

POLS/HNKLY 4914

A CAPITAL ENCOUNTER

UNIVERSITY OF UTAH
SPRING 2018

LOGISTICS

Fridays, 9 a.m. - Noon

[Location]

INSTRUCTORS

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COURSE DESCRIPTION

In this course, students will learn about and practice the art and science of political influence in Washington, DC. Throughout the semester, students will read and learn about theoretical and empirical work about how influence and political advocacy occurs in our nation's capital. Simultaneously, in groups, students will develop policy proposals and put together advocacy plans for advocating for those proposals. After the end of the semester, students will travel to Washington to put their knowledge, and their plans, to work, meeting with governmental officials and advocating for their policy proposals. This immersive experience combines the best of theory and practice, and allows students to learn about political advocacy really works in our national politics.

REQUIRED TEXTS & MATERIALS

1. Readings found on Canvas [hereafter **CAN**]
2. Readings found on E-Reserves at the Marriott Library [hereafter **RESERVES**]

COURSE REQUIREMENTS & GRADING

- In-class participation 10%
- Two class assignments 20% total
 - *Assignment #1* 10%
 - *Assignment #2* 10%
- Advocacy assignments 55% total
 - *Policy proposal ideas* 5%
 - *Policy proposal draft* 10%
 - *Advocacy plan* 10%
 - *Outreach* 5%
 - *Compile final materials* 20%
 - *Practice advocacy* 5%
- Advocacy work in DC 15%

IN-CLASS PARTICIPATION

Participation is essential. Students must come to class every day having completed the readings, given them serious thought, and ready to talk and engage further. Students who do not participate will receive a poor participation grade. Students who regularly miss class will likewise receive a poor participation grade. Students who clearly have not done the readings will receive a poor participation grade.

In-class participation will be worth 10% of each student's final grade.

CLASS ASSIGNMENTS

Students are assigned TWO "class assignments" for the semester. These assignments intend to spur students to dig deep into the subject matter and readings for a particular week, and come to class prepared for class activities. By doing some investigation on your own, these assignments will improve your understanding of core materials. These assignments at each worth 10% of a student's final grade.

Class assignment #1

For **Week 4 (January 29)**, students will be assigned a sitting member of Congress or senator to research. Drawing on the readings for that week, students should come to class with a 2-3 page (single-spaced) paper that highlights how their lawmaker's *goals* explain their behavior. Specifically, students should unpack their lawmaker's three primary goals as described in the readings: (1) *reelection*, (2) *making good public policy*, and (3) *increasing their power*, and explain how each does and does not explain their lawmaker's behavior.

Students should focus their research on the behavior of their lawmakers with respect to the following, at minimum:

1. Their policy proposals (bills introduced) in the 115th Congress
2. Their voting records in the 115th Congress
3. Their committee assignments in the 115th Congress
4. Their social media activity during the 115th Congress

Students should wrap-up their papers providing a discussion of which goal(s) best explain most of their lawmaker's behaviors.

Class assignment #2

Early in the semester, students (as groups) will sign up for presentation dates. Each group will be responsible for picking a policy issue that has received some attention in the last five years. Some members of the group will analyze the lobbying efforts on the side that "won," and the other member of the group will analyze the lobbying efforts on the losing side. You may either focus on the efforts of a single organization or a broader coalition.

Some questions to answer:

1. What tactics did your side use and how effective were they?
2. What were the strengths/weaknesses of the lobbying campaigns?
3. Why did your side win/lose?
4. How much did the victory/loss have to do with the lobbying effort?
5. What would you have done differently if you were running the lobbying strategy for your side?

For the presentations, students must use visuals and should be persuasive. Presentations will last 20 minutes and will be followed by a Q&A from the instructor and the rest of the class.

ADVOCACY ASSIGNMENTS

Throughout the semester, students (in groups) will put their learned knowledge to use to advocate for a policy proposal of their own design during a weeklong visit to the nation's capital in May (**DATES TBD**). Ahead of this trip, students will develop a detailed and original policy proposal, assemble a plan for advocating for their proposal to governmental offices, and begin to put that plan into action by seeking meetings with relevant governmental offices (with the help of the Hinckley Institute). Several assignments will help students draw on their knowledge learned to prepare for their visit to Washington and for these meetings.

In Week #2, students will be assigned to groups of three for the purposes of these assignments and for their advocacy activities. Groups will work collaboratively to complete each of these assignments. Combined, these assignments are worth 50% of a student's final grade.

#1: Policy proposal ideas

For **Week #5 (February 5)**, each group will turn in, and be ready to discuss, two or three different policy ideas that they might propose and advocate for. Proposals should be described in brief (no more than two single-spaced pages) at this point, and can be rough. Groups should be sure to consider proposal ideas that are both *narrow* enough and potentially *achievable*. In other words, they should not propose policy ideas that are too broad (i.e., replacing global capitalism with something else) or that could not be adequately advocated for. Groups will discuss their ideas with the class.

This assignment is worth 10% of a student's final grade.

#2: Policy proposal draft

For **Week #8 (February 26)**, each group will turn in a 5-page (single-spaced) policy proposal draft. This paper must propose and describe the new policy that the group will plan to advocate for in DC.

The paper must follow a standard format common among policy proposals:

1. Include a brief introduction that captures the reader's attention.
2. Include a problem statement, persuading the reader that there is a specific policy problem in need of a solution.
3. Propose, in detail, a policy solution to this problem and provide convincing evidence that the new proposed policy will work to help solve the problem.
4. Consider and address potential rebuttals to the proposed new policy.

Policy proposals should be detailed, concise, and persuasive, and should draw on data and reputable sources to lay out its arguments. Sources must be adequately cited. Papers **MUST NOT** exceed five single-spaced pages at this point. The goal is to be concise and effective with your writing.

These draft proposals will be discussed in class, reviewed by the instructor, and returned to the group with feedback so they can be improved and turned into polished, final policy proposals.

Resources to help students write their policy proposals are found on the course's Canvas page.

#3: Formulate an advocacy plan

For **Week #11 (March 26)**, groups will turn in an advocacy plan detailing how they intend to successfully advocate for their proposals in Washington, DC. Advocacy plans should be *realistic* and *attainable*, but designed to be *effective*.

The plans must include at least the following:

1. A statement of the group’s objectives for their advocacy (short-term).
2. A list of governmental officials the group will target and contact, and why.
3. A description of how the group will “get in the door” with these officials – how will you persuade them to meet with you.

Resources to help students compile their advocacy plans are found on the course’s Canvas page.

#4: Outreach

For **Week #12 (April 2)**, groups will turn in drafts of the materials (primarily emails) they plan to use to contact the governmental officials in their advocacy plans. The instructors will provide quick feedback on these materials. Once they receive this feedback, groups should conduct their initial outreach during this week of the class. Students must turn in a one-page report on their outreach efforts at the start of **Week #13 (April 9)**.

#5: Compile final advocacy materials

For **Week #14 (April 16)**, groups will turn in polished copies of their advocacy materials.

These materials must include, at least:

1. A 5-10 page (single-spaced and formatted) policy proposal detailing their proposed policy.
2. A 1-2 page targeted brief about the proposal, customized for officials the groups will meet.
3. A script of what the group intends to say during their meetings.
4. A list of questions the groups intends to during their meetings.
5. The “ask” the group will pose officials at the end of each meeting.

#6: Practice meetings

During the last two weeks of class (**Weeks #14 & 15**), groups will practice for their meetings in Washington. Specifically, the students will run through their meeting scripts, with the instructor and the rest of the class playing the part of the governmental official they are meeting with. Meetings should be planned to last about 15 minutes.

TRAVEL & ADVOCACY WORK IN DC

The class will travel to Washington, DC, [dates TBD].

[Details on the travel arrangements, etc. TBD]

Following the trip, each group must complete and turn-in a memo detailing their advocacy work in Washington. The memo should describe who the group met with, the character of each meeting, and their impressions. The memo should also detail any successes they believed they had with these meetings. Finally, the memo should detail the steps the group would take to follow-up on their meetings if they were to continue their advocacy. The memo need not be more than five double-spaced pages, and should be turned in by the **May 20**. The memo is worth 20% of each student’s final grade.

GRADING SCALE

(via David Foster Wallace)

Each grade letter counts as a “grade interval” for the purposes of this syllabus and for grade penalties.

<i>Grade letter</i>	<i>Points/Pct.</i>	<i>Description</i>
A+	97-100	Mind-blowingly good
A	94-96	Extremely good
A-	90-93	Very, very good

B+	87-89	Very good
B	84-86	Good
B-	80-83	High-average
C+	77-79	Average to low-average
C	74-76	Mildly subpar
C-	70-73	Severely subpar
D+	67-69	Varying degrees...
D	64-66	...of...
D-	60-63	...markedly poor
E	<60	Obvious

As far as I can tell, I am a hard grader at least by University of Utah standards. Of the final grades I have given in upper-level undergraduate courses since my arrival here, the average is a C+. If you do “average” work that is the grade you should expect to receive.

LAPTOP, TABLET, SMARTPHONE POLICY

All laptops, tablets, smartphones, and other such technology are prohibited from use during class (except when making a presentation or taking an exam). There are two very good reasons for this policy. The first is obvious: Many students do things besides taking notes on their laptops and phones during class, which is unacceptable behavior. The second may be less obvious: Research on learning has consistently demonstrated that even the proper use of laptops does not further student learning, but actually distracts students and lessens student engagement. While students using laptops may be able to take more extensive notes, the ability to consult these notes does not compensate for students’ lessened classroom participation as they devote more attention to the taking of those notes rather than to what is happening in the classroom. Students using laptops do not absorb as much of the material in class, nor do they engage in classroom exchanges as frequently, depriving the rest of the class of their potential contributions. Other research shows that when students use electronic devices while studying, their learning and understanding is shallow rather than deep, and that they are less likely to do well on tests and assignments. Finally, research has shown that the process of writing longhand is superior for creating memory.

EMAIL POLICY

Students are encouraged to email with any inquiries they may have about the class or the class materials. However, it is important to note that I have a busy schedule and may not be able to respond to your emails immediately. During the week (Monday-Friday) please allow 24 hours for a response. During the weekend please allow 48 hours.

LATE ASSIGNMENT POLICY

Assignments cannot be turned in late. Students will receive a ‘0’ for any assignment not turned in on time.

ACADEMIC HONESTY

All students will be expected to abide by the [University of Utah’s Student Code](#). No cheating, plagiarism, or other serious offenses will be tolerated. This includes the use of proper citation in *ALL* papers completed for the class. Violation will result in disciplinary action. Please speak to me if you have any questions.

DISABILITY SERVICES

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

WELLNESS STATEMENT

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness: www.wellness.utah.edu; 801-581-7776.

CLASS SCHEDULE

WEEK #1: INTRODUCTION

January 12

Readings:

[RESERVES] Nicholas W. Allard, "Lobbying is an Honorable Profession: The Right to Petition and the Competition to Be Right"

In-class:

We will discuss what we mean by advocacy and lobbying, and consider Allard's thesis that lobbying is an honorable profession. We will also take a close look at HLOGA (the Honest Leadership and Open Government Act of 2007) and the rules it has put in place for lobbying and advocacy in Washington, DC.

WEEK #2: THEORIES OF INFLUENCE

January 19

Readings:

[CAN] James Madison, *Federalist* #10

[CAN] Robert Dahl, *Who Governs?* (Excerpts)

[CAN] Olsen, *The Logic of Collective Action* (Excerpts)

[RESERVES] Gilens and Page, "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens"

In-class:

We will discuss big theoretical perspectives on influence in the United States. Specifically, we will assess two broad categories of expectations about political influence: *pluralism* and *elite theory*. We will ask: which of these theories seems more accurate? What does this mean for influence in American politics?

WEEK #3: EXEMPLARS OF INFLUENCE

January 26

Readings:

[CAN] Caro, *Path to Power*, chapters 13 & 16

[RESERVES] Schattschneider, *The Semisovereign People*, chapter 1

[RESERVES] Mahoney and Baumgartner, "Partners in Advocacy: Lobbyists and Government Officials in Washington"

In-class:

Guest speaker: former State Senator Steve Urquhart

We will take a closer look at how power and influence work in Washington and hear from Steve Urquhart about power and influence in practice.

WEEK #4: WHAT DRIVES MEMBERS OF CONGRESS AND HOW CAN YOU INFLUENCE THEM?

February 2

Readings:

[CAN] Mayhew, *Congress: The Electoral Connection* (Excerpts)

[CAN] Fenno, *Home Style* (Excerpts)

[RESERVES] Fenno, *Congressmen in Committees*, Chapter 1

In-class:

We will discuss the goals and motivations that drive members of Congress, and discuss a central tension in Congress's design, namely that it is a nationally focused institution comprised of locally focused officeholders. This information will help us better understand how to influence the decisions of our lawmakers.

WEEK #5: HOW INFLUENCE WORKS IN TODAY'S CONGRESS

February 9

Readings:

[CAN] Curry and Lee, "Congress at Work"

More TBD

In-class:

Guest speaker: TBD

We will take a look at who has influence in today's Congress, and how the policymaking process underscores who has influence and how.

We will hear from **XX** about how he/she tries to have influence in Washington.

WEEK #6: INFLUENCE IN THE EXECUTIVE BRANCH

February 16

Readings:

[CAN] Godwin, Ainsworth, and Godwin, *Lobbying and Policymaking* (Excerpts)

[RESERVES] Yackee and Yackee, "A Bias Towards Business? Assessing Interest Group Influence on the U.S. Bureaucracy"

More TBD

In-class:

We will turn our attention to the executive branch this week. A lot of lobbying and influence over policy occurs in the vast bureaucracy during policy implementation. We will seek to understand how this occurs.

WEEK #7: THEORIES OF LOBBYING IN WASHINGTON

February 23

Readings:

[RESERVES] Hall and Deardorff, "Lobbying as Legislative Subsidy"

[CANVAS] Ehrenfreund, "Yes, Congress is getting less smart. No, it's not Trump's fault."

[CANVAS] Hansen, *Gaining Access: Congress and the Farm Lobby* (Excerpts)

In-class:

We will discuss major theories of lobbying influence. Specifically, we will hone in on three classes of theories: (1) Exchange theory, (2) Lobbying as persuasion, (3) Lobbying as subsidy. The readings provide a nice lens through which to consider these theoretical accounts.

WEEK #8: LOBBYING IN PRACTICE

March 2

Readings:

[CANVAS] Drutman, *The Business of America is Lobbying*, (Excerpts)

[CANVAS] Baumgartner, et al, *Lobbying and Policy Change: Who Wins, Who Loses, and Why?*
(Excerpts)

In-class:

Guest speakers: Teresa Garrett & Jason Perry

We will take a closer look at the activities and tactics of lobbyists in Washington. What exactly do lobbyists do to try to influence policymaking? What tactics appear to work?

We will hear from **XX** about how he/she tries to have influence in Washington.

WEEK #9: OUTSIDE LOBBYING AND THE GRASSROOTS

March 9

Readings:

[CANVAS] Kollman, *Outside Lobbying* (Excerpts)

TBD

In-class:

Guest speakers: Teresa Garrett & Jason Perry

We will learn about advocacy tactics outside the beltway. While most lobbying takes place in Washington behind closed doors (“inside lobbying”) a lot of advocacy happens in the open and across the country. Groups try to frame the public debate through outside lobbying and social movements.

We will hear from Teresa Garrett and Jason Perry about outside lobbying tactics.

WEEK #10: THE ROLE OF MONEY

March 16

Readings:

[RESERVES] Kalla and Broockman, “Campaign Contributions Facilitate Access to Congressional Officials: A Randomized Field Experiment”

[RESERVES] Hall and Wayman, “Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees”

[CANVAS] Drutman, “Why We Still Need to Worry about Money in Politics”

In-class:

We will discuss the role money plays in influence in Washington. While journalists and political pundits often assume lawmakers can be “bought,” we will find out that reality is far more nuanced.

WEEK #11: SPRING BREAK

WEEK #12: HOW THINGS ARE AND ARE NOT CHANGING IN WASHINGTON

March 30

Readings:

[CANVAS] Lee, *Insecure Majorities* (Excerpts)

TBD

In-class:

We will discuss how things are and are not changing in Washington, and how this affects opportunities for influence...

WEEK #13: INDEPENDENT WORK WEEK

April 6

Readings:

None

In-class:

No class – students should use this week to finish producing their advocacy materials.

WEEK #14: IN-CLASS ADVOCACY PRACTICE

April 13

Readings:

None

In-class:

In class, student groups will practice their advocacy meetings and pitches and receive feedback from the instructors and from other students.

WEEK #15: IN-CLASS ADVOCACY PRACTICE

April 20

Readings:

None

In-class:

In class, student groups will practice their advocacy meetings and pitches and receive feedback from the instructors and from other students.

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