

POLI 30:319
PROBLEMS IN AMERICAN POLITICS: STATE POLITICS AND POLICY
Wednesdays 9:30 am-12:20 pm
176 SH

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The fifty states are often referred to as the *laboratories of democracy*, meaning that they offer a natural laboratory to address general questions of political behavior, institutions, and policymaking that cannot be easily explored at the federal level. There is only one US Congress, only one President, only one Presidential election at any time. On the other hand, there are 50 governors, 50 state legislatures, 50 state electorates with vast differences across the United States. This variation is interesting in its own right, but also allows scholars to study how context affects political processes. Students wishing to study how changes in the environment and/or political or social institutions influence political outcomes can generate much more leverage on such questions at the subnational level than they can at the national level.

States differ in terms of public policy as well. Consider, for example, vaccine regulation. While the FDA regulates and licenses all vaccines to ensure safety and effectiveness and the National Vaccine Advisory Committee makes recommendations for vaccine coverage, the fifty states have considerable autonomy over who is vaccinated and for which diseases. This leads to large variance in vaccine regulation, and, therefore, vaccination rates in the states as can be seen in Figure 1.

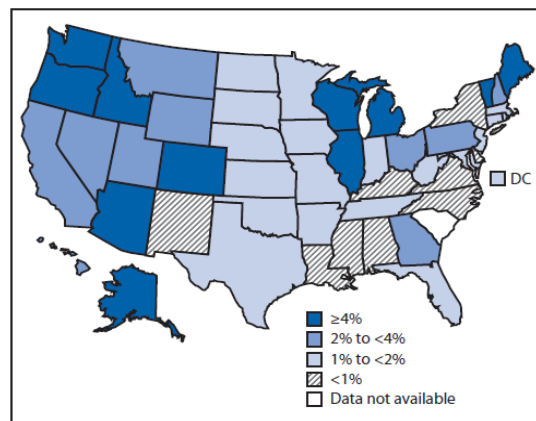


Figure 1. Estimated percentage of children enrolled in kindergarten who have been exempted from receiving one or more vaccines, 2012. Source: Centers for Disease Control.

The study of state politics is especially important given the recent resurgence in policy prominence of the states over the past few decades. This resurgence is contributed to national policy developments, such as a Republican congressional majority, as well as a strengthening in state political institutions, such as administrative capacity and legislative professionalism, that better equip states to serve as policy leaders on many areas, such as health, education, and elections that impact the lives of ordinary citizens.

State politics scholars have followed suit. The State Politics and Policy section of APSA is one of the most vibrant sections of APSA, now hosting an annual conference and sponsoring its own journal, *State Politics and Policy Quarterly*, since 2001. I encourage students to get involved in this section as soon as possible if you are interested in state politics research. The State Politics and Policy Conference is a unique opportunity for students to network with other scholars and is my favorite conference of the year. This upcoming year, it will take place at California State University, Sacramento, CA May 28-30, 2015.

Of course, there are also challenges to studying state politics. The largest hurdle is data. Data is much more plentiful at the national level and often state politics scholars must develop their own state level dataset, which is time consuming to say the least. Theoretically, much of what we understand about the political process is drawn from research at the national level. Thus, while there is a lot of room for theoretical development, it is also unclear how our theories should apply to the states. Finally, methodological problems are exponential when dealing with cross-sectional heterogeneity that may be spatially or temporally dependent. While pooled cross-sectional time series methods and spatial analyses are more commonly used today than ever before, they still present a host of methodological issues that scholars need to be careful of.

My goal is for students to finish this course with a *basic* understanding about theories and methodological approaches to studying state politics research. The last part of the course will focus on state policymaking in a variety of realms including health policy, morality policy, welfare policy, and immigration policy. This list is certainly not exhaustive and my hope is that students will have a solid baseline from which they can continue studying state politics and public policy. Finally, we will also cover topics related to academic professionalization including a backwards calendar, job talks in the department, conference presentations, and how to write a research paper.

The bulk of the required readings will be journal articles and book chapters. Most are available online. Those that are not will be made available to you through ICON. There are no books required for the course.

COURSE REQUIREMENTS

Attendance and Participation (20%)

This is a graduate-level writing and discussion intensive course. Attendance in every class is expected and a no-brainer. But, simply attending class is not enough. Students are expected to participate actively and constructively in class discussions. You will be evaluated on both the quantity of participation as well as the quality of comments. Reading the assigned articles is a necessary component of high quality comments. I reserve the right to administer weekly quizzes on the required readings if I sense that students are not prepared for class.

Reaction Papers (20%)

Students are required to write and submit **5** reaction papers throughout the semester. I will assign when student reaction papers are due. Papers are due via ICON submissions by **NOON** the day before class (**12 pm on Tuesdays**). Your 2-4 page essays, double spaced, should **NOT** summarize the readings, but rather offer a critical assessment. You should attempt to connect broad themes across articles or pick a particular part of the readings that interested you and build on it in an original way. You may also use the readings as a springboard for your own research ideas that flow from the readings and, when

appropriate, feel free to bring in the recommended articles or other sources. Even still, you cannot successfully complete these papers by focusing on only one or two of the readings each week.

Things to think about before writing your reaction papers:

1. What are the central research questions?
2. What is the primary contribution to knowledge?
3. How is the main question tested? What data/methods are used?
4. What untested implications could be tested?

Every reaction paper **must** conclude with 2-3 research questions provoked by that week's readings. Each one should be accompanied with 1-2 sentences where you outline an idea for a study. I want these to be concrete in the sense of presenting a core of an idea that could potentially become a paper.

I have little patience for flowery prose and jargon. Write succinctly with logically placed sentences. To this end, you should spend much more time thinking than writing each week.

Seminar Paper (30%):

Students will write a full blown research paper for this course. It should take the basic form of a refereed journal article. That is, you need a research question grounded in theory, hypotheses generated from that theory, an empirical evaluation of those hypotheses using appropriate data and a conclusion. One acceptable alternative is a replication and extension of an existing published paper, however, this extension needs to be meaningful (and, better yet, grounded in theory) and discussed with me first. Finally, while the paper can be related to previous work, it needs to be distinctively new. That is, you are not allowed to submit a paper that was previously used as a final paper in another class. My hope is that these papers develop into publishable manuscripts or provide a basis for a dissertation project. To that end, do not think of these papers as being "done" once they are submitted in this class, but rather long-term projects that contribute to your professional career.

We will talk regularly about the paper over the course of the semester. There are also several deadlines throughout the semester where I expect significant progress to be made. However, the only aspect of the paper that I will grade will be the *final version* of the paper that you turn in. A successful paper cannot be written overnight. My advice is to start early so that time can be used for the inevitable problems that occur with data, writing, etc.

Papers are due on **December 17 at noon** via the ICON Dropbox. Late papers will be docked 1 full letter grade for every 24 hours that it is late. There is no specific page requirement, but papers that are 15 pages tend to be under-developed, while papers over 35 pages are too long. Papers need to be **double-spaced with 1" margins** with appropriate tables/figures and works cited included.

Seminar Paper Review (10%):

On November 12, you will turn in a complete rough draft of your paper. At that point, you will give a draft to me and two other students in the class. You will also receive drafts from two other students in the class. You will provide written feedback for the authors of the two drafts that you received (and also submit these comments to me). These comments should take the form of a review that you might do for a journal article and should be at least 1 full single-spaced page for each paper (and no more than 3 pages). I will also provide written comments at that same time.

Your responsibility is to provide constructive feedback that will help the authors improve their papers. Point out strengths, note weaknesses, raise challenges, and make suggestions for alternatives. Provide solutions to the weaknesses of the paper, perhaps with ideas for additional model specifications. Generic praise is not helpful.

I will provide examples of reviews that I have done and gotten in class to help guide discussion about professional development and being a peer reviewer.

Seminar Paper Memo in Response to Reviews (10%)

Students will turn in a response to “reviewer” comments with their final paper on **December 17**. Your response memo should detail how you responded to each specific comment or reviewer either in terms of how you changed the paper or why you believe a change/response is not appropriate. Again, these comments should take the form of a reviewer response memo that you might do for a journal article and should be 2-4 full single-spaced pages. I expect to see substantial changes to the seminar paper and the incorporation of suggestions, where appropriate. The point is that the final paper should be *different* from the rough draft.

I will provide examples of response memos that I have done to help guide discussion about professional development and responding to reviewer comments.

Paper Presentation (10%):

During the final two weeks of the semester, each student will present his/her paper to the class. Each presentation should be 10-15 minutes, followed by 15 minutes for Q&A. I may invite other graduate students or faculty to attend these presentations. Students will have different levels of experience with having done this and I will take this into account. However, I expect these presentations to be taken seriously and be of professional quality. Think about this type of presentation as a conference presentation. Students are expected to use Power Point or something equivalent.

Grading

The following grades may be assigned at the end of the class: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. I reserve the right to make adjustments to grades based on overall performance in the course. There will be no extra credit offered in the course, nor will there be curving grades.

Other Considerations

If you have questions or concerns, please come to my office hours first. If necessary, we can set up other times to meet by appointment only. Please do not drop by my office with the expectation that we can meet anytime. The best way to get a quick response is through email. I will do my best to promptly answer your emails; however, typically you should not expect a same-day response after 7:00 pm.

I will only respond to emails sent from your UI account.

Please turn off all cell-phones during class. I also discourage the use of laptops in class. Research has consistently shown that retention improves when a student writes notes down, but is not improved by the act of typing things onto a screen. I understand the temptation to check your email, monitor game scores, and generally distract yourself when class is a little slow, but attention to, and participation in,

class discussion is very important. I reserve the right to dismiss you from class if disruptions occur, resulting in an absence for the day.

All additional class materials will be posted to the ICON website.

All assignments are to be completed individually. Collaboration of any kind will be considered academic misconduct and reported appropriately. It is the student's responsibility to understand The University of Iowa's policy on academic honesty.

This class is about the scientific study of state politics and policy. We will not engage in political discourse about which views are "right" or "wrong." Instead, we will focus on evidence and logic. Personal opinions about particular politicians, for example, should be checked at the door. Students are expected to have an open mind and be respectful of other students in class so as to create a comfortable and healthy classroom environment. I also expect students to be respectful of me.

If you are having difficulties in class or any other problems or concerns arise, please *talk to me first*.

While my own political viewpoints are trivial for our purposes, this class is not value-free. A general premise is that democracy is good and that it is better to have a democratic government compared to other alternatives. You do not need to agree to this principle to do well in this class, yet there may be times where you are expected to assume this for the sake of argument.

DATA RESOURCES

The state politics data archive maintained by State Politics and Policy Quarterly:
http://academic.udayton.edu/sppq-TPR/data_sources.html

Boris Shor's data on state legislative ideology and polarization, multiple years:
<http://americanlegislatures.com/>

Valuable data from the Census Bureau: <http://www.census.gov/govs/state/>

Data from the Book of States is often up to date.

<http://www.csg.org/policy/publications/bookofthestates.aspx>

The National Conference of State Legislatures includes information on various state policies:

<http://www.ncsl.org/>

Lexis-Nexis State Capital has searchable information on state policy and is available through the UI library: <http://web.lexis-nexis.com/stcapuniv>

TENTATIVE COURSE OUTLINE

August 27: Class introduction.

Morehouse, Sarah M. and Malcolm E. Jewell. 2004. "States as Laboratories: A Reprise." *Annual Review of Political Science* 7: 177-203.

Brace, Paul and Aubrey Jewett. 1995. "Field Essay: The State of State Politics Research." *Political Research Quarterly* 48: 643-682.

Mooney, Christopher Z. 2001. "State Politics and Policy Quarterly and the Study of State Politics: The Editor's Introduction." *State Politics and Policy Quarterly* 1(1): 1-4.

Take a look at Frank Baumgartner's notes on Backwards Calendars:

<http://www.unc.edu/~fbaum/teaching/Misc/CALENDAR-2000.htm>

September 3: Methodological Challenges. *Backwards Calendars Due*

Beck, Nathaniel and Jonathan N. Katz. 2011. "Modeling Dynamics in Time-Series-Cross-Section Political Economy Data." *Annual Review of Political Science* 14: 334-352.

Boehmke, Frederick. 2009. "Approaches to Modeling the Adoption and Modification of Policies with Multiple Components." *State Politics and Policy Quarterly* 9(2): 229-252.

Berry, Frances Stokes and William D. Berry. 1990. "State Lottery Adoptions as Policy Innovations: An Event History Analysis." *The American Political Science Review*: 395-415.

Lax, Jeffrey R., and Justin H. Phillips. 2009. "How should we estimate public opinion in the states?" *American Journal of Political Science* 53.1: 107-121.

Recommended:

Boehmke, Frederick. 2009. "Potential Ambiguities in a Directed Dyad Approach to State Policy Emulation." *JOP* 71(3): 1125-1140.

Franzese, Robert J. and Jude C. Hays. 2008. "Empirical Models of Spatial Interdependence." http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1084091

Beck, Nathaniel and Jonathan N. Katz. 1995. "What to do (and not to do) With Time-Series Cross-Section Data." *American Political Science Review* 89(3): 634-647.

September 10: Federalism and State Policy

Jenkins, Shannon and Douglas D. Roscoe. 2014. "Parties as the Political Safeguards of Federalism: The Impact of Local Political Party Activity on National Elections." *Publius* 44(3): 519-540.

Kelly, Nate J. and Christopher Witko. 2012. "Federalism and American Inequality." *Journal of Politics* 74(2): 414-426.

Schneider, Sandra K., William G. Jacoby, and Daniel C. Lewis. 2011. "Public Opinion toward Intergovernmental Policy Responsibilities." *Publius* 41(1): 1-30.

Weissert, Carol S. and Daniel Scheller. 2008. "Learning from the States? Federalism and National Health Policy." *Public Administration Review* 68: s162-s174.

Recommended:

Berkman, Michael and Eric Plutzer. 2011. "Local Autonomy versus State Constraints: Balancing Evolution and Creationism in US High Schools." *Publius*.

Volden, Craig. 2002. "The Politics of Competitive Federalism: A Race to the Bottom in Welfare Benefits." *AJPS* 46.

Rom, Mark and Paul E. Peterson. 1989. "American Federalism, Welfare Policy, and Residential Choices." *APSR* 83(3): 711.

Tiebout, C. 1956. "A Pure Theory of Local Expenditures." *Journal of Political Economy* 64.

Weissert, Carol S. 2011. "Beyond marble cakes and picket fences: What US federalism scholars can learn from comparative work." *The Journal of Politics* 73(4): 965-979.

Squire, Peverill. 2014. "Electoral Career Movements and the Flow of Political Power in the American Federal System." *State Politics and Policy Quarterly* 1532440013520244.

September 17: State Legislatures. *One page statement on research proposal due in class.*

Gamm, Gerald and Thad Kousser. 2010. "Broad Bills or Particularistic Policy? Historical Patterns in American State Legislatures." *APSR* 104(1): 151-70.

Shor, Boris and Nolan M. McCarty. 2011. "The Ideological Mapping of American Legislatures." *APSR* 105(3): 530-51.

Carey, John M., Richard G. Niemi, Lynda W. Powell, and Gary F. Moncrief. 2011. "The Effects of Term Limits on State Legislatures: A New Survey of the 50 States." *Legislative Studies Quarterly*, 31(1): 105-134.

Squire, Peverill. 2007. "Measuring State Legislative Professionalism: The Squire Index Revisited." *State Politics and Policy Quarterly*, 7(2): 211-227.

Cammisa, Anne Marie and Beth Reingold. 2004. "Women in State Legislatures and State Legislative Research: Beyond Sameness and Difference." *State Politics and Policy Quarterly*, 4(2): 181-210.

Recommended:

Kirkland, Justin. 2011. "The Relational Determinants of Legislative Outcomes: Strong and Weak Ties Between Legislators." *Journal of Politics* 73(3):

September 24: Governors. *Be prepared to talk in class about data for your final paper*

Krupnikov, Yanna, and Charles Shipan. "Measuring Gubernatorial Budgetary Power: A New Approach." *State Politics & Policy Quarterly* 12, no. 4 (2012): 438-455.

Barrilleaux, Charles and Michael Berkman. 2003. "Do Governors Matter? Budgeting Rules and the Politics of State Policy Making." *Political Research Quarterly* 56: 409-17.

Windett, Jason H. 2011. "State Effects and the Emergence and Success of Female Gubernatorial Candidates." *State Politics and Policy Quarterly* 11(4): 460-482.

Brown, Adam 2010. "Are Governors Responsible for the State Economy? Partisanship, Blame, and Divided Federalism." *Journal of Politics* 72(3): 605-15.

Recommended:

- Kousser, Thad and Justin Phillips. 2009. "Who Blinks First? Legislative Patience and Bargaining with Governors." *Legislative Studies Quarterly* XXXIV.
- Niemi, Richard G., Harold W. Stanley, and Ronald J. Vogel. 1995. "State Economies and State Taxes: Do Voters Hold Governors Accountable?" *AJPS* 39(4): 936-57.
- Krause, George and Benjamin F. Melusky. 2012. "Concentrated Powers: Unilateral Executive Authority and Fiscal Policymaking in the American States." *JOP* 74(1): 98-112.
- Coffey, Daniel. 2005. "Measuring Gubernatorial Ideology: A Content Analysis of State of the State Speeches." *State Politics and Policy Quarterly* 5: 88-103.

October 1: Parties and Interest Groups *Outlines of proposed papers due in class.*

Hopkins, David A. and Lara Stoker. 2011. "The Political Geography of Party Resurgence." In *Who Gets Represented?* Edited by Peter K. Enns and Christopher Wlezien. On ICON.

Sanbonmatsu, Kira. 2002. "Political Parties and the Recruitment of Women to State Legislatures." *JOP* 64(3): 791-809.

Wright, Gerald C. and Brian F. Schaffner. 2002. "The Influence of Party: Evidence from the State Legislatures." *American Political Science Review* 2: 367-379.

Nownes, Anthony J. and Patricia Freeman. 1998. "Interest Group Activity in the States." *Journal of Politics* 60(1): 86-112.

Benz, Jennifer, Justin H. Kirkland, Virginia Gray, David Lowery, Jennifer Sykes, and Mary Deason. 2011. "Mediated Density: The Indirect Relationship between US State Public Policy and PACs." *State Politics and Policy Quarterly*, 11(4): 440-459.

Recommended:

- Boehmke, Frederick. 2008. "The Initiative Process and the Dynamics of State Interest Group Populations." *SPPQ* 8(4): 362-383.
- Boehmke, Frederick. *The Indirect Effect of Direct Democracy: How Institutions Shape Interest Group Systems*. The Ohio State University Press.

October 8: Public Opinion and Direct Democracy

Berry, William D., Evan J. Ringquist, Richard C. Fording, and Russell L. Hanson. 1998. "Measuring Citizen and Government Ideology in the American States." *American Journal of Political Science* 42: 337-348.

Enns, Peter K. and Julianna Koch. 2013. "Public Opinion in the US States: 1956 to 2010." *State Politics and Policy Quarterly* 13(3): 349-372.

Norrander, Barbara and Clyde Wilcox. 2006. "State Residency, State Laws, and Public Opinion" in *Public Opinion in State Politics* edited by Jeffrey E. Cohen. On ICON.

Lascher, Edward L., Jr., Michael G. Hagen, and Steven A. Rochlin. 1996. "Gun Behind the Door? Ballot Initiatives, State Policies, and Public Opinion." *Journal of Politics* 58: 760-775.

Smith, Mark A. 2002. "Ballot Initiatives and the Democratic Citizen." *Journal of Politics* 64 (3): 892.

Recommended:

Pacheco, Julianna. 2011. "Using National Surveys to Measure Dynamic US State Public Opinion: A Guideline for Scholars and an Application." *SPPQ* 11(4): 415-439.

State Politics and Policy Quarterly 2007 special issue on Public Opinion. 7(2)

Bowler, Shaun, Todd Donovan, and Caroline J. Tolbert. *Citizens as legislators: Direct democracy in the United States*. Ohio State University Press, 1998.

Matsusaka, John G. 2004. *The Initiative Process, Public Policy, and American Democracy*. Chicago, IL: The University of Chicago Press.

October 15: Representation and Policy Responsiveness

Lax, Jeffrey R. and Justin H. Phillips. 2012. "The Democratic Deficit in the States." *American Journal of Political Science* 56(1): 148-166.

Gerber, Elisabeth R. 1996. "Legislative Response to the Threat of Popular Initiatives." *American Journal of Political Science*, 40: 99-128.

Schneider, Sandra K. and William G. Jacoby. 2006. "Citizen Influences on State Policy Priorities: The Interplay of Public Opinion and Interest Groups." in *Public Opinion in State Politics* edited by Jeffrey E. Cohen. On ICON.

Rigby, Elizabeth and Gerald C. Wright. 2013. "Political Parties and Representation of the Poor in the American States." *American Journal of Political Science* 57(3): 552-565.

Gay, Claudine. 2007. "Legislating Without Constraints: The Effect of Minority Districting on Legislator's Responsiveness to Constituency Preferences." *Journal of Politics* 69(2): 442-456.

Recommended:

Erikson, Robert S., Gerald C. Wright, and John P. McIver. 1993. *Statehouse Democracy: Public Opinion and Policy in the American States*. New York: Cambridge University Press.

Burden, Barry C. 2005. "Institutions and Policy Representation in the States." *State Politics and Policy Quarterly* 5(4): 373-93.

Rigby, Elizabeth and Melanie J. Springer. 2010. "Does Electoral Reform Increase (or Decrease) Political Equality?" *Political Research Quarterly*

October 22: Policy Diffusion

Walker, Jack L. 1969. "The Diffusion of Innovations among the American States." *The American Political Science Review*. Vol. 63 (3): 880-889.

Shipan, Charles and Craig Volden. 2008. "The Mechanisms of Policy Diffusion." *American Journal of Political Science*, 50 (4): 840-57.

Pacheco, Julianna. "The Social Contagion Model: Exploring The Role of Public Opinion on the Diffusion of Anti-Smoking Legislation across the American States." *The Journal of Politics*, 74 (1): 187-202.

Frederick J. Boehmke and Paul Skinner. 2012. "State Policy Innovativeness Revisited." *State Politics and Policy Quarterly* 12(3): 304-330.

Volden, Craig and Todd Makse. 2011. "The Role of Policy Attributes in the Diffusion of Innovations." *Journal of Politics* 73(1): 108-124.

Recommended:

Shipan, Charles R. and Craig Volden. 2012. "Policy Diffusion: Seven Lessons for Scholars and Practitioners." *Public Administration Review* 72(6): 788-796.

Berry, William D. and Brady Baybeck, 2005. "Using Geographic Information Systems to Study Interstate Competition." *APSR* 99(4): 505-519.

Karch, Andrew. 2007. *Democratic Laboratories: Policy Diffusion among the American States*. University of Michigan Press.

Boushey, Graeme. 2010. *Policy Diffusion Dynamics in America*. Cambridge University Press.

Papers from the Shambaugh Conference that Fred and I hosted:

<http://myweb.uiowa.edu/fboehmke/shambaugh2014/>

October 29: Health Policy

Volden, Craig. 2006. "States as Policy Laboratories: Emulating Success in the Children's Health Insurance Program." *American Journal of Political Science* 50(2): 294-312.

Kousser, Thad. 2002. "The Politics of Discretionary Medicaid Spending, 1980-1993." *Journal of Health Politics, Policy, and Law* 27: 639-671.

Jones, David K., Katharine W.V. Bradley, and Jonathan Oberlander. 2014. "Pascal's Wager: Health Insurance Exchanges, Obamacare, and the Republican Dilemma." *Journal of Health Politics, Policy, and Law* 39(1): 97-137.

Herd, Pamela, James House, and Robert F. Schoeni. 2008. "Income Support Policies and Health Among the Elderly." In *Making Americans Healthier* edited by Robert F. Schoeni, Jamies S. House, George A. Kaplan, and Harold Pollack. ON ICON.

Jacobs, Lawrence and Timothy Callaghan. 2013. "Why States Expand Medicaid: Party, Resources, and History." *Journal of Health Politics, Policy, and Law*. 38(5): 1023-1050.

Recommended:

Shipan, Charles R. and Craig Volden. 2006. "Bottom-up Federalism: The Diffusion of Antismoking Policies from US Cities to States." *American Journal of Political Science* 50(4): 825-843.

Grogan, Colleen M. 1994. "Political-Economic Factors Influencing State Medicaid Policy." *Political Research Quarterly* 48: 403-16.

Carpenter, Daniel. 2012. "Is Health Politics Different?" *Annual Review of Political Science*, 15: 287-311.

November 5: Immigration Policy/Criminal Justice Policy

Boushey, Graeme and Adam Luedtke. 2011. "Immigrants across the US Federal Laboratory: Explaining State-Level Innovation in Immigration Policy." *State Politics and Policy Quarterly*, 11 (4): 390-414.

Hero, Rodney E. and Robert R. Preuhs. 2007. "Immigration and the Evolving American Welfare State: Examining Policies in the US States." *American Journal of Political Science* 51(3): 498-517.

Yates, Jeff and Richard Fording. 2005. "Politics and State Punitiveness in Black and White." *The Journal of Politics* 67(4): 1099-1121.

Behrens, Angela, Christopher Uggen, and Jeff Manza. 2003. "Ballot Manipulation and the "Menace of Negro Domination": Racial Threat and Felon Disenfranchisement in the United States, 1850-2002." *American Journal of Sociology*, 109(3):

Tolbert, Caroline J., and Rodney E. Hero. 1996. "Race/ethnicity and direct democracy: An analysis of California's illegal immigration initiative." *The Journal of Politics* 58 (3): 806-818.

Recommended:

Leal, David L. 2006. "Mexican-American and Cuban-American Public Opinion: Differences at the State Level?" in *Public Opinion in State Politics* edited by Jeffrey E. Cohen.

November 12: Welfare Policy. Rough Draft of Paper due

Berry, Fording, and Hanson. 2003. "Reassessing the "Race to the Bottom" in State Welfare Policy." *Journal of Politics* 65: 327-349.

Fellows, Matthew C and Gretchen Rowe. 2004. "Politics and the New American Welfare States." *American Journal of Political Science* 48(2): 362-373.

Soss, Joseph, Richard C. Fording, and Sanford F. Schram. 2008. "The Color of Devolution: Race, Federalism, and the Politics of Social Control." *American Journal of Political Science* 52(3): 536-553.

Avery, James M. and Mark Peffley. 2005. "Voter Registration Requirements, Voter Turnout, and Welfare Eligibility Policy: Class Bias Matters." *State Politics and Policy Quarterly* 5(1): 47-67.

Recommended:

Rigby, Elizabeth and Gerald C. Wright. 2011. "Whose Statehouse Democracy? Policy Responsiveness to Poor versus Rich Constituents in Poor versus Rich States." In *Who Gets Represented?* Eds. Peter K. Enns and Christopher Wlezien. New York: Russell Sage Foundation, 189-222.

- Hill, Kim Quaile and Jan Leighley. 1992. "The Policy Consequences of Class Bias in State Electorates." *American Journal of Political Science* 36(2): 351-65.
- Bailey, Michael A. and Mark Carl Rom. 2004. "A Wider Race? Interstate Competition across Health and Welfare Programs." *Journal of Politics*, 66(2): 326-347.

November 19: Morality Policy. Reviews Due.

- Lax, Jeffrey R., and Justin H. Phillips. 2009. "Gay rights in the states: Public opinion and policy responsiveness." *American Political Science Review* 103 (3): 367-386.
- Lupia, Arthur, Yanna Krupnikov, Adam Seth Levine, Spencer Piston, and Alexander Von Hagen-Jamar. 2010. "Why State Constitutions Differ in their Treatment of Same-Sex Marriage." *The Journal of Politics* 72(4): 1222-1235.
- Mooney, Christopher Z., and Mei-Hsein Lee. 2000. "The Influence of Values on Consensus and Contentious Morality Policy: U.S. Death Penalty Reform, 1956-82." *Journal of Politics* 62:223-239.
- Arceneaux, Kevin. 2002. "Direct democracy and the link between public opinion and state abortion policy." *State Politics & Policy Quarterly* 2 (4): 372-387.

Recommended:

- Norrander, Barbara, and Clyde Wilcox. 1999. "Public Opinion and Policymaking in the States: The Case of Post-Roe Abortion Policy." *Policy Studies Journal* 27(4): 707-722.
- Jelen, Ted G. and Clyde Wilcox. 2003. "Causes and Consequences of Public Attitudes toward Abortion: A Review and Research Agenda." *Political Research Quarterly* 56: 489-500.
- Berkman, Michael B. and Robert E. O'Connor. 1993. "Do Women Legislators Matter? Female Legislators and State Abortion Policy." *American Politics Research* 21: 102-124.
- Shirley, KE. & Gelman, A. (2014). Hierarchical models for estimating state and demographic trends in US death penalty public opinion. *Journal of Royal Statistical Society A*, 1-28.
- Norrander, B. (2000). The multi-layered impact of public opinion on capital punishment implementation in the american states. *Political Research Quarterly*, 53, 771-793.
- Mooney, C. Z., & Schuldt, R. G. (2008). Does morality policy exist? testing a basic assumption. *Policy Studies Journal*, 36, 199-218.

November 26: Thanksgiving Break

December 3: Presentations

December 10: Presentations

Final Papers and Response Memos due December 17 at noon via Dropbox.

The College of Liberal Arts and Sciences Policies and Procedures

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS handbook (<http://www.clas.uiowa.edu/students/handbook/>)

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (*Operations Manual* can be found here: <http://www.uiowa.edu/~our/opmanual/iii/15.htm#>)

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty

The College of Liberal Arts and Sciences expects all students to do their own work, as stated in the Academic Honor Code (<http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>). Instructors fail any assignment that shows evidence of plagiarism or other forms of cheating, also reporting the student's name to the College. A student reported to the College for cheating is placed on disciplinary probation; a student reported twice is suspended or expelled.

CLAS Final Examination Policies

Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook (<http://www.clas.uiowa.edu/students/handbook/x/#5>) DEO: Sara Mitchell, 343 SH, 335-2358

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy (<http://www.uiowa.edu/~eod/policies/sexual-harassment-guide/index.html>).

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety web site (<http://police.uiowa.edu/stay-informed/emergency-communication/>).

Student Resources: The Writing Center www.uiowa.edu/~writingc/ and the Campus Information Center's Tutor Referral Services <http://imu.uiowa.edu/cic/> at the IMU.

*These CLAS policy and procedural statements have been summarized from the web pages of the College of Liberal Arts and Sciences (<http://www.clas.uiowa.edu/>) and The University of Iowa *Operations Manual* (<http://www.uiowa.edu/~our/opmanual/index.html>).