

# **POLI 107 - Fall 2017**

## **California, States and their Politics**

### About POLI 107 - Fall 2017

#### Meeting Times

- Mondays and Wednesdays from 6:00pm to 7:15pm in COB2-175

#### Course Website

- <https://catcourses.ucmerced.edu/courses/8139>

#### Professor Josh Franco, M.A.

- <http://www.joshfranco.com/>
- [jfranco@ucmerced.edu](mailto:jfranco@ucmerced.edu)
- 209-631-5910
- Office Hours: MW 5:00pm to 6:00pm, COB2-388 (PoliCubes) or COB2-175 (TEAL Lab)

#### Course Description

- This course provides an introduction to issues and challenges confronting the state of California and other U.S. states. We cover the policy remedies and options available to government and the private sector for addressing these needs. The course uses California as a window into state politics in general. As a result we discuss the ways in which California is unique and similar to other states.
- Examines issues and challenges confronting the State of California; uses California as a window into state politics in general.

#### Course Prerequisites

- POLI 1 or equivalent exam
- POLI 10 or ECON 10 or PSY 10 or SOC 10 or equivalent exam

#### Important Fall 2017 Dates

- <http://registrar.ucmerced.edu/schedules/academic-calendar/academic-calendar-2017-2018>

### My Teaching Philosophy

#### Inspiration:

- My teaching inspiration derives from the totality of my formal education, from elementary school to doctoral training, and informal education from my family, relatives, friends, and community. I have continually been curious and sought to learn from every person and every interaction, whether positive or negative, in life. This desire to learn from others inspires me to be an effective communicator, educator, and professor of data, information, and knowledge that is derived from abstract understandings and practical engagement.

#### Motivation:

- My teaching motivation is derived from my desire to effectively connect and engage students in the active and passive processes of data acquisition, information engagement, and knowledge creation.
- I am driven to excel as a communicator, educator and professor in a way that personally relates, attaches, and connects with each student.
- Given my five years of professional experience working in the California State Capitol and U.S. Congress, I want to offer my students an experience that blends my practical experiences with my doctoral-level social scientific training to provide a well-rounded perspective and informative learning experience.

#### Approach:

- My teaching approach relies on: well-organized courses based on learning units to effectively deliver course content; balancing the use of the Socratic Method with fostering an environment of student self-initiation with myself, their peers, and their course materials; and actively listening to students questions, comments, concerns, and suggestions to iterate course materials and activities.
- Additionally, I am pioneering innovative teaching methods by utilizing Technology-Enabled Active Learning (TEAL) which is a teaching format that merges facilitated discussions, simulations, and hands-on desktop experiments to create a rich collaborative learning experience. Furthermore, I fully utilize online learning management systems, such as Canvas, for content distribution, collaboration and assessment. Using a combination of PowerPoint, multi-sensory based activities, and working groups, I activate and enhance the range of learning styles. Finally, I am pioneering the use of collaborative mind mapping for knowledge creation and sharing among students.
- To develop applied skills, I promote students' development of their project management capacities through public policy simulations, service learning, and research activities; facilitate the development of a personal portfolio that can aid students when pursuing employment or self-employment in public, private or non-profit sectors; and incorporate teamwork, leadership, and public speaking for students to enhance their abilities.

#### Goal:

- My teaching goal is to create a dynamic environment for students that activates their curiosity, stimulates their innate and acquired intelligences, encourages retaining theoretical knowledge, understanding empirical regularities and anomalies, and developing practical skills. I want each student to feel better engaged, more enlightened, and ever empowered about course subject matter and ultimately strengthen their desire to be a better life-long learner and educator to others.

## UC Merced Undergraduate Political Science Program Learning Outcomes (PLOs)

#### PLO #1:

- An understanding of the processes, theories, and empirical regularities of political institutions and political behavior in the student's chosen emphasis area: American politics, comparative politics, or international relations.

PLO #2:

- An ability to employ critical thinking and demonstrate social scientific literacy, including basic quantitative literacy.

PLO #3:

- A capacity to utilize contemporary social science research methods to conduct rigorous research on political phenomena.

PLO #4:

- Effective written communication skills, especially the ability to convey complex concepts and information in a clear and concise manner.

PLO #5

- An ability to apply abstract theory and research methods to understand contemporary political events and public policies.

## POLI 107 Course Learning Outcomes (CLOs)

CLO #1:

- Strengthening the student's capability to read political science journal articles by identifying and analyzing the following parts of an article:
  - the main point of the article & the question the article seeks to answer
  - the puzzle (gap in current knowledge) the article is trying to fill
  - the debate (at least two sides) the article is entering in and siding with
  - the theory's assumptions, conceptual variables and relationships
  - the hypothesis(es) derived from the theory
  - the research design, such as the groups, how they are assigned to groups, the main independent variable and dependent variable
  - empirical analysis used (qualitative or quantitative)
  - policy (real-world) implications of findings
  - contribution to the discipline & directions for future research
- This CLO advances PLO #1, PLO #2, and PLO #3

CLO #2:

- Increasing the student's capacity to cooperate and work in teams by being a productive member of a journal article analysis team and/or a public policy project team that is responsible for simulating: running a statewide campaign, operating a state government office, staffing a state legislative committee, running a state executive or legislative leaders' office, managing a state lobbying firm, and/or operating a public policy think tank.
- This CLO advances PLO #5

CLO #3:

- Building the student's competency to learn the role and practice the specific responsibilities of a data analyst, geographic information systems analyst, policy analyst, communications analyst, or project manager, within a public policy project team, so as to prepare them for employment opportunities in these or related fields.
- This CLO advances PLO #2, POL #4, and PLO #5

#### CLO #4:

- Enhancing the student's ability to speak in public by presenting the synthesis of their analysis of political science journal articles and/or the work of their public policy project teams.
- This CLO advances PLO #2 and PLO #4

## Course Policies

### Class Attendance

- I believe attendance is important because showing up and being present is integral to our life. As a university student, it is important that you attend course because it strengthens your connection with your peers, the professor and understanding of the materials.
- As discussed later, I do take attendance and it accounts for a portion of your overall grade. Additionally, much of the material will be presented only in class, and it will be difficult to do well on assignments and the final exam if you do not attend.

### Electronic Devices

- Please turn off cell phones and mute the volume on other electronic devices. No audio, video, or photographic recording of lectures is allowed without prior consent of the instructor.

### Laptops

- Laptop computers are to be used for note-taking only, unless the professor explicitly says otherwise. Any "off task" use of laptops (i.e. chatting, social networking, emailing) during class will be frowned upon, may result in you being considered "absent" from class, and potentially being banned from using your laptop in future class sessions.

### Missing Class

- Make ups are allowed only with a valid excuse, such as a doctor-excused illness, a family emergency, or a documented conflict with another university-sanctioned activity. If you know you will have such a conflict, please email me as soon as practicable.

### Changes to the Syllabus

- The schedule in this syllabus is largely settled; however, I reserve the right to make changes to the schedule or to other aspects of the course discussed in the syllabus. Any such changes will be announced in class and an updated syllabus noting version number will be uploaded to CatCourses. Each student is responsible for being aware of such changes.

### Student Conduct and Academic Honesty Policy

- You are responsible for your personal, academic, and professional conduct. Additionally, academic honesty is of critical importance at all institutions of higher education, especially research universities. Visit the UC Merced Student Conduct website and review the UCM Academic Honesty Policy.
  - Home Student Conduct
- See document(s): [studentconduct.ucmerced.edu](http://studentconduct.ucmerced.edu)
- UCM Academic Honesty Policy

See document(s): [academic honesty - 800.pdf](#)

#### Disability Services

- The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. UC Merced is committed to make our courses accessible to all students, including students with limited mobility, impaired hearing or vision, and learning disabilities. If you believe you have a special need or a disability requiring an accommodation, please contact the Disability Services Center at (209) 228-6996 or Email: [disabilityservices@ucmerced.edu](mailto:disabilityservices@ucmerced.edu). The Disability Services Center is at SSB 230.
- <http://disabilityservices.ucmerced.edu/>

#### Course Drop

- The UC Merced Office of the Registrar has a webpage that links to the deadlines for a given semester or academic year. You are responsible for knowing the drop dates for the given semester or academic year. As course instructor, I do not have the power to drop a student.
- <http://registrar.ucmerced.edu/schedules/deadlines>

#### SONA

- Students are encouraged to participate in SONA. For more information, visit <https://ucmerced.sona-systems.com/default.aspx>.

#### Extra Credit

- No extra credit will be offered in this course.

## Readings

#### Required

- All required readings will be drawn from political science journals, scholarly research, and freely available publications.
- See Course Schedule for Readings
- Go to CatCourses to download PDFs of Readings

#### Recommended for All

- Starr, K. (2005). *California : a history* (1st ed.). New York: Modern Library.
- Rarick, E. (2013). *Governing California : politics, government, and public policy in the golden state* (Third edition. ed.). Berkeley: Berkeley Public Policy Press.
- Smith, K. B., Greenblatt, A., & Mariani, M. (2011). *Governing states and localities* (3rd ed.). Washington, D.C.: CQ Press.
- Harrigan, J. J., & Nice, D. C. (2004). *Politics and policy in states & communities* (8th ed.). New York: Pearson/Longman.
- Jaccard, J., & Jacoby, J. (2010). *Theory construction and model-building skills : a practical guide for social scientists*. New York: Guilford Press.

#### Recommended for Analysts Roles

- Kraft, M. E., & Furlong, S. R. (2013). *Public policy : politics, analysis, and alternatives* (4th ed.). Los Angeles: SAGE Publications.
- Law, M., & Collins, A. (2016). *Getting to know ArcGIS Pro*. Esri Press.
- Hamilton, L. C. (2012). *Statistics with Stata: version 12*. Cengage Learning.

## Grading

### Grade Posting

- All grading will be posted to CatCourses in a timely fashion
  - Link to CatCourses
- Final Grades will be uploaded to CatCourses no later than Tuesday, December 19, 2017 (at noon)

### Grading Policy

- A+: 100% to 98.0%
- A: < 98.0% to 94.0%
- A-: < 94.0% to 90.0%
- B+: < 90.0% to 87.0%
- B: < 87.0% to 83.0%
- B-: < 83.0% to 80.0%
- C+: < 80.0% to 77.0%
- C: < 77.0% to 73.0%
- C-: < 73.0% to 70.0%
- D+: < 70.0% to 67.0%
- D: < 67.0% to 63.0%
- D-: < 63.0% to 60.0%
- F: < 60.0% to 0.0%

### Grade Dispute and Resolution

- If you have a concern regarding your grade, please contact me directly via email or visit me during office hours so we can discuss your concern and resolve it.

# Assignments- Fall 2017

## Class Attendance - 20%

### 30 Class Periods

- We have thirty 1.25 hour periods of class starting
- You will be automatically marked "Present" for Labor Day (Monday, September 4, 2017) and Thanksgiving (Wednesday, November 22, 2017)

### Measuring Attendance

- I will take attendance during each class via CatCourses.
- Present: If you attend class, you are marked "present" and this positively affects your grade.
- Unmarked: If you notified me prior to class of your absence, your attendance for the day is "unmarked" and does not negatively or positively affect your grade. However, this reduces your overall denominator.
  - For example, if you are "unmarked" 5 of the 30 total days I take attendance, this means your attendance grade is calculated based on 25 days instead of 30 days.
  - While this may seem beneficial, what happens is that if you are late or absent, then it weighs more heavily against you.

- For example, a student who is absent 1 of 30 days will receive a 99.966% out of 100%. However, a student who is absent 1 of 25 days will receive a 96.960% out of 100%.
- Absent: If you did not notify me prior to class that you would not be present, you are marked "absent" and this negatively affects your grade.

#### Grading

- Each day of attendance is worth 0.667% of your overall grade.

## Journal Article Analysis Teams - 25%

#### Purpose

- The purpose of this assignment is to: strengthen your capability to read political science journal articles (CLO #1), increase your capacity to cooperate and work in teams (CLO #2), and enhance your ability to speak in public (CLO #4).

#### About

- Each student has been randomly assigned to one Journal Article Analysis Team for the duration of the course.
- There are a total of 8 Journal Article Analysis Teams.
- The size of teams can range from 4-6, depending on the number of students who enroll in the course

#### 4 Articles

- For Weeks 4, 6, 8, and 10, each team has been randomly assigned 1 of 8 journal articles. Each team has a total of 4 articles to analyze throughout the duration of the course.
- The Course Schedule outlines the readings for each week.
- Readings with #) in front of it correspond with the team that is assigned that reading.
- Readings without #) in front of it are to be read on your own or in your study group.
- All articles can be downloaded on CatCourses

#### Presentations

- Each team will prepare a Presentation in Microsoft PowerPoint or equivalent
- The Presentation should have 10 slides
  - Title Slide
  - Main Point and Question
  - Puzzle
  - Debate
  - Theory
  - Hypotheses
  - Research Design
  - Empirical Analysis
  - Policy Implications
  - Contribution to the Discipline and Future Research
- Rubric
  - Each Presentation is worth a total 100 points
  - Each slide is worth 10 points

- 10 points if slide is present and content is robust
- 5 points if slide present, but content is not robust
- 0 points if slide is missing
- -10 points if uploaded late

Oral Presentations

- Each team is given 2 "byes" meaning they will only have to present 2 of their 4 JAA during class. The team is awarded full credit during their bye.
- The schedule of presentations has been randomly determined.

Team	Week 4	Week 6	Week 8	Week 10
1	1		1	
2		1		1
3	1		1	
4		1		1
5	1		1	
6		1		1
7	1		1	
8		1		1
<b>Each Team has 18 minutes (min 10, max 13 to present; 5 min QA)</b>				

- Rubric
  - Each Oral Presentation is worth a total of 100 points
  - Each slide and its explanation is worth 10 points
    - 10 points if slide is present and explained well
    - 7 points if slide is present and explained sufficiently
    - 4 points if slide is present but not explained sufficiently
    - 0 points if slide is missing
  - -10 points if under/over time

Public Policy Project Teams- 25%

Purpose

- The purpose of this assignment is to increase your capacity to cooperate and work in teams (CLO #2), build your competency to learn the role and practice the specific responsibilities of an analyst (CLO #3), and enhance your ability to speak in public (CLO #4).

About

- Public policy is what public officials within government, and by extension citizens they represent, choose to do or not to do about public problems.



- Public problems refer to conditions the public widely perceives to be unacceptable and that therefore require intervention.
- Each student has been randomly assigned to one Public Policy Project Team for the duration of the course.
- There are a total of 8 teams each with at least 4 members and up to 6 members.

#### Roles and Responsibilities

- Data Analyst
  - Quantitative data, spreadsheets, statistics, causal models
- Geographic Information Systems Analyst
  - Maps, physical connections, space
- Policy Analyst
  - Federal, state, and local laws and regulations and their processes
- Communications Analyst
  - Mass Media, public opinion, social media

#### Schedule

- Teams will have inside class time during Weeks 5, 7, 9, and 11
- During Week 13, each team will orally present its presentation

#### 4 Reflections

- Each student will have until Friday at 11:59pm during designated weeks to complete a "Reflection."
- This is a 6+ sentence explanation of the analyst's views of the prior lecture topics given their specific roles and responsibilities.
- Reflections will be posted on CatCourses via a Discussion Thread

#### Grading of Reflections

- Students earn 100 points for having a reflection at least 6 sentences and on time.
- If a reflection is less than 6 sentences, then it will be deducted 25 points.
- If the reflection is completed after the deadline, it is automatically deducted 50 points.
- No reflections are accepted as late 7 days after the original due date.

#### 4 Replies

- Each student will have until Friday at 11:59pm during designated weeks to complete a "Reply."
- This is a 4+ sentence reply to another analysts' reflection
- Replies will be posted to Reflections on CatCourses via a Discussion Thread

#### Grading of Replies

- Students earn 100 points for having a reply at least 4 sentences and on time.
- If a reply is less than 4 sentences, then it will be deducted 25 points.
- If the reply is completed after the deadline, it is automatically deducted 50 points.
- No replies are accepted as late 7 days after the original due date.

#### Team Presentations

- Due Date: Team Presentations are due Sunday, November 12, 2017
- Presentation Date: On Monday, November 13th or Wednesday, November 15th
- Presentations must be in PowerPoint or equivalent format.

- Maximum Presentation Time: Each Presentation should be more than 14 minutes but no longer than 16 minutes

#### Team Presentation Slides

- Title Slide
- Public Problem
- Causes of Problem
- Effects of Problem
- Solutions of Problem
- Data Analyst's Highlight
- GIS Analyst's Highlight
- Policy Analyst's Highlight
- Communication Analyst's Highlight
- Team's 3 Bullet Point Reflection

#### Grading of Team Presentations

- Team Presentation is worth 100 points total
- Each slide is worth 9 points
  - 9 points if slide is present and content is robust
  - 5 points if slide present, but content is not robust
  - 0 points if slide is missing
- 10 points for all team members dress is business attire

#### Oral Presentation Schedule

- Monday, November 13, 2017
  - PPP Teams 1, 3, 5, 7
- Wednesday, November 15, 2017
  - PPP Teams 2, 4, 6, 8

## Quizzes - 0%

#### About

- There are ~25 Learning Units for the course. Learning Units are self-contained modules that include learning objectives, content, and activities.
- Each Learning Unit has a 5-10 question quiz associated with it.
- These quizzes will be available during the interval starting Monday, 12:01am and close Friday 11:59pm corresponding to when lecture occurs.

## Final Exam - 30%

#### About

- Final Exams allow me to assess and you to display your command of the course materials and achievement of Course Learning Outcomes.
- This final exam helps you achieve PLOs #2 and 5 and CLO #1.
- Your final exam consists of 2 parts, as described below.

#### Preparation for Part 1

- Journal Article Analysis Teams: Your JAA Teams are preparation to complete the annotation portion of this Part.

- Journal Article Team Presentations: Your JAA Presentations are preparation to complete the small group question/answer session portion of this Part.
- Public Policy Project Teams: Your PPP Teams are preparation to complete both the annotation portion and small group question/answer session portion of this Part.

Part 1 is a Journal Article Analysis and Small Group Q/A

- Part 1 Instructions will be available Monday, October 16, 2017.
- Part 1 is worth up to 200 points.
- Part 1 Journal Article Analysis is available starting Monday, October 16, 2017 and due Monday, November 20, 2017 at 11:59pm.
- Part 1 Small Group Q/A is scheduled on Monday, November 27, 2017, Wednesday, November 29, 2017, Monday, December 4, 2017, or Wednesday, December 6, 2017
- Students will be randomly assigned to 1 of 8 groups.

Preparation for Part 2

- Attending Lecture
- Learning Unit Quizzes: There are 25 Learning Units for this course. Each Learning Unit has a 7-10 question quiz associated with it. These quizzes will be available during the interval starting Monday, 12:01am and close Friday 11:59pm corresponding to when lecture occurs.
- Study Session: A study session is scheduled for Sunday, December 10, 2017 at time and location To Be Determined.

Part 2 is a 100 Question Examination

- There are no instructions for Part 2, since this is a standard exam format.
- Part 2 is worth up to 100 points.
- Part 2 is scheduled for Thursday, December 14, 2017, from 3:00pm to 6:00pm in COB2-175. You should anticipate needing the entire period to complete the exam.
- Laptop Requirement: Exam will be conducted on CatCourses and completed using your laptop. Therefore, you will need to bring your laptop.
- Each question is worth 1 point.
- Questions will be multiple choice, multiple-response, true-false, matching, and fill-in-the-blank.
- Questions will be drawn from lectures, readings, and presentations.

## Honors Project - 0%

About

- Honors Project is an opportunity for students to receive individualized mentorship and guidance on a project of their choosing from the Professor.
- Projects include: policy paper, research paper, data analysis training, policy analysis training, or GIS training.
- An Honors Project is worth 0% of a students grade and there is no extra credit awarded.
- There is no notation made on your transcript of your successful completion of an Honors Project.

Process

- Week 1

- Students need to email the Professor by the end of the 1st week of the semester if they are interested in completing an Honors Project.
- Week 2
  - Each student will need to produce a 10-week schedule that describes their project, states project outcomes, and details a week-by-week tracker of activities to be completed.
- Weeks 3-12
  - Student needs completes weekly activities and corresponds with professor about their progress, drawbacks, successes, and challenges.
- Weeks 12-14
  - Students, if they desire, can give a 10-minute presentation of their Honors Project to the entire class during this period.

## Course Schedule- Fall 2017

### Week 1

Welcome and Introductions  
Syllabus

### Week 2

Political Science  
TEAL Lab  
Journal Article Analysis (JAA) Teams Setup  
Public Policy Project (PPP) Teams Setup

### Week 3

California, States, and their Histories

- Chapter 7: Great Expectations of Kevin Starr's California

California, States and their Geographies

- 1) Ethington, P. J., & McDaniel, J. A. (2007). Political places and institutional spaces: The intersection of political science and political geography. *Annual Review of Political Science*, 10, 127-142. Retrieved from <Go to ISI>://WOS:000247328600008
- 2) Pearson-Merkowitz, S., & McTague, J. M. (2008). Partisan mountains and molehills: The geography of US state intraparty factionalism. *State Politics & Policy Quarterly*, 8(1), 7-31. Retrieved from <Go to ISI>://WOS:000254443300002

California, States and their Environments

- 3) Djupe, P. A., & Olson, L. R. (2010). Diffusion of Environmental Concerns in Congregations across US States. *State Politics & Policy Quarterly*, 10(3), 270-301. doi:Doi 10.1177/153244001001000304
- 4) Konisky, D. M. (2009). Assessing US State Susceptibility to Environmental Regulatory Competition. *State Politics & Policy Quarterly*, 9(4), 404-428. Retrieved from <Go to ISI>://WOS:000272060800002

## Week 4

### California, States and their Societies

- 5) Hawes, D., Rocha, R., & Meier, K. (2013). Social Capital in the 50 States: Measuring State-Level Social Capital, 1986-2004. *State Politics & Policy Quarterly*, 13(1), 121-138. Retrieved from <Go to ISI>://WOS:000319006200007
- 6) Ybarra, V. D., Sanchez, L. M., & Sanchez, G. R. (2016). Anti-immigrant Anxieties in State Policy: The Great Recession and Punitive Immigration Policy in the American States, 2005-2012. *State Politics & Policy Quarterly*, 16(3), 313-339. Retrieved from <Go to ISI>://WOS:000380925600003

### California, States and their Economies

- 7) Kelly, N. J., & Witko, C. (2014). Government Ideology and Unemployment in the US States. *State Politics & Policy Quarterly*, 14(4), 389-413. Retrieved from <Go to ISI>://WOS:000346257400002
- 8) Lanahan, L. (2016). Multilevel public funding for small business innovation: a review of US state SBIR match programs. *Journal of Technology Transfer*, 41(2), 220-249. doi:10.1007/s10961-015-9407-x

## Week 5

### California, States and their Transportation and Infrastructure

- 1) Gerber, E. R., & Gibson, C. C. (2009). Balancing Regionalism and Localism: How Institutions and Incentives Shape American Transportation Policy. *American Journal of Political Science*, 53(3), 633-648. Retrieved from <Go to ISI>://WOS:000267314800008

### California, States and their Constitutions

- 2) Cayton, A. (2016). Why Are Some Institutions Replaced while Others Persist? Evidence from State Constitutions. *State Politics & Policy Quarterly*, 16(3), 267-289. Retrieved from <Go to ISI>://WOS:000380925600001

### California, States and their Federal Government

- 3) Nicholson-Crotty, S. (2008). Fiscal federalism and tax effort in the US states. *State Politics & Policy Quarterly*, 8(2), 109-126. Retrieved from <Go to ISI>://WOS:000255995500001
- 4) Bowman, A. O., & Woods, N. D. (2007). Strength in numbers: Why states join interstate compacts. *State Politics & Policy Quarterly*, 7(4), 347-368. Retrieved from <Go to ISI>://WOS:000254347900001

## Week 6

### California, States, and Tribal Governments

- 5) Spirling, A. (2012). U.S. Treaty Making with American Indians: Institutional Change and Relative Power, 1784-1911. *American Journal of Political Science*, 56(1), 84-97.

#### California, States and their Local Governments

- 6) Green, A. D. (2014). County Governments and Democratic Decision Making Explaining Why Counties Seek Approval of Local Option Sales Taxes. *State Politics & Policy Quarterly*, 14(1), 50-71. Retrieved from <Go to ISI>://WOS:000332467600003
- 7) Kim, D. H. (2009). Local Politics and International Agreement: The Case of Government Procurement in the US States. *State Politics & Policy Quarterly*, 9(1), 79-101. Retrieved from <Go to ISI>://WOS:000263706400004

### Week 7

#### California, States and their Redistricting

- 8) Makse, T. (2014). The Redistricting Cycle, Partisan Tides, and Party Strategy in State Legislative Elections. *State Politics & Policy Quarterly*, 14(3), 342-363. Retrieved from <Go to ISI>://WOS:000342819600007

#### California, States and their Elections

- 1) Milita, K. (2015). Election Laws and Agenda Setting: How Election Law Restrictiveness Shapes the Complexity of State Ballot Measures. *State Politics & Policy Quarterly*, 15(2), 119-146. Retrieved from <Go to ISI>://WOS:000354277200001
- 2) White, A. R., Nathan, N. L., & Faller, J. K. (2015). What Do I Need to Vote? Bureaucratic Discretion and Discrimination by Local Election Officials. *American Political Science Review*, 109(1), 129-142. Retrieved from <Go to ISI>://WOS:000351918200009

### Week 8

#### California, States and their Direct Democracies

- 3) Bridges, A., & Kousser, T. (2011). Where Politicians Gave Power to the People: Adoption of the Citizen Initiative in the US States. *State Politics & Policy Quarterly*, 11(2), 167-197. Retrieved from <Go to ISI>://WOS:000293917300003
- 4) Damore, D. F., Bowler, S., & Nicholson, S. P. (2012). Agenda Setting by Direct Democracy: Comparing the Initiative and the Referendum. *State Politics & Policy Quarterly*, 12(4), 367-393. Retrieved from <Go to ISI>://WOS:000314513000001

#### California, States and their Representatives

- 5) Uhlaner, C. J., & Scola, B. (2016). Collective Representation as a Mobilizer: Race/Ethnicity, Gender, and Their Intersections at the State Level. *State Politics & Policy Quarterly*, 16(2), 227-263. Retrieved from <Go to ISI>://WOS:000374793300004
- 6) Scola, B. (2013). Predicting Presence at the Intersections: Assessing the Variation in Women's Office Holding across the States. *State Politics & Policy Quarterly*, 13(3), 333-348. Retrieved from <Go to ISI>://WOS:000324321900003
- 7) Lyons, J., Jaeger, W. P., & Wolak, J. (2013). The Roots of Citizens' Knowledge of State Politics. *State Politics & Policy Quarterly*, 13(2), 183-202. Retrieved from <Go to ISI>://WOS:000319006500003

## Week 9

### California, States and their Lobbyists

- 8) Yackee, S. W. (2015). Invisible (and Visible) Lobbying: The Case of State Regulatory Policymaking. *State Politics & Policy Quarterly*, 15(3), 322-344. Retrieved from <Go to ISI>://WOS:000360008700002

### California, States and their Interest Groups

- 1) Garrett, K. N., & Jansa, J. M. (2015). Interest Group Influence in Policy Diffusion Networks. *State Politics & Policy Quarterly*, 15(3), 387-417. Retrieved from <Go to ISI>://WOS:000360008700005

## Week 10

### California, States and their Public Opinions

- 2) Enns, P. K., & Koch, J. (2013). Public Opinion in the US States: 1956 to 2010. *State Politics & Policy Quarterly*, 13(3), 349-372. Retrieved from <Go to ISI>://WOS:000324321900004
- 3) Norrander, B., & Manzano, S. (2010). Minority Group Opinion in the U S States. *State Politics & Policy Quarterly*, 10(4), 446-483. Retrieved from <Go to ISI>://WOS:000285441700005

### California, States and their Budgets

- 4) Lee, S. (2014). The Effect of Supermajority Vote Requirements for Tax Increase in California: A Synthetic Control Method Approach. *State Politics & Policy Quarterly*, 14(4), 414-436. Retrieved from <Go to ISI>://WOS:000346257400003

## Week 11

### California, States and their Executives

- 5) Krupnikov, Y., & Shipan, C. (2012). Measuring Gubernatorial Budgetary Power: A New Approach. *State Politics & Policy Quarterly*, 12(4), 438-455. Retrieved from <Go to ISI>://WOS:000314513000004
- 6) Lewis, D. C., Schneider, S. K., & Jacoby, W. G. (2015). Institutional Characteristics and State Policy Priorities: The Impact of Legislatures and Governors. *State Politics & Policy Quarterly*, 15(4), 447-475. Retrieved from <Go to ISI>://WOS:000363864800004

### California, States and their Judiciaries

- 7) Hinkle, R. K., & Nelson, M. J. (2016). The Transmission of Legal Precedent among State Supreme Courts in the Twenty-First Century. *State Politics & Policy Quarterly*, 16(4), 391-410. Retrieved from <Go to ISI>://WOS:000387464600001

## Week 12

### California, States and their Legislatures

- 8) Battista, J. C. (2012). State Legislative Committees and Economic Connections: Expertise and Industry Service. *State Politics & Policy Quarterly*, 12(3), 284-302. Retrieved from <Go to ISI>://WOS:000314512200003

- Battista, J. C. (2006). Committee theories and committee votes: Internal committee behavior in the California Legislature. *State Politics & Policy Quarterly*, 6(2), 151-173. Retrieved from <Go to ISI>://WOS:000202985800002

California, States and their Bureaucracies

- McGrath, R. J. (2013). Legislatures, Courts, and Statutory Control of the Bureaucracy across the U.S. States. *State Politics & Policy Quarterly*, 13(3), 373-397. Retrieved from <Go to ISI>://WOS:000324321900005

California, States, and their Public Policies

- Kim, S. E., et al. (2016). "Electric utilities and American climate policy: lobbying by expected winners and losers." *Journal of Public Policy* 36(2): 251-275.
- Varone, F., et al. (2017). "Defending the status quo across venues and coalitions: evidence from California interest groups." *Journal of Public Policy* 37(1): 1-26.

## Week 13

PPP Presentations

## Week 14

Final Exam - Part 1 Walkthrough

## Week 15

Final Exam - Part 1 Small Group Q/A with Professor

## Week 16

Final Exam - Part 1 Small Group Q/A with Professor

## Week 17

Final Exam - Part 2 100 Question Multiple Choice

## Course Schedule Table

O	W	Date	Title of Learning Unit(s)
1	1	Wednesday, August 23, 2017	Welcome and Introductions + Syllabus
2	2	Monday, August 28, 2017	Political Science + TEAL Lab
3	2	Wednesday, August 30, 2017	JAA Teams Setup + PPP Teams Setup
4	3	Monday, September 4, 2017	Labor Day Holiday - NO CLASS
5	3	Wednesday, September 6, 2017	Histories + Geographies + Environments
6	4	Monday, September 11, 2017	Societies + Economies
7	4	Wednesday, September 13, 2017	JAA Presentations 1



O	W	Date	Title of Learning Unit(s)
8	5	Monday, September 18, 2017	Transportation and Infrastructure + Constitutions + Federal Government
9	5	Wednesday, September 20, 2017	PPP Discussion 1
10	6	Monday, September 25, 2017	Tribal Governments + Local Governments
11	6	Wednesday, September 27, 2017	JAA Presentations 2
12	7	Monday, October 2, 2017	Redistricting + Elections
13	7	Wednesday, October 4, 2017	PPP Discussion 2
14	8	Monday, October 9, 2017	Direct Democracy + Representatives
15	8	Wednesday, October 11, 2017	JAA Presentations 3
16	9	Monday, October 16, 2017	Lobbyists + Interest Groups
17	9	Wednesday, October 18, 2017	PPP Discussion 3
18	10	Monday, October 23, 2017	Public Opinions + Budgets
19	10	Wednesday, October 25, 2017	JAA Presentations 4
20	11	Monday, October 30, 2017	Executives + Judiciaries
21	11	Wednesday, November 1, 2017	PPP Discussion 4
22	12	Monday, November 6, 2017	Legislatures + Bureaucracies
23	12	Wednesday, November 8, 2017	Public Policy
24	13	Monday, November 13, 2017	PPP Presentations
25	13	Wednesday, November 15, 2017	PPP Presentations
26	14	Monday, November 20, 2017	Final Exam - Part 1 Walkthrough
27	14	Wednesday, November 22, 2017	Thanksgiving Holiday - NO CLASS
28	15	Monday, November 27, 2017	Final Exam - Part 1 Small Group Q/A with Professor
29	15	Wednesday, November 29, 2017	Final Exam - Part 1 Small Group Q/A with Professor
30	16	Monday, December 4, 2017	Final Exam - Part 1 Small Group Q/A with Professor
31	16	Wednesday, December 6, 2017	Final Exam - Part 1 Small Group Q/A with Professor
32	17	Sunday, December 10, 2017	Final Exam - Part 2 Study Session

<b>O</b>	<b>W</b>	<b>Date</b>	<b>Title of Learning Unit(s)</b>
33	17	Thursday, December 14, 2017	Final Exam - Part 2 100 Question Multiple Choice - 3:00pm to 6:00pm