

## **Money and Politics Graduate Syllabus**

Texas Woman's University

POLS.5903.50

Spring 2021 Online

### Graduate Class Professor:

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### Dr. Brock's Virtual Office Hours: Thursdays 1-2pm

Schedule Appointment here:

<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UU9FT21RekZmSkNHfGRlZmF1bHR8OTI2YTMwYTdlZjA3MzRkYWWRiMjMzZGE4YjU4ZGMzMjA>

### Undergraduate Class Professor:

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### **Course Description**

Most people who pay attention to U.S. politics today are deeply troubled by the multifaceted relationship that has evolved between money and politics, yet despite this widespread concern, the amount of money it takes to run a campaign or lobby a lawmaker continues to rise. But why does this trend feel so ominous, and is the U.S. unique in this regard? Surely lobbying is a sign of active engagement from interest groups and well-financed campaigns boost civic engagement. Isn't this just how politics works? Not necessarily. In this class, students will explore the boundaries of a core mechanism of modern governance--influence. The class is divided into four parts. In Part I, students will be introduced to the theoretical framework of political power, voice, and influence. Part II will focus on the role of money in political campaigns, while Parts III and IV will examine lobbying and other forms of influence, first in a domestic and then in a comparative context. By the end of the course, students will have a well-rounded knowledge of the impacts money has on politics in the U.S. and around the world.

## **Measurable Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Accurately describe the regulatory landscape of campaign finance and lobbying law
- Effectively apply political theories, including theories of collective action, influence, and subsystem dynamics, to understand how money influences policy outcomes
- Critically analyze the impact of lobbying and campaign finance laws on policy outcomes and regulatory systems in the United States and in the comparative context
- Appropriately evaluate regulations and laws restricting the flow of money into politics both domestically and comparatively
- Recognize and assess the kinds of trade-offs involved in making campaign finance and lobbying laws in a comprehensive manner

Each of the above student learning outcomes must be performed at an appropriate level as stated in each course assignment requirements, grading scale or rubric.

## **Materials**

Readings and media posted to canvas

## **Assignments**

Participation (100 points - 20 points per meeting)

Annotations in Perusall (105 points; 3 points each, 35 required)

Literature review (100 points)

Final Exam (100 points)

Total Possible Points: 405 points

A = 364 - 405 points

B = 324 - 363 points

C = 283 - 323 points

D = 243 - 282 points

F = 242 points or fewer

## **A. Assignment Breakdown**

### **Course Readings and Lectures:**

Each student is expected to read the assigned material as detailed in the course calendar. In addition, there will be corresponding video(s) for each module and other supplemental material, posted online. Students will be held accountable for assigned material via the course assignments, discussion, and exams. Readings and professor lectures create the core of the online course experience. Making appropriate use of these materials will have a significant impact on your grades.

It is vital that you manage your time and maintain a high degree of self-discipline to ensure your success in any graduate course, but this is particularly true of an online course. If you fall behind it is difficult to adequately address the topics or complete assignments, often leading to a snowballing effect and eventual failure. The pace of this course is about 3-4 chapters or articles per week for graduate students, plus assigned podcasts and videos, during the full length of the term.

### Synchronous Zoom Discussions and Attendance

The class will meet synchronously on zoom, once a month, throughout the semester for a total of four meetings (dates listed in course calendar). These meetings are intended to establish class community, clarify course material, and provide an opportunity for discussion and exploration of course content.

Given the infrequent nature of our synchronous zoom meetings, all students will be expected to attend zoom meetings for their entirety - showing up on time and remaining on the video until dismissed. Failure to attend zoom meetings, in their entirety (unless an exemption has been previously discussed or in the event of an emergency), will be reflected in your participation grade, which is based solely on these meetings.

Zoom meetings are worth 100 points on your final course grade, meaning that each of the four zoom sessions are worth 25 points.

- Full credit (25 points) will be allocated to students who attend zoom meetings for the entirety of the allotted time and engage in discussion productive and respectfully.
- Partial credit (10-20 points) will be awarded to students who attend zoom meetings but do not participate fully or who arrive late or leave early (unless previously arranged).
- Students will receive no credit for a missed zoom meeting.

### Perusall Annotations

Each week, students are expected to complete a set of assigned readings as detailed in the course calendar. Students will use Perusall to engage interactively with the readings and each other. While these summaries are intended to provide accountability for course material, their more valuable purpose is in requiring students to think critically about the assigned readings and process the main messages of each reading. Examples and a complete description of grading will be provided on canvas.

### Literature Review

Students will be asked to choose one topic from the course on which to write a literature review. Writing literature reviews is one of the most foundational skills of graduate school, and of conducting research more generally. These papers should be just 3-5 double-spaced pages in length, but often include 20 or more sources, and they serve to provide the theoretical foundation

for a search project. Full details on how to write a literature review, expectations, and grading will be provided on canvas.

### Final Exam

The final exam for the course will be an essay-based exam. It will be open-book, open-note, however, it will be timed, so you are encouraged to be prepared and study in advance. The exam will be made available on canvas; you will have access to the exam over the course of several days, but once you begin the exam you must finish it in the allotted time.

## **B. Important Course Policies**

### Late Work

I tend to think about late work as having two types: the type that really isn't going to matter to anybody that it's a little bit late (soft deadlines) and the type that it actually does matter (hard deadlines).

Your reading annotations, for instance, are mostly useless to you and to the class if done after the deadline because they're keyed to a particular moment in the course progression and intended to support our live zoom discussions. The conversation will move on without you, and you will be unable to adequately contribute if you do not complete the reading summaries in advance of our meetings. I may be willing to extend the weekly annotations by a day or two, but everything absolutely must be done in advance of our monthly live zoom meetings. Thus, I'm not likely to allow you to fall far behind on annotations or give you credit for very late work, because the value of annotations lies in their interactivity, and the value the discussion relies heavily on your reading being completed in advance of class.

The literature review and final exam, on the other hand, have a little more flexibility. I'm perfectly willing to let you have a two-day grace period of the literature review, if you ask for it in advance. Similarly, the final exam schedule will have flexibility built in to it. That being said, after more than a few days have passed, I cannot extend the assignment or exam further. It would not be in my best interest, or yours, to allow you to pile up assignments and complete them in the final days of the semester. **I also cannot let you go back at the end of the semester and complete work you have missed over the entire course.** I wish I could, but unfortunately grades are due very quickly at the end of the semester and I need sufficient time to meet the deadline that the university imposes on me.

If you need significantly more time on an assignment, please email or schedule a virtual meeting with me and tell me what is going on. We may be able to figure things out. My concern will always be for your progress and your ability to participate in the course. I cannot do for any one

student what I wouldn't do for the others, because that violates the basic fairness of a course. But fairness doesn't have to mean that everybody does everything at exactly the same time, extensions may therefore be granted occasionally if possible and if it will hurt no one else.

### Learning during a pandemic

Life is not normal right now and things are not okay. You most likely know people who have lost their jobs, have tested positive for Covid-19, been hospitalized, or perhaps even died. You may have experienced changes to your work responsibilities or family care responsibilities.

**I am fully committed to making sure that you learn everything you were hoping to learn from this class!** I will do my best to help you finish assignments, do well, and learn from and understand the class materials. If you are having trouble, I will not judge you or think less of you. I hope you will extend me the same grace. I will be flexible and lenient to the extent that I am able (see the above late policy).

You do not owe me personal information about your health (mental or physical). You are always able to talk to me about things that you are going through, though. If I can't help, I may know someone who can.

If you are struggling, need help, feel that you aren't understanding everything, do not suffer in silence. Talk to me! I will do my best to work with you and help you. Please drop in to my office hours without an appointment, schedule a specific appointment with me outside of regular office hours, or just send an email.

I want you to learn things from this class, but I primarily want you to stay healthy, balanced, and grounded during this class.

### How to get help

In almost all cases, the best way to get help is to ask as soon as you know you need it. Contact me (Prof. Brock), or stop by my virtual office hours (posted at the top of the syllabus). Asking for help is GOOD. It shows that you are aware of what you need and that you are able to take some control of your life and education, even if it is just to say, "I have no control over my life and education! Help!"

If you don't understand course material, tell someone as soon as possible. Talk to a classmate or talk to me. Everybody struggles with the material for this course at some point or another. That is expected. Don't let things snowball. It is easier to deal with difficulties earlier rather than later.

If you need help with accessibility or if you are having problems with basic needs, please see the resources linked for you on the canvas page. You cannot learn well if you are lacking

accessibility accommodations or if you do not have basic food or shelter. Please let someone know and get the help you need!

### Civility:

A government class will necessarily touch on topics that are sensitive, controversial, and difficult. **Accordingly, I ask that above all students remain *respectful of one another*.** Personal attacks and comments that discriminate on the basis of race, ethnicity, gender, gender identity, age, ability, sexual orientation, religion, political party affiliation or national background will not be permitted. In this class I ask you to make a personal commitment to learning about, understanding, and supporting your peers. Value the diversity of the class, participate actively in discussion, and ask clarifying questions when necessary. Do not minimize or devalue statements by your peers, and do not assume that others are attempting to minimize or devalue you. Do not try to embarrass or demean your peers. You may disagree with ideas and constructively challenge each other, but you may not make personal attacks. Be open and ready to be challenged and come to class ready to learn and grow. Similarly, I cannot promise that you will never perceive my political beliefs and positions; but I do promise that I will not push or force them upon you, I ask that you behave similarly. If you struggle to abide by these etiquette rules, you will be dropped from the class, and you may be removed from the university (see academic freedom statement).

### Email:

Please approach all of your emails as if they were professional academic correspondence, and not text messages. You should include your name and section number in your subject line, as this makes it easier to identify students and get you the fastest and best response possible. Next, you should use the proper greeting, which includes the person's title and last name. First name basis is not appropriate when addressing your professor or the graduate assistant. The body of your text should be checked for basic spelling errors, tone, and clarity. ***Please realize that I may not be able to respond to emails right away.*** I will try to get to your emails within 24 to 48 hours or, at the latest, or on the next business day, should you email on the weekend. If you email me with a question that is answered in the syllabus, I will simply refer you back to this document. I may also answer through Canvas or a general email to the class, rather than writing you back personally, if your question reflects a general concern.

### Technology:

If you need immediate technological assistance, try contacting the help desk. I will always try my best to get to your emails as quickly as possible, but I am human, and my responses may not be as fast as you would need them to be, especially if you email me at night. Further, I am not a technology expert.

### Online Course Attendance Policy

Students are expected to log-in and use Canvas for a total of about 3 hours a week, in a regular semester. You will also need to dedicate a minimum of around 6 hours a week to studying and working on assignments. Please bear in mind that this is an average, some weeks may involve less work, other weeks will involve more. As a general rule, you should login to the course and check your email at least two to three times per week.

Modules for the course will be open for a specified length of time, and no longer, unless you have discussed an extension with me. This is to ensure that students are keeping similar pace throughout the semester and to prevent you from falling behind. Each module deadline will serve as a benchmark for your overall progress in the course. Remember that the online education environment requires a high degree of self-discipline and intrinsic motivation. I suggest that you keep a steady pace throughout the semester. Mark deadlines clearly on your calendar.

#### Course Email / Announcements

There will be frequent updates posted in the course announcements area and via email. This is the primary avenue of communication for this course. Each student is expected to read the information and keep current with the course. Many frequently asked questions are addressed via announcements and some may contain vital course information. These are official course communications, and you will be held accountable for the information provided via electronic communications.

#### Course Honor Code

Scholastic dishonesty is a violation of the TWU Student Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Students are expected to complete all course work by their own efforts and in their own words.

When you cite or paraphrase another author, you are required to properly acknowledge all sources with a parenthetical citation in the body text and provide a bibliographic listing on a works cited page, using MLA, APA, or another recognized format. If you have any questions about citations, contact me immediately. Any attempt to submit work that is not a product of your own efforts will result in an automatic “F” for the assignment and the course. In addition, you may face disciplinary action by the college administration leading up to expulsion from the college.

The college uses a premier plagiarism detection program known as “Turn It In.” Since all papers will be electronically submitted for review, I implore you to avoid procrastinating and begin your work as soon as possible. Time seems to be the largest factor in a student’s decision to plagiarize.

### **C. TWU Policies**

### Face Coverings:

Because we are a “Campus with a Heart,” we require wearing a face covering over the nose and mouth in public spaces such as hallways, classrooms, instructional areas, and other common areas to protect fellow students, staff and faculty members. In classrooms, faculty have the right to deny a student entry into the room if the student is not wearing a face covering or to ask the student to leave if she/he removes it during class. Exceptions will be made only if students have an approved and documented disability accommodation. Students needing accommodations should contact the [Office of Disability Services for Students](https://twu.edu/disability-services/) (<https://twu.edu/disability-services/>).

### Disability Support Policy Statement:

Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please contact me via email/phone or during office hours, so that we may privately discuss options. To establish reasonable accommodations, please register with Disability Services for Students (DSS). After registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. *DSS contact information:* Disability Services ([www.twu.edu/dss](http://www.twu.edu/dss)); [dss@twu.edu](mailto:dss@twu.edu); 940-898-3835; CFO Ste. 106

### Title IX:

Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to complete the [Title IX Pregnancy Accommodation form](https://twu.edu/pregnancy-accommodation-form/) (<https://twu.edu/pregnancy-accommodation-form/>) to coordinate your academic needs.

### Academic Integrity:

Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled.

Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is in Section 5 as part of the [TWU Student Code of Conduct](http://www.twu.edu/student-handbook) (<http://www.twu.edu/student-handbook>). For details on avoiding plagiarism, review [Plagiarism](http://libguides.twu.edu/c.php?g=270163&p=1803990) (<http://libguides.twu.edu/c.php?g=270163&p=1803990>) from The Library.

In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the TWU Student Code of Conduct. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

Assignments are checked for plagiarism using Turnitin.com.

TWU Attendance Policy:

Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

*In the event of a significant disruption of course activities because of an extraordinary environmental situation (e.g., COVID-19), this syllabus is subject to change. Any and all changes will be communicated with students in as timely a manner as the situation allows.*

**Additionally, I reserve the right to make any changes to this syllabus and/course as the semester progresses which I see fit in order to better its progression.**

## **Money and Politics Databases and Resources**

Domestic

<https://www.lobbyview.org/>

<https://www.opensecrets.org/>

<https://sunlightfoundation.com/>

<https://www.followthemoney.org/>

International

<https://lobbyfacts.eu/>

<https://lobbycanada.gc.ca/app/secure/ocl/lrs/do/guest>

<https://www.transparency.org/en/>

<http://www.oecd.org/gov/ethics/>

<https://www.justice.gov/nsd-fara>

## **Course Schedule**

Please note that the date listed on the course calendar represents the module deadline.

### **Part I: Political-Economic Systems**

Jan 14: Module 1 Foundations

- All: Excerpt from Dahl (1957) “The Concept of Power” *Behavioral Science*, 2:3 (pp. 201-207)
- All: Hersh (2020) “College-Educated Voters are Ruining American Politics” *The Atlantic*.
- Grad Students: Literature Reviews, excerpt from Howard, “Thinking like a political scientist”

Jan 21: Module 2 Collective Action (Dr. Born)

- All: Excerpt from Olson (1971) “Logic of Collective Action” (pp. 1-11)
- All: Jagers et al. (2019) “On the Preconditions for Large-Scale Collective Action” (pp. 1282-1287)
- Grad Students: Knopf, “Doing a Literature Review”

Jan 28: Module 3 Interest groups (Dr. Born)

- All: Scott (2018) *Lobbying and Society: A Political Sociology of Interest Groups* (Chapter 1, 29 pages)
- All: Salisbury (1990) “The Paradox of Interest Groups in Washington—More Groups and Less Clout,” in *The New American Political System*, 2nd ed., ed. Anthony King (pp. 208-221)

- Grad Students: Schlozman et al. (2015) “Organizations and the Democratic Representation of Interests: What Does It Mean When Those Organizations Have No Members?” *Perspectives on Politics* 13(4): 1017-1029.

Jan 28: Synchronous Zoom Meeting #1

## Part II: Campaigns

Feb 4: Module 4 Court Cases and Campaign Contributions (Dr. Brock)

- All: Hersh (2020) “Rage Donating Only Made Democrats Feel Better” *The Atlantic* <https://www.theatlantic.com/ideas/archive/2020/11/folly-just-throwing-money-political-candidates/617074/>
- All: Ansolabehere, Figueirdo, and Snyder (2003), “Why is there so little money in politics?”
- All: Li (2018) “How Internal Constraints Shape Interest Group Activities: Evidence from Access Seeking PACs”
- Grad Students: Kelly (2016). “Political Quid Pro Quo and the Impact of Perceptions of Corruption on Democratic Behavior”

Feb 11: Module 5 Rent Seeking (Dr. Brock)

- All: Hall and Wayman (1990). "Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees"
- All: McKay (2018). “Fundraising for Favors? Linking Lobbyist-Hosted Fundraisers to Legislative Benefits”

Feb 18: Module 6 Representation and Reform (Dr. Brock)

- All: Grumbach, Sahn, and Staszak (2020). “Gender, Race, and Intersectionality in Campaign Finance” *Political Behavior*.
- All: Wood and Grose (*Forthcoming*) “Campaign Finance Transparency Affects Legislators’ Election Outcomes and Behavior” *American Journal of Political Science*.
- Grad Students: Sanbonmatsu, Rogers, Gothreau. 2020. “The Money Hurdle in the Race for Governor”

Feb 25: Module 7 Money in elections around the world (Dr. Born)

- All: Hopkin (2004) “The Problem with Party Finance: Theoretical Perspectives on the Funding of Party Politics” *Party Politics* 10:6 (pp. 627-651).
- All: Levush (2016) Regulation of Campaign Finance and Free Advertising. *Law Library of Congress*.

- Grad Students: Fourinaies (2020). How Do Campaign Spending Limits Affect Elections? Evidence from the United Kingdom 1885–2019. *American Political Science Review*. *First View*.

Feb 25: Synchronous Zoom Meeting #2

### **Part III. Interests & Influence in the U.S.**

Mar 4: Module 8 Lobbying (aims and forms) (Dr. Brock)

- All: Kaiser (2009). “A Scandal for our Time,” *So Damn Much Money*
- All: Excerpt from LaPira and Thomas (2017) “The Problem” *Revolving Door Lobbying*.
- All: LaPira, Marchetti, and Thomas (2019) “Gender Politics in the Lobbying Profession” *Politics and Gender*.

Mar 8 - 12: Spring Break

Mar 18: Module 9 Lobbying (outcomes) (Dr. Brock)

- All: Excerpt from Baumgartner et al, (2009) “Lobbying and Policy Change”
- All: Baumgartner, Berry, Hojnacki, Kimball, and Leech (2014). “Money, Priorities, and Stalemate: How Lobbying Affects Public Policy” *Election Law Journal* (13):1.

Mar 25: Module 10 Regulatory capture (Dr. Brock)

- Libgober, Brian (2020) “Meetings, Comments, and the Distributive Politics of Rulemaking.” *Quarterly Journal of Political Science* 15:1-33.
- Yackee, Susan (2006). “Sweet-Talking the Fourth Branch: The Influence of Interest Group Comments on Federal Agency Rulemaking” *Journal of Public Administration Research and Theory*. 16(1): 103-124.
- Grad: Literature Reviews, excerpt from Howard, “Thinking like a political scientist”

Mar 25: Synchronous Zoom Meeting #3

April 1 : Module 11 Foreign involvement & MNCs (Dr. Born)

- All: Tromblay (2018) - Political Influence Operations: How Foreign Actors Seek to Shape U.S. Policy Making (Chapter 2 and excerpt from Chapter 7, pp. 55-86 and 205-212)
- All: Huang (2020). “Armed rebel groups lobby in D.C., just like governments. How does that influence U.S. policy?” *Washington Post*.
- All: Shinkman (2018). “Countries and Influence: Enter through the Lobby.” *U.S. News*.

### **Part IV: Interests & Influence, Comparative Context**

April 8: Module 12 Corporatism vs. pluralism (Dr. Born)

- All: Excerpt from Laboutková et al. (2020). *Transparent Lobbying and Democracy*. (Sections on Pluralism and Corporatism, pp. 114-120)
- All: Kennedy (2005). *The Business of Lobbying in China* (Introduction, pp. 1-20)
- Grad Students: Beyers & Kerremans (2012). “Domestic Embeddedness and the Dynamics of Multilevel Venue Shopping in Four EU Member States.” *Governance* 25(2). (pp. 263-290)

April 15: Module 13 Corruption (Dr. Born)

- All: Excerpt from Fisman & Golden (2017) *Corruption: What Everyone Needs to Know* (Chapter 2, pp. 23-53)
- All: Samuels (2001). “Does money matter? Credible commitments and campaign finance in new democracies: Theory and evidence from Brazil” *Comparative Politics* 34(1) (pp. 23-42).
- All: Golden (2012). “Corruption in the Wealthy World.” *Brown Journal of International Affairs* 28(11): (pp. 75-84)

April 22: Module 14 Transparency & regulation (Dr. Born)

- All: Laboutková et al. (2020). *Transparent Lobbying and Democracy*. (Chapter 6, pp. 143-179)
- All: Excerpt from *Lobbying, Governments, and Public Trust* (OECD Publication)
- **Literature Reviews Due**

April 29: Module 15 The future and conclusions

April 29: Synchronous Zoom Meeting #4

May 3-6: **Final Exam Period**