

# PS458-001 American State and Local Government

Spring 2014

MWF 10:00-10:50

Whitehall Classroom Building room 316

“If there is any single point ... to make about the American political system as a whole it is that the system is – or, at its best, strives to be – a partnership, of governments and publics and individuals.”

- Daniel J. Elazar, preface, *American Federalism: A View from the States* (1966)

<b>Instructor:</b>	John Poe
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<b>Office Hours:</b>	M/W/F 1:00-2:00 or by appointment
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Email is generally the best way to reach me. You MUST include PS458 in the subject so that the email is sorted properly. I have my emails rank ordered by importance and by not including the subject you are telling Gmail that you are not important.

## **Course Description and Objectives**

This course is a comparative examination of subnational governments. This course will overwhelmingly focus on state politics and policy but we will also discuss smaller units such as cities, counties, and school districts. The goal of the course is for you to learn about the political institutions, culture, and public policy differences in the states.

This is an upper division course. We will cover a lot of material. I will draw on material from, sociology, political science, law, and public policy. In attempting to cover such a large range of topics I made an explicit effort to emphasize “breadth” over “depth”. To make sure that students do come away from this class with a high level of knowledge in *some* areas you will choose policy for extended study. Despite the fact that I have attempted to include a broad range of topics it is impossible to include everything. There are many topics that, while clearly important, were either not included because of finite amount of time or were combined with other topics. This does not mean I don’t think an issue is important or worthy of study.

The assigned readings should not be viewed as absolute truth. Read the material thoughtfully, challenge the conclusions of the authors, and voice your concerns in class. Often, I do not agree with the authors either. Many times I will present two fundamentally contradictory arguments so that you must decide which is right. Students should feel free to raise questions concerning the readings, the lectures, and the comments of other students. Students should *especially* feel free to raise questions in lecture given that I will be intentionally trying to provoke them.

## **Outcomes (aka what you will have at the end of the course)**

The outcomes for this course are relatively straightforward. My goal is for you to understand how variations in citizen beliefs and attitudes and institutional variation in states lead to differences in public policy. You will leave this class understanding how states function as the laboratories of democracy and what makes them different from the national government.

### **Disability Policy**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities

### **Required Materials**

Virginia Gray & Russell Hanson 2012, Politics in the American States: A Comparative Analysis

-Note that you can either buy from the bookstore, rent a physical copy from Amazon, or buy a kindle copy. You do need the 2012 edition (tenth edition) as it has new chapters.

Eds. James C. Clinger, and Michael W. Hail. 2013. Kentucky Government, Politics, and Public Policy. University Press of Kentucky Press

You will also have a number of newspaper articles and some journal articles and book chapters to read. You will not have to purchase these as they will be available on Blackboard.

A TurningPoint radio frequency (RF) clicker is REQUIRED for this course. We will be using the clickers to evaluate your knowledge of the course material, take polls and otherwise facilitate class participation. It is your responsibility to purchase a TurningPoint clicker for class. Other brands of clickers will not work for this course. If you have already purchased a TurningPoint RF clicker for another class you may use that device for this course. You may borrow a clicker from someone not currently attending a course requiring one: note that you cannot both simultaneously have the clicker registered.

You MUST bring your clicker to class every day. If you forget your clicker during any class period, you may receive credit by signing a form at the beginning of class but doing so will be very inconvenient for you.

If you are having trouble with your clicker, please see me BEFORE class and I will test it. If your clicker breaks or needs a new battery during the semester, you need to replace it. You are to use only the clicker that you have registered for your individual use for this course. Use of anyone else's clicker will constitute cheating, and if discovered, you will receive a 0 for your participation grade for the semester.

You must register your Device ID number (a six character, case-sensitive code found immediately below the barcode on the back of your clicker) on Blackboard by 12pm, Sunday January 26th. If you have already registered your clicker on Blackboard for another class during this or a previous semester, it should still be registered. Please verify your Device ID for yourself on Blackboard. If your clicker is not registered by the 12pm January 26th deadline, you will receive no class credit for each day it is not registered and you will be counted absent.

There will be questions given in each class to determine how well you remember the previous lecture, how well you understand the material from the current lecture, and to spark debate for discussion. Certain questions (over previous lectures) may require correct answers. Other questions (testing comprehension of new material or your opinions) will only require your best effort. Individual points will vary but I will be as flexible as possible to benefit you.

## **Course Requirements**

**Attendance (-15%)**: As an absolute minimum you must attend class. You will not gain points for attending (you gain them by participating) but points will be lost by regularly not showing up without an excused absence. In other words, if you do nothing for the class (no paper, participation, or exams) but you attend class you will receive a zero. If you do nothing for the class and do not attend class you will receive a -15%. This adds up to about a percentage point taken off the top of your final grade for each week that you do not attend class without a valid excuse. I track attendance with clickers so if your clicker breaks or dies you should let me know at the end of class.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. You must make arrangements with me for these papers within 7 days if you miss a class.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Discussion & Participation (15%)**: I expect you to participate in class. Participation will be measured in two ways: active discussion in class and clicker quizzes over the previous days lecture.

**Quizzes (15%)**: There will be weekly blackboard quizzes over the assigned readings. In addition to the material outlined on the syllabus you will also get bonus readings over newspaper articles. These articles will be listed in blackboard and denoted as bonus. Days without any readings listed in the syllabus may have bonus quizzes over the bonus readings even if there is no required quiz for that day.

**Research Paper (25%)**: Each of you will choose an area of state public policy that is not covered in lecture and write a 12-15 page paper about it. You will need to turn in a rough draft on

**Exams (15% each)**: The first test will be over the first part of the semester relating to state political institutions (e.g. state legislators, governors, state constitutions). The second test will be over the second part of the semester relating to state political behavior (e.g. voting and elections, public opinion, and direct democracy). The third test will be over the final part of the semester relating to state public policy. None of these exams are cumulative.

<b><u>Grade Breakdown</u></b>	
Class Participation	15%
Quizzes:	15%
Research Paper:	25%
Exam I	15%
Exam II	15%
<u>Exam III</u>	<u>15%</u>

I will be using the standard grade distribution for classes at UK (i.e. 90-100 is an A, 80-89 is a B, 70-79 is a C). As this is a special topics class it is unlikely that it will be offered again. Therefore grade forgiveness is not an option. An "I" will only be considered in *extraordinary* cases.

**Academic Integrity:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

## Research Papers

Your single biggest assignment in this class is the research paper. This paper will take the form of a policy analysis. You will select a state or local public policy issue and write a 5,000-7,000 word (about 12-15 page) paper about it. This paper will explain background about the policy problem, information about different theoretical approaches to solving it, and especially how different states or localities have gone about addressing it. You should also very clearly explain what the current academic literature says about the policy problem or related problems.

You may work alone or with one partner.

### Due Dates & Rubric

Friday, February 7<sup>th</sup>- Policy topic (5% of your grade)

By class time, you will need to have submitted a paragraph (on blackboard) explaining your policy topic and the problem that it tries to address. If you are working with a partner you will need to include both names but only one of you must submit it (though you are both free to submit it as a backup). I will need to approve each topic to make sure that it is appropriate for the class.

Monday, March 10<sup>th</sup> –Rough draft (10% of your grade)

This is a minimum 2,500 (about 6 pages) word rough draft of your paper. By class time, you will need to have submitted this draft to safe assign. This is just a rough draft but should still be reasonably clear. While not expected to be a complete draft, it should contain these sections:

- 1) The policy problem and background
- 2) What has been done in states/local governments to solve this problem
- 3) The different ideas that experts have developed to solve the problem
- 4) What states/localities have actually done to address the problems
  - a. With a specific focus on why those states/localities might have adopted a particular type of policy.
- 5) What the literature says about the successes or failures of the states/localities
- 6) A detailed references page with at least five to ten academic sources

Friday, April 25<sup>th</sup> – Final Paper (10%)

This version of the paper should be 5,000-7,000 words (about 12-15 pages). By class time, you will need to have submitted the paper to safe assign. It should be proofread and properly edited. You should attach a references page. It should include the same sections as required for the rough draft.

### Late policy

A late paper will result in a 10% reduction in your grade on the first day and a 5% reduction per day thereafter until the assignment has been accepted by me. All papers should be submitted through blackboard safe assign. If you are working with a partner only one of you needs to submit the paper.

## Section I: State and Local Institutions

### **Week 1**

*Wednesday, January 15:* Introduction  
No Reading

*Friday, January 17:* What do State and Local Governments Actually Do?  
No Reading

### **Week 2**

*Monday, January 20:* No Class. MLK Day

*Wednesday, January 22:* Variation in Context  
The Socioeconomic and Political Context of States, *Virginia Gray* in Politics in the American States

*Friday, January 24:* Federalism and Intergovernmental Relations  
Intergovernmental Relations, *Russell L. Hanson* in Politics in the American States

Federalism and Intergovernmental Relations in the Commonwealth of Kentucky, *Michael w. Hail* in Kentucky Government, Politics, and Public Policy

### **Week 3**

*Monday, January 27:* State Constitutions I: Rules of the Game  
The Kentucky Constitution, *Robert M. Ireland* in Kentucky Government, Politics, and Public Policy

*Wednesday, January 29:* State Constitutions II: Evolution and Change  
No Reading

*Friday, January 31:* State Legislatures I  
Legislative Politics in the States, *Keith E. Hamm and Gary F. Moncrief* in Politics in the American States

### **Week 4**

*Monday, February 3:* State Legislatures II  
The Kentucky General Assembly: Divided by Party, United by Necessity. *James Clinger*, in Kentucky Government, Politics, and Public Policy

*Wednesday, February 5:* State Executives  
Governors and the Executive Branch, *Margaret Ferguson* in Politics in the American States

The Kentucky Executive Branch, *Kendra B Stewart and Thomas M Martin* in Kentucky Government, Politics, and Public Policy

*Friday, February 7:* State Bureaucracy  
No Reading

## **Week 5**

*Monday, February 10:* Local Governments

From Fragmentation to Collaboration: The Evolution of Interlocal Relations in Northern Kentucky, Julie Cencula Olberding in *Kentucky Government, Politics, and Public Policy*

*Wednesday, February 12:* State and Local Courts

State Courts: Politics and the Judicial Process, *Melinda Gann Hall* in *Politics in the American States*

The Kentucky Judicial System, Bradley C. Canon in *Kentucky Government, Politics, and Public Policy*

*Friday, February 14:* **Exam I**

## **Section II: State and Local Political Behavior**

## **Week 6**

*Monday, February 17:* Opinion, Political Culture, Partisanship, and Ideology in the States

No Reading

*Wednesday, February 19:* State Political Parties and Elections

Parties and Elections, *Thomas M. Holbrook and Raymond J. La Raja* in *Politics in the American States*

Political Parties and Elections in Kentucky, Joel Turner and Scott Lasley in *Kentucky Government, Politics, and Public Policy*

*Friday, February 21:* State Election Systems I: Introduction

Springer, Melanie J. "State Electoral Institutions and Voter Turnout In Presidential Elections, 1920–2000." *State Politics & Policy Quarterly* 12, no. 3 (2012): 252-283.

## **Week 7**

*Monday, February 24:* State Election Systems II: Campaigns and Spending

Campaign Finance in Kentucky: Escalating Costs and the Search for Reform, Donald Gross in *Kentucky Government, Politics, and Public Policy*

*Wednesday, February 26:* Gubernatorial Elections

King, James D., and Jeffrey E. Cohen. "What Determines a Governor's Popularity?" *State Politics & Policy Quarterly* 5, no. 3 (2005): 225-247

*Friday, February 28:* Legislative Elections I

Rosenthal, Alan. *Engines of Democracy: politics and policymaking in state legislatures*. SAGE, 2008. Ch. 4

## **Week 8**

*Monday, March 3:* Legislative Elections II

Rosenthal, Alan. *Engines of Democracy: politics and policymaking in state legislatures*. SAGE, 2008. Ch. 4

*Wednesday, March 5:* Judicial Elections

Bonneau, Chris & Melinda Gann Hall. *In defense of judicial elections*. Routledge, 2009. Ch. 1

Friday, March 7: Who is represented?  
No Reading

### **Week 9**

Monday, March, 10: Direct Democracy I: Introduction  
The Initiative Process, *Shaun Bowler and Todd Donovan* in *Politics in the American States*

**Rough draft of paper is due**

Wednesday, March 12: Direct Democracy II: General Effects  
Gerber, Elisabeth R. 1996 "Legislative Response to the Threat of Popular Initiatives." *American Journal of Political Science* 40(1):99-128

Matusaka, John G. "Direct democracy and fiscal gridlock: have voter initiatives paralyzed the California budget?." *State Politics & Policy Quarterly* 5.3 (2005): 248-264.

Friday, March 14: Direct Democracy III: Minority Rights  
Gamble, Barbara S. "Putting civil rights to a popular vote." *American Journal of Political Science* (1997): 245-269.

### **Week 10**

Spring Break

### **Week 11**

Monday, March 24: Review for Exam/Catch up  
No Reading

Wednesday, March 26: **Exam II**

## **Section III: State & Local Public Policy**

Friday, March 28: Intro to the Policy Process  
No Reading

### **Week 12**

Monday, March 31: Policy Innovation and Diffusion  
Innovation and Diffusion Models in Policy Research, *Frances Stokes Berry and William D. Berry* in *Theories of the Policy Process*

Wednesday, April 2: Fiscal Policy  
Fiscal Policy in the American States, *Robert C. Lowry* in *Politics in the American States*

Public Finance and State and Local Budgeting, *Lisa A. Cave* in *Kentucky Government, Politics, and Public Policy*

Friday, April 4: No Class, Midwest Political Science Conference

### **Week 13**

*Monday, April 7:* Economic Development and Infrastructure

Economic Development and Infrastructure Policy, *Martin Saiz and Susan E. Clarke* in *Politics in the American States*

*Wednesday, April 9:* Education Policy I

The Politics of Education, *Michael B. Berkman and Eric Plutzer* in *Politics in the American States*

Education Reform in Kentucky: Just What the Court Ordered, *Richard E. Day and Jo Ann G. Ewalt* in *Kentucky Government, Politics, and Public Policy*

*Friday, April 11:* Education Policy II

The Politics of Higher Education, *Robert C. Lowry and Alisa Hickin Fryar* in *Politics in the American States*

### **Week 14**

*Monday, April 14:* Health and Welfare Policy I

State Health and Welfare Programs, *Mark Carl Rom* in *Politics in the American States*

*Wednesday, April 16:* Health and Welfare Policy II

National Health-Care Reform and Health in Kentucky, *Ann Beck* in *Kentucky Government, Politics, and Public Policy*

*Friday, April 18:* Health and Welfare Policy III

The Impact of Legalized Abortion on Crime *Quarterly Journal of Economics*, Vol. 116, No. 2. (May 2001), pp. 379-420 by Donohue, Steven D. Levitt

### **Week 15**

*Monday, April 21:* Marriage Law and the States

Lupia, A., et al. (2010). "Why State Constitutions Differ in their Treatment of Same-Sex Marriage." *The Journal of Politics* 72(04): 1222-1235.

*Wednesday, April 23:* Marriage Law and the National Government

No Reading

*Friday, April 25:* Same-Sex Marriage Politics

No Reading

**Paper Due**

### **Week 16**

*Monday, April 28:* Drugs and Alcohol I

No Reading

*Wednesday, April 30:* Drugs and Alcohol II

No Reading

*Friday, May 2:* Drugs and Alcohol III

Medical Marijuana: The Supremacy Clause, Federalism, and the Interplay between State and Federal Laws by the Congressional Research Service

Final Exam May 7, 2014 at 3:30pm

Note that readings and lecture order/topic are subject to change with some notice. If the class is particularly interested in a given topic I may extend coverage. Likewise, if we run behind schedule I may combine or skip multiple lectures. Notice to changes in the readings and lecture outline will be given in blackboard.