Teaching Portfolio

Julianna Pacheco
julianna-pacheco@uiowa.edu

Assistant Professor
Department of Political Science
The University of Iowa

Updated: 9/17/2014

Contents

STATEMENT OF TEACHING PHILOSOPHY AND INTERESTS

Teaching Philosophy

I believe that the best way for students to learn a concept—whether it be something about the basic principles of American government or an advanced statistical model—is by application.

What do I mean by application? Application implies linking the concepts learned in the classroom to real world experiences. Knowing facts is not enough; instead, I expect students to use the facts as a basis to question and challenge the world around them. For example, knowing that states have different disenfranchisement laws is beneficial only if students question how these laws influence turnout among minorities and impact the functioning of our democratic society. Furthermore, if disenfranchisement rules are exacerbating political inequalities, I discuss whether this is "right" after students perform careful readings of political science research. If students leave my classroom making links between the political "facts" they hear on TV and how the facts influence their lives then I have done my job.

Of course, the type of application depends in part with the class context. For example, for students in an upper level course in Public Opinion, application occurs through their involvement in the University of Iowa's Hawkeye Poll. Students performed group work in developing their own questions that were included on the Poll and gained experience at the Survey Research Center in fielding the poll (after extensive training). The students were then required to analyze the responses to the survey questions and present their results to the class. Thus, the course is designed to give students the theoretical knowledge about the origins and consequences of public opinion and practical experience working with surveys, questionnaires, and data analysis, which may be used in the future.

For first year graduate students in an introductory methods course, application means using probability theory or ordinary least squares to answer pertinent research questions that are being debated in current political science journals as opposed to examples provided by an econometrics text. In both of these instances, however, students apply concepts, facts, and theories to the real world of politics. By doing so, students learn the critical skills needed to assess the world around them. In this way, application is a teaching tool that is useable in every classroom, regardless of the curriculum or course level.

This basic tenet—that doing is learning—comes primarily from my own encounters as a student as well as my experiences at the University of Iowa. As both a student and a professor, I find that I am most engaged, thoughtful, and critical when involved in the classroom. Of course, I realize that learning is not "one size fits all"; some students benefit more from listening than doing. As a result, I employ various techniques (such as lectures, Power Point slides, handouts, video clips, discussion circles, etc.) when teaching. The point is to mix lectures with exercises to keep students engaged.

A necessary component to having a classroom conducive to application is to ensure that every student feels comfortable to ask questions and to voice their opinions openly as it pertains to the day's topic. In a small classroom, I find that taking attendance via a "question of the day" (e.g., what is your favorite sport?) helps to make students comfortable talking in class and with each other. I instruct my TA in the Introduction to Political Behavior course to do the same. To this end, I try to exude a

positive and constructive attitude and make a connection with each student. I also have high expectations. I require students to be responsible for their learning and expect students to participate by means of questions and discussion during every class session. Learning occurs best when respect is exhibited by both the students and the teacher and this is especially true at the graduate level.

Teaching Interests
Based on my background and experience, I am well-suited to teach a range of courses in American politics and political methodology. First, my dual training in institutions and political behavior enable me to teach a variety of courses in **American Politics**. I would welcome the opportunity to teach undergraduate or graduate courses on political behavior, public opinion, agenda-setting, state politics, public policy (and even health policy), and an introductory course in American politics.

Second, I am qualified and excited to teach courses in **Quantitative Political Methodology** and **Research Methods.** I can teach introductory and advanced quantitative methods at both the undergraduate and graduate levels including applied regression, probability theory, hierarchical linear models, and pooled time series cross sectional models. Within research methods, I can teach survey design, including such topics as sampling techniques, questionnaire design, validity and reliability tests, and post-stratification methods. I can also teach a course about scientific inquiry, which includes topics such as hypothesis testing, scientific procedures, and research design.

Finally, my own experiences as a student have provided me with a unique perspective with which to work with undergraduate and graduate students on independent research. As a Schreyer's Honors student, I completed an undergraduate thesis and worked as an undergraduate research assistant; thus, I understand the value of introducing undergraduate students to the scientific study of politics in preparation for graduate work. Over the past four years (at the University of Michigan and the University of Iowa), I have overseen a total of 9 undergraduate students for various projects.

I also value working with graduate students. I have served as a supervisor for four graduate students as research assistants and two students as TAs. I currently have a paper under review that is co-authored with a graduate student (Rebecca Kreitzer) and also serve on a dissertation committee. Finally, I work hard to provide students with professionalization advising on an individual basis and through my graduate courses.

How to Interpret the Enclosed Student Evaluations
Following are two kinds of student evaluations from my Introduction to Political Behavior course in SP14 and the Public Opinion course in FA13 and the respective syllabi. Also included is my syllabus for the graduate course on State Politics and Policy, which is ongoing. The Assessing the Classroom Environment (ACE) presents a summary of student ratings in response to 18 questions about the course and my instruction. For each question, students selected a number between 1 and 6, with 1 representing strongly disagree and 6 representing strongly agree.

SYLLABUS FOR INTRODUCTION TO POLITICAL BEHAVIOR
POLS 030:050:AAA (POLI:1200:0AAA)
Fall 2014
MW 1:30-2:20
1505 SC

Professor Julianna Pacheco
Office: 326 Schaeffer Hall
Office Phone: 319-335-2341
Email: julianna-pacheco@uiowa.edu
Office Hours: M 9:30-12:30 and by appointment

Department Chair: Professor Sara Mitchell
Office: 343 Schaeffer Hall
Office Phone: 319-335-2358

Teaching Assistant: Desmond Wallace
Office: 323 Schaeffer Hall
Office Phone: 319-353-2238
Email: desmond-wallace@uiowa.edu
Office Hours: M 9:30-12:30 and by appointment

Course Description
This course is an introduction to the political behavior of the American electorate. The basic goals are to explain political behavior and investigate the consequences of it. We will discuss voter turnout, other forms of political participation (e.g., campaign contributions, volunteering), vote choice, partisanship, ideology, and public opinion. We will also spend the last part of the course talking about income inequality and what the public thinks about income inequality. We will address the following questions: Who votes? How has voting rates changed over time? What institutional factors impact turnout? Who votes for whom? How does the public think about certain policies? In order to address these questions, we will explore literatures, controversies, and theories of political behavior.

Course Objectives
By the end of this course, students should (1) have a basic understanding of existing social science theories and debates regarding voting behavior, political participation, and public opinion; (2) be able to apply these theories to real world events in order to better understand political behavior in American politics; and (3) be a more informed reader of social science research.

Required Texts
Political Behavior of the American Electorate, 13th Ed., by William Flanigan, Nancy Zingale,
        Elizabeth A. Theiss-Morse, and Michael W. Wagner CQ press
Class War? What Americans Really Think about Economic Inequality, by Benjamin I. Page and
        Lawrence R. Jacobs. University of Chicago Press.
Additional material as stated on the syllabus and posted to ICON

Course Requirements and Expectations

<u>Midterm Exam:</u> There will be one in-class exam. The exam will cover approximately one-half of the course materials and consist of a combination of multiple choice, short answer/conceptual questions, and essay questions. The midterm exam is worth 30% of the final grade. The date for the Midterm exam is listed below in the Course Schedule.

Make-up exams will be given *only in extreme circumstances*. These include extreme illness (student must provide a note from a physician), mandatory religious obligations, University activities (student must provide a written statement from a coach), or other family emergencies (student must provide documentation e.g., a funeral program). If you need to reschedule an exam, you *must* contact me or the TA *within 48 hours* of the scheduled exam. No exceptions.

<u>Final Exam:</u> The final exam will be taken in-class, during the assigned final exam period. *I will not be giving this exam any other time, so if you know you will not be able to take the final exam, you should take this course another semester.* The final exam will cover the second half of the course materials and consists of multiple-choice, short-answer, and/or essay questions. The final exam counts towards 30% of the final grade.

<u>In-Class Quizzes:</u> Seven in-class quizzes will be given throughout the semester, unannounced. Quizzes may be administered in lecture or discussion section. Quizzes will be timed and students are allowed to use notes. The subject material for the quizzes may include anything covered before or on the date of the quiz. The quizzes serve as an incentive to attend lecture, but are also meant to provide students with an opportunity to practice short answer questions for the exams. Each quiz will be worth 5 points. We will drop the 2 lowest scores. The total score on the quizzes counts towards 15% of the final grade. There will be no make-up quizzes.

<u>Discussion Grade:</u> The discussion grades are based on attendance and participation in the following ways:

Attendance: Students are expected to attend each and every class meeting, especially discussion sections. Attendance will be taken in the discussion sections and excessive absences will result in an overall course grade penalty. Because unavoidable conflicts sometimes arise, students will be allowed 2 discussion section absences without penalty and without need to provide an excuse. After that, each absence will result in a penalty of one point deducted from the student's attendance grade. This penalty can be waived only under very limited circumstances, such as travel to represent the University, serious documented illness, or a real family emergency. Exceptions to the attendance policy *must* be cleared with the TA and in advance. Attendance counts towards 10% of the overall discussion grade.

If you must miss a day, it is your responsibility to find out what you missed. Talk to your classmates; borrow their notes. Be aware that important announcements regarding course materials, schedule, and assignments may be made solely in class.

Participation: Class participation is our way to gather information about how well you have read and understood the material presented in the readings and a chance for you to pull things together with the help of your peers and the TA. In-class discussion should be inclusive. Always feel comfortable asking questions. If you have a particular question, others will too. Occasionally, we will administer class polls/surveys through ICON or email. Participation in these will count towards your participation grade. Participation counts towards 10% of your overall discussion grade.

Grading
> Quizzes: 20%
> Midterm: 30%
> Final: 30%
> Discussion Grade: 20% (10% attendance, 10% participation)

Course grades will be distributed as follows:
98-100: A+	78-79: C+
94-97: A	74-77: C
90-93: A-	70-73: C-
88-89: B+	68-69: D+
84-87: B	64-67: D
80-83: B-	60-63: D-
	Below 60: F

Grade Appeals: We will not discuss changes in grades on exams for 24 hours after the exam has been handed back. If you feel that we missed an important point that you made or there is some other problem with your grade, after 24 hours, you may submit a grade appeal. Your appeal should be a typed argument for why your grade should be changed. It should be no longer than 1 page. You will need to hand the appeal and the original exam back to the TA for review. We will then ask you to schedule a time to meet or come in during office hours to discuss the appeal. Appealing the grade does not mean that we will automatically increase your grade. Grade appeals only apply to the short answer portion of the exams and not multiple choice questions.

Extra Credit
Students can earn up to 2% of extra credit by completing one *NYT* written assignment. For this assignment, students will be asked to find a newspaper article from the *NY Times* and write a short paper showing how the article relates to concepts used in class. More detailed instructions will be distributed in discussion section and posted to the class's ICON website. Students will submit their entries to the class's ICON website (in the "drop box") by **November 19th at the start of class**. Late entries will not be accepted. Students are required to use standard 12 pt font, 1 inch margins, and double spacing.

Other Considerations
If you have questions or concerns, please contact the TA first. If you would like to talk to me, please come to my office hours. I will not answer any questions immediately after class. 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.

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

Please turn off all cell-phones during class. We reserve the right to dismiss you from class if disruptions occur, resulting in an absence for the day.

All slides and class materials will be posted to the ICON website. Occasionally, polls or other online discussions may be administered through ICON.   These will count towards your participation grade.

All assignments, in-class quizzes, and exams 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 political behavior, not politics. We will not engage in political discourse about which views are "right" or "wrong." Instead, we will focus on the scientific study of political behavior—backed by 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 health classroom environment. However, I will try to incorporate "real-world" examples into the class materials as much as possible.

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.

COURSE SCHEDULE

I.   Trends in Voter Turnout and Who Votes?

8/25-Organizational Session and Introduction

8/27-Democracy and Political Participation
      Flanigan et al. -Introduction & Chapter 1

9/1-No Class, Labor Day

9/3- Trends in Voter Turnout
      Flanigan et al.-Chapter 3

9/8- Who Votes
      Census Report on Voter Turnout, 2012 on ICON
      Pew Center Report: Young Voters in the 2008 Election on ICON

II. Theories of Voter Turnout-Why do People Vote (or Not)?

9/10- Individual characteristics
> Rosenstone & Hansen, Chapter 5 on ICON

9/15- Mobilization-Targeted Mobilization
> Rosenstone & Hansen, Chapter 6 & pgs 211-219 on ICON
> Flanigan et al. pgs. 86-92

9/17- Mobilization- what messages work?
> De Rooij, Green, and Gerber. 2009. "Field Experiments on Political Behavior and Collective Action." *Annual Review of Political Science*, 12: 389-395. On ICON

9/22- Electoral Laws historically
> Springer, Melanie. 2012. "State Electoral Institutions and Voter Turnout in Presidential Elections, 1920-2000." *State Politics and Policy Quarterly*, 12 (3): 252-283. On ICON

9/24- Electoral Laws, Continued
> Gronke, Paul, Galanes-Rosenbaum, Miller, and Toffey. 2008. "Convenience Voting." *Annual Review of Political Science*, 11: 437-455. On ICON

9/29- Felon Disenfranchisement Laws
> Uggen, Christopher, Sarah Shannon, and Jeff Manza. 2012. "State-Level Estimates of Felon Disenfranchisement in the United States, 2010." The Sentencing Project. On ICON

10/1- Direct Democracy, Referendum, & Initiatives
> Lupia, Arthur and John G. Matsusaka. 2004. "Direct Democracy: New Approaches to Old Questions." *Annual Review of Political Science*, 7: 463-482.   On ICON
> Ballot Watch 2012 on ICON

III. Partisanship, Vote Choice, and Ideology

10/6- What is partisanship? How has it changed over time?
> Flanigan et al., Chapter 3

10/8- Catch-up/Review for Exam

10/13- **Midterm Exam**

10/15- Individual Partisan Change
> Flanigan et al., Chapter 4

10/20- Vote Choice
> Flanigan et al., Chapter 8

10/22- Ideology
    Flanigan et al., pgs. 160-168
    Ellis & Stimson, Chapter 4 on ICON

IV. Public Opinion

10/27- Measuring Public Opinion
    Erikson & Tedin, Chapter 2 on ICON

10/29-Political Socialization & Political Learning
    Erikson & Tedin, Chapter 5 on ICON

11/3- Public Opinion on Important Issues
    Flanigan et al., Chapter 6

11/5- Public Opinion on Important Issues, Continued
    Flanigan et al., Chapter 6

V. The Mass Media, Campaigns, and Polarization

11/10- Mass Media
    Flanigan et al., Chapter 7

11/12-Misinformation
    Nyhan, Brendan. 2010. "Why the "Death Panel" Myth Wouldn't Die: Misinformation in the Health Care Reform Debate." *The Forum*. On ICON.
    Nyhan, Brendan and Jason Reifler. 2010. "When Corrections Fail: The Persistence of Political Misperceptions." *Political Behavior*. On ICON.

11/17-Campaigns
    Sides et al., Chapter 8 on ICON

11/19-Mass Polarization
    Fiorina, Morris P and Samuel J. Abrams. 2008. "Political Polarization in the American Public." *Annual Review of Political Science*, 11: 563-588. On ICON.
    NY Times **Extra Credit Assignment Due**

11/24-11/26-Thanksgiving Break

VI. Economic Inequality, and Public Policy

12/1- Class War? & Economic Inequality
    Page & Jacobs, Chapters 1 and 2

12/3-Looking to Government for Help/Paying the Bill
    Page & Jacobs, Chapters 3 and 4

12/8- Inequality and Public Opinion
    Bartels, Larry. 2005. "Homer Gets a Tax Cut: Inequality and Public Policy in the American Mind." *Perspectives on Politics*. On ICON.

12/10- Inequality and Democratic Responsiveness
    Gilens, Martin and Benjamin I. Page. 2014. "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." *Perspectives on Politics*. On ICON.

Final Exam during Finals Week TBA

<center>

SYLLABUS FOR PUBLIC OPINION
POLS 030:171 (POLI:3204)
Fall 2013
MWF 9:30-10:20
15 Schaeffer Hall

</center>

Professor Julianna Pacheco
Office: 326 Schaeffer Hall
Office Phone: 319-335-2341
Email: julianna-pacheco@uiowa.edu
Office Hours: M 11-1, W 11-12, and by appointment

Department Chair: Professor Sara Mitchell
Office: 343 Schaeffer Hall
Office Phone: 319-335-2358

Course Description
In this course, we will examine the sources, the nature, and the consequences of mass political opinions, values, and interests in the United States. Specifically, the following questions will be addressed in this course: What is public opinion? How is public opinion measured? What is the role of public opinion in a democracy? What factors affect public opinion? How does public opinion change over time? Is the electorate polarized? Do elites respond to public opinion changes? Throughout the course we will be analyzing current and past opinion of issues important today.

A second component of the course will be designing, implementing, and evaluating the Iowa Hawkeye Poll. Students will perform group work in developing their own questions that will be included on the Poll and gain experience at the Survey Research Center in fielding the poll.

Course Objectives
By the end of the course, students should (1) have a basic understanding of existing social science theories and debates regarding the formation, measurement, and content of public opinion; (2) be able to apply these theories to real world events in order to better understand the role of public opinion in American politics; (3) be a more informed consumer of public opinion polls.

Required Texts
Erikson, Robert S., and Kent L. Tedin. 2010. American Public Opinion: Its Origins, Content, and Impact, 8th edition. New York: Pearson Longman.

Fowler, Floyd J. 2008. Survey Research Methods 4th Edition. USA: CQ Press.

Course Requirements and Expectations
Exams: There will be two in-class exams. The exams will most likely consist of a combination of multiple choice, short answer/conceptual questions, and essay questions. Each exam is worth 15% of the final grade. The dates for the exams are listed below in the Course Schedule.

<center>11</center>

Make-up exams will be given *only in extreme circumstances*. These include extreme illness (student must provide a note from a physician), mandatory religious obligations, University activities (student must provide a written statement from a coach), or other family emergencies (student must provide documentation e.g., a funeral program). If you need to reschedule an exam, you *must* contact me *within 48 hours* of the scheduled exam. No exceptions.

Survey and Training Participation: This involves completing IRB certification (5%) by the listed deadline, participating in our survey calling training session (5%), and completing the required hours of calling (10%). **The required number of hours is 8 hours during the calling week.** You must fully complete each of these to get credit—there is no partial credit for any of these categories. Please note that if you do not complete IRB certification you will not be eligible to call and will therefore receive a zero for that portion as well.

Attendance: Students are expected to attend each and every class meeting. I will be taking attendance and excessive absences will result in an overall course grade penalty. Because unavoidable conflicts sometimes arise, students will be allowed 2 absences without penalty, and without need to provide an excuse. After that, each absence will result in a penalty of one point deducted from the student's final numerical average for the course. This penalty can be waived only under very limited circumstances, such as travel to represent the University, serious documented illness, or a real family emergency. Exceptions to the attendance policy *must* be cleared with the instructor, in advance if possible. Attendance counts towards 10% of the final grade.

If you must miss a day, it is your responsibility to find out what you missed. Talk to your classmates; borrow their notes. Be aware that important announcements regarding course materials, schedule, and assignments may be made solely in class.

Participation: Class participation is my way to gather information about how well you have read and understood the material presented in the readings and a chance for you to pull things together with the help of your peers and me. Participation may extend outside the classroom and involve online polls or discussions. In-class discussion should be inclusive. Always feel comfortable asking questions. If you have a particular question, others will too. (And if everyone is quiet, we will resort to quizzes over the reading material). Participation counts towards 10% of your final grade.

Group Presentations: Groups will do two formal presentations of their work, such as with question selection and final group reports. Each group member will be required to present a portion of the group's work. More details on this as the semester progresses. Group presentations consist of 15% of your final grade.

Written Assignments: Individual students and groups will also submit written versions of the materials for some of their presentations as well as separate written assignments. Written assignments consist of 15% of your final grade.

Grading
    Exam 1: 15%

Exam 2: 15%
Survey and Training Participation: 20%
Attendance: 10%
Participation: 10%
Group Presentations: 15%
Written Assignments: 15%

Course grades will be distributed as follows:

98-100: A+   78-79: C+
94-97: A   74-77: C
90-93: A-   70-73: C-
88-89: B+   68-69: D+
84-87: B   64-67: D
80-83: B-   60-63: D-
                    Below 60: F

Grade Appeals: I will not discuss changes in grades on exams for 24 hours after the exam has been handed back. If you feel that we missed an important point that you made or there is some other problem with your grade, after 24 hours, you may submit a grade appeal. Your appeal should be a typed argument for why your grade should be changed. It should be no longer than 1 page. You will need to hand the appeal and the original exam back into me for review. I will then ask you to schedule a time to meet or come in during office hours to discuss the appeal. Appealing the grade does not mean that I will automatically increase your grade.
Policy on Late Assignments:

Written assignments are due at the time specified. Any late work will have points deducted at the rate of 2% of the total available points per calendar day unless arrangements are made *prior* to the due date. If you have a legitimate, personal reason for missing a scheduled assignment and cannot notify me in advance, please come talk to me afterwards and provide documentation.
Technology Support through the Political Science Collaboratory

The Political Science Technology TA, currently Dongkyu Kim, is also available to consult with students in Political Science courses regarding technology that may be required for their homework or research projects. This might include tips on accessing or entering data, doing basic statistical analysis, or working with computers in other ways.

Dongkyu holds regular office hours in the Political Science Collaboratory in 334 SH from 10-12 on Monday through Friday. He is also available by appointment and his email address is dongkyu-kim@uiowa.edu.

The Collaboratory has 8 computers including 2 with high-end hardware and special software, including ArcGIS, Stata MP, and Mathematica. These 2 computers should be reserved for applications needing their capabilities as possible.

Students needing regular access to the Collaboratory through the AMAG system should contact its Director, Fred Boehmke, at frederick-boehmke@uiowa.edu.

Other Considerations
I will not answer any questions immediately after class. If you would like to talk, please come to my office hours. If you cannot make my office hours, please email me to set up an alternative time to meet. 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 reserve the right to dismiss you from class if disruptions occur, resulting in an absence for the day.
All slides and class materials will be posted to the ICON website. Occasionally, polls or other online discussions will be administered through ICON. These activities will count towards your participation grade.

Collaboration is allowed on group projects, although each student will be required to submit individual portions of the overall assignment. Collaboration on individual assignments (such as exams) is not allowed, 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 public opinion as it relates to political science, not politics. We will not engage in political discourse about which views are "right" or "wrong." Instead, we will focus on the scientific study of public opinion—backed by 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 health classroom environment. However, I will try to incorporate "real-world" examples into the class materials as much as possible.

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.

Course Schedule
8/26- Organizational Session and Introduction[1]

8/28- What is public opinion and why do we care about it?
> Erikson & Tedin, Chapter 1

---

[1] Any changes to this schedule will be announced verbally in class. It is the student's responsibility to note changes and adhere to the new schedule.

8/30-No class, APSA

9/2- No class, Labor Day

9/4-The Basics of Survey Research
    Fowler, Chapters 1-2

9/6- Discussion of Possible Question Topics
    Browse the following websites: pollingreport.com, gallup.com, iPoll, Pew Research Center

9/9-Sampling and Nonresponse
    Fowler, Chapters 3-4; Section 2-2 in Erikson & Tedin

9/11- Designing Questions
    Fowler, Chapter 6; Section 2-3 Erikson & Tedin

9/13-Discussion of Possible Question Topics
    Browse previous Hawkeye Poll Questionnaires

9/16- Question Wording Effects and Experimental Designs
    Erikson & Tedin, pgs. 38-46
    Pew Research Center Government Surveillance: A Question Experiment http://www.people-press.org/2013/07/26/government-surveillance-a-question-wording-experiment/

9/18- Cell Phones, Surveying Young People
    The Challenges of Conducting Surveys of Youth http://www.pewresearch.org/fact-tank/2013/06/21/the-challenges-of-conducting-surveys-on-youths/

    Kempf, Angela M. and Patrick L. Remington. 2007. "New Challenges for Telephone Survey Research in the 21st Century." *Annual Review of Public Health* 28: 113-26.

9/20-Group Presentations of Question Topics

9/23- Group Presentations of Question Topics
    Final Survey Questions Due

9/25-What people know and think
    Erikson & Tedin, Chapter 3

9/27-The building blocks of public opinion
    Erikson & Tedin, Chapter 5

9/30-Building blocks, continued
    Erikson & Tedin, Chapter 5

IRB Certification Due

10/2-Public opinion & Democratic Stability
    Erikson & Tedin, Chapter 6

10/4- Democratic Stability, continued
    Erikson & Tedin, Chapter 6

10/7-Visit to UI Main Library Gallup Papers Special Collections

10/9- Catch-up/Review for Exam 1

10/11-Exam 1

10/14- Frequencies and Distributions
    Fowler, Chapter 9-10

10/16- Group differences in opinion
    Erikson & Tedin, Chapter 7

10/18- Group differences, continued
    Erikson & Tedin, Chapter 7

10/21- News Media
    Erikson & Tedin, Chapter 8

10/23- News Media, continued
    Erikson & Tedin, Chapter 8

10/25-Writing Press Releases
    Visit from UI News Service

10/28-Misuse of Surveys
    Fowler, Chapter 13

10/30-Predictions using Data
    "Can Software the Predicts Crime Pass Constitutional Muster?"
    http://www.npr.org/2013/07/26/205835674/can-software-that-predicts-crime-pass-constitutional-muster
    http://www.npr.org/2013/03/07/173176488/the-big-data-revolution-how-number-crunchers-can-predict-our-lives
    Campbell, James E. 2012. "Forecasting the 2012 American National Elections." *PS: Political Science*, October 610-623. ON ICON

11/1- Trends in Public Opinion
>Erikson & Tedin, Chapter 4
>*Press Release Due*

11/4- Trends in Public Opinion, Continued
>Erikson & Tedin, Chapter 4

11/6-Elections as Instruments of Popular Control
>Erikson & Tedin, Chapter 9

11/8- Elections, continued
>Erikson & Tedin, Chapter 9

11/11- No Class-Survey in Field

11/13- No Class-Survey in Field

11/15- No Class-Survey in Field

11/18- Representation
>Erikson & Tedin, Chapter 10
>*Survey Calling Reaction Paper Due*

11/20- Representation, continued/Review for Exam 2

11/22-Exam 2

11/25-11/29-Thanksgiving, No Class

12/2-Using SDA to Visualize and Interpret Data

12/4-In-Class Workshop for Group Presentations/Final Paper

12/6- In-Class Workshop for Group Presentations/Final Paper

12/9-Group Presentations

12/11-Group Presentations

12/13-Group Presentations/Course Evaluations

Final Group Paper due during finals week

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

Dr. Julianna Pacheco
Email: julianna-pacheco@uiowa.edu
Website: juliannapacheco.weebly.com
Office: 326 SH
Office Hours: Mondays 9:30-12:30 and by appointment

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.
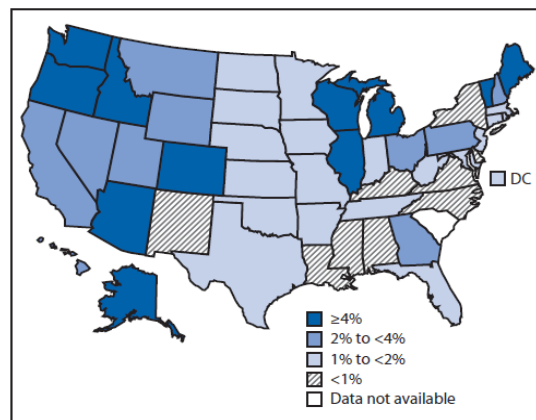
Figure1. Estimated percentage of children enrolled in kindergarten who have been exempted from receiving one or more vaccines, 2012. Source: Centers for Disease Control.

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 in 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, Saundra 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:
        D 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 Christpher 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, Saundra 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

Name: PACHECO   Course: 030:050:AAA/:   Form: #B031
DATE: 05/30/2014   N= 59

COLLEGE/DEPARTMENT CORE: POL:

Comparative information is Qased on 70 classes in your department
for: Spring 2014

1.   Class time is used efficiently. [201)

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.72
N	Omits	6	5	4	3	2	1	wcq	0.51
59	0	38	15	5	1	0	0	mean	5.53
		64%	25%	8%	2%	0%	0%	S.D.	0.72

    Median Summary:
     Lowest median = 2.50   Highest median = 6.00
     10%<=4.51 30%<=5.41 50%<=5.66 70%<=5.80 90%<=5.93 bcq<=0.28

2.   Course requirements are clear. [203]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.72
N	Omits	6	5	4	3	2	1	wcq	0.51
59	0	38	15	5	1	0	0	mean	5..53
		64%	25%	8%	2%	0%	0%	S.D…	0.72

    Median Summary:
     Lowest median = 2.33   Highest median = 6.00
     10%<=4.67 30%<=5.58 50%<=5.75 70%<=5.84 90%<=5..93 bcq<=0.25

3..   Concepts are presented in a manner that helps me learn. [218)

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.32
N	Omits	6	5	4	3	2	1	wcq	0..59
59	0	25	25	9	0	0	0	mean	5.27
		42%	42%	15%	0%	0%	0%	S.D.	0..71

    Median Summary:
     Lowest median = 2..29   Highest median = 5.95
     10%<=4..16 30%<=5.13 50%<=5.59 70%<=5..75 90%<=5.88 bcq<=0.40

4   Adequate time for questions is provided.. [233]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.58
N	Omits	6	5	4	3	2	1	wcq	0.65
59	0	32	16	10	1	0	0	mean	5.34
		54%	27%	17%	2%	0%	0%	S.D..	0..82

    Median Summary:
     Lowest median = 3.63   Highest median = 6.00
     10%<=5.03 30%<=5.55 50%<=5.73 70%<=5..85 90%<=5.96 bcq<=0.19

5.   This instructor is conscientious about his/her class attendance. [303]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.66
N	Omits	6	5	4	3	2	1	wcq	0..75
59	0	35	10	12	2	0	0	mean	5.32
		59%	17%	20%	3%	0%	0%	S.D..	0.91

    Median Summary:
     Lowest median = 4.00   Highest median = 6..00
     10%<=5.26 30%<=5.67 50%<=5.80 70%<=5.89 90%<=6.00 bcq<=0.14

Name: PACHECO   Course: 030:050:AAA/:   Form: #B031

6.   This instructor communicates at a level appropriate to my understanding. [322]

```
                              AGREE      DISAGREE
                         <------<<<<   >>>>------>         median   5.72
          N     Omits     6    5    4    3    2    1       wcq      0..55
          59      0      38   13    7    1    0    0       mean     5.49
                         64%  22%  12%   2%   0%   0%      S.D.     0.77
```

      Median Summary:
       Lowest median = 2.88   Highest median = 6.00
       10%<=4.41 30%<=5.38 50%<=5.70 70%<=5.84 90%<=6.00 bcq<=0.31

7.   Help is available outside class if I have questions. [326]

```
                              AGREE      DISAGREE
                         <------<<<<   >>>>------>         median   5.58
          N     Omits     6    5    4    3    2    1       wcq      0.59
          59      0      32   19    5    2    1    0       mean     5.34
                         54%  32%   8%   3%   2%   0%      S.D.     0.89
```

      Median Summary:
       Lowest median = 5.00   Highest median = 6..00
       10%<=5.09 30%<=5.60 50%<=5.75 70%<=5.85 90%<=5.97 bcq<=0.20

8.   My work is evaluated in ways that are helpful to my learning. [331]

```
                              AGREE      DISAGREE
                         <------<<<<   >>>>------>         median   4.97
          N     Omits     6    5    4    3    2    1       wcq      0.81
          59      0      19   20   13    4    2    1       mean     4.80
                         32%  34%  22%   7%   3%   2%      S.D.     L 16
```

      Median Summary:
       Lowest median = 3.50   Highest median = 6.00
       10%<=4.40 30%<=5.16 50%<=5.50 70%<=5.69 90%<=5.90 bcq<=0.37

9"   This instructor 's oral communication skills are adequate for the course" (406]

```
                              AGREE      DISAGREE
                         <------<<<<   >>>>------>         median   5.78
          N     Omits     6    5    4    3    2    1       wcq      0.47
          59      0      41   11    5    2    0    0       mean     5.54
                         69%  19%   8%   3%   0%   0%      S.D.     0.79
```

      Median Summary:
       Lowest median = 3.50   Highest median = 6.00
       10%<=4.26 30%<=5.26 50%<=5.72 70%<=5.88 90%<=6.00 bcq<=0.40

10" This instructor is effective in presenting materials in lecture/discussion. [407]

```
                              AGREE      DISAGREE
                         <------<<<<   >>>>------>         median   5..63
          N     Omits     6    5    4    3    2    1       wcq      0.58
          59      0      34   17    6    2    0    0       mean     5.41
                         58%  29%  10%   3%   0%   0%      S.D.     0.81
```

      Median Surrunary:
       Lowest median = 3.38   Highest median = 6.00
       10%<=4.16 30%<=5.26 50%<=5.68 70%<=5.85 90%<=5.96 bcq<=0.37

Name: PACHECO   Course: 030:050:AAA/:   Form: #B031

11. The grading criteria for this course are clearly defined. [501]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.63
N	Omits	6	5	4	3	2	1	wcq	0.68
59	0	34	13	9	1	1	1	mean	5.27
		58%	22%	15%	2%	2%	2%	S.D.	1.07

    Median Summary:
     Lowest median = 2.50   Highest median = 6.00
     10%<=4.80 30%<=5.50 50%<=5.65 70%<=5.80 90%<=5.92 bcq<=0.26

12. Exams allow me to adequately demonstrate what I have learned. [518]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.00
N	Omits	6	5	4	3	2	1	wcq	1.28
59	0	24	11	8	7	5	4	mean	4.51
		41%	19%	14%	12%	8%	7%	S.D.	1.62

    Median Summary:
     Lowest median = 2.88   Highest median = 6.00
     10%<=4.01 30%<=5.02 50%<=5.47 70%<=5.66 90%<=5.85 bcq<=0.35

13. This course has improved my writing skills. [605]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	4.24
N	Omits	6	5	4	3	2	1	wcq	1.00
58	1	14	10	19	12	1	2	mean	4.31
		24%	17%	33%	21%	2%	3%	S.D.	1.28

    Median Summary:
     Lowest median = 3.00   Highest median = 5.93
     10%<=3.63 30%<=4.24 50%<=4.82 70%<=5.23 90%<=5.82 bcq<=0. 60

14   This instructor encourages mutual respect among students of diverse backgrounds" [703]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.76
N	Omits	6	5	4	3	2	1	wcq	0.51
59	0	40	11	6	2	0	0	mean	5.51
		68%	19%	10%	3%	0%	0%	S.D.	0.81

    Median Summary:
     Lowest median = 5.11   Highest median = 6.00
     10%<=5.55 30%<=5.72 50%<=5.81 70%<=5.87 90%<=5.95 bcq<=0.10

15. The content of this course is valuable. [102]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.55
N	Omits	6	5	4	3	2	1	wcq	0.68
59	0	31	16	11	1	0	0	mean	5.31
		53%	27%	19%	2%	0%	0%	S.D.	0.83

    Median Summary:
     Lowest median = 3.83   Highest median = 6.00
     10%<=4.73 30%<=5.50 50%<=5.65 70%<=5.77 90%<=5.91 bcq< 0.21

Name: PACHECO   Course: 030:050:AAA/:   Form: #B031

16"   This instructor seems concerned with whether I learn course content" [323]

			AGREE		DISAGREE				
		<------<<<<			>>>>------>			median	5.39
N	Omits	6	5	4	3	2	1	wcq	0..82
59	0	28	14	14	2	1	0	mean	5"12
		47%	24%	24%	3%	2%	0%	S..D.	0.99

Median Surmnary:
 Lowest median – 3..88   Highest median – 6.00
 10%<-4.84   30%<-5.44   50%<-5.64   70%<-5.81   90%<-5.92   bcq<-0.22

17.   This instructor is effective in teaching the subject matter of this course. [108]

			AGREE		DISAGREE				
		<------<<<<			>>>>------>			median	5.66
N	Omits	6	5	4	3	2	1	wcq	0.62
59	0	35	14	8	2	0	0	mean	5..39
		59%	24%	14%	3%	0%	0%	S.D.	0.84

Median Summary:
 Lowest median – 3.50   Highest median – 6.00
 10%<-4.27   30%<-5.34   50%<-5.72   70%<-5.84   90%<-5.96   bcq<-0.37

18..   I would recommend a course taught by this instructor to other students. [111]

			AGREE		DISAGREE				
		<------<<<<			>>>>------>			median	5.61
N	Omits	6	5	4	3	2	1	wcq	0.68
59	0	33	14	6	3	3	0	mean	5..20
		56%	24%	10%	5%	5%	0%	S.D.	L13

Median Summary:
 Lowest median – 2.92   Highest median – 6.00
 10%<-3.74   30%<-5.27   50%<-5.71   70%<-5.81   90%<-5.93   bcq<-0.47

Name: PACHECO   Course: 030:050:AAA/:   Form: #B031
DATE: 05/30/2014   **N 59**

OPTIONAL INSTRUCTOR ITEMS

Demographic Data : Course

N	Omits	Required(for major/minor)	GER	Elective
52	7	39	**5**	**8**
		75%	10%	15%

Demographic Data : Class

N	Omits	Fr	So	Jr	Sr	Grad	Other
53	6	**11**	12	21	**9**	0	**0**
		21%	23%	40%	17%	0%	0%

Demographic Data : Expected Grade

N	Omits	A	B	C	D	F
54	5	22	28	4	**0**	0
		41%	52%	7%	0%	0%

For an explanation of the ACE printout go to:
www,uiowa. edu/"' ·examserv / ace_insert" html

Name: PACHEC O   Course: 030:171:001/:   Form: #B031
DATE: 01/08/2014   N= 18

COLLEGE/DEPARTMENT CORE: POL:

Comparative information is based on 80 classes in your department
for: Fall 2013

1.   Class time is used efficiently. [201]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.86
N	Omits	6	5	4	3	2	1	wcq	0.32
18	0	14	4	0	0	0	0	mean	5.78
		78%	22%	0%	0%	0%	0%	S.D.	**0.42**

    Median Summary:
     Lowest median = 3.25   Highest median = 6.00
     10%<=4.64 30%<=5.25 50%<=5.63 70%<=5.82 90%<=5.92 bcq<=0.35

2.   Course requirements are clear. [203]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.94
N	Omits	6	5	4	3	2	1	wcq	0.28
18	0	16	2	0	0	0	0	mean	5.89
		89%	11%	0%	0%	0%	0%	S.D.	0.31

    Median Summary:
     Lowest median   3.50   Highest median = 6.00
     10%<=4.76 30%<=5.55 50%<=5.75 70%<=5.85 90%<=5.94 bcq<=0.24

3.   Concepts are presented in a manner that helps me learn. [218]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.90
N	Omits	6	5	4	3	2	1	wcq	0.30
18	0	15	3	0	0	0	0	mean	5.83
		83%	17%	0%	0%	0%	0%	S.D.	0.37

    Median Summary:
     Lowest median = 3.25   Highest median = 6.00
     10%<=4.26 30%<=4.96 50%<=5.50 70%<=5.73 90%<=5.92 bcq<=0.49

4.   Adequate time for questions is provided. [233]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.94
N	Omits	6	5	4	3	2	1	wcq	0.28
18	0	16	2	0	0	0	0	mean	5.89
		89%	11%	0%	0%	0%	0%	S.D.	0.31

    Median Summary:
     Lowest median = 4.00   Highest median = 6.00
     10%<=5.01 30%<=5.57 50%<=5.72 70%<=5.86 90%<=5.92 bcq<=0.19

5.   This instructor is conscientious about his/her class attendance. [303]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.94
N	Omits	6	5	4	3	2	1	wcq	0.28
18	0	16	2	0	0	0	0	mean	5.89
		89%	11%	0%	0%	0%	0%	S.D.	0.31

    Median Summary:
     Lowest median = 4.50   Highest median = 6.00
     10%<=5.25 30%<=5.74 50%<=5.84 70%<=5.93 90%<=5.96 bcq<=0.14

Name: PACHEC 0   Course: 030:171:001/:   Form: #B031

6. This instructor communicates at a level appropriate to my understanding. [322]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.97
N	Omits	6	5	4	3	2	1	wcq	0.26
18	0	17	1	0	0	0	0	mean	5.94
		94%	6%	0%	0%	0%	0%	S.D.	0.23

   Median Surnmary:
    Lowest median - 2.80   Highest median - 6.00
    10%<-4.50 30%<-5.35 50%<-5.72 70%<-5.85 90%<-5.94 bcq<-0.34

7. Help is available outside class if I have questions. [326]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.94
N	Omits	6	5	4	3	2	1	wcq	0.28
18	0	16	2	0	0	0	0	mean	5.89
		89%	11%	0%	0%	0%	0%	S.D.	0.31

   Median Surnmary:
    Lowest median - 4.79   Highest median - 6.00
    10%<-5.21 30%<-5.66 50%<-5.76 70%<-5.88 90%<-5.94 bcq<-0.19

8. My work is evaluated j_n ways that are helpful to my learning. [331]

		AGREE			DISAGREE			median	
		<------<<<<			>>>>------>				5.81
N	Omits	6	5	4	3	2	1	wcq	0.41
18	0	13	3	2	0	0	0	mean	5.61
		72%	17%	11%	0%	0%	0%	S.D.	0.68

   Median Summary:
    Lowest median - 3.07   Highest median - 6.00
    10%<-4.39 30%<-5.01 50%<=5.32 70%<=5.68 90%<-5.88 bcq<=0.36

9. This instructor's oral communication skills are adequate for the course. [406]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.97
N	Omits	6	5	4	3	2	1	wcq	0.26
18	0	17	1	0	0	0	0	mean	5.94
		94%	6%	0%	0%	0%	0%	S.D.	0.23

   Median Summary:
    Lowest median - 2.94   Highest median - 6.00
    10%<=4.26 30%<=5.28 50%<=5.74 70%<-5.88 90%<-5.98 bcq<-0.39

10. This instructor is effective in presenting materials in lecture/discussion. [407]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.94
N	Omits	6	5	4	3	2	1	wcq	0.28
18	0	16	2	0	0	0	0	mean	5.89
		89%	11%	0%	0%	0%	0%	S.D.	0.31

   Median Summary:
    Lowest median - 3.25   Highest median - 6.00
    10%<-4.24 30%<-5.16 50%<=5.62 70%<-5.81 90%<-5.95 bcq<=0.42

Name: PACHEC O   Course: 030:171:001/:   Form: #B031

11. The grading criteria for this course are clearly defined. [501]

```
                        AGREE      DISAGREE
                 <------<<<<   >>>>------>        median   5.94
      N    Omits   6    5    4    3    2    1     wcq      0.28
      18     0    16    1    0    1    0    0     mean     5.78
                 89%   6%   0%   6%   0%   0%     S.D.     O.71
```

    Median Summary:
     Lowest median = 2.33   Highest median = 6.00
     10%<=4.76 30%<=5.39 50%<=5.68 70%<=5.81 90%<=5.93 bcq<=0.25

12. Exams allow me to adequately demonstrate what I have learned. [518]

```
                        AGREE      DISAGREE
                 <------<<<<   >>>>------>        median   5.75
      N    Omits   6    5    4    3    2    1     wcq      0.50
      18     0    12    4    1    1    0    0     mean     5.50
                 67%  22%   6%   6%   0%   0%     S.D.     0.83
```

    Median Summary:
     Lowest median = 3.70   Highest median = 6.00
     10%<=4.61 30%<=5.09 50%<=5.50 70%<=5.69 90%<=5.90 bcq<=0.38

13. This course has improved my writing skills. [605]

```
                        AGREE      DISAGREE
                 <-----.-<<<<   >>>>------>       median   5.60
      N    Omits   6    5    4    3    2    1     wcq      0.71
      18     0    10    4    3    1    0    0     mean     5.28
                 56%  22%  17%   6%   0%   0%     S.D.     0.93
```

    Median Summary:
     Lowest median = 3.08   Highest median = 6.00
     10%<=3.97 30%<=4.40 50%<=4.75 70%<=5.19 90%<=5.63 bcq<=0.49

14" This instructor encourages mutual respect among students of diverse backgrounds. [703]

```
                        AGREE      DISAGREE
                 <------<<<<   >>>>------>        median   5.97
      N    Omits   6    5    4    3    2    1     wcq      0.26
      18     0    17    1    0    0    0    0     mean     5.94
                 94%   6%   0%   0%   0%   0%     S.D.     0.23
```

    Median Summary:
     Lowest median = 4.50   Highest median = 6.00
     10%<=5.51 30%<=5.72 50%<=5.86 70%<=5.89 90%<=5.96 bcq<=0.11

15. The content of this course is valuable. [102]

```
                        AGREE      DISAGREE
                 <------<<<<   >>>>------>        median   5.94
      N    Omits   6    5    4    3    2    1     wcq      0.28
      18     0    16    1    1    0    0    0     mean     5.83
                 89%   6%   6%   0%   0%   0%     S.D.     0.50
```

    Median Summary:
     Lowest median = 4.40   Highest median = 6.00
     10%<=5.00 30%<=5.36 50%<=5.61 70%<=5.82 90%<=5.96 bcq<=0.30

Name: PACHEC 0   Course: 030:171:001/:   Form: #B031

16. This instructor seems concerned with whether I learn course content. [323]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.94
N	Omits	6	5	4	3	2	1	wcq	0.28
18	0	16	2	0	0	0	0	mean	5.89
		89%	11%	0%	0%	0%	0%	S.D.	0.31

    Median Summary:
     Lowest median = 4.00   Highest median = 6.00
     10%<=4.68   30%<=5.13   50%<=5.56   70%<=5.78   90%<=5.93   bcq<=0.40

17. This instructor is effective in teaching the subject matter of this course. [108]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.97
N	Omits	6	5	4	3	2	1	wcq	0.26
18	0	17	1	0	0	0	0	mean	5.94
		94%	6%	0%	0%	0%	0%	S.D.	0.23

    Median Summary:
     Lowest median = 3.30   Highest median = 6.00
     10%<=4.61   30%<=5.31   50%<=5.68   70%<=5.85   90%<=5.98   bcq<=0. 39

18. I would recommend a course taught by this instructor to other students.. [111]

		AGREE			DISAGREE				
		<------<<<<			>>>>------>			median	5.97
N	Omits	6	5	4	3	2	1	wcq	0.26
18	0	17	0	1	0	0	0	mean	5.89
		94%	0%	6%	0%	0%	0%	S.D.	0.46

    Median Summary:
     Lowest median = 2.75   Highest median = 6.00
     10%<=4.29   30%<=5.26   50%<=5.68   70%<=5.84   90%<=5.95   bcq<=0.49

Name: PACHEC 0   N= 18   Course: 030:171:001/:   Form: #8031
DATE: 01/08/2014

OPTIONAL INSTRUCTOR ITEMS

Demographic Data : Course

N	Omits	Required(for major/minor)	GER	Elective
15	3	12	1	2
		80%	7%	**13%**

Demographic Data : Class

N	Omits	Fr	So	Jr	Sr	Grad	Other
15	3	1	2	8	4	0	0
		7%	13%	53%	27%	0%	0%

Demographic Data   Expected Grade

N	Omits	A	**B**	**C**	D	F
14	4	**9**	5	0	0	0
		64%	36%	0%	0%	0%

For an explanation of the ACE printout go to:
www.uiowa.edu/-examserv/ace_insert" html