



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Lobbying and Government Relations

Public Affairs 5591
3 Credit Hours

Summer Term 2019
Monday 5:30 – 8:40 PM
Classroom: Page Hall 60

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 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.

Student Learning Goals and 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.
- Explain the legislative process and be able to track a bill.
- Identify and research a public policy issue.
- Develop an advocacy agenda/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 on lobbyists and advocacy issues;
- Recognize the importance of the state budget bill, from a financial funding standpoint as well as a vehicle for policy changes.
- Describe actions effective lobbyists take after a bill becomes a law.

Required Texts

Please find below the required books for the course:

- Lobbying: Business, Law and Public Policy, Mark Fagan, Vandepias Publishing, LLC, © 2015, ISBN# 9781600422386
- Lobbyists at Work, Beth L. Leech, Apress, © 2013, ISBN# 9781430245605
- 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.

Information about Course Assignments and Examinations

Students will be evaluated on the following items or activities:

- I. Class Participation & Exercises (15 points)
 - A. Class Participation (7 points of the 15 points)
 - B. In-Class Exercises & Team Assignments (8 points of the 15 points)
- II. Current Affairs Assignment (5 points)
- III. Lobbyist Interview Paper (15 points)
- IV. Quiz (15 points) & Final Exam (20 points)
- V. Lobbying Campaign (30 points)

I. Class Participation & Exercises (15 points)

A. Class Participation (7 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 airtime, ignoring the contributions of others, repeating facts or statements from the readings without analysis.

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 as well as your classmates. You may debate on policy and processes but no personal attacks please. Should the latter occur, the instructor will subtract class participation points.

B. In-Class Exercises & Team Assignments (8 of 15 points)

For most classes students will be asked to work in groups 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 week’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 during class time. 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 Assignment (5 points)

Each week a few 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. Therefore, students should think of 2-3 questions to pose to the class to stimulate discussion.

III. Lobbyist Interview Paper (15 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 generally transcribe the interview, in whole or in part, and summarize the insight the student gained. The paper shall be 4-5 pages for undergraduates and 6-8 pages for graduate students.

IV. Quiz (15 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 will be given in class. The final exam will be a take home test that is to be done independently – not in a collaborative fashion with classmates; the final will be cumulative and cover material from the entire course. The final exam is to be submitted electronically by the end of the time period scheduled for our course exam – July 29th by 9:45 P.M.

V. Lobbying Campaign (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 13: In-Class Activity (1 point)

May 20: Current Affairs presentations begin and continue thru July 8 (5 points)

May 20: Assignment of lobbying teams

May 20: In-Class Activity (1 point)

June 10: Quiz 1 (15 points)

June 10: In-Class Activity (1 point)

June 17: In-Class Activity (1 point)

June 24: In-Class Activity (1 point)

July 1: In-Class Activity (1 point)

July 8: Lobbyist Interview Paper due (15 points)

July 15: Team lobbying briefing paper due along with position paper (20/30 points)

July 15: In-Class Activity (1 point)

July 15 & 22: Policy Presentations (10/30 points)

July 22: In-Class Activity (1 point)

July 31: Final Exam (20 points)

Grading

The course is graded A-E, based on a total of 100 points, with the percentage distribution outlined in the *Course Requirements* section above. 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.

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

Week 1 (May 13)	<ul style="list-style-type: none"> - Course & syllabus review - Sign up for current event presentations - Importance of lobbying - History of lobbying - Foundations of lobbying in American Government - Introduction to lobbying: the people who lobby/types of lobbyists - Lobbying by charitable organizations - Government relations/Lobbying as a career 	<ul style="list-style-type: none"> - U.S. Constitution 1st Amendment (provided) - Fagan, Chapters 1, 2, 8, 9 - Avner, Introduction 	<ul style="list-style-type: none"> - Larry Long, Ohio Policy Group and OSU Lecturer 	#1: Relationship building exercise
Week 2 (May 20)	<ul style="list-style-type: none"> - Sign up for Lobbying Campaign - groups - Legislative process & legislative lobbying - Analyzing & tracking legislation - Importance of State Budget Bill - Legislative tools - Insight from lobbyists - Essential qualities of successful lobbyists - Importance of building relationships - Current event presentations 	<ul style="list-style-type: none"> - 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"> - Mike Toman, The Success Group - David Battocletti, Government Advocates 	#2: Analyze a bill & track it

DATE	DELIVERABLES & LECTURE TOPICS	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
Week 3 (May 27) No Class	- The regulations of lobbyists & legislators and others	- Avner, Chapter 4 - Fagan, Chapters 3, 4	- Tony Bledsoe, Legislative Inspector General - Catherine Turcer, Common Cause Ohio (invited)	
Week 4 (June 3)	- Ohio Lobbying Laws - Impact of campaigns & PAC/campaign contributions & regulations - Current event presentations	- 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 5 (June 10)	- QUIZ - Identifying and articulating a public policy issue/goal - Generating support - Making the case - Persuasion and lobbying - Impact of campaigns & PAC/campaign contributions & regulations - Current event presentations	- Fagan, Chapter 5 - Avner, Chapters 1, 2; Appendix D - Leech, Chapters 3, 12	- Panel of lobbyists	#3: Identify lobbying team and public policy issue or legislation. Identify your goal/vision.
Week 6 (June 17)	Strategy and tactics for lobbying campaign: - Identify strategy to advance agenda/goal - Campaign Plans - Stakeholder Analysis - Crafting your message - Grassroots and Grasstops - Current event presentations	- Fagan, Chapter 6 - Avner, Chapter 1, 2, 3, Appendix A; Worksheet 9	- Yvonne Lesicko, Ohio Farm Bureau (invited)	#4: Identify stakeholders for your issue or legislation and conduct stakeholder analysis. Also, start to identify your strategy to advance goal and talking points.

DATE	DELIVERABLES & LECTURE TOPICS	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
Week 7 (June 24)	Strategy and tactics for lobbying campaign (cont.) <ul style="list-style-type: none"> - Coalition building - Influence of think tanks - Media coverage - Digital advocacy - Current event presentations 	<ul style="list-style-type: none"> - Reading Assignments from prior class (continued) - Leech, Chapters 4, 5, 9 	<ul style="list-style-type: none"> - Micah Derry, Americans For Prosperity - Greg Lawson, The Buckeye Institute - Keary McCarthy, Ohio Mayors Alliance 	#5: Develop a specific plan for building a coalition.
Week 8 (July 1)	<ul style="list-style-type: none"> - Art of Negotiation - Current event presentations - Group work on Lobbying Campaign 	<ul style="list-style-type: none"> - Guyer, Chapter 5 (provided by instructor) - Leech, Chapters 10, 11, 13-15 		#6: Identify points of negotiation on your policy topic.
Week 9 (July 8)	Due: Lobbyist Interview Paper <ul style="list-style-type: none"> - 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 - Current event presentations 	<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 the instructor) - Fagan, Chapter 11 	<ul style="list-style-type: none"> - Michael Farley, Ohio Insurance Institute 	
Week 10 (July 15)	Due: Lobbying Campaign Papers <ul style="list-style-type: none"> - Campaign presentations 			#7: Review one presentation. Provide feedback & recommendations on the lobbying campaign.

DATE	DELIVERABLES & LECTURE TOPICS	READING ASSIGNMENTS	GUESTS	In-Class ACTIVITIES
Week 11 (July 22)	<ul style="list-style-type: none"> - Campaign presentations - Exam review 			#8: Review one presentation. Provide feedback & recommendations on the lobbying campaign.
July 29 8:00 - 9:45 PM	<ul style="list-style-type: none"> - Final Exam 			

Reading List

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

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

The instructor throughout the course may assign additional Resources, such as books, publications, and media sources.

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 one 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 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

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 see the instructor.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>
- *Eight Cardinal Rules of Academic Integrity*: www.northwestern.edu/uacc/8cards.html.

Glenn College Diversity Values Statement:

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 Statement:

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 Younkin 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 is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org. Also, 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/>.