

# PSC 2211: State and Urban Politics

Michael Hankinson  
Assistant Professor  
Department of Political Science  
[hankinson@gwu.edu](mailto:hankinson@gwu.edu)

Lecture: T/Th, 3:45-5:00 pm, Government Hall 104  
Office Hours: T, 1:00-3:00 pm, Monroe Hall 402

Semester Fall 2022

“There is no Republican or Democratic way to pick up the garbage.”  
- Fiorello La Guardia, Mayor of New York City 1934-45

“All politics is local.” - Tip O’Neill, Speaker of the House 1977-1987

## Course Description

This course will introduce you to the mechanics and politics of states and local government in the United States. We will begin by surveying what state and local governments actually control: what they spend on and how they raise that revenue. Next, we will unpack what social science can tell us about who gets what and why in the state and local context. Finally, we will explore specific policy areas, addressing current debates using the social science lens we’ve developed. Along the way, you will write a policy paper on a topic of your choice using political science theory to understand why things are broken and how to help fix them.

## Learning Goals

The goal of this course is to improve your ability to:

1. Navigate the array of decisions and policy areas controlled by state and local governments.
2. Apply concepts of institutional and behavioral political science to the local and state political arena.
3. Convey policy ideas through written argument, incorporating advanced social science evidence and analysis.

## Course Prerequisites

PSC 1002. Introduction to American Politics and Government.

## Expected Time Commitment

You will spend 2.5 hours per week in direct instruction or guided interaction. The average minimum amount of out-class learning expected per week is 8 hours (<https://cte.rice.edu/workload>) for a total of 120 hours per semester.

## Readings

This class does not have a required textbook. All readings will be posted on Blackboard (<http://blackboard/gwu/edu>). “Supplemental Readings” are things I find useful but are not necessary for the week’s class. Readings are subject to change up to one week before their assigned class. Please check the syllabus posted on Blackboard for updates.

## Course Assignments and Grading

Grades will be composed of the following:

50% Daily quizzes  
5% Participation/Engagement  
25% Final paper  
20% Final exam

At the end of the semester, your grade will be assigned based on the following scale: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (0-59). Scores within one-half point of the next letter grade will be rounded up. While a curve may be used in determining the final distribution of grades, the curve will only be used to improve your grade. Finally, I do not allow students to submit extra work in an attempt to raise his or her grade, unless I have specified to the entire class that such an opportunity exists.

## Quizzes

*Special thanks to Prof. Danny Hayes for this material.*

Short quizzes will be posted the 24 hours before the start of each class on Blackboard (with the exception of the first day of class). The quiz must be completed prior to the start of class the following day (3:45 pm). Quizzes submitted after 3:45 pm will not be accepted. Each quiz consists of 5 multiple choice, content-based questions..

The quizzes will cover both material from that day’s assigned reading as well as material covered in the previous lecture. Beginning the quiz earns you 25 points out of the available 100 points for each quiz. Each question is worth 15 points. If you answer four questions correctly, for instance, you would receive an 85 out of 100. The quizzes will not be particularly difficult, but you will do well only if you keep up with the reading assignments. There will be 25 quizzes over the course of the semester. I will drop your lowest 5 scores and average the rest. Your quiz average will constitute 50% of your grade.

Why have frequent quizzes instead of a few exams? Good question. There is evidence that frequent quizzes improve students’ learning significantly. For example, in one recent study in a large introductory psychology class, instituting on-line quizzes appeared to improve students’ performance.<sup>1</sup> Students taking that class also did better in their other courses that semester, and in the classes they took the next semester. This suggests that regular assessment helps students develop study habits that are beneficial in other courses, not just the course that assigns quizzes. Frequent quizzes also help me ascertain how well certain concepts are understood, so that I can adjust the content of lectures accordingly.

Because I am dropping the 5 lowest quiz grades, there will be no makeups (other than for religious observances [see policy below] or GW athletic or other events that you are required to participate in).

## Political Science Policy Paper

The capstone assignment is a policy paper on a topic of your choice. The paper is due Monday, December 12th. The paper will be composed of the following elements:

- Framework - What do you plan to research and propose? Why does this policy area present a problem? Who does the problem affect? What are the foreseeable costs and benefits?

---

<sup>1</sup>Pennebaker, James W., Samuel D. Gosling, and Jason D. Ferrell. 2013. “Daily online testing in large classes: Boosting college performance while reducing achievement gaps.” *PloS one* 8 (11) : e79774.

- Literature review and evidence - Cite specific research about the problem and the efficacy of proposed solutions.
- Policy recommendations - What are some of the proposed ways to respond to this social challenge?
- Political science theory - How does political science explain the status quo problem? Why is your proposed solution politically feasible?

## **Participation Policy**

Within class, you are expected to actively contribute to the discussion, both in small groups and as a whole. Laptops are permitted for note taking. However, checking email, text messages, social media, or unrelated websites in class is unprofessional, will count against your participation grade, and may result in you being asked to leave lecture. In short, engagement, participation, and respect for your peers is incorporated into the participation grade.

## **Final Exam**

There will be an in-person final exam during the University-assigned window. Exams are closed book and closed notes. The exam will include essay and short answer questions. There are no makeups for the final exam.

## **COVID Policies**

GW has moved back to indoor masking, following the guidance of the CDC and the DC city government. This means that you must wear a mask in the classroom throughout the duration of lecture. I too will be wearing a mask in lecture. Following existing University policy, food and drink are not allowed in classrooms, so you should be able to keep your masks on throughout the 75 minute class. There will be a zero-tolerance policy on wearing masks and I expect full compliance in every class session. Class will not proceed unless everyone is appropriately masked.

For when you do have to miss class, recordings will be posted on Blackboard as captured by Echo 360. Recordings are available by default but may not be shared outside of class. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct.

## **Office Hours**

I will be holding office hours from 1 pm to 3 pm every Tuesday in my office, Monroe Hall 402. While you are welcome to come by at any time, I recommend that you email me in advance so I can reserve a time slot for you. If you arrive without emailing me in advance, you may have to wait for an available time slot to open.

## **Important Dates**

- 9/13 - No class, APSA Annual Meeting
- 9/15 - No class, APSA Annual Meeting
- 10/25 - No class, Fall Break
- 11/25 - No class, Thanksgiving Break
- 12/12 - Final paper due
- 12/20 - Final exam, 3:00 - 5:00 pm, in-person

# Course Calendar

*The selection of readings has been inspired by previous state and local politics syllabi publicly posted by Profs. Jessica Trounstein, Clayton Nall, Katherine Levine Einstein, Maria Carreri, Jacob Grumbach, Julia Payson, Justin de Benedictis-Kessner, and Vladimir Kogan. I am grateful for the work they put into their courses and I only hope this syllabus may be similarly helpful to future instructors.*

## Module 1. Mechanics

- 8/30 Why study state and local politics?
  1. What are the primary debates in state and local politics?
  2. What are the course policies?

### Readings

- PSC 2211 Syllabus

### Supplemental Reading

- *None.*

- 9/1 How To Read Like A Social Scientist
  1. What is the role of the scientific process in the social world?
  2. What is causality and why is it important?

### Reading

- Pearl, Judea. 2018. *The Book of Why: The New Science of Cause and Effect*. Chapter 1.

### Supplemental Reading

- Bronner, Laura. 2020. “Why Statistics Don’t Capture The Full Extent Of The Systemic Bias In Policing.” *FiveThirtyEight*, June 25. <https://fivethirtyeight.com/features/why-statistics-dont-capture-the-full-extent-of-the-systemic-bias-in-policing/>.
- Hutson, Matthew. 2020. “The Trouble with Crime Statistics.” *The New Yorker*, Jan. 9. <https://www.newyorker.com/culture/annals-of-inquiry/the-trouble-with-crime-statistics>.

- 9/6 What are states, politically?
  1. What policies do state governments control?
  2. How do states raise revenue and what do they spend it on?
  - Grumbach, Jacob M. 2018. “From Backwaters to Major Policymakers: Policy Polarization in the States, 1970–2014.” *Perspectives on Politics* 16(2): 416-435.
  - Fishman, Ted C. 2020. “America’s Next Crisis Is Already Here.” *The Atlantic*. May 21.

### Supplemental Reading

- *Listen to* Gonzalez, Sarah, and Mary Childs. 2021. “Fine and Punishment.” *Planet Money*. Feb 5. <https://www.npr.org/2021/02/02/963466410/fine-and-punishment>.
- Goldstein, Rebecca, Michael W. Sances, and Hye Young You. 2020. “Exploitative revenues, law enforcement, and the quality of government service.” *Urban Affairs Review* 56(1): 5-31.

- 9/8 What are local governments, politically?
  1. What policies do local governments control?

2. How do local governments raise revenue and what do they spend it on?

- Judd, Dennis R, and Todd Swanstrom. 2016. *City Politics: Private Power and Public Policy*. Pearson. 309-330.
- Trounstein, Jessica. 2020. “Local Political Economy: The State of the Field: Past, Present, and Future.” *Journal of Political Institutions and Political Economy* 1(3): 319-340.

#### Supplemental Reading

- Burns, Nancy. 1994. *The Formation of American Local Governments: Private Values in Public Institutions*. Oxford University Press. 3-22.

#### • 9/20 Federalism as Vertical Conflict

1. What powers does the federal government have over state governments?
2. What powers do state governments have over local governments?
3. What happens when lower-level governments defy upper-level ones?

- Briffault, Richard. 2018. “The Challenge of the New Preemption.” *Stanford Law Review*. 70: 1995.
- Gerken, Heather K. 2012. “A New Progressive Federalism.” *Democracy Journal*.

#### Supplemental Reading

- Barber, Michael and Adam Dynes. 2020. “City-State Ideological Incongruence and Municipal Preemption.” *American Journal of Political Science*.
- Scharff, Erin A. 2017. “Hyper Preemption: A Reordering of the State-Local Relationship?” *Georgetown Law Journal*. 106: 1469.

#### • 9/22 Federalism as Horizontal Conflict

1. How do cities (states) affect other cities (states)?
2. When is leaving more effective than voting?
3. Are there societal risks of democracy via exit?

- Hirschman, Albert O. 1970. *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Harvard University Press. Excerpt.
- Tiebout, Charles M. 1956. “A Pure Theory of Local Expenditures.” *Journal of Political Economy* 64(5): 416-424.
- Somin, Ilya. 2013. “Democracy and Political Ignorance.” *Cato Unbound*. Oct 11. <https://www.cato-unbound.org/2013/10/11/ilya-somin/democracy-political-ignorance>.
- Gerken, Heather. 2013. “The Fox and the Hedgehog: How Do We Achieve Political Accountability Given What Voters (Don’t) Know?.” *Cato Unbound*. Oct 14. <https://www.cato-unbound.org/2013/10/14/heather-gerken/fox-hedgehog-how-do-we-achieve-political-accountability-given-what-voters>.

#### Supplemental Reading

- Young, Cristobal, Charles Varner, Ithai Z. Lurie, and Richard Prisinzano. 2016. “Millionaire Migration and Taxation of the Elite: Evidence from Administrative Data.” *American Sociological Review* 81(3): 421-446.
- Volden, Craig. 2002. “The Politics of Competitive Federalism: A Race to the Bottom in Welfare Benefits?.” *American Journal of Political Science* 46(2): 352-363.

## Module 2. Politics

- 9/27 Zoning and American Segregation

1. How do local governments use regulations to shape their communities?
  2. What are the consequences of these regulations, both locally and nationally?
- Trounstein, Jessica. 2018. *Segregation by Design: Local Politics and Inequality in American Cities*. Cambridge University Press. 1-45.
  - Adamy, Janet, and Paul Overberg. 2017. “Struggling Americans Once Sought Greener Pastures—Now They’re Stuck.” *Wall Street Journal*. Aug 12.

### Supplemental Reading

- Judd, Dennis R, and Todd Swanstrom. 2016. *City Politics: Private Power and Public Policy*. Pearson. 252-277.
- Schelling, Thomas C. 1969. “Models of Segregation.” *The American Economic Review*. 59 (2): 488-493.

- 9/29 The Who of *Who Governs*?

1. What happens when voter turnout is low? Like, really, really low?
  2. How representative are local electorates?
- Hajnal, Zoltan, and Jessica Trounstein. 2005. “Where Turnout Matters: The Consequences of Uneven Turnout in City Politics.” *The Journal of Politics* 67(2): 515-535.
  - Macon, Alex. 2021. “The Voter Suppression in Dallas That No One Is Talking About.” *D Magazine*. May 5.

### Supplemental Reading

- Berinsky, Adam J. 2005. “The Perverse Consequences of Electoral Reform in the United States.” *American Politics Research* 33(4): 471-491.
- Oliver, J. Eric, Ha, Shang E., and Callen, Zachary, 2012. *Local Elections and the Politics of Small-Scale Democracy*. Princeton University Press.

- 10/4 Participation After Election Day: The Other 364 Days of the Year

1. How do people participate beyond voting?
  2. Who attends community meetings and what do they ask for?
- Arnstein, Sherry R. 1969. ”A Ladder of Citizen Participation.” *Journal of the American Institute of Planners* 35(4): 216-224.
  - Einstein, Katherine Levine, Maxwell Palmer, and David M. Glick. 2019. “Who Participates in Local Government? Evidence from Meeting Minutes.” *Perspectives on Politics* 17(1): 28-46.
  - Demsas, Jerusalem. 2022. “Community Input is Bad, Actually.” *The Atlantic*.

### Supplemental Reading

- Broockman, David E., and Christopher Skovron. 2018. “Bias in Perceptions of Public Opinion Among American Political Elites.” *American Political Science Review* 112(3): 542-563.
- Kalla, Joshua L. and Porter, Ethan, 2020. “Correcting Bias in Perceptions of Public Opinion among American Elected Officials: Results from Two Field Experiments.” *British Journal of Political Science* 1-9.

- 10/6 Group-Identity and Geography at the Small-Scale

1. How does geography affect our group identity and political attitudes?
  2. When does exposure between groups increase v. decrease conflict?
- Enos, Ryan D. 2017. *The Space Between Us: Social Geography and Politics*. Cambridge University Press. 1-33, 108-142.

Supplemental Reading

- Hopkins, Daniel J. 2010. “Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition.” *American Political Science Review* 104(1): 40-60.
- Sands, Melissa L., and de Kadt, Daniel., 2020. “Local Exposure to Inequality Raises Support of People of Low Wealth for Taxing the Wealthy.” *Nature* 586(7828): .257-261.
- Velez, Yamil R., and Grace Wong. 2017. “Assessing Contextual Measurement Strategies.” *The Journal of Politics* 79(3): 1084-1089.

- 10/11 Interest Groups: The Professional “Influencers”

1. Who is organized in state and local politics and what advantages do they gain?
  2. Do business groups have more influence at the local level or federal level?
- Anzia, Sarah. *Local Interests: Politics, Policy, and Interest Groups in US City Governments*. Chapter 2.
  - Feigenbaum, James, Alexander Hertel-Fernandez, and Vanessa Williamson. 2018. “Right-to-Work Laws Have Devastated Unions — and Democrats.” *New York Times*. March 8.

Supplemental Reading

- Miller, Lisa. 2007. “The Representational Biases of Federalism: Scope and Bias in the Political Process, Revisited.” *Perspectives on Politics* 5(2): 302-321.
- Madison, James. 1787. “Federalist 10.”

- 10/13 Everyman v. Amateur-Hour: Professionalization of State and Local Politics

1. Who runs for state and local office?
  2. Does professionalization affect policy?
  3. Does the design of state government affect professionalism?
- Egan, Patrick J. 2010. “Term Limits for Municipal Elected Officials: Executive and Legislative Branches.” New York City Charter Revision Commission.
  - Hertel-Fernandez, Alexander. 2014. “Who Passes Business’s ‘Model Bills’? Policy Capacity and Corporate Influence in US State Politics.” *Perspectives on Politics* 12(3): 582-602.

Supplemental Reading

- Lax, Jeffrey R, and Justin H Phillips. 2012. “The Democratic Deficit in the States.” *American Journal of Political Science* 56(1): 148-166.

- 10/18 Machines v. Reformers: Killing Corruption or Turning Off the Lights?

1. What happens if we remove party labels?
  2. Does the design of local government matter for its effectiveness?
- Stone, Clarence. 1996. “Urban Political Machines: Taking Stock.” *PS, Political Science & Politics* 29(3): 446-450.

- Schaffner, Brian F, Gerald Wright, and Matthew Streb. 2001. “Teams Without Uniforms: The Nonpartisan Ballot in State and Local Elections.” *Political Research Quarterly* 54(1): 7-30.

#### Supplemental Reading

- Sances, Michael W. 2016. “The Distributional Impact of Greater Responsiveness: Evidence from New York Towns.” *The Journal of Politics* 78(1): 105-119.
- Kirkland, Patricia A, and Coppock, Alexander. 2018. “Candidate Choice Without Party Labels.” *Political Behavior* 40(3): 571-591.

#### • 10/20 Race and Representation

1. How do local rules affect racial representation and equity?
  2. What is the difference between descriptive and substantive representation?
- Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent ‘Yes’.” *The Journal of Politics* 61(3): 628-657.
  - Schaffner, Brian F., Rhodes, Jesse H. and La Raja, Ray J., 2020. *Hometown Inequality: Race, class, and representation in American local politics*. Cambridge University Press. Chapter 1.

#### Supplemental Reading

- Sances, Michael W, and Hye Young You. 2017. “Who Pays for Government? Descriptive Representation and Exploitative Revenue Sources.” *The Journal of Politics*. 79(3): 1090-4.
- Trounstein, Jessica and Melody E. Valdini. 2008. “The Context Matters: The Effect of Single-Member versus At-Large Districts on City Council Diversity.” *American Journal of Political Science* 52(3): 554–69.
- Abbott, Carolyn, and Asya Magazinnik. 2020. “At-Large Elections and Minority Representation in Local Government.” *American Journal of Political Science*. 64(3): 717-733.

#### • 10/27 Threats to Democracy I: Free and Fair Elections

1. Is there evidence of voter fraud?
  2. What are the effect of restrictions on ballot access?
- Grumbach, Jacob M. *Laboratories of Democratic Backsliding*. Princeton University Press. Chapters 7 and 8.

#### Supplemental Reading

- Eggers, Andrew C., Haritz Garro, and Justin Grimmer. “No Evidence for Voter Fraud: A Guide To Statistical Claims About the 2020 Election.” *Working Paper*.

#### • 11/1 Threats to Democracy II: The Unequal Geography of Power

1. Why do residents of cities have less political power than their rural counterparts?
  2. Why does the US seem stuck with two major political parties?
- Starr, Paul. 2019. “The Battle for the Suburbs.” *New York Review of Books*. Sep 26.
  - Drutman, Lee. 2018. “The Case for Proportional Voting.” *National Affairs*. Winter.

#### Supplemental Reading

- Santucci, Jack, 2020. “Multiparty America?” *The Journal of Politics* 82(4):e34-e39.

#### • 11/3 Threats to Democracy III: Redistricting and Gerrymandering



1. What should congressional districts “look” like?
  2. How can we improve the redistricting process?
- Wasserman, David. 2018. “Hating Gerrymandering Is Easy. Fixing It Is Harder.” Jan 25. <https://fivethirtyeight.com/features/hating-gerrymandering-is-easy-fixing-it-is-harder/>
  - McGhee, Eric, 2020. “Partisan Gerrymandering and Political Science.” *Annual Review of Political Science* 23: 171-185.

#### Supplemental Reading

- Cameron, Charles, David Epstein and Sharyn O’Halloran. 1996. “Do Majority-Minority Districts Maximize Substantive Black Representation in Congress?” *American Political Science Review* 90(4): 794-812.
  - Chen, Jowei, and Jonathan Rodden. 2013. “Unintentional Gerrymandering: Political Geography and Electoral Bias in Legislatures.” *Quarterly Journal of Political Science* 8(3): 239-269.
- 11/8 How to Write Like A Social Scientist
    1. What should your final paper look like?
    - *A selection of previous PSC 2211 papers.*

#### Supplemental Reading

- King, Gary. 2006. “Publication, Publication.” *PS: Political Science & Politics*. 39(1): 119-125.

## Module 3. Outcomes

- 11/10 Redistribution
  1. Why do liberal states and cities seem to pass moderate policies?
  2. Why does social welfare policy rely on state governments?
  - Weir, Margaret. 2005. “States, Race, and the Decline of New Deal Liberalism.” *Studies in American Political Development* 19(2): 157-172.
  - Einstein, Katherine L, and Glick, David M. 2018. “Mayors, Partisanship, and Redistribution: Evidence Directly from US Mayors.” *Urban Affairs Review* 54(1): 74-106.

#### Supplemental Reading

- Fellowes, Matthew C., and Gretchen Rowe. 2004. “Politics and the New American Welfare States.” *American Journal of Political Science* 48(2): 362-73.
  - Dube, Arindrajit. “Designing Thoughtful Minimum Wage Policy at the State and Local Levels.” Brookings.
- 11/15 Development, Subsidies, and Revitalization
    1. Can states and cities be saved/revived by tax breaks?
    2. Why did Amazon HQ2 abandon its plans for New York City?
    - Peterson, Paul E. 2001. “Interests of a Limited City.” *The Politics of Urban America - A Reader*. 1-10.
    - Anzia, Sarah. 2022. *Local Interests: Politics, Policy, and Interest Groups in US City Governments*. Chapter 7.

- 2016. “Episode 699: Why Did The Job Cross The Road?”. *Planet Money*. <https://www.npr.org/sections/money/2016/05/04/476799218/episode-699-why-did-the-job-cross-the-road>

#### Supplemental Reading

- Pinnameneni, Sruthi. “Negative Mount Pleasant”. *Reply All Podcast*. <https://gimletmedia.com/shows/reply-all/wbhjwd>.
- Watch *American Factory*.
- Glaeser, Edward L. 2005. “Review of Richard Florida’s The Rise of the Creative Class.” *Regional Science and Urban Economics*. 35:593-596.

#### • 11/17 Housing

1. Why is rent so high?
2. Why is new housing so hard to build?

- Stone, Deborah A. 2012. *Policy Paradox*. W.W. Norton & Company. 238-243.
- Listen to Demsas, Jerusalem and Ezra Klein. 2021. “How Blue Cities Became So Outrageously Unaffordable.” *The Ezra Klein Show*. July 23. <https://www.nytimes.com/2021/07/23/opinion/ezra-klein-podcast-jerusalem-demsas.html?smtyp=cur&smid=tw-nytopinion>.

#### Supplemental Reading

- Hankinson, Michael, 2018. “When Do Renters Behave Like Homeowners? High Rent, Price Anxiety, and NIMBYism.” *American Political Science Review* 112(3): 473-493.
- Hankinson, Michael, and Magazinnik, Asya. Forthcoming. “The Supply-Equity Trade-off: The Effect of Spatial Representation on the Local Housing Supply.” *The Journal of Politics*.
- Marble, William, and Nall, Clayton. 2021. “Where Self-Interest Trumps Ideology: Liberal Homeowners and Local Opposition to Housing Development.” *The Journal of Politics* 83(4): 000.

#### • 11/22 *Enjoy the day off!*

#### • 11/29 Abortion

1. What explains variation in abortion policy at the state-level?
  2. How does federalism shape the future of abortion access across the US?
- Cohen, David S., Donley, Greer, and Rebouché, Racehl, 2022. “The New Abortion Battleground.” Working paper. Available at SSRN 4032931.

#### Supplemental Reading

- Kreitzer, Rebecca J., 2015. “Politics and Morality in State Abortion Policy.” *State Politics & Policy Quarterly*, 15(1), pp.41-66.

#### • 12/2 Police and Criminal Justice

1. What explains variation in policing practices at the state and local level?
  2. What are the political hurdles to police reform?
- Lantigua-Williams, Juleyka. 2016. “Are Prosecutors the Key to Justice Reform?” *The Atlantic*. May 18.
  - Gottschalk, Marie. 2019. “The Prisoner Dilemma.” *The Baffler*. July.
  - DiSalvo, Daniel. 2020. “The Trouble with Police Unions.” *National Affairs*. Fall.

#### Supplemental Reading

- Finnegan, William. 2020. “How Police Unions Fights Reform”. *The New Yorker*, July 27. <https://www.newyorker.com/magazine/2020/08/03/how-police-unions-fight-reform>.
  - Gunderson, Anna. 2020. “Representation, Incorporation, and Corrections Spending: The Counterbalancing Effect of Black Political Incorporation.” *Journal of Race, Ethnicity and Politics* 5(3):573-603.
  - Soss, Joe and Vesla Weaver. 2017. “Police Are Our Government: Politics, Political Science, and the Policing of Race and Class Subjugated Communities.” *Annual Review of Political Science* 20: 565–591.
- 12/6 Education
    1. Are schools equally funded, equitably funded or neither?
      - Dynarski, Susan. 2016. “Why American Schools Are Even More Unequal Than We Thought.” *New York Times*. Aug 12.
      - Semuels, Alana. 2016. “Good School, Rich School; Bad School, Poor School.” *The Atlantic*. Aug 25.
      - Chingos, Matthew M. and Blagg, Kristin. 2017. “Do Poor Kids Get Their Fair Share of School Funding?” Washington, DC: Urban Institute.

#### Supplemental Reading

- Nuamah, Sally A., and Thomas Ogorzalek. 2021. “Close to Home: Place-Based Mobilization in Racialized Contexts.” *American Political Science Review* 115(3): 757-774.
- 12/8 The Nationalization of American politics
    1. What is the trajectory of state and local politics?
      - Hopkins, Daniel J. 2018. *The Increasingly United States: How and Why American Political Behavior Nationalized*. University of Chicago Press. 1-58.

#### Supplemental Reading

- Martin, Gregory J., and Joshua McCrain. 2019. “Local News and National Politics.” *American Political Science Review* 113(2): 372-384.
  - Rogers, Steven, 2017. “Electoral Accountability for State Legislative Roll Calls and Ideological Representation.” *American Political Science Review*. 111(3): 555-571.
- 12/20 Final exam, 3:00 - 5:00 pm. *In-person in Gov 104*.

## University Policies

### Observance of Religious Holidays

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines).

## Academic Integrity Code

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation.

More information is available from the Office of Academic Integrity at [studentconduct.gwu.edu/academic-integrity](http://studentconduct.gwu.edu/academic-integrity). The University's "Guide of Academic Integrity in Online Learning Environments" is available at [studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments](http://studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments). Contact information: [rights@gwu.edu](mailto:rights@gwu.edu) or 202-994-6757.

## Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions.

## Writing Center

GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online. See [gwu.mywconline](http://gwu.mywconline).

## Academic Commons

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, or access other academic support resources at [academiccommons.gwu.edu](http://academiccommons.gwu.edu). For assistance contact [academiccommons@gwu.edu](mailto:academiccommons@gwu.edu).

## Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services to establish eligibility and to coordinate reasonable accommodations: [disabilitysupport.gwu.edu](mailto:disabilitysupport.gwu.edu) or call 202-994-8250.

## Counseling and Psychological Services

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success: [healthcenter.gwu.edu/counseling-and-psychological-services](http://healthcenter.gwu.edu/counseling-and-psychological-services) or call 202-994-5300.

## Safety and Security

- In an emergency: call GWPD 202-994-6111 or 911

- For situation-specific actions: review the Emergency Response Handbook at [safety.gwu.edu/emergency-response-handbook](https://safety.gwu.edu/emergency-response-handbook)
- In an active violence situation: Get Out, Hide Out or Take Out. See [seego.gwu.edu/shooterprep](https://seego.gwu.edu/shooterprep)
- Stay informed: [safety.gwu.edu/stay-informed](https://safety.gwu.edu/stay-informed)