

POSC 010: Political Parties and Interest Groups

Department of Political Science

Instructor: Nick Jenkins

Fall 2020

Office Location: Sproul Hall 2228

Classroom: CHASS 1020

Office Hours: W: 4-5pm; TH: 1:30-3:30pm

Class Times: MW: 9 - 10:15am

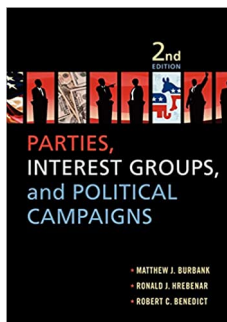
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Course Description

Why does our entire political system revolve around two political parties? Why do we have parties and why just two? Are parties different from interest groups? Do interest groups influence elections? In this course, we will investigate the answers to these important questions. Our goal is to understand the role of political parties in the American political system as well as to identify how interest groups influence political outcomes.

Required Materials

I've tried to mitigate the problem of boring and expensive textbooks by reading reviews of books on political parties and interest groups. Although it's still somewhat expensive, I picked one that had high ratings and wasn't crazy expensive. So, the winner of my search, and the book that we will use this semester is: [Parties, Interest Groups, and Political Campaigns \(2nd Edition\)](#)



The 2nd edition of *Parties, Interest Groups, and Political Campaigns* contains the exact chapters that we will cover in class so you're not paying for a bunch of chapters that we won't be discussing. You can get a used copy on Amazon for around \$45 but know that **older editions are perfectly acceptable**. You can buy the [1st Edition](#) or [this slightly different edition](#).

Throughout the course, we will also talk about some important topics on the role of political parties and interest groups in contexts other than campaigns and elections. We'll explore their role in the formation of public policy and the day-to-day activities in Congress. All of the readings for these

topics will be posted in iLearn.

Course Promises

In this course, I will make the following promises to you. By the end of the semester, you should be able to:

1. Describe how political parties shape campaigns, elections, and legislation.
2. Identify the main interest group strategies to influence elections and legislation.
3. Describe major issues with campaign finance and how candidates raise money for elections.
4. Describe how parties and interest groups help candidates win elections.
5. Research, prepare, and deliver a report that provides valuable information to your colleagues, and that sparks and holds their interest (this is what Political Scientists aim to do in their professional work).

Course Expectations

This course will only fulfill these promises if you promise the following in return:

1. **To attend class.** I have designed this class for the readings and lectures to complement one another. As a result, attending lecture will be an essential component for your to develop a mastery of the course material.
2. **To read the assigned materials.** Similar to the lectures, the readings will provide additional details on each topic that may not be covered in lecture. They will also give you an opportunity to practice applying your knowledge of American government to understand real world decisions that have been made.
3. **To be attentive and participate in class.** Participation does not only mean speaking aloud in class. Students should participate by actively following class discussions and engaging with lecture activities.
4. **To complete the required assignments in a timely fashion.** The assignments in this course are designed for you, and me, to measure your progress on meeting the course promises. Each assignment will give you practice at mastering these promises and I will give feedback to help guide you in your journey. Providing feedback is time consuming, however, so you will get the most useful feedback, and therefore the most use out of each assignment, only if you turn in your work on time.

Assignments and Evaluation

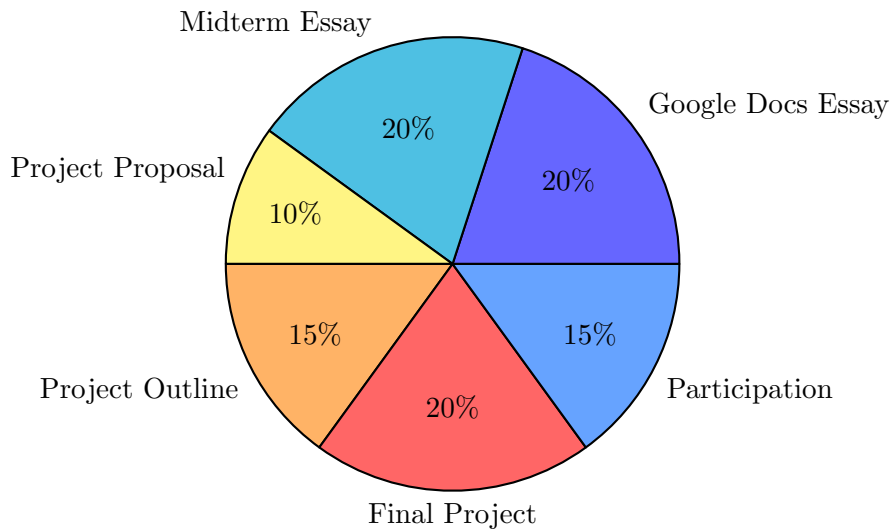
Because writing is an essential component of nearly all career paths (and learning to write well is hard!) we will have several short writing assignments in the course. These assignments are designed to help you become a better writer, to get you to think more carefully about the strategies that political parties and interest groups use, to get you to think more carefully about how actors other than voters shape political decisions, and how to use evidence to support an argument. Below is a list of the writing assignments that we will complete in the course and their requirements.

1. **Google Documents Essay:** For your first assignment, you will be given a prompt ahead of time and you will have 1 week to write an answer in **12pt font and 3 to 4 double-spaced pages**. Good news, I will help you write this paper! You will use a Google Document that I have created for each of you to write this essay and I will be logging in to give you feedback and suggestions as you write. There is one caveat - I will match your level of effort. If you put a lot of work into your thinking and writing, I will give you more feedback and guidance. **This assignment is due on October 30th.** On that day I will restrict your ability to make any changes to your paper and will begin grading them. By working with you write your paper, I will be able to help you improve your writing *before* you are graded on it and this will also allow me to encourage you think through your arguments, thus making you a better researcher and writer.
2. **Midterm Essay:** This essay will be written in class and you will choose 1 prompt from a list of 3 different prompts. Before the exam, however, I will post a list of 6 essay prompts on iLearn and I will choose 3 of these prompts for the exam. You will need to answer the question in a **maximum of 2 pages. Please bring a Blue Book to use for the exam.** **The midterm essay will be on November 6th.** This exam will require you to use your knowledge of the course material so far to support an argument.
3. **Research Essay:** The final essay will be an original research paper of **a maximum of 5 pages double-spaced**. This assignment will be completed in stages that mimic how political scientists learn about the way that political parties and interest groups operate and the strategies they use to influence politics. This project is an effort to teach you how to be a political scientist. This project will be completed in the following 3 stages:
 - Project Proposal: you will submit a project proposal that explains what question you will be researching and what you think the answer is in **about 250 words**. An essential aspect of any research project is identifying what puzzle you want to solve (the research question), as well as a prediction about the answer based on your knowledge of the topic (a hypothesis). **This is due in-class on November 18th.**

- Project Outline: In a **maximum of 2 double-spaced pages**, you will create an outline of your paper. This outline should contain your research question, your argument, and how each paragraph will be used to support your argument. What evidence will you use? How will you convince your fellow political scientists that you are right? **Your project proposal will be submitted via iLearn on December 2nd.**
- Final Project: Write your most convincing case for why your answer to your research question is the right one in a **maximum of 5 double-spaced pages**. If you have done the previous stages correctly, this will involve transforming your outline into a complete paper. **The final paper will be submitted via iLearn on December 16th.**

In addition to these assignments, you will also be evaluated based on your participation in class activities. This involves being engaged during partner or group work, contributing to class discussions, and completing in-class participation assignments. You will also be asked to complete a short self-assessment of your participation in class at the end of the quarter. **This assessment will be completed online and is due on December 16th.**

These assignments will constitute your grade in the course and the weight of each of assignment are as follows:



The letter grades will be assigned according to these percentages:

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%
A	93-96%	B	83-86%	C	73-76%	D	63-66%		
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%		

Classroom Decorum and Academic Discourse

I believe very strongly that the classroom is a place to expand our knowledge and experiences safely, while being respected and valued. I support the values of UCR to the urgent, sustained, and comprehensive work of creating a campus climate of mutual respect and communal vision at the University of California, Riverside. I strive to uphold the values articulated by the Office of the Diversity, Equity, and Inclusion: We value a deep, collective understanding that an institutional and personal commitment to diversity, equity and inclusion is a true commitment to meaningful, lifelong learning. Not only are these values vital for building a better society, they extend into every aspect of our political life. For more information, please visit: <https://diversity.ucr.edu>.

For everyone to have the best possible learning experience, we will strive to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas. As part of learning, it is essential to discuss topics with individual who have different viewpoints than your own and the only way we can better understand one another is if we can carry on a collegial discussion of the topic. Remember, the goal is to become better critical thinkers. To do so we must learn to listen to others and articulate our views in respectful ways. As such, the following principles will guide our discussions:

- Treat every member of the class with respect, even if you disagree with their opinion;
- Bring light, not heat;
- Reasonable minds can differ on any number of perspectives, opinions, and conclusions;
- Because constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights, it is not just encouraged, it is expected;
- No ideas are immune from scrutiny and debate;
- You will not be graded on your opinions;
- Arguments and evidence should be judged *independently* of who offers such arguments and evidence.

Additionally, to build a classroom environment that maximizes everyone's ability to master the course material please be mindful to not distract your fellow learners with your phone, tablet, or computer. It's perfectly fine if you would like to use these devices to take notes during class, but don't use them to distract yourself or your peers! Similarly, if you come late (or must leave early) please to enter/depart the classroom in the least disruptive manner possible. This includes sitting

near the door if you anticipate leaving early or taking a seat as near to the door as possible if you arrive late.

Academic Honesty

I expect that all work you produce for this course will be your own. If you plagiarize any material from outside sources for your written work or presentation in this course, or on the final exam, **it will result in a failure of the entire course.** There are no exceptions to this, and no second chances. Please refer to the university's [Academic Integrity Policies & Procedures](#) if you have questions about these standards.

Special Accommodations

If you need particular accommodations to help you succeed in mastering this course's material, please contact the [Student Disability Resource Center](#) on campus in Costo Hall 125 to get a personalized accommodation plan.

Course Outline

This syllabus is a working document. I reserve the right to make changes to the assigned readings (additions or deletions) or to the order of topics we cover as I deem necessary. Announcements regarding schedule changes will be made in class, in discussion sections, or on iLearn.

Also note that this schedule lists the topics of discussion for each class. To master the course material, you should finish each meeting's readings before we discuss them in class. This schedule also indicates which course promise(s) each class contributes to. They are listed as **CP** followed by the specific promise's number (listed above).

Tentative Schedule:

MONDAY	WEDNESDAY
Aug 31st CP 1 Course Introduction; What is the difference between parties and interest groups? Are interest groups bad?	Sep 2nd CP1 Parties, Interest Groups, and Political Campaigns Ch. 1: A look at campaigns over time. Why study parties and interest groups?

MONDAY		WEDNESDAY	
7th		9th	3
Labor Day - No Class :(CP 1	
Parties, Interest Groups, and Political Campaigns Ch. 2: How did we end up with political parties?			
14th	4	16th	5
CP 1		CP 1	
Parties, Interest Groups, and Political Campaigns Ch. 2: Political parties in modern politics.		Parties, Interest Groups, and Political Campaigns Ch. 3: What are party activists? Parties at the state and local level.	
21st	6	23rd	7
CP 1		CP 1 & 4	
Parties, Interest Groups, and Political Campaigns Ch. 3: National parties. Even more on parties!		Parties, Interest Groups, and Political Campaigns Ch. 4: Parties in the electoral context; electoral systems and party nominations.	
28th	8	30th	9
CP 1 & 4		CP 1 & 4	
Parties, Interest Groups, and Political Campaigns Ch. 4: Election context continued; The Electoral College and the impact of campaign rules.		Google Docs Essay Due	
Parties, Interest Groups, and Political Campaigns Ch. 5: How do parties effect political participation?			
Oct 5th	10	7th	11
CP 1 & 4		CP 1	
Parties, Interest Groups, and Political Campaigns Ch. 5: What about third parties? Voting behavior and ticket splitting.		Beyond elections: Do parties influence what legislation gets passed? Do parties “control” Congress?	
12th	12	14th	13
CP 3		CP 3	
Parties, Interest Groups, and Political Campaigns Ch. 6: Campaign finance laws and where does the money come from?		Parties, Interest Groups, and Political Campaigns Ch. 6: Campaign funds in presidential and Congressional elections.	

MONDAY	WEDNESDAY
19th 14 CP 3 Beyond Elections: Do campaign contributions limits reduce the amount of money in elections? What happens when candidates refuse PAC money?	21st 15 CP 1, 2, & 4 Parties, Interest Groups, and Political Campaigns Ch. 7: What is the point of campaign ads? How do parties change campaigns?
26th 16 CP 1, 2, & 4 Parties, Interest Groups, and Political Campaigns Ch. 7: Who helps candidates with their campaigns? What happens when the media gets involved? <i>Last day of midterm content</i>	28th 17 CP 5 Midterm Review How to write a research paper.
Nov 2nd 18 Midterm Essay (CP)	4th 19 CP Parties, Interest Groups, and Political Campaigns Ch. 8: What strategies do interest groups use in campaigns?
9th 20 CP 2 & 4 Parties, Interest Groups, and Political Campaigns Ch. 8: How do interest groups get involved with campaigns?	11th 21 CP 2 & 4 Parties, Interest Groups, and Political Campaigns Ch. 9: What do lobbyists do?
16th 22 CP 2 & 4 Parties, Interest Groups, and Political Campaigns Ch. 9: What strategies do lobbyists use?	18th 23 Project Proposal Due CP 2 & 4 Beyond Elections: Who becomes a lobbyist? Former Members of Congress
23rd Thanksgiving! - No Class :(25th Thanksgiving! - No Class :(

MONDAY		WEDNESDAY	
30th	24	Dec 2nd	25
CP 4 Parties, Interest Groups, and Political Campaigns Ch. 10: Where do interest groups come from?		Project Outline Due CP 2 & 4 Parties, Interest Groups, and Political Campaigns Ch. 10: Who joins interest groups? Where do they get their resources?	
7th	26	9th	27
CP 2 Beyond Elections: How do lobbyists influence public policy? Corporate Strategies		Final Review	
14th	28	16th	29
		Final Project Due on iLearn (CP 5) Participation Self-assessment Due	

MONDAY	WEDNESDAY
23rd Thanksgiving! - No Class :(25th Thanksgiving! - No Class :(
30th 24 CP 4 Parties, Interest Groups, and Political Campaigns Ch. 10: Where do interest groups come from?	Dec 2nd 25 Project Outline Due CP 2 & 4 Parties, Interest Groups, and Political Campaigns Ch. 10: Who joins interest groups? Where do they get their resources?
7th 26 CP 2 Beyond Elections: How do lobbyists influence public policy? Corporate Strategies	9th 27 Final Review
14th 28	16th 29 Final Project Due on iLearn (CP 5) Participation Self-assessment Due