

## Course Syllabus

Title of the course	<b>Interest Groups in Decision Making Process</b>		
Title of the Academic Programme	BA programme in Political Science and World Politics		
Type of the course	Elective		
Prerequisites	Categories of Political Science (students are expected to possess basic knowledge on the main categories of political science such as power division, federalism, political parties and elections, representative democracy as well as basic facts about contemporary Russian political system); Intermediate and upper-intermediate level of English skills		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	112	152
Course Overview	<p>The course aims at studying the patterns of interest groups' development and their role in decision-making process in contemporary societies. This broad topic will be examined through the analysis of various cases in Russia, Western and Eastern European countries. The course is focused on such interest groups as bureaucracy, business, trade unions, civic organizations and movements. Students will benefit from learning theoretical approaches (middle and low-level concepts such as interest group theory and the theory of organizations) and acquiring analytical skills of conducting analysis of empirical data drawing on various social and political contexts.</p> <p>The main tasks of the course are the following: (1) to extend and shape a systematic knowledge about the role of interest groups in contemporary society and built it in common knowledge on political system functioning; (2) to introduce up to date theories on interest groups' emergence and development drawing on Mancur Olson's "dilemma of collective action", free-rider problem, pluralist and corporatist perspectives, the involvement of interest groups in redistributive politics and patronage networks with politicians, functional and political representation in democracy; (3) to train academic skills to define interest groups, analyze their particularities and their role in decision making relying on acquired theoretical and empirical knowledge.</p>		
Intended Learning Outcomes (ILO)	<p>ULO<sub>7</sub>: Able to work in team          ULO<sub>8</sub>: Able to efficiently communicate based on the goals and communication situations          ULO<sub>9</sub>: Able to think critically and interpret the experience (personal and of other persons), relate to professional and social activities          PLO<sub>1</sub>: Student is capable of posing research problems relevant to the study of political phenomena and political processes; setting particular research tasks; and putting together a research design          PLO<sub>8</sub>: Student is capable of executing applied analysis of the political</p>		

	<p>phenomena and political processes</p> <ul style="list-style-type: none"> <li>- by using political science methods</li> <li>- and in support of practical decision making process</li> </ul>
Teaching and Learning Methods	<p>The course consists of 10 lectures (20 hours) and 10 seminars (20 hours). During the lectures, instructor does not only deliver key material supported by Power Point presentations, video- and audio-materials, but also arranges student's innervations asking them questions, suggesting working in groups etc. Seminars are mainly aimed for students' work and discussion drawing on reading materials offered for self-study. Group work entails home tasks which are completed in small groups (3-4 students) and presentation in front of the audience in class and following discussion.</p>

### Content and Structure of the Course

№	Topic	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Interest groups theory: main definitions and classifications. Mancur Olson's "The Logic of Collective Action". Large and small interest groups The dilemma of collective action and free-rider problem.	15	2	2	11
2	Labour unions and social-democrats in Scandinavian countries. The effects of weakening party-union ties on policymaking.	15	2	2	11
3	The role of interest groups in policy changes. Transformation of the welfare system and rent-seeking activity of interest groups (welfare stakeholders).	15	2	2	11
4	The intermediation between interest groups and politicians: clientelism, patronage and redistributive politics and the phenomenon of machine politics.	15	2	2	11
5	Social movements and explanation of incentives for collective action. The discussion of the movie "Selma".	30	4	4	22
7	Religious-based interest groups and their place in contemporary society and governance.	15	2	2	11
8	Functional and political interest representation in contemporary society. How nondemocratic political regimes with limited interest representation can be sustainable and effective in providing common goods (basic social rights).	15	2	2	11
9	Interest groups intervention into existing monopoly: the case of Uber in Russia. Shared economy.	16	2	2	12
10	Final class on main phenomenon and explanatory theories and concepts within public choice, group theories and neo institutionalist approach.	16	2	2	12

Total study hours	152	20	20	112
Indicative Assessment Methods and Strategy	<p>In order to get a positive grade (more than 3 points according to 10-point grading system) in the end of the course each student is expected to attend all seminars and lecturers. In case a student is not able to attend a class, it is possible to prepare written individual task on the topic of missed class. Each student will obtain grades for several classes which assess his/her individual understanding and skills to represent and use education materials which have been studied. For this purpose, an <b>in-class participation</b> will be evaluated and a <b>test</b> will be conducted. The exam in the form of essay will be arranged to evaluate the general knowledge and skills obtained and trained within the course.</p> <p><b>In-class participation:</b> individual elaborated answers or results of groups work with proper argumentation on the basis of reading materials and assignments demonstrated during the seminars</p> <p><b>Individually passed test</b> is run in the middle of the course and aimed to evaluate the intermediate knowledge obtained. Test includes both questions with opened (an argumentation is required) and closed (one or several correct answers are required to be identified) answers. <b>Test</b> results are estimated in compliance with the proposition of correct answers which can be found in the detailed table in the Annex 2. All marks obtained by each student are arithmetical rounded, i.e. the fractional part, which is less than 0.5, is discarded. The test is eligible for retakes.</p> <p><b>Exam:</b> A written <i>essay</i> on the selected topic. The list of topics for the essay is provided in the beginning of the course and imply that a student demonstrates the knowledge of theories and skills to apply them for building own argument using various empirical data. Each essay is supposed to analyze a case of a particularity or an activity of a selected interest group. The grade for exam is “blocking” (if a student fails the exam, he/she fails the class no matter his/her other grades).</p> <p>The final grade is calculated in accordance with the following formula:</p> $G_{final} = (G_{current} * 0,3) + (G_{intermediate} * 0,3) + (G_{exam} * 0,4)$			
Readings / Indicative Learning Resources	<p><u>Mandatory:</u> Interest Groups (2017), in: Political Science: an Introduction / M.G. Roskin, R.L. Cord, J.A. Medeiros, W.S. Jones. – 14th ed. – Harlow: Pearson Education Limited, part III, section 9.</p> <p><u>Optional:</u> Wolfgang Streeck (1983). Between Pluralism and Corporatism: German Business Associations and the State. Journal of Public Policy. Vol. 3, №3 (August). P. 265 – 238, Wilson F. (1983). Review: Interest Groups and Politics in Western Europe: the Neo-Corporatist Approach. Comparative Politics. № 1. P. 105 – 123, Schmitter Ph. (1974). Still the Century of Corporatism? The New Corporatism. Social-political</p>			

	Structures in the Iberian World. F. Pike and T. Stritch (eds.). London: University of Notre Dame Press. P. 85 – 131, Olson, Mancur (1982). The Rise and Decline of Nations: Economic Growth, Stagflation and Social Rigidities. Yale University Press. P. 17 – 34		
Indicative Self- Study Strategies	<b>Type</b>	<b>+/-</b>	<b>Hours (total – 112 hours)</b>
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	40
	Assignments for seminars / tutorials / labs	+	14
	E-learning / distance learning (MOOC / LMS)	-	-
	Fieldwork	-	-
	Project work	-	-
	Other (group work)	+	23
	Preparation for the exam	+	35
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials.		
Facilities, Equipment and Software	Flip chart, markers and highlighters, multi-media projector		
Course Instructor	Dr. Anna Tarasenko, email: <a href="mailto:avtarasenko@hse.ru">avtarasenko@hse.ru</a>		

**Intended Learning Outcomes (ILO) Delivering**

<b>Course ILO(s)</b>	<b>Teaching and Learning Methods for delivering ILO(s)</b>	<b>Indicative Assessment Methods of Delivered ILO(s)</b>
ULO <sub>7</sub> : Able to work in team	Group work in the class	Assessment of in-class participation
ULO <sub>8</sub> : Able to efficiently communicate based on the goals and communication situations	Group work in the class and joint project activity with group mates	Assessment of in-class participation
ULO <sub>9</sub> : Able to think critically and interpret the experience (personal and of other persons), relate to professional and social activities	Discussions in the class, joint project activity with group mates, provision of reading materials with contrasting points of view and academic debates	Assessment of in-class participation, test
PLO <sub>1</sub> : Student is capable of posing research problems relevant to the study of political phenomena and political processes; setting particular research tasks; and putting together a research design	Individual tasks and activity at seminars	Assessment of in-class participation, test
PLO <sub>8</sub> : Student is capable of executing applied analysis of the political phenomena and political processes - by using political science methods - and in support of practical decision making process	Examination, individual tasks	Exam, test

## Assessment Criteria

### In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Test results are estimated in compliance with the following criteria.

The proportion of correct answers	The grade
95%– 100%	10
85% – 95%	9
75% – 85%	8
65% – 75%	7
55% – 65%	6
45% – 55%	5
35% – 45%	4
30% – 35%	3
Less than 30%	2 – 0

### Exam (essay)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;

«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### Examples of test questions

1. Please, choose a correct title of the book written by Mancur Olson:

- A. Why Nations Fail?
- B. The Rise and Decline of Nations
- C. Black Hawk Down
- D. The Rise and Decline of Interest Groups

2. Please, choose and write the name of the relevant phenomenon for provided definitions:

- A. “state capture”                      B. “societal capture”                      C. “elite’s exchange”

	Definition	Phenomenon
1.	The state exports personnel to non-state organizations but does not import cadres from organized society	
2.	Firms enjoy private advantages in terms of more protection of their own property rights and superior firm performance	
3.	Business and bureaucrats/officials/politicians cooperate and both sides benefit from the exchange of resources	

### Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Possible topics of the essay:

1. Activity of the Russian Orthodox Church as an Interest Groups: the Case of Transfer of Ownerships
2. Why Collective Actions Fail? A Case Study
3. Shared Economy Braking of Organized Interest Groups? The Case of Transport Operators in Russia

### **Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.