

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

School of Arts and Humanities
POLS 311
Political Parties and Interest Groups
3 Credit Hours
8-Weeks
Prerequisite(s): None

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Course Description (Catalog)

This course is a study of the various roles of political parties and interest groups in the American democratic process. Issues covered include the ideological differences among parties, the role of third party candidates, mobilization of voting blocks, the formation and types of interest groups, and political agenda development.

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Course Scope

As an upper division course for a Bachelors degree program in Political Science, the POLS311 course is designed to introduce students to the multiple systems of local government authority. The student examines aspects of the American political system at the state, local and grass roots level.

The purpose and scope of the course is to familiarize a student with state and local government serving in a leadership role on a variety of domestic issues facing the United States. POLS311 also increases the intellectual foundation in the study in the field of Political Science.

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Course Objectives

Course Objectives:

- CO-1** Explain the operations of political parties, interest groups, and campaigns.
- CO-2** Describe the historical development of the two-party political system in the US.
- CO-3** Explain the current state of parties in the US.
- CO-4** Explain parties in three areas (the electorate, the organization, and the government)
- CO-5** Explain the basic election laws governing campaign finance.
- CO-6** Explain the positive and negative role of interest groups in the US political process.
- CO-7** Explain citizen participation in election process.

Course Delivery Method

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Course Materials

1. John F. Bibby and Brian F. Schaffner. Politics, Parties and Elections in America. Thomas Wadsworth, (2008). The VitalSource e-book is provided via the APUS Bookstore. Please visit <http://apus.libguides.com/bookstore> for more information.
2. The Federalist Nos. 9 & 10
3. Lesson Notes
4. Web Resources and Assigned Readings

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Evaluation Procedures

Grades for this course will be based on ten grading instruments. There are eight weekly forum questions provided in the **Forums. Participation Points** will be earned through students posting an initial response to forum questions and also responding to the posts of other students. Full participation (**earning the full available points**) requires an initial post and two responses to others per week. In order for the forums to function as a learning tool, initial posts must be made early in the week. The mid-term exam will be comprised of short-essay questions. Your research paper has a minimum length of 6 pages and a maximum length of 12 pages, and title and reference pages do not count in the total. The grading scale for each of the instruments is provided below:

Grade Instruments: Points

8 Weekly Forum Questions	60%
Research Paper	20%
Midterm Exam	<u>20%</u>
	100%

Submission of Forums, Assignments and Exams:

Unless otherwise noted, all initial forum posts are due no later than **FRIDAY at 11:55 p.m. ET** (Eastern Time) as outlined in the Course Outline below and replies to your classmates are due no later than **SUNDAY at 11:55 p.m. ET** (Eastern Time). All assignments and exams are due no later than **SUNDAY at 11:55 p.m. ET**. Any Forum posts or assignments submitted late will be subject to a penalty, unless the student contacts the instructor ahead of time about an extenuating situation and receives permission to submit work after the due date.

Lateness penalties are assessed thusly. If the assignment is completed within one day of the deadline that is on Monday (Eastern Time) then the penalty is five percent of the maximum number of points that a student can earn for that assignment. Thus the Forum participation, worth 100 points, that is one day late suffers a five-point penalty. If the forum or assignment is more than one day late, and less than a week, then the penalty is ten points. **When it is more than a week late, then the penalty is ten percent of the maximum possible grade, per week.**

Repeated late submissions may result in failure of the course.

Citation and Reference Style

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Course Outline

<u>Week</u>	<u>Topics</u>	<u>Course Objectives</u>	<u>Readings</u>	<u>Assignments</u>
1	Introduction to Political Groups	CO-1 Explain the operations of political parties, interest groups, and campaigns.	Lesson Notes – Week 1 <i>Bibby & Schaffner</i> C. 1 <i>Web Resources:</i> Political Parties	<i>Forum:</i> Virtual Introduction <i>Forum:</i> Weekly Question Replies
2	Political Parties	CO-2 Describe the historical development of the two-party political system in the US.	Lesson Notes – Week 2 <i>Bibby & Schaffner</i> C. 2 & C.9 Joel H. Silby “American Political Parties: History, Voters, Critical Elections, and Party Systems” <i>The Oxford handbook of American political parties and interest groups</i> ed. L. Sandy Maisel and Jeffrey M. Berry. <i>Web Resources:</i> Political Parties, Federalist #9 & #10	<i>Forum:</i> Weekly Question Replies
3	Party ID, Voting Behavior, & Political Participation	CO-4 Explain parties in three areas (the electorate, the organization, and the government) CO-7 Explain citizen participation in election process.	Lesson Notes – Week 3 <i>Bibby & Schaffner</i> C. 7 <i>Web Resources:</i> Voting Behavior ; Election 2008, Democrats, Republicans, Independents	<i>Forum:</i> Weekly Question Replies

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4	Parties and Elections I State & Local	CO-1 Explain the operations of political parties, interest groups, and campaigns. CO-3 Explain the current state of parties in the US. CO-5 Explain the basic election laws governing campaign finance.	Lesson Notes – Week 4 <i>Bibby & Schaffner</i> C. 4 <i>Web Resources:</i> Election 2008; Republicans, Democrats, Independents	<i>Forum:</i> Weekly Question Replies Final Paper Topic Confirmation Exam: Mid-Term Exam
5	Parties and Elections I Congressional & Presidential	CO-1 Explain the operations of political parties, interest groups, and campaigns. CO-3 Explain the current state of parties in the US. CO-5 Explain the basic election laws governing campaign finance.	Lesson Notes – Week 5 <i>Bibby & Schaffner</i> C. 5 & 6 <i>Web Resources:</i> Election 2012; Republicans, Democrats, Independents	<i>Forum:</i> Weekly Question Replies
6	Campaign Finance	CO-5 Explain the basic election laws governing campaign finance.	Lesson Notes – Week 6 <i>Bibby & Schaffner</i> C. 8 <i>Web Resources:</i> Campaign Finance	<i>Forum:</i> Weekly Question Replies
7	Role of Interest Groups	CO-6 Explain the positive and negative role of interest groups in the US political process.	Lesson Notes – Week 7 <i>Web Resources:</i> Interest Groups, PACs & Lobbying	<i>Forum:</i> Weekly Question Replies
8	Current Issues in American Electoral Politics	CO-3 Explain the current state of parties in the US.	Lesson Notes – Week 8 <i>Web Resources:</i> New York Times & Washington Times; Election 2008; Republicans, Democrats, Independents;	<i>Forum:</i> Weekly Question Replies Research Paper Due

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Policies

Please see the [student handbook](#) to reference all University policies. Quick links to frequently asked questions about policies are listed below.

[Drop/Withdrawal Policy](#)

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[Plagiarism Policy](#)

[Extension Process and Policy](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Use a plain serif or sans-serif font. Good serif choices are Times Roman and Palatino; good non-serif choices are Arial and Helvetica
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

All assignments for the School of Arts and Humanities (papers, essays, exams, and forums) must follow the Chicago Style guidelines. Students should refer to the APUS On-Line Library [Chicago/Turabian Style Manuals](#) for the correct citation method.

LATE ASSIGNMENTS

Students are expected to submit classroom deliverables by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete a task please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Plagiarism Penalty: The instructor has the option of awarding any assignment that has been found to have been plagiarized a zero. Subsequent violations may result in an F in the class.

DISABILITY ACCOMMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email registrar@apus.edu to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section,
- identify the disability to the staff and/or faculty of the university,

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- provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional, and
- request specific accommodations or services.

NETIQUETTE

Online universities promote the advancement of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-)

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Tutor.com:** Students have access to ten free hours of tutoring service per year through Tutor.com. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more.

Library Guide

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- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.

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Selected Bibliography

Madison, James, Alexander Hamilton and John Jay. *The Federalist Papers*. New York: Penguin Putnam, Inc. 1987. [First published in 1788.]

Barnes, Samuel H., M. Kent Jennings, Ronald Inglehart, and Barbara G. Farah. 1988. Party Identification and Party Closeness in Comparative Perspective. *Political Behavior* 10: 215-31

Inglehart, Ronald, and Hans-Dieter Klingemann. 1976. Party Identification, Ideological Preference, and the Left-Right Dimension among Western Mass Publics. In *Party Identification and Beyond: Representations of Voting and Party Competition*. Ian Budge, Ivor Crewe, and Dennis Farlie. New York: Wiley.

Ippolito, Dennis S. 1980. *Political Parties, Interest Groups, and Public Policy: Group Influence in American Politics*. Englewood Cliffs: Prentice-Hall, Inc.

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