrangements can be made.

Class Reading Assignments

Session One: Course Introduction/Review of Syllabus/Assignments/Expectations
Course Objectives/Major Components

Learning Objectives:

- Class Expectations
- Review of Syllabus
- Introductions

Money and Campaign Finance
Lobbyists in the US
Overview of the Current Congress

Session Two: Understanding Congress: “Single-minded seekers of reelection?”

Learning Objectives:

- Congress and the electoral imperative
- Congressional decision-making

Mayhew, The Electoral Connection, first half
“Big Sky, Big Money” PBS Frontline
[http://www.pbs.org/wgbh/frontline/film/big-sky-big-money/
Federalist #10](http://www.pbs.org/wgbh/frontline/film/big-sky-big-money/Federalist#10)

Opensecrets website

Session Three: The Evolution of the Washington Environment: Disintegrating Iron Triangles and the Rise of Partisan Networks

Learning Objectives:

- Structure of power in the Congress and Washington
- The evolving role of leadership in the Congress
- Implications for interest groups
- Polarization and Congress

Mayhew, Electoral Connection, second half

Pew Charitable Trust website

Session Four: Lobbying in Washington: Theories and Models

Learning Objectives:

- Overview of the US Lobbying Environment
- Laws and Rules for Lobbyists
- The Role of Campaign Contributions
- Theoretical considerations

Godwin, et al. Lobbying and Policymaking Ch. 1-3

Session Five: Lobbying in Washington: Theories and Models – Invisible lobbying –

Learning Objectives:

- Regulation and how lobbyists work the system
- Why “collective interests” lose
- Misperceptions about coalitions

Godwin et al Lobbying and Policymaking, Ch. 4-6

Session Six: Lobbying in Washington: Building a Workable Model

Learning Objectives:

- Neopluralism
- Exchange Theory
- Combining the two into a workable model

Godwin, et al. Lobbying and Policymaking, Ch. 7-10

We will have a mid-term exam about this time in the semester. More details to follow.

Session Seven: The Washington Lobbying World

Learning Objectives:

- Overview of lobbying in the US
- Evolving trends and shortcomings

Levine, The Art of Lobbying, Ch. 1-4

Figueiredo, “Lobbying and Information in Politics”

Session Eight: Washington Lobbying (continued)

Learning Objectives:

- How lobbyists impact the policy process
- Constants and discontinuities
- Techniques of influence

Levine, The Art of Lobbying, Ch. 5-8

Session Nine: Political Action Committees: Democratic Facilitator or Legislative Corruptor?

Learning Objectives:

- Evolution of the campaign finance system
- Sources of money
- Important factors influencing contributions
- Super PACs and other Creatures

Altmire, Dead Center

Richard Hall and Frank Wayman, “Buying Time . . .”

Session Ten: So, what is getting bought?

Learning Objectives:

- The role money and interest group resources
- Fairness and pluralism

Altmire, Dead Center

Stephen Ansolabehere et al “Are PAC Contributions and Lobbying Linked?”

Lauren Burke, “Supreme Court: Campaign finance limits violate free speech”

Session Eleven: Globalization and Transnational Advocacy

Learning Objectives:

- Globalization and lobbying
- Universals and cultural factors

Morton, “Gunning for the World”

Thomas and Hrebner, “Understanding Interest Groups, Lobbying and Lobbyists in Developing Democracies”

Matthew Hill et al. “Determinants and Effects of Corporate Lobbying”

Eamon Javers, “Inside the Hidden World of Earmarks”

Session Twelve: Issue Management

Learning Objectives:

- Understanding influence models in context
- Alternative and evolving approaches

Marie Hojnacki and David Kimball “PAC Contributions and Lobbying Contacts in Congressional Committees”
Shawn Zeller, “Blowout”

Session Thirteen: The Internet: Bypassing Interest Structures through plebecitarian mechanisms

Learning Objectives:

- New media and advocacy
- How effective and how different

Reading Pew Research Study on Polarization.

<http://www.people-press.org/2014/06/12/political-polarization-in-the-american-public/>

Session Fourteen: Are we really so polarized? How has this impacted lobbying

Learning Objectives:

- The good and bad impact of polarization
- Causes and cures