

**Department of History & Political Science
California University of Pennsylvania**

Seminar in American Politics
Topic: Money & Politics
Course: POS 450 Section: 001
Spring Semester 2002

Dr. Melanie J. Blumberg

Office Hours:

11:00 a.m. to 1:00 p.m. MW
11:00 a.m. to 12:00 p.m. F
and by appointment

Office: *Duda* World Cultures Building, Room 212

Office Telephone Numbers:

724.938.5720 (Direct) & 724.938.4054 (Department)

724.938.5942 (Fax)

blumberg@cup.edu

COURSE SYLLABUS

Course Objective

The seminar topic this semester focuses on one of the most controversial aspects of the political process, *viz.* money and politics. Students will be given the tools needed to understand why it so often seems to be the case that “money is the mother’s milk of politics” and evaluate which groups and individuals appear to have a disproportionate share of influence over policy outcomes. The major subject areas to be studied are: (1) theories of power, specifically pluralism and elitism, (2) interest group and social movement organization (SMO) resources and “services,” (3) the high cost of running for elective office, (4) the evolution and consequences of campaign finance law, (5) campaign contributions and decision-making linkages, and (6) campaign finance reform. With respect to the issue of campaign finance reform, the class will be part of a nationwide service-learning program, Democracy Matters, which is intended to make democracy work better by restricting private donations to political campaigns. Class members will select a project, and then design an educational awareness outreach program on the impact of money on public policy. The class also will participate in the Service and Service-Learning Workshop, a program coordinated by the Service and Service-Learning Subcommittee of the Faculty Professional Development Committee. It is hoped that students will learn to evaluate how the political system works and, when necessary, use their knowledge to spearhead constructive change.

Required Readings

Goidel, Robert K., Donald A. Gross, and Todd G. Shield. 1999. *Money Matters: Consequences of Campaign Finance Reform in House Elections*. Lanham, MD: Rowman & Littlefield Publishers.

Students also are responsible for reading the articles cited on the Reading List (pp. 8-14). All required readings, with the exception of the book, may be accessed on the Internet.

Class Attendance

Students are expected to attend all class meetings. In addition to being ready to discuss and evaluate the readings, each student is responsible for shouldering an equal share of the preparation for the service-learning and workshop projects.

Accommodations for Students with Disabilities

Students with Disabilities

- Reserve the right to self-identify.
- Must register with the Office for Students with Disabilities (OSD).
- Will provide the appropriate notice from OSD for accommodations which specifically involve the faculty.

Office for Students with Disabilities

Students with disabilities receive services from the Office for Students with Disabilities (OSD). The OSD is located in the Keystone Education Building—Room 110A and the phone number is (724.938.5781). Requests for accommodations should be directed to this office and require the students to submit a completed Accommodation Request Form. Approved accommodations will be recorded on the Accommodation Approval Notice and provided to the student.

Course Requirements and Grading Policy

Option I

The Enron Project

The collapse of the Enron Corporation is a prime example of how money influences governmental decision-making. The scandal permeates the White House and Congress, and could ruin many political careers if it were not for the war on terrorism. Nonetheless, there are at

least eight separate congressional investigations in progress and a number of Democrats, although some have taken campaign contributions from Enron Corporation and Arthur Anderson executives and connected political action committees, are calling for full disclosure by the Bush administration.

If you choose to be part of the Enron Project you are responsible for the following things: First, each student must keep a daily journal of the Enron and Anderson events. You will need to read the *New York Times* (www.nytimes.com) or *Washington Post* (www.washingtonpost.com) online, and write a brief summary of the news. If you find a particularly interesting article in an opinion magazine, a news magazine, a different newspaper, or on a website, please feel free to include the information in your journal. Class members will review the week's events on a regular basis, *viz.* there will be an ongoing dialog about the case during the semester. Second, students will be paired to conduct research on a specific aspect of the case. The findings will be included in journals and shared with the class. Third, each student must write a summary of his or her part of the research and how the information fits into the overarching thesis: Money buys influence. The completed journals are due in class on Friday, May 3, 2002. The daily entries may neatly hand-written, but the final summary must be typed.

Pieces of the Puzzle

Each team will research one aspect of the collapse, except for those topics that require significantly more work, in which case two teams will collaborate.

Enron Corporation Campaign Contributions (2 teams)

You will need to track contributions made by executives and related political action committees to: (1) senators and representatives of relevant committees, (2) presidents, including the inaugural and transition funds when applicable, and (3) the national party committees.

This covers campaign contributions from 1989 to 2002, but is limited to the senators and representatives of the standing committees that consider legislative proposals important to the energy community. Contributions to the national party committees and presidential candidates who won their election bids must also be included in the report. The information is readily available. The first step is to identify the relevant standing committees and their members. The rest is relatively straight-forward: Record the year and amount of each contribution. As the information becomes available, it would be interesting to track which members are returning Enron contributions. You will use some of the information in conjunction with the material collected by teams working on committee and floor votes: You are going to see how those members who received campaign contributions voted on key bills.

Enron Corporation High-Level Executives: Profiles (1 team)

Brief profiles are available from a number of electronic sources, and may be used as a starting point to do further research.

Stock Trading by Enron Corporation High-Level Executives (1 team)

This information, once again, is readily available. You need to list the dates and value of the blocks of stock that were traded, and then use the information to evaluate whether it was being dumped. Include how Kenneth L. Lay, CEO of Enron, explained his sale of stock. It is perfectly acceptable to incorporate various analyses from newspapers, public interest group websites, and the like. This requires thorough research and much thought.

Detailed Time-Line of Enron Corporation's Collapse (1 team)

The time-line is not too difficult to find on the Internet. However, you will need to flesh out the events, *viz.* write a detailed explanation of what occurred at each juncture. As important, you must document how Enron's problems were exacerbated by deregulation. You will probably need to check back copies of newspapers and specialty publications.

Proposed Legislation (Bills) Important to Enron (2 teams)

You will need to play "detective" on the Internet to find the list of key bills. Once you find the list, you will need to access the text and write a brief summary of each bill. The next two steps are not too difficult, just time-consuming: First, check the committee of jurisdiction for each legislative proposal and record the how each committee member voted. Second, record the floor vote (if one was taken) for the same members. You must consult with the teams working on campaign contributions, whose members are working on the correlation between campaign contributions and voting.

Enron Corporation's Annual Report: Detailed Analysis (1 team)

It would be worthwhile to check at least two reports: 2000 and 2001. In addition to writing a summary of the annual reports, you need to include a time-line of its Dunn & Bradstreet ratings. You are checking to ascertain whether there were any indications of its financial demise.

Arthur Andersen's Part in the Collapse of Enron Corporation (1 team)

You will need to follow the story as it unfolds. The major daily newspapers, weekly news magazines, specialty publications, and public interest group websites are good sources. This requires diligence as there is quite a bit of information. Be sure to include Andersen's defense of its accounting practices. Someone else is keeping tabs on the congressional hearings.

Rules Governing the 401(k) (1 team)

The rules are not difficult to find, but summarizing them so the layperson can understand them is another story. In addition to condensing the major points, you need to track what happened to the employees' retirement accounts and what options they have. If you are so inclined, it would be interesting to write a brief synopsis of the Texas-based nonprofit group that is trying to help the former employees find work.

Congressional Hearings (2 teams)

Several Senate and House committees are set to hold hearings on Enron. You need to write a brief summary of the each hearing, focusing on the most critical information. You are looking for “new” information.

Helpful Websites

These websites have a wealth of information, including links to others: The Center for Public Integrity (www.publicintegrity.org), The Center for Responsive Politics (www.opensecrets.org), Common Cause (www.commoncause.org), Public Citizen (www.citizen.org), *The American Prospect* (www.prospect.org), the *Christian Science Monitor* (www.csmonitor.com), *The Los Angeles Times* (www.latimes.com), and *Roll Call* (www.rollcall.com). Copies of the *Wall Street Journal* are available in the library.

Option II

Case Study

As an alternative to participating in The Enron Project, you may choose to write a 20-page case study on the influence of campaign contributions on congressional decision-making. You may trace contributions made by an individual or a political action committee to members of a relevant standing committee in either the U.S. House of Representatives or the U.S. Senate, and then evaluate whether the financial support may have influenced their votes. The assignment requires you to research a number of things, including: (1) background information on the individual or political action committee, such as business holdings or interest group objectives, (2) background on the representatives or senators, such as past voting behavior, constituency voting patterns, and constituency concerns, and (3) the vote on a key bill, specifically how all standing committee members voted on legislation important to the contributor. Please understand there is always the possibility that a correlation will not exist. Be sure to set a manageable time frame, for example, the One Hundred Sixth Congress. A thorough analysis of the data must be included in the paper.

You will need to do preliminary research in order to determine the focus of your case study. A one-page, typed proposal that lists the individual or political action committee, the standing committee and its members, and the key bill, is due in class on Friday, January 25, 2002. Either my approval or suggestions for revisions will be noted on the proposal when it is returned to you. The completed case study is due in class on Friday, May 3, 2002. The case study must be 20-pages typed (double-spaced, using a 12-point font), including the tables, figures, and references. You must use the APSA format or APA guidelines. I am available for consultation throughout the project.

Strategic Plan

Students will be paired to write strategic plans on how to educate a segment of the population about the need for campaign finance reform. Each team is responsible for writing a 10-page typed (double-spaced, using a 12-point font) detailed report, which includes the following information: (1) a brief explanation of Democracy Matters, (2) a brief history of campaign

finance reform, including the current status of the latest legislative reform efforts, (3) its plan to educate the public, including specification of the target audience, and (4) how the plan is to be implemented. You may choose to take the opposite point of view—stricter limits on campaign contributions undermine the constitutional principle of freedom of speech—in which case you will need to do a much different type of report. I will meet with your team if you choose this option. The completed plan is due in class on Friday, April 5, 2002. I am available for consultation throughout the project.

Service-Learning Project

The class is responsible for designing and implementing a service-learning project about the need for campaign finance reform. Friday class time, for the most part, will be devoted to working on the project and constructing a poster for the Service Workshop scheduled on Monday, March 4, 2002. All students are required to attend the actual events. The project will require a significant commitment on the part of every student, especially in the initial planning stages; we are going to “hit the ground running,” and begin discussing it the first day of class.

Class Participation

Each student is expected to be able to discuss and evaluate the assigned readings as well as assume an equal share of the responsibility for the service-learning project and poster design.

Available Points

The Enron Project or Case Study	200 points
Strategic Plan	100 points
Participation (discussion).	25 points
Participation (workshop)	25 points
Participation (project).	50 points
 Total Available Points	 400 points

Each student’s course grade is based on the total points earned, and assigned according to the scale, which appears below:

Points	Points	Points	Points	Points
A 400-360	B 359-320	C 319-280	D 279-240	F 239 & below

Reading Assignments

Chronology	Topic	Readings & Documentary Films
1.	I. THEORIES OF POWER	see Reading List introductory remarks

2.	II. INTEREST GROUP AND SOCIAL MOVEMENT ORGANIZATION RESOURCES	see Reading List introductory remarks
3.	III. INTEREST GROUP AND SOCIAL MOVEMENT ORGANIZATION “SERVICES”	see Reading List introductory remarks
4.	IV. THE COST OF RUNNING FOR PUBLIC OFFICE	see Reading List pp. 8-9 “Hollywood, DC”
5.	V. CAMPAIGN FINANCE LAW	see Reading List pp. 9-11
6.	VI. CAMPAIGN CONTRIBUTIONS AND PUBLIC POLICY	see Reading List pp. 11-12 “So You Want to Buy a President”
7.	VII. CAMPAIGN FINANCE REFORM	see Reading List pp. 12-14 “Campaign Finance: Abuses and Reforms”

Note: If time permits, two additional films on campaign finance reform will be shown.

Dates to Keep in Mind

JANUARY 16, 2002	FIRST DAY OF CLASS
JANUARY 25, 2002	CASE STUDY PROPOSALS DUE IN CLASS
FEBRUARY 20, 2002	MISSION DAY
FEBRUARY 26, 2002	LAST DAY TO DROP A COURSE OR WITHDRAW FROM THE UNIVERSITY WITHOUT ACADEMIC PENALTY
MARCH 4, 2002	SERVICE WORKSHOP
MARCH 11-15, 2002	SPRING RECESS
MARCH 29-30, 2002	EASTER HOLIDAY
APRIL 5, 2002	EXECUTIVE REPORTS DUE IN CLASS
APRIL 18, 2002	LAST DAY TO DROP A COURSE OR WITHDRAW FROM THE UNIVERSITY
MAY 3, 2002	CASE STUDIES DUE IN CLASS

Reading List

Please visit the Democracy Matters's website (www.democracymatters.org) to familiarize yourself with the nonprofit organization and its goals before you come to class on Friday, January 18, 2002.

In an effort to allow time for you to do preliminary work on your case study and lay the groundwork for the service-learning project, there will be no assigned readings for the first three topics. Many of the subsequent readings address ancillary issues, but I will assume the responsibility for presenting the core material for the following topics: *Theories of Power, Interest Group and Social Movement Organization Resources, and Interest Group and Social Movement Organization "Services."*

Most of the readings may be accessed rather easily through www.democracymatters.org and www.prospect.org. Once you begin browsing the articles and data, you will find linkages to a wealth of other information. Some of the materials may give you ideas for your case study, so you may wish to start early.

The Cost of Running for Public Office

Alliance for Better Campaigns. 2001. "Gouging Democracy: How the Television Industry Profiteered on Campaign 2000." <http://bettercampaigns.org/Doldisc/gouging.htm>, 11 pp.

Center for Responsive Politics. 1999. "American Assn of Retired Persons." <http://www.opensecrets.org/lobbyists/client.asp?ID=724&year=1999>, 1 p.

"The Calm before the Storm: Wall Street and Social Security Reform." http://www.opensecrets.org/alters/v6/alertv6_25.asp, 3 pp.

"President George W. Bush: Top Industries." <http://www.opensecrets.org/2000elect/Indus/P00003335.htm>, 1 p.

"Securities & Investment: Long-Term Contribution Trends." <http://www.opensecrets.org/industries/indus.asp?Ind=F07> 1 p.

Common Cause. 2000. "98 Percent of House Incumbents Win Reelection in 2000; 23 of 28 Senate Incumbents Reelected; Incumbents Enjoy Huge Fundraising Advantage, According To Common Cause." <http://commoncause.org/publications/nov00/111400wl.htm>, 7 pp.

Democracy Matters. 2001. "Candidates and Elected Officials Spend Too Much Time Fundraising and Not Enough Time Talking to Ordinary People or Thinking about Important Issues." <http://www.democracymatters.org/ResearchCenter/cfr/cfr4.htm>, 1 p.

"Politicians Must Depend on Huge Sums of Money to Run Their Campaigns." <http://www.democracymatters.org/ResearchCenter/cfr/cfr4.htm>, 1 p.

"Those without Access to Wealth Are Locked out of the System, Unable to Afford Running for Office." <http://www.democracymatters.org/ResearchCenter/cfr/cfr3.htm>, 1 p.

Goidel, Robert K., Donald A. Gross, and Todd G. Shields. 1999. *Money Matters: Consequences of Campaign Finance Reform in House Elections*. Lanham, MD: Rowman & Littlefield Publishers. ["Excessive Spending, Candidate Viability, and Free Speech," "Electoral Competition and Campaign Finance Reform," and "Democracy and Citizen Involvement: Campaign Spending and Citizen Engagement."]

Judis, John B. 2000. "Al Gore and the Temple of Doom." *The American Prospect* 11, <http://www.prospect.org/print/V11/judis-j.html>, 5 pp.

Kostmayer, Peter H. 2001. "Money Turned This Pol into a Telemarketer." <http://www.democracymatters.org/ResearchCenter/Articles/MoneyTurned.htm>, 3 pp.

Levine, Art. 2000. "The Adventures of . . . Money Man!" *The American Prospect* 11, <http://www.prospect.org/print/V11/Levine-a.html>, 11 pp.

Mann, Thomas E., and Norman Ornstein. 2001. "I \$ New York." *The American Prospect* 12, <http://www.prospect.org/print/V12/22/mann-t.html>, 3 pp.

Miller, Ellen S. 2001. "Golden Zip Codes." *The American Prospect* 11, <http://www.prospect.org/print/VII/6/miller-e.html>, 2 p.

Miller, Ellen S., and Micah L. Sifry. 2000. "The Care and Feeding of Fat Cats." *The American Prospect* 11, <http://www.prospect.org/print/V11/19/devil13.html>, 2 pp.

"Swearing Off Money—Sort Of." *The American Prospect* 11, <http://www.prospect.org/V11/23/devil2.html>, 2 pp.

"Three Steps Forward, Two Steps Back." *The American Prospect* 12, <http://www.prospect.org/print/V12/1/miller-e.html>, 3 pp.

Wilentz, Sean. 2000. "Will Pseudo-Scandals Decide the Election?" *The American Prospect* 11, <http://prospect.org/print/V11/21/wilentz-s.html>, 10 pp.

Campaign Finance Law

Allen, Terry J. 2000. "*Vermont v. Buckley*." *The American Prospect* 11, <http://www.prospect.org/print/V11/21/allen-t.html>, 4 pp.

Center for Responsive Politics. 2001. "Federal Campaign Finance Law: Contribution Limits." <http://www.opensecrets.org/basics/law/limits.asp>, 1 p.

"Federal Campaign Finance Law: Corporate and Union Activity." <http://www.opensecrets.org/basics/law/limits.asp>, 1 p.

- “Federal Campaign Finance Law: Disclosure.”
<http://www.opensecrets.org/basics/law/disclosure.asp>, 1 p.
- “Federal Campaign Finance Law: Independent Expenditures.”
<http://www.opensecrets.org/basics/law/independent.asp>, 1 p.
- “Federal Campaign Finance Law: Introduction.”
<http://www.opensecrets.org/basics/law/index.asp>, 1 p.
- “Federal Campaign Finance Law: Political Party Activity.”
<http://www.opensecrets.org/basics/law/party.asp>, 1 p.
- “Federal Campaign Finance Law: Presidential Election Campaign Fund Act.” <http://www.opensecrets.org/basics/law/presidential.asp>, 2 pp.
- “Federal Campaign Finance Law: Prohibited Contributions and Expenditures.”
<http://www.opensecrets.org/basics/law/index.asp>, 1 p.
- Common Cause. 2001. “Common Cause Urges Congress to Oppose Thomas ‘Fix’ to 527 Law.” http://www.commoncause.org/publications/deco1/121801_2.htm, 3 pp.
- “Shays-Meehan: Just the Facts.”
http://www.commoncause.org/publications/may01/shays_facts.htm, 5 pp.
- Confessore, Nicholas. 2001. “In Praise of (Some) Soft Money.” *The American Prospect* 11,
<http://www.prospect.org/webfeatures/2001/o7/confessore-n-07-11.html>, 3 pp.
- Denison, Dave. 2000. “The High Cost of Speech.” *The American Prospect* 11,
<http://www.prospect.org/print/V11/21/denison-d.html>, 8 pp.
- Goidel, Robert K., Donald A. Gross, and Todd G. Shields. 1999. *Money Matters: Consequences of Campaign Finance Reform in House Elections*. Lanham, MD: Rowman & Littlefield Publishers. [“Introducing Campaign Finance Reform,” “A Brief History of Campaign Finance and Campaign Finance Reform,” and “FECA’s Loopholes: Soft Money, Independent Expenditures, and Issue Advocacy Campaigns”]
- Kaminer, Wendy. 2000. “Speech Isn’t Cheap.” *The American Prospect* 11,
<http://www.prospect.org/print/V11/17/kaminer-w.html>, 4 pp.
- OMB Watch. 2001. “S 27 McCain-Feingold Campaign Finance Reform Bill in a Nutshell.” <http://www.ombwatch.org/npadv/2001/mcfeinsum.html>, 1 p.
- Trister, Michael. 2000. “The Rise and Reform of Stealth PACs.” *The American Prospect* 11, <http://www.prospect.org/print/V11/21/trister-m.html>, 6 pp.

- Campaign for America's Future. 2001. "Profiteering in the Name of Patriotism." <http://www.oufuture.org/front.asp>, 2 pp.
- Center for Responsive Politics. 2001. "Labor: Top Contributors." <http://www.opensecrets.org/industries/comtrib.asp?Ind=P>, 2 pp.
- "Power Struggle: The Campaign behind the Bush Energy Plan." http://www.opensecrets.org/alerts/v6/alertv6_24.asp, 2 pp.
- Common Cause. 2001. "Buying Influence Selling Death: How Big Tobacco's Campaign Contributions Harm Public Health." <http://commoncause.org/publications/march01/tobacco/>, 1 p. [Follow the links to the "Executive Summary"]
- Democracy Matters. 2001. "Privately Financed Election Campaigns Cost Taxpayers Money." <http://www.democracymatters.org/ResearchCenter/cgr/cfr6.htm>, 2 pp.
- Denison, Dave. 2001. "Who Speaks for the Rich?" *The American Prospect* 12, <http://www.prospect.org/print/V12/17/denisond.html>, 7 pp.
- Doctorow, E. L. 2000. "In the Eight Circle of Thieves." <http://past.thenation.com/issue/000807/0807doctorow.shtml>, 6 pp.
- Kuttner, Robert. 2000. "Taking It with You." *The American Prospect* 11, <http://www.prospect.org/print/V11/17/kuttner-r.html>, 3 pp.
- Mandel, Jay. 2001. "Money on My Mind: Democracy v. Terrorism." <http://www.democracymatters.org/ResearchCenter/Money/DemocracyvsTerrorism.htm>, 2 pp.
- "Money on My Mind: How Private Money in Politics Hurts the Economy." <http://www.democracymatters.org/ResearchCenter/Money/index.htm>, 2 pp.
- "Money on My Mind: The Need for Balance." <http://www.democracymatters.org/ResearchCenter/Money/NeedforBalance.htm>, 2 pp.
- Miller, Ellen S., and Micah L. Sifry. 2000. "Campaign Finance Emissions." <http://www.prospect.org/print/V11/13/devil3.html>, 2 pp.
- Public Campaign. 2001. "Corruption Perception Index: Fresh Polls." http://www.publiccampaign.org/cpi/cpi5_3_01.htm, 2 pp.
- "Corruption Perception Index: Time Is Money." http://www.publiccampaign.org/cpi/cpi6_29_01.html, 2 pp.
- Weinberg, Adam. 2001. "Globalization of Campaign Funding: The Problem of

Private Money in Politics.”

<http://www.democracymatters.org/ResearchCenter/Articles/Globalization.htm>, 7 pp.

Campaign Finance Reform

Center for Responsive Politics. 2001. “Money-in-Politics Myths.”

<http://www.opensecrets.org/pubs/myths0.htm>, 25 pp. [To access all ten myths, the entries following the last backslash should be myths01, myths02 . . . myths10.]

Democracy Matters. 2001. “Campaign Spending Is out of Control.”

<http://www.democracymatters.org/ResearchCenter/cfr/cfr7.htm>, 1 p.

“Is the Corrupting Role of Money in Politics a New Problem?”

<http://www.democracymatters.org/ResearchCenter/FAQ/corruptingrole.htm>, 1 p.

“Links to Campaign Finance Reform.”

<http://www.democracymatters.org/ResearchCenter/Links/index.htm>, 2 pp.

“Why Everyone Should Care about Taking Money out of Politics.”

<http://www.democracymatters.org/ResearchCenter/FAQ/issues.htm>, 4 pp.

“The Case for Reform.” <http://www.democracymatters.org/ResearchCenter/index.htm>, 2 pp.

Dreyfuss, Robert. 2000. “Reforming Reform.” *The American Prospect* 11,

<http://www.prospect.org/print/V11/26/dreyfuss-r.html>, 9 pp.

Feingold, Russell. 2000. “Government Reform.”

<http://www.senate.gov/~feingold/issuearea/govreform.html>, 4 pp.

Goidel, Robert K., Donald A. Gross, and Todd G. Shields. 1999. *Money Matters: Consequences of Campaign Finance Reform in House Elections*. Lanham, MD: Rowman & Littlefield Publishers. [“The Question of Voter Turnout, Part I,” “The Question of Voter Turnout, Part II,” and “Improving the Electoral Process through Campaign Finance Reform.”]

Green, Joshua. 2000. “Clean Money in Maine.” *The American Prospect* 11,

<http://www.prospect.org/print/V11/21/green-j.html>, 6 pp.

Kuttner, Robert. 2001. “The McCain Mutiny.” *The American Prospect* 12,

<http://www.prospect.org/print/V12/7/kuttner-r.html>, 3 pp.

Mandel, Jay. 2001. “Money on My Mind: Eccentrics and Fanatics: Free Speech and Public Financing of Campaigns.”

<http://www.democracymatters.org/ResearchCenter/EccentricsMOM.htm>, 2 pp.

“Elections as a Public Good.”

<http://www.democracymatters.org/ResearchCenter/Articles/publicgood.htm>, 8 pp.

“Financing Elections Democratically.”

<http://www.democracymatters.org/ResearchCenter/Articles/financingelections.htm>, 5 pp.

“Why Women Should Care Getting Private Money out of Politics.”

<http://www.democracymatters.org/ResearchCenter/Articles/whywomenshouldcare.htm>, 5 pp.

Miller, Ellen S. 2001. “A Reform that Lobbyists Could Love.” *The American Prospect* 12, <http://www.prospect.org/print/V12/16/miller-e.html>, 2 pp.

Miller, Ellen S., Ernesto Cortes, Jr., Cass Sunstein, and Miles S. Rapoport. 2000.

“Rescuing Politics from Money.” *The American Prospect* 11,

<http://www.prospect.org/print/V11/21/miller-e.html>, 12 pp.

Miller, Ellen S., and Micah L. Sifry. 2000. “Campaign Reform: The Hard and

Soft of It.” *The American Prospect* 11, <http://www.prospect.org/print/V11/25/miller-e.html>, 2 pp.

Mooney, Chris. 2000. “Don’t Show Me the Money: Senator Russell Feingold Muses

On Campaign Finance, Corruption, and McCain’s Charisma.” *The American Prospect*,

<http://www.prospect.org/webfeatures/2000/09/mooney-c-09-19.html>, 6 pp.

Moyers, Bill. 2001. “Which America Will We Be Now? Part I.” *The Nation*,

<http://www.thenation.com/doc.mhtml?I=20011119&s=moyers>, 3 pp.

“Which America Will We Be Now? Part II.” *The Nation*,

<http://www.thenation.com/doc.mhtml?I=20011119&c=2&s=moyers>, 3 pp.

Reich, Robert B. 2000. “Taking back Democracy.” *The American Prospect* 11,

<http://www.prospect.org/print/V11/25/reich-r.html>, 3 pp.

Weinberg, Adam. 2001. “Creating a Life Long [*sic*] Commitment to Politics.”

<http://www.democracymatters.org/ResearchCenter/Articles/CreatingLifeLong/htm>, 4pp.

“Get Money out of Politics: Change Elections to Change the

Environment.” <http://www.democracymatters.org/ResearchCenter/Articles/GetMoneyOut/htm>, 3 pp.

“Where to Start and What to Do about Civil Rights? Change Elections,

Change America.” <http://www.democracymatters.org/ResearchCenter.org/Articles/Wheretostart/htm>, 3 pp.

Note: Due to a quirk in Microsoft Word, it is difficult to format URLs properly. For citations that have spaces between the numbers (e.g., Public Campaign), there is an underscore that separates them (e.g., cpi5_3_01.htm).

**Afterword:
A Note to Political Scientists**

All seminar students chose to participate in The Enron Project. The service-learning portion of the course initially involved designing a poster for the Service and Service-Learning Workshop. Students were required to attend the event and discuss the influence of money on policy decisions with members of the campus community. The class members became so engrossed in the project that they hosted two additional events: They designed and participated in a colloquium on the topic, each taking a role in educating their peers, faculty, administrators, and staff. The capstone was a roundtable on money and politics that featured John C. Green, Director of the Ray C. Bliss Institute of Applied Politics at The University of Akron, Joan Mandle, Executive Director of Democracy Matters, and Matt Keller, Legislative Director of Common Cause. The Department of History & Political Science and the College of Liberal Arts co-sponsored the program. Voter registration drives were held in conjunction with the three events.

The enthusiasm carried over to the next academic year, with some students slated to participate in a roundtable discussion on service-learning at a state conference.