



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Lobbying and Government Relations

Public Affairs 5591
3 Credit Hours

Summer Term 2017
Monday 5:30 – 8:40 PM
Classroom: Mendenhall 131

Instructor: Cheryl Subler
Phone: 614-746-8507
Email: subler.6@osu.edu or cheryl.subler@gmail.com
Office Hours: After class or by appointment

COURSE DESCRIPTION

Lobbying is a critical element of many public sector positions. Beyond the contract lobbyists, many public administration and public policy professionals are engaged in the art of lobbying. Such professionals include various agency staff and public interest organizations. These public sector lobbyists, along side their private sector counterparts, play a critical role in shaping public policy and the resulting administrative programs.

This course is designed to provide graduate students and advanced undergraduates an introduction to government affairs and lobbying at the state level. While lobbying local and federal levels of government also will be explored, the focus will be on state legislatures and the executive branch. The instructor and guest lecturers, by way of example, will provide particular insight into the Ohio General Assembly and Ohio state government processes. The course is intended to illustrate why lobbying is an active, fundamental, and legitimate part of our governmental process and how lobbyists shape public policy. We will explore techniques, styles and the practice of lobbying.

Assigned readings, lectures and classroom discussions, guest practitioners, case studies, and lobbying issue papers will be utilized as the course learning tools.

COURSE GOALS & STUDENT LEARNING OBJECTIVES

Upon successful completion of this course, students will be prepared to engage in various aspects of lobbying as it pertains to a career in the public sector.

Specifically, upon successful completion of this course, students will be able to:

- Recognize the importance of lobbying in a democratic process and describe types of lobbyists, and identify the essential qualities of successful lobbyists;
- Understand what goes into the profession of lobbying and developing a career as a lobbyist.
- Track a bill through the legislative process;
- Identify and research advocacy agendas/goals and develop strategies for advancing them;
- Perform a stakeholder analysis and implement an advocacy strategy, including key communication pieces (correspondence, press material, persuasive talking points, public testimony, etc.);
- Understand negotiation tactics and implement them along with persuasive communications in advancing an advocacy strategy;
- Appreciate and discuss the financial impacts of PAC/campaign contributions and regulations, as well as the state budget process, on lobbyists and advocacy issues;
- Describe actions effective lobbyists take after a bill becomes a law.

CLASS ORGANIZATION

We will typically divide each class into three sessions. One session will be devoted to in-class activities and students' current affairs topics. The second session will be lecture and discussion related to topics for that day. Finally, we will have guest speakers for most classes. Our first priority of the sessions will be to accommodate our guest speakers. We will likely begin most classes with our guest speakers.

COURSE POLICIES

Your work should be original. I will not accept excessive quotation and paraphrasing of other's work with or without citation.

All assignments should be submitted in one of the following formats: (1) Arial in 11 or 12 pt. font; or (2) Times New Roman in 11 or 12 pt. font. Text is to be single-spaced, and margins should be inch. Proper grammar, punctuation, and writing style (i.e., complete sentences, etc.) are expected.

Assignments are due on the designated date and no later than the beginning of class (5:30 PM). Assignments should be submitted using Carmen. If you are unable to attend class, please submit your assignment using Carmen prior to the designated due time.

Informing me of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with 5 points deducted each day that it is late.

Class attendance is not required. However, please be aware that failure to attend will impact your grade. Points for Class Participation and In-Class Assignments can only be earned by attending class.

ACADEMIC MISCONDUCT

(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's *Code of Student Conduct*, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Collaboration on group assignments is encouraged; however, individual work is expected on writing assignments, quizzes and exams.

GLENN COLLEGE DIVERSITY VALUES

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

ACCOMMODATION POLICY

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact**

information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH ASSISTANCE

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younk Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help also is available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org. In addition, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .

REQUIRED TEXT AND READINGS

Please find below the required books for the course: (The readings for weeks 1-3 will be posted in your Carmen site while we wait for books to arrive.)

- I. The Third House, Lobbyists and Lobbying in the States, Alan Rosenthal, Second Edition, CQ Press, © 2001, ISBN# 1-56802-438-X
- II. Lobbying: Business, Law and Public Policy, Mark Fagan, Vandeplass Publishing, LLC, © 2015, ISBN# 9781600422386
- III. Lobbyists at Work, Beth L. Leech, Apress, © 2013, ISBN# 9781430245605
- IV. The Lobbying and Advocacy Handbook for Nonprofit Organizations, Marcia Avner, et al, Second Edition, Turner Publishing Company, © 2013, ISBN# 9781618580078

Additional readings may be assigned throughout the semester, and I will make you aware of such at least a week in advance of when we cover the material in class.

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for search) online.

GRADING

The course is graded A-E, based on a total of 100 points, with the percentage distribution outlined in the *Course Requirements* section below. Conversion of numerical grade to letter grade is specified in the table below:

93-100	A	80-82	B-	68-69	D+
90-92	A-	78-79	C+	64-67	D
88-89	B+	73-77	C	63 & below	E
83-87	B	70-72	C-		

*GRADUATE STUDENTS PLEASE NOTE: This is a graduate/undergraduate mixed-level class (5000). Graduate students will be required to lengthen one written assignment and will generally be held to a higher level of rigor when it comes to grading, as befits graduate students' level and experience. A separate assignment sheet will be handed out as soon as possible to graduate students detailing the assignment chosen.

COURSE REQUIREMENTS

Students will be evaluated on the following six items or activities:

- I. Class Participation & Exercises (15 points)
 - A. Class Participation (6 points of the 15 points)
 - B. In-Class Exercises & Team Assignments (9 points of the 15 points)
- II. Current Affairs Assignment (5 points)
- III. Briefing Document on the Importance of Lobbying and Lobbyists (5 points)
- IV. Bill Tracking Assignment (5 points)
- V. Lobbyist Interview Paper (10 points)
- VI. Quiz (10 points) & Final Exam (20 points)
- VII. Lobbying Paper Assignments (30 points)
- VIII. Extra Credit (5 points)

- I. *CLASS PARTICIPATION AND EXERCISES (15 POINTS)*
 - A. *CLASS PARTICIPATION (6 POINTS OF 15 POINTS)*

Class participation is an important learning tool as well as one of the best and most reliable ways that you can demonstrate your understanding of the ideas and information presented in class, along with your ability to apply them to real situations.

The following criteria will be used to assess in-class participation. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively listening to others and are providing comments relevant to the ongoing discussions. Relevant comments add to our understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion or “gut feeling.” Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort.

On the other hand, effective class contribution does not entail faking answers, monopolizing air time, ignoring the contributions of others, repeating facts or statements from the readings without analysis.

After each class I will keep records of each student’s contribution.

Please keep your cell phones and other electronic devices turned off or muted during class (no texting, surfing, gaming, or social media usage). Failure to do so will result in deduction of participation points.

Please treat all guest speakers/lecturers with respect. You may debate our guests on policy and processes but no personal attacks please. Should the latter occur the instructor will subtract additional class participation points from your grade.

B. IN-CLASS EXERCISES & TEAM ASSIGNMENTS (9 POINTS OF 15 POINTS)

For most classes students will be asked to work in pairs to complete an in-class assignment. The in-class assignment is designed to provide an opportunity for students to apply the concepts, tools, and techniques from each day’s lecture, readings, and guest speakers.

Assignments are geared toward practical, real-world activities/documents that lobbyists engage in during their day-to-day work. Students will receive one point for each assignment that is submitted. However, to receive credit, the assignment needs to demonstrate that the student spent adequate time developing the response and has an understanding of the readings and lecture topics.

II. CURRENT AFFAIRS ASSIGNMENTS (5 POINTS)

Each week approximately two students will be chosen to lead a discussion on a current policy issue based on a relevant news article, video, blog post, policy, regulation, or bill that is provided by the instructor. Students will be expected to briefly summarize the policy topic and lead the class discussion on potential lobby interest(s) that may be influencing the issue, and how it relates to class readings or guest speakers. While each student will be graded for the policy discussion they lead, the entire class should be prepared each week to discuss the relevant topics. This is not a writing assignment or a formal presentation. This is meant to stimulate conversation in class.

III. BRIEFING DOCUMENT ON IMPORTANCE OF LOBBYING AND LOBBYISTS (5 POINTS)

Lobbyists, as well as other professionals, often are required to brief their clients and supervisors on new developments or issues of importance. For this assignment, students are to imagine that your employer/client paid for you to go to a workshop on the importance of lobbying in a democratic system and on the essential qualities of successful lobbyists, including the types of lobbyists. Provide your supervisor your top 5 take-aways in a 5-10 sentence executive summary. Keep it brief!

IV. BILL TRACKING ASSIGNMENT (5 POINTS)

The instructor will assign each student a bill number for legislation introduced by the Ohio General Assembly. The assignment requires each student to research the bill online and answer a series of questions unique to that bill. A tracking questionnaire/worksheet will be provided by for this assignment. The intent of the assignment is to familiarize you with the processes of how a bill becomes a law and the resources available to the public in tracking legislation. Examples will be presented in class. Students will utilize free resources on the web to complete this assignment.

V. LOBBYIST INTERVIEW PAPER (10 POINTS)

Understanding the profession of lobbying by talking with a lobbyist first hand will provide students with insights into the essential qualities of effective lobbyists, challenges they face, skills they use to establish their expertise and build their careers, etc. For this assignment, students are to conduct an interview in person or by phone with a registered lobbyist. Questions can be similar to those posed by Beth Leech in her book *Lobbyists at Work*. The paper shall transcribe the interview, in whole or in part, or summarize the insight the student gained. The paper shall be 3 – 5 pages.

VI. ONE QUIZ (10 POINTS) & FINAL EXAM (20 POINTS)

One quiz and a final exam will be given on course lectures, readings and guest topics. We will cover most of the quiz and exam material in lecture, but the exam may cover readings not discussed in class. If you participate in class and complete the reading assignments, you should be prepared. The quiz and final exam are to be done independently – not in a collaborative fashion with classmates.

VII. LOBBYING CAMPAIGN ASSIGNMENTS (4 COMPONENTS -30 POINTS)

The instructor will designate you and a classmate as a lobbying team. Your lobbying team will choose from a list of recent Ohio policy subjects and legislation provided by the instructor. Your lobbying team also may choose a policy topic that is not on the list provided by the instructor subject to approval by the instructor. Lobbying affects public policy every day. It would be difficult to find a policy subject, profession or law that has not been affected by a lobbying interest. The below assignments are designed to give you time in class to work with your team (although you will need to work outside of class as well) to develop and refine your final presentations.

A. Issue Briefing Paper (5/30 POINTS)

This is the first step in developing a lobbying campaign. This assignment requires you and your teammate to provide a comprehensive analysis of a current policy issue. The Brief should be 2-3 pages. Please keep this paper concise and easy to read.

Prepare an Issue Brief with the following components:

- A summary of the policy issue and/or legislation, including the intended outcomes/goals. Articulate the vision and goal(s) for the public policy work.
- The current status of the policy issue in the legislative and/or administrative process.
- A historical background on the policy subject from your perspective with an understanding of the lobbying efforts that have been used to shape the policy subject to date.
- A stakeholder analysis that includes the likely supporters and opponents and an assessment of each stakeholder's ability to influence the process.

B. Campaign/Lobbying Plan (10/30 POINTS)

Lobbyists often find themselves working with colleagues, other lobbyists, competitors, coalitions and/or interest groups on policy matters. This assignment requires you and your teammate to think and prepare a policy briefing and strategy as if you're lobbyists briefing an organization, association, or corporation attempting to influence legislation. This exercise is to demonstrate that you understand the components of a lobbying campaign, strategy, and tools discussed in class.

Prepare a Campaign/Lobbying Plan with the following components:

- **Develop a campaign/lobbying plan with strategies and tactics designed to influence a policy decision (support or opposition).** Your plan should include recommendations for lobbying strategies including targeting arenas of influence as well as the use of tactics such as a grassroots plan/public relations that your team could utilize to support your view. Examples of a strategic plan, strategies and tactics will be given in class. This exercise is designed to illustrate that you understand the components of a lobbying campaign, strategy, or tools discussed in class. (6-8 pages)
- **Develop Strategic Messaging Talking Points that support your position.** You will need to develop talking points targeted at both decision makers (i.e., legislators, the Administration) as well as the general public. In addition to developing talking points, please include a short explanation of why you selected these particular talking points. This exercise is designed to illustrate that you understand and are able to carefully craft your message for different audiences. (1-2 pages)

C. Written testimony (5/30 POINTS)

Write testimony, no longer than two pages, on your policy topic to a legislative committee/body or executive official notifying them of a position, interest, concern, or support. Make the paper persuasive yet accurate in depicting the issue.

D. Persuasive-Defensive Presentation with Supporting Interview (10/30 POINTS)

Your lobbying team will present a persuasive argument on your topic to the class. Your team should be prepared to defend your position to the instructor and the class. Your presentation should include an overview of the policy issue and a brief stakeholder analysis. In addition, it should highlight strategies and tactics discussed in your briefing paper that will assist you in your lobbying efforts.

Also, each member of the team is required to interview a stakeholder involved with the policy topic (i.e. two interviews per team). The interview should be sourced and incorporated within the presentation.

Lobbyists' styles often reflect their personalities. Some lobbyists come armed with facts and others with analogies and presentation. There is no one way to lobby or present your case. Be creative, unique, have fun, and try something different with your subjects, interviews, and presentations.

The presentation should be approximately 15 minutes before Q & A. Points will be assessed as follows: 5 points for knowledge and content of your subject, strategies, tactics and interview; 5 points for your creativity/presentation style and ability to defend your position.

ASSIGNMENT CALENDAR

- May 15: In-Class Activity (1 point)
- May 22: Briefing document on the importance of lobbying & lobbyists (5 points)
- May 22: Current Affairs presentations begin and continue thru July 10 (5 points)
- May 22: In-Class Activity (1 point)
- May 22: Students are assigned a bill for the Bill Tracking Assignment
- May 30: Bill Tracking Assignment due (5 points)
- June 5: Quiz 1 (10 points)
- June 5: Assignment of lobbying teams and policy topics
- June 5: In-Class Activity (1 point)
- June 12: In-Class Activity (1 point)
- June 19: In-Class Activity (1 point)
- June 26: In-Class Activities (1 points)
- July 10: Lobbyist Interview Paper due (10 points)
- July 10: In-Class Activity (1 point)
- July 17: Team lobbying briefing paper due along with position paper (20/30 points)
- July 17 & 24: Policy Presentations (10/30 points)
- July 17 & 24: In-Class Activity (1 point each class)
- July 31: Final Exam (20 points)

DATE	DELIVERABLES & TOPICS	LECTURE	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
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I. Legislative Process, Lobbyists, Purpose and Ethics

Week 1 (May 15)	<ul style="list-style-type: none"> - Course & syllabus review - Importance of lobbying - History of lobbying - Foundations of lobbying in American Government - Introduction to lobbying: the people who 		<ul style="list-style-type: none"> - U.S. Constitution 1st Amendment (provided) - Rosenthal, Chapters 1-4, 10 - Fagan, Chapters 1, 2, 8, 9 	- Larry Long, Ohio Policy Group and OSU Lecturer	#1: Relationship building exercise
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DATE	DELIVERABLES & LECTURE TOPICS	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
	lobby/types of lobbyists <ul style="list-style-type: none"> - Power and representation - Government relations/Lobbying as a career 			
Week 2 (May 22)	DUE: Briefing document on importance of lobbying and lobbyists <ul style="list-style-type: none"> - Legislative process & legislative lobbying - Analyzing & tracking legislation - Legislative tools - Insight from lobbyists 	<ul style="list-style-type: none"> - Rosenthal, Chapter 5 - Avner, Chapter 3 & Appendix C - Leech, Chapters 1, 2, 6, 7, 8 - Instructor will provide additional material on Ohio Legislative process 	<ul style="list-style-type: none"> - Steve Marks, Hannah News Service - Mike Toman, Partner, Success Group (invited) 	#2: Analyze a bill & draft a legislative brief
Week 3 (May 29) No Class	DUE: Bill tracking assignment (due May 30) <ul style="list-style-type: none"> - The regulations of lobbyists & legislators and others - Ohio Lobbying Laws - Impact of campaigns & PAC/campaign contributions & regulations 	<ul style="list-style-type: none"> - Rosenthal, Chapter 5 - Avner, Chapter 4 - Fagan, Chapters 3, 4 - Ohio Lobbying Handbook (Instructor will provide guidance on how to review this document. The Handbook is available for free online, and link is listed below in syllabus.) 		

II. The Art of Lobbying: Strategies, Tactics, and Communication

Week 4 (June 5)	QUIZ <ul style="list-style-type: none"> - Identifying and articulating a public policy issue/goal - Generating support - Making the case - Persuasion and lobbying 	<ul style="list-style-type: none"> - Rosenthal, Chapters 8, 9 - Fagan, Chapter 5 - Avner, Chapters 1, 2; Appendix D - Leech, Chapters 3, 12 	<ul style="list-style-type: none"> - Senator Cliff Hite - Panel of lobbyists 	#3 Identify lobbying team and public policy issue or legislation. Identify your goal/vision for policy issue or legislation.
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DATE	DELIVERABLES & LECTURE TOPICS	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
Week 5 (June 12)	Strategy and tactics for lobbying campaign: <ul style="list-style-type: none"> - Identify strategy to advance agenda/goal - Campaign Plans - Stakeholder Analysis - Crafting your message - Grassroots and Grasstops 	<ul style="list-style-type: none"> - Rosenthal, Chapters 8, 9 - Fagan, Chapter 6 - Avner, Chapter 1, 2, 3, Appendix A; Worksheet 9 	<ul style="list-style-type: none"> - Yvonne Lesicko, Ohio Farm Bureau 	#4: Identify stakeholders - pro and con for your issue or legislation and conduct stakeholder analysis. In addition, start to identify your strategy to advance goal and some talking points.
Week 6 (June 19)	Strategy and tactics for lobbying campaign (cont.) <ul style="list-style-type: none"> - Coalition building - Media coverage - Digital advocacy - Influence of think tanks 	<ul style="list-style-type: none"> - Reading Assignments from prior class (continued) - Leech, Chapters 4, 5, 9 	<ul style="list-style-type: none"> - Expert(s) in coalition building and think tank representative(s) 	#5: Develop a specific plan for either: building a coalition, or developing an online campaign, or crafting a press event or other tactics.
Week 7 (June 26)	<ul style="list-style-type: none"> - Art of Negotiation - Analyze & discuss: <i>Thank You for Smoking</i> (Tentative) - Lobbyist influence - Too much? Fair? Unfair? 	<ul style="list-style-type: none"> - Guyer, Chapter 5 (provided by instructor) - Leech, Chapters 10, 11 	<ul style="list-style-type: none"> - Maggie Lewis, Maggie Lewis and Associates, LLC and OSU Lecturer 	#6: Identify points of negotiation on your policy topic.
Week 8 (July 3)	<ul style="list-style-type: none"> - Essential qualities of successful lobbyists - Importance of building relationships - Impact of campaigns and PAC's/campaign contributions and regulations 	<ul style="list-style-type: none"> - Rosenthal, Chapters 2, 6 & 7 - Leech, Chapters 13-15 	<ul style="list-style-type: none"> - Panel of lobbyists as well as expert(s) on campaigns and fundraising 	

DATE	DELIVERABLES & LECTURE TOPICS	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
Week 9 (July 10)	Due: Lobbyist Interview Paper <ul style="list-style-type: none"> - Lobbying the budget - Important actions after bill passes legislature: - Administration consideration - Thank lawmakers, Administration, grassroots, et al - Evaluating success and determining next steps - Implementation/Administrative Rules - Advisory Committees/Councils - Judiciary 	<ul style="list-style-type: none"> - Guyer, Chapter 9 (provided by instructor) - Excerpt from "The Interest Group Connection" entitled "Lobbying the Justices or Lobbying for Justice" (provided by instructor) 	<ul style="list-style-type: none"> - Brian Perera, The Ohio State University - Michael Farley, Ohio Insurance Institute 	#7: Identify additional arenas of influence where your lobbying efforts will occur on your policy goal or legislation.
Week 10 (July 17)	Due: Papers <ul style="list-style-type: none"> - Paper presentations 			#8: Choose one presentation to review. Draft feedback & recommendations on the proposed lobbying campaign.
Week 11 (July 24)	DUE: Extra Credit <ul style="list-style-type: none"> - Paper presentations - Exam review 	- Fagan, Chapter 11		#9: Choose one presentation to review. Draft feedback & recommendations on the proposed lobbying campaign.
July 31 8:00 - 9:45 PM	- Final Exam			

READING LIST

Ohio Lobbying Handbook - <http://www.ilec-olig.state.oh.us/PDFs/Lobbying/Ohio%20Lobbying%20Handbook.pdf>

Rosenthal

- Chapter 1: Introduction to Lobbying
- Chapter 2: The People Who Lobby
- Chapter 3: State Government Relations
- Chapter 4: Issues and Interests at Stake
- Chapter 5: The Rules of the Game
- Chapter 6: Building Relationships
- Chapter 7: Playing Politics
- Chapter 8: Generating Support
- Chapter 9: Making the Case
- Chapter 10: Power and Representation

Fagan

- Chapter 1: History of Lobbying
- Chapter 2: The Lobbying Industry
- Chapter 3: Lobbying Regulations and Enforcement
- Chapter 4: Ethics and Endless Scandals
- Chapter 5: Persuasion and Lobbying
- Chapter 6: Lobbying Strategies and Implementation
- Chapter 8: Intergovernmental Lobbying
- Chapter 9: Lobbying by Charitable Organizations
- Chapter 11: The Future of Lobbying

Avner

- Introduction: Why Lobby?
- Chapter One: Get Ready! Create a Planning Process
- Chapter Two: Get Set! Develop Your Lobbying Plan
- Chapter Three: Go! Implement Your Lobbying Plan
- Chapter Four: Nonprofit Lobbying and the Law
- Appendix A: Rapid Responses to Crises or Opportunities
- Appendix C: Legislative Guide
- Appendix D: Samples

Leach

- Chapter 1: Howard Marlowe, The Lobbyists' Lobbyist
- Chapter 2: Robert Walker, Former Congressman Lobbyist
- Chapter 3: Nick Allard, Patton Boggs Lobbyist
- Chapter 4: Julie Stewart, Single-Issue Citizen Advocate
- Chapter 5: Laura Murphy, ACLU Rights Lobbyist
- Chapter 6: Lyle Dennis, Specialty Lobbyist
- Chapter 7: Dale Fiorio, State House Lobbyist
- Chapter 8: Christina Mulvihill, Corporate Lobbyist
- Chapter 9: Leslie Harris, Internet Freedom Advocate
- Chapter 10: Mark Burnham, State University Lobbyist
- Chapter 11: Danielle Her Many Horses, Native American Gaming Lobbyist
- Chapter 12: Timothy Richardson, Police Officers' Lobbyist
- Chapter 13: Jonathan Schleifer, Educational Change Advocate

Chapter 14: Angela Cuo, CAP Action Intern; Faith Shapiro, ACLU Intern
Chapter 15: Craig Holman, Public Citizen Lobbyist

Additional Resources, such as books, publications, and media sources, may be assigned by the instructor throughout the course.

SAMPLE