

Revised 5/27/07

PUBP 710

Policy, Lobbying, and the Media **George Mason University—Arlington Campus** **Summer 2007—Session B**

Instructor: Jason Y. Hall, Ph.D., CAE
Director, Government and Media Relations
American Association of Museums

Contact address: 1501 Twisting Tree Lane
McLean, VA 22101

Home (preferred): 703/556-4499 Office (cell): 703/283-4124 Fax: 703/556-0431
E-mail: jyhall@aol.com
Office hours: By appointment.

Texts

- Christopher Matthews, *Hardball* (New York: Summit Books, 1988)
- Bruce Wolpe and Bertram J. Levine, *Lobbying Congress: How the System Works*, 2nd Edition (Washington, DC: Congressional Quarterly, Inc., 1996)
- Allan J. Cigler and Burdett A. Loomis, ed., *Interest Group Politics*, 7th edition (Washington, DC: CQ Press, 2006)
- Mark J. Rozell, ed., *Media Power, Media Politics* (Lanham, MD: Rowman and Littlefield, 2003)
- Walter J. Oleszak, *Congressional Procedures and the Policy Process*, 7th Edition (Washington, DC: CQ Press, 2007)

Additional readings will come from the following. (The instructor will attempt to have these available on reserve at the GMU Arlington library, but I recommend that you also buy the Gelb book.)

- James Q. Wilson, *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books, 1989.)

- Arthur Gelb, *City Room* (New York: G.P. Putnam's Sons, 2003)
- Timothy E. Cook, *Governing with the News: The News Media as a Political Institution* (Chicago: University of Chicago Press, 1998)
- Kathleen Hall Jamieson and Paul Waldman, *The Press Effect: Politicians, Journalists, and the Stories that Shape the Political World* (New York: Oxford University Press, 2003)

Instructor's Advice on Papers and Class Participation

Because of the nature of the course topic, and because it is likely that many students will have some work-related experience of the Federal political process, this is a principally a discussion-and-papers class; there will be two short tests, on key Congressional and media concepts and terms, but no final exam, and the bulk of the grade will come from the discussion and papers. Thus you will want to give some thought to how you can perform well in those two areas. See below for more discussion of these topics, but I strongly recommend the following:

- Class participation. This is an accelerated format; we will cover a semester's work in half the normal time, and the class sessions are spaced very closely in the week (Monday and Wednesday nights.) It will be easy to fall behind in the readings. Don't let it happen. To be fair, I'm going to need to keep track of how each person is participating in each class session. Without the readings, you won't perform as well as you would have even if you're scintillating. And please note that while I've tried to space out the reading load fairly evenly (except at the end, where readings are light, to allow for final paper presentations), there are places where it bunches up, so you may want to read ahead at some points. You will almost certainly need to get some of your Wednesday readings done over the weekend.
- Papers. Style counts, because it affects how clearly and easily the reader understands you. Readers are balky; they'll only give you so much room before they're focusing more on stylistic infelicities and misspellings than on your content. You don't want that to happen to me at midnight when I'm grading your paper. You should use "Strunk and White" (William Strunk, Jr. and E.B. White, *The Elements of Style*, 3rd Edition, [New York: Macmillan, 1979]) as your style reference. It's amazingly short (fans call it "the little book") and amazingly good, and it's even available online at www.bartleby.com/141/. If you read and absorb it, I won't guarantee that you'll write more beautifully, but I do guarantee that you'll write more clearly, concisely and elegantly. Don't wing it on your writing; proofread and read what you've written **out loud** so that you can catch additional errors. Don't make me get on your case for style; get me to focus on your arguments by keeping the writing clear and clean. Also: please note that *while I'm using contractions while writing this syllabus*,

you shouldn't when writing your papers, since they are still not considered correct in formal writing, even though we all use them in speech and in informal writing such as e-mails.

Course Description and Objectives

The goal of this course is for you to emerge with a basic understanding of how lobbyists and the media influence public policy. The focus will be on the Federal level, but we will have some discussion of the media and lobbying at the state and local levels.

Here is my personal, more specific mission for this course:

To assure that

1. You have experience, as well as a better understanding, of lobbying and how it can influence public policy.
2. You better understand the work worlds in which both media people and professional politicians operate—their “cultures,” their unspoken assumptions, as well as the formal concepts and rules in their professional lives—and thus how they must think, and therefore how best to deal with them—and how professional lobbyists and media relations people deal with them successfully.
3. You see, from case studies and from an emerging issue (new destinations for campaign “soft money), how the media’s power of exposure and of storytelling can be (and has been) used in coordination with lobbying to influence public policy.

This course starts from a basic assumption, coming from the instructor’s 27 years as a Hill staffer, senior bureaucrat, and association executive, including being director of lobbying, media relations and joint lobbying-media offices:

To really understand the political process (and lobbying as well) and the media, you need to participate in what politicians and reporters do and see it from the inside.

I can’t put you for the next month and a half in a Hill office, or a lobbying shop, or a press room, or a media relations office, but I’ve devised a way for you to get some of that actual experience in a small way, and some of the readings and lectures are designed to put you in the company of people who’ve been there and thought about what they saw and did as political and media professionals.

We'll build out from there—from the cultures of these two special worlds of elective politicians and working media—to the formal rules of those worlds (e.g., the key Congressional procedures, and the standard concepts for reporters); the principal tools lobbyists and media relations people use to influence people in those worlds; and the key kinds of lobbyists and of lobbying that you'll find in Washington, organized around the different kinds of clients, the different kinds of relations with those clients (in-house, lobbying firms, etc.), and the different lobbying needed for different audiences (Congress, the White House, the agencies, the judiciary, etc.)

The first section of the course will be on lobbying, with more time spent on lobbying Congress than on lobbying other entities, as that remains the chief focus for most professional lobbyists. The second will be on the media. There will be case studies intermixed with the discussion in both of these sections.

The third section will be on the coordination of lobbying and the media in influencing policy. It will consist of detailed studies of two cases, followed by a discussion of a currently evolving area in interest groups and elections: issue advocacy, the migration of “soft money” from political parties to Section 527 organizations following the McCain-Feingold campaign finance reforms, lobbying reform proposals, and the use of the media in Congressional and Presidential elections by interest groups to further policy objectives by securing the election of their “friends.” (This is what might be called “batch lobbying,” because helping elect or re-elect someone who votes reliably your way gets you ahead on a lot of issues at once.)

The fourth section will be devoted principally to the presentation and discussion of your research papers.

Course Requirements and Grading Criteria

I will base course grades on the following criteria:

- Class participation, including presentation of the research paper 30%
- Lobbying Visit Paper 20%
- Short exam 1—lobbying terms & concepts 12.5%
- Short exam 2—media terms & concepts 12.5%
- Research Paper 25%

Class participation. See above. I can't give you good credit for class participation if you're not there physically, not there mentally (alert), not taking part in the discussions, or not giving evidence of having done the readings both for the previous class sessions

and for the current session. I will try to structure the class to aid broad participation even of those with a more reserved conversational style, but you must also have the will to think and make a case aloud, on the fly—to engage. (If you have work experience on the Hill or in lobbying or media relations operations, the rest of the class and I will particularly want to have the benefit of your views, which will undoubtedly differ from mine simply because your experience will have been different. You are both allowed and encouraged to disagree publicly with others in the class, including me. The point is for us to get as close to the truth about this topic as possible, not for me to look omniscient. No substantive disagreements with me or others will damage your grade, but given that politics, like religion, makes for bad dinner conversation because they both tap deeply settled beliefs and experience and thus tend quickly to bring out strong defensive emotions, I'm going to insist on civility and frown on moral righteousness.)

Absences: If you *must* be absent for some serious reason, such as a required work trip or a family health emergency, it is possible to make up the participation grade for one or two classes, using the following method:

- Give me advance notice via e-mail or my cell phone, providing your explanation.
- Provide me with a 1-2 page paper that summarizes and critiques the readings for that class session. You can email that or give me a hard copy at a subsequent class. I don't grade these, but if you don't follow this procedure, you lose the class participation points for the affected class session. Any such make-up paper is due no later than COB at the last course session.
- Get class notes from another member of the class so that you don't miss things that would be useful for your papers.

Tests. There will be two short (c. 45 minute) tests in class. These are not to trip you up or help me separate the "A's" from everybody else. They are to make sure that you understand some of the **basic concepts** that politicians, political staffs, and reporters assume everyone in their world understands—and that therefore lobbyists, novice Hill staff, novice reporters, and media relations people have to understand to be successful in their jobs. These concepts are often contained in special terms, aka jargon, particular to political and media people. The jargon reflects the occupational culture and also shapes and binds it, creating a sense of solidarity. **The terms and concepts will come from the glossaries of some of the readings, from the main bodies of the readings, and from the lectures.**

With respect to the lectures and readings, *it will serve you well to take careful notes from the beginning of the course, particularly of terms and their definitions, as there will be likely be terms that appear in one place but not in others.* If you don't, you risk getting hammered pretty hard on your grade for the first test, as in a D or an E; it's happened before. It's not that this is hard, it's that you've got to be able to recognize and define the term properly, and you are not likely to be able to do that without good

notes unless you have total recall. The good news is that the people who failed the first test quickly shaped up and mostly did a lot better on the second.

Since my goal is for everybody to understand this stuff, I'll be pretty obvious about the pool of concepts from which I'll be drawing. In most cases, a one or two sentence definition will do for test purposes; some more complex ideas might require a bit more than that. I'll tell you more about the tests as we approach them. **The two tests will take place at class sessions 7 and 11.** (And besides, knowing these terms and concepts should make you not only a more sophisticated analyst of breaking political events but also a whiz at Washington cocktail party conversations.)

Papers. For all papers, please bring enough copies for yourself, me, and each member of your discussion group. (We will divide into discussion groups at the first class.)

Lobbying Visit Paper. Everyone is going to make an actual lobbying visit and write briefly (2-4 pages plus attached issue brief) about it, describing and analyzing. If reading the previous sentence causes you to stop reading this syllabus and consider heading for the door, please read on--as I have structured this, it will take very little time, and I have devised a lot of aids for you.

- The visit itself will be with a staffer, not the elected official (unless you have a special in with him or her already); will be with a political office for which you are a constituent, so they are more likely to be nice and give you some time; and will not exceed 20 minutes.
- In class session 2, I will use part of the lecture time to give you a step-by-step plan for having an effective face-to-face lobbying meeting with a state, local, or Federal elected official, based on my experience as a Hill staffer listening to good, bad and indifferent citizen as well as professional lobbyists. This will include specific information about how to create an effective issue brief or "leave-behind," the original of which will be left with the staffer and a copy attached to your paper. Taking good notes will help you here.
- Hill and other political staff are almost always gracious people, for reasons I will explain, especially if you try to schedule your visit on a Monday, Friday, or other time, like a Congressional recess, when there will not be significant floor action.
- Regardless of which option you choose (see below), I want you to do the following in your paper:
 - Describe the issue on which you lobbied.

- Describe what you observed about the office and how it functions; give your impression of whether it seems to work well or not and why.
- Describe the lobbying interaction
 - Demonstrate your use of the tools of the course
 - Gauge your effectiveness and give evidence.
- I give you three options for fulfilling this requirement. I also give you a fourth option if you are much more interested in the media side than the lobbying side of the course.

Here are options:

- Option 1—Citizen Lobbying. You choose a political issue about which you feel strongly in your personal life. Be sure this is an issue that is appropriate for this level of government, e.g., something over which this political office has some authority, not the responsibility of another level of government. I'll make this clearer and more specific at class session 2. **Remember also that you can fulfill this requirement equally well with a visit to a state or local elected official's office**—it's your choice. And those people are often less busy than Congressional staff.
- Option 2—Team Lobbying. In Option 1, you go in by yourself. In Option 2, you go in with one or more other people from this course and you all work the same issue, but as a team. I'm giving you this option because many of you may have the same Congressman, say, and you don't want to crush his or her staff with separate visit requests. Other members of your discussion group are likely teammates. If you choose this option, you:
 - Must tell me in your paper who else was on your team.
 - Can jointly do the issue brief but
 - Must write your paper yourself, without consultation with the other team members.

(In class session 2, I will talk about both team and individual lobbying and compare their advantages and disadvantages.)
- Option 3—Apprentice Lobbying. Most of you will likely be working at full-time jobs, often in government agencies or non-profit organizations. That means that most of you will have professional lobbyists working for your organization, either in-house or on contract, or, in the case of small non-profits, the director of the organization will be its lobbyist as part of his or her CEO duties. In this option, you get your lobbyist's permission to go with him or her on an actual lobbying visit to a political official or his/her staff person on behalf of your organization, on an issue of concern to your organization, and you make the lobbying pitch under his or her watchful eye, and with him or her ready and able to intervene to make sure that all the necessary points are covered. In this case, you draft the issue brief for your lobbyist's approval prior to the visit.

- Option 4—Apprentice Media Response. If you are more interested in the media than the lobbying side of the course, you can try this: You must respond to two inquiries from the media, under the supervision of your organization’s media relations staff. The equivalent of the issue brief are the phone scripts you used to answer the calls; the scripts can be in bullet points and should be approved by your media relations staff, because again you will be representing your organization under their supervision. If possible, get one of them to sit in on your side of the response calls and discuss the interactions with you afterwards. The paper to which the scripts will be attached should:
 - Describe what you observed about the media office and how it functions; give your impression of whether it seems to work well or not and why.
 - Describe the incoming calls (reporter name, newspaper, phone #, and questions—your media office will likely have a database form that captures this and other similar information)
 - Describe the issues on which you responded and any sensitivities you had to consider or routine procedures your media office had you use.
 - Describe the response interactions with the reporters
 - Demonstrate your use of the tools of the course (and if you take this option, you will want to talk with me in advance, so I can suggest some advance reading of the media materials in the course and give you a sample of a real incoming call and a real response script for that call.)
 - Gauge your effectiveness and give evidence, perhaps citing the comments of the media professionals who sat in on your side of the response call.

This paper is due at Class 8. Bring sufficient copies for your small group members.

(Note: I am aware that I’m asking something here that is probably unusual in your course-taking experience. I am doing it because, as I noted above, I’m convinced that even a small amount of actual experience *inside* the political and media worlds is eye-opening and invaluable. Thus, if you get stuck in setting up the conditions noted above, see me and I will attempt to intervene, if necessary, with the political or media professionals to set up your opportunity.)

Research Paper. Pick a *current* issue involving lobbying or the combined use of lobbying and the media—an issue that is not yet resolved. (By the way, that’s almost everything, as few issues in the political arena are ever finally resolved, but some issues are currently in hibernation and thus probably not the best for your purposes here.) This could be:

- An issue you've run across in reviewing past or current copies of *National Journal*, *Congressional Quarterly*, *Roll Call*, the *Washington Post*, or comparable sources.
- An issue taken on by the lobbyist of your business, agency or non-profit. (In this case, much of your research would likely involving interviewing that person and getting written materials with his or her help.)
- An issue getting attention from conflicting opinion editorials (op-ed's), such as the estate tax, Iraq policies, K-12/No Child Left Behind Act, etc.
- An issue entirely of your own choice from another source. Again, state and local issues are just as good as Federal ones for this purpose.

Note: A previous student (excellent) recommends the following Congressional Research Service (CRS) report on sources of information on interest groups and lobbyists. It was still available online as of 6/2/07:

<http://www.senate.gov/reference/resources/pdf/RS20725.pdf>

Your paper should do **all** of the following:

- **Give a brief background summary** account of the issue—what it is, why it is important, how it arose, how it developed over time, and where it is now. Keep this part brief (I'm expecting **not more than 3-5 pages** on this part); this paper is **not** about the issue per se, it's an analysis of how well or poorly the issue is being driven by the lobbying on all the major sides and (in some cases) by the media coverage, and how the major sides could each improve their results in future lobbying and media coverage. This part is just to set up the rest.
- **Give an account of the lobbying** (or combined lobbying and media) **actions taken to influence the issue by the different major parties** to it. Describe how these actions changed over time as the issue proceeded.
- **Give a critique of those actions** using concepts from the course, from books, lectures, discussions, and from your practical experience, both from the experience you gained from the process for the first paper and any other political or media experience you've had in your work life. (Of course, do use concepts from other public policy courses and other sources that make your discussion better, but to grade you fairly, I have to look particularly for what you've learned and can apply from this course.)
- **Give recommendations** for future lobbying, media or joint lobbying-media **actions** to move the issue. Identify the major parties to the issue and **take the different major sides one by one.**
 - If you were party X to the issue, what positive steps would you take to win from this point forward? What attacks would you anticipate from other parties, given actions to date, and what would you do to defend

against them? How would you, as party X, assess your chances of winning, given what you know to date about the facts and about the capacities to take action of party X? Finally, what constitutes a “win” for this party? Is a total victory realistically possible, or will this party need to compromise? If the latter, what are this party’s “must haves” and what can be given away to get an acceptable deal?

- Switch sides and do the same analysis for each of the major parties that have been visible on the issue.
- **Caution:** In this part of the exercise, be very conscious of your own political views on this issue—whom you’d like to see win if this is an issue about which you have decided opinions. As you think about all the major sides to this, you *must* divorce yourself from your personal views. I want you to take the role of the hired advocate, the outside expert. Stay cool. See if you can stay cool enough to figure out how the “bad guys” from your perspective might be smart enough to win. The best lobbyists and media relations people almost always are very capable of “taking the role of the other” and actually having sympathy for the intentions of the other side. That’s an important way they determine what the other side has to have in a negotiation and whether giving them that item is non-vital in order to get their own side’s key goals. If you find that you can’t imagine how the other side(s) could win or how virtuous party X could cut a deal with any of them, *pick another issue*, because you’re too emotionally involved to do well with this one.
- **Much of your grade will come from what you say in the critique and recommendations section.**

Research papers should be between 15-20 numbered and double-spaced pages excluding endnotes (required, or you may use footnotes; notes embedded in the text are NOT ALLOWED and will lower your grade if used), bibliography (required) and appendices if any. **Your research subject and a brief outline of how you will approach it are due at Class 4; your paper is due at Class 13. For this paper in particular, be sure to bring and keep a copy for yourself (as well as enough copies for your small group members),** both because you may be doing your oral presentation that very day and for emergencies. In your presentation, you don’t have to read word for word, which often puts the listener to sleep—although I won’t mark you down if you do. Consider (your choice) either doing bullet points or highlighting key words in your copy, so that you can look up more often, make eye contact, and gauge how you’re doing with your audience. That’s better practice for the working situation.

You will present your paper (c. 20 minutes, including 15 minutes for the presentation itself and up to 5 minutes for Q&A) to the class as a whole during one of the last 3 class sessions. Footnote where you are quoting someone else, and use Strunk and

White (see above) if you have questions about spelling, syntax, grammar, flow of logical presentation, etc.— to all of which I'll attend. Good prose provides a transparent window on the author's meaning; sloppy prose brings the reader up short and makes him or her want to resist your argument. You don't want that from me—or from your boss, or your boss's boss when he or she reads your memos at work. See earlier in this syllabus for more advice on papers. Late papers will normally have their grade reduced one full grade.

Class Schedule and Assignments

Section I: Lobbying

1. June 4
 - a. Topic: Introduction--Where We're Going (course mechanics) and Lobbying Overview; Political Culture, Part I
 - b. Readings:
 - i. *Hardball*, Introduction and Parts I and II (pp. 11-128—but don't be alarmed; these are very short pages.)
 - ii. *Interest Group Politics*, Chapter 17 (pp. 389-411)

2. June 6
 - a. Topic: Political Culture, Part II
 - b. Readings:
 - i. *Hardball*, Parts III and IV (pp. 129-226)
 - ii. *Lobbying Congress*, Case #7, Grazing Fees (pp. 163-71)
 - iii. Course disk, Session 2 materials—issue briefs

3. June 11
 - a. Topic: Congressional Procedures
 - b. Readings:
 - i. *Congressional Procedures*, Preface and Chapters 1, 3, 8,10 and Glossary (129 pp.)
 - ii. *Lobbying Congress*, Case #2, NAFTA (pp. 116-25)

4. June 13
 - a. Topic: Rules (registration, reports, gifts, etc.) and Tools (letters, visits, testimony, coalitions, etc.), Part I
 - b. Readings:
 - i. *Lobbying Congress*, Chapters 1-5, Case #8—Family and Medical Leave, and Glossary (96 pp.)
 - ii. Course disk, Session 4 folder—Dear Colleague and sign-on letters; dos and don'ts for advocacy and elections for 501(c)3 organizations
 - c. Papers: Research paper subject and brief outline of how you'll approach it due at this class.

d. Session: Guest lobbyist will speak for part of the class.

5. June 18

- a. Topic: Rules and Tools, Part II, and Clients (Government, Nonprofits, For Profits, etc.) and Audiences (Congress, White House, agencies, judiciary, etc.), Part I
- b. Readings:
 - i. *Lobbying Congress*, Introduction, Chapters 6-8, and Case # 3, Crime Package (pp. 1-4, 69-100, and 126-34.)
 - ii. *Interest Group Politics*, Introduction (pp. 1-36); pp. 37, 65, 86, 108, 130, and 236; and Chapter 11 (pp. 256-78).

6. June 20

- a. Topic: Clients and Audiences, Part II
- b. Readings:
 - i. *Interest Group Politics*, p. 279
 - ii. *Bureaucracy*, Conclusions for Chapters 3-6, and Chapters 13-16 (pp. 235-312.)
 - iii. Institute of Museum and Library Services reauthorization documents, from the Session 6 folder on the course disk.
 1. NOTE: please **print out the documents relating to this from the disk, read them, and bring them with you to this class** They are designed to print in chronological order; please keep them in that order. These are pretty much all pdfs and therefore may print slowly, but if you do this, you will be well rewarded.
 2. That's because the hard thing about teaching lobbying is not that what lobbyists do is so magical—it's because it often has to be done so quickly and invisibly and on the fly. You don't understand what's going on unless you are there with the lobbyist, reacting to each new problem as it arises. It's like trying to give a verbal account of video game play.
 3. So—here's how we get around that. I've given you the key primary documents for a particular case, and I'm going to walk you through the action by walking through the documents, commenting on new terms as they arise, what's actually happening, what we decided, why some things worked and others did not (even experienced lobbyists guess wrong, just like experienced betters pick the wrong horse), and how things came out.
 4. **Because I'll just be skimming over the documents, you are not going to understand much of what I'm saying if you haven't already read them.** And this case is the one thing you are not likely to find elsewhere: a participant's

account at a level of detail that finally reveals all the key decisions and uses a lot of those terms you've learned. This is where all the instruments come together to make the symphony. It's very down and in, but now you are prepared to understand what's going on.

Section II: Media

7. June 25

- a. Topic: Media Culture
- b. Readings:
 - i. *City Room*, pp. 22-30, 34-7, 50, 55-6, 61-2, 66-9, 72, 77-8, 80, 90-1, 97, 100-103, 146, 149, 153-4, 157-62, 185, 198, 204, 218, 220-1, 223, 228, 231-2, 240-1, 263-71, 293, 304, 329, 341, 344, 347, 349, 353, 355, 360, 362-3, 368, 370-1, 373, 381, 420, 436, and 441.
(Note: this amounts to about 80 pp. I recommend that you read straight through from 22-80 to get a sense of this guy and the story line, but I've required less than that if you are short of time. Each of the pages noted above has at least one idea or term that's useful for our course purposes.)
 - ii. *Lobbying Congress*, Case #5--Bork Nomination (p. 146-53)
- c. Tests: Test 1—Lobbying terms and concepts.

8. June 27

- a. Topic: Media Relations Devices (Interviews, releases, press conferences, etc.)
- b. Readings: (All in the Session 8 folder on the course disk except for item iv. below.)
 - i. AAM Communications Kit section (24 pp)
 - ii. Actual media inquiry, with response script and backup (c. 3 pp)
 - iii. Case example: Nazi-Era Provenance Internet Portal press conference package and planning documents (c. 20 pp)
 - iv. *The Press Effect*, Introduction (pp. xi-xvii.)
- c. Papers: Lobbying Visit Paper due

9. July 2

- a. Topic: The Media's Relations with Other Political Actors (the media and Congress, the agencies, the White House, etc.), Part I
- b. Readings:
 - i. *Governing with the News*, Introduction (pp. 1-16); pp. 17-19; Conclusions for Chapters 2 (pp. 36-7) and 3 (pp. 59-60); pp. 61-2; Conclusion for Chap. 5 (pp. 110-15); pp. 117-19 and 187-92 (author's recommendations.)

- ii. *Media Power*, Chapter 12 (pp. 265-90—compare this with *Governing with the News*), and Chapters 1-2 (44 pp.); Conclusions of Chapters 3 (pp. 62-6) and 5 (pp. 111-113.)
10. July 4 (Readings but no session—GMU holiday observance)
- a. Topic: The Media’s Relations with Other Political Actors, Part II and Case Study: Preempting a Bad Situation
 - b. Readings:
 - i. *Media Power*, Chapters 6 (pp. 119-37) and 9 (pp. 181-202)
 - ii. American Association of Museums’ *Code of Ethics for Museums* and *Guidelines on Borrowed Objects*. (Both are available for downloading at www.aam-us.org under “Resources.”)

Section III—Media Coordinated with Lobbying

11. July 9
- a. Topic:
 - i. Two Case Studies
 - 1. Research, Grassroots and Warring Sound Bites—The Gifts of Appreciated Property Fight
 - 2. Roasting the Clinton Health Proposal—Harry and Louise in Their Kitchen, and
 - ii. The Evolving Elections and Lobbying Situation: McCain/Feingold, the Rise of Section 527 Organizations and the Decline of Parties—Issue Advocacy and Lobbying by Generating Election Media, Part I
 - b. Readings:
 - i. The materials for the two case studies are in the Session 11 folder on the course disk.
 - ii. *Lobbying Congress*, Case # 1, Health Care Reform (pp. 104-15)
 - iii. *Interest Group Politics*, pp. 301 and 366, and Chapters 8 (pp. 182-211.) and 9 (pp. 212-34)
 - c. Tests: Test 2—Media concepts and terms
12. July 11
- a. Topic: The Evolving Elections and Lobbying Situation, Part II.
 - b. Readings:
 - i. *Interest Group Politics*, Chapters 7 (pp. 157-81) and 19 (pp. 433-54.)
 - ii. Materials in the Session 12 folder on the course disk.

Section IV—Research Paper Presentations.

Note: the readings are deliberately light to allow the bulk of the time for presentation and discussion of your research papers.

13. July 16

- a. Topic: Two Cases—Research as a Means of Guiding Action, and Gaining Credibility, with Both Legislators and the Media.
- b. Readings:
 - i. The Session 13 folder on the course disk contains the handouts on commissioned research about public attitudes toward museums and toward different major sources of information (c. 15-20 pp.)
- b. Papers: Research papers due at this class; oral presentations begin.

14. July 18

- a. Topic: Case—Using the News and Campaign Contributions in an Internal Media Fight.
- b. Readings:
 - i. *Lobbying Congress*, Case #4, Cable TV Reregulation (pp. 135-45)
- b. Papers: Oral presentations of research papers continue.

15. July 23

- a. Topic: Case--The Grassroots Grannies
- b. Readings:
 - i. *Lobbying Congress*, Case # 6, Catastrophic-Costs Coverage (pp. 154-62.)
- c. Papers: Oral presentations of research papers conclude.

I. Students with Special Needs. If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

II. Policy of Plagiarism of the School of Public Policy. The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another's words or ideas presented as one's own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one's professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance

policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (eg. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it. (<http://www.gmu.edu/facstaff/handbook/aD.html>)