

**Modeling American Politics  
(Applied Formal Modeling)  
Political Science 310  
Spring 2008**

Class Time: Tuesday 2:30-5:20  
Classroom: 103 Schaeffer  
Instructor: Fred Boehmke  
Office: 361 Schaeffer  
Office Hours: Tuesday 1:30-2:30pm & Wednesday 2-3pm, or by appointment.  
Email: frederick-boehmke@uiowa.edu  
Phone: 335-2342  
Web Page: ICON  
AIM: ProfBoehmke

**Course description**

This course focuses on empirical tests of hypothesis derived from formal models of politics. The goal is to help you understand the different ways that models can be used to develop hypotheses and how to go about testing those hypotheses. While familiarity with developing formal models is assumed, it is not strictly necessary for participation in the class.

We will cover a variety of topics, but a significant portion of our time will be devoted to the following: generating quantities of interest and using them to highlight empirical results of interest; graphical techniques for presenting data and quantities of interest; maximum likelihood estimation;

Grades will be based on three parts: class participation (25%), in-class presentations (15%), a series of brief research proposals relating to topics covered in class; and a final project (25%).

**Course Requirements**

1. Class participation (30%).

This is a discussion class, so you are expected to complete the reading before class and come prepared to discuss it. This implies the ability to answer the following questions, as appropriate: 1) What is the central research question? 2) How is it tested? and 3) What additional implications could be tested? I reserve the right to put these questions in quiz format if you do not come to class prepared.

2. Discussion Leader (10%).

Each of you will be asked to be discussion leader for one or two weeks. Discussion leaders are expected to circulate a list of discussion questions no later than 5pm the day before class to facilitate preparation. Class leaders are expected to be particularly familiar with the week's readings and to lead a

significant portion of class discussion (at least an hour). They are also expected to be able to answer specific questions that may arise about the reading.

3. Research Proposals (30%).

You will turn in (probably) six research proposals based on topics covered over a one or two week period. The purpose is to practice developing research ideas, so you should discuss empirical implications of the relevant models and possible ways to test them. Your proposals should be at least 800 words. I do not expect every idea to be a good one; rather I want you to practice coming up with ideas and to learn how to pursue the ones with potential. Discussion will allow us to flesh each proposal out and hopefully will result in one or more good ideas per student by the end of the semester. At various points in the semester we will have classes that focus specifically on discussing some three of your research proposals.

4. Final Paper (30%).

You will turn one of your research proposals into a research paper by the end of the semester. Ideally, it will be based on one of your research proposals, but this is not required. Your paper should not exceed twenty-two pages of text (double-spaced) and thirty-five pages in total.

### **Policy on Late Assignments**

Late assignments will not be accepted without prior arrangements. This is particularly important for the research proposals since the class is designed so that they can all be discussed in class at the same time. I understand that graduate students are busy and that fluctuations in your workload from other classes and assignments may tempt you to decrease your attention to the current week's assignment. Try not to let that happen – there will always be other projects claiming your attention during your career and it is best to learn to manage your time now. Obviously planning can help, but when you are pressed for time my advice is to read faster rather than not at all. If you have a more serious problem emerge, talk to me as soon as possible and we will make arrangements.

### **Course Outline and Topics**

#### **Introduction: Formal Modeling in Political Science (January 23)**

Bueno de Mesquita, Bruce. 1985. "Toward a Scientific Understanding of International Conflict: A Personal View." *International Studies Quarterly* 29 (2): 121-136.

Fiorina, Morris P. 1975. "Formal Models in Political Science." *American Journal of Political Science* 19 (1): 133-159.

Patty, John W. and Elizabeth Maggie Penn. 2007. "What McKelvey Taught Us." In John H. Aldrich, James E. Alt, and Arthur Lupia (eds.) *Positive Changes in Political Science: The Legacy of Richard McKelvey's Most Influential Writings*. Ann Arbor: University of Michigan Press.

### **Generating Hypotheses From Models (January 30)**

Morton, Rebecca. 1999. *Methods and Models*. Cambridge: Cambridge University Press. Chapters 1-5.

Aldrich John, James Alt, and Arthur Lupia. 2007. "The EITM Approach: Origins and Interpretations." Forthcoming in Janet Box-Steffensmeier, Henry Brady, and David Collier (eds.), *Oxford Handbook of Political Methodology*, Oxford University Press.

#### *Optional Reading*

Ashworth, Scott and Ethan Bueno de Mesquita. 2006. "Monotone Comparative Statics for Models of Politics." *American Journal of Political Science* 50 (1): 214–231.

### **Policy Effects of the Initiative Process (February 6)**

Boehmke, Frederick J. 2005. *The Indirect Effect of Direct Democracy: How Institutions Shape Interest Group Systems*. The Ohio State University Press. Chapters 2-4.

Gerber, Elisabeth. 1996. "Legislative Response to the Threat of Popular Initiatives." *AJPS* 87: 639-656.

Lascher, Edward L. Jr; Michael G.Hagen and Steven A. Rochlin. 1996. "Gun Behind the Door? Ballot Initiatives, State Policies and Public Opinion." *Journal of Politics* 58: 760-775.

Matsusaka, John. 2001. "Problems with a Methodology Used to Test the Responsiveness of Policy to Public Opinion in Initiative States." *The Journal of Politics* 63 (4): 1250-1256.

#### *Optional Reading*

Matsusaka, John. 2007. "Direct Democracy and Social Issues." Working paper.

### **Congress: Committees and Preference Outliers (February 13)**

Shepsle, Kenneth A., and Barry R. Weingast. 1987. "The Institutional Foundations of Committee Power." *American Political Science Review* 81: 85-104.

Krehbiel, Keith. 1990. "Are Congressional Committees Composed of Preference Outliers?" *The American Political Science Review* 84 (1): 149-163.

Hall, Richard L., and Bernard Grofman. 1990. "The Committee Assignment Process and the Conditional Nature of Committee Bias." *American Political Science Review* 84: 1149-1166.

### **Policymaking and Veto Players (February 20)**

Tsebelis, George. 2002. *Veto Players: How Political Institutions Work*. Princeton University Press.

### **Discuss Research Proposals (February 27)**

### **Bureaucratic Politics: Oversight (March 5)**

Huber, John D. and Charles R. Shipan. 2002. *Deliberate Discretion? The Institutional Foundations of Bureaucratic Autonomy*. New York: Cambridge University Press.

Thies, Michael F. 2001. "Keeping Tabs on Partners: The Logic of Delegation in Coalition Governments." *American Journal of Political Science* 45 (3): 580-598.

#### *Optional Reading*

Bendor, Jonathan and Adam Meirowitz. 2004. "Spatial Models of Delegation." *American Political Science Review* 98: 293-310.

Loewenberg, Gerhard and Dong-hun Kim. 2005. "The Role of Parliamentary Committees in Coalition Governments: Keeping Tabs on Coalition Partners in the German Bundestag." *Comparative Political Studies* 38: 1104-1129.

Volden, Craig. 2002. "Delegating Power to Bureaucracies: Evidence from the States." *Journal of Law, Economics, and Organization* 18 (1): 187-220.

### **Bureaucratic Politics: Interest Group Influence (March 12)**

Hall, Richard L. and Alan V. Deardorff. 2006. "Lobbying as Legislative Subsidy." *American Political Science Review* 100: 69-84.

Hall, Richard L. and Kris Miler. 2006. "Interest Group Subsidies to Legislative Overseers." University of Michigan working paper.

Gordon, Sanford C. and Hafer, Catherine. 2005. "Flexing Muscle: Corporate Political Expenditures as Signals to the Bureaucracy." *American Political Science Review* 99 (2): 245-261.

Boehmke, Frederick J. 2007. "Subverting Administrative Oversight: Campaign Contributions and Nursing Home Inspections." Paper presented at the 2007 Midwest Political Science Association Annual Meeting.

#### *Optional Reading*

Esterling, Kevin M. "Buying Expertise: Campaign Contributions and Attention to Policy Analysis in Congressional Committees." *American Political Science Review* 101 (Feb.): 93-109.

### **Spring Break (March 19)**

### **Discuss Research Proposals (March 26)**

### **National Identity (April 1)**

Penn, Elizabeth. 2007. "Citizenship Versus Ethnicity: The Role of Institutions in Shaping Identity Choice." Working paper.

Penn, Elizabeth. 2007. "From Many, One: State Representation and the Construction of American National Identity." Working paper.

Sides, John and Zachary Elkins. 2007. "Can Institutions Create Unity in Multiethnic Societies?" *American Political Science Review* 101(4): 693-708.

### **Corruption (April 8)**

Shleifer, Andrei and Robert W. Vishny. 1993. "Corruption." *The Quarterly Journal of Economics* Vol. 108 (3): 599-617.

Gandhi, Jennifer and Adam Przeworski. 2006. "Cooperation, Cooptation, and Rebellion under Dictatorships." *Economics and Politics* 18: 1-26.

Fisman, Raymond J. and Miguel, Edward. 2006. "Cultures of Corruption: Evidence from Diplomatic Parking Tickets." NBER Working Paper No. W12312.

### **Election Fraud (April 15)**

Hyde, Susan. 2007. "Catch Me if You Can: Why Leaders Invite International Election Monitors and Cheat in Front of Them." Working paper.

Simpser, Alberto. 2007. "Cheating Big: On the Logic of Electoral Corruption in Developing Countries." Working Paper.

Stokes, Susan. 2005. "Perverse Accountability: A Formal Model of Machine Politics With Evidence From Argentina". *American Political Science Review* 99(3): 315-25.

### *Optional Reading*

Hyde, Susan. N.d. "The Observer Effect in International Politics: Evidence from a Natural Experiment." *World Politics* (forthcoming).

Hyde, Susan and Emily Beaulieu. N.d. "In the Shadow of Democracy Promotion: Strategic Manipulation, International Observers, and Election Boycotts." *Comparative Political Studies* (forthcoming).

Magaloni, Beatriz. 2007. "Elections Under Autocracy and the Strategic Game of Fraud." Paper presented at the annual meeting of the American Political Science Association.

### **Discuss Research Proposals (April 22)**

### **International Conflict (April 29)**

Clark, David; Charles Holt; Timothy Nordstrom; William Reed; and Katri Sieberg. 2008. "Some Experimental Results for a Bargaining Model of War." Paper presented at the annual meeting of the Midwest Political Science Association.

Fearon, James D. 1994. "Signaling Versus the Balance of Power and Interests." *Journal of Conflict Resolution* 38: 236-269.

Lai, Brian and Frederick J. Boehmke. 2007. "Empirically Modeling Strategic Behavior with a Unified Model of Crisis Outcome and Duration." Working paper.

Signorino, Curtis S. and Ahmer Tarar. 2006. "A Unified Theory and Test of Extended Immediate Deterrence." *American Journal of Political Science* 50 (3): 586-605

### *Optional Reading*

James D. Fearon. 1994. "Domestic Political Audiences and the Escalation of International Disputes." *The American Political Science Review* 88 (3): 577-592.

Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization*. 49: 379-414.

### **International Organizations (May 6)**

Suzanne Werner. 2000. "Deterring Intervention: The Stakes of War and Third-Party Involvement." *American Journal of Political Science* 44 (4): 720-732.

**The Political Science Department, The University of Iowa, Professor Tom W. Rice, Chair,  
341 Schaeffer Hall, 335-2358**

**STUDENTS WITH DISABILITIES** Website: <http://www.uiowa.edu/~sds/> Instructors will make reasonable accommodations for students with physical, mental or learning disabilities. Students with disabilities which may require some modification of seating, testing, or other class requirements are to inform the instructor (after class or during the instructor's office hours) so that appropriate arrangements may be made. It is the student's responsibility to contact Student Disability Services, 133 Burge Hall (335-1462) and obtain a Student Academic Accommodation Request form (SAAR). The form will specify what course accommodations are judged reasonable for that student. An instructor who cannot provide the accommodations specified, or has concerns about the accommodations, must contact the Student Disability Services counselor who signed the request form within 48 hours of receiving the form from the student.

**DEPARTMENTAL/COLLEGIATE COMPLAINT PROCEDURES** Website: [http://www.clas.uiowa.edu/students/academic\\_handbook/ix.shtml#5](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5) (See "Student Complaints") A student who has a complaint against any member of the college's teaching staff is responsible for following the procedures described in the Student Academic Handbook, which is available on the web site of the College of Liberal Arts and Sciences: [http://www.clas.uiowa.edu/students/academic\\_handbook/ix.shtml/](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml/) The student should attempt to resolve the issue with the faculty member or teaching assistant involved. Lacking a satisfactory outcome, the student can turn to the department chair, whose name is listed above along with contact information. (If the complaint concerns a teaching assistant, the student should contact the supervising faculty member first.) If a satisfactory outcome still is not obtained, the student can turn to the College of Liberal Arts and Sciences. Complaints may concern inappropriate faculty conduct (including inappropriate course materials), incompetence in oral communication, inequities in assignments, scheduling of examinations at other than authorized and published times, failure to provide disability accommodations, or grading grievances. In complaints involving the assignment of grades, it is college policy that grades cannot be changed without the permission of the department concerned.

**PLAGIARISM AND CHEATING** See Academic Fraud at [http://www.clas.uiowa.edu/students/academic\\_handbook/ix.shtml](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml) for the complete policy. You are expected to be honest and honorable in your fulfillment of assignments and in test-taking situations. Plagiarism and cheating are serious forms of academic misconduct. Examples of them are given in the Student Academic Handbook: [www.clas.uiowa.edu/students/academic\\_handbook/ix.shtml/](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml/) The Department of Political Science works with individual instructors to detect plagiarism and cheating and to ensure that appropriately serious punishments are applied. An instructor who suspects a student of plagiarism or cheating must inform the student (preferably in writing) as soon as possible after the incident has been observed or discovered. Instructors who detect cheating or plagiarism may decide, in consultation with the departmental executive officer, to reduce the student's grade on the assignment or the course, even to assign an F. The instructor writes an account of the chronology of the plagiarism or cheating incident for the departmental executive officer who sends an endorsement of the written report of the case to Associate Dean of the College of Liberal Arts and Sciences. A copy of the report will be sent to the student.

**SEXUAL HARASSMENT** You should familiarize yourself with the following web site link from the College of Liberal Arts: <http://www.sexualharassment.uiowa.edu/policy.php>

**YOUR RESPONSIBILITIES** Your responsibilities to this class-and to your education as a whole-include attendance and participation. This syllabus details specific expectations the instructor may have about attendance and participation. You have a responsibility to help create a classroom environment where all may learn. At the most basic level, this means you will respect the other members of the class and the instructor and treat them with the courtesy you hope to receive in return.

**ENROLLED COURSES OUTSIDE YOUR COLLEGE** Taking a course outside the College of Liberal Arts and Sciences means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College where the course resides. Students wishing to add or drop this course after the official deadline must receive the approval of the Dean of that College. Details of the University policy of cross enrollments may be found at: <http://www.uiowa.edu/~provost/deos/crossenroll.doc/> Deadlines: See Registrar's Office web site: <http://www.registrar.uiowa.edu/>

**PLUS-MINUS GRADING** All the department's instructors can append plus or minus grades to the letter grades they assign for the course. If the instructor does not specifically indicate in the syllabus that he or she will not assign plusses or minuses, students should assume that this form of grading will be used.

**HOMEWORK EXPECTATION** For each semester hour of credit that a Political Science course carries, students should expect to spend approximately two hours per week outside of class preparing for class sessions. That is, in a three-credit-hour course, instructors design course assignments on the assumption that students will spend six hours per week in out-of-class preparation.

**REACTING SAFELY TO SEVERE WEATHER** The University of Iowa Operations Manual section 16.14 outlines appropriate responses to a tornado (1) or to a similar crisis. If a tornado or other severe weather is indicated by the UI outdoor warning system, members of the class should seek shelter in rooms and corridors in the innermost part of a building at the lowest level, staying clear of windows, or large free-standing expanses such as auditoriums and cafeterias. The class will resume, if possible, after the UI outdoor warning system announces that the severe weather threat has ended. Web site: [http://www.clas.uiowa.edu/faculty/teaching/new\\_policytemplate.shtml](http://www.clas.uiowa.edu/faculty/teaching/new_policytemplate.shtml).

Please visit the Political Science Department's web site: <http://www.polisci.uiowa.edu/>. It is frequently updated with new events and procedures in our department, changes in the Schedule of Courses, plus TA and faculty office hours when available. You also may find current information on pre-advising and registration. Our Vernon Van Dyke Computing Facility (Political Science ITC) is located in room 21 Schaeffer Hall. Available hours are listed at our web site and also posted outside room 21 SH.