

POLI 4032: Interest Groups in American Politics (3 credit hours)

The course requirements include reading the books and articles, watching video presentations, writing reports, participating in discussion forums, studying, and taking two exams. This is an online course that moves very quickly with assignments due throughout the semester, so it is very important that you pay close attention to due dates and to check the Moodle site regularly. I provide updates and reminders through the email reminders of upcoming deadlines. Again, it is imperative that you check the course in Moodle regularly.

Adding the Course Late

If you add the course after the first day of the semester, it is your responsibility to make up any work that you missed. Assignments that are past due must be completed within one week of your adding the course. If quizzes have closed or if submissions are no longer accepted through Moodle, you must contact me for instructions on how to complete this work. Requests made more than one week after adding the course are usually not granted.

Graduate Credit or Honors Credit

For students taking this course for graduate credit or for those who wish to receive special Honors credit, arrangements. s to make appropriate

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you

1. influencing public policy. (CO 1, 2, 4, 5)
2. Consider the multiple ways that interest groups influence decision making beyond legislatures (e.g., executive and judicial branches). (CO 1, 2, 4-6)

Module 7: Policy Effects

1. 5)
2. Assess the influence that interest groups ultimately have on the policy process, those factors that condition this influence, and the consequences on the types of policy that results. (CO 1-6)

Final Exam

Materials and Resources

Required Materials

The following materials are required for this course:

Berry, Jeffrey M., and Clyde Wilcox. 2009. *The Interest Group Society*, 6th edition, New York: Routledge Taylor & Francis Group. ISBN-13: 978-1138691742

In addition to textbook, a large share of the reading load includes articles and reports. Each is free and available for download from the internet or through the LSU library. Note that a few of these readings are quite brief, and will take only a few minutes to read, but many are longer research articles that will take an hour or more to fully digest. Recognize that we will give significant attention to the research articles, so it is imperative that you carefully read and take notes on them. Reading constitutes a substantial portion of the work for this course, so make certain that you plan accordingly.

All links in this course will open in a new window.

Technical Information and Assistance

Technical Requirements

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email the ITS Help Desk at servicedesk@lsu.edu or call (225) 578-3375. Be sure to mention your name, course number, and section.

Grading Scale and Course Work

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included

73% 76% = C
70% 72% = C-
67% 69% = D+
63% 66% = D
60% 62% = D-
0% 59% = F

Reports

There are five brief reports and an interest group report that in combination count for 42% of the course grade. The due dates for uploading these reports through the Moodle site are listed in each module checklist. Remember that these are individual assignments that you must complete without the assistance of others. The due dates for the assignments vary throughout the semester. It is your responsibility to keep track of the deadlines and complete the assignments on time. I recognize, however, there are legitimo (p1)-3.9h4.004 (1)6.00

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Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work. If you have questions about accessibility for specific tools and external materials used in this course, please see the "Materials and Resources" and "Technical Information and Assistance" sections in this syllabus.

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Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inc