

PSCI 6160: Interest Groups

Dr. Ashley English
Ashley.English@unt.edu
136 Wooten Hall
Virtual Office Hours: TR 3:30-5:00 PM

Fall 2020
Thursdays
6:30-9:20 PM
Remote

COURSE DESCRIPTION AND OBJECTIVES

Participation is often cited as a crucial part of democratic citizenship, and since the founding, many have traditionally assumed that American citizens naturally join and form groups to advance their political interests. This class will examine those assumptions by proceeding in three parts. In the first part of the course, we will discuss key theories and concepts in the interest groups literature, focusing on how interest groups are defined, how they are formed, and how they are maintained. During this part of the course, we will also examine how interest groups are both similar to and different from social movements. Next, in the second part of the course, we will study interest groups in action by analyzing how they participate campaigns and elections, attempt to influence the three branches of government, and represent members of marginalized groups who are often left out of the formal institutions that make up the American government. Finally, the third part of the course will focus on normative concerns about the role of interest groups in American government. In this section, we will use the theory of pluralism as an entry point for our discussion. What do pluralists say about the role of interest groups in American government? Are they right? What are some of the common critiques of the pluralist approach and the American interest groups system? In all three portions of the course, we will read and discuss a wide range of literature from political science, sociology, history, and policy studies. The studies we read and discuss will also rely on a wide array of approaches, including qualitative, quantitative, interpretive, and theoretical methods. This diversity of approaches reflects the multi-faceted and interdisciplinary nature of research on interest groups and social movements.

At the end of this course, you will be able to:

- Synthesize the foundational literature on interest groups in American politics
- Evaluate and analyze how and why interest groups and advocacy organizations form and why people do (or do not) join them.
- Evaluate and analyze how interest groups and advocacy organizations differ from social movements.
- Evaluate and analyze how interest groups and advocacy organizations influence members of Congress, executive agencies, and the Supreme Court.
- Evaluate and analyze the theory of pluralism (and critiques of it) and explain what it contributes to our understanding of the role of interest in American politics today.
- Evaluate and analyze biases in the American interest group system
- Conduct a study that answers an original research question about interest groups in American politics.

COURSE FORMAT AND REMOTE MEETINGS

This course takes place 100% online. Each class session will consist of a graduate student-led mini-lecture on the readings followed by class discussion of the readings. Each class will conclude with a reflection activity designed to clarify concepts that are unclear, spur thinking about future research ideas, and/or develop lesson plans for future undergraduate courses. This class is designed to provide you with a foundation on the literature on interest groups in American politics. It will also position you to conduct your original research on American interest groups and to teach courses on interest groups in the United States.

Class will meet synchronously at our regular Thursday 6:30-9:20 PM time on Zoom. I am holding class meetings at our regular time to provide students with some opportunity have to interactions with each other and to ask questions in real time. Since class will meet synchronously online, my expectation is that students will “attend” class and participate in discussions using Zoom. To that end, if you have a webcam, I ask that you keep the webcam on during our class sessions. I also encourage you to familiarize yourself with Zoom’s interactive features, including the chat box, breakout rooms, and the “raise hand” option. If you are not familiar with Zoom, more information is available to help you get started with it at: <https://online.unt.edu/learn>. I recommend using Firefox to access Zoom, as it gets glitchy in Google Chrome and Safari.

Given the pandemic, I realize that many of you may need greater flexibility than usual right now, so I will record class sessions and post them on Canvas after class in case you cannot make our regular class meetings due to illness.

Recordings of class meetings will also be posted on Zoom after class. To access those, go to Canvas and click on “Zoom” in the menu to the left of the screen.

CLASS RECORDINGS

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

COURSE MATERIALS AND READINGS

Required Books

Baumgartner, Frank and Beth Leech. 1998. *Basic Interests: The Importance of Groups in Politics and Political Science*. Princeton, NJ: Princeton University Press. ISBN: 9780691059150.

Lowery, David and Holly Brasher. 2011. *Organized Interests and American Government*. Long Grove, IL: Waveland Press. ISBN: 9781577667292.

Olson, Mancur. 1965. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press. ISBN: 9780674537514.

Schattschneider, E.E. 1960. *The Semi-Sovereign People: A Realist's View of Democracy in America*. Boston, MA: Wadsworth. ISBN: 9780030133664.

Strolovitch, Dara. 2007. *Affirmative Advocacy: Race, Class, and Gender in Interest Group Politics*. Chicago, IL: University of Chicago Press. ISBN: 9780226777412.

Recommended Books

Grossman, Matt, ed. 2014. *New Directions in Interest Group Politics*. New York, NY: Routledge. ISBN: 9780415827553.

Schlozman, Kay Lehman, Sidney Verba, and Henry Brady. 2013. *The Uneven Chorus: Unequal Political Voice and the Broken Promise of American Democracy*. Princeton, NJ: Princeton University Press. ISBN: 9780691159867.

Tilly, Charles and Sidney Tarrow. 2015. *Contentious Politics*. Second Edition. New York, NY: Oxford University Press. ISBN: 9780190255053.

Class Materials for Remote Instructions

Since our class will be meeting remotely, students will need a computer with internet access for Zoom meetings. Though it is not required, I also encourage students to participate in class using a webcam and microphone if they have access to one. Your computer should also meet [Canvas's technical requirements](#).

Though our class will meet online, I'd encourage students to be aware that recent research shows that students retain more information when they take notes by hand. Therefore, I advise against using computers for notetaking, but it is up to you. Please make sure that all cell phones and other technological devices are turned off and stored away for the duration of class.

Assigned Readings

All of the readings in the syllabus are required. Because many of our class activities and discussions depend on them, it is extremely important that *you* complete *all* readings.

Communications and Email

Throughout the semester, I will primarily communicate with the class using our Canvas site and email. I will keep the class updated on upcoming activities and provide other timely notifications using the "Announcements" feature on Canvas.

If you have substantive questions about the course or the material, American politics more broadly, or any concerns about the class or other situations that are bothering you, I strongly encourage you

to come see me during office my “virtual” hours (listed above) or make an appointment if you have a conflict with my office hours. I am happy to help!

Email is also an excellent way to reach me, but please note that it is often more effective to discuss substantive questions and concerns in-person during office hours. **If you contact me by email between Monday and Friday, I will do my best to respond within 24 hours.** When you send emails, please include the course number (PSCI 6160) in the subject line of your email along with a brief description of the class-related subject you would like to discuss. **As classes take place online, I expect I will receive a large number of emails from students, so including this information will help me respond to you!**

CLEAR has also developed a website (<https://clear.unt.edu/online-communication-tips>) with online communication tips that you may find helpful.

If you need to get in touch with me about a grade, please be aware that **I will not discuss grades over email, so you will need to meet with me on Zoom to discuss any issues with your grade.** If you wish to dispute a grade, please be aware that a significant amount of time and effort are dedicated to grading student assignments. That being said, if you would like to dispute a grade, you must set up a meeting with me and provide, in writing, a clear explanation as to why a different grade is in order and what grade you believe is appropriate prior to our meeting. All grade dispute requests **must be submitted within one week** of the date that grades are made available to the class and grade disputes will not be considered past the one-week dispute period. Please be advised that I will not change grades simply because students believe they “want” or “need” a higher grade. Also, when I review work for grade disputes, I reserve the right to leave the grade unchanged, raise the grade, or lower the grade.

Canvas

This course has a Canvas site, which is available at <https://learn.unt.edu>. I encourage you to check the Canvas site regularly to make sure you have up-to-date information on this course.

Computer Skills and Digital Literacy

To succeed in this course, you should be familiar with:

- Using Canvas to access course materials and submit assignments
- Using email with attachments
- Using the UNT library website to access research databases
- Using Microsoft Office Programs
- Using Turnitin on Canvas to submit papers and review paper feedback

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site \(http://www.unt.edu/helpdesk/index.htm\)](http://www.unt.edu/helpdesk/index.htm)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help \(https://community.canvaslms.com/docs/DOC-10554-4212710328\)](https://community.canvaslms.com/docs/DOC-10554-4212710328)

IMPORTANT DUE DATES

- October 1 at 5:00 PM: Paper Topic Abstracts
- October 29 at 5:00 PM: Annotated Bibliographies
- November 19 or December 3: Final Paper Presentations
- December 3 at 5:00 PM: Final Papers
- Thursdays in Class: Discussion Leader Presentation
- Wednesdays at 5:00: Discussion Leader Papers and Questions

COURSE REQUIREMENTS

Grades and Assignments

Final course grades will be based on your discussion leadership during 1 class session, a final research paper (broken into four smaller assignments), and your class participation. Each of these components will factor into your final grade as follows:

| Activity | Grading Method | % of Final Course Grade |
|--|----------------|-------------------------|
| Discussion Leadership and Presentation | A-F | 15% |
| Discussion Leader Response Paper and Questions | A-F | 10% |
| Final Research Paper | | 65% |
| Paper Topic Abstracts | Completion | 5% |
| Annotated Bibliography | Completion | 10% |
| Research Paper | A-F | 40% |
| Final Paper Presentation | Completion | 10% |
| Class Participation | A-F | 10% |

Discussion Leadership and Presentations (15% of Course Grade)

Each student will be assigned the responsibility of leading the class discussion for one of our weekly class meetings. As the discussion leader, you will be asked to: (1) provide the class with a 20-minute presentation on the readings, and then (2) lead the class discussion for the rest of our class meeting. As the instructor, I will assist and add to the discussion as necessary, but it is the discussion leader's responsibility to:

- Identify and highlight major themes, questions, and topics for the week
- Identify and highlight the major contribution that each reading makes to the literature on interest groups
- Raise questions for discussion
- Offer original criticisms and analysis of the readings
- Engage other students in a lively and productive conversation during our class session.

The discussion leader's presentation **should NOT simply summarize the readings**. Your presentation may begin with a **brief** summary of the readings, but the bulk of the presentation should assume that your classmates have read the required materials and instead provide an original analysis of the readings for the week. Therefore, successful presentations will provide an analysis of the arguments made in the readings, the evidence used to support those arguments, and the methods the authors used to answer their research questions. Successful presentations will also help spur the class's thinking about future research related to the readings by identifying the limitations of each study and providing suggestions for how future research projects could address those limitations and/or build on the study's findings.

Discussion Leader Response Paper and Discussion Questions (10% of Course Grade)

Response Paper

When you serve as discussion leader, you will also be expected to write a 7-8-page critical overview of the readings for the week. As with your presentation, this paper should provide a thoughtful, original analysis of the readings, not a simple article-by-article summary of the readings. In other words, my expectation is that you will use your paper to make an intellectual argument about the readings, not that you will provide an annotated bibliography of them. There are many ways that your paper can make an original argument, but these four forms should help you get started if you are looking for some ideas:

- Option 1: Your paper could identify the limitations or shortcomings of some of the studies you read for the week and make in-depth practical suggestion(s) for how those studies could be improved.
- Option 2: Your paper could identify an important, researchable issue or question that is not addressed in that week's readings, discuss the issue's importance, and explain how it might be studied. Note: If you take this option, you need to discuss this new issue in relationship to the studies you read for the week by explaining how studying the new issue you propose will build on the previous studies that you read for class.

- Option 3: Your paper could develop a counterargument to a theoretical claim made by one or more authors in that week’s readings.
- Option 4: Your paper could critically examine an important concept used by one or more authors in that week’s readings.

Your discussion leader paper should refer to **at least half of the readings** in your assigned week.

Discussion Questions

At the end of your paper, you should also include a **discussion question page that pose 5-7 substantive questions** for the class to consider (this page does not count towards the 7-8-page requirement).

Formatting and Due Dates

Discussion leader papers must meet the following formatting requirements:

- 12-point Times New Roman Font
- 1 Inch margins
- Double-spaced
- Title pages and references lists are not necessary

Discussion leader papers will be **due at 5:00 PM on the Wednesday before your class meets**.

(For example, if you are assigned to lead the discussion on Thursday, September 3, that means your paper is due on Wednesday, September 2 at 5:00 PM).

Papers should be submitted in two ways:

- Uploaded to Turnitin on Canvas for me to grade
- Emailed to your classmates for them to read and digest before the class meets

Grading Criteria for Discussion Leadership, Papers, and Questions

The following general grading scale will be used to assess each student’s discussion leader presentations, papers, and questions:

| Grade | Contribution |
|------------|--|
| A | The student made a very strong contribution to the course. Their presentations, papers, questions, or comments reflected a great deal of thought about the material, and were constructive (for example, not only identifying current weaknesses and showing how these weaknesses limit the current literature, but suggesting useful future directions that could help to overcome these weaknesses or to extend the literature in important ways). |
| B | The student contributed meaningfully to the course. Their presentations, papers, or comments went beyond repeating the assigned material, perhaps synthesizing how the readings fit together and identifying weaknesses in the current literature, but did not make many constructive suggestions about how these weaknesses might be overcome or how the literature might usefully be extended in the future. |
| C or Below | The student did not contribute meaningfully. Presentations, papers, and comments were limited to repeating the assigned material rather than making connections or extensions. Their work included multiple mistakes and inaccuracies. The student’s work primarily provided simple summaries of the readings. Their paper discussed fewer than half of the readings. The student did not provide at least 5 discussion questions. |
| F | The student did not complete the required presentation, paper, or questions. The student did not make comments in class. |

Paper Topic Abstract (5% of Course Grade, Due October 1)

On October 1, students will be required to submit a proposal for their final research papers. Your paper can be related to any topic relating to interest groups and/or social movements in American politics (subject to consultation with me). To give students flexibility and account for different levels of experience in the class, there are 3 options for your final papers.

- **Option 1 – The Critical Literature Review:** You may choose to write a review and critique of the social science research on a particular topic (for example, the effects of social movements and interest groups on policy outcomes, etc.). If you take this option, you should NOT simply summarize the research on a given topic.
- **Option 2 – The Research Design:** You may also elect to write an original paper that outlines the research methodology you would (and might) use to address a research topic in which you are interested. Students electing this option should begin with a brief critical review of the literature germane to their topic, but they should focus on delineating the research questions and data necessary to answer their questions. They should also critique their own projects, making clear the strengths and limits of the possible approaches and particularly the methods that they choose to use.
- **Option 3 – The Full Research Paper:** students who are sufficiently prepared or advanced in their work may choose to write a paper in which they present their own substantive research. Students should not take this option if they have not yet completed any research methods training.

When you submit your paper topic, you should identify which of those 3 options you are taking and then write an abstract for your proposed paper. Your abstract should be modeled on abstracts scholars are required to submit to conferences or to submit with a journal article. They should be **no more than 250 words**. The abstract should identify your research question or objective, your original contribution to the literature, the data and methods you plan to use (if applicable), and your hypotheses or expected findings.

Abstracts are due at 5:00 PM on October 1 on Canvas and they will be graded on completion.

Annotated Bibliography (10% of Course Grade, Due October 29)

On October 29, students will be required to an annotated bibliography of sources they will refer to in their final research papers. Your annotated bibliography is required to include **12 scholarly sources** related to your final paper topic. Please note that scholarly sources include academic books, academic journal articles, textbooks, newspapers, official government websites. Wikipedia, social media, and blogs are **NOT** considered scholarly sources. All sources must be properly cited using **APSA's style guide** (<https://mk0apsaconnectbv6p6.kinstacdn.com/wp-content/uploads/sites/43/2020/07/Style-Manual-for-Political-Science-July-2020-Revision.pdf>).

Your annotated bibliography **may not include required readings from the syllabus**, but you may include materials listed in the “further reading” section of the syllabus.

This activity will be **graded on completion** and annotated bibliographies will be considered complete if they include the following information for each of the 12 sources you have identified:

- What are the main research questions?
- How are the key concepts defined and measured? Are the measures valid and reliable? How might decisions regarding measurement affect the findings?
- What's the theoretical framework? What are the key hypotheses?
- What methodological strategies are employed to test the hypotheses?
- What are the key findings? To what extent do the design and/or data analysis procedures influence the results?
- What implications do the findings have for the broader interest groups literature?

Annotated bibliographies are due at 5:00 PM on October 29 on Canvas and they will be graded on completion.

Final Research Paper (40% of Course Grade, Due December 3)

As discussed above, students have 3 options for their final papers: (1) a critical literature review, (2) a research design, or (3) a full research paper. Regardless of which option students select, final papers must meet the following requirements:

- 20-25 pages (using double-spacing, 1-inch margins, 12-point Times New Roman font)
- All sources must be properly cited (in-text and in the references list) according to APSA's Style Guide (<https://mk0apsaconnectbvy6p6.kinstacdn.com/wp-content/uploads/sites/43/2020/07/Style-Manual-for-Political-Science-July-2020-Revision.pdf>).
- The references list counts towards the page requirement; cover pages do not.

Final papers are due on December 3 at 5:00 on Turnitin.

Paper Presentation (10% of Course Grade)

During the last 2 weeks of class, each student will present their final research paper to the class in a conference style presentation. Thus, you should prepare a 12 to 15-minute presentation of your research. After each student presents their papers, we will then open up the floor for questions, answers, and comments.

Paper presentations will be graded based on completion. To be considered complete, your presentation must last at least 12 minutes and you must participate in the question and answer session about the research presentations.

Presentations will occur in class on November 19 and December 3.

Class Participation (10% of Course Grade)

Lastly, class discussions are a very important component of graduate school. Thus, you will be graded on class participation. Barring any extenuating circumstances as defined in the university's excused absences policy, you should not miss classes. In other words, my expectation is that students will attend and participate in all of our classes unless they have an excused absence or an

extraordinary, documented, extenuating circumstance (see the attendance and COVID policies below for more info). During class, I also expect that each student will make comments that allow them to engage with the material critically and learn from each other. I recognize speaking in discussions can be intimidating, but effective public speaking is a skill that will be necessary for your future academic career.

Participation will be graded using the criteria described in the class discussion section above.

COURSE POLICIES

Attendance Policy and UNT Excused Absences

Attendance for this class is expected. One of the best ways to take responsibility for your success in this class is to attend class regularly.

In accordance with UNT's attendance policy, absences will be excused for religious holy days, active military service, participation in official university functions, illness or other extenuating circumstances, pregnancy and parenting under Title IX, and when the University is officially closed by the President. As the policy states, students are required to request and document their excused absences with me. If you have an excused absence, please provide me with notice and documentation for that absence as soon as possible. More information on UNT's attendance policy is available at:

http://policy.unt.edu/sites/default/files/untpolicy/15.2.5_StudentAttendance_May2016.pdf.

COVID-19 Impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Grading Scale

Grades will follow the standard scale listed below and will be posted on Canvas. As you can see from the chart below, grades will be rounded to the nearest tenth.

| | |
|---|------------|
| A | 100-90.0% |
| B | 89.9-80.0% |
| C | 79.9-70.0% |
| D | 69.9-60.0% |
| F | Below 60% |

Online Assignment Submissions

All course assignments will be submitted using Canvas, and your rough drafts and final papers will be submitted using the Turnitin tool on Canvas. Due dates are all listed on the syllabus and on Canvas. I strongly recommend that you plan to begin uploading all assignments 30 minutes before the final deadline (to give yourself a buffer in case you encounter any technical issues).

That being said, the University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should **immediately** report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. If you are having technical issues, I also strongly encourage you to take timestamped screen shots or photos with your phone (if possible) to help document any problems you encounter and/or to help the tech team resolve your issues.

Incomplete and Late Work Policy

Please make note of **all of the due dates** for the paper and reading journal assignments and the and **plan accordingly**.

Given the pandemic, each student may request one, 3-day extension on a paper-related assignment no questions asked. Extensions are not possible for discussion-related assignments that are scheduled to occur during our regular class meetings. Beyond the one no questions asked extension, no late work will be accepted unless the student has documented, extenuating circumstances and provides documentation within 48 hours of the missed deadline.

Extra Credit

I do not provide individual opportunities for extra credit because I have never found a way to provide them that is fair to other members of the class. To be successful in this class, students should focus on completing the required assignments to the best of their ability.

If you do not do well on your assignments, I encourage you to see me for assistance as soon as possible. We will be happy to work with you to improve your grades, but it is your responsibility to seek out help if you need it.

UNT POLICIES

Americans with Disabilities Act Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Prohibition of Discrimination, Harassment, and Retaliation

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Mandatory Reporter

As a UNT faculty member, I am required to share information regarding sexual assault and retaliation and sexual harassment with the university. Therefore, I want to be transparent that while I will seek to keep information that you share with me about your life in classroom discussions, your written work, one-on-one meetings, and/or emails private, I am required to disclose information about sexual misconduct to UNT's Office of Equal Opportunity. For more information on reporting sexual misconduct at UNT, please see: <https://deanofstudents.unt.edu/sexual-misconduct/reporting-sexual-misconduct>.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>).

The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (<https://policy.unt.edu/policy/07-002>).

ETHICS AND CONDUCT

Academic Misconduct: Cheating and Plagiarism

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. <http://facultysuccess.unt.edu/academic-integrity>.

The Political Science Department adheres to and enforces UNT's policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy, which is located at: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf.

Violations of academic integrity in this course will be addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity."

Students should note that according to the UNT policy, "cheating" includes, but is not limited to: "1) the use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3) the acquisition, without permission of tests, notes, or other academic materials belonging to a faculty or staff member of the University; 4) dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor; 5) any other act designed to give a student an unfair advantage on an academic assignment." According to UNT policy, plagiarism is defined as the "use of another's thoughts or words without proper attribution in any academic exercise *regardless of the student's intent*" (emphasis mine). It includes, but is not limited to: "1) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation; 2) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials."

Rules of Engagement and Classroom Conduct

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.

- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional form a UNT. Students engaging in unacceptable and disruptive behavior will be directed to leave the classroom and the instructor may refer to the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums including university and electronic classrooms, labs, and discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

As an instructor, I believe that students learn best when they are able to engage with each other (and the professor!) in a respectful and open-minded manner. So, please practice the Golden Rule and treat others as you would like to be treated. Specifically, I ask that you avoid disruptive behaviors by:

- Silencing all disruptive electronic devices;
- Refraining from texting, tweeting, checking email, surfing the internet, or reading irrelevant materials during class;
- Having side conversations with others during class;
- Falling asleep.

Since the topics in this course will encourage lively and energetic discussions and debates, it is also important for you to show respect for others’ opinions and points of view, even when you disagree.

In addition, please follow some simple, but important guidelines for “virtual” classroom conduct.

- Please attend class sessions and be prepared to participate virtually using Zoom’s interactive features (chat, hand raising) and/or your computer’s webcam and microphone.
- If possible, please plan on participating in class in a relatively quiet, distraction free-room.

- Please familiarize yourself with how to turn the “mute” function on and off to minimize distractions for your classmates during class.

ACADEMIC SUPPORT & STUDENT SERVICES

Student Support Services and Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person's pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services

- Registrar (<https://registrar.unt.edu/registration>)
- Financial Aid (<https://financialaid.unt.edu/>)
- Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)
- Career Center (<https://studentaffairs.unt.edu/career-center>)
- Multicultural Center (<https://edo.unt.edu/multicultural-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- Pride Alliance (<https://edo.unt.edu/pridealliance>)
- UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)
- Academic Success Center (<https://success.unt.edu/asc>)
- UNT Libraries (<https://library.unt.edu/>)
- Writing Lab (<http://writingcenter.unt.edu/>)

COURSE SCHEDULE AND REQUIRED READINGS

Readings Marked *** are available on Canvas!

PART 1: KEY CONCEPTS

Thursday, August 27: Introduction

- Read the entire syllabus
- Complete the syllabus quiz

Thursday, September 3: What is an Interest Group and Challenges in Researching Interest Groups

- Lowery and Brasher. 2011. *Organized Interests and American Government*, Chapter 1.
- Baumgartner and Leech, *Basic Interests*, Chapters 1 and 2.
- ***Skocpol, Theda. 2004. "Voice and Inequality: The Transformation of American Civic Democracy." *Perspectives on Politics* 2(1): 3-20.
- ***Skocpol, Theda, Marshall Ganz, and Ziad Munson. 2000. "A Nation of Organizers: The Institutional Origins of Civic Voluntarism in the United States." *American Political Science Review* 94(3): 527-546.
- ***Skocpol, Theda. 2003. *Diminished Democracy: From Membership to Management in American Civic Life*. Norman, OK: University of Oklahoma Press, Chapter 4.
- Marchetti, Katie. 2015. "The Use of Surveys in Interest Group Research." *Interest Groups & Advocacy* 4: 272-282.

Thursday, September 10: Collective Action Problems

- Lowery and Brasher. 2011. *Organized Interests and American Government*, Chapter 2.
- Baumgartner and Leech, *Basic Interests*, Chapter 4.
- Olson, Mancur. 1965. *The Logic of Collective Action*, Chapters 1-6.
- ***Moe, Terry. 1980. "A Calculus of Group Membership." *American Journal of Political Science* 24(2): 594-632.

Thursday, September 17: Forming and Maintaining Groups

- ***Grossman, Matt. 2014. "Group Mobilization from the Economy, Society, and Government." In *New Directions in Interest Group Politics*. ed. Matt Grossman. New York, NY: Routledge.
- ***Walker, Jack. 1983. "The Origins and Maintenance of Interest Groups in America." *American Political Science Review* 77(2): 390-406.
- ***Salisbury, Robert. 1969. "An Exchange Theory of Interest Groups." *Midwest Journal of Political Science* 13(1): 1-32.
- ***Truman, David. 1951. Excerpts from *The Governmental Process: Political Interests and Public Opinion*. New York, NY: Alfred Knopf.
- ***Lowery, David and Virginia Gray. 1995. "The Population Ecology of Gucci Gulch or the Natural Regulation of Interest Group Numbers in the American States." *American Journal of Political Science* 39(1): 1-29.

- ***Lowery, David, Virginia Gray, Jennifer Anderson, and Adam Newmark. 2004. "Collective Action and the Mobilization of Institutions." *Journal of Politics* 66(3): 684-705.
- ***Staggenborg, Suzanne. 1988. "The Consequences of Professionalization and Formalization in the Pro-Choice Movement." *American Sociological Review* 53: 585-605.

Thursday, September 24: Social Movements

- ***Strolovitch, Dara and David Forrest. 2011. "Interest Groups and Social Movements: In *CQ Guide to Interest Groups and Lobbying*. Eds. Burdett Loomis and Peter Francia. Washington, DC: CQ Press.
- ***Lipsky, Michael. 1968. "Protest as a Political Resource." *American Political Science Review* 62(4): 1144-1158.
- ***Piven, Frances Fox and Richard Cloward. 1977. *Poor People's Movements: Why They Succeed, How They Fail*. Vintage, Chapter 1.
- ***Scott, James. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven, CT: Yale University Press. Chapters 2 and 8.
- ***Tarrow, Sidney. 1998. *Power in Movement: Social Movements and Contentious Politics*. Cambridge, Cambridge University Press, Chapter 1.
- ***Tilly, Charles and Sidney Tarrow. 2015. *Contentious Politics*. Second Edition. New York, NY: Oxford University Press, Chapters 1, 2, and 6.
- ***McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer." *American Journal of Sociology* 92(1): 64-90.
- ***Costain, Anne. 1981. "Representing Women: The Transition from Social Movement to Interest Group." *Western Political Quarterly* 34(1): 100-113.

PART 2: INTEREST GROUPS IN ACTION

Thursday, October 1: Interest Groups in Campaigns and Elections (PACs, Super PACs, 527s, and 501c Dark Money Groups)

- Lowery and Brasher. 2011. *Organized Interests and American Government*, Chapter 4.
- ***Sides, John, Daron Shaw, Matt Grossman, and Keena Lipsitz. 2018. *Campaigns & Elections*, New York, NY: W.W. Norton, Chapter 4.
- ***Gopian, J. David, Hobart Smith, and William Smith. 1984. "What Makes PACs Tick." *American Journal of Political Science* 28(2): 259-281.
- ***Wright, John. 1989. "PAC Contributions, Lobbying, and Representation." *Journal of Politics* 51(3): 713-729.
- ***Brunell, Thomas. 2005. "The Relationship between Political Parties and Interest Groups." *Political Research Quarterly* 58(4): 681-688.
- ***Boatright, Robert. 2007. "Situating the New 527 Organizations in Interest Group Theory." *The Forum* 5(2).
- ***Garrett, R. Sam. 2013. "Super PACs in Federal Elections." Washington, DC: Congressional Research Service.
- ***Franz, Michael. 2014. "Attack of the Super PACs? Interest Groups in the 2012 Elections." In *New Directions in Interest Group Politics* ed. Matt Grossman. New York, NY: Routledge, pgs. 144-164.

- ***Potter, Trevor and Bryson Morgan. 2013. "The History of Undisclosed Spending in U.S. Elections & How 2012 Became the Dark Money Election." *Notre Dame Journal of Law, Ethics, and Public Policy* 27(2): 383-479.

Thursday, October 8: Influencing the Legislative Branch

- Lowery and Brasher. 2011. *Organized Interests and American Government*, Chapter 5.
- Baumgartner and Leech, *Basic Interests*, Chapter 7.
- ***Hojnacki, Marie, and David Kimball. 1998. "Organized Interests and the Decision of Who to Lobby in Congress." *American Political Science Review* 92(4): 775-790.
- ***Baumgartner, Frank, Jeffrey Berry, Marie Hojnacki, David Kimball, and Beth Leech. 2014. "Money, Priorities, and Stalemate: How Lobbying Affects Public Policy." *Election Law Journal* 13(1): 194-209.
- ***Hall, Richard and Alan Deardorff. 2006. "Lobbying as a Legislative Subsidy." *American Political Science Review* 100(1): 69-84.
- ***Hall, Richard, and Frank Wayman. 1990. "Buying Time Moneyed Interests and the Mobilization of Bias in Congressional Committees." *American Political Science Review*.
- ***Wright, John R. June 1990. "Contributions, Lobbying, and Committee Voting in the U.S. House of Representatives." *American Political Science Review* p. 417-38.
- ***Kollman, Ken. 1997. "Inviting Friends to Lobby: Interest Groups, Ideological Bias, and Congressional Committees." *American Journal of Political Science* 41(2): 519-544.

Thursday, October 15: Influencing the Executive Branch and Rulemaking

- Lowery and Brasher. 2011. *Organized Interests and American Government*, Chapter 6.
- ***Furlong, Scott and Cornelius Kerwin. 2005. "Interest Group Participation in Rulemaking: A Decade of Change." *Journal of Public Administration Research and Theory* 15: 353-370.
- ***Golden, Marissa Martino. 1998. "Interest Groups in the Rulemaking Process: Who Participates? Whose Voices Get Heard?" *Journal of Public Administration Research and Theory* 8(2): 245-270.
- ***Yackee, Jason Webb and Susan Yackee. 2006. "A Bias Towards Business: Assessing Interest Group Influence on the U.S. Bureaucracy." *Journal of Politics* 68(1): 128-139.
- ***English, Ashley. 2019. "She Who Shall Not be Named: The Women that Women's Organizations Do (and Do Not) Represent in the Rulemaking Process." *Politics & Gender* 15(3): 573-598.
- ***Dwidar, Maraam. 2019. "Diverse Lobbying Coalition and Influence in Notice-and-Comment Rulemaking." Paper Presented at the Annual Meeting of the American Political Science Association, Washington, DC.
- ***Hecl, Hugh. 1978. "Issue Networks and the Executive Establishment." in *The New American Political System*, edited by Anthony King. American Enterprise Institute

Thursday, October 22: Influencing the Judicial Branch

- Lowery and Brasher. 2011. *Organized Interests and American Government*, Chapter 6.
- ***Collins, Paul. 2014. "Interest Groups in the Judicial Arena" In *New Directions in Interest Group Politics* ed. Matt Grossman. New York, NY: Routledge, pgs. 221-238.

- ***Caldeira, Gregory A., and John R. Wright. 1988. "Organized Interests and Agenda Setting in the U.S. Supreme Court." *American Political Science Review* 82(4): 1109-1127.
- ***Collins, Paul M., Jr. 2007. "Lobbyists before the U.S. Supreme Court: Investigating the Influence of Amicus Curiae Briefs." *Political Research Quarterly* 60(1): 55-70.
- ***Caldeira, Gregory A., and John R. Wright. 1990. "Amici Curiae Before the Supreme Court: Who Participates, When, and How Much?" *Journal of Politics* 52(3): 782-806.
- ***Caldeira, Gregory A., Marie Hojnacki, and John R. Wright. 2000. "The Lobbying Activities of Organized Interests in Federal Judicial Nominations." *Journal of Politics* 62(1): 51-69.
- ***Caldeira, Gregory A., and John R. Wright. 1998. "Lobbying for Justice: Organized Interests, Supreme Court Nominations, and the United States Senate." *American Journal of Political Science* 42(2): 499-523.

Thursday, October 29: Compensatory Representation for Marginalized Groups

- Strolovitch, Dara. 2007. *Affirmative Advocacy: Race, Class, and Gender in Interest Group Politics*. Chicago, IL: University of Chicago Press, Chapters 1 and 3.
- ***English, Ashley, Kathryn Pearson, and Dara Strolovitch. 2019. "Who Represents Me? Race, Gender, Partisan Congruence, and Representational Alternatives in a Polarized America." *Political Research Quarterly* 72(4): 785-804.
- ***Pitkin, Hanna Fenichel. 1967. *The Concept of Representation*. Berkeley, CA: University of California Press, Chapters 4 and 5.
- ***Young, Iris M. 1992. "Social Groups in Associative Democracy." *Politics and Society* 20:529-534.
- ***Guinier, Lani. 1994. *The Tyranny of the Majority*. New York: The Free Press. Chapters 3 and 5.
- ***Mansbridge, Jane J. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent "Yes." *Journal of Politics* 61(3): 628-657.
- ***Dovi, Suzanne. 2002. "Preferable Representatives: Will Just Any Woman, Black or Latino Do?" *American Political Science Review* 96: 729-744.
- ***Celis, Karen, Sarah Childs, Johanna Kantola, and Mona Lee Krook. 2014. "Constituting Women's Interests Through Representative Claims." *Politics & Gender* 10: 149-174.

PART 3: NORMATIVE CONCERNS ABOUT INTEREST GROUPS IN AMERICAN POLITICS

Thursday, November 5: Pluralism

- ***Madison, James. "Federalist 10."
- ***Madison, James. "Federalist 51."
- ***de Tocqueville, Alexis. "Political Association in the United States."
- ***Dahl, Robert. 1956. A Preface to a Democratic Theory. Chicago, IL: University of Chicago Press. Chapter 5.
- ***Review Truman, David. 1951. Excerpts from *The Governmental Process: Political Interests and Public Opinion*. New York, NY: Alfred Knopf.
- ***Yoho, James. 1995. "Madison on the Beneficial Effects of Interest Groups: What was Left Unsaid in Federalist 10." *Polity* 27(4): 587-605.

Thursday, November 12: Critiques of Pluralism: Elitism, Bias, and Power

- Baumgartner and Leech, *Basic Interests*, Chapters 5 and 6.
- ***Mills, C. Wright. 1956. "The Power Elite." New York, NY: Oxford. Chapters 1 and 12.
- Schattschneider, E.E. 1960. *The Semi-Sovereign People: A Realist's View of Democracy in America*. Boston, MA: Wadsworth, Chapters 1-4, 7-8.
- ***Gaventa, John. 1980. *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*. Chicago, IL: University of Illinois Press, pgs. 1-25.
- ***Schlozman, Kay Lehman, Sidney Verba, and Henry Brady. 2013. *The Unheavenly Chorus: Unequal Political Voice and the Broken Promise of American Democracy*. Princeton, NJ: Princeton University Press, Chapters 11 and 12.
- Strolovitch, Dara. 2007. *Affirmative Advocacy: Race, Class, and Gender in Interest Group Politics*. Chicago, IL: University of Chicago Press, Chapters 2, 4, and 7.
- ***Gilens, Martin and Benjamin Page. 2014. "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." *Perspectives on Politics* 12(3): 564-581.

Thursday, November 19: Paper Presentations

Thursday, November 26: NO CLASS FOR THANKSGIVING

Thursday, December 3: Paper Presentations and Final Papers Due

SUPPLEMENTAL READINGS

What is an Interest Group and Challenges in Researching Interest Groups

- Cigler, Allan J. 1991. "Interest Groups: A Subfield in Search of an Identity." In *Political Science: Looking to the Future*. Ed. William Crotty. Evanston, IL: Northwestern University Press.
- Grossman, Matt. 2012. *The Not-So-Special Interests: Interest Groups, Public Representation and American Governance*. Stanford, CA: Stanford University Press, Introduction.
- Loomis, Burdett and Allan Cigler. 2002. "Introduction: The Changing Nature of Interest Group Politics." In *Interest Group Politics*, 6th Edition, eds. Allan Cigler and Burdett Loomis. Washington, DC: CQ Press.
- Petracca, Mark. 1992. "The Rediscovery of Interest Group Politics." In *The Politics of Interests: Interest Groups Transformed*. ed. Mark Petracca. Boulder, CO: Westview Press.
- Putnam, Robert. 2001. *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon and Schuster.
- Putnam, Robert. 1995. "Tuning in, Turning Out: The Strange Disappearance of Social Capital in America." *PS: Political Science and Politics* 28(4): 664-683.
- Skocpol, Theda. 2003. *Diminished Democracy: From Membership to Management in American Civic Life*. Norman, OK: University of Oklahoma Press.

Collective Action Problems

- Baumgartner and Leech, *Basic Interests*, Chapter 3.
- Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. Chicago, IL: University of Chicago Press.
- Hansen, John Mark. 1985. "The Political Economy of Group Membership." *American Political Science Review* 79: 79-96.

Forming and Maintaining Groups

- Brown, Clyde. 1989. "Explanations of Interest Group Membership Over Time: The Farm Bureau in Five Midwestern States." *American Politics Quarterly* 6(2): 129-166.
- Clark, Peter and James Wilson. 1961. "Incentive Systems: A Theory of Organizations." *Administrative Science Quarterly* 6(2): 129-166.
- Crowley, Jocelyn and Theda Skocpol. 2001. "The Rush to Organize: Explaining Associational Formation in the United States, 1860s-1920s." *American Journal of Political Science* 45(4): 813-829.
- Leighley, Jan. 1996. "Group Membership and the Mobilization of Political Participation." *Journal of Politics* 58(2): 447-463.
- Marwell, Gerald and Ruth Ames. 1979. "Experiments on the Provision of Public Goods, Resources, Interest Group Size, and the Free-Rider Problem." *American Journal of Sociology* 84(6): 1335-1360.
- Rothenberg, Lawrence. 1989. "Putting the Puzzle Together: Why People Join Public Interest Groups." *Public Choice* 60(3): 241-257.
- Rothenberg, Lawrence. 1988. "Organization Maintenance and Retention Decision in Groups." *American Political Science Review* 82(4): 1129-1152.

Social Movements

- Cohen, Cathy. 2001. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics." *Sexual Identities, Queer Politics* 200-227.
- Davis, Gerald, Doug McAdam, W. Richard Scott, and Mayer N. Zald, eds. 2004. *Social Movements and Organizations*. New York, NY: Cambridge University Press.
- Diani, Mario. 1992. "The Concept of Social Movement." *Sociological Review* 40(1): 1-25.
- Dubois, Ellen Carol. 2020. *Suffrage: Women's Long Battle for the Vote*. New York, NY: Simon & Schuster.
- Freeman, Jo. 1975. *The Politics of Women's Liberation*. New York, NY: David McKay.
- Frymer, Paul. 1999. *Uneasy Alliances: Race and Party Competition in America*. Princeton, NJ: Princeton University Press.
- Gamson, William. 1975. *The Strategy of Social Protest*. Dorsey Press.
- Gamson, Josh. 1989. "Silence Death and the Invisible Enemy." *Social Problems* 36: 351-367.
- Gillion, Daniel. 2020. *The Loud Minority: Why Protests Matter in American Democracy*. Princeton, NJ: Princeton University Press.

- Khan-Cullours, Patrisse. 2020. *When They Call You a Terrorist: A Black Lives Matter Memoir*. St. Martin's Griffin.
- Mansbridge, Jane. 1986. *Why We Lost the ERA*. Chicago, IL: University of Chicago Press.
- McAdam, Doug. 1988. *Freedom Summer*. New York, NY: Oxford.
- McAdam, Doug. 1982. *Political Process and the Development of Black Insurgency, 1930-1970*. Chicago, IL: University of Chicago Press.
- Meyer, David. 1993. "Protest Cycles and Political Process: American Peace Movements in the Nuclear Age." *Political Research Quarterly* 46(3): 451-479.
- Meyer, David and Sidney Tarrow. 2018. *The Resistance: The Dawn of the Anti-Trump Opposition Movement*. New York, NY: Oxford.
- Minkoff, Debra. 1997. "The Sequencing of Social Movements." *American Sociological Review* 62(5): 779-799.
- Morris, Aldon and Cedric Herring. 1987. "Theory and Research in Social Movements: A Critical Review." In *Annual Review of Political Science* Volume 2. Samuel Long, editor. Norwood: Ablex.
- Morris, Aldon. 1984. *Origins of the Civil Rights Movement*. New York, NY: Free Press.
- Ritchie, Andrea. 2017. *Invisible No More: Police Violence Against Black Women and Women of Color*. Beacon Press.
- Rosenberg, Leonard B. 1969. "The 'Failure' of the Socialist Part of America" *The Review of Politics* 31: 346-352.

Interest Groups in Campaigns and Elections (PACs, Super PACs, 527s, and 501c Dark Money Groups)

- Boatright, Robert, Michael Malbin, and Brendan Glavin. 2016. "Independent Expenditures in Congressional Primaries after *Citizens United*." *Interest Groups & Advocacy* 5(2): 119-140.
- Brooks, Deborah Jordan and Michael Murov. 2012. "Assessing Accountability in a Post-Citizens United Era." *American Politics Research* 40(3): 383-418.
- Corrado, Anthony, Thomas E. Mann, Daniel R. Ortiz, and Trevor Potter. 2005. *The New Campaign Finance Sourcebook*. Washington, DC: Brookings.
- Day, Christine and Charles Hadley. 2005. *Women's PACs: Abortion and Elections*. Upper Saddle River, NJ: Prentice Hall.
- Dowling, Conor and Michael Miller. 2014. *Super PAC!* New York, NY: Routledge.
- Dwyre, Diana. 2007. "527s: The New Bad Guys of Campaign Finance." In *Interest Group Politics*. eds. Allan Cigler and Burdett Loomis. CQ Press. 212-32.
- Fowler, Erika Franklin, Michael Franz, and Travis Ridout. 2016. *Political Advertising in the United States*. Boulder, CO: Westview Press.
- Grier, Kevin and Michael Munger. 1993. "Comparing Interest Group PAC Contributions to House and Senate Incumbents, 1980-1986." *Journal of Politics* 55(3): 615-643.
- Grier, Kevin and Michael Munger. 1986. "The Impact of Legislator Attributes on Interest-Group Campaign Contributions." *Journal of Labor Research* 7(4): 349-361.
- Issacharoff, Samuel and Jeremy Peterman. 2013. "Special Interests after *Citizens United*." *The Annual Review of Law and Social Science* 9:185-205.
- McCarty, Nolan and Lawrence Rothenberg. 2000. "The Time to Give: PAC Motivations and Electoral Timing." *Political Analysis* 8(3): 239-259.
- Meier, Robert Paul. 1999. "The Darker Side of Nonprofits" *University of Pennsylvania Law Review* 147(4): 971-1008.
- Romer, Thomas and James Snyder. 1994. "An Empirical Investigation of the Dynamics of PAC Contributions." *American Journal of Political Science* 38(3): 745-769.
- Skinner, Richard. 2007. *More Than Money*. Lanham, MD: Roman and Littlefield.
- Skinner, Richard, Seth Masket, and David Dulio. 2012. "527 Committees and the Political Party Network." *American Politics Research* 40(1): 60-84.
- Wilhite, Allen and John Theilmann. 1986. "Women, Blacks, and PAC Discrimination." *Social Science Quarterly* 67(2): 283-298.

Influencing the Legislative Branch

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