

PSCI 3130: Interest Groups

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Spring 2024
TR
11:00 AM -12:20 PM
Life A419

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. In the first half of this class, we will examine how these groups have developed and changed over time and how they influence policymakers in the legislative, executive, and judicial branches. Then, in the second half of the class, we will answer a series of questions about the role of interest groups in contemporary American politics. For example, how often do American citizens join interest groups and advocacy organizations? Are these groups biased in favor of some citizens rather than others? Who benefits the most from interest group activity? Altogether, this course is designed to encourage you to think critically about the role of interest groups and advocacy organizations in American politics. At the end of this course, you will be able to:

- Explain how and why interest groups and advocacy organizations form and why people do (or do not) join them.
- Explain how interest groups and advocacy organizations influence members of Congress, executive agencies, and the Supreme Court.
- Explain how interest groups and advocacy organizations differ from social movements.
- Understand the theory of pluralism (and critiques of it) and explain what it contributes to our understanding of the role of interest groups and advocacy organizations in American politics.
- Provide a written, critical analysis of an interest group or advocacy organization's lobbying strategy.

COURSE FORMAT

Each class session will be a mixture of mini-lectures and class activities and discussions about the readings. This class is designed to teach you how to think critically and conduct your own research and analyses of interest group lobbying strategies.

COURSE MATERIALS AND READINGS

Required Books

Holyoke, Thomas T. 2021. *Interest Groups and Lobbying: Pursuing Political Interests in America*. Boulder, CO: Westview Press. ISBN: 9780367485900.

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 office 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 3130) in the subject line of your email along with a brief description of the class-related subject you would like to discuss. **I 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 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.

IMPORTANT DUE DATES

- Thursday, February 1: Final Paper Topics
- Tuesday, February 6: Reading Journal 1
- Thursday, February 15: Formation and Maintenance Worksheet
- Thursday, February 22: Classifying Your Organization Worksheet
- Thursday, March 7: Lobbying Congress Worksheet
- Thursday, March 19: Reading Journal 2
- Thursday, March 21: Lobbying the Bureaucracy Worksheet
- Tuesday, April 2: Lobbying the Judicial Branch Worksheet
- Thursday, April 4: Lobbying for Appointments Worksheet
- Thursday, April 11: Rough Drafts and Feedback Memos
- Tuesday, April 30: Reading Journal 3
- Thursday, May 2: Final Papers and Revision Memos

COURSE REQUIREMENTS

Grades and Assignments

Final course grades will be based on participation in class activities, 3 reading journal assignments, completion of 6 research worksheets, and a final paper that is broken down into smaller assignments to be turned in throughout the semester. Each of these components will factor into your final grade as follows:

Participation in In-Class Activities and Library Research Sessions	10% of final grade (Lowest 3 grades dropped)
Reading Journals (3) 1 from Part 1 of the course 1 from Part 2 of the course 1 from Part 3 of the course	30% of final grade
6 Research Worksheets	15% of final grade
Final Lobbying Strategy Paper Preliminary Proposal Rough Draft and Feedback Cover Sheet Final Paper and Revision Memo	45% of total grade 5% of final grade 10% of final grade 30% of final grade
TOTAL	100%

Participation in In-Class Activities and Library Research Sessions (10% of Final Grade)

You will also receive credit for participating in brief, in-class group activities and library research sessions throughout the semester. These activities are designed to help you engage more fully with the class readings and research materials and re-engage in academic life following two years of pandemic disruptions.

If you miss an in-class activity or research session due to a covid illness (documentation required) or a university-excused absence (see below for what counts as a university-excused absence), you may make up the activity you missed. Activities missed due to excused absences must be made up within 7 days of the original activity. To make up an activity or quiz you missed for an excused absence, you need to provide Dr. English with documentation of your excused absence (e.g. a doctor's note, a note from your coach, etc. explaining why you missed class) and arrange for a make-up either during office hours or by appointment.

If you miss an in-class activity for a non-documented, non-excused absence (e.g., you skipped class, overslept, got stuck in traffic, etc.), you will not be able to make up the assignment. Please make sure you attend class and do your best to arrive on time!

To provide flexibility as we all readjust to post-pandemic life, your lowest 3 activity scores will be dropped.

Reading Journals (3 assignments, 30% of total grade)

Reading journal assignments are designed to help make sure you complete, understand, and apply the course readings to your analysis of an interest group's strategy in your final paper.

Each reading journal assignment will ask you to pick one day of class, summarize the day's readings, and explain how you will apply the readings to your final paper. **Your reading journal assignments must provide answers to the questions that are at least 750 words long and they must contain substantive comments (more on that below). Reading journals should NOT only summarize the material that was presented during our class sections.**

There are many ways you can make your reading journal posts substantive. For example, you might:

- Describe what you think the most important idea of the reading is and explaining why you think this idea is significant or thought-provoking.
- Consider how the major arguments or ideas of the reading compare, contrast, or connect to the ideas or arguments raised by other class readings, and explaining your reasoning.
- Ask for clarification about a particular concept, idea, passage, or section of the reading and explaining what you find confusing about it.
- Describe any ideas or arguments that you find conflicting or unconvincing and explaining why you think the idea or argument is not sufficient or logical.
- Describe any ideas or arguments that you found particularly convincing and explaining why you found it convincing

- Describe any ideas or arguments that helped you think differently about a particular topic and explain how and why the reading helped change your perspective.
- Reflect on what you think is the major implication or outcome of the reading. What larger conclusions or insights can be drawn from the reading and how do they help you understand or think about other media texts or class readings?
- Use direct quotations from the readings to provide further support for your thoughts and arguments

Reading journal assignments that only cover the first couple of pages of the reading assignment and reading journal assignments that provide only vague information about the reading will not receive passing grades. Make sure you provide detailed descriptions of the readings and demonstrate that you read all of the chapters/articles that were assigned.

You are required to complete one reading journal assignment for each part of the course.

Reading Journals will be graded on an A to F scale using the rubric below.

Grade	Contribution
A	The reading journal assignment provided a deeply engaged and critical analysis of the assigned readings. It contains original thoughts and analyses and does not just summarize the readings. It refers to specific pieces of text (e.g. important definitions of key concepts, important key findings of studies, discussions of how the author conducted their research) and discusses and analyses those key points. It does not simply provide long, block quotations that fill up space without much discussion or context provided about those quotations. It may consider how different reading assignments from throughout the semester relate to each other. The journal entry discusses all of the assigned readings for a particular class session and meets the minimum word requirements.
B	The reading journal assignment demonstrated that the student did the reading assignment in full. It starts to provide some original critical thoughts and analyses, but those thoughts and analyses are not fully fleshed out. The text is discussed in broad, rather than specific terms. The journal entry discusses all of the assigned readings for a particular class session and meets the minimum word requirements.
C	The reading journal assignment primarily provided simple summaries of the readings. It did not provide original thoughts or analyses about the readings. The journal entry does not discuss all of the assigned readings for a particular class session and does not meet the minimum word requirements.
D	The reading journal assignment primarily provided simple summaries of the readings, and it was clear those summaries were drawn simply from the abstract of an article or only a few pages of the reading. It did not provide original thoughts or analyses about the readings. The journal entry does not discuss all of the assigned readings for a particular class session and does not meet the minimum word requirements.
F	The student did not complete the assignment.

Research Worksheets (6 worksheets, 15% of final grade)

To help you complete the research for your final papers, students will also be required to complete 6 research worksheets throughout the semester. Those worksheets will be completed in 3 sets on 3 scheduled research days. On those 3 days, class will meet in the library so that students can use class time to complete these assignments and receive research assistance as needed.

Research worksheets will be available on Canvas. ***Please note that failing to complete these worksheets will adversely impact your final strategy paper grades.*** Completing these assignments on-time, in full is necessary if you want to earn a good grade and meet all of the requirements for your final strategy paper assignment.

Lobbying Strategy Paper

By the end of the semester, each student will complete a 15-page research paper that analyzes a national-level interest group or advocacy organization's lobbying strategy using the concepts you have learned in this course over the entire semester. The research mentioned above will help you find the information needed to complete this assignment.

To complete this paper, you will:

- Select a specific organization that is operating at the national level
- Provide an overview of the organization's basic structure and characteristics (e.g. its size, location, number of staff members, membership, location, budget, funding sources, whether or not it has a PAC)
- Identify which policymakers your organization attempts to influence (e.g. members of Congress, federal agencies, the judicial branch, state-level policymakers, etc.) and explain how they tried to influence them (e.g. campaign contributions, mobilizing voters, sharing information and expertise, testifying in hearings, writing comments, writing amicus briefs, social media outreach, etc.).
- **Cite 10 readings from the course syllabus** to analyze why your organization targeted the policymakers it did and why it used the techniques it did.
- Explain whether your organization's strategy was successful or influential and provide recommendations for how it might be improved in the future.

You can select any organization you find interesting and exciting for this paper. To make this project more manageable and to provide you with the opportunity to receive feedback throughout the writing process, I have divided it up into the following smaller assignments with deadlines spread throughout the semester:

- Preliminary Paper Topic Proposal
- Rough Draft and Feedback Memo
- Final Paper and Revision Memo

Preliminary Paper Topic Proposal (5% of final grade, graded for completion)

The first portion of the research paper due is your proposed paper topic. For this assignment, you will be asked to identify which interest group or advocacy organization you plan to analyze in your final paper, and you should explain why you have selected that group and what you expect to find in terms of how they influence policymakers (e.g. what types of activities do you think they engage in; what types of policymakers do you think they lobby and why). This step of the final paper assignment will be graded on completion.

Rough Draft and Feedback Cover Sheet (10% of final grade, graded for completion)

Next, you will be asked to submit a first draft of your final paper at the beginning of November. Along with that draft, you should submit a one-page cover sheet that identifies one aspect of your paper that you would most like to receive assistance with and one aspect of your paper that you believe is its key strength.

This stage of assignment is designed to provide you with useful feedback on your writing before their final papers are due and to teach you how to respond to written feedback on your writing. Thus, you will be graded **on completion** of this assignment.

In order for this assignment to be considered complete, you must submit a first draft that is at least 7 pages long, double-spaced, in 12-point Times New Roman font, and that contains fully written sentences and paragraphs. First drafts that fall far short of the required page limit or that consist of little more than an outline or a bullet-pointed list will not be considered complete because they will not allow me to provide you with effective feedback.

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://mk0apsaconnectbvy6p6.kinstacdn.com/wp-content/uploads/sites/43/2020/07/Style-Manual-for-Political-Science-July-2020-Revision.pdf>). More information about citation styles and citation guides are available on Canvas. Brea Henson, the political science librarian, is also available to help you identify and properly cite scholarly sources. She can be reached at Brea.Henson@unt.edu or in Willis Library.

Final Paper and Revision Memo (30% of final grade, graded 0-100%)

Finally, you will be required to submit a final, 15-page paper for this class. Along with the final paper, you are also required to submit a one-page memo indicating how you choose to respond to the feedback you received on your rough draft. This memo will indicate which changes you made, and it may explain which recommendations you did not incorporate and why.

The final paper will be graded on the quality of the analysis, the degree to which you responded to feedback on your rough draft, the inclusion and proper citation of **10 sources from our class syllabus, 5-10 primary sources about your group's lobbying activities**, and effective use of spelling and grammar. The rubric detailing how your final paper will be graded is available on Canvas and it will be handed out in class.

Final papers should be double-spaced, use 12-point Times New Roman font, and 1-inch margins.

Please keep in mind that successful final papers will not simply provide a basic description of your organization and what it did. They will also not simply summarize the information available on your organization's website. Instead, you will also need to conduct additional research using the research worksheets and use what you learned in class this semester to provide a critical analysis of why their strategy did or did not work and/or why it was or was not a good strategy for an organization like yours to pursue. You should also provide some clear recommendations for how it can improve its efforts in the future.

While students are not required to make all of the changes that were recommended to their rough drafts, students who do well will show that they have at least seriously considered all recommendations. Students who do well on the final papers also submit papers that are free from spelling and grammar mistakes.

Assignment Submissions, AI, and Academic Integrity

Students will submit all of their work on Canvas this semester. Turnitin or other plagiarism detecting software will be used for assignment submissions. **This course assumes that all work submitted for a grade by students – reading journals, research worksheets, paper rough drafts, and final research papers – will be generated by the students themselves, working individually.**

Therefore, class policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

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.”

UNT policy also defines plagiarism 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.”

COURSE POLICIES

Attendance Policy and UNT Excused Absences

Attendance for this class is expected and you will be graded on participation in unannounced in-class activities. 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.

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**. Late work will be accepted for 48 hours after the due date with a 1 letter grade penalty for each day the assignment is late.

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) (<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/) (<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) (<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](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student%20Affairs-Academic%20Integrity.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 at 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.

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

Academic Support Services

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

COURSE SCHEDULE

Readings Marked *** are available on Canvas!

Tuesday, January 16: Course Introduction

- Read the entire syllabus.

PART I: KEY CONCEPTS

Thursday, January 18: What is An Interest Group and Other Key Concepts

- Holyoke, Thomas. *Interest Groups and Lobbying*, Introduction and Chapter 1

Tuesday, January 23: Early Interest Groups and Organizations

- ***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.

Thursday, January 25: Contemporary Interest Groups and Organizations

- ***Skocpol, Theda. 2003. *Diminished Democracy: From Membership to Management in American Civic Life*. Norman, OK: University of Oklahoma Press, Chapter 4.

Tuesday, January 30: Forming Groups & Collective Action Problems

- Holyoke, Thomas. *Interest Groups and Lobbying*, Chapter 2.

Thursday, February 1: Maintaining Groups

- ****Final Paper Topics Due Today at 11:59 PM on Canvas****
- ***Walker, Jack. 1983. "The Origins and Maintenance of Interest Groups in America." *American Political Science Review* 77(2): 390-406.
- ***Staggenborg, Suzanne. 1988. "The Consequences of Professionalization and Formalization in the Pro-Choice Movement." *American Sociological Review* 53: 585-605.

Tuesday, February 6: Social Movements and Contentious Politics

- ****Reading Journal 1 Due Today at 11:59 PM on Canvas****
- ***Tarrow, Sidney. 1998. *Power in Movement: Social Movements and Contentious Politics*. Cambridge: Cambridge University Press, Chapter 1.

Tuesday, February 8: Paper Research Day #1

- Class will meet in the library to work on the Formation and Maintenance Worksheet

PART II: INFLUENCING POLICYMAKERS

Tuesday, February 13: Interest Groups, PACs, and Elections

- Holyoke, Thomas. *Interest Groups and Lobbying*, Chapter 10.
- ***Sides, John, Daron Shaw, Matt Grossman, and Keena Lipsitz. *Campaigns & Elections*, Chapter 7.
- ***Campaign Finance Charts***

Thursday, February 15: Paper Research Day #2

- *****Formation and Maintenance Worksheet Due Today at 11:59 PM*****
- Class will meet in the library to work on the Classifying Your Organization Worksheet

Tuesday, February 20: Identifying Key Members of Congress and Campaign Contributions

- ***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.

Thursday, February 22: Lobbying as a Legislative Subsidy

- *****Classifying Your Organization Worksheet Due Today at 11:59 PM*****
- Holyoke, Thomas. *Interest Groups and Lobbying*, Chapter 6.
- Optional: ***Hall, Richard and Alan Deardorff. 2006. "Lobbying as a Legislative Subsidy." *American Political Science Review* 100(1): 69-84. (This is a challenging piece to read, but we will discuss a simplified approach their idea of "Lobbying as a Legislative Subsidy" in class)

Tuesday, February 27: Paper Research Day #3

- Class will meet in the library to work on the Lobbying Congress Worksheet

Thursday, February 29: Influencing the Bureaucracy

- Holyoke, Thomas. *Interest Groups and Lobbying*, Chapter 7.
- ***Yackee, Jason and Susan Yackee. 2006. "A Bias Towards Business? Assessing Interest Group Influence on the US Bureaucracy." *Journal of Politics* 128-139.

Tuesday, March 5: Iron Triangles and Issue Networks

- ***Heclo, Hugh. 1978. "Issue Networks and the Executive Establishment." in *The New American Political System*, edited by Anthony King. American Enterprise Institute.

Thursday, March 7: Paper Research Day #4

- *****Lobbying Congress Worksheet Due Today at 11:59 PM*****
- Class will meet in the library to work on the Lobbying the Bureaucracy Worksheet

Tuesday, March 12: No Class – Spring Break

Thursday, March 14: No Class – Spring Break

Tuesday, March 19: Influencing the Judicial Branch

- *****Reading Journal 2 Due Today at 11:59 PM on Canvas*****
- Holyoke, Thomas. *Interest Groups and Lobbying*, Chapter 8.
- ***Collins, Paul. 2004. "Friends of the Court: Examining the Influence of Amicus Curiae Participation in Supreme Court Litigation." *Law and Society Review* 38(4): 807-823.

- ***Caldeira, Gregory, Marie Hojnacki, & John Wright. 2000. "The Lobbying Activities of Organized Interests in Federal Judicial Nominations." *Journal of Politics* 62(1): 51-69.

Thursday, March 21: Paper Research Day #5

- ****Lobbying the Bureaucracy Worksheet Due Today at 11:59 PM****
- Class will meet in the library to work on the Lobbying the Judicial Branch Worksheet

PART III: THE ROLE OF INTEREST GROUPS IN AMERICAN POLITICS

Tuesday, March 26: Paper Research Day #6

- Class will meet in the library to work on the Lobbying for Appointments Worksheet

Thursday, March 28: Early Understandings of Interests and Factions

- **de Tocqueville, Alexis. "Political Associations in the United States."
- **Madison, James. "Federalist 10."

Tuesday, April 2: Pluralism

- ****Lobbying the Judicial Branch Worksheet Due Today at 11:59 PM****
- **Dahl, Robert. 1956. "American Hybrid." In *Preface to a Democratic Theory*.

Thursday, April 4: Critiques of Pluralism – Who Has the Power?

- ****Lobbying for Appointments Worksheet Due Today at 11:59 PM****
- **Mills, C. Wright. 1956. *The Power Elite*. London: Oxford University Press, Chapters 1 and 12.
- ***Brooks, David. 2010. "The Power Elite." *The New York Times*, Feb 18.

Tuesday, April 9: Critiques of Pluralism – Mobilizations of Bias

- ***Schattschneider, E.E. 1960. *The Semisovereign People: A Realist's View of Democracy in America*. New York, NY: Harcourt Brace Jovanich, Chapters 1 and 2.

Thursday, April 11: Rough Drafts and Feedback Memos Due

- ****Rough Drafts and Feedback Memos Due Today at 11:59 on Turnitin on Canvas****
- No reading or class meeting today; work on completing your rough drafts

Tuesday, April 16: Extra Credit Peer Review Paper Session

- Students who attend class and participate in a peer review session for their final papers will earn 2 extra points on their final course grade

Thursday, April 18: Critiques of Pluralism – Biases in Interest Groups System

- ***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, Chapter 10 pgs. 265-281, Chapters 11 and 12.

Tuesday, April 23: Critiques of Pluralism – Biases in Interest Groups System

- ***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, April 25: Critiques of Pluralism – Biases within Organizations

- ***Strolovitch, Dara. 2006. “Do Interest Groups Represent the Disadvantaged: Advocacy at the Intersections of Race, Class, and Gender.” *Journal of Politics* 68(4): 894-910.

Tuesday, April 30: Critiques of Pluralism – Learned Powerlessness

- ****Reading Journal 3 Due Today at 5:00 PM on Canvas****
- ***Gaventa, John. 1980. “Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley. Chicago, IL: University of Illinois Press, 1-25.
- ***Cramer, Katherine. 2016. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago IL: University of Chicago Press, Chapters 5 and 6.

Thursday, May 2: Final Papers and Revision Memos Due

- ****Final Paper and Revision Memo Due Today at 5:00 on Turnitin on Canvas****
- No class meeting today
- Work on completing your final papers