**Introduction**

As the official course description for this course states, the Founders warned us against the “evils of Faction” very early in our country's history - very early as in before the Constitution was fully ratified. Indeed that warning was issued in *The Federalist Papers* - a series of Op-Ed pieces in certain New York State newspapers of the day, designed to lobby the New York State Legislature to get it to enact the then newly proposed U.S. Constitution.

Note my use there of the term “lobby.” Not only did the Founders go on to form one kind of Faction, called a “political party,” once the Constitution had been ratified, but, arguably, even before the Constitution was ratified they had formed a Faction of another type, called an “interest group” or “pressure group.” Their techniques were writing papers, papers which we still read today, and not, for example, protesting inside the New York Capitol Building, or donating to the campaign funds of State Legislators, but the idea is still the same. The Founders were an interest group, and they were lobbying their elected representatives in order to get what they want.

Again, as the official summary of this course states, as they go, so do we.

**Books**

Your required books are as follows.


The books are available at the campus bookstore and at Mary Jane Books at the corner of Western and Quail. Use the former if you do not wish to leave the campus, use the latter if you wish to support more-local businesses, want to get out and about, want to enjoy the
less-pressurized environment, or enjoy the buying your textbooks at a place that names itself after a slang term for an illegal drug.

If you use an earlier edition of the Hershey book, the publisher's Internet site has a summary of what's different in the newer edition.

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<td>Contemporary Issues in Parties and Interest Groups: The Disconnect, the Culture Wars, and the Tea Party</td>
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<td>THIRD AND FINAL PAPER DUE</td>
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Grading and Assignments

There will be three papers in this course, which will also serve as take-home examinations (and thus take the place of in-class “blue book” examinations).

In theory, each of these examinations count equally. In practice, however, I will be grading for improvement, weighting the highest of the three grades, and basically giving you every chance to get a decent grade.

Each paper is graded on a simple letter grade scale (A to F), and the average of the 3 will be an informal mixture which will always favor the student. (For example, B+, B+, and B, will yield a grade of B+. B, B, and B+ may add up to either a B or a B+ depending on how close to the B+ border the two B grades were.) In all cases if I'm on the fence I will default to the higher grade.

In brief, I'm giving you every chance. Don't disappoint me.

The assignments are all self-contained within each section of the course. **However** you should not consider yourself closed off from augmenting your work by referring to the other parts of the course, or, for that matter, to other courses.

Just remember: These papers are taking the place of blue book examinations and thus have some of the characteristics of blue book examinations. Therefore, you **must**, in addition to making the paper a good paper overall, use the papers to convince me that you have done the readings and show some knowledge of what's in the books.

These papers, however, also have aspects of research papers. If you look at the terms and requirements of the papers, you will see that outside research is required.

I have made an effort to schedule the due dates of the papers so they coincide as little as possible with the midterm and final periods other classes tend to follow. (The final paper, for example, is due on the last day of class rather than during finals week or on the reading day.)

Each paper is to be 4 to 10 pages in length, and this includes only the main text, not the (required) bibliography. If I had a smaller class I could let you go over 10 pages, but alas: There are over 40 of you, and I must limit you to at most 10 pages.

**First Paper/Exam**
The first paper is due **at the start of class** on September 25.
You will have two choices.

**Assignment Choice One:** Pick a current political party and describe it according to Party Organization, Party in Government, and Party in the Electorate. There's a good bit of information in the book about the two major parties, and you may use that information, but I want you to seek outside sources too. If you pick a third party and it has no elected officials to its credit (as most do not) then tell me about some of its electoral efforts as a replacement for the Party in Government.

**Assignment Choice Two:** Pick a political party of the past, and describe it according to Party Organization, Party in Government, and Party in the Electorate.

**Second Paper/Exam**
The second paper is due **at the start of class** on November 13.

**Assignment:** Pick a current interest group and describe its strategies and tactics, its relationship with the government, and its relationship with other interest groups. You *may* also describe it in relation to its characteristics as a group and its leadership (using Chapters 2 and 3 of Hrebenar). But you are not required to do so, because in this class we're mostly interested in interest groups as political actors.

**Third Paper/Exam**
The third paper is due **at the start of class** on December 9, the last day of class.

**Assignment:** Fiorina argues that there is a disconnect between the people (who, Fiorina argues, are *not* very polarized) and our elected representatives (who, Fiorina argues and basically everyone agrees, *are* very polarized). (“Polarized” in this context means very far apart and either unable, unwilling, or extremely reluctant to work together.) Research a topic in politics, involving in some way a conflict between political parties or interest groups or both, and use that topic to tell me if it goes along with or defies Fiorina's argument. (In other words: Does the “disconnect” Fiorina describes exist in the particular issue you're studying?)

**Criteria for the Papers**

(Read nothing into the order I'm presenting these in. I'm using all this criteria equally.)

**Writing**
Write clearly and well. Give me as little ambiguity as possible. Paragraph appropriately. While I won't be grading on grammar and
spelling \textit{per se}, I \textbf{will} be grading on clarity and coherence. And I have yet to read a paper that has many grammar, spelling, and writing errors, and yet also has clarity and coherence. Included here is your ability to follow the mandated citation system.

Research
The papers have aspects of examinations and also aspects of research papers. As you can see, you basically have to seek outside sources, even if it's just a few news stories and/or materials recycled from other classes you've taken. You will need to use these outside sources appropriately.

This is actually not as difficult as it might sound. You all do it, every day, as students and just as people.

Primary sources (such as interviews, raw statistics, or looking at primary documents such as reading laws or watching speeches) are encouraged, but I fully recognize that they aren't always available or practical to obtain so they aren't really required, merely encouraged. I am available for suggestions or assistance in finding sources.

Knowledge of the Material
The more errors you make in the paper, the worse you will do. Really this is just common sense. I would perhaps be more forgiving of errors in an in-class blue book exam, but you really have no excuse with a take-home examination where you can look up anything you wish and where what material you will deal with is largely within your own control! If you aren't sure of something, look it up. If you assert something factual and can't find a source for it, are you really sure you're right? When you use something from the books, look at the relevant portions of the book to verify you understand it correctly.

Analytical Ability
All the papers must come to some kind of conclusion. That conclusion can be something that has meaning to you (if, for example, the evidence you uncovered changed or confirmed how you already felt about something), or it can be as simple as re-stating your basic findings in outline form. Your conclusions must make sense and must fit the evidence you present.

Following the Assignment
Your papers must match the assignment. If you give me a good paper that does not match the terms of the assignment, you will do poorly.

\textbf{Citation and Bibliographic System}

I have been informed that more students learn such technical things as citation systems from example better than from a description of
what the rules are. Following that principle, here's the citation system I want you to use, by reference to various examples.

Bibliographic Entries


• Andrew Cuomo (Governor of New York State). Interview with author, June 30, 2013. (If you happen to conduct an interview, this is how I want you to cite it.)


Koczak, Steven. “The Lawmaking Process at the Federal Level,” Monroe County Community College, April 2010. (A paper presented verbally, or speech or workshop with a title. Usually if you cite a paper presented orally, you will have found it on the Internet, in which case after the date give the URL, and the date you accessed the piece, in the same manner as displayed above for news articles.)

• Koczak, Steven. Lecture of July 8, 2013. (If you can't find another source other than me for something, this is how you cite me. But please make every effort to find a source other than my lectures to cite in the paper. Every once in awhile I'll tell you something that's the result of my own research or is my own take on or analysis of something, in which case finding another source will be impossible.)

New York State Laws of 2011, Chapter 95.
(A “session law” for New York State. As a quick and educational side comment: In this context “session law” means laws that are annually enacted, as opposed to “consolidated laws,” which is the consolidated, unified legal code of a given political jurisdiction. Most often, a session law will amend the consolidated laws. The “consolidated laws” of the United States are called the “United States Code” or “United States Code Annotated.” See below.)

New York State Business Corporation Law, Section 807.
(A “consolidated law” for New York State. The “chapter title,” or general topic area for the law, is cited first, followed by the Section number.)

1 USCA 7
(A section of the “consolidated laws” of the United States, known as the United States Code. The “A” stands for “Annotated.” Sometimes you'll see federal laws cited just as “USC.” Some states use a system for their own laws that looks more like the federal system than it does like New York's system. This particular federal law defines marriage.)

PL 104-199
(A “session law” for the United States. The first number refers to the “Congress,” which means an election cycle of the House of Representatives, which is every 2 calendar years. the second number is for the law that was enacted. So this is the 199th law enacted during the 104th Congress. The 199th law enacted during the next Congress would be cited as PL 105-199. It so happens that PL 104-199 is the famous Defense of Marriage Act. Among other things, it amended 1 USC 7, which is cited above.)

(Book without any special conditions like those seen above.)


(Academic journal articles.)

Citations
Use simple, in-text parenthetical citations. If you're citing the same source for the entire paragraph, then put the citation at the
end of the paragraph, as a separate sentence.

  • (Fiorina 2009, p. 13)
    (This book was cited inside a sentence, so no punctuation inside the parentheses.)

  • (Zimmerman 2004, p. 10.)
    (This book was cited as its own sentence because I used that page to inform my thoughts on the entire paragraph.)

  • (Cooper 2004)

  • (Interview with Andrew Cuomo 2013)

  • (1 USCA 7)

**About Your Professor/Contact Information/Office Hours**

My name is Steven Koczak, I have had a long and strange career in politics, government, and academia.

I can be reached at stevenkoczak@hotmail.com, skoczak@albany.edu, 518-754-6423, or 845-649-1399.

My office hours will be at the Rockefeller College Contact Office, Humanities Building Room B-16, on Thursdays, from 5:45pm to 7:05pm.