

PSC 613
State Politics & Policy

Fall 2019
Monday 1-3:30pm
109 ten Hour

Instructor: Prof. Dana Patton
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Office Hours: TR 1-2:30, and by appointment

Course Summary

In this course, we will examine theories and related research on state government and the policymaking process in the U.S. states. The course is divided into three parts. For approximately the first third of the semester, we will examine a fairly representative set of readings which span a broad range of political institutions through which policy is made. These institutions include the office of the governor, the state legislature, the state judicial system, and the various practices of direct democracy across the states.

Part two of the course will be spent studying theories of the state policy process. We will examine a variety of theories, reflecting a broad range of forces that are thought to play a significant role in shaping state policy outcomes. As we will see, despite the complex and seemingly idiosyncratic nature of the policymaking process, state politics scholars have identified many systematic relationships between various institutional and contextual variables, and state policy outcomes. The insights that have been generated from this literature not only contribute to our understanding of state policymaking, but in many cases they shed light on debates that are relevant to scholars of American (national) politics, or in some cases, comparative politics.

In the final section of the course, we will examine research in several substantive policy areas which have traditionally been considered the domain of the states. Our emphasis in this section will be broadened to include not just studies of policy adoption, but studies of policy implementation and impact as well.

Course Objectives

This course is designed to achieve several important objectives.

- The course is intended to provide a broad overview of the state politics literature. However, the main writing assignment is flexible to allow you to obtain a deeper exposure to the literature on a particular topic of interest to you.
- This is a political science course, and as such we primarily focus on the research that has been published in the leading political science journals. Yet, the research questions that we will study are not solely studied by political scientists. Indeed, some of the best research on state politics and policy has been conducted by scholars in economics, sociology, and the fields of public policy and public administration. Recognizing this fact, several articles from other social science

disciplines are included in the syllabus. My hope is that you develop a deeper appreciation for the range of disciplines that study what we would think of as “political science” questions, as well as the theoretical and methodological approaches that social scientists from other disciplines apply to these questions.

- We focus almost exclusively on the most current literature in this course. The purpose of this strategy is to ensure that you have the best possible understanding of the current state of the literature should you decide to publish in this area. You will read some classic articles, however, and other “background readings”.
- One important advantage of studying the current literature is that you will be exposed to the most current and sophisticated methods that are being applied today. Indeed, an important objective of this course is to deepen your understanding of different research designs, their strengths and weaknesses, and the application and interpretation of the statistical methods that we will be reading about in this course.
- Upon successfully completing this course, you should be well prepared to teach your own course in state politics. In order to achieve this objective, as well as to better understand the strengths and weaknesses of the research we will be reading, it is important that you have a good understanding of the “nuts and bolts” of state government and state public policies. To achieve this objective, you have “background reading” for each topic. This reading will not be the focus of our discussion during the seminar, but rather will provide you with some background on the topic that will enable you to better assess and critique the research articles you will read each week.
- Finally, this course will provide students with important background and insight that can either lead to or enhance a research program in state politics and policy.

Required Textbook

Gray, Virginia, Russell Hanson, and Thad Kousser, eds. 2017. *Politics in the American States: A Comparative Analysis*. 11th Edition. Washington, D.C.: Congressional Quarterly Press.
<https://us.sagepub.com/en-us/nam/politics-in-the-american-states/book244709>

Additional Readings

The vast majority of our readings are journal articles, which you will access in Bb.

Course Format

This course is a graduate seminar and will be primarily run by the students. I will not lecture. Thus, the course will be as good you collectively make it by carefully reading the assigned works and actively participating in the structured discussions about the material we are covering each week. My role in the course is to clarify issues that seem unclear and to keep us on track if the discussion

wanders off course. I will participate, as appropriate and needed, but you should plan to do the heavy lifting each week.

Course Requirements

Article Summaries

I expect you to be fully prepared to discuss each of the assigned readings during every seminar meeting. To help you prepare, you are required to prepare a written summary of each primary article (you do not have to prepare a summary of the “background reading” assignments). Each summary will likely be approximately one page, single-spaced (do not exceed one page) and must contain the following:

1. Full citation at the top of the page
2. Research question
3. Motivation for the research question
4. Theory
5. Primary hypotheses of interest
6. Research Design
7. Primary findings
8. In your opinion, what is this article’s most important strength(s) or contribution(s)? Justify your answer.
9. In your opinion, what is this article’s most important weakness or weaknesses? Justify your answer.
10. At least one discussion question about this article

Your article summaries for each week should be submitted on Bb by 11:59pm on Sundays. You should submit one document that contains all the article summaries in the order they are listed on the syllabus. Article summaries submitted between 12am on Monday and 5:59am on Monday will receive a mark-down of 25%. Article summaries submitted between 6am and 12:59pm on Mondays will receive a mark-down of 50%. Article summaries are not accepted after 1pm on Monday and a grade of 0 will be assigned. Article summaries are worth 15% of your grade.

Discussion Leader and Participation

Each article will have a dedicated discussion leader. You may draw from your article summary, but you should not simply read your summary to the class. All students are expected to have read all articles assigned for the week, so your task as discussion leader is to lead a discussion. Each article will be discussed for approximately 20 minutes. Due to the size of this class (16!), it is not feasible for every student to comment on every article we discuss. I do expect you to participate in a meaningful way during every class period for full participation credit.

Book Review or Article Collection Review

We will read a large amount of work from the state politics and policy literature, but it will not be comprehensive. It’s entirely possible that we may not even cover the one topic you are most interested in in the state politics and policy area. To compensate for this, you have two assignments where you have considerable freedom to choose a topic. This is the first such assignment.

Each student should carefully consider their research interests and choose a classic book or article collection that will help you deepen your knowledge in the area with this assignment. Otherwise, it's simply an exercise for a grade in a seminar.

If you choose to complete a book review, you will write a 5-7 page double-spaced, Times New Roman, 12 point font, 1 inch margins review. The book should be considered a classic in the area or if you choose a more recent release, it must be considered an important book in the area by the top scholars in the area.

If you choose to complete an article collection review, you will read 8 journal articles and follow the same style guidelines for the book review. You must identify the seminal article in the topic area you choose and then identify 7 subsequent articles that span the theoretical and methodological development of the topic. The 7 subsequent articles must be the defensible as the most important ones on the topic you choose.

Your book choice or article collection must be approved by me. Book Review or Article Collection Review is 15% of your final grade.

Course Paper

You will write a paper on a topic relevant to this course. There are four options and I provide suggestions below regarding which option is suggested based on your degree program and your current year in the program. The course paper is worth 30% of your final grade. Details about style and due dates will be posted in Bb the first week of class.

1. Comprehensive Literature Review. The review should focus on the theoretical and methodological development of the literature of your chosen topic. It must be comprehensive. Expected length is 30 double-spaced pages, Times New Roman, 12-point font, 1-inch margins. Expected page length includes references. A literature review is *not* an annotated bibliography. If you submit an annotated bibliography rather than a comprehensive literature review, you will receive a very low grade. This option is suggested for first semester PhD students or PhD students who are taking comps in Fall or Spring and have a prospectus topic in mind in the state politics and policy area that they have not previously written a comprehensive literature review for in a previous course.

2. Research Note. For this paper option, you will write a short literature review to introduce a specific original research question, propose a set of hypotheses, collect data, test your hypotheses, discuss your findings, and conclude the note. Expected length is 15-20 double-spaced pages, Times New Roman, 12-point font, 1-inch margins. Expected page length includes tables, figures, and references. This option is suggested for second or third year PhD students who are able to generate a research question within the next two weeks and already have access to the data needed to answer the question. Ideally, this option will result in a conference presentation and submission to a journal for review.

3. Research Design. This paper option is somewhat of a combination of the first two, but without the actual data analysis. For this assignment, you must have an original research question and review the relevant literature. You must provide a justification for your research question, potential

hypotheses, and a detailed description of the research design you will (hopefully, eventually) utilize to answer your research question. You must identify what data are available (or what data you would need to collect) to answer your question. Finally, you must conclude with a section that discusses the potential contributions and limitation of the proposed research. Expected length is 25 double-spaced pages, Times New Roman, 12-point font, 1-inch margins. Expected page length includes references. This option is suggested for second year PhD students who have an idea for a paper, but not the data. This option is also suggested for third year PhD students who are writing a 3-article dissertation in the state politics and policy area.

4. CRS-Style Report. This paper option is only available to MA students, though MA students are not required to choose this option. The Congressional Research Service works for the United States Congress to provide policy and legal analyses that are grounded in research and non-partisan in nature. MA students choosing this paper option should model their paper after a CRS report (see some examples below and look for more on your own) but the target must be a state legislature and a topic of importance to a state legislature. The paper must engage with the academic literature, but it is also acceptable to utilize some gray literature in this paper. Expected length is 30 double-spaced pages, Times New Roman, 12-point font, 1-inch margins. Expected page length includes references, tables, and figures.

<https://crsreports.congress.gov/product/pdf/R/R45867>

<https://crsreports.congress.gov/product/pdf/RL/RL33785>

<https://crsreports.congress.gov/product/pdf/R/R45737>

Final Exam

There will be a take-home, open notes final exam that will be administered during final exam week. The exam will help prepare you for comprehensive exams. More details will be provided at a later date. The final exam constitutes 30% of your final grade.

Final Grade Calculation

Article Summaries	15%
Discussion Leader/Participation	10%
Book or Article Collection Review	15%
Course Paper	30%
Final Exam	30%

A: 90 – 100%

B: 80-89%

C: 70-79%

D: 60-69

F: <59

Rights and Responsibilities

Policy on Academic Misconduct

- All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.
- Plagiarism is a particularly serious form of academic misconduct. If you plagiarize in this class, you will be reported to the Dean's Office and my recommendation will be that you fail the course.
- [The Academic Misconduct Disciplinary Policy](#) will be followed in the event of academic misconduct.

Disability Statement

- If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability, but have not contacted the Office of Disability Services, please call 348-4285 or visit 133-B Martha Parham Hall East to register for services. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

Severe Weather Protocol

- In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.
- UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the

path of the storm (tornado or severe thunderstorm) should take immediate life-saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the [National Weather Service](#) and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take. The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students ([sign up at myBama](#))
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA 7. WVUA 7 Storm Watch provides a free service you can subscribe to that allows you to receive weather warnings for Tuscaloosa via e-mail, pager or cell phone. Check <http://www.wvua7.com/stormwatch.html> for details.

UAct

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (www.ua.edu/uact) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.

Reading Schedule

Articles marked with an asterisk (*) are background readings that you do not need to prepare a summary for to submit. All other articles are primary reading and a summary, as described above, should be prepared and submitted in Bb by the due date/time.

August 26: Introduction to the Course

- *Gray, Chapter 1: The Socioeconomic and Political Context of States
- *Gray, Chapter 2: Intergovernmental Relations
- *Gray, Chapter 18: Economic and Political Inequality

September 2 (No Class – Labor Day)

*Jewell, Malcolm E. 1982. “The Neglected World of State Politics.” *Journal of Politics* 44:638-57.

*Brace, Paul and Aubrey Jewett. 1995. “The State of State Politics Research.” *Political Research Quarterly* 48:643-81.

The additional time you would spend preparing for class and attending class should be spent working on your course paper. Submit a paper proposal on Bb no later than Thursday, September 5. Instructions will be posted in Bb.

September 9: Governors

*Gray, Chapter 8: Governors and the Executive Branch

*Gross, Donald A. 1989. “Governors and Policymaking: Theoretical Concerns and Analytical Approaches.” *Policy Studies Journal*. 17:764-787.

Ferguson, Margaret. 2003. “Chief Executive Success in the Legislative Arena.” *State Politics & Policy Quarterly* 3:158-182. Annah Rogers

Kubik, Jeffrey D., and John R. Moran. 2003. “Lethal Elections: Gubernatorial Politics and the Timing of Executions.” *Journal of Law and Economics* Volume XLVI (1): 1-26. Riley Matheson

Cohen, Jeffrey, and James D. King. 2004. “Relative Unemployment and Gubernatorial Popularity.” *Journal of Politics* 66(4): 1267-1282. Brenda Hansen

Klarner, Carl E. and Andrew Karch. 2008. “Why Do Governors Issue Vetoes? The Impact of Individual and Institutional Influences.” *Political Research Quarterly* 61:574-584. Matt Thomas

Barrilleaux, Charles and Carlisle Rainey. 2014. “The Politics of Need: Examining Governors’ Decisions to Oppose the “Obamacare” Medicaid Expansion.” *State Politics and Policy Quarterly* 14(4):437-460. Patrick Tate

September 16: State Legislatures I: Professionalism and Incumbency Advantage

*Gray, Chapter 7: Legislative Politics in the States

William D. Berry; Michael B. Berkman; Stuart Schneiderman. 2000. "Legislative Professionalism and Incumbent Reelection: The Development of Institutional Boundaries." *American Political Science Review* 94:182-206. Drew Cagle

Hirano, Shigeo, and James M. Snyder, Jr. 2009. "Using Multi-Member Districts to Decompose the Incumbency Advantage." *American Journal of Political Science* 53(2):292-306. Tinsley Griffin Hill

Gerald Gamm and Thad Kousser. 2010. "Broad Bills or Particularistic Policy? Historical Patterns in American State Legislatures." *American Political Science Review* 104:151-170. JD Jegal

Miller, Susan M., Jill Nicholson-Crotty, and Sean Nicholson-Crotty. 2011. "Reexamining the Institutional Effects of Term Limits in U.S. State Legislatures." *Legislative Studies Quarterly* 36:71-97. Tonya Spicer

Carnes, Nicholas and Eric R. Hansen. 2016. "Does Paying Politicians More Promote Economic Diversity in Legislatures?" *American Political Science Review* 110(4):699-716. Tristan Brown

September 23: State Legislatures II: Representation

*Gray, Chapter 3: Parties and Elections

Gerald C. Wright, Brian F. Schaffner. 2002. "The Influence of Party: Evidence from the State Legislatures." *American Political Science Review* 96:367-379. Isabella DeSheplo

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

Kousser, Thad, Jeffrey Lewis and Seth Masket. 2007. "Ideological Adaptation? The Survival Instinct of Threatened Legislators." *The Journal of Politics* 69(3):828-843. Dalis Lampkins

Reingold, Beth and Adrienne R. Smith. 2012. "Welfare Policymaking and Intersections of Race, Ethnicity, and Gender in U.S. State Legislatures." *American Journal of Political Science* 56(1):131-147. Ann Durand

Hinchliffe, Kelsey L. and Frances E. Lee. 2016. "Party Competition and Conflict in State Legislatures." *State Politics and Policy Quarterly* 16(2):172-197. Annah Rogers

September 30: State Courts

*Gray, Chapter 9: State Courts Politics and the Judicial Process

Huber, Gregory A. and Gordon, Sanford C. 2004. "Accountability and Coercion: Is Justice Blind when It Runs for Office?" *American Journal of Political Science* 48(2):247-263. Riley Matheson

Langer, Laura and Paul Brace. 2005. "The Preemptive Power of State Supreme Courts: Adoption of Abortion and Death Penalty Legislation." *The Policy Studies Journal* 33(3):317-340. Brenda Hanson

Cann, Damon M. 2007. "Justice for Sale? Campaign Contributions and Judicial Decisionmaking." *State Politics and Policy Quarterly* 7:281-97. Matt Thomas

Brace, Paul and Brent D. Boyea. 2008. "State Public Opinion, the Death Penalty, and the Practice of Electing Judges." *American Journal of Political Science* 52(2):360-372. Patrick Tate

Lewis, Daniel C., Frederick S. Wood, and Matthew L. Jacobsmeier. 2014. "Public Opinion and Judicial Behavior in Direct Democracy Systems: Gay Rights in the American States." *State Politics and Policy Quarterly* 14:367-883. Drew Cagle

October 7: Direct Democracy in the States

*Gray, Chapter 6: The Initiative Process

Boehmke, Frederick J. 2002. "The Effect of Direct Democracy on the Size and Diversity of State Interest Group Populations." *The Journal of Politics*:827-844. Tinsley Griffin Hill

Smith, Mark A. 2002. Ballot Initiatives and the Democratic Citizen. *Journal of Politics* 64(3):892-903. JD Jegal

Donovan, Todd, Caroline J. Tolbert, and Daniel A. Smith. 2008. "Priming Presidential Votes by Direct Democracy." *The Journal of Politics* 70(4):1217-1231. Tonya Spicer

Smith Daniel A., and Dustin Fridkin. 2008. "Delegating Direct Democracy: Interparty Legislative Competition and the Adoption of the Initiative in the American States," *American Political Science Review* 102: 333-50. Tristan Brown

Boudreau, Cheryl and Scott A. MacKenzie. 2014. "Informing the Electorate? How Party Cues and Information Affect Public Opinion about Initiatives." *American Journal of Political Science* 58(1):48-62. Isabella DeSheplo

October 14: Politics vs. Economics

*Dye, Thomas. 1979. "Politics vs. Economics: The Development of Literature on Policy Determinism." *Policy Studies Journal* 7:652-662.

*Burstein Paul. 2003. "The impact of public opinion on public policy: A review and an agenda." *Political Research Quarterly* 56(1): 29-40.

*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.

Dawson, Richard E. and Robinson, James A. 1963. "Interparty Competition, Economic Variables, and Welfare Policies in the American States." *Journal of Politics* 25:265-89. Will McSwain

Wright, Gerald C.; Erikson, Robert S.; McIver, John P. 1987. "Public opinion and policy liberalism in the American states." *American Journal of Political Science* 31:980-100. Dalis Lampkins

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. Ann Durand

Anzia, Sarah F. and Terry M. Moe. 2016. "Do Politicians Use Policy to Make Politics? The Case of Public-Sector Labor Laws." *American Political Science Review* 110(4):763-777. Annah Rogers

Franco, William W. 2016. "Political Context, Government Redistribution, and the Public's Response to Growing Economic Inequality." *The Journal of Politics* 78(4):957-973. Riley Matheson

October 21: Innovation and Diffusion

* Berry, Frances Stokes and William D. Berry. 2018. "Innovation and Diffusion Models in Policy Research." In *Theories of the Policy Process*, ed. Christopher M. Weible and Paul A. Sabatier. Boulder, CO: Westview.

*Walker, Jack L. 1969. "The Diffusion of Innovations among the American States." *American Political Science Review* 63:880-899.

*Gray, Virginia. 1973. "Innovation in the States: A Diffusion Study." *American Political Science Review* 67(4):1174-85.

Berry, Frances Stokes, and William D. Berry. 1990. "State Lottery Adoptions as Policy Innovations: An Event History Analysis." *American Political Science Review*. 84:395-416.
Brenda Hansen

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. Matt Thomas

Charles Shipan and Craig Volden. 2006. "Bottom-Up Federalism: The Diffusion of Antismoking Policies from U.S. Cities to States." *American Journal of Political Science* 50(4):825–843.
Patrick Tate

Brady Baybeck, William D. Berry and David A. Siegel (2011). A Strategic Theory of Policy Diffusion via Intergovernmental Competition. *The Journal of Politics* 73:232-247. Drew Cagle

Desmarais, Bruce A., Jeffrey J. Harden, and Frederick J. Boehmke. 2015. "Persistent Policy Pathways: Inferring Diffusion Networks in the American States." *American Political Science Review* 1099(2): 392-406. Tinsley Griffin Hill

October 28: Criminal Justice Policy

*Gray, Chapter 10 State Corrections Policy

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* 109:559–605. JD Jegal

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

Wildeman, Christopher. 2012. "Imprisonment and Infant Mortality." *Social Problems* 59(2):228–257. Tristan Brown

Karch, Andrew and Matthew Cravens. 2014. "Rapid Diffusion and Policy Reform: The Adoption and Modification of Three Strikes Laws." *State Politics & Policy Quarterly* 14(4):461–491. Isabella DeSheplo

Boushey, Graeme. 2016. "Targeted for Diffusion? How the Use and Acceptance of Stereotypes Shape the Diffusion of Criminal Justice Policy Innovation in the American States." *American Political Science Review* 110(1):198–214. Will McSwain

November 4: Health Policy

*Gray, Chapter 12: State Health and Welfare Programs

Gray, Virginia, David Lowery, James Monogan, and Erik K. Godwin. 2010. "Incrementing Toward Nowhere: Universal Health Care Coverage in the States." *Publius* 40(1):82–113. Dalis Lampkins

Haeder, Simon F. and David L. Weimer. 2013. "You Can't Make Me Do It: State Implementation of Insurance Exchanges under the Affordable Care Act." *Public Administration Review* 73:S34–S47. Ann Durand

Beland, Daniel, Philip Rocco, and Alex Waddan. 2014. "Implementing Health Care Reform in the United States: Intergovernmental Politics and the Dilemmas of Institutional Design." *Health Policy* 116:51–60. Annah Rogers

Zhu, Ling and Jennifer H. Clark. 2015. "'Rights without Access': The Political Context of Inequality in Health Care Coverage in the U.S. States." *State Politics & Policy Quarterly* 15(2):239–262. Riley Matheson

Grogan, Colleen M. and Sunggeun (Ethan) Park. 2017. "The Politics of Medicaid: Most Americans are Connected to the Program, Support its Expansion, and Do Not View it as Stigmatizing." *The Milbank Quarterly* 95(4):749–782. Brenda Hansen

November 11: Welfare Policy

*Gray, Chapter 12: State Health and Welfare Programs

*Rebecca M. Blank. 2002. "Evaluating Welfare Reform in the United States." *Journal of Economic Literature* 40(4):1105-1166.

Joe Soss; Sanford F. Schram; Thomas P. Vartanian; Erin O'Brien. 2001. "Setting the Terms of Relief: Explaining State Policy Choices in the Devolution Revolution." *American Journal of Political Science* 45(2):378-395. Matt Thomas

Ewalt, Jo Ann, and Edward T. Jennings, Jr. 2004. "Administration, Governance, and Policy Tools in Welfare Implementation." *Public Administration Review* 64(4):449-462. Patrick Tate

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

Marianne P. Bitler, Jonah B. Gelbach, Hilary W. Hoynes and Madeline Zavodny. 2004. "The impact of welfare reform on marriage and divorce." *Demography* 41(2):213-236. Tinsley Griffin Hill

Garand, James C., Ping Xu, and Belinda C. Davis. 2017. "Immigration Attitudes and Support for the Welfare State in the American Mass Public." *American Journal of Political Science* 61(1):146-162. JD Jegal

November 18: Gun Policy (Notice there is only one article in this group of readings from the political science literature and it is not a state politics piece.)

Kwon, Ik-Whan G. and Daniel W. Baack. 2005. "The Effectiveness of Legislation Controlling Gun Usage: A Holistic Measure of Gun Legalization." *The American Journal of Economics and Sociology* 64(2):533-547. Tonya Spicer

Andres, Antonio Rodriguez and Katherine Hempstead. 2011. "Gun Control and Suicide: The Impact of State Firearm Regulations in the United States: 1995-2004." *Health Policy* 101:95-103. Tristan Brown

Joslyn, Mark R. and Donald P. Haider-Markel. 2013. "The Politics of Causes: Mass Shootings and the Cases of the Virginia Tech and Tucson Tragedies." *Social Science Quarterly* 94(2):410-423. Isabella DeSheplo

Knight, Brian. 2013. "State Gun Policy and Cross-State Externalities: Evidence from Crime Gun Tracing." *American Economic Journal: Economic Policy* 5(4):200-229. Will McSwain

Vizzard, William J. 2014. "The Current and Future State of Gun Policy in the United States." *The Journal of Criminal Law and Criminology*. 104(4):879-904. Dalis Lampkins

November 25: Education Policy

*Gray, Chapter 13: The Politics of Education

*Gray, Chapter 14: The Politics of Higher Education

Wilhelm, Teena. 2007. "The Policymaking Role of State Supreme Courts in Education Policy." *Legislative Studies Quarterly* 32(2):309-333. Ann Durand

Hicklin, Alisa and Kenneth J. Meier. 2008. "Race, Structure, and State Governments: The Politics of Higher Education Diversity." *Journal of Politics* 70(3):851-860. VOLUNTEER

Dee, T. S. and Jacob, B. 2011. "The Impact of No Child Left Behind on Student Achievement." *J. Pol. Anal. Manage.*, 30: 418-446. VOLUNTEER

Manna, Paul and Timothy Harwood. 2011. "Governance and Educational Expectations in the U.S. States." *State Politics & Policy Quarterly* 11(4):483-509. VOLUNTEER

LaVenia, Mark, Lora Cohen-Vogel, and Laura B. Lang. 2015. "The Common Core State Standards Initiative: An Event History Analysis of State Adoption." *American Journal of Education* 121(2):145-182. VOLUNTEER

December 2: Others Suggested by Students (Post citation in the Discussion Board for consideration. If your suggestion is selected, you will be discussion leader for that article).