In a recent work, Francis Fukuyama, the author of *The End of History* who heralded liberal democracy as the final form of government, argued that if large ideological struggles (such as democracy, fascism and communism) were the defining issues of the 20th century, then corruption will be that of the 21st century. Judging by the headlines of this past year, seemingly no country in the world is not grappling with the challenge of curbing illicit influence on government. Presidential candidates in the United States now harangue one another for ties to big business and wealthy elites, while the massive leak of Panama Papers documents exposed the financial dealings of top government leaders worldwide. Citizens in both developed and developing countries alike are growing increasingly concerned that political decisions are not reflecting the public will but rather the private interests of the powerful.

Over the semester, we will investigate the role of money and private influence in policymaking from a variety of theoretical and empirical perspectives. First, we will look at the concept of pluralism and sources of power and formation of preferences of different actors, such as business and other interest groups, in the policymaking environment. Next, we will review strategies of influence, discussing not only the mechanisms by which actors exert power but also the challenges they face in achieving their aims. Finally, the course will address more normative issues, such as problems concerning representation, political participation, corruption, and potential reform options.

Although the readings will partly draw from the vast body of work on the United States, this is a course firmly located in the field of comparative politics. We will examine questions of collective action, political access, and elite behavior in important countries around the world. Students will be expected to spend a minimum of 6 hours of independent learning in addition to the 3 hours of direct instruction they receive in the classroom.

This is a writing-in-the-discipline seminar which is designed to help improve students’ research, presentation, and writing skills. Over the course of the semester, students will write three reaction memos that evaluate the arguments made in the readings for the week. In addition, you will write a research paper where you will construct a persuasive argument to address a research question of your choice. The goal will be to apply the concepts and theories discussed in class while improving your ability to write effectively in comparative politics.

The paper will be written in stages. Halfway through the semester you will submit a paper proposal with a clear research design. Please select your research topic early in the semester which we will workshop in class together. Next, you will present a draft of the paper to the class during one of two designated classes. Your peers and I will offer constructive feedback to improve your work before submitting the final paper in May. Along the way, we will spend time in class discussing various strategies for coming up with interesting topics, collecting and analyzing evidence, structuring an argument, framing your perspective, and convincing your readers of your central claims. There will be ample opportunities for peer review as well to incorporate my comments into your final work.
LEARNING OBJECTIVES

This course will enable students to:
1. Identify and evaluate competing theories about the role of private influence in policymaking;
2. Engage in thoughtful discussions about the various ways to ensure equal political access;
3. Select interesting research questions and put forward designs to answer them;
4. Develop skills of presenting and defending their research;
5. Craft original arguments and write polished papers in political science.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Brief Description</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>• Regular attendance and active, informed participation in class discussions and workshops, discussant role during draft paper workshop</td>
<td>20%</td>
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<tr>
<td>Three Reaction Memos</td>
<td>• Related to readings of the week • Two single-spaced pages each • Due midnight before class day (Tuesdays by 11:59pm)</td>
<td>30%</td>
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<tr>
<td>Research Paper</td>
<td>• Paper proposal with research design (due March 10)</td>
<td>10%</td>
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<td></td>
<td>• First draft and workshop participation (Apr 19 and Apr 26)</td>
<td>10%</td>
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<tr>
<td></td>
<td>• Final paper, 20-25 pages (due May 7 @ 11:59pm)</td>
<td>30%</td>
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1. Class Participation (20%)
   a. Students are expected to come to class prepared, having read and independently analyzed the readings for the week.
   b. Be ready to participate in discussions every week as well as give comments during the paper workshops.
   c. Absences and tardiness will negatively affect your grade.

2. Reaction Memos (30%)
   a. Students should submit reaction memos prior to three classes of their choice during the semester. These memos should not simply be summaries of the material. After briefly synthesizing one or two of the main points, students should critique, compare and/or contrast the arguments made by the authors. **More than half of the memo should be your original analysis and not summary.** These memos are due by midnight before class day.
   b. Here are some questions that might guide your thinking:
      i. Are the arguments supposed by the evidence? Has the author convinced you that you should care about the finding?
      ii. Are the findings important for: social science? normative reasons? policymaking?
      iii. What are some further questions for discussion that the article(s) raise?
3. Research Paper
   a. Bring three ideas for research questions to class (in-class February 15)
   b. Paper proposal with research design, 5-pages (due March 10, midnight)
      i. You should outline your research question, research design, importance of
         the question, and evidence to be collected. The proposal should include an
         annotated bibliography with one or two sentences explaining the argument
         and utility of at least 10 sources. See handout for further instructions.
   c. Paper workshop participation and draft distribution (Apr 16 or Apr 23, midnight)
      i. Students should distribute a 20-page draft of their paper by their group’s
         deadline to the class email list.
      ii. During class, students should will act as discussants by preparing a brief (5
          minute) overview of one of their classmate’s drafts. We will then review the
          project as a whole and offer comments to improve it.
      iii. I cannot grant any extensions for the first draft, since the rest of the class
          needs time to prepare comments for the workshops. If you do not turn your
          draft in by the deadline, you will receive a failing grade for the workshop
          portion of the research paper assignment.
   d. Final paper (due May 7 @ 11:59pm)
      i. Late papers will be docked 1/3 grade for each day.

ALL ASSIGNMENTS SHOULD BE SUBMITTED VIA BLACKBOARD.

READINGS

All readings will be available through Blackboard. There is no textbook for this course.

ABSENCE POLICY

Absences will result in “zero” grades for participation and any activity that day. To be excused from
attendance of a given class, a student must notify the professor with an acceptable excuse prior to the
start of that day’s class unless, in the professor’s judgment, advance notification was impossible. For
religious holidays, as per university policy, students must notify the professor during the first week
of the semester about any class session that will be missed. If a student is to miss an examination or
in-class exercise for illness or any reason other than religious observance, documentation (e.g., from
a doctor) must be provided in order to avoid getting a zero grade for that day’s activities.

SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

Disability Support Services (DSS): Any student who may need an accommodation based on the
potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: gwired.gwu.edu/dss/

Mental Health Services: The University’s Mental Health Services offers 24/7 assistance and referral to address students’ personal, social, career, and study skills problems. Services for students
include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. counselingcenter.gwu.edu/

ACADEMIC INTEGRITY

Students are strongly encouraged to take academic integrity seriously. This class abides by the GW Code of Academic Integrity, which states that “Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” The full text of the code can be found at: http://studentconduct.gwu.edu/.

CLASS SCHEDULE

1. Wed 1/18 – Introduction to the Course

   - Assorted newspaper articles

2. Wed 1/25 - Pluralism and Interest Groups


3. Wed 2/1 - Sources of Business Power and Preferences


   - Workshop: Coming up with a research question

4. Wed 2/8 – Lobbying and its Aims

   - Nownes, Anthony J. 2013. Interest Group Politics in American Politics: Pressure and Power
5. Wed 2/15 – Lobbying: Associations and the Power of Collective Action

- Drutman, Lee, “Trade Associations, the Collective Action Dilemma, and the Problem of Cohesion.” In Allan Cigler and Burdett Loomis, Interest Group Politics Chapter 4 [22]

- Workshop: Reviewing research questions as a group

6. Wed 2/22 – Regulatory Capture

- Godwin, Ken, Scott H. Ainsworth, and Erik Godwin. 2014. Lobbying and Policymaking Chapters 4 and 5 [34]

- Workshop: Developing a research design and writing the proposal

7. Wed 3/1 – Money and Elections

8. Wed 3/8 – Private Politics and Grass Roots Campaigns

- Jeffrey Berry and Clyde Wilcox, *The Interest Group Society*, “Chapter 7: Public Opinion and Grassroots Lobbying” [18]

3/15 – SPRING BREAK


10. Wed 3/29 – Effects on Democratic Representation in the United States


11. Wed 4/5 - Business Interests and Political Participation

- Leonardo Arriola, “Capital and Opposition in Africa: Coalition Building in Multiethnic Societies” World Politics [30]

12. Wed 4/12 – Reforming Influence

- Ackerman, Bruce and Ian Ayers. 2002 Chapters 2 and 3 in Voting with Dollars. Yale University Press [31]
- Powell, Lynda. The Influence of Campaign Contributions in State Legislatures Conclusion [14]

13. Wed 4/19 – Group 1 Paper Workshop (draft submitted for review 4/16 by 11:59pm)


FINAL PAPER DUE SUNDAY, MAY 7