

**PUAD 649 001**

**DRAFT**  
**IN-PERSON COURSE**



***CRN: 78751***

***Course/Section: PUAD 649 001***

***Course Title: Advocacy and Lobbying***

***Meeting Pattern: Wed 7:20 pm - 10:00 pm***

***Campus: Arlington***

**Syllabus**

Fall Session - 2025

August 25 – December 8

**Class begins 8/27- ends 12/3**

Instructor:

**Dr. David K. Rehr**

Professor

Telephone:

703-819-9396 (m)

Email:

[drehre@gmu.edu](mailto:drehre@gmu.edu)

Office: 30 Minutes before class

Office Hours:

By appointment before scheduled class or Zoom

### **Communication:**

The best way to connect is via email. You can expect a response within 24 hours, but often within a matter of minutes, depending on schedules. You can also make an appointment before/after class.

### **Course Commitment to Diversity and Inclusion**

GMU and Dr. Rehr have a public commitment to foster and encourage diversity and inclusion. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be voiced, heard and respected.

### **Mandatory Class Attendance:**

The expectation for the class is that regular attendance and is required. Any student missing a class must contact Professor Rehr prior to the beginning of the class. Unauthorized absence(s) may be reflected in the final course grade. Students should be prepared for each class, having read the required readings, and anticipate potential questions about the material.

### **Use of Electronic Devices During Class:**

Use of electronic devices during class is discouraged, except for laptops needed for online learning.

### **Recording Class Lectures and use of social media:**

Publicizing course material, comments, or comments of the professor and/or guest speakers on social media is not permitted. The only exception is the posting of pictures (no video or audio) if desired by the Professor. This will allow free and unencumbered discussion and exchange of ideas. Professor Rehr may grant exceptions under unusual and exceptional circumstances.

### **Course Evaluation:**

At the end of the semester, students will be given the opportunity to evaluate the online course. It is very important that you take the time to complete an evaluation.

## **Class Expectations:**

This class will consider policies, perspectives on ‘power’ and value-laden issues when discussing interest groups, lobbying and the political process. Students are encouraged to engage in respectful and engaging debate. Professional courtesy and appreciation for all points of view are essential to becoming a success in Washington, DC, or wherever your career takes you, even when you meet someone who may hold contrary strong personal principles or convictions. Seeing the world from a 360-degree perspective allows leaders to make the best decisions for the client, organization, or political position he/she represents.

## **Academic Standards**

Academic Standards exist to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one’s work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, coauthored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one’s own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies.

[The process for reporting, investigating, and adjudicating violations is outlined in the university's procedures here.](#) Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

**Student responsibility:**

Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

**Accommodations for Students with Disabilities**

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit the [Disability Services website](#) for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu). Phone: (703) 993-2474.

**Student responsibility:**

Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor in advance of any relevant class meeting, assignment, or exam.

**FERPA and Use of GMU Email Addresses for Course Communication**

The Family Educational Rights and Privacy Act (FERPA) governs the disclosure of education records for eligible students and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

**Student responsibility:**

Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

**Title IX Resources and Required Reporting**

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential**

employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the “Complainant”) will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see University Policy 1202: [Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to [TitleIX@gmu.edu](mailto:TitleIX@gmu.edu), by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

#### **Student opportunity:**

If you prefer to speak to someone confidentially, please contact one of Mason’s confidential employees in [Student Support & Advocacy \(SSAC\)](#), Counseling and [Psychological Services \(CAPS\)](#), [Student Health Services \(SHS\)](#), and/or the [Office of the University Ombudsperson](#).

### **Course Description and Overview**

The course is designed to provide students with an understanding of interest groups, their historical & legal background, lobbying history and tools, and the political process at all levels of government. Students will also gain some practical skills and insights necessary to succeed in government advocacy. The goals of this course are to review how citizens exercise the First Amendment right to petition their government and redress grievances, form interest groups, their internal organization, understand how to effectively lobby on behalf of a cause, review some of the laws and regulations affecting lobbying, and view the competitive landscape of public policy through politics. The seminar course format may also touch upon advocacy before the Executive Branch, Judicial Branch, and State & local government, if possible, as it relates to advocacy & lobbying.

The course may include online guest lecturers from interest groups, congressional staff, individuals, and former Executive Branch officials who will share their perspectives on advocacy, and how advocacy & lobbying has impacted the creation of laws and regulations. It is the goal of this course to effectively train students in all the essential ideas necessary to understand advocacy, lobbying, and what part each plays in the American political process.

### **Course Requirements**

Students are expected to participate in class and complete assignments on time and within guidelines, and finish assigned readings before class when due, and email /upload the final

project at the end of the course. Papers will be accepted via Blackboard and please mark them by Assignment, aka ASSIGNMENT #1, ASSIGNMENT #2, etc.

## **Student Learning Outcomes**

After taking this course, students will be able to:

- Understand the formation and organization of interest groups, and their role in advocacy/lobbying
- Explain the various types of interest groups and their motivations for lobbying.
- Describe the constitutional origins of lobbying.
- Explain the development of modern lobbying.
- Understand and describe the various lobbying tools special interests use to succeed.
- Grasp how special interest "influence" really works.
- Understand success from an interest group perspective.
- Ascertain how politics interact with the entire process.

## **Grading:**

This is a graded course. The final percentage will be determined by the following percentage

- 60% will be based upon total points available through written assignments – long papers and short papers (see page length in assignment and valuations)
- 10% Final PowerPoint
- 20% through active class participation; and
- 10% for class participation

## **Assignments and Valuation:**

Additional detail about each assignment will be provided via canvas and/or email. Below provides the name of each topic, the learning objective addressed, due date, and the maximum number of points available to the student.

- All assignments denoted as **long paper** should be a minimum of 5 pages long (double spaced)
- All assignments denoted as **short paper** should be no more than two pages long (double spaced)
- Details on all semester assignments will be given out in class or emailed to you via your GMU email account.
- Maximum Credit for **short paper** will only be given for quality, not quantity.

Assignment	Learning Objective(s) Addressed	Due Date	Weight (Total points)
<b>Short Paper:</b> Conversation Clues on a Member of Congress	Students will exercise the professional skills expected of members of the advocacy & lobbying profession.	Before 4 pm on September 5.	10
<b>Short Paper:</b> Reflect on your personal strengths and weaknesses as an advocate, in relation to emotional intelligence and leadership theories.	Students will exercise the professional skills expected of members of the advocacy & lobbying profession.	Before 4 pm on February 12.	10
<b>Short paper:</b> Choose a Special Interest Group with which you <u>disagree politically</u> : Describe how it was formed, what it advocates, how it operates, and what lobbying results it has achieved.	Students will better understand the motivations of citizens engaged in the lobbying process.	Before 4 pm on September 24.	5
<b>Short paper:</b> Choose a Special Interest Group, <u>which mirrors your political philosophy</u> , and describe how it was formed, what it advocates, and what lobbying results it has achieved.	Students will better understand the motivations of citizens engaged in the lobbying process that may have similar viewpoints. Students will learn about specific groups or organizations they are interested in engaging.	Before 4 pm on October 1.	5
<b>Long Paper:</b> Choose a state or federal elected official and explain how he/she won their election campaign.	Experience dynamics involved with elections and how the experiences may impact the opinions held by elected officials.	Before 4 pm on October 22.	10
<b>Short Paper:</b> Choose an issue that you believe is not being treated fairly in the media. Explain why you believe there may or may not be <b>bias</b> .	Students will learn 'firsthand' how media can influence interest groups and political behavior. Students will build on ability to be an objective observer.	Before 4 pm on October 29.	10

<b>Long paper:</b> Select a public policy issue that multiple special interest groups support. Choose a minimum of five groups, explaining their reasoning, and list one advocacy strength each group brings to the issue.	Students will become more familiar with lobbying tools used by professional lobbyists at all levels of government.	Before 4 pm on November 12.	10
<b>PowerPoint/Video:</b> Choose an interest group, and the tools used by them, and explain the importance as it relates to the political process. Power Point presentation required. The PowerPoint/Video needs to be a minimum of 4 minutes. The exact assignment will be distributed approximately three weeks before the due date.	Enhance oral advocacy skills through successful completion of final presentation before professor and peers.	PowerPoint is ready to present on December 3.	10
<b>Class Participation</b>  <b>Active engagement &amp; Participation</b>	Active engagement in class discussion and providing input on public policy issues throughout the class. <u>All students must be present for final presentations or participation points will be deducted.</u>	Engagement Viewed throughout the course.	30

### Grading Percentages:

A+ - 100-98%  
 A - 97 - 94%  
 A- - 93 - 90%  
 B+ - 89 - 85%  
 B - 84 - 80%  
 C - 79 - 75%  
 D - 74 - 69%  
 F - Percentage below 69%

### Required Reading:

- Reis, Al, and Trout, Jack, Positioning: The Battle for your Mind, January 2001, (McGraw-Hill: New York 2001) or 25th Anniversary Edition.
- Stephanie Vance, The Influence Game: 50 Insider Tips from the D.C. Lobbying World that will get You to Yes, (John Wiley & Sons: New Jersey) 2012.



- Franklin, George, A Feeding Frenzy in Washington, FDA Books, 2023, pp. 1-192
- Rehr, David, eBook, “Cutting Through Congressional Clutter: Proven Ideas and Tips to Gain Influence and Be Heard,” August 2018. Available at the Center for Business Civic Engagement ([www.cbce.gmu.edu](http://www.cbce.gmu.edu)) for no charge. Look under Research/Publications Tab.

### **Supplemental:**

- Grossman, Matt, The Not so Special Interests, Interest Groups, Public Representation, and American Governance, (Stanford University Press: California), 2012.
- Luntz, Frank, Words that Work: It’s Not What You Say, It’s What People Hear, Chapter 1, The Ten Rules of Effective Language,” (Hyperion: New York), 2007.  
Dr. Rehr will provide reading.
- Rehr, David, eBook, “Eight Traits of an Exceptional Association CEO,” 2017.
- Rehr, David, eBook, “Creating the Right Association Culture, 2017.

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

\*The instructor(s) reserves the right to alter course content and/or adjust the pace to accommodate class progress and the availability of guest lecturers. All guest lecturers mentioned are tentative and subject to their availability. Students are responsible for keeping up with all adjustments to the course calendar.

Each class will focus generally on one topic. Expect to participate in the whole class for each class session. Time adjustments may be made on syllabus topics.

### **Fall 2025 Course**

### **August 27**

**Class #1 – Course Overview – Do Special Interests Impact Law and Regulations? What roles do Lobbyists Play?**

### **Topic and Content Covered**

Introductions  
Learning expectations  
Syllabus review

### **Learning Objectives Addressed**

Students will demonstrate an understanding of research, oral advocacy, negotiation, and problem solving.

### **Required Reading:**

James Madison, Federalist No. 10.

### **Class Questions and Discussion Issues**

What are student and professor expectations for class?

How should laws be made?

What do you think lobbyists Do and not do?

Is it ethical to influence Congress, State Government, or Local Government?

How do we decide good public policy issues from bad public policy issues?

How to we manage, organize, solicit, interpret, and act on the perspectives of 200 million Americans?

### **September 3**

**Class #2 – What are special interest groups? How do they organize and what are their objectives?**

#### **Topic and Content Covered**

How interest groups are organized

Different types of groups

How does economics play into interest group formation and advancement

Examples of prominent groups

Determining their mission

The case history of the Digital television transition explains a successful interest group/private/public sector partnership

How the DTV campaign was understood and framed in the minds of the various constituencies

#### **Lecture Objectives Addressed**

Questioning motivation behind interest groups

Membership vs publicly financed interest groups

### **Required Reading**

None

### **Class Questions and Discussion Issues**

What are some of the least and most popular interest groups you are familiar with or are a member?

What do you like about interest groups and what do you dislike?

### **September 10**

Class #3 - The historical foundation of interest groups and lobbying

### **Topic and Content Covered**

Origin of ability of citizens to redress the government

Historical construct of influence

Founding Fathers' view of special interest groups

### **Learning Objectives Addressed**

Students will understand basic principles of the U.S. Constitution, Economic Foundations, Ethics and Professional Responsibility.

Students will be able to apply basic economic concepts to the law.

### **Required Reading:**

Resolutions of the Continental Congress (1 page)

[Examination of Dr. Benjamin Franklin in the House of Commons](#)

The Constitution of the United States of America, First Amendment.

### **Class Questions and Discussion issues:**

What were the conditions that led to allowing citizens to redress their grievances before government?

What conditions are needed for Madison's view on interests to work correctly?

Would the Founding Fathers be surprised by today's advocacy environment?

### **September 17**

**Class #4 – Why do we cover emotional intelligence and authentic leadership? Why is it important to this course? How does this benefit our understanding of Interest Groups, Lobbying, and public policy?**

**Topic and Content Covered**

Understanding how to assess our authentic leadership  
Looking at emotional intelligence as a vehicle for personal success with interest group involvement, lobbying, and impacting the political process.

**Learning Objectives Addressed**

Students will demonstrate an understanding of their strengths and challenges with respect to political leadership and activism.

Students will be able to better understand their unique narrative that will help them to more successful in their professional life.

**Required Reading:**

Goldman, Daniel, What Makes a Leader?" Harvard Business Review, January 2004.

George, Bill, Peter Sims, Andrews N. McLean, and Diana Mayer, Discovering Your Authentic Leadership, Harvard Business Review, February 2007.

**Class Questions and Discussion issues**

**Why is it important we understand being an Authentic Leader?**

**What are the elements of emotional intelligence?**

**Why is this leadership lesson important to our success in dealing with interest groups, lobbyists or impacting public policy?**

**September 24**

**Class #5 – How does the media cover the U.S. Congress and what impact does that coverage have on Interest Group advocacy efforts?**

**Topic and Content Covered**

Media coverage of the U.S. Congress  
Insights on building relationships with media outlets  
Impact of media coverage on advocacy efforts

### **Learning Objectives Addressed**

Students will demonstrate an understanding of research, analysis, oral advocacy, and problem solving.

### **Required Readings:**

None

### **Class Questions and Discussion**

Are there formal and informal rules on dealing with the media?

How does media coverage propel advocacy efforts?

Can you trust the media to tell the right story?

### **October 1**

Class #6 – What is the marketplace for public policy ideas?

### **Topic and Content Covered**

The competitive marketplace for advocacy

### **Learning Objectives Addressed**

Students will demonstrate an understanding of research, oral advocacy, negotiation, and problem solving.

Students will be able to apply basic economic concepts to advocacy and lobbying.

### **Required Reading:**

Rehr, David, eBook, Cutting Through Congressional Clutter: Proven Ideas and Tips to Gain Influence and Be Heard, August 2018.

### **Class Questions and Discussion issues**

What is the motivation for lobbying?

How do you determine the competition's strengths and weaknesses in advocacy?

What are important criteria you should always consider when viewing advocacy competition?

How do you get noticed as a lobbyist?

Does advocacy and lobbying competition exist at the state and local level? What would be an alternative system?

### October 1

**Class #7 – Where does Congress go for information? What does a day look like for a Member of Congress and/or their staff?**

#### Topic and Content Covered

Presentation of THE CONGRESSIONAL COMMUNICATIONS REPORT, updated findings

#### Learning Objectives Addressed

Students will demonstrate an understanding of research, analysis, oral advocacy, and problem solving.

#### Required Reading:

None

#### Class Questions and Discussion Issues:

Where do congressional staffs look for information?

What sources of information do congressional staff's value?

Do lobbyists and congressional staff view some sources of information differently?

What are the advantages to a lobbyist if he/she knows where congressional staffs look for information?

### October 8

**Class #8 – How Interest Groups leverage research to advance public policy?**

#### Topic and Content Covered

Why survey research is important in legislative advocacy  
Discovering the strengths/weaknesses of your adversaries  
Using "Thomas" as a lobbying tool

### **Learning Objectives Addressed**

Students will demonstrate an understanding of research, analysis, oral advocacy, and problem solving.

### **Required Readings:**

None.

### **Class Questions and Discussion Issues:**

What kind of research should lobbyists consider using?

How does a lobbyist differentiate research in promoting a public policy?

Does packaging of information matter to Elected Officials and/or staff?

**THERE WILL BE NO CLASS ON OCTOBER 15 BECAUSE OF FALL BREAK**

### **October 22**

Class #9 – Why do Interest Groups need to understand the culture and rules of the U.S. Congress to be successful? And what is the importance of choosing the ‘right words’ to impact public policy?

### **Topic and Content Covered**

How the House and Senate operates  
The culture of the equal but not so equal institutions  
How elected leaders view their constituents  
How to think about branding your legislative campaign  
The importance of how to frame issues  
Discussion of various legislative ‘frames’ and models

### **Learning Objectives Addressed**

Students will demonstrate an understanding of research, analysis, oral advocacy, and problem solving.

### **Required Readings:**

Dr. Frank Luntz, *Words that Work: It's Not What You Say, It's What People Hear*, Chapter 1, *The Ten Rules of Effective Language*, (Hyperion: New York), 2007, pp. 1- 33. Dr. Rehr will provide to class.

### **Class Questions and Discussion Issues**

Is the Senate more complex than the House in advancing legislation?

Do elected leaders' personalities play a significant role in advocacy?

How do Senators and House members interact?

How Members/congressional staffs see the world?

Why do words matter?

Is there a balancing act between using the 'right words and authenticity in public policy?

### **October 29**

Class #10 – How to view Interest Group money in politics? Is there too much or too little?  
Does Interest Group money impact election outcomes?

### **Topic and Content Covered**

What real role does money play in the public policy process  
Are campaigns influenced by contributions  
What is the research and reality of campaign support  
How would individuals get elected without campaign contributions  
What campaign finance reforms, if any, should be considered

### **Learning Objectives Addressed**

Students will demonstrate an understanding of research, analysis, oral advocacy, and problem solving.

### **Required Reading:**

[Campaign Finance Reform](#)

[Is Money in Politics a Problem?](#)

### **Topic and Content Covered**

The role of money in politics  
Is it a tool for influence



Leveraging money as an advocacy tool  
Various campaign finance reform ideas and their impact  
Changing the competitive “Interest Group” playing field

### Class Questions and Discussion Issues

Does money play a role in Influence Group influence?

What is the best least imperfect system of electing our leaders?

How do you create a level playing field among interest groups with campaign finance reform?

Are calls for campaign finance reform authentic or do Interest Groups just want to change the balance of available tools?

Do we recognize the imperfect status of elected leaders, while still preserving freedom of speech in our current campaign finance system?

### November 5

Class #11 – What advocacy tools are being used by Interest groups to influence the Congress (Part 1)?

### Topic and Content Covered

How research is being used in advocacy  
The importance of building personal relationships  
What is a public policy coalition  
Creating multi-member coalitions  
Following practical rules for successful coalitions  
Mobilizing constituents back home to deliver the right message  
Available internal U.S. Congress resources

### Learning Objectives Addressed

Students will demonstrate an understanding of research, analysis, oral advocacy, and problem solving.

### Required Reading:

Stephanie Vance, The Influence Game: 50 Insider Tips from the D. C. Lobbying World that will get You to Yes, pp. 1- 155.

Franklin, George, A Feeding Frenzy in Washington, FDA Books, 2023, pp. 1 - 100.

### Class Questions and Discussion Issues

How do you build relationships with members of Congress and staff?

Do most coalitions follow the 80/20 rule? How do you keep them focused on your legislative priorities?

Which internal congressional resources are most used by Members of Congress and their staffs?

What are the challenges to effective 'grassroots' engagement with Members of Congress?

How does social media impact constituent engagement?

### November 5

Class #12 – What advocacy tools are being used by interest groups to influence the Congress? (Part 2)

#### Topic and Content Covered

The importance of external visibility (Capitol South Metro, Building signs, etc.)  
Effective Washington Fly-in's  
Earned media in advocacy

#### Learning Objectives Addressed

Students will demonstrate an understanding of legal research, legal analysis, oral advocacy, negotiation, and problem solving.

#### Required Readings:

Franklin, George, A Feeding Frenzy in Washington, FDA Books, 2023, pp. 101 - 192.

[Best Practices for "Washington Fly-Ins"](#)

#### Class Questions and Discussion Issues

Does external visibility impact successful advocacy?

How can so-called 'Fly-In's' become more effective and what should be done?

How do you build relationships with media outlets to advance your advocacy efforts?

### November 12

Topic #13 - What institutional advocacy tools are being used by interest groups to influence the Congress? (Part 2)

### **Topic and Content Covered**

What internal organizations are used by lobbyists to advance public policy  
How do Congressional caucuses fit into the lobbying picture  
What are some practical examples of penetrating these institutions  
How does using internal institutions assist the credibility of your policy efforts

### **Learning Objectives Addressed**

Students will demonstrate an understanding of research, analysis, oral advocacy, and problem solving.

### **Required Readings:**

Al Ries and Jack Trout, Positioning: The Battle for Your Mind, pp. 1- 110.

### **Class Questions and Discussion Issues**

How do I find them and make the approach?  
What kind of value can I bring to these organizations  
Who controls the direction and pays for these organizations

### **November 19**

**Class #14 – Positioning your Interest Group Organization and Differentiation of your public policy issue: Practical considerations?**

### **Topic and Content Covered**

How to think about your Interest Group  
Reviewing a check-off list of determining your influence  
How do you stay ‘top of mind’ with Elected Officials

### **Learning Objectives Addressed**

Students will consider how to remain ethical to their individual values, while they impact public policy through lobbying.

### **Required Reading:**

Al Ries and Jack Trout, Positioning: The Battle for Your Mind, pp. 110-224.

Stephanie Vance, The Influence Game: 50 Insider Tips from the D.C. Lobbying World that will get You to Yes., pp. 155-171.

### Class Questions and Discussion Issues

How do you measure general Interest Group influence

Why is it important to remember Lord Acton's phrase, "Power Corrupts and Absolute Power Corrupts Absolutely"

Are there simple things that can make you a more effective Interest Group Advocate?

Are there formal and informal rules on dealing with the media?

How does media coverage propel advocacy efforts?

Can you trust the media to tell the right story?

### November 19

Class #15 Where do I (students) see the future of the government?

What still works and what might be changed? Dr. Rehr will send the class a series of questions and students will be asked to respond and agree/disagree with their colleagues. The questions will be distributed prior to the class.

THERE WILL BE NO CLASS ON NOVEMBER 26 AS THE UNIVERSITY IS CLOSED DUE TO THE CELEBRATION OF THANKSGIVING

### December 3

Class #16 – What did I learn from my studies? (Discussion on Final presentations)

Students will share the findings and lessons learned from the course and their final PowerPoint assignment.