**Chapter Eleven - Writing & Project Assignments**

**Writing**

1. Do the actions and influence of James Leininger support the idea that wealthy individuals have more sway over policy or do they support the argument that wealth is only one of many factors necessary to influence policy?

CT, COMM

1. Identify a concrete example of the free-rider problem in the state of Texas. Once you have described the problem and explained how it fits the definition of the free-rider, devise a solution to reduce free-riders without diminishing the benefits to those who contribute.

CT, COMM, SR

1. Why are selective incentives used? Are they problematic or simply necessary for democracy?

CT, COMM, SR

**Projects**

1. Break students into groups and ask them to develop a list of established interests in the state of Texas. This will require some brainstorming and help from the instructor. Groups like oil and gas, religious communities may be selected. Ask students to select one of the groups that the class lists during their brainstorming activity and research what challenges this group is facing. Are they adapting to diversity in Texas or are the attempting to re-enforce the status quo?

Each group should present their plan to the class as a whole. After all the research has been presented, engage the students in a discussion of disturbance theory. Has the complexity and diversity of Texas led to challenges to established interests? Are those established interests responding to support the status quo?

CT, COMM, PR, SR

1. Ask students to interview by telephone or e-mail a representative of an interest group advocating for an issue they feel strong about. Students should compare and contrast in a report, their stance versus the stance of the interest group representative.

CT, COMM, PR, SR