

4. To build analytic skills that may transfer to professional settings such as think tanks, policy offices, and graduate studies.

Teaching Approach

To build a sophisticated understanding of the topics and arguments we consider, you will need to engage in all components of the course. It is expected that you will complete all required readings in advance of the session for which they are listed, take notes on the material, and be prepared to evaluate it critically. Classes will include discussion, exercises, and lecture components – but feel free to ask pertinent questions at any point. You will help guide the discussion in our class meetings. I encourage the expression of diverse viewpoints in class and in your written work.

Grading and Assessment

50% of your grade: out-of-class writing assignments

Case study:	15%
Outline of final paper:	5%
Final paper	30%

50% of your grade: in-class quizzes and participation

Quiz 1:	10%
Quiz 2:	15%
<u>Participation:</u>	
Reading summary/commentary	5%
Paper topic presentation:	5%
Seminar participation:	15%

Quizzes. Two non-cumulative quizzes will be given in class on the dates listed in the course calendar. They will be constituted of true/false, multiple choice, and questions that require short written answers.

Participation. This is awarded for contributing to a productive learning environment over the course of the term. All students in the course benefit from high levels of class attendance and participation, so you are expected to prepare and attend. Missing classes, being unprepared to discuss readings during sessions, and/or under-contributing to group processes will lower this portion of your grade.

An element of your participation score will be drawn from your contributions to the forum section on our NYU Classes page. There will be nine (9) opportunities to participate in the forum (every week during Part 1 as well as 3 weeks in Part 2 of the course). Please be sure to participate in at least six (6) forums. Days in advance of the session, I will post a question and would like you to respond briefly to it with one or more thoughts based on the assigned reading.

Please do this by 10 a.m. on the day of class so that I can use your comments to frame our discussion.

A reading summary/commentary. A one-page summary of a reading of your choice will be sent to the class by Wednesday evening followed by a short presentation of this summary during class. The presentation will conclude with a discussion question based on the summary. We will divvy up weeks and readings on a spreadsheet and will begin this component on February 12.

A case study. A short paper using concepts and theories from the course to analyze the case listed in the course calendar. Guidelines for this assignment will be posted.

A Final Paper. 15 pages minimum (not including title and reference pages) to 20 pages maximum. Guidelines for this assignment will be posted.

- An outline of the final paper, deliverable any time during the semester but no later than April 9.
- During the final meeting of the semester, a short presentation to the class of your paper topic.

NYU Classes and Readings and Assignments

All announcements will be delivered through NYU Classes. Slides, if used, will be posted after class. I may modify assignments, due dates, and other aspects of the course as we go through the term with notice provided as soon as possible through the NYU Classes course page. Materials and assignments will be posted to NYU Classes, with one exception: **you will need to purchase the case study.** To access, you will need to click on the following link:
<https://hbr.org/store/case-studies>

You may then search for the assigned case by title and purchase it.

- Harvard Business case study: *The "Tipping Point" and Green Dot Public Schools*

Policy on recording of zoom class sessions

In this course, routine posting of audio recordings of lectures is NOT guaranteed. There are several reasons for this, including the overhead of editing (when recordings are made, they are edited to clip out student questions to raise the zoom classroom's comfort level). And your classmates are counting on you to participate in each class meeting, bringing your own perspective to whole-class and small-group conversations. The best ways to learn the material needed for the quizzes and written assignments:

- Prepare the assigned readings (skim and read)
- Participate in the class forum
- Participate fully in the zoom classroom
- Take notes on the lectures and the readings
- Request office hours to review the material

If you cannot participate in a zoom session, the best ways to catch up are:

- Request notes from one or several of your classmates.
- Review the notes, readings, and power point slides.
- Request office hours to review the material.

Academic Integrity

The students and faculty at NYU are very concerned about academic integrity. Each student should have the assurance that the rules of the game are understood by everyone and enforced equally. Students are encouraged to learn and study together. Individual assignments are just that, but mutual assistance is appropriate. New York University has an academic code that is available here:

<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu>

Every student is expected to maintain academic integrity and is expected to report violations to me.

Additional Administrative Details

- You are responsible for obtaining any materials distributed in or outside of class.
- I reserve the right to revise this syllabus as the term progresses.
- Regarding lateness and absences:
 - Only university-approved absences (e.g., illness with a doctor's note, illness or death of a friend or family member, religious commitment) are acceptable absences from our weekly class meetings.
 - For quizzes and class presentations, students are permitted to take a make-up only if they have a *prior* arrangement with me (a prior arrangement is defined as at least 24 hours in advance) or supply a note from a doctor or university dean excusing their absence due to serious illness or another family problem. Travel, conflict with another activity or job, and other nonmedical reasons are not acceptable excuses for missing the deadlines printed in this syllabus.
 - Turning in an assignment beyond the deadline leads to an automatic grade reduction of 10% of the assignment for each calendar day (including the day of lateness and each subsequent day).
 - Technical difficulties uploading assignments to NYU Classes will not excuse late assignments. If NYU Classes is frozen and will not upload, then please email a copy directly to me with a timestamp before the deadline.
- Whenever you email me: please avoid beginning the email with "Hey . . ."; you can normally expect a reply within 24 hours.
- Please use my office hours!!

Policy Regarding Disability Services and Programs

Students with disabilities are encouraged to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980). Reasonable accommodations can be made for students with qualified disabilities, but only for students who have registered with the Moses Center and provide documentation from that office. Please be sure the letter is delivered to me within the first three weeks of the term.

COURSE CALENDAR

Session 1 (Jan 29): *Review syllabus and course*

- **Objective:** To provide an overview of the course.
- No assigned reading in advance of Session 1.

Part I. Interest Groups: Theories and Concepts

Session 2 (Feb 5): *Interest groups, pluralism, and major themes*

Objective: To develop conceptual tools for studying interest groups: definitions, pluralism theory, debates over influence.

Berry, J. M., & Wilcox, C. 2018. *The interest group society*. Routledge. Chapter 1.

Baumgartner, F. R. 2009. "Interest groups and agendas." In *The Oxford Handbook of American Political Parties and Interest Groups*.

For further reading:

Nownes, Anthony. 2013. *Interest Groups in American Politics*. Chapter 9.

Andrews and Edwards. 2004. ADVOCACY ORGANIZATIONS IN THE U.S. POLITICAL PROCESS. *Annu. Rev. Sociol.* Pp. 479-491.

Berry and Wilcox. 2018. *The Interest Group Society*. Chapter 3 "Mobilization and Organization."

Schlozman and Tierney. 1986. *Organized Interests and American Democracy*. Chapter 3 "Interest Organizations in Politics."

Session 3 (Feb 12): *Estimating interest group influence: challenges and methods*

Objective: To gain perspective on challenges of measuring interest group activity and influence, and to examine several approaches used in contemporary research.

Leech, Beth. 2010. *Lobbying and Influence*

Taylor, Haider-Markel, and Rogers. 2019. "Toward a New Measure of State-Level LGBT Interest Group Strength."

Anzia, Sarah F. 2012. "The Election Timing Effect: Evidence from a Policy Intervention in Texas." *Quarterly Journal of Political Science* 7: 209-248.

For further reading:

Lowery and Gray. 2010. "The Comparative Advantage of State Interest Organization Research." In *The Oxford Handbook of American Political Parties and Interest Groups*.

Gray, V., Lowery, D., Fellowes, M., & McAtee, A. (2004). Public opinion, public policy, and organized interests in the American states. *Political Research Quarterly*, 57(3), 411-420.

Session 4 (Feb 19): *Theories of interest groups influence (Part 1)*

Objective: Understand factors relevant to interest group influence: routine politics, information politics, monitoring, and deck stacking.

Godwin, Ainsworth and Godwin. 2013. *Lobbying and Policymaking*. Chapter 2, "Models of Influence."

Berry and Arons. 2003. *A Voice for Nonprofits*, pp. 127-145.

Bertelli, Anthony. 2012. *The Political Economy of Public Sector Governance*. Ch 4: pp. 80-84 (with attention to the delegation model of government, p. 81)

For further reading:

Bertelli, Anthony. 2012. *The Political Economy of Public Sector Governance*. Ch 4, section 4.4.1 (pp. 109-113).

Gilens and Page. 2014. "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." *Perspectives on Politics*.

- Practice quiz (In Class, ungraded)

Session 5 (Feb 26): *Theories of interest groups influence (Part 2)*

Objective: Understand factors considered relevant to interest group influence: raising salience and venue shopping.

Kollman, Ken. 1998. *Outside Lobbying. Public Opinion and Interest Group Strategies*. Chapter 3 (pp. 68-77) and Chapter 4.

Pralle, Sarah. 2010. "Shopping around: environmental organizations and the search for policy venues," in Prakash and Gugerty (Eds) *Advocacy Organizations and Collective action*.

For further reading:

Kollman, Ken. 1998. *Outside Lobbying. Public Opinion and Interest Group Strategies*. Chapter 5.

Prakash, Aseem, and Mary Kay Gugerty, eds. 2010. *Advocacy Organizations and Collective action*. Chapter 1.

- **Quiz (In Class) on sessions 2-4**

Session 6 (March 5): *Interest groups in coalitions*

Objective: To consider conditions under which interest groups are likely to work together in partnerships and coalitions.

Hula, Kevin. 1999. *Lobbying Together*. Chapters 7 & 9.

Berry and Wilcox. 2018. *The Interest Group Society*. Chapter 9 "The Rise of Networks and Coalitions."

For further reading:

Hojnacki, Marie. 1997. Interest Groups' Decisions to Join Alliances or Work Alone. Vol. 41, No. 1 (Jan., 1997), pp. 61-87

Ozer, M., & Lee, S. (2009). When do firms prefer individual action to collective action in the pursuit of corporate political strategy? A new perspective on industry concentration. *Business and Politics*, 11(1), 1-21.

Session 7 (March 12): *Interest groups and political parties*

Objective: To understand the broader relevance of interest groups in terms of American party politics.

Bawn, Cohen, Karol, Masket, Noel, and Zaller . 2012. "A Theory of Political Parties: Groups, Policy Demands and Nominations in American Politics." *Perspectives on Politics*, Vol.10, No. 3.

Berry and Wilcox. 2018. *The Interest Group Society*. Chapter 4 "The Party Connection"

Grossman, Matt and Casey Dominguez. 2009. "Party Coalitions and Interest Group Networks" *American Politics Research*, Vol. 37, No. 5.

For further reading:

Heaney, Michael. 2010. "Linking Political Parties and Interest Groups."

Week 8 (March 19): Spring Break

Part II. Social Movements

Session 9 (March 26): *Civil society, participation, and democracy*

Objective: To consider theory about civil society contributions to social movements and democracy.

Skocpol, T., Ganz, M. and Munson, Z. 2000. A nation of organizers: The institutional origins of civic voluntarism in the United States. *American Political Science Review*.

Putnum, Robert. 2000. *Bowling Alone: The Collapse and Revival of American Community*. Chapters 9 and 15

For further reading:

Anheier, H.K. and Scherer, N., 2015. Voluntary actions and social movements. In *The Oxford handbook of social movements*.

Session 10 (April 2): *Social organizational bases of mobilization*

Objective: To understand how voluntary and other types of organizations build capacity for social movements.

McCarthy and Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory." *American Journal of Sociology*, Vol. 82, No. 6

McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer" *American Journal of Sociology*, Vol. 92, No. 1

For further reading:

Strolovitch and Forrest. 2010. "Social and Economic Justice Movements and Organizations."

Mancur Olson (1965), *The Logic of Collective Action*, Introduction, Chapters 1 & 2

- **Quiz (In Class) on sessions 5-9**

Session 11 (April 9): *Contentious politics, political opportunities, and information cascades (Part I)*

Objective: To conceptualize links between mass organization and the political context.

Tarrow, Sidney, "Introduction" (pp. 6-12) and Chapter 1 "Contentious Politics and Social Movements" in *Power in Movement: Social Movements, Collective Action and Politics*, (Cambridge: Cambridge University Press, 1995)

Tarrow, Sidney, chapter 5 (pp. 111-118), and diagram on p. 121 (in chapter 6) in *Power in Movement: Social Movements, Collective Action and Politics*, (Cambridge: Cambridge University Press, 1995)

Meyer, David. 2004. Protest and Political Opportunities. *Annual Review of Sociology*, Vol. 30, pp. 125-145.

For further reading:

McAdam, Doug. 1996. "Political Opportunity — conceptual origins and future directions," in McAdam, McCarthy, and Zald, eds., *Comparative Perspectives on Social Movements*, 41-61.

Tarrow, Sidney. 1996. "States and Opportunities: The political structuring of social movements," in McAdam, McCarthy, and Zald, eds., *Comparative Perspectives on Social Movements*, 41-61.

- **Due in class: Outline of final assignment**

Session 12 (April 16): *Contentious politics, political opportunities, and information cascades (Part II)*

Objective: To consider: moderate activists, signaling thresholds, and information cascades.

Tarrow, Sidney. 1995. "Threats, Opportunities and Regimes" (pp. 163-180) in *Power in Movement: Social Movements, Collective Action and Politics*, (Cambridge: Cambridge University Press, 1995)

Lohmann. 1994. Information Cascades.

For further reading:

Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics*. 44(1): 7–48.

- **Case study assignment due in class**

Session 13 (April 23): *Framing collective action*

Objective: To integrate theory of framing into our broader understanding of social movements.

Tarrow, Sidney, chapter 7 pp. 144-152 in *Power in Movement: Social Movements, Collective Action and Politics*, (Cambridge: Cambridge University Press, 1995)

Zald, Mayer. 1996. "Culture, ideology, and strategic framing," in McAdam, McCarthy, and Zald, eds., *Comparative Perspectives on Social Movements*.

For further reading:

Gamson and Meyer. "Framing political opportunity," in McAdam, McCarthy, and Zald, eds., *Comparative Perspectives on Social Movements*.

Berinsky and Kinder. 2006. *Making sense of issues through media frames*.

Bennett, W. L., & Segerberg, A. (2011). Digital media and the personalization of collective action: Social technology and the organization of protests against the global economic crisis. *Information, Communication & Society*, 14(6), 770-799.

Rachel Schurman and William Munro. 2006. "Ideas, thinkers, and social networks: the process of grievance-construction in the anti-genetic engineering movement," *Theory and Society* 35:1 (February 2006): 1-38.

Session 14 (April 30): *Movements and outcomes*

Objective: Discuss the outcomes of social movements in terms of both policy change and civil society.

Rootes, C. and Nulman, E., The Impacts of Environmental Movements, 2015. In *The Oxford handbook of social movements*.

McAdam, Doug. 1988. *Freedom Summer*. Oxford University Press: pp. 145-147; pp. 178-185 ("The Women's Liberation Movement"); pp. 208-212 ("Change and Marginality: Making a Career of It").

Review: Meyer, David. 2004. Protest and Political Opportunities. *Annual Review of Sociology*, Vol. 30, pp. 125-145.

For further reading:

Theda Skocpol et al, "Women's Associations and the Enactment of Mothers' Pensions in the United States," *American Political Science Review* 87:3 (September 1993): 686-701.

Nash, K., 2015. Is it social movements that construct human rights? In *The Oxford handbook of social movements*.

Session 15 (May 7) *Student presentations*

- **May 14 at 12:30 pm** Final papers due