



Department of Planning, Public Policy and Management  
School of Architecture and Allied Arts

**PPPM 407/507: Lobbying and the Legislative Process**  
Spring 2022 (CRN 34879/34920)

**Class:** Gerlinger 248  
5:00 PM – 6:50 PM

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Office Hours: By appointment

**COURSE DESCRIPTION**

This course is designed as a seminar to introduce students to the legislative process and the role of lobbyists in legislative advocacy and policymaking. The course will offer students a fundamental overview of the processes and steps for the enactment of legislation, the way legislative texts and legislative history are important, and the connection between lobbyists, legislation and the creation of public policy. In addition, students may be directly exposed to lawmaking in action by viewing or attending legislative hearings at the Oregon Legislature, the City Council, or County Commission meetings, potentially setting up meetings with state legislators/councilors/commissioners and interacting with lobbyists who advocate before the state legislature. Through practical exercises, students will develop skills in conducting policy analysis as background for lawmaking, drafting written testimony, and making oral presentations to legislative committees. This class is particularly appropriate for students who want to enhance their exposure policy and law making.

**STUDENT LEARNING OUTCOMES**

1. Students will develop an understanding of the state and local law-making process.
2. Students will develop an understanding about the role of a lobbyist in the state law-making process.
3. Students will be able to evaluate an issue and prepare clearly written and succinct oral testimony.
4. Students will be able to write professional summaries of issues in the legislative process.

## **COURSE STRUCTURE**

### **Textbook and Readings**

Guide to State Legislative Lobby, Robert L. Guyer, Engineering THE LAW, Inc, 2003 Ed (although any edition is fine.)

Readings—Assignment to be named later.

### **Optional Supplementary Readings:**

Each seminar will have required and optional reading to prepare for hands-on activities during the class periods. These readings may be different for each group of students for particular class sessions. Readings will be posted minimally a week in advance of the class date.

### **Assignments and Course Grades**

The course grade will be based on the following components:

- Written assignments including legislative concept (15%), lobby strategy (15%), white paper (15%), and one-pager (15%).
- OLIS Review assignments (10%)
- Weekly in-class quizzes (15% total)
- Mock Public Hearing presentation (15%)

### **Policies Related to Turning in Assignments**

Electronic vs. Hard Copy: Unless otherwise stated, all assignments must be turned in via electronic submission in a Word format through Canvas.

Late Assignment Policy: Unless otherwise stated, late assignments can be turned in within a week of the due date for half credit. Assignments that are more than a week late will receive a zero.

### **Grading Scale**

The grading scale follows higher education convention (e.g. 93+ = A, 90-92 = A-, 87-89 = B+, etc.).

## **CLASSROOM DETAILS AND ACADEMIC POLICIES**

### **Course Website**

The course website is located on the University of Oregon's Canvas system. The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course website frequently for updates.

## **Classroom Policies**

- **Environment:** To create a classroom in which everyone is comfortable expressing his/her opinions and perspectives, please approach the contributions of others with both an open mind and a willingness to question one's own assumptions and biases.
- **Laptops/phones/tablets:** The use of laptops, tablets, or phones/smartphones during lecture is **required** for access to canvas and retrieving information during class time. Please make sure you have a functioning laptop/tablet/smart phone during class.

## **Professional Practice**

You are expected to behave in a professional manner at all times.

- All students should treat one other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- Some of the topics discussed in class will be controversial—please remember to be aware that others may or may not agree (or even may not have an opinion) with something you are passionate about. Try to practice a skill that is important to lobbyists and remain respectful and courteous.

## **Email**

I will try to respond to all email within 48 hours of receiving them.

## **Missed Class Policy**

This will be a hand-on, activity-based class. There will be a great deal of working, re-working, and presenting to peers. Missing a class will be difficult to make-up. There are only nine class meetings and attendance will be taken each class. This class is not recommended for someone who will have regular conflicts.

## **Missed Assignments / Exams**

Make-up exams or extensions on assignment deadlines will be allowed only in the case of a documented emergency or documented serious illness. Arrangements must be made to take an exam early when absences are required due to approved university activities.

## **Policy on Assigning an Incomplete Grade**

You are expected to turn in all assignments at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

## **Academic Misconduct**

Academic misconduct is prohibited and includes, but is not limited to, tampering with grades, resubmitting assignments for more than one class, cheating, plagiarism, fabrication, and furnishing false information. Please see the Dean of Student's web site for the complete

definition of academic misconduct. You are responsible for ensuring that your actions do not constitute academic misconduct. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with the instructor before committing or attempting to commit the act. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

### **Violations of Course Policies**

Students who fail to adhere to the guidelines described in this section may receive an F for the course and may be subject to additional penalties from the Department or the University.

## **OTHER INFORMATION**

### **Writing Lab**

If you would like to improve your writing skills, I strongly encourage you to use the services of the Writing Lab. The Writing Lab is available online at [owl.uoregon.edu](http://owl.uoregon.edu).

### **Documented Disabilities**

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible and should request that the Counselor for Students with Disabilities send a letter verifying the disability.

### **Workplace Harassment Prevention**

I support Title IX and have a duty to report relevant information. The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity. The University Health Center and University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students. UO employees also have a duty to report child abuse. All UO employees are required to report to appropriate authorities when they have reasonable cause to believe that any child with whom they come in contact has suffered abuse or any person with whom they come in contact has abused a child.

### **Inclusion Statement**

The School of Architecture and Allied Arts is a community that values inclusion. We are a committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you.

## COURSE SCHEDULE

Below is a tentative outline of the course sessions with assigned readings. Dates may change. Please rely on the class Canvas account for up-to-date information on the class schedule.

<u>Date</u>	<u>Topic</u>	<u>Text Reading</u>	<u>Supple- mental Activity</u>	<u>Due</u>
March 28	<b>Course Introduction</b> <b>Lobbying and the legislative process</b>	Guyer Chapter 1, 6		
April 4	<b>Developing a Legislative Concept</b> <b>Working with Stakeholders</b> Develop a Legislative Concept	Guyer Chapters 2, 3, 4	Assignment 1 (Bill Review)	
April 11	<b>Contract Lobbyist/Negotiating</b> <i>Group work—Peer Evaluation of Legislative Concept</i>	Guyer Chapter 4, 5		Draft Leg Concept ( <i>Group</i> ) Bill Review ( <i>Individual</i> )
April 18	<b>Allies and Opponents</b> Betsy Boyd, Associate Vice President for Federal Affairs Kimberly Koops, Associate Director, Advocacy <i>Begin developing Lobbying strategy</i>	Guyer Chapter 4, 5		Leg Concept Final
April 25	<b>Remote/Zoom</b> <b>Lobbying—Visits</b> <i>Remote Group work—Peer Evaluation of Lobby Draft Strategy</i>	Guyer Chapter 5		Draft Lobby Strategy
May 2	<b>Lobby Strategy</b> <b>One Pagers and White Papers</b> Dan Straus, Seattle City Councilor/ PPPM graduate	Guyer Chapter 7	Assignment 2 (Bill Review)	Lobby Strategy
May 9	<b>Working with Committees</b> <i>Group work—Peer Evaluation of One-pager and White Paper</i>	Guyer Chapter 8, 9		Draft White Paper and One- pager ( <i>Group</i> ) Public Hearing Review Questions ( <i>Individual</i> )
May 16	<b>Review Hearings</b> Guest Speaker: Alex Cuyler, Lane County Intergovernmental Relations	Guyer Chapter 9		White Paper and One- pager
May 23	<b>Mock Public Hearing</b> —Public Hearing Testimony (Final)			Oral Testimony
May 30	No Class—Memorial Day			