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# PSC 409: Political Parties & Interest Groups

Sections A & C (Undergraduate): 3 credits

Sections B & D (Graduate): 4 credits

Spring 2022

Thursdays, 6:00pm – 8:30pm – Brookens Library 417

Or

Online

**Instructor:**  Matthew Geras, Assistant Professor

**Office:**  PAC 358

**Office Hours:**  Mondays: 3:30pm-5pm central (via Zoom)

Thursdays: 3:30pm-5pm central (in-person or via Zoom)

By appointment (in-person or via Zoom)

[Zoom Link for Office Hours](https://uis.zoom.us/j/85065516544?pwd=cWE0T1RJYndCbEZRMzVBT2xBQ2dxUT09)

**Phone:** 217-206-7884

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## **Course Description**

While public opinion of both political parties and interest group is often divisive, both are defining features of American politics. This class will consider the purpose, history, and goals of both political parties and interest groups in the US. Specifically, we will consider how these groups influence governance, elections, individual political behavior, and the actions of each other. Finally, we will consider why the US only has two political parties and the causes and consequences of political polarization. Overall, this course provides a modern political science perspective on political parties and interest groups in American Politics.

This course is designed as a modified seminar. While each class will begin with a lecture on that week’s topic, a substantial portion of each class will be dedicated to discussing the required readings for that week and important current events related to political parties and interest groups. Since this is in part a seminar class, you can expect to read and write on a weekly basis. Additionally, active participation in class discussions is expected of all students.

## **Course Objectives**

Upon completion of the course, students will:

* Be able to define and identify similarities, differences, and connections between political parties and interest groups in the American context.
* Understand the purpose and history of political parties and interest groups in the US.
* Understand how political parties and interest group influence governance, election, and individual political behavior.
* Be able to critically analyze scientific research on political parties and interest groups.
* Be able to use theories discussed in class to analyze historical and current events related to political parties and interest groups.

**Learning Objectives**

* Students will complete the assigned readings and participate in class discussions about the readings and current events during each class.
* Students will construct their own discussion questions, or other talking points, on political parties and interest groups or current events, to demonstrate their ability to lead and contribute to class discussions.
* Students will complete several application assignments which will require them to take what we have learned in class to evaluate a real-world application of political parties and interest groups.
* Students will demonstrate their knowledge of political parties and interest groups in the American context by completing a written examination.

## **Course Expectations**

This is a HyFlex class meaning students can participate in person on campus, synchronously through Zoom, or asynchronously by watching recorded lectures and completing online assignments. All students will complete the same readings, the same writing assignments, and engage with the same content. The only difference between these modalities is the way in which students participate in class discussions.

For each week of class, there will be required readings, which should be completed prior to the start of class, or prior to your participation on the online discussion boards. Each class session will be split into two parts. First, there will be a lecture on that week’s topic. Second, there will be a class discussion on the required readings and any important current events related to political parties and interest groups.

On-ground and synchronous online students will attend class on Thursday nights. Following each class period, I will post recorded versions of my lecture and several discussion questions to Canvas by each Friday morning. Asynchronous students will then have one week **(Friday through Thursday)** to watch these lectures video(s) and complete the online discussion boards. All students will use the same Canvas page, which means the online discussion boards will be available to everyone, but they are only required for asynchronous students who are not able to participate in live class discussions. This course is designed based on the principles of collaborative learning and active participation.

## **UIS Academic Integrity Policy**

I support the UIS policy on Academic Integrity, which states, in part: “Academic integrity is at the heart of the university’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members.”

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.

You are responsible for understanding and complying with the [UIS Academic Integrity Policy](http://www.uis.edu/academicintegrity).

Academic dishonesty in an online learning environment may include the following scenarios:

* Having a tutor or friend complete a portion of your assignments
* Having a reviewer make extensive revisions to an assignment
* Copying work submitted by another student to a public class meeting
* Using information from online information services without proper citation
* Posting any work as your own that has been written by another author(s)

## **Academic Accommodations**

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Autism Spectrum Disorder. In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include but are not limited to extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably in the first week of class.

For assistance in seeking academic accommodations please contact the UIS Office of Disability Services (ODS) in the Human Resources Building, Room 80, phone number 217-206-6666.

## **Library Resources**

You can access library resources, databases, and helpful research guides from [Brookens Library](http://library.uis.edu/). For in-depth help, please contact one of our librarians directly: [Full list of librarians by subject](https://libguides.uis.edu/librarians).

**The Learning Hub**

The Learning Hub provides students on campus with many services including online and face-to-face tutoring for writing, science, exercise science, academic skills, business, computer science, and math; supplemental instruction; workshops; and online resources. Any student who is enrolled at UIS is eligible for the free services.

If you feel like you need extra help in the class, please use this service along with instructor help.

Appointments can be made by contacting The Learning Hub at (217) 206-6503, [thehub@uis.edu](mailto:thehub@uis.edu), or in person at Brookens 460. You may also use this link to access a “Make an Appointment” form to ensure you give them all the information needed to schedule an appointment. When making an appointment, please have the following information ready:

* Course number
* Instructor
* Assignment/Paper Length
* Available Days and Times

## **Required Texts**

There are no required books for this class. Instead, all course readings will be posted to Canvas.

Readings will include a combination of scientific journal articles, news articles, book excerpts,

and podcasts.

## **UIS Resources**

[University of Illinois at Springfield](http://www.uis.edu/)

[[Information Technology Services (ITS)](http://www.uis.edu/)](http://www.uis.edu/its)

[University Webmail](http://webmail.uis.edu)

[Canvas](https://go.uis.edu/canvas)

[The Learning Hub](http://www.uis.edu/thelearninghub/)

[Documentation Style Guides](http://www.uis.edu/thelearninghub/writing/handouts/#Helpful) (from The Learning Hub)

[The Career Development Center](http://www.uis.edu/career/)

**UIS Covid Statement**

The University of Illinois Springfield maintains an unwavering commitment to academic excellence and the health and safety of our students, faculty, and staff. For the spring 2022 semester, all UIS on‐campus students, faculty, and staff are required to be fully vaccinated against COVID‐19 or to have received an exemption.

## **Course Requirements**

## Complete all assigned readings, videos, and graded assignments and participate in class on a weekly basis. As a best practice, please keep a backup copy of all assignments that you submit.

## **Adhere to assignment deadlines as outlined on Canvas and the course schedule. Since all due dates are clearly established at the start of the semester, late submissions may be subject to a penalty of 2% per day with a maximum penalty of 50%. Depending on the circumstances, I may waive this penalty if an extension is requested and granted prior to the due date of an assignment.**

## ***I recognize we are all living through unprecedented times. Many of us are currently facing, or may in the future face, unexpected challenges. If you find yourself in a situation where your ability to meet course deadlines is compromised, please let me know. I will, to the best of my abilities, work with you to come up with a solution that will allow you to complete the required components of this course.***

## **Course Communication**

The best way to contact me is through email or the messenger function on Canvas. As needed, we can also schedule Zoom meetings and telephone consultations. I typically respond to emails within 24 hours Monday through Thursday and within 48 hours Friday through Sunday. You will likely receive a response from me much faster than this timeline. If fact, if you do not receive a response from me within this timeframe, it is okay to assume I did not receive your original message and you are welcome to contact me again.

Office Hours:

My office hours are Mondays 3:30pm to 5pm central (via Zoom), Thursdays 3:30pm to 5pm central (via Zoom or in-person), and by appointment. To set up a meeting, send me an email with some suggested times. I encourage all students to attend office hours whenever they wish to discuss course content and assignments. Please view my office hours as time that I have set aside to answer your questions, clarify class discussions, and help you succeed in class.

### Netiquette

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. I recommend you review the following [tips for interacting online](https://www.livinginternet.com/i/ia_nq.htm) in e-mail and/or discussion board messages compiled by Chuq Von Rospach and Gene Spafford.

Everyone must plan an active role in helping to facilitate and maintain a safe and comfortable learning environment where everyone should feel free to participate, ask questions, engage the course and support one another. To do this successfully, we must remain mindful and respectful of each other’s freedom of thought and speech and provide mutual respect. Everyone should feel comfortable expressing themselves and their views. There must be a clear respect for diversity of participants including respect for gender, race/ethnicity, religion, disability, age, sexual orientation, socio-economic status, as well as culture, beliefs and personal values.

Here are some tips for discussing serious and potential sensitive topics with your peers:

* Be empathetic and remember that this environment is a safe place for making mistakes.
* Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision he/she made.
* Use specific questions, examples, and research as a way of making your point.

Online discussions, whether through Zoom or other platforms, present unique challenges. When on Zoom it is often difficult, or impossible, to read non-verbal cues and as a result, it is easy to accidently interrupt or talk over someone else. This is often unintentional and sometimes unavoidable, but I ask everyone to be mindful of this when we are in class. One trick I have found helpful in avoiding this is to remain muted until you have something to add to the conversation and then only unmute when you are speaking. Alternately, you can use the virtual raise-hand feature on Zoom to raise your hand as you would in an in-person class. I will do my best to manage these issues as they arise, but it is everyone’s responsibility to make sure our class discussions are civil so that everyone is able to participate and feels comfortable doing so.

## **Methods of Evaluation**

## You will be assessed on several application assignments, a cumulative final exam, and class participation, including your contribution of discussing questions or other talking points.

Application Assignments

Throughout the semester, there will be 3 application assignments that all students need to complete and a 4th application assignment that graduate students need to complete. Regardless of whether you are an undergraduate or graduate student, these assignments will make up 45% of your final grade. Application assignments will require you to take what we have learned in class to evaluate a real-world application of political parties and interest groups in the American context. Instructions for each application assignment will be provided in separate assignment sheets, but the topics and due dates for these assignments are provided below:

Application Assignment #1: Political Party Platforms (**Due 3/10)**

Application Assignment #2: Responsible Party Government (**Due: 4/7)**

Application Assignment #3: Comparative Interest Groups Presentation (**Due: 5/5)**

Application Assignment #4: Evaluating a Theory **(Due: 5/12 – Graduate Students Only)**

Final Exam

The cumulative final exam for this class will be worth 20% of your final grade. The final exam will mostly consist of short-answer and essay questions. The final exam will be distributed on Canvas during the final week of class and will be due on **Thursday, May 12th,** which is the designated day for our class’s final exam.

Participation

Since this is in part a seminar class, students are expected to actively participate in class on a weekly basis.

*On-Ground Students*

Students enrolled in the on-ground sections of this class (A & B) will attend class in person. They will earn participation credit by attending class, participating in class discussions, and asking questions. They can use the online discussion boards to supplement their participation and engage in conversation with their asynchronous online classmates. If they need to miss class or cannot attend class in person due to sickness, quarantine, etc., they can participate in class synchronously through Zoom or asynchronously through the online discussion board, but this option should only be used in circumstances when class attendance is not possible.

*Synchronous Online Students*

Online students who want to participate in the on-ground class synchronous can do so through Zoom. The classroom is set up so that you will be able to see my lecture slides and a broad view of the classroom. Synchronous participation through Zoom is entirely optional, but in any week that you participate in class via Zoom, you are not required to participate in the online discussion board. Like on-ground students, synchronous students will earn participation credit by attending class, participating in class discussions, and asking questions. They can also use the online discussion boards to supplement their participation and engage in conversation with their asynchronous online classmates.

*Asynchronous Online Students*

Online students who cannot, or do not wish to, participate in class synchronously will earn participation credit by using the online discussion boards. By each Friday morning, beginning January 21st, I will post a recorded version of my lecture for that week and open a discussion board containing 5-7 discussion questions, many of which will be drawn from your Talking Points, for that week of class. Asynchronous students should watch my lecture(s) and then participation in the online discussion board by 11:59pm the following Wednesday. The final week of class will have a slightly different structure to accommodate all three modalities.

*Assessing Participation*

Regardless of how you participate in class, you will be assigned a participation grade ranging from 0 to 3 for each week of class. A score of 0 indicates no participation and a score of 3 indicates outstanding participation. Your final participation grade will constitute 20% of your final grade and will be calculated by averaging your 14 highest participation scores. This means your lowest score will be dropped. Please note that when I assess participation, I will consider the quality of your participation in addition to the quantity of your participation. In this sense, I am not simply counting the number of discussion board posts, questions, or comments you contributed to the class discussion. Instead, I will consider the content and quality of your participation. At the end of each week of class, I should be able to tell that you have completed the assigned readings and that you are able to discuss the reading’s main findings and the material covered in my lectures in a critical manner. Overall, participation is one of the most important elements of this class, but I have designed the course such that everyone can determine the best way to participate according to their individual schedule.

Talking Points

To help facilitate class discussions, each week of class, starting on January 27th, you will submit 2 talking points pertaining to the readings for that week. Talking points should be the most interesting questions, thoughts, arguments, or comments you have about the week's readings. Talking points should not be restatements of discussions from previous weeks of class. They should be submitted in the form of a sentence or short paragraph and where appropriate should refer directly to the assigned readings. To receive credit for your talking points, you must submit them to **Canvas by 11:59 pm each Wednesday night**. Due to time constraints, we will not cover all the talking points that have been submitted every week. However, submitting your talking points by the deadline, provided they are relatively fresh ideas not already addressed in discussions from previous weeks, is sufficient to receive credit regardless of whether they are used in class. Talking points will constitute 15% of your final grade and each of your talking points will be evaluated according to the following scale:

**0 points** = no talking point was submitted

**1 point** = talking point is unlikely to generate discussion because it is either off topic, a statement of fact, or an opinion/critique of a reading that is not fully explained or justified

**2 points** = talking point is likely to generate discussion

**Grading Scale**

Application Assignments 45%

Final Exam 20%

### Participation 20%

Talking Points 15%

| Percent Range | Letter Grade |
| --- | --- |
| 100-93 | A |
| 92-90 | A- |
| 89-87 | B+ |
| 86-83 | B |
| 82-80 | B- |
| 79-77 | C+ |
| 76-73 | C |
| 72-70 | C- |
| 69-67 | D+ |
| 66-63 | D |
| 62-60 | D- |
| 59 and below | F |

## **Course Calendar**

Below is the course calendar with assigned readings and the due dates of major assignments. Please note this schedule is subject to change.

**January 20, 2022: Class Introductions & Collective Action Problems**

*Asynchronous: 1/21 - 1/27*

Readings:

* Long, Abby. “10 Things to Know About Reading a Regression Table – EGAP.” <https://egap.org/resource/10-things-to-know-about-reading-a-regression-table/> (January 5, 2022).
  + Several of our readings throughout the semester will be academic journal articles which contain original empirical research. This article provides a brief overview on how to read and interpret regression tables. Please refer to it throughout the semester as needed.

**January 27, 2022: What are Political Parties? & History of Political Parties in the US**

*Asynchronous: 1/28 – 2/3*

Readings:

* Aldrich, John H. 2011. *Why Parties? A Second Look*. 2nd ed. Chicago: The University of Chicago Press. (Chapter 1: Politics & Parties in America)
* Bawn, Kathleen et al. 2012. “A Theory of Political Parties: Groups, Policy Demands and Nominations in American Politics.” *Perspectives on Politics* 10(3): 571–97.
* Blum, Rachel M. 2020. *How the Tea Party Captured the GOP: Insurgent Factions in American Politics*. University of Chicago Press. (Chapter 1: Introduction: An Intraparty Insurgency)

**February 3, 2022: Comparative Party Systems & the US’s 2-Party System**

*Asynchronous: 2/4 – 2/10*

Readings:

* Masket, Seth, and Hans Noel. 2021. *Political Parties*. 1st ed. New York: W.W. Norton & Company. (Chapter 5: U.S. Parties in Comparative Perspective)
* Drutman, Lee. 2020. “The Two-Party System Is Killing Our Democracy.” *Vox*. <https://www.vox.com/2020/1/23/21075960/polarization-parties-ranked-choice-voting-proportional-representation>.
* Tolbert, Caroline J., and Daria Kuznetsova. 2021. “Editor’s Introduction: The Promise and Peril of Ranked Choice Voting.” *Politics and Governance* 9(2): 265–70.
* Reilly, Benjamin. 2021. “Ranked Choice Voting in Australia and America: Do Voters Follow Party Cues?” *Politics and Governance* 9(2): 271–79.

**February 10, 2022: Political Parties in Government**

*Asynchronous: 2/11 – 2/17*

Readings:

* Wickham-Jones, Mark. 2018. “This 1950 Political Science Report Keeps Popping up in the News. Here’s the Story behind It.” *The Washington Post: Monkey Cage*. <https://www.washingtonpost.com/news/monkey-cage/wp/2018/07/24/this-1950-political-science-report-keeps-popping-up-in-the-news-heres-the-story-behind-it/>.
* “Summary of Conclusions and Proposals.” 1950. *The American Political Science Review* 44(3): 1–14.
* Lee, Frances E. 2016. *Insecure Majorities: Congress and the Perpetual Campaign*. University of Chicago Press. (Chapter 3: The Logic of Confrontation)
* Curry, James M., and Frances E. Lee. 2019. “Non-Party Government: Bipartisan Lawmaking and Party Power in Congress.” *Perspectives on Politics* 17(1): 47–65.

**February 17, 2022: Political Parties as Organizations***Asynchronous: 2/18 – 2/24*

Readings:

* Heersink, Boris. 2021. “Examining Democratic and Republican National Committee Party Branding Activity, 1953–2012.” *Perspectives on Politics*: 1–18.
* Galvin, Daniel J. 2020. “Party Domination and Base Mobilization: Donald Trump and Republican Party Building in a Polarized Era.” *The Forum* 18(2): 135–68.
* Doherty, David, Conor M. Dowling, and Michael G. Miller. 2021. “The Conditional Effect of Local Party Organization Activity on Federal Election Outcomes.” *Journal of Elections, Public Opinion and Parties* 31(3): 368–87.

**February 24, 2022: Political Parties & Voters**

*Asynchronous: 2/25 – 3/3*

Readings:

* Kane, John V., Lilliana Mason, and Julie Wronski. 2021. “Who’s at the Party? Group Sentiments, Knowledge, and Partisan Identity.” *The Journal of Politics* 83(4): 1783–99.
* Nickerson, David W., Ryan D. Friedrichs, and David C. King. 2006. “Partisan Mobilization Campaigns in the Field: Results from a Statewide Turnout Experiment in Michigan.” *Political Research Quarterly* 59(1): 85–97.
* Green, Donald P., and Alan S. Gerber. 2010. “Introduction to Social Pressure and Voting: New Experimental Evidence.” *Political Behavior* 32(3): 331–36.

**March 3, 2022: Political Parties & Elections**

*Asynchronous: 3/4 – 3/10*

Readings:

* Cohen, Marty, David Karol, Hans Noel, and John Zaller. 2008. *The Party Decides: Presidential Nominations Before and After Reform*. The University of Chicago Press. (Chapter 7: The Invisible Primary: Theory and Evidence)
* Dominguez, Casey B.K. 2011. “Does the Party Matter? Endorsements in Congressional Primaries.” *Political Research Quarterly* 64(3): 534–44.
* Crowder-Meyer, Melody. 2013. “Gendered Recruitment without Trying: How Local Party Recruiters Affect Women’s Representation.” *Politics & Gender* 9(04): 390–413.

**March 10, 2022: Political Polarization**

*Asynchronous: 3/11 – 3/24 (Spring Break 3/14 - 3/18)*

Readings:

* Kurtzleben, Danielle (Host), and Lilliana Mason (Guest). 2021. “What If We Don’t Need to Fix Polarization?” *NPR*. <https://www.npr.org/2021/03/19/979369761/is-todays-bitter-partisanship-a-step-toward-a-more-equal-democracy>. (Podcast)
* Klar, Samara, Yanna Krupnikov, and John Barry Ryan. 2018. “Affective Polarization or Partisan Disdain?” *Public Opinion Quarterly* 82(2): 379–90.
* Enders, Adam M. 2021. “Issues versus Affect: How Do Elite and Mass Polarization Compare?” *The Journal of Politics* 83(4): 1872–77.

Assignments:

* Application Assignment #1 (Due: 3/10, 11:59pm)

**March 17, 2022: No Class (Spring Break)**

**March 24, 2022: The Modern Democratic and Republican Parties**

*Asynchronous: 3/25 – 3/31*

Readings:

* Pew Research Center. 2021. *Beyond Red vs. Blue: The Political Typology.* <https://www.pewresearch.org/politics/2021/11/09/beyond-red-vs-blue-the-political-typology-2/> (Chapter 1: The Republican Coalition & Chapter 2: The Democratic Coalition)
* Barber, Michael, and Jeremy C. Pope. 2019. “Conservatism in the Era of Trump.” *Perspectives on Politics* 17(3): 719–36.
* Masket, Seth. 2020. *Learning From Loss: The Democrats 2016-2020*. Cambridge University Press. (Chapter 3: Interpreting the Loss)

**March 31, 2022: What are Interest Groups? & History of Interest Groups**

*Asynchronous: 4/1 – 4/7*

Readings:

* Walker, Jack L. 1983. “The Origins and Maintenance of Interest Groups in America.” *The American Political Science Review* 77(2): 390–406.
* Holyoke, Thomas T. 2020. *Interest Groups and Lobbying: Pursuing Political Interests in America*. 2nd ed. New York: Routledge. (Chapter 2: Collective Action and Interest Group Organization)
* Amenta, Edwin, Neal Caren, Elizabeth Chiarello, and Yang Su. 2010. “The Political Consequences of Social Movements.” *Annual Review of Sociology* 36(1): 287–307.

**April 7, 2022: Interest Groups & Governance**

*Asynchronous: 4/8 – 4/14*

Readings:

* Prescott, Virginia (Host), and Jimmy Williams (Guest). “Lobbying.” *Civics 101: A Podcast*. <https://www.civics101podcast.org/civics-101-episodes/ep39>. (Podcast)
* Mahoney, Christine, and Frank R Baumgartner. 2015. “Partners in Advocacy: Lobbying and Government Officials in Washington.” *Journal of Politics* 77(1): 202–15.
* Lazarus, Jeffrey, Amy McKay, and Lindsey Herbel. 2016. “Who Walks through the

Revolving Door? Examining the Lobbying Activity of Former Members of Congress.” *Interest Groups & Advocacy* 5(1): 82–100.

Assignments:

* Application Assignment #2 (Due: 4/7, 11:59pm)

**April 14, 2022: Interest Groups & Elections**

*Asynchronous: 4/15 – 4/21*

Readings:

* Anzia, Sarah F. 2011. “Election Timing and the Electoral Influence of Interest Groups.” *The Journal of Politics* 73(2): 412–27.
* Dwyre, Diana. 2020. “The Origin and Evolution of Super PACs: A Darwinian Examination of a Campaign Finance Species.” *Society* 57(5): 511–19.
* Kreitzer, Rebecca J., and Tracy L. Osborn. 2019. “The Emergence and Activities of Women’s Recruiting Groups in the U.S.” *Politics, Groups, and Identities* 7(4): 842–52.
* Zhou, Li. 2020. “Why More Republican Women Are Running for the House than Ever Before.” *Vox*. <https://www.vox.com/21262150/house-republican-women-candidates>.

**April 21, 2022: Interest Groups & Voters**

*Asynchronous: 4/22 – 4/28*

Readings:

* Holyoke, Thomas T. 2013. “Being a Member of an Interest Group Stimulates Political Participation, or at Least Makes It Easier.” *USAPP*. <https://blogs.lse.ac.uk/usappblog/2013/11/06/interest-group-political-participation/>.
* Weber, Christopher, Johanna Dunaway, and Tyler Johnson. 2012. “It’s All in the Name: Source Cue Ambiguity and the Persuasive Appeal of Campaign Ads.” *Political Behavior* 34(3): 561–84.
* Benjamin, Andrea, and Alexis Miller. 2019. “Picking Winners: How Political Organizations Influence Local Elections.” *Urban Affairs* 55(3): 643–74.

**April 28, 2022: Interest Groups & Political Parties**

*Asynchronous: 4/29 – 5/5*

Readings:

* Rauch, Jonathan and Raymond J. La Raja. 2017. “Re-Engineering Politicians: How Activist Groups Choose Our Candidates—Long before We Vote.” *Brookings*. <https://www.brookings.edu/research/re-engineering-politicians-how-activist-groups-choose-our-politicians-long-before-we-vote/>.
* Victor, Jennifer Nicoll, and Gina Yannitell Reinhardt. 2018. “Competing for the Platform: How Organized Interests Affect Party Positioning in the United States.” *Party Politics* 24(3): 265–77.
* Kolodny, Robin, and Diana Dwyre. 2018. “Spending by Outside Groups Tends to Support a Political Party’s Goals, Not Push More Extreme Candidates.” *USAPP*. <https://blogs.lse.ac.uk/usappblog/2018/07/27/spending-by-outside-groups-tends-to-support-a-political-partys-goals-not-push-more-extreme-candidates/>.

**May 5, 2022: Inequalities in Representation from Political Parties and Interest Groups**

*Asynchronous: Final lecture will be posted by 5/2. Additional discussion questions will be added to the previous week’s discussion board and will serve as your score for both weeks of class.*

Readings:

* Gilens, Martin, and Benjamin I. Page. 2014. “Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens.” *Perspectives on Politics* 12(03): 564–81.
* Schlozman, Kay Lehman et al. 2015. *Louder Chorus — Same Accent: The Representation of Interests in Pressure Politics, 1981–2011*. Brookings. <https://www.brookings.edu/research/louder-chorus-same-accent-the-representation-of-interests-in-pressure-politics-1991-2011/>.

Assignments:

* Application Assignment #3 (Due: 5/5, 11:59pm)

**May 12, 2022: Final Exam**

Assignments:

* Final Exam (Due: 5/12, 11:59pm)
* Application Assignment #4 (Due: 5/12, 11:59pm – Graduate Students Only)