

**POLITICAL SCIENCE 367D01**  
**LEGISLATURES AND INTEREST GROUPS**

Winter Term 2001

Web-Based Course: <http://psweb.sbs.ohio-state.edu/grads/wanderson/ps367wi2001.html>

NOTE: TENTATIVE SYLLABUS – FINAL SYLLABUS WILL NOT BE  
AVAILABLE UNTIL CLASS BEGINS

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COURSE OVERVIEW AND OBJECTIVES:

The legislative branch of our government is a remarkably accessible institution, able to cultivate, gather, and implement the preferences of a diverse group of actors from inside and outside Congress. Moreover, Congress manages to create innovative and coherent public policy out of a cacophony of voices, each demanding that their side be heard.

This course seeks to examine two of the actors vital for producing public policy in the legislative arena: the legislature itself, comprised of the members, structures, and processes integral for the establishment of public law; and the interests attempting to attract the attention of the legislative branch - among them businesses, citizens, and organizations.

Additionally, this course will attempt to create a firm understanding for how these two sets of actors, legislative bodies and interests, interact with one another to fuel change and evolution in our political system.

REQUIRED COURSE MATERIALS:

There are two required books and one recommended book for this course. They should be available at the University Bookstore, Long's, or SBX. You can also order each via Barnes and Noble, Amazon, or any other online bookseller.

*Required*

1. Cigler, Allan and Burdett Loomis. 1998. *Interest Group Politics*, 5<sup>th</sup> Ed. Washington, D.C.: CQ Books.
2. Rauch, Jonathan. 1999. *Government's End: Why Washington Stopped Working*. New York: Public Affairs Press, LLC.

### *Additional Readings*

There are several additional readings that will be available either through OSU library's "online reserve" or as free downloads on the web. The syllabus on the course webpage has information and links to where these readings can be found. It is your responsibility to get these readings on your own. If you have any problems, let us know and we can help you get them.

### *Optional*

Ornstein, Mann, and Malbin. 2000. *Vital Statistics on Congress, 1999-2000*. Washington, D.C.: AEI Press.

### EXPECTATIONS AND ASSIGNMENTS:

#### *Class Meetings*

All of the material in this class is cumulative, and we will very often deviate from the readings during lecture. Our lectures will be more specific, theoretical, and attentive to detail than the course books. **Missing the online introductory lectures will provide a significant impediment to succeeding in this course.**

Even though this course is web-based, students should expect to participate actively in the course. **Active participation means being involved in at least one of the chat sessions for the week** (to be scheduled beginning in week #2). It is likely that one session will be scheduled on Thursday and one on Friday. Simply logging on to the chat is not enough—inject your comments into the discussion!

Additionally, you will be graded on your chat room attendance and participation. This grade accounts for 10% of your final grade.

#### *Written Assignments*

This is a University-designated writing course. As such, you should expect to do a significant amount of writing over the course of the quarter. You will have **three 5 page thought papers** due to your instructor by 5 p.m. on the due dates listed below. Each paper will ask a specific question that you will answer based on your opinion, the readings we have read, and in some cases the research you have done. Your grade for the thought papers will be based on your performance on each of the papers as well as overall improvement.

Your **final paper** will consist of a longer writing assignment (between 12 and 15 pages) and will be a synthesis of all of the material in the quarter. More information will be given out about the final paper as we progress through the quarter.

Papers should be sent to Mr. Anderson at [anderson.785@osu.edu](mailto:anderson.785@osu.edu) using e-mail attachments. Microsoft Word or Corel Wordperfect files are preferred. Please do not send Adobe Acrobat files—making comments on these documents is difficult.

Please virus-scan all of your files before sending them to the instructor. Student papers will be returned within one week, via e-mail, and with electronic comments included in the file. If you are unsure as to how to attach files to your e-mail messages, please contact the instructor as soon as possible.

It is expected that all of your writing will be grammatically correct, rigorously proofread, and free from typical spelling, punctuation, and other such mistakes. Because writing is the core of this course, students who fail to adhere to typical grammatical style norms (MLA, APA, etc.) will see that reflected in their short paper and final paper grades.

Papers must be e-mailed by 5 p.m. on the date they are due. Late papers are unacceptable except in the case of documented hardship (illness, a death in the immediate family, or other such things). If students will be unable to turn papers in on the specified dates (due to the reasons mentioned above), the instructors must be contacted either via e-mail or phone prior to the class. The only exception to this is a **documented emergency** that prevents the student from contacting us. Students who fail to contact us regarding a “thought paper” will receive a full grade letter deduction for each day it is late. Students who fail to contact us regarding the final paper will not be permitted to turn the paper in and will receive a zero.

#### *Extra Credit:*

Extra credit will be offered this term for completing 3 surveys during the course of the quarter. These surveys are part of an experiment that we are doing this quarter, which compares the advantages of web-based and classroom-based learning environments. Answers to the surveys are purely for information purposes and do not have any bearing on your grade. **To get the extra credit, you will have to complete all 3 surveys and sign a consent form.**

Mr. Anderson will e-mail you about this extra credit opportunity shortly after the quarter begins. The extra credit will be worth 3 percentage points added to your final grade. This has the potential to raise your final grade half a letter.

#### *Grading:*

The assignments above will contribute to your final grade as follows:

- 10% Attendance and Class Participation
- 40% Thought Papers
- 50% Final Paper

Students with questions about their grades must contact the instructor. As noted above, late assignments will be penalized and late final papers will not be permitted without prior approval of the instructors **or** without documented hardship (determined by University policy).

### *Academic Misconduct*

The University's Code of Student Conduct defines academic misconduct as "any activity which tends to compromise the integrity of the institution, or subvert the educational process." In this class, academic misconduct refers to plagiarism in written assignments such as final papers.

Plagiarism is not only dishonest, but also very unfair to students who do their best to succeed honestly. Consequently, we take such problems very seriously, and we will seek to punish willful acts of cheating or plagiarism. The Code of Conduct provides for punishment ranging from failing the course to expulsion, depending upon the nature of the misconduct.

### *Students with Disabilities*

If you have any condition, such as a physical, psychiatric, medical, or learning disability, which will make it difficult for you to carry out the work required in this class, please notify us and the Office for Disability Services before the end of the first full week of class. Course materials are available in alternative formats upon request, and extra time may be allowed for exams in some cases. All information about your disability will remain confidential.

## COURSE SCHEDULE AND READINGS:

### Introduction

January 3<sup>rd</sup>: Introduction and a Trajectory for the Class

*Survey #1 available for completion.* You must complete survey #1, read the Explanation of Research, and read the Consent for Participation. The explanation and consent both require your initials to prove you have read them.

### Money (and Information) Doesn't Grow on Trees: The Foundations of Interest Group Politics

January 8<sup>th</sup>: Madison's Dilemma

- James Madison. "Federalist 10" (available online).
- David Truman. "Group Politics and Representative Democracy." in *Public Policy: The Essential Readings*, eds. Stella Theodoulou and Matthew Cahn. Englewood Cliffs, NJ: Prentice Hall. (online reserve)

January 10<sup>th</sup>: The Fall of Pluralism or "You first. No, you first."

- Cigler and Loomis, Chapter 2: "Interest Group Recruiting: Finding Members and Keeping Them."

*Last day to complete Survey #1* (see Jan. 3 for more details)

January 15<sup>th</sup>: No Class—Martin Luther King Holiday

January 17<sup>th</sup>: Expanding Olson's Solution or "Is it all about the goodies?"

- Cigler and Loomis, Chapter 13: "Instrumental versus Expressive Group Politics: The National Endowment for the Arts."

January 22<sup>nd</sup>: Interest Group Maintenance or "Wait! Don't Go!"

- Cigler and Loomis, Chapter 6: "The Political Firepower of the National Rifle Association."
- Lawrence Rothenberg. "A Unified Framework for Understanding Citizens' Decision Making: A Theory of Experiential Search." Chapter 2 in *Linking Citizens to Government: Interest Group Politics at Common Cause*. Cambridge: Cambridge University Press. (online reserve)

## **Information and Influence: Interest Groups in the Lawmaking Process**

January 24<sup>th</sup>: Goals of Members of Congress and Interest Groups or “What carrot are you after?”

- John Wright. “Legislative Lobbying.” Chapter 4 in *Interest Groups and Congress: Lobbying, Contributions, and Influence*. Boston: Allyn & Bacon. (online reserve)

*Paper #1 due*

January 29<sup>th</sup>: Agenda Setting or “I’ve got an idea!”

- John Kingdon. “Agenda Setting.” in *Public Policy: The Essential Readings*, eds. Stella Theodoulou and Matthew Cahn. Englewood Cliffs, NJ: Prentice Hall. (online reserve)

January 31<sup>st</sup>: Passing Legislation or “I’m just a bill.”

- Walter Oleszek. “Congress and Lawmaking.” Chapter 1 in *Congressional Procedures and the Policy Process*. Washington, D.C.: CQ Press. (online reserve)
- Cigler and Loomis, Chapter 11: “Advocates and Analysts: Think Tanks and the Politicization of Expertise.”

February 5<sup>th</sup>: Voting Behavior or “Yea or Nay?”

- Herbert F. Weisberg, et al. “How Do Legislators Decide to Vote?” Chapter 24 in *Classics in Congressional Politics*. New York: Longman. (online reserve)
- Cigler and Loomis, Chapter 10: “Lobbying Friends and Foes in Washington.”

February 7<sup>th</sup>: Enforcement or “That’s not what we meant!”

- Mathew McCubbins and Thomas Schwartz. “Police Patrols vs. Fire Alarms.” *American Journal of Political Science* 28: 165-179. (JSTOR)

*Survey #2 available for completion.*

## **Just Who is the Boss Here? Interest Groups as the Principal**

February 12<sup>th</sup>: Mobilizing the Public or “If I can’t convince you, I know someone who can.”

- Cigler and Loomis, Chapter 8: “Thunder on the Right? Religious Interest Group Mobilization in the 1996 Election.”

- Cigler and Loomis, Chapter 16: “Lobbying the Public: All-Directional Advocacy.”

*Paper #2 due*

*Last day to complete Survey #2.*

February 14<sup>th</sup>: The Role of Money or “Check out the ‘Bling Bling’!!”

- Norman Ornstein and Jeremy Pope. *Campaign Finance: An Illustrated Guide*. Washington, D.C.: American Enterprise Institute Press. (Available Online)

February 19<sup>th</sup>: Campaign Finance (The Nuts and Bolts) or “Who cares about laws when there are loopholes?”

- Cigler and Loomis, Chapter 7: “Parties and Interest Groups in Postreform Congressional Elections.”
- Cigler and Loomis, Chapter 9: “Political Action Committees and Campaign Finance.”

February 21<sup>st</sup>: Campaign Finance Reform or “I’m not touching that with a ten foot pole!”

- McCain-Feingold summary (available online)
- Excerpts from “New Realities, New Thinking: Report of the Task Force on Campaign Finance Reform. Citizens Research Foundation, University of Southern California. 1997. (online reserve)
- Nathaniel Welch. “The More Money You Raise, the More Your Opponent Gets.” *George*. November 2000, pp. 48-50. (online reserve)

### **An Inevitable Conclusion: The Curse of Democracy?**

February 26<sup>th</sup>: Hyperpluralism or “Help! I’m drowning in interests!”

- Rauch, Jonathan. *Government’s End: Why Washington Stopped Working*. Chapters 1-3.
- Cigler and Loomis, Chapter 18: “From Big Bird to Bill Gates: Organized Interests and the Emergence of Hyperpolitics.”

*Paper #3 due*

February 28<sup>th</sup>: Demosclerosis or “This thing is broken! Can I take it back?”

- Rauch, Jonathan. *Government’s End: Why Washington Stopped Working*. Chapters 4-6.

March 5<sup>th</sup>: A Solution or “Don’t look at me! I didn’t do it!”

- Rauch, Jonathan. *Government’s End: Why Washington Stopped Working*. Chapters 6-10.

March 7<sup>th</sup>: Conclusion and Final Discussion

*Survey #3 available for completion until 5:00 PM on March 8<sup>th</sup>*

***FINAL PAPERS ARE DUE BY 5 P.M. ON MARCH 7TH***