**POL 316: State and Local Government**

Spring 2020

Dr. Laura C. Bucci ([Lbucci@sju.edu](mailto:Lbucci@sju.edu))

Tuesday & Thursday: 9:30 am - 10:45 am Merion Hall 160

Office/Hours: Barbelin 212 T/Th 2-3 & By Appointment

Webpage: Canvas

**Course Description:**

This upper division course focuses on understanding variation across America’s federal system. How can we move from thinking about one American government, to 51 governments (all the states plus the national), or to the significantly larger number of local and municipal governments? What role do the states and localities play in shaping American democracy? In what ways are states hindering democracy or helping it flourish? In this course we will focus on three broad themes in the state politics literature: structural power, interest group activism, and individual political behavior. Throughout we will acknowledge that variation at the subnational level matters for engagement, equality, and the presence of a functioning democracy.

**Student Learning Outcomes:** Upon successful completion of this course, students will be able to:

* Define and describe basic terms, concepts, and methods used to study state and local politics
* Critically examine policies and politics in federal systems
  + Understand how federalism exacerbates inequalities and might, in some cases, limit inequalities.
* Apply concepts and theories of state politics to “real” world politics ongoing politics, and to understand how national politics look differently in the states.
* Participate more thoughtfully and actively, and encourage others to do so.

**Required Materials:** (These books are available at the SJU bookstore. If buying online, I’m using paperback copies for page numbers (with the exception of State Capture))**.**

* **The Politics of Resentment** by Katherine Cramer
* **State Capture: How Conservative Activists, Big Businesses, and Wealthy Donors Reshaped the American States -- and the Nation** by Alexander Hertel-Fernandez
* **Segregation by Design: Local Politics and Inequality** by Jessica Troustine
* Various readings (posted on Canvas and/or handed out in class)

**Graded Components:**

Due dates are listed under the Schedule of Readings and Assignments section, and/or discussed in class:

* Participation and Preparation: 15%
* Reading Journal: 15% (submitted three times, each worth 5%)
* Writing Assignments: 50% (two, 25% each)
* Final Paper: 20%

Final Course Grades will be determined by the following scale:

|  |  |  |
| --- | --- | --- |
| Grade | Course Score | Description |
| **A** | 93.00 - 100 | Excellent performance in all or most aspects of the course |
| **A-** | 90.00 - 92.99 | Excellent performance in many aspects of the course |
| **B+** | 87.00 - 89.99 | Very good performance in all or most aspects of the course |
| **B** | 83.00 - 86.99 | Good performance in all or most aspects of the course |
| **B-** | 80.00 - 82.99 | Good performance in many aspects of the course |
| **C+** | 77.00 - 79.99 | Acceptable performance; more than adequate performance in most aspects of the course |
| **C** | 73.00 - 76.99 | Acceptable performance in all or most aspects of the course |
| **C-** | 70.00 - 72.99 | While acceptable overall, course performance is inadequate in one or more areas |
| **D+** | 67.00 - 69.99 | Below acceptable, course performance is inadequate in several areas |
| **D** | 63.00 - 66.99 | Minimally acceptable; barely meets performance standards required for passing |
| **F** | 62.99 & below | Failure. Overall performance has not met the basic standards of the course |

**Office Hours and Email Policy:** My office is located in Barbelin 212, and I will be there on Tuesdays and Thursdays from 2pm-3pm **or by appointment**. THIS IS YOUR TIME! If you have questions, stop by! If you cannot come to office hours, then the best way to reach me is by email ([lbucci@sju.edu](mailto:lbucci@sju.edu)). While I check my email regularly, it tends to pile up quickly, so I may need **48 hours** to get back to you. **If you have a question about upcoming assignments, they need to arrive in my inbox at least 24 hours prior to the due date**. Make sure your emails contain a brief question that cannot be answered via the syllabus. If you have a longer question (i.e. how am I doing in class, how do I become a major, how should I study), come to office hours. Those sorts of questions are not well answered in email form.

**Attendance, Participation, and Class Preparation:**

As adults, there is no need to reveal personal details or provide absence notes. If there is an ongoing concern, please see me in office hours or the associate dean, Dr. Matthew Anderson. He can vouch for extensive absences (without revealing personal details). **Class participation is affected by absences.**

The best advice I can give anyone in how to succeed in this course is to come to class every day, stay for the duration, and be ready and willing to ask questions about the assigned readings or to engage in the day's scheduled activity. How does the current material fit with what has been presented previously? Do you have questions about how theories might be applied to real life? Participating in class is easy; participating well is difficult. In most cases, the quality of your comments will matter more than the quantity of your participation. **There may be pop quizzes to assess participation. Your reading journal, completed up to the day of the course, MUST be in class with you.**

Students MUST bring hard copies of the relevant readings with them to class. **If a student neither participates nor prepares faithfully, then they should not be surprised to receive a D *or lower* as a participation grade (15% of the course grade).** In short, students **must** be active members in class to do well in this course. **If you are absent from class more than six times, you will receive an FA (failure due to absences) grade, unless verified in writing by the Associate Dean.**

When you skip class, you deprive your classmates of **your** insights! If you have an unexcused absence, you are not entitled to special instructions or accommodations.

**Assignments:**

Directions will be distributed separately for each of the assignments and also posted to Canvas. Hard copies (if required) or electronic copies are due at the *beginning of the course period* of the assigned day. In general, and unless otherwise noted, all assignments should be typed, double-spaced, 12-point New Times Roman font, 1-inch margins, printed, and *stapled* (DO NOT FOLD THAT CORNER!).

**NOTE: No late work is accepted in this class. Students MAY turn assignments inearly.**

**Make-up exams are not offered in this class**, unless a student experienced an extraordinary emergency, **verified in writing by the Associate Dean**.

**Computer/Hard Drive Failure Policy**

Given the proliferation of free “cloud" based storage and backup, there is no reason that a

hard drive failure should render all of your work lost. (*SERIOUSLY, even if not for this class, save yourself the potential headache!*) One program, Dropbox, is free and allows you to automatically backup your work to the cloud. I expect you to use a program like this and “computer errors” will not excuse missed/late assignments.

**About grades:**

If you disagree with your grades on an assignment or would like to discuss it further, I would be happy to discuss it with you. I am happy to meet with you at least 48 hours after the assignment is returned, outside of normal class time, provided you explain why you believe your grade is in error.

**Technology Policy:**

[Studies show](http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away) that you will retain more information if you take notes by hand rather than using a laptop or tablet. You are likely to do better in the course taking notes by hand.

You are expected to bring a printed copy of all assigned material to class with you.

**Academic Honesty:**

Read the [Academic Honesty Policy](http://hawkcentral.sju.edu/link/portal/16125/16171/Article/95/Academic-Honesty-Policy) and see me in office hours if you have questions. Plagiarism includes copying materials from the internet. If you block copy text from any source into a document, you must use quotation marks and cite the source.

At the end of each assignment or test, write **“I have read the SJU Academic Honesty Policy and abided by its requirements”** then sign your name. If the assignment is submitted online, type the statement at the very end of the paper and type your name. Assignments will not be graded without this signed statement.

**ALSO NOTE:** The University’s Academic Honesty Policy states that “the unauthorized recording, sale, or use of lectures and other instructional materials” is a violation of the Policy and is considered an act of dishonesty. **Let me be very clear: no one EVER has my permission to RECORD or DISTRIBUTE my words, emails, lectures, comments, or any of our class discussions in ANY format.**

**An Open Classroom:** It is important to me that you leave this class better able to engage critically with political topics. However, there will be times in class, as there will be times in life, when not everyone agrees. You are not required to adopt any particular viewpoint (as someone who studies political behavior, I don’t think I could change your mind even if I wanted to). You can engage with your peers in a constructive manner, and derogatory comments will not be accepted. Interrupting speakers, attacking speakers personally, speaking aggressively, disregarding statements made by the instructor are all types of conduct that are unacceptable.

**Resources on Campus:**

**The Writing Center:** The Saint Joseph’s University Writing Center is free to all members of the SJU community. Both appointments and drop-in sessions are available. The main Writing Center is located in 162 Merion Hall. The Center also has a satellite location in the Post Learning Commons (room 128). For more information, including hours of operation and instructions on how to make an appointment, please visit the SJU Writing Center website at [sju.edu/writingcenter](http://sju.edu/writingcenter).

**Students with Disabilities:**

Reasonable academic accommodations may be provided to students who submit appropriate documentation of their disability. Students are encouraged to contact Dr. Christine Mecke in the Office of Student Disability Services, Bellarmine, B-10, at cmecke@sju.edu; or at 610-660-1774 for assistance with this issue. The university also provides an appeal/grievance procedure regarding requested or offered reasonable accommodations through Dr. Mecke's office. More information can be found at: [www.sju.edu/sds](http://www.sju.edu/sds).

**SJU Policy Prohibiting Discrimination, Harassment and Retaliation:**“As a Catholic, Jesuit University, Saint Joseph’s is committed to the just and respectful treatment of students, faculty, and staff. To this end, Saint Joseph’s prohibits unlawful discrimination against, and harassment of, its employees, students, or applicants for employment or admission on the basis of any characteristic protected by state or federal law. The prohibition extends to discrimination, harassment and retaliation by third parties visiting campus or participating in University-sponsored activities” (excerpted from page 1 of the policy). The [full policy](http://sju.edu/int/resources/humanresources/pdf/ProhibitingDiscriminationHarassmentandRetaliation.pdf) includes information about available resources and confidentiality.

**SJU Sexual Misconduct Policy: Policy Regarding Sexual Assault, Sexual Harassment, Sexual Exploitation, Domestic Violence, Dating Violence, or Stalking**: “Saint Joseph’s University…is committed to providing an institutional environment where all persons may pursue their studies, careers, duties, and activities in an atmosphere free of the threat of sexual assault, sexual harassment, sexual exploitation, domestic violence, dating violence, and stalking (for purposes of this Policy, this conduct may be referred to, collectively, as “Sexual Misconduct”). Sexual Misconduct directed toward students, employees or any member of the University community, including third parties, regardless of sexual orientation or gender identity, interferes with the expectation that all individuals at the University will learn and work in an environment that is free from discrimination. Sexual Misconduct, as defined by the University, may also constitute a crime” (excerpted from page 3 of the policy). For support, resources, and reporting related to sexual misconduct, please visit [**Sexual Misconduct: Support & Resources**](http://www.sju.edu/support#_ga=2.218189726.660852362.1495887161-2093003341.1436637510) page and read the [full policy](http://www.sju.edu/int/resources/humanresources/pdf/SexualMisconductPolicy.pdf).

**Difficulty with Book Prices:** There are resources on campus, email/come see me. We’ll figure it out.

**Difficulty with Food, Housing, or Other Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the professor (if you are comfortable doing so). This will enable me to provide or direct you to any resources that I may possess/ know about.

**Childcare:** We understand that institutional design can make it more difficult for some people to participate than others. If you have children, and babysitting arrangements fall through, feel free to bring your child to class with you. Please just sit near the door in case you need to leave!

**SCHEDULE OF READINGS AND ASSIGNMENTS**

ALL MATERIALS SHOULD BE READ *BEFORE* THE CLASS DATE INDICATED

\*Your reading journal should be with you in class\*

**Notes about the schedule:**

1. The content and schedule may change from this outline to meet the needs of this group
2. All points of view–argued carefully and persuasively–are encouraged in all assignments and discussions.

**Week 1: Introduction**

January 14 (Tuesday): Syllabus review, course policies

Thursday, 1/16: *Variety is the Spice of Life (Or is it?)*

* Li, Q., Pomante, M. J., & Schraufnagel, S. (2018). “Cost of Voting in the American States.” *Election Law Journal: Rules, Politics, and Policy*, *17*(3), 234-247.
* Morehouse, Sarah & Malcolm Jewell (2004) “STATES AS LABORATORIES: A Reprise” Annual Review of Political Science 7:177-203.

**Section 1: Structural Power**

**Week 2: Segregation by Design**

Tuesday 1/21

**Add/Drop ends today**

* Segregation by Design- Prologue (it’s a comic book!), Introduction, Ch. 2

Thursday 1/23 *Segregation and the Growth of the Suburbs*

* Segregation by Design, Ch. 3
* <https://www.pbs.org/video/america-revealed-suburban-life/>

**Week 3: Sorting**

*Are neighborhoods natural? Who enforces where we live? How?*

Tuesday 1/28 (Tuesday):

* Segregation by Design, Ch. 4-5

Thursday 1/30:

* Boustan, L. P. (2010). “Was postwar suburbanization “white flight”? Evidence from the black migration.” *The Quarterly Journal of Economics*, *125*(1), 417-443.

**Week 4: Neighborhood Maintenance & Defense**

*How do neighborhoods maintain segregation over time? Who participates in local government? In what ways are the status quo biased toward maintaining segregation?*

Tuesday 2/4:

* Segregation by Design, Ch. 6-7

Tuesday 2/6:

* Segregation by Design, Ch. 8
* Einstein, Katherine Levine, Maxwell Palmer, David M. Glick. 2019. “Who Participates in Local Government? Evidence from Meeting Minutes.” Perspectives on Politics. 17(1): 28-46.

**Week 5: Growing Apart by Living Apart**

*What are the consequences of residential segregation? How does is matter for those being governed and for those governing?*

Tuesday 2/11:

* Segregation by Design, Ch. 9 & Conclusion

Thursday 2/13: **Transitioning to Influence, with SPORTS & Higher Education**

*States make decisions about where to allocate money. How has this allocation shifted over time? Who is able to influence this process?*

**First reading journal due today** (include today’s readings/video in the next journal)

* <https://www.youtube.com/watch?v=xcwJt4bcnXs>
* <https://www.pbs.org/newshour/education/most-americans-dont-realize-state-funding-for-higher-ed-fell-by-billions>
* <https://www.cnn.com/2014/04/07/us/ncaa-basketball-finals-shabazz-napier-hungry/index.html>

**Section 2: Influence**

**Week 6:Courts and Executives**

*How do state laws and state executives vary? Why are some states electing judges? What can governors do/not do that presidents cannot/can?*

Tuesday 2/18:

* Bonneau, Chris W. 2007. “Campaign Fundraising in State Supreme Court Elections,” Social Science Quarterly 88: 68-85.

Thursday 2/20:

* Klarner, Carl E., and Andrew Karch. 2008. “Why Do Governors Issue Vetoes? The Impact of Individual and Institutional Influences,” Political Research Quarterly 61: 574-84
* Windett, Jason. 2011. “State Effects and the Emergence and Success of Female Gubernatorial Candidates,” State Politics and Policy Quarterly 4: 460-82.

The Role of Anger in the Biased Assimilation of Political

Information

Elizabeth Suhay “The Role of Anger in the Biased Assimilation of Political

Information

**Week 7: Parties**

Tuesday 2/25

**First Essay Due Today on Canvas**

* *State Capture*, Chapter 1

Thursday 2/27

* Finger, Leslie, & Reckhow, Sarah. (2020). Shifting Alliances in State Political Parties: The Case of Education Interest Groups. <https://www.edworkingpapers.com/sites/default/files/ai20-189.pdf>
* Sanbonmatsu, Kira. 2002. “Political Parties and the Recruitment of Women to State Legislatures.” Journal of Politics 64(3): 791-809.

**Week 8 Interest Groups**

Tuesday 3/3:

* *State Capture,* Ch. 2+3

Thursday 3/5:

* *State Capture,* Ch. 4+5

**Week 9: 3/10 & 3/12 NO CLASS SPRING BREAK**

**Week 10: Lobbying (cont’d)**

Tuesday 3/17

**Submit second reading journal today (include today’s readings)**

* *State Capture,* Ch. 6+7
  + There is a lot here, get started over spring break if you can!

**Thursday 3/19 No Class, Dr. Bucci is at a conference**.

**Week 11: Learning & Policy Diffusion**

Tuesday 3/24

* Soss, J., Fording, R. C., & Schram, S. F. (2008). The color of devolution: Race, federalism, and the politics of social control. *American Journal of Political Science*, *52*(3), 536-553.

Thursday 3/26

**Second Essay Due**

* Shipan, Charles R. and Craig Volden. 2008. “The Mechanisms of Policy Diffusion,” American Journal of Political Science 52(4).

**Section 3: Community Responses and Silence**

**Week 12: Public Opinion**

Tuesday 3/31

* Erikson, Robert, Gerald Wright, and John McIver. 2007. “Measuring the Public's Ideological Preferences in the 50 States: Survey Responses versus Roll Call Data” *State Politics & Policy Quarterly* Vol. 7, No. 2 (Summer, 2007), pp. 141-151
* *The Politics of Resentment* Chapter 1

Thursday 4/2 **Last day to Withdraw**

* *The Politics of Resentment* Chapter 3-4

**Week 13: Policy Responsiveness**

Tuesday 4/7

* *The Politics of Resentment* Chapter 5
* William Franko & Christopher Witko, *The New Economic Populism: How States Respond to Economic Inequality* Ch. 2

Thursday 4/9

* Bucci, Laura C. and Joshua Jansa. Forthcoming. “Elite Opinion, Unionization, and the Adoption of Labor Policy in the American States." *Journal of Public Policy*
* William Franko & Christopher Witko, *The New Economic Populism: How States Respond to Economic Inequality* Ch. 6

**Week 14: Participation**

**Deadline Alert: 04/13/2020 is the last day to register before the 04/28/2020 PA election.**

Tuesday 4/14

**No Class Monday Schedule**

Thursday 4/16

**Second Essay due today**

SSN Securing Fair Elections, Read the Report <https://scholars.org/fairelections>

**Week 15: Isolation and Protest**

Tuesday 4/21

* *The Politics of Resentment* Chapter 6

Thursday 4/23

* *The Politics of Resentment* Chapter 7+8

**Week 16: State of the States**

Tuesday 4/28

* Mettler, S. (2000). States’ Rights, Women's Obligations. *Women & politics*, *21*(1), 1-34.
* *State Capture,* Conclusion

**Submit final reading journal today**

**Final Paper: Due on Canvas during exam week.**

### POL 316 Course Learning Outcomes and Means of Achievement Matrix

### Aligned with Political Science, Student Learning Outcomes

|  |  |
| --- | --- |
| **POL 316 Course-Specific Learning Outcome** | **Primary Assessment Mechanism** |
| Define and describe basic terms, concepts, and methods used to study state and local politics | **Reading Journal, (Essays)** |
| **POL Objective 1.1: Students will identify, define, or analyze the content and core concepts and theories within the sub-fields.** |  |
| * Analyze institutions and prevailing systems of action that systematically contribute to modern-day social problems (poverty, racism, human rights violations, violence) by:   + Identifying and explaining how politically and socially constructed categories of identity function together and intersect;   + Explaining how inequality and disadvantage intersect; | **Reading Journal,**  **(Essays, Participation)** |
| **Students will apply a variety of tools, methods, and perspectives to investigate and interpret issues relevant to the discipline** |  |
| * Critically examine policies and politics in federal systems   + Understand how federalism exacerbates inequalities and might, in some cases, limit inequalities. | **Essays (Reading Journals)** |
| **Students will articulate verbally or in writing an argument which defines, analyzes or synthesizes relevant theories and concepts.** |  |
| * Apply concepts and theories of state politics to “real” world politics ongoing politics, and to understand how national politics look differently in the states. | **Essays**  **(Participation, Reflections)** |
| **Students will apply relevant theoretical concepts to assess real world issues.** |  |