

**M.P.S. in Legislative Affairs**

Fall Semester 2021

September 2<sup>nd</sup>-December 9th

**Interest Group Politics**

LGAF 6224

3 Credits

Thursday 6:00pm-8:00pm

Hall of States

# The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

Joshua Habursky is the Head of Government Affairs at the Premium Cigar Association and Contributing Editor to Campaigns & Elections. Joshua previously held grassroots and advocacy roles at the Independent Community Bankers of America, American Diabetes Association, American Motorcyclist Association. Josh has also taught courses at West Virginia University in the Reed College of Media & Heidelberg College's Political Science Department. Josh holds a BA in Political Science from Washington & Jefferson College, an MA in American Government from Georgetown University, a Certificate in Business and Political Economy from the London School of Economics & Politics, and an Executive Certificate in Nonprofit Leadership from the John F. Kennedy School of Government at Harvard University.

Joe Franco is the Vice President of Grassroots Advocacy at LeadingAge, a nationwide leader in advocating for aging services for America's older adults. Prior to his work at LeadingAge, he worked in the government relations departments for the American Diabetes Association, Blue Cross and Blue Shield, Alzheimer's Association and the American Cancer Society. Joe holds a BA in Political Science from the University of Colorado at Boulder and is a proud graduate of George Washington University with a Master's in Political Management from the GSPM.

**Contact Information**

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### **Communication**

The best method to contact us is by email. Please email both Joe and Josh with all questions and inquiries. If you have a specific question about a lesson taught by either Professor, please cc the other instructor.

### **Blackboard Site**

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or [helpdesk.gwu.edu](mailto:helpdesk.gwu.edu).

### **Academic Integrity**

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Copying information and pasting it into a paper without a quotation and citation is an act of plagiarism. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. For the first offense, the student will receive an “F” for the assignment and formal charges will be filed with the Office of Academic Integrity. For the second offense, charges will again be filed and the student will receive an “F” for the final course grade. Penalties for academic dishonesty are not negotiable. You will not be offered a “do-over” or resubmission. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>

### **University Policy on Observance of Religious Holidays**

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

### **Support for Students with Disabilities**

GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by

injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at <https://disabilitysupport.gwu.edu/>.

### **Title IX: Confidentiality and Responsible Employee Statement**

The George Washington University (GWU) and its faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit <https://haven.gwu.edu/>.

### **Attendance Policy**

Attending class is required. Should you find yourself with a scheduling conflict or in the event of illness, please notify me by email in advance (prior to the start of the class) that you will be absent, otherwise it will be considered an unexcused absence and will count negatively against your participation grade.

### **In the Event of an Emergency or Crisis during Class**

If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at The Dubliner restaurant in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status: <http://www.campusadvisories.gwu.edu/>.

### **Online Classroom Conduct Policy**

You should behave in class as if you are in a professional setting, whether in person or online. Unless you are having connection difficulties, you are expected to activate your camera and to be present, attentive, and engaged during online course meetings. Please do not attempt to multitask, as it is almost impossible to read something while simultaneously listening to something else.

### **Course Evaluation**

At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Casey Burgat  
Director, Legislative Affairs Program  
cburgat@gwu.edu | 202-994-2272

Suzanne Farrand Director of Academic Administration, GSPM  
sfarrand@gwu.edu  
202-994-9309

## **THE COURSE**

### **Legislative Affairs Program Objectives**

Upon completion of the Master's degree in Legislative Affairs, students will:

1. Gain both theoretical and practical knowledge related to the U.S. Congress, general issues in the legislative arena, and how to effectively advance legislation;
2. Hone their oral and written communication skills in both theoretical and technical aspects of legislative affairs;
3. Be able to conduct cutting-edge research and engage in effective problem solving by learning critical thinking skills;
4. Learn how to work effectively with others, the value of collaborative work, and will understand ethical issues involved in the legislative arena.

### **Graduate School Expectations**

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no "do-overs" because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.

### **Course Description and Overview**

This course will examine interest groups and their role in American politics. It will consider ways to evaluate interest groups systematically and rigorously. The course will examine the following questions:

1. How do interest groups get started, and how do they maintain themselves?

2. Why do people join interest groups, and who is likely to be a member?
3. What do interest groups want?
4. How and when do interest groups lobby?
5. How does money affect public policy?
6. How do interest groups affect elections?
7. What are the effects of lobbying on public policy and democracy? How have they helped to advance causes in diverse communities.
8. Are interest groups good or bad?
9. What are the different types of interest groups?
10. What is the role of professional vs. citizen lobbying?

**Course Learning Objectives**

1. Understand the historical foundations of lobbying in the U.S.
2. Understand of the dynamics of interest groups and the policymaking process
3. Understand the historical role of professional lobbying in the U.S.
4. Apply practical skills needed to influence public policy as a citizen or professional advocate.
5. Apply critical thinking to the analysis of public policy issues and the development and implementation of advocacy strategies.
6. Have students demonstrate their knowledge of the role and tactics of interest groups in public policy advocacy

**Course Requirements**

The class format will be seminar style that will include lectures but will emphasize discussion. Many classes will have guest speakers to help illuminate the topic.

- Reading assignments for each class are listed below and will be posted as well as updated on the course Blackboard site. All reading assignments must be completed prior to the first class of the week for which the reading is assigned.
- Attendance and Participation are a major component of your grade.
- There will be two short papers and one final paper for this class.

Written assignments must be emailed to the instructors before the start of class.

**Evaluation and Grading**

Assignment	Learning Objective(s) Addressed [#]	Due Date	Weight
Analysis of Interest Groups	1,2,3	September 30 <sup>th</sup>	25%
Lobbying Simulation	2,3,4,5,6	November 4 <sup>th</sup>	20%

Final Paper & Presentation	1,2,3,4,5,6	December 9th	40%
Attendance & Participation	1,2,3,4,5,6	December 9th	15%
Total			100%

**Following is the grade scale for all GSPM classes:**

<b>Grade*</b>	<b>Grading Standard</b>
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.
B- 80-82	You’ve completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- 70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F Below 70	Unacceptable performance, or inability to submit the assignment.

\*Please note that you may be penalized for late submission of assignment(s).

**Required Text and Learning Materials**

There is one required text (listed below) that we will be using extensively that you will want to procure for use in the class and to keep as a reference. Other materials, including select readings, are freely available online or will be provided to you in PDF form. These will be listed in the Syllabus or provided to you on Blackboard. You are responsible for checking to see whether any additional readings were assigned for each class. Additionally, you are responsible for being up to date on the news and contemporary policy/politics issues that are “in the news.”

Berry, Jeffrey M., Wilcox, Clyde. (2018). *The Interest Group Society*. 6<sup>th</sup> Edition. Rutledge. ISBN: 978-1138691742

[https://www.amazon.com/Interest-Group-Society-Jeffrey-Berry/dp/1138691747/ref=pd\\_bxgy\\_img\\_2/138-1425203-1361757?encoding=UTF8&pd\\_rd\\_i=1138691747&pd\\_rd\\_r=dfd7d35a-6681-4fef-9056-7660952794e2&pd\\_rd\\_w=IuY97&pd\\_rd\\_wg=n43Ui&pf\\_rd\\_p=fd3ebcd0-c1a2-44cf-a2-bbf4810b3732&pf\\_rd\\_r=5S9ZBHS09Z6ZV3H6VJ0D&psc=1&refRID=5S9ZBHS09Z6ZV3H6VJ0D](https://www.amazon.com/Interest-Group-Society-Jeffrey-Berry/dp/1138691747/ref=pd_bxgy_img_2/138-1425203-1361757?encoding=UTF8&pd_rd_i=1138691747&pd_rd_r=dfd7d35a-6681-4fef-9056-7660952794e2&pd_rd_w=IuY97&pd_rd_wg=n43Ui&pf_rd_p=fd3ebcd0-c1a2-44cf-a2-bbf4810b3732&pf_rd_r=5S9ZBHS09Z6ZV3H6VJ0D&psc=1&refRID=5S9ZBHS09Z6ZV3H6VJ0D)

Bobo, Kim., Kendall, Jackie., Max, Steve., (2011) *Organizing For Social Change*, 4<sup>th</sup> Edition. Seven Locks Press. ISBN-13: 978-0984275212.

[https://www.amazon.com/Organizing-Social-Change-Bobo-Kendall-dp-0984275215/dp/0984275215/ref=dp\\_ob\\_title\\_bk](https://www.amazon.com/Organizing-Social-Change-Bobo-Kendall-dp-0984275215/dp/0984275215/ref=dp_ob_title_bk)

### **Optional Supplemental Text and Learning Materials**

The Advocacy Association. *Professional Guide to the Business of Advocacy*.

[https://www.amazon.com/Professional-Guide-Business-Advocacy-Book-ebook/dp/B09445KQ3K/ref=sr\\_1\\_3?dchild=1&qid=1621952018&refinements=p\\_27%3AJoshua+Habursky&s=digital-text&sr=1-3](https://www.amazon.com/Professional-Guide-Business-Advocacy-Book-ebook/dp/B09445KQ3K/ref=sr_1_3?dchild=1&qid=1621952018&refinements=p_27%3AJoshua+Habursky&s=digital-text&sr=1-3)

### **Tentative Course Calendar\***

\*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

### **Week 1: September 2nd Professors Franco and Habursky**

Topic and Content Covered:

Introduction Class

In this class we will examine the basic foundations of interest groups, lobbying, and advocacy. Students will come away from this lecture with a firm understanding of the basic definitions and nuances of the government relations landscape.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5,6

Reading Due Today:

Federal Lobbying and Ethics Reform Is Long Overdue and Misunderstood

<https://morningconsult.com/opinions/federal-lobbying-and-ethics-reform-is-long-overdue-and-misunderstood/>

Chapter 1 and 2 of *The Interest Group Society*

Assignment(s) Due Today:

Please send before class by email to [jmhabursky@gmail.com](mailto:jmhabursky@gmail.com) and [joemfranco@hotmail.com](mailto:joemfranco@hotmail.com) a short biographical sketch of yourself: where you grew up, what state or states you've lived in, educational background (schools and degrees/areas of study) and professional background, including experience in elections, advocacy campaigns, policy roles, or working for elected officials.

### **Week 2 September 9th Professor Francos and Habursky**

Topic and Content Covered:

Interest Groups and Mobilization

In this lesson we will examine how interest groups form, their origins, goals, and effectiveness. In this class, we will also look at some successful interest groups and characteristics of what makes them effective.

Learning Objective(s) Addressed: 1,2,3

Reading Due Today:

Chapter 2 of Organizing For Social Change

THE DEVELOPMENT OF INTEREST GROUP POLITICS IN AMERICA: Beyond the Conceits of Modern Times  
<https://www.annualreviews.org/doi/pdf/10.1146/annurev.polisci.7.090803.161841>

Chapter 3 of The Interest Group Society

Assignment(s) Due Today: No assignment due

### **Week 3: September 16th Professors Franco and Habursky**

Topic and Content Covered:

Social Movements

This class will examine recent and historical social movements, citizen lobbying, and the tenants of grassroots campaigns. Special focus will be emphasized on how Black, Indigenous, People of Color (BIPOC) communities have utilized social movements and interest groups to make change.

Learning Objective(s) Addressed: 1, 2, 4



Reading Due Today:

Chapter 7 of The Interest Group Society

Chapter 16 and 17 in Organizing For Social Change

From Civil Rights To Black Lives Matter:

<https://www.scientificamerican.com/article/from-civil-rights-to-black-lives-matter1/>

From the Boston Tea Party to Black Lives Matter: A history of protests

[https://www.pennlive.com/news/2016/10/a\\_history\\_of\\_peaceful\\_protests.html](https://www.pennlive.com/news/2016/10/a_history_of_peaceful_protests.html)

Secret Origins of The Tea Party:

<https://time.com/secret-origins-of-the-tea-party/>

#### **Week 4: September 23<sup>rd</sup> Professors Franco and Habursky**

Organizing Models For Action

This week will focus on how interest groups build a strategy and utilize tactics to create change. There will be a focus on the development of choosing an issue and then utilizing an organizing model to effect change. During class students will work in groups to create a Strategy Chart on a legislative issue.

Learning Objective(s) Addressed: 1, 2, 4

Readings Due:

Chapters 3, 4, 5, 6, 7, 12 in Organizing For Social Change

Be sure to study and become familiar with the Midwest Academy Strategy Chart that is presented in the text book for the exercise.

#### **Week 5: September 30<sup>th</sup> Professors Franco and Habursky**

Topic and Content Covered:

Traditional and Congressional Lobbying

In this class we will examine lobbying from the federal congressional perspective and explore the different vantage points of staff, Members, and lobbyists.

- Guest Speaker Member of Congress TBA
- Guest Speaker Congressional Staff TBA

- Guest Speaker Patrick Anderson Congressional Lobbyist ProVenture Consultants

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

Chapter 6 and 8 of The Interest Group Society

Assignment(s) Due Today:

Select an Advocacy Organization (Trade Association, Membership Association, Non-Profit, or Corporate entity) and write a 5-page paper (double-spaced) analyzing the organization. Conduct a SWOT analysis of the organization's effectiveness as an advocacy/lobbying organization and identify 5 improvements. Select an organization that interests you and be sure to identify basic characteristics of the organization in your paper including staff size, entity type or non-profit status, annual revenues, major initiatives, etc.....

### **Week 6: October 7<sup>th</sup> Professors Franco and Habursky**

Topic and Content Covered:  
Executive Branch Lobbying

In this class we will explore lobbying the Executive Branch including both political appointees in the White House and Federal Regulatory Agencies. Students should walk away from this class with real world examples of lobbying campaigns directed at the Small Business Administration, Food & Drug Administration, U.S. Department of Health & Human Services, and more.

Learning Objective(s) Addressed: 1, 3, 4

Reading Due Today:

Is Plastic Recycling A Lie?:

<https://www.npr.org/2020/09/11/897692090/how-big-oil-misled-the-public-into-believing-plastic-would-be-recycled>

How A Drug Company Under Pressure For High Drug Prices Ratchets Up Political Activity:

[https://www.washingtonpost.com/national/health-science/how-a-drug-company-under-pressure-for-high-prices-ratchets-up-political-activity/2018/04/30/042f9464-4c57-11e8-85c1-9326c451103\\_3\\_story.html](https://www.washingtonpost.com/national/health-science/how-a-drug-company-under-pressure-for-high-prices-ratchets-up-political-activity/2018/04/30/042f9464-4c57-11e8-85c1-9326c451103_3_story.html)

How Obama Failed To Shut The Revolving Door:

<https://www.politico.com/story/2015/12/barack-obama-revolving-door-lobbying-217042>

Examine the LDA Clerk of the House of Representatives Portal:

<https://lobbyingdisclosure.house.gov/>

Assignment(s) Due Today: No assignment due today.

### **Week 7: October 14th Professors Franco and Habursky**

Topic and Content Covered:

Ethics in Lobbying and Government Relations

In this class we will examine the ethical dilemmas surrounding lobbying and current reform considerations.

Learning Objective(s) Addressed:

Reading Due Today:

Chapter 10 of Interest Group Society

*Yes No Maybe So What's Unethical About Lobbying*

<https://www.ncsl.org/bookstore/state-legislatures-magazine/yes-no-maybe-so-what-s-un-ethical-about-lobbying.aspx>

Watch <https://www.c-span.org/video/?423502-1/the-ethical-lobbyist>

### **Week 8: October 21st Professors Franco and Habursky**

Topic and Content Covered:

Interest Groups and The Media

In this class we will examine the relationship between interest groups and the media including both traditional press and social media. An emphasis in this class will be on how to leverage the media to provide reach for you cause or issue. Students will walk away with a firm understanding of how media can be leveraged for advocacy purposes.

Learning Objective(s) Addressed: 1, 2, 3, 4, 5

Reading Due Today:

<https://puglieseassociates.com/social-media-killed-the-lobbying-star/>

<https://www.thenation.com/article/archive/media-lobbying-complex/>

[https://www.researchgate.net/publication/334286593\\_Media\\_strategies\\_in\\_lobbying\\_process\\_A\\_literature\\_review\\_on\\_publications\\_in\\_2000-2018](https://www.researchgate.net/publication/334286593_Media_strategies_in_lobbying_process_A_literature_review_on_publications_in_2000-2018)

## Chapter 14 in Organizing For Social Change

Assignment(s) Due Today:

### **Week 9: October 28th Professor Franco and Habursky**

Topic and Content Covered:

Local, State, and International Lobbying

Learn the intricacies of lobbying and advocacy at the various levels of government. Each level has a unique set of opportunities and challenges for interest groups as they work to advance their legislative and policy agendas. Class will focus on the specific mechanisms that interest groups utilize to win campaigns and will also feature interviews from elected officials at the state and local level.

Learning Objective(s) Addressed: 3, 4, 5

Readings:

<https://www.ncsl.org/research/ethics/50-state-chart-lobby-definitions.aspx>

Watch recorded interview with Maryland State Senator Clarence Lam

Watch recorded interview with Anne Arundel County Council Member Andrew Pruski

Assignment(s) Due Today: No assignment due today.

### **Week 10 November 4<sup>th</sup> Professors Franco and Habursky**

Topic and Content Covered:

Careers in Interest Groups and Lobbying

We will focus on how careers in interest groups have evolved and become a booming part of the government affairs economy. We will hear from some guest speakers who will talk about their career paths and how they have become leading government affairs leaders for major trade associations and non-profits.

Learning Objective(s) Addressed: 3, 4, 5, 6

Readings:

The Advocacy Association. *Professional Guide to the Business of Advocacy*.

<https://www.amazon.com/Professional-Guide-Business-Advocacy-Book-ebook/dp/B09445KQ3>

[K/ref=sr\\_1\\_3?dchild=1&qid=1621952018&refinements=p\\_27%3AJoshua+Habursky&s=digital-text&sr=1-3](https://www.k12va.gov/curriculum/133?dchild=1&qid=1621952018&refinements=p_27%3AJoshua+Habursky&s=digital-text&sr=1-3)

Assignment(s) Due Today: In this class we will conduct a lobbying simulation game known as Political Capitol. You will be challenged to select tactics at the appropriate time while facing a real lobbying issue. Prior to class please students should write a 3-page (double-spaced) paper on an issue area of their choosing. Students should identify 3-5 points of why/how that issue should be addressed (point) and then 3-5 points in opposition to the proposal (counterpoint). This paper should resemble talking points that are circulated by interest groups in style and substance.

### **Week 11 November 11th Professors Franco and Habursky**

Topic and Content Covered:

Coalitions and Trade Groups

Working together with others to accomplish a legislative goal is a major advantage but also a major use of resources to accomplish. This class will examine why interest groups work to create coalitions and how they decide to join a coalition. Our outside speaker will talk about his experiences in creating coalitions big and small and what the promise and pitfalls of uniting with other groups brings to advocacy work.

**Guest Speaker: Ariel Gonzales, JD. Partner at Chamber Hill Strategies**

Learning Objective(s) Addressed: 3, 4, 5

Readings:

<https://info.cq.com/resources/thinking-of-forming-or-joining-a-coalition-ask-yourself-these-9-questions-first/>

<https://www.campaignsandelections.com/campaign-insider/how-advocacy-professionals-can-make-difference-beyond-the-office>

Chapter 9 in Organizing For Social Change

Assignment(s) Due Today:

Research a D.C. based national coalition and come to class prepared to discuss: 1. What is the main goal of the coalition? 2. Who are the members of the coalition? 3. How is the coalition funded? 4. Does the coalition have full time staff 5. What is one competitor to this coalition.

### **Week 12 November 18<sup>th</sup> Professors Franco and Habursky**

Topic and Content Covered:

Case Studies in Lobbying: The Premium Cigar Association & LeadingAge

Professors Franco and Habursky will provide real world, current examples of how they are working on current campaigns and what the planning, strategy and tactics are for these campaigns. Students will work in small groups to help dissect these campaigns and make recommendations for how they would handle these current campaigns.

Learning Objective(s) Addressed: 3, 4, 5

Readings:

Read PCA 2020 Government Relations Strategy Document (provided by instructor)

<https://thehill.com/blogs/pundits-blog/campaign/323480-the-future-of-politics-is-grassroots>

LeadingAge Articles:

<https://www.mcknights.com/blogs/guest-columns/lessons-from-the-hill-can-one-person-make-a-difference-you-bet/>

<https://www.mcknightsseniorliving.com/home/news/home-care-daily-news/home-care-providers-virtually-hit-capitol-hill-to-push-telehealth-medicaid-increase-higher-wages/>

Assignment(s) Due Today: No assignment due today.

### **November 25th No Class Thanksgiving Holiday**

### **Week 13 December 2<sup>nd</sup> Professors Franco and Habursky**

Interest Groups and their Role in Campaigns & Political Parties

In this class we will explore the involvement of interest groups in the political process, partisan politics, and campaigns.

Learning Objective(s) Addressed: 2, 3, 4

Reading Due Today:

Chapter 4 and 5 of The Interest Group Society

Chapters 16, 17, 18 in Organizing For Social Change

Interest groups' influence on policy comes through the presence of faithful legislative allies – not gifts to their campaigns.

<https://blogs.lse.ac.uk/usappblog/2019/02/28/interest-groups-influence-on-policy-comes-through-the-presence-of-faithful-legislative-allies-not-gifts-to-their-campaigns/>

Assignment(s) Due Today: No assignment due today

### **Week 14 December 9th Final Presentations**

Assignment Due: Final Paper and Project:

A final paper is due on the December 2<sup>nd</sup>, regardless of what day you are presenting. Students will present during the last two class periods. The topic will be approved by the instructor to ensure no duplication, by October 14th.

Final Paper Assignments – 8-10 pages, double spaced:

Student will select a well-known, international or national focused interest group. This can be an association, non-profit or coalition of business interests. The paper will analyze the interest group and will provide a comprehensive government affairs strategy to pass a specific piece of legislation or policy proposal. The paper must include:

- Background of the organization and how they advocate.
- Background on the specific issue and the history of why this organization has been focused on this particular advocacy campaign.
- Discussion of legislative and executive strategy. Paper must detail key targets, committees and provide background on why those targets are essential for success. Key lobbying plans must be included in this analysis.
- Provide direct strategies for grassroots recruitment, education and mobilization of key advocates. Will include both online and offline grassroots mobilization activities.
- Comprehensive media plan, including both print and online opportunities to highlight the interest group and advance their efforts.
- Provide an analysis of opposition and propose alternative solutions to advance the advocacy campaign.

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*Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.*