



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Lobbying Government Relations

Public Affairs 5591
3 Credit Hours

Summer Term 2015
Thursdays 4:00 - 7:10 PM
Classroom: Mendenhall 0131

Instructor: Cheryl L. 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;
- 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.);
- 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.

Formatted: English (U.S.)

****Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.**

COURSE POLICIES

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

Formatted: English (U.S.)

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.

You will submit all assignments to the instructor on the designated due date and no later than the beginning of class (4:00 PM) on the assigned day. Assignments are to be printed on paper. If you are unable to attend class, please submit your assignment using the Carmen "dropbox" prior to the designated due time.

If you cannot deliver an assignment, you are responsible for submitting assigned material through some other means (i.e. email a Microsoft Word attachment to the subler.6@osu.edu or at cheryl.subler@gmail.com). 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

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

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. Guide to State Legislative Lobbying, Robert L. Guyer, Revised Edition, Engineering THE LAW, Inc., © 1999, 2003. ISBN# 0-9677242-2-8
- III. The Lobbying Strategy Handbook, Pat Libby & Associates, SAGE Publications, Inc, © 2012. ISBN# 978-1-4129-9616-7.

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-

COURSE REQUIREMENTS

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

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

I. CLASS PARTICIPATION (10 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 later occur the instructor will subtract additional class participation points from your grade.

II. IN-CLASS EXERCISES & TEAM ASSIGNMENTS (10 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.

III. 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.

IV. BRIEFING DOCUMENT ON IMPORTANCE OF LOBBYING AND LOBBYISTS (10 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!

V. 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.

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

Formatted: English (U.S.)

discussed in class. If you participate in class and complete the reading assignments, you should be prepared.

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

The instructor will assign 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 no longer than 3 pages. This is a briefing paper. 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.
- 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 stakeholders' ability to influence the process.

B. Campaign Plan (5/30 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 illustrate you understand the components of a lobbying campaign, strategy, and tools discussed in class.

Prepare a Campaign Plan with the following components:

- **Develop a campaign plan with strategies and tactics designed to influence a policy decision (support or opposition).** Your plan should include both a graphical representation of the Campaign Plan (approximately 1 page) and a written explanation (1-2 pages). You should outline recommendations for a particular lobbying strategy

including the use of tactics such as a grassroots plan, public relations plan 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.

- **Develop Strategic Messaging Talking Points that support your position.** You will need to develop talking points targeted at both decisions makers (i.e., legislators, the Administration) as well as the general public. In addition to developing talking points, please include a brief 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.

C. Mock Letter or Position Paper (5/30 POINTS)

Write a mock letter or a position paper, no longer than two pages, on your policy topic to a legislative or executive official notifying them of a position, interest, concern, or support.

D. Persuasive-Defensive Presentation with Supporting Interview (15/30 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 15-20 minutes before Q & A. Points will be assessed as follows: 5 points for knowledge and content of your subject, strategies, and tactics; 5 points for your interviews; 5 points for your creativity/presentation style and ability to defend your position.

Formatted: English (U.S.)

ASSIGNMENT CALENDAR

- May 21: Briefing document on the importance of lobbying & lobbyists (10 points)
- May 21: Current Affairs presentations begin and continue thru July 16 (5 points)
- May 21: In-Class Activity (1 point)
- May 21: Students are assigned a bill for the Bill Tracking Assignment
- May 28: Bill Tracking Assignment due (5 points)
- May 28: In-Class Activity (1 point)
- June 4: Quiz 1 (10 points)
- June 4: Assignment of lobbying teams and policy topics
- June 11: In-Class Activities (2 points)
- June 18: In-Class Activities (2 points)
- June 25: In-Class Activity (1 point)
- July 9: In-Class Activity (1 point)
- July 16: Team lobbying briefing paper due along with mock letter/position paper (15/30 points)
- July 23 & 31: Policy Presentations (15/30 points)
- July 23 & 31: In-Class Activity (1 point each class)
- Final Exam: TBA (20 points)

DATE	DELIVERABLES & TOPICS	LECTURE	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
------	-----------------------	---------	---------------------	--------	---------------------

I. Legislative Process, Lobbyists, Purpose and Ethics

Week 1 (May 14)	<ul style="list-style-type: none"> - Course & syllabus review - Importance of lobbying - Foundations of lobbying in American Government - Introduction to lobbying: the people who lobby/types of lobbyists - State government relations/Lobbying as a career - What's at stake, why lobby 		NOTE: Students are not expected to have read the following prior to class. <ul style="list-style-type: none"> - U.S. Constitution 1st Amendment (provided) - Rosenthal, Chapters 1-4, 10 - Guyer, Chapter 1 	Larry Long	
--------------------	--	--	--	------------	--

DATE	DELIVERABLES & LECTURE TOPICS	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
Week 2 (May 21)	DUE: Briefing document on importance of lobbying and lobbyists <ul style="list-style-type: none"> - Legislative process & legislative lobbying - Analyzing & tracking legislation - Legislative tools 	<ul style="list-style-type: none"> - Rosenthal, Chapter 5 - Guyer, Chapters 1 & 6 - Libby, Chapter 1 & Addendum 	<ul style="list-style-type: none"> - Beth Tsvetkoff, Ohio Alliance of YMCA's - Steve Marks, Hannah News Service 	#1: Analyze a bill & draft a legislative brief
Week 3 (May 28)	DUE: Bill tracking assignment <ul style="list-style-type: none"> - The regulations of lobbyists & legislators and others - Ohio's Ethics & Lobbying Laws - Impact of campaigns & PAC/campaign contributions & regulations 	<ul style="list-style-type: none"> - Rosenthal, Chapter 5 - Guyer, Chapter 4 	<ul style="list-style-type: none"> - Tony Bledsoe, Ohio Joint Legislative Ethics Commission (invited) - Catherine Turcer, Ohio Citizen Action (invited) 	#2: Relationship building exercise

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

Week 4 (June 4)	QUIZ <ul style="list-style-type: none"> - Lawmaker meetings - Committee hearings - Chamber voting 	<ul style="list-style-type: none"> - Rosenthal, Chapter 9 - Guyer, Chapters 7 & 8 	<ul style="list-style-type: none"> - Panel of legislators and lobbyists 	(Assignment of lobbying teams and policy subjects)
Week 5 (June 11)	Strategy and tactics for lobbying campaign: <ul style="list-style-type: none"> - Identify a public policy issue - 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 - Guyer, Chapters 2 & 3 - Libby, Chapters 5-10 	<ul style="list-style-type: none"> - Experts on strategic planning and public relations and grassroots 	<p>#3: After selecting a public policy issue or legislation, identify stakeholders, both pro and con.</p> <p>#4: Craft your goal/agenda for your campaign.</p>

DATE	DELIVERABLES & LECTURE TOPICS	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
Week 6 (June 18)	<p>Strategy and tactics for lobbying campaign (cont.)</p> <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) - Libby, Chapter 11 	<ul style="list-style-type: none"> - Expert(s) in digital advocacy or think tank representative(s) 	<p>#5: Develop a plan for either: building a coalition, or developing an online campaign, or crafting a press event or other tactics.</p> <p>#6: Craft your message. Develop strategic talking points.</p>
Week 7 (June 25)	<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 	<ul style="list-style-type: none"> - Yvonne Lesicko (invited) 	<p>#7: Craft a mock letter or position paper on a policy topic</p>
Week 8 (July 2)	<ul style="list-style-type: none"> - Essential qualities of successful lobbyists - Hiring & working with contract lobbyists - Importance of building relationships - Impact of campaigns and PAC's/campaign contributions and regulations 	<ul style="list-style-type: none"> - Rosenthal, Chapters 6 & 7 - Guyer, Chapter 4 	<ul style="list-style-type: none"> - Panel of lobbyists as well as expert(s) on campaigns and fundraising 	
Week 9 (July 9)	<ul style="list-style-type: none"> - Lobbying the budget - Important actions after bill passes legislature: - Administration consideration - Thank lawmakers, Administration, grassroots, et al 	<ul style="list-style-type: none"> - Guyer, Chapter 9 - Libby, Chapters 3 & 12 	<ul style="list-style-type: none"> - Brian Perera, The Ohio State University (invited) 	<p>#8: Mock interview exercise</p>

DATE	DELIVERABLES & LECTURE TOPICS	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
	<ul style="list-style-type: none"> - Evaluating success and determining next steps - Implementation/Administrative Rules - Advisory Committees/Councils 			
Week 10 (July 16)	Due: Papers <ul style="list-style-type: none"> - Executive Branch - Role & activities of Administrative Agencies - Lobbying Administration & Executive Agencies 	- Guyer, Chapter 9	- Administrative Official(s)	
Week 11 (July 23)	- Paper presentations			#9: Choose one presentation to review. Draft feedback & recommendations on the proposed lobbying campaign.
Week 12 (July 31)	DUE: Extra Credit <ul style="list-style-type: none"> - Paper presentations - Exam review 			#10: Choose one presentation to review. Draft feedback & recommendations on the proposed lobbying campaign.
1st week August	- Final Exam			

READING LIST

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

Guyer

Chapter 1: What is Lobbying
Chapter 2: Assessing Your Chances of Legislative Success
Chapter 3: Developing the Lobbying Campaign
Chapter 4: Hiring and Working with Contract Lobbyists
Chapter 5: Negotiation
Chapter 6: Legislative Procedure
Chapter 7: The Lobbying Visits
Chapter 8: Working with Legislative Committees
Chapter 9: Now and Post Session

Libby

Chapter 1: Lobbying and Advocacy: What Does It Mean, and Why Should You Do It?
Chapter 3: Pork: "The Other White Meat" or Quagmires of Government Budgeting
Chapter 5: Ten Common Elements of Successful Advocacy Campaigns: Steps 1 to 3
Chapter 6: Ten Common Elements of Successful Advocacy Campaigns: Steps 4 to 7
Chapter 7: Ten Common Elements of Successful Advocacy Campaigns: Steps 8 to 10
Chapter 8: The 10 Steps in Action: A Case Study of the Strategy and Process
Chapter 9: REACH the Final Steps!
Chapter 10: The 10 Steps Strike Again! Breaking the Tire Cycle
Chapter 11: Fighting for Justice in Cyberspace: The Role of Technology in Advocacy
Chapter 12: So Now You Have a Law: What Do You Do With It? Monitoring Progress
Addendum: Understanding the Difference Between Full-Time and Part-Time State Legislatures

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