

DATA APPENDIX FOR THE POLITICAL ECONOMY OF BELIEFS: WHY FISCAL AND SOCIAL CONSERVATIVES COME HAND-IN-HAND

General Social Survey

The following variables are drawn from the U.S. General Social Survey's cross sectional cumulative data.¹ Our data includes state identifiers, which we obtained with special permission.

Prayer in Public School refers to the question, "The United States Supreme Court has ruled that no state or local government may require the reading of the Lord's Prayer or Bible verses in public schools. What are your views on this—do you approve or disapprove of the court ruling?" Disapprove is coded as 1, approve as 0. Variable name: prayer.

Abortion should be Illegal refers to the question, "Please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if she wants it for any reason." No is coded as 1, yes as 0. Variable name: abany.

Women Belong at Home refers to the question, "Is it much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family?" Strongly agree and agree are coded as 1, disagree and strongly disagree are coded as 0. Variable name: fefam.

Premarital Sex is Wrong refers to the question, "There's been a lot of discussion about the way morals and attitudes about sex are changing in this country. If a man and woman have sex relations before marriage, do you think it is always wrong, almost always wrong, wrong only sometimes, or not wrong at all?" Always wrong is coded as 1, the remainder as 0. 4. Variable name: premarsx.

Identify Republican refers to the question, "Generally speaking, do you usually think of yourself as a Republican, Democrat, Independent, or what?" Strong Republican is coded as 1, not very strong Republican, Independent close to Republican, Independent, Independent close to Democrat, Not very strong Democrat, Strong Democrat are coded as 0. 5. Variable

¹<http://www3.norc.org/GSS+Website>

name: partyid.

Pro-Equality refers to the question, "Some people think that the government in Washington ought to reduce the income differences between the rich and the poor, perhaps by raising the taxes of wealthy families or by giving income assistance to the poor. Others think that the government should not concern itself with reducing this income difference between the rich and the poor. Here is a card with a scale from 1 to 7. Think of a score of 1 as meaning that the government ought to reduce the income differences between rich and poor, and a score of 7 meaning that the government should not concern itself with reducing income differences. What score between 1 and 7 comes closest to the way you feel?" 1 and 2 are coded as 1 and 3-7 coded as 0. Variable name: eqwlth.

Politically Conservative refers to the question, "We hear a lot of talk these days about liberals and conservatives. I'm going to show you a seven-point scale on which the political views that people might hold are arranged from extremely liberal—point 1—to extremely conservative—point 7. Where would you place yourself on this scale? Extremely conservative and conservative are coded as 1, slightly conservative, moderate, slightly liberal, liberal, and extremely liberal are coded as 0. Variable name: polviews.

Identify as Fundamentalist refers to the question, "Do you consider yourself to be fundamentalist, moderate, or liberal?" Fundamentalist is coded as 1, Moderate and Liberal as 0. Variable name: fund.

Congregation Helps You refers to the question, "If you were ill, how much would the people in your congregation help you out?" A great deal is coded as 1, some, a little, or none are coded as 0. Variable name: conghlp1.

Supports more welfare refers to the question "Are we spending too much, too little, or about the right amount for welfare?". Too little is coded 1, too much and about right as 0. Variable name: natfare.

Social Conservatism Index is a 0-1 index equal to the mean of the values on Prayer in Public Schools, Abortion Should be Illegal, Women Belong at Home, Premarital Sex is Wrong and

Identify as a Fundamentalist

Religion Attendance refers to the question “How often do you attend religious services?”

Variable name: attend.

FiscalConservatism and *MoralConservatism* are attitudes that can be classified as measuring whether the respondent is fiscally conservative, i.e. favoring low taxes and low government expenditures, and morally conservative, i.e. favoring restrictions on abortion and related issues. The choice of variables is borrowed from (Ansolabehere et al., 2006). They include the following variables:

Fiscal conservative:

Confidence: Business (i) / Financial institutions refer to the question “I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?” “Hardly any” is coded 1, “Only some” is coded 2 and “a great deal” is coded 3. Variable names: conbus confinan.

Confidence: Organized labor refers to the same question as above for organized labor, but with the scale reversed: “A great deal” is coded 1 and “Hardly any” is coded 3. Variable name: conlabor.

Confidence: Business (ii) refers to the question “How much confidence do you have in business and industry” “No confidence at all” is coded 1, “Some confidence” is coded 3 and “Complete confidence” is coded 5. Variable name: conbiz.

Equalize incomes (i) refers to the question “What is your opinion of the following statement? It is the responsibility of the government to reduce the differences in income between people with high incomes and those with low incomes.” Coded from 1 (“Agree strongly”) to 5 (“Disagree strongly”). Variable name: eqincome.

Equalize income (ii) refers to the question “On the whole, do you think it should or should not be the government’s responsibility to reduce income differences between the rich and poor?” Coded from 1 (“Definitely should be”) to 4 (“Definitely should not be”). Variable

name: equalize.

Equalize income (iii) refers to “Do you agree or disagree? It is the responsibility of the government to reduce the differences in income between people with high incomes and those with low incomes.” Coded from 1 (“Strongly agree”) to 5 (“Strongly disagree”). Variable name: goveqinc.

Equalize wealth (i) and (ii) refer to the question “Some people think that the government in Washington ought to reduce the income differences between the rich and the poor, perhaps by raising the taxes of wealthy families or by giving income assistance to the poor. Others think that the government should not concern itself with reducing this income difference between the rich and the poor. Here is a card with a scale from 1 to 7. Think of a score of 1 as meaning that the government ought to reduce the income differences between rich and poor, and a score of 7 meaning that the government should not concern itself with reducing income differences. What score between 1 and 7 comes closest to the way you feel?” Variable names: eqwlth eqwlthy.

Government help general refers to the question “Some people think that the government in Washington is trying to do too many things that should be left to individuals and private businesses. Others disagree and think that the government should do even more to solve our country’s problems. Still others have opinions somewhere in between. Where would you place yourself on this scale, or haven’t you made up your mind on this?” Coded from 1 (“government do more”) to 5 (“government doing too much”). Variable name: helpnot.

Government help poor refers to the question “Some people think that the government in Washington should do everything possible to improve the standard of living of all poor Americans; they are at Point 1 on this card. Other people think it is not the government’s responsibility, and that each person should take care of himself; they are at Point 5. Where would you place yourself on this scale, or haven’t you have up your mind on this?” Coded from 1 (“government do more”) to 5 (“government doing too much”). Variable name: helppoor.

Government help sick refers to the question “In general, some people think that it is the

responsibility of the government in Washington to see to it that people have help in paying for doctors and hospital bills. Others think that these matters are not the responsibility of the Federal Government and that people should take care of these things themselves. Where would you place yourself on this scale, or haven't you made up your mind on this?" Coded from 1 ("government do more") to 5 ("government doing too much"). Variable name: helpsick.

Help cities, Pro environment, Pro welfare and Pro health refer to the question "We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much money on it, too little money, or about the right amount." "Too Little" is coded 1, "About Right" is coded 2 and "Too Much" is coded 3. Variable names: nacity nacityz natenvir natenviy natenviz natfare natfarey natfarez natheal nathealy nathealz.

Cut taxes refers to the question "Do you consider the amount of Federal Income Tax which you have to pay as too high, about right, or too low?" "Too low" is coded 1, "About right" is coded 2 and "too high" is coded 3. Variable name: tax.

Moral conservative:

Abortion: ... (i) refer to the questions "Please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if..." where circumstances are : "the women wants it for any reason", "there is a strong chance of serious defect in the baby", "the woman's own health is seriously endangered by the pregnancy?", "she is married and does not want any more children?", "the family has a very low income and cannot afford any more children?", "she became pregnant as a result of rape?" and "she is not married and doest not want to marry the man?". Yes is coded 1, No is coded 2. Variable names: abany abdefect abhlth abnomore abpoor abrape absingle.

Abortion: any reason (ii) refer to the question "Do you agree or disagree. A pregnant woman should be able to obtain a legal abortion for any reason whatsoever, if she chooses not to have the baby." Coded from 1 ("Strongly agree") to 5 ("strongly disagree"). Variable

name: abchoose.

Abortion: Defect (ii) and Family Poor (ii) refer to the question “Do you think the law should or should not allow a pregnant woman to obtain a legal abortion ...” “If there is a strong chance of serious defect in the baby” and “If the family has a very low income and cannot afford any more children”. Coded from 1 (“Definitely should allow it”) to 4 (“Definitely should not allow it”). Variable names: abdefct1 abpoor1.

Teacher: Atheist, Book in library: Atheist, Free speech: Atheist refer to the questions “There are always some people whose ideas are considered bad or dangerous by other people. For instance, somebody who is against all churches and religion / Should such a person be allowed to teach in a college or university, or not? / If some people in your community suggested that a book he wrote against churches and religion should be taken out of your public library, would you favor removing this book, or not? / If such a person wanted to make a speech in your (city/town/community) against churches and religion, should he be allowed to speak, or not?” Yes is coded 1, No is coded 2. Variable names: colath spkath libath.

Teacher: Homosexual, Book in library: Homosexual, Free speech: Homosexual refer to the questions “And what about a man who admits that he is a homosexual? Should such a person be allowed to teach in a college or university, or not? / If some people in your community suggested that a book he wrote in favor of homosexuality should be taken out of your public library, would you favor removing this book, or not? / Suppose this admitted homosexual wanted to make a speech in your community. Should he be allowed to speak, or not?” Yes is coded 1, No is coded 2. Variable names: colhomo libhomo spkhomo.

Confidence in organized religion (i) refers to the question “I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them? C. Organized religion” “Hardly any” is coded 1, “only some” is coded 2 and “a great deal” is coded 3. Variable name: conclerg.

Confidence in organized religion (ii) refers to the question “I am going to name some institutions in this country. Some people have complete confidence in the people running these institutions. Suppose these people are at one end of the scale at point number 1. Other people have no confidence at all in the people running these institutions. Suppose these people are at the other end, at point 7. And, of course, other people have opinions somewhere in between at point 2, 3, 4, 5 or 6. Where would you place yourself on this scale for... C. Organized religion” “No confidence” is coded 1, “Complete confidence” is coded 7. Variable name: conclery.

Legalize marijuana (i) and (ii) refer to the question “Do you think the use of marijuana should be made legal or not?” “Make use legal” is coded 1, “don’t make use legal” is coded 2. Variable names: grass grassy.

Homosexual relations (i) and (ii) refer to the question “What about sexual relations between two adults of the same sex—do you think it is always wrong, almost always wrong, wrong only sometimes, or not wrong at all?” “Not wrong at all” is coded 1, “always wrong” is coded 4. Variable name: homosex.

Pornography laws refer to the question “Which of these statements comes closest to your feelings about pornography laws? There should be laws against the distribution of pornography whatever the age. There should be laws against the distribution of pornography to persons under 18, There should be no laws forbidding the distribution of pornography” No laws is coded as 1, laws against distribution whatever the age is coded as 3. Variable name: pornlaw.

Religiosity refers to the question “Would you call yourself a strong (PREFERENCE NAMED IN RELIG) or a not very strong (PREFERENCE NAMED IN RELIG)?” “No religion” is coded as 1, “strong” is coded as 4. Variable name: reliten.

Extramarital relation refers to the question “What is your opinion about a married person having sexual relations with someone other than the marriage partner—is it always wrong, almost always wrong, wrong only sometimes, or not wrong at all?” “Not wrong at all” is

coded 1, “always wrong” is coded 4. Variable name: xmarsex.

Religious denominations are classified following the RELTRAD scheme presented by Steensland et al. (2000).

World Value Survey

The following variables are taken from the World Values Survey.

Government responsibility: refers to the question “Now I’d like you to tell me your views on various issues. How would you place your views on this scale? 1 means you agree completely with the statement on the left, 10 means you agree completely with the statement on the right, or you can choose any number in between. 1: People should take more responsibility for providing for themselves, 10: The state should take more responsibility to ensure that everyone is provided for”. Variable name: E037.

Income equality: refers to the above question for “1: Incomes should be made more equal, 10: There should be greater incentives for individual effort”. Variable name: E035.

Attendance: refers to the question “Apart from weddings, funerals and christenings, about how often do you attend religious services these days?” “Only on special holy days/Christmas/Easter days” and “Other specific holy days” were merged together. The variable is coded from 0 (Never, practically never) to 7 (More than once a week). Variable name: F028.

Drespect refers to the question “Which of these two statements do you tend to agree with? A) Regardless of what the qualities and faults of ones parents are, one must always love and respect them, B) One does not have the duty to respect and love parents who have not earned it by their behavior and attitudes” Answer A is coded 1. Variable name: A025.

Dbest refers to the question “Which of the following statements best describes your views about parents’ responsibilities to their children? 1) Parents duty is to do their best for their children even at the expense of their own well-being, 2) Parents have a life of their own and should not be asked to sacrifice their own well-being for the sake of their children, 3) Neither”. Answer 1 is coded 1. Variable name: A026.

Dmanners, Dfaith, Dobey, Dindep, Dimagine, Dtolerate refer to the question “Here is a

list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five.” Variable names: A027, A040, A042, A029, A034 and A035.

Dfaith2 refers to the questions “Here is a shorter list of things that children can be encouraged to learn. If you had to choose, which one of these do you consider to be the most important thing for a child to learn at home?” It is coded 1 if either “Obedience” or “Religious faith” is answered. Variable name: A044.

Dfemhome refers to the question “Do you agree or disagree with the following statement? When jobs are scarce, men should have more right to a job than women.” Agree is coded 1. Variable name: C001.

Dfemchild refers to the question “Do you think that a woman has to have children in order to be fulfilled or is this not necessary?” “Needs children” is coded 1. Variable name: D019.

Dmarriage refers to the question “Do you agree or disagree with the following statement? Marriage is an out-dated institution” Yes is coded 1. Variable name: D022.

Dsexfree refers to the question “If someone said that individuals should have the chance to enjoy complete sexual freedom without being restricted, would you tend to agree or disagree?” “Tend to agree” is coded 1. Variable name: D024.

Dwedlock refers to “If a woman wants to have a child as a single parent but she doesn’t want to have a stable relationship with a man, do you approve or disapprove?” Approve is coded 1. Variable name: D023.

Dabsolute refers to “Here are two statements which people sometimes make when discussing good and evil. Which one comes closest to your own point of view? A. There are absolutely clear guidelines about what is good and evil. These always apply to everyone, whatever the circumstances. B. There can never be absolutely clear guidelines about what is good and evil. What is good and evil depends entirely upon the circumstances at the time” Answer A is coded 1. Variable name: F022.

Dhomobad, Dprolife, Ddivorcebad and Deuthanbad refers to “Please tell me for each of

the following statements whether you think it can always be justified, never be justified, or something in between”. “Never be justified” is coded 1. Variable names: F118, F120, F121, F122.

Church-State Separation Data

The first church-state separation dataset is drawn from Barro and McCleary (2005), which is based on Barrett (1982) and Barrett et al. (2001). They classify countries as having a state religion if the constitution designates an official state church and restricts or prohibits other forms of religion, or, if the government merely systematically favors a specified religion through subsidies and tax collection or through the teaching of religion in public school. Australia, Belgium, Canada, France, Mexico, and the United States are examples of countries with no state religion. Iceland, Denmark, Norway, United Kingdom, Italy, Iran, Iraq, Libya, Nepal, and Greece are examples of countries with state religion. The entire list is in Table 1a-1g of Barro and McCleary (2005). The dataset is merged with the World Value Survey by country.

The second church-state separation dataset comes from Finke and Grim (2006).² Specifically we use three standardized indices—Government Regulation of Religion (GRI), Government Favoritism of Religion (GFI), and Social Regulation of Religion (SRI)—as well as a variable on government financial support. These variables are described in the main text and merged with the World Value Survey by country.

Questions that comprise the Government Regulation Index are:

1. Are foreign or other missionaries allowed to operate?
2. Is proselytizing, public preaching, or conversion limited or restricted?
3. Does the government interfere with an individual’s right to worship?
4. How is freedom of religion described?
5. Does the government “generally respect” this right (to religious freedom) in practice?

²<http://www.thearda.com/Archive/Files/Descriptions/IRFAGG.asp>

6. Does government policy contribute to the generally free practice of religion?

Questions that comprise the Government Favoritism Index are:

1. What is the balance of government funding (including “in kind” such as funding buildings) to the religious sector?
2. To what extent is there a favored (or established) religious brand?
3. How does the Government subsidize religion, including “in kind” to organizations run by religions, e.g., hospitals, schools, etc.?
4. Does the Government fund some things related to religion?
5. What religious things are funded by the government? Education/schools, buildings/upkeep/repair, clergy salary/benefits, print/broadcast media, charity/public service work, religious practice or mission work

Questions that comprise the Social Regulation Index are

1. Societal attitudes toward other or nontraditional religions are reported to be (positive) or negative?
2. Are citizens intolerant of “nontraditional” faiths?
3. Do traditional attitudes and/or edicts of the clerical establishment strongly discourage proselytizing?
4. Do established or existing religions try to shut out other religions in any way?
5. Citizens’ receptivity to proselytizing by nontraditional faiths or faiths other than their own are (positive) or negative?

The question on government financial support differs from prior questions in that it refers to financial support for a specific religion:

1. To what extent does the state provide a select religion or small group of religions with privileges, financial support, or favorable sanctions?

The third church-state separation dataset comes from the U.S. The data in following Table comes from About.com³ ("Supreme Court Decisions-Religion in Schools"), which draws from Hall and Jr. (2009) and Alley (1988),(1999). The data includes Supreme Court decisions and Courts of Appeals decisions that were certiorari denied—decisions that were appealed but let stand by the Supreme Court without hearing.

The fourth church-state separation dataset comprise all church-state separation precedent from 1964-2011 in U.S. Courts of Appeals following the methodology established in Sunstein et al. (2006). We select all 1,147 Courts of Appeals cases mentioning the Establishment Clause and public school to match the Supreme Court analysis. We then restrict to three-judge cases that were substantively about church-state separation, resulting in 820 cases. We compiled information on judge characteristics from the Appeals Court Attribute Data, District Court Attribute Data,⁴ Federal Judicial Center, and data collection efforts by one of the authors.

Donation Data

Philanthropic data comes from the 2001-2009 extract of the Panel Study of Income Dynamics.⁵ The question on religious giving is, “Did you make any donations specifically for religious purposes or spiritual development, for example to a church, synagogue, mosque, TV or radio ministry? Please do not include donations to schools, hospitals, and other charities run by religious organizations.” Within-group giving is calculated for each religious group by constructing the average proportion of giving designated for religious purposes. The variable

³Downloaded in 2005.

⁴<http://www.cas.sc.edu/poli/juri/attributes.html>

⁵Available at <http://www.philanthropy.iupui.edu/philanthropy-panel-study>.

is then merged with the GSS data by religious denomination.

Public Opinion in Norway and Sweden

Data on public opinions in Norway and Sweden are drawn from electoral studies of the two countries. The Swedish election surveys collect data for 1991, 1994, 1998, 2002, and 2006. Oscarsson and Holmberg (2009) provide survey details and Bergman and Bolin (2011) gives an overview of Swedish politics. The Norwegian election surveys collect data for 1989, 1993, 1997, 2001 and 2005. Aardal et al. (2007) provide survey details and Narud and Strøm (2011) gives an overview of Norwegian politics. Each survey interviewed a representative sample of 2000-4000 respondents. In the Swedish survey, the question on Christian values was asked on a 10 point scale, which we reduce to a 5-point scale to match the Norwegian survey. Questions on cutting taxes and accepting income differentials are given on a 5-point scale in both countries and the wording is essentially the same.

Appendix Table U.S. Supreme Court Decisions on Church-State Separation IX

1940 *Minersville School District v. Gobitis* (1940)

none In an 8-1 Court Decision, the Court ruled that a school district's interest in creating national unity was sufficient to allow them to require students to salute the flag.

1943 *West Virginia State Board of Education v. Barnette* (1943)

none The Court ruled 8-1 that a school district violated the rights of students by forcing them to salute the American flag.

1947 *Everson v. Board of Education* (1947)

decrease Supreme Court decision finding that a New Jersey law providing for reimbursement to parents of parochial school students for transportation costs on public busses is constitutional.

1948 *McCollum v. Board of Education* (1948)

increase By a 6-1 vote the Supreme Court agreed with Mrs. McCollum, an atheist mother, and disallowed the practice of having religious education to take place in public school classrooms during the school day.

1962 *Engel v. Vitale* (1962)

increase The Court ruled 7 to 1 that it was unconstitutional for a government agency like a school or government agents like public school employees to require students to recite prayers.

1963 *Abington Township School District v. Schempp* (1963)

increase The Court ruled 8-1 against requiring the recitation of Bible verses and the Lord's Prayer.

1968 *Board of Education v. Allen* (1968)

decrease Supreme Court decision finding that a New York Law requiring public school districts to purchase text books for private schools, including parochial schools, is permissible

and not a violation of the Establishment Clause.

1968 *Epperson v. Arkansas* (1968)

increase The Court found that an Arkansas law prohibiting the teaching of evolution is impermissible because it violates the Establishment Clause and prohibits the free exercise of religion.

1971 *Lemon v. Kurtzman* (1971)

increase On June 28th, 1971, the Court unanimously (7-0) determined that the direct government assistance to religious schools was unconstitutional.

1972 *Wisconsin v. Yoder* (1972)

none On May 15th 1972 the Court ruled 6 to 1 that the compulsory education law in Wisconsin did indeed violate the Free Exercise Clause for Amish parents.

1973 *Committee for Public Education v. Nyquist* (1973)

increase The Court found all three sections of a New York law providing, among other things, tax deductions and reimbursements for children in parochial schools, unconstitutional. Each of the three parts of the law had the primary effect of furthering religion.

1975 *Meek v. Pittenger* (1975)

increase Supreme Court decision invalidating most of two Pennsylvania laws providing for instructional materials and equipment to religious schools because most of that aid could be easily diverted to religious purposes.

1977 *Walman v. Walter* (1977)

increase The Court allowed Ohio to provide standardized tests, therapeutic and diagnostic services to non-public school children. However, the state was not permitted to offer educational materials or subsidize class field trips.

1980 *Stone v. Graham* (1980)

increase The Court ruled that a Kentucky law requiring the posting of the Ten Command-

ments in each public school classroom in the state to be unconstitutional.

1981 *Sever v. California* (1981)

increase A California judge ruled that teaching evolution in public school science classes does not infringe upon the rights of any students or parents to the free exercise of their religion, even if they sincerely believe that evolution is contrary to their religious beliefs.

1981 *McClean v. Arkansas* (1981)

increase The Court found that Arkansas' "balanced treatment" law mandating equal treatment of creation science with evolution was unconstitutional.

1983 *Mueller v. Allen* (1983)

decrease The Supreme Court rules 5-4 that a Minnesota law allowing parents to make tax deductions for expenses incurred through things like textbooks and other supplies at private schools is constitutional, even though most of the benefit goes to religious and not secular schools.

1985 *Aguilar v. Felton* (1985)

increase In a 5-4 Court Decision in 1985, the Court overturned New York City's program of paying the salaries of public employees who provided any remedial assistance to low-income students in parochial school environments.

1985 *Grand Rapids School District v. Ball* (1985)

increase Grand Rapids School District offered two programs conducted in leased private school classrooms: one taught during the regular school day by public school teachers and the other taught after regular school hours by part-time teachers. Both were found unconstitutional.

1985 *Wallace v. Jaffree* (1985)

increase The Court found that an Alabama law requiring that each school day begin with a one minute period of "silent meditation or voluntary prayer" was unconstitutional.

1987 Edwards v. Aguillard (1987)

increase In a 7-2 Court Decision, the Court invalidated Louisiana's "Creationism Act" because it violated the Establishment Clause.

1989 Board of Education of Kiryas Joel Village School v. Grumet (1989)

increase The Court found that a school district boundary was unconstitutionally drawn to deliberately aid a particular religious group.

1990 Webster v. New Lenox (1990)

increase Seventh Circuit Court of Appeals ruled that school boards have the right to prohibit teaching creationism because such lessons would constitute religious advocacy and, hence, such restrictions do not constitute an infringement on a teacher's free speech rights.

1992 Lee v. Weisman (1992)

increase On June 24th 1992, the Court ruled in a 5-4 Court Decision that the graduation prayer during school graduation violated the Establishment Clause.

1992 Jones v. Clear Creek (1992)

decrease The Fifth Circuit Court ruled that it was not unconstitutional for a school to allow graduating seniors to vote on whether or not there would prayers during graduation ceremonies.

1993 Zobrest v. Catalina Foothills School District (1993)

decrease In 1993, the Court decided 5-4 to require a school district to offer a student in a private religious school the sign language interpreter he needed.

1994 Peloza v. Capistrano (1994)

increase Ninth Circuit Court of Appeals decision that a teacher does not have a right to teach creationism in a biology class, that "evolutionism" is not a religion or world view, and that the government can restrict the speech of employees while they are on the job.

1994 Brown v. Woodland Joint Unified School District (1994)

none Ninth Circuit Court of Appeals decision holding that a school district's use of the "Impressions" teaching aid did not constitute a promotion of witchcraft and denigration of Christianity.

1995 ACLU v. Black Horse Regional Board of Ed. (1995)

increase Third Circuit Court opinion that a school could not allow students to vote on whether or not they would have a student-lead prayer during graduation because the degree of state involvement in the ceremonies meant that any aspect of it was state-approved, including the prayer and prayer content.

1997 Agostini v. Felton (1997)

decrease On June 23rd, 1997, in a 5-4 Court Decision, the Court allowed public school teachers to tutor private school students in their private schools, even if the schools were primarily religious in nature.

1998 Good News Club v. Milford Central School District (1998)

increase Second District Court decision which found that a school district in New York could prohibit a community religious group from meeting in the school building because they would use it for specifically religious purposes.

1999 DiLorento v. Downey USD (1999)

increase The Supreme Court let stand, without comment, a 9th Circuit Court of Appeals decision that a school district was within its rights to discontinue a program of paid advertising signs on school grounds rather than accept a sign promoting the Ten Commandments.

1999 Cole v. Oroville Union High School (1999)

increase Ninth Circuit Court ruling that extremely sectarian and proselytizing speeches at a graduation ceremony could be prohibited because of the reasonable impression that the religious message was supported by the school. The Supreme Court let this stand.

1999 Freiler v. Tangipahoa (1999)

increase Fifth Circuit Court of Appeals found that a disclaimer to be read before teaching about evolution ultimately had the effect of furthering religious interests and was therefore unconstitutional.

2000 Santa Fe School District v. Doe (2000)

decrease The Supreme Court ruled that official, student-led prayers before a school football game violated the separation of church and state.

2000 Mitchell v. Helms (2000)

increase Supreme Court decision allowing for educational materials and equipment to be given to religious schools, even if such equipment could be and is diverted for religious purposes - so long as this aid is granted to any religious or private school in an even-handed manner.

2001 LeVake v. Independent School District (2001)

increase A federal district court finds that a school may remove a teacher from teaching a biology class when that teacher, a creationist, cannot adequately teach evolution.

2002 FFRF v. Rhea County Board of Education (2002)

increase A federal district court decides that a public school cannot have students from the local Bryan College come in to teach Bible classes.

2002 Zelman v. Simmons (2002)

decrease The Supreme Court rules 5-4 that a Cleveland, Ohio, program which spends large amounts of public money on subsidizing education at religious schools is constitutional.

Notes:

1. Data from About.com "Supreme Court Decisions-Religion in Schools", which document U.S. Supreme Court activity (where the Supreme Court either made a decision or let stand a lower court decision) and are drawn from Hall (1999) and Alley (1988; 1999).

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