

# PSC 2211: State and Urban Politics

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Lecture: T/Th, 11:10 am - 12:25 pm, Monroe 353  
Office Hours: Th, 1:00 pm - 3:00 pm, Monroe 402

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“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 may be 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:

40%	Daily quizzes
10%	Participation
25%	Policy paper
25%	Final exam

## Quizzes

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

Short quizzes will be used at the start of each class to incentivize active reading. The quizzes consist of 5 multiple choice, content-based questions. You will have 10 minutes to complete the quiz once you started, and the quiz must be completed within the first 15 minutes of class. The quizzes will be administered via Respondus LockDown Browser, so please bring an Internet-connected laptop to each class.

The quizzes will cover both material from that day’s assigned reading as well as material covered in the previous lecture. You must be in lecture to take the quiz and showing up to take 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 60% 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). These dropped quiz grades should also count for personal days/mild illness. If you experience an intense illness requiring physician care, you may make up the quiz conditional on submitting a doctor’s note.

## Political Science Policy Paper

The capstone assignment is a policy paper on a topic of your choice. 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?
- 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?

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<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.

- Political science theory - How does political science explain the status quo problem? Why is your proposed solution politically feasible?

## Lateness and Participation Policy

You are required to come to class on time. The window to take the quiz closes after the first 15 minutes of class (quizzes submitted after this time will not be accepted). 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. Combined, active 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. The exam is closed book and closed notes and taken via electronic device. Please download the Lockdown Browser tool in advance. There are no makeups for the final exam. The exam schedule will be posted during the first month of the semester. Please plan your end-of-semester travel accordingly.

## Important Dates

- 2/22 - PSC 2211 canceled.
- 3/11 - No class, Spring Break
- 3/13 - No class, Spring Break
- 4/29 - Policy paper due, 11:59 pm.
- TBD - Final exam, 3:00 - 5:00 pm

## Course Calendar

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

## Module 1. Mechanics

1. 1/16 Introduction
  - (a) Why study state and local politics?
  - (b) What are the primary debates in state and local politics?
  - (c) What are the course policies?
    - PSC 2211 Syllabus - *No quiz.*
2. 1/18 What are states, politically?
  - (a) What policies do state governments control?
  - (b) 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>.

### 3. 1/23 What are local governments, politically?

- (a) What policies do local governments control?
- (b) 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.

#### Supplemental Reading

- Burns, Nancy. 1994. *The Formation of American Local Governments: Private Values in Public Institutions*. Oxford University Press. 3–43.
- 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.
- 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.

### 4. 1/25 Federalism as Vertical Conflict

- (a) What powers does the federal government have over state governments?
- (b) What powers do state governments have over local governments?
- (c) 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. 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.
- Millhisser, Ian. 2021. "School boards are in open revolt against Ron DeSantis's anti-mask crusade." *Vox*. Aug 20.

### 5. 1/30 Federalism as Horizontal Conflict

- (a) How do cities and state affect each other?
- (b) When is leaving more effective than voting?
- (c) Are there societal risks of democracy via exit?
- Shipan, Charles, and Craig Volden. 2012. "Policy Diffusion: Seven Lessons for Scholars and Practitioners." *Public Administration Review* 72(6): 788–796.
- 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.
- Hirschman, Albert O. 1970. *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Harvard University Press. Excerpt.

### 6. 2/1 Zoning and American Segregation

- (a) How do local governments use zoning regulation to shape their communities?
  - (b) 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.
- Tiebout, Charles M. 1956. “A Pure Theory of Local Expenditures.” *Journal of Political Economy* 64(5): 416-424.
- Schelling, Thomas C. 1969. “Models of Segregation.” *The American Economic Review*. 59 (2): 488-493.

## Module 2. Politics

### 7. 2/6 Elections and Voting Behavior

- (a) What happens when voter turnout is low? Like, really, really low?
  - (b) How representative are local electorates?
- Sides, John, Daron R. Shaw, Matthew Grossman, and Keena Lipsitz. 2022. *Campaigns and Elections, 4th Edition*, Chapter 11, 303-326.
  - 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.

#### Supplemental Reading

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

### 8. 2/8 The Geography of Influence

- (a) Why do residents of cities have less political power than their rural counterparts?
- (b) Why does the US seem stuck with two major political parties?
- Rodden, Jonathan A. 2019. *Why Cities Lose: The Deep Roots of the Urban-Rural Political Divide*. Basic Books. 39-98.
- Starr, Paul. 2019. "The Battle for the Suburbs." *New York Review of Books*. Sep 26.

#### Supplemental Reading

- Santucci, Jack, 2020. "Multiparty America?" *The Journal of Politics* 82(4):e34-e39.
- Drutman, Lee. 2018. "The Case for Proportional Voting." *National Affairs*. Winter.

#### 9. 2/13 Redistricting and Gerrymandering

- (a) What should congressional districts "look" like?
- (b) 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.
- Caughey, Devin and Christopher Warshaw. 2022. *Dynamic Democracy: Public Opinion, Elections, and Policymaking in the American States*. Chapter 9, 136-146.

#### 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.
- Washington Post, Redistricting commissions draw fairer districts than politicians do, <https://www.washingtonpost.com/politics/2022/09/27/gerrymandering-redistricting-midterms/>

#### 10. 2/15 Participation After Election Day: The Other 364 Days of the Year

- (a) How do people participate beyond voting?
- (b) 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 Ethan Porter. 2020. "Correcting Bias in Perceptions of Public Opinion among American Elected Officials: Results from Two Field Experiments." *British Journal of Political Science* 1-9.
- Hersh, Eitan. 2017. "The Problem With Participatory Democracy Is the Participants." *The New York Times*. June 29.

11. 2/20 Group Identity and Geography

- (a) How does geography affect our group identity and political attitudes?
- (b) When does exposure between groups increase v. decrease conflict?
- Enos, Ryan D. 2017. *The Space Between Us: Social Geography and Politics*. Cambridge University Press. Chapters 1 and 5, 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 Daniel de Kadt. 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.

2/22 PSC 2211 canceled.

12. 2/27 Interest Groups: The Professional "Influencers"

- (a) Who is organized in state and local politics and what advantages do they gain?
- (b) Do business groups have more influence at the local level or federal level?
- Anzia, Sarah F. 2022. *Local Interests: Politics, Policy, and Interest Groups in US City Governments*. Chapter 2, pp. 20-54.
- 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

- Kogan, Vladimir, Stéphane Lavertu, and Zachary Peskowitz. 2018. "Election Timing, Electorate Composition, and Policy Outcomes: Evidence from School Districts." *American Journal of Political Science* 62(3): 637-651.
- Feigenbaum, James, Alexander Hertel-Fernandez, and Vanessa Williamson. 2018. "From the Bargaining Table to the Ballot Box: Political Effects of Right to Work Laws." No. w24259. National Bureau of Economic Research.
- Frymer, Paul, and Jacob M. Grumbach. 2021. "Labor Unions and White Racial Politics." *American Journal of Political Science*. 61(5): 225-240.
- Madison, James. 1787. "Federalist 10."

13. 2/29 Everyman v. Amateur-Hour: Professionalization of State and Local Politics

- (a) Who runs for state and local office?
- (b) Does professionalization affect policy?
- (c) 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.

#### 14. 3/5 Machines v. Reformers: Killing Corruption or Turning Off the Lights?

- (a) What happens if we remove party labels?
- (b) 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 Alexander Coppock. 2018. "Candidate Choice Without Party Labels." *Political Behavior* 40(3): 571-591.

#### 15. 3/7 Partisanship and Representation

- (a) Are local governments responsive to the ideological positions of their publics?
- (b) Are state governments responsive to the ideological positions of their publics?
- (c) How much does it matter whether we elect Democrats or Republicans?

#### Readings

- Caughey, Devin, and Christopher Warshaw. 2022. *Dynamic Democracy: Public Opinion, Elections, and Policymaking in the American States*. Chapter 8, 113-129.
- Tausanovitch, Chris, and Warshaw, Christopher. 2014. "Representation in Municipal Government." *American Political Science Review* 108(3): 605-641.

#### Supplemental Readings

- Justin de Benedictis-Kessner, and Christopher Warshaw. 2016. "Mayoral Partisanship and Municipal Fiscal Policy." *The Journal of Politics* 78(4): 1124-1138.
- Fowler, Anthony and Andrew B Hall. 2015. "Long Term Consequences of Election Results." *British Journal of Political Science* 47: 351-372.
- Caughey, Devin, Yiqing Xu, and Christopher Warshaw. 2017. "Incremental Democracy: The Policy Effects of Partisan Control of State Government." *The Journal of Politics* 79(4):1342-1358.

#### Spring Break

#### 16. 3/19 Race and Representation

- (a) How do local rules affect racial representation and equity?
- (b) 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., Jesse H. Rhodes, and RayJ. La Raja. 2020. *Hometown Inequality: Race, Class, and Representation in American Local Politics*. Cambridge University Press. Chapter 1.
- Caughey, Devin and Christopher Warshaw. 2022. *Dynamic Democracy: Public Opinion, Elections, and Policymaking in the American States*. Chapter 9.1.



#### 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.

#### 17. 3/21 Institutions and Representation

- (a) What is the role of institutions in these inequalities?
- (b) What reforms might decrease inequalities in representation?

#### Readings

- Schaffner, Brian F., Jesse H. Rhodes, and Ray J. La Raja. 2020. *Hometown Inequality: Race, Class, and Representation in American Local Politics*. Cambridge University Press. Chapter 6 and p. 223-235.
- Hankinson, Michael, and Magazinnik, Asya. 2023. “The Supply–Equity Trade-off: The Effect of Spatial Representation on the Local Housing Supply.” *The Journal of Politics* 85(3): 1033-1047.

#### Supplemental Reading

- Trounstone, 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.
- Abott, Carolyn, and Asya Magazinnik. 2020. “At-Large Elections and Minority Representation in Local Government.” *American Journal of Political Science* 64(3): 717-733.

### Module 3. Outcomes

#### 18. 3/26 Free and Fair Elections

- (a) Is there evidence of voter fraud?
  - (b) What are the effect of restrictions on ballot access?
  - (c) Who passes these restrictions?
- Grumbach, Jacob M. 2022. *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*.

#### 19. 3/28 Redistribution

- (a) Why do liberal states and cities seem to pass moderate policies?
  - (b) Why does social welfare policy rely on state governments?
- Craw, Michael. 2015. “Caught at the Bottom? Redistribution and Local Government in an Era of Devolution.” *State and Local Government Review* 47(1): 68-77.
  - Fellowes, Matthew C., and Gretchen Rowe. 2004. “Politics and the New American Welfare States.” *American Journal of Political Science* 48(2): 362-73.

#### Supplemental Reading

- Craw, Michael. 2010. “Deciding to Provide: Local Decisions on Providing Social Welfare.” *American Journal of Political Science* 54(4): 906-920.

- Brown, Hana E., and Rachel K. Best. 2017. "Logics of Redistribution: Determinants of Generosity in Three US Social Welfare Programs." *Sociological Perspectives* 60(4): 786-809.
- 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.

## 20. 4/2 Economic Growth

- (a) Can states and cities be saved/revived by tax breaks?
- (b) What challenges face Washington, DC in the post-pandemic era?

- Peterson, Paul E. 2001. "Interests of a Limited City." *The Politics of Urban America - A Reader*. 1-10.
- Anzia, Sarah F. 2022. *Local Interests: Politics, Policy, and Interest Groups in US City Governments*. Chapter 7, pp. 163-200.
- 2023. "D.C. is Losing Jobs to Virginia". *City Cast DC*. <https://dc.citycast.fm/podcasts/dc-is-losing-jobs-to-virginia>

### Supplemental Reading

- 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>
- Pinnameneni, Sruthi. "Negative Mount Pleasant". *Reply All Podcast*. <https://gimletmedia.com/shows/reply-all/wbhjwd>.
- Watch *American Factory*.

## 21. 4/4 Housing

- (a) Why is rent so high?
- (b) Why is new housing so hard to build?

- Stone, Deborah A. 2012. *Policy Paradox*. W.W. Norton & Company. 238-243.
- Schweitzer, Ally. 2022. "'Neighborhood Defenders' fight to maintain the status quo in Montgomery County." *WAMU*. Apr 5.
- 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): 1747-1763.

### 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.

## 22. 4/9 Education

- (a) 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 Kristin Blagg. 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.

#### 23. 4/11 Police and Criminal Justice

- (a) What explains variation in policing practices at the state and local level?
- (b) What are the political hurdles to police reform?

- Thompson, Daniel M. 2020. "How Partisan is Local Law Enforcement? Evidence from Sheriff Cooperation with Immigration Authorities." *American Political Science Review* 114(1): 222-236.
- Huber, Greg A., and Sanford C. Gordon. 2004. "Accountability and Coercion: Is Justice Blind When It Runs for Office?" *American Journal of Political Science* 48(2): 247-263.

#### Supplemental Reading

- Lantigua-Williams, Juleyka. 2016. "Are Prosecutors the Key to Justice Reform?" *The Atlantic*. May 18.
- 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.

#### 24. 4/16 Abortion

- (a) What explains variation in abortion policy at the state-level?
- (b) How does federalism shape the future of abortion access across the US?

#### Reading

- Kreitzer, Rebecca J., 2015. "Politics and Morality in State Abortion Policy." *State Politics & Policy Quarterly*, 15(1): 41-66.
- Bridges, Amy and Kousser, Thad. 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.
- Ledford, Hannah. 2023. "Direct democracy is saving abortion rights. Conservatives want it gone." *The Hill*. 31 Aug.

#### Supplemental Reading

- Cohen, David S., Greer Donley, and Rachel Rebouché. 2023. "The New Abortion Battleground." *Columbia Law Review* 123(1): 1-100.

#### 25. 4/18 Nationalization

- (a) 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.
- Caughey, Devin and Christopher Warshaw. 2022. *Dynamic Democracy: Public Opinion, Elections, and Policymaking in the American States*. Conclusion, 136-146.

#### 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.

26. 4/25 No class. Enjoy the day off!

## AI Policy

*Special thanks to Prof. Robert Betz for this material.*

We are entering a new technological era with the rise of generative Artificial Intelligence (AI), such as ChatGPT and other large language models, that are driving an ongoing conversation about their academic uses. We are also learning about the potential benefits and misuse of AI and how it can be applied in the classroom. Learning to use generative AI is an emerging skill, however, we must use generative AI tools effectively and responsibly. Below I have outlined the expectations in our classroom of its permitted and prohibited use.

Permitted:

- A student types a prompt into an AI tool and reviews the generated content to help them study for a quiz or exam (i.e., a study guide).
- A student types a prompt into an AI tool and uses the generated content to help them brainstorm ideas for a term paper or research project.
- A student types a prompt into an AI tool and uses the generated content to help them create a citation for a source and/or reference list.
- A student types a prompt into an AI tool and uses the generated content to help them with small group discussion.

Citing GAI and verifying its accuracy:

- By submitting work for evaluation in this course, you represent it as your own intellectual product. If you include content (e.g., ideas, text, code, images) that was generated, in whole or in part, by generative AI tools (including, but not limited to, ChatGPT and other large language models) in work submitted for evaluation in this course, you must document and credit your source. Material generated using other tools should be cited accordingly.
- If you include material generated by a generative AI tool and it is substantively incorrect you will lose points as appropriate. You should verify the accuracy of all content you include in your work.

Prohibited:

- Copying and pasting all or part of generated content without proper attribution to the GAI tool. If you copy anything from a generative AI tool, you absolutely must cite it. Otherwise this is in direct violation of the Code of Academic Integrity.
- While taking an out-of-class (“take-home”) or an in-class quiz, a student types a prompt into a generative AI tool and incorporates some or all of the generated content into their submitted answer.

Be aware of the limits of GAI:

- Generative AI is a tool, but you need to cite it when you use it. Always. No exception. And you are prohibited from using it as stated above.
- It may stifle your own independent thinking, creativity, and understanding of class concepts. Minimum effort into both generative AI prompts and your assignments will produce low quality results. Effectively and correctly using AI in academic work takes time and effort.

- Don't trust anything or everything AI says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check it with another non-AI source. This is an opportunity for you to practice your critical analysis skills. As noted above, you will be responsible for any errors of omissions provided by the tool.
- AI tools are based on data that can include biases and reflect historical or social inequities and thus the AI tool can replicate those biases and inequities. Be aware that it can also produce problematic and potentially offensive answers.

## 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](http://safety.gwu.edu/emergency-response-handbook)
- In an active violence situation: Get Out, Hide Out or Take Out. See [go.gwu.edu/shooterprep](http://go.gwu.edu/shooterprep)
- Stay informed: [safety.gwu.edu/stay-informed](http://safety.gwu.edu/stay-informed)