

# Political Geography

## Space, Place, Boundary, and Movement in Electoral Politics and Public Policy

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COURSE INFORMATION	<p><i>Term:</i> Spring 2021, Mod 1 <i>Level:</i> Advanced Seminar <i>Meet:</i> Tuesday, 3-5 <i>Type:</i> Remote (<i>synchronous or asynchronous</i>) <i>Syllabus Revision:</i> September 22, 2023</p>	<p><i>Instructor:</i> Jack Reilly <i>live text:</i> <a href="https://ncfpolgeo.slack.com">ncfpolgeo.slack.com</a> <i>E-mail:</i> <a href="mailto:jreilly@ncf.edu">jreilly@ncf.edu</a> <i>Office Hours:</i> Fridays, 9-11 <i>Appointments:</i> <a href="https://jacklireilly.com/appointments">jacklireilly.com/appointments</a></p>
CATALOG DESCRIPTION	<p>This seminar examines the effects of geographic context on political behavior, with a particular emphasis on the role of space in the political activity of citizens, legislators, and policymakers. Topics to be addressed include space, distance, migration, boundaries, voting, social influence, public policy formation, and the inclusion of geographic and contextual-level variables in the analysis of politics.</p>	
COURSE CONTENT	<p>Political geography is a huge topic - far more than can be covered in a single course (much less in a mod). So, in the interest of providing the necessary focus, we will not even try! Most notably, this iteration of the course is unapologetically focused on the intersection of geography and political behavior in electoral democracies. This yields the exclusion of a number of interesting topics, but among the most noteworthy is the exclusion of much of the international scope: state formation, state building, conflict, geopolitics, world order systems, and great power politics are out.<sup>1</sup> We focus instead primarily on how aspects of physical, human, and social geography - distance, space, place, direction, density, landscape, boundary - influence actors in democracies and how topics core to the study of geography - migration, globalization, and nationalism - relate to how citizens choose their elected officials, how elected officials represent their citizens, and how public policy is created by governments across electoral democracies.</p>	
COURSE STRUCTURE	<p>This course can be taken in one of two ways: as a remote synchronous discussion seminar, or as an asynchronous correspondence course. Students taking the course need to choose a track at the beginning and stick with it, as course requirements are slightly different in each track.</p>	
SIBLING COURSES	<p>This course is a mod1 course (a half semester course) with two sibling half-semester courses: <i>Rural Politics in the United States</i>, a mod2 course taught at the same time as <i>Political Geography</i>, but taking place in the second half of the semester, and <i>R for GIS and Political Geography</i>, a full term for mod credit course,. Students looking for a whole course unit in political geography are encouraged to consider one or both of those courses in addition to this one.</p>	
PREREQUISITES	<p><i>Required:</i> an introductory course in political science (preferably American Politics or Comparative Politics) or human geography along with intermediate coursework in political science, social psychology, or geography. Third-year or fourth-year status preferred. Enrollment is at the discretion of the instructor, who may waive pre-requisites in special circumstances.</p> <p><i>Co-requisite:</i> a course on research design in the social sciences, to be completed before or alongside this course.</p> <p><i>Recommended:</i> Introductory statistics or equivalent (including <i>Quantitative Political Analysis I</i> and <i>Dealing with Data 1</i>). A second-level statistics course (such as <i>Quantitative Political Analysis</i></p>	

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<sup>1</sup>Although note that, while we will not have an *international* focus, we will do plenty of cross-national comparative work. While the United States will likely be our most frequent case, we will also analyze work in Canada, Mexico, assorted countries in Europe, Israel, India, and more as our topics warrant.

*II, Advanced Statistics for Psychology, Dealing with Data II, Econometrics, Introduction to Categorical Data Analysis, etc)* is beneficial but not required.

**A NOTE ON GIS** This is not a course on geographic information systems (GIS) or spatial statistics. If you are interested in visualization of geographic data in politics, I recommend you consider R for GIS and Political Geography, available as a mod course alongside this one. (It has no technical prerequisites, R is open source software you can download for free, and we start from the beginning!) There is also a general mapping and cartography course this semester taught by Professor Giglioli that I highly recommend. It primarily uses QGIS rather than R, and is a more structured general introduction to cartography and mapping. Finally, Prof. Toro-Farmer teaches a two course series in GIS, using ArcGIS, that you may wish to examine as well.

## Materials

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### BOOKS

#### Required

- Enos, *The Space Between Us: Social Geography and Politics*
- Wong, *Boundaries of Obligation in American Politics: Geographic, National, and Racial Communities*
- Rodden, *Why Cities Lose: The Deep Roots of the Urban-Rural Political Divide*
- Rickard, *Spending to Win: Political Institutions, Economic Geography, and Government Subsidies*

#### Optional

- Min, *Power and the Vote: Elections and Electricity in the Developing World*
- Acharya, Blackwell, and Sen, *Deep Roots: How Slavery Still Shapes Southern Politics*
- Jones, Jones, Woods, Whitehead, Dixon, and Hannah, *An Introduction to Political Geography: Space, Place, and Politics*. Second Edition.

### TECHNOLOGY

This is a remote course. As such, to successfully complete the course, you will need internet access and a device capable of running or accessing the following software: Canvas, Zoom, Google Drive, and Slack. You will also need the ability to play mp3 audio files and mp4 video files. You may find all electronic course resources linked from the course Canvas page or course google drive folder.

For your class project, you will also need word processing software and the ability to conduct research over the internet. This is not a course on statistics or research design. If you have prior experience in statistics and data analysis, you may wish to conduct analysis with statistical software as part of your project, but this is not required.

## Course Requirements

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### OVERVIEW

Satisfactory completion of the course requires completion of the following:

1. Weekly Reading & Preparation
2. Assignments

- (a) Discussion Leadership
  - (b) Response Papers (1 pg)
  - (c) Article Presentation
  - (d) Literature Search
3. Self-Evaluation

**Additional requirements only for those taking the class for the Political Science AOC advanced seminar requirement:**

- 4. Final Research Project.<sup>2</sup>
- 5. Co-registration in one or both of: *Rural Politics in the United States* or *R for GIS and Political Geography*.

SYNCHRONOUS/  
ASYNCHRONOUS  
OPTION

This courses is available as either a synchronous remote course with video conference session or as an asynchronous remote course with no live conference requirements. Requirements for each "track" may be found below.

Requirement	Synchronous	Asynchronous
Response Papers	2	6
Discussion Questions	4	0
Zoom Seminars	7	0
Article Presentation	In-Class	Recorded
Literature Search	1	1

GUIDANCE

**Daily Participation and Reading:** This is an advanced seminar taught at a graduate level. Informed class participation is expected and required each week.

**Response Papers:** Each synchronous student will write two 1 page reaction papers during the mod. This paper will be submitted to the whole class by noon the Monday before class (via slack), and should be read by other students in the class. As you are writing your reaction papers, you may wish to think of some of the following questions:

- *What is the primary argument of the readings for this week?*
- *How do these readings fit together? Do they agree? Disagree?*
- *How do these readings fit in with other readings from this class, or from other coursework you have taken?*
- *Do you buy what the author(s) is/are selling? Why or why not?*

**Discussion Leadership:** On days when you have a response paper due, you also lead off class discussion with the professor.

**Discussion Questions:** Submit discussion questions or points (broadly construed) to the class by 9 AM on the day of class in the course slack. (Note: on days you submit response papers, you don't have to submit discussion questions as well.) Feel free to respond to others comments and questions in the course slack as well as in class seminar!

**Article Presentation:** Present the main findings from an article on political geography in class, using slides (10 minutes).

**Annotated Bibliography:** Identify the articles from a chosen journal focused on political geography over a five year span, and nominate one for inclusion in the course (should you choose).

<sup>2</sup>Due at end of Spring Semester, not end of mod 1. See syllabus addendum for full advanced seminar requirements.

## FINAL PROJECT

For your final project, you have two options:

1. An empirical paper on political geography and political behavior (broadly construed) using data (approx. 10-15 pgs). Your analysis should include either original analysis of existing data or the use of GIS and spatial visualization tools to create maps to visually illustrate your work.
2. An expansive *critical* literature review of an area related to political geography, social context, and/or political behavior. (approx. 20-25 pgs)

In other words, you have a 20-25 page paper to write, and if you do original data work, that counts for 10 pages off the top.

Essentially, I will be looking for you to examine the role of geography in some aspect of political activity, behavior, and institutions writ large. For the record - I have a very broad definition of what's suitable for "political geography", even if we didn't cover it much in this class. Although we won't be examining things like geographically driven state conflict in class, for instance, those are perfectly acceptable topics for papers, as are in-depth looks at other fundamentally geographic concepts in any political context - migration, borders, space, distance, place, globalization, nationalism, etc etc . . . the list goes on and on.

For data sources, I recommend examining papers and data sets we've discussed throughout class, as well as other data sources you may be aware of from other geography and politics courses. Collecting and/or using your own data in either a qualitative or quantitative fashion is encouraged as well.

The project will have two components: a paper and a pre-registration assignment is due before your paper. The final **paper will be due the Tuesday of finals week**, and **the pre-registration is due at the end of the first mod** (the end of this course.) For pure literature reviews, the pre-registration consists of identifying your topic. For data-centric papers, the pre-registration consists of identifying your question, hypothesis, and data. I will "OK" your topic from the pre-registration and then you are free to go.

Finally, I recommend talking with me before investing too deeply into the project. (We will certainly touch base, at least, about your topic after your pre-registration, but I encourage to talk to me even before that as well.) If you are currently thinking about your thesis for next year, this paper can present an excellent opportunity to kick-start your literature review or do a dry-run of some data analysis for a thesis project. Furthermore, not only do I allow this utilitarian usage of the paper, I heartily encourage it: *please* use this paper to do something that might end up being helpful for your thesis!

## Course Expectations

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### ETIQUETTE

Course participants must be courteous to the professor and fellow students. Attend class on time, listen to fellow students when they talk, disagree (or agree) with others' arguments professionally. Remote instruction presents unique challenges to seminar classes, but the principles remain the same: when you are in seminar, attend and focus on the class and your fellow students discussion.

### SYNCHRONOUS COMMUNICATION

I encourage you to come by my virtual Zoom student hours at any point if you have questions

about the course, the readings, school, etc. To set up a zoom meeting, just schedule time here: <http://jackkreilly.com/appointments> or email me!

ASYNCHRONOUS COMMUNICATION Students can generally expect a response to all e-mails within 36 hours, excepting weekends. (And typically more quickly - I check email daily.) In addition to email, I encourage you to come to the course slack channel to ask questions or discuss questions outside of regular zoom meeting times.

## Course Agenda

TOPICS OUTLINE (Subject to change)

W	Topic	Main Reading	Text
1	Context: What is Political Geography?	Articles (King; Nall)	1
2	Psychology: Space and Place in the Mind	Enos	6
3	Boundaries: Community and Place Attachment	Wong	4
4	Movement: Nationalism, Migration, and Globalization	Wong, articles	5, 9
5	Representation: Political Form and Spatial Structure	Rodden	7
6	Distribution: Public Policy and Economic Geography	Rickard; Min	12
7	History: Geographic Memory and Politics	Acharya et al	12

### Reaction Papers & Presentations

W	Topic	Writers	Presenters	Extra
1	Context	N/A	N/A	
2	Psychology	Lauren, Carlos, Angela	Jack	*
3	Boundaries	Annika, Riley, Carlos	John, Austin	*
4	Movement	Macie, Jan, Angela, Austin	Carlos, Riley	
5	Representation	Annika	Angela, Jan	
6	Distribution	Jan, Riley, John	Macie	
7	History	Macie, John, Austin	Annika	*

WEEK 1 What is Political Geography? What is its Value?

#### 1. Read

- Syllabus
- King, "Why Context Should Not Count", *Political Geography*
- Nall, "The political consequences of spatial policies: How interstate highways facilitated geographic polarization" *Journal of Politics*
- *Optional*
  - Background: Text, ch 1
  - O'Loughlin, "Thirty-Five Years of Political Geography", *Political Geography*
  - Lustick, "Geography and political science" *Political Geography*
  - Ethington and McDaniel, "POLITICAL PLACES AND INSTITUTIONAL SPACES: The Intersection of Political Science and Political Geography"

#### 2. Attend: Class, Tuesday 3 PM

WEEK 2 The Psychology of Space and Place

1. Read

- Enos, ch 1-4, 7; pgs 246-249; your "chapter" - Boston (Annika, John), Chicago (Riley, Laruen, Angela), Los Angeles (Austin, Carlos), Phoenix (Jan, Macie, Adrienne)

2. Attend: Class, Tuesday 3 PM (zoom)

3. Submit:

- Discussion Questions (9 AM Tuesday) *or* One Page Response Paper (Noon Monday to slack)
- Literature Search Assignment, Part I (Beginning of class to google drive folder)
  - Remember: you're looking for any articles related to political geography in electoral democracies, so keywords in titles like "geography", "spatial", "place", "distance", "context", "sorting", "segregation", "migration", "boundaries", "gerrymandering", "districts/districting", "urban/suburban/rural" etc are all great cues! (Note that not all articles with these words in titles might not really be geographic in nature, but if one of these is in a title, it means you should probably read the abstract to find out if it is!)
  - Collect your articles (and abstracts) in a bulleted list, sorted by publication date with the most recent at the top, using Chicago Author-Date (or APSA, or APA) style. For instance, the entry for Nall from our week 1 reading would look like:
    - \* Nall, C. (2015). The political consequences of spatial policies: How interstate highways facilitated geographic polarization. *The Journal of Politics*, 77(2), 394-406.
    - *In the postwar era, Democratic voters have become increasingly more likely than Republican voters to live in urban counties. Public policies that shape geographic space have been a major contributor to this geographic polarization. This article examines the effect of the Interstate Highway System, the largest public works project in American history, on this phenomenon. Drawing on a database of US highway construction since the passage of 1956 highway legislation, it shows that suburban Interstate highways made suburban counties less Democratic, especially in the South and where highways were built earlier. Metropolitan areas with denser Interstate networks also became more polarized. Analysis of the Youth-Parent Socialization Panel Study (1965-97) reveals individual-level mechanisms underlying these changes: Interstates drew more white and affluent residents, who tended to be Republican, to the suburbs.*
  - Don't forget to nominate particularly interesting articles for consideration for class assignments or for consideration for presentation. Identify these articles at the very top of your list.
  - Submit your search results to the shared google folder, where everyone can see and reference them.
  - Journal Assignments:
    - \* Macie - American Journal of Political Science
    - \* Lauren - Journal of Politics
    - \* Annika - Political Behavior
    - \* John - Political Geography (2018-current)
    - \* Carlos - Political Geography (2014-2017)
    - \* Riley - Electoral Studies
    - \* Austin - Research & Politics
    - \* Angela - Canadian Journal of Political Science
    - \* Jan - Western European Politics
    - \* Houston - British Journal of Political Science

- *Journals Unclaimed: American Political Science Review, Comparative Political Studies, Political Analysis, Political Research Quarterly, Political Science Quarterly, Public Opinion Quarterly, Perspectives on Politics, Political Science Research and Methods, Political Psychology, Journal of Race, Ethnicity, and Politics . . .*
- John and Carlos, remember that your filter mechanism is a little different: you're looking for articles in the political geography journal that specifically relate to electoral democratic politics in a geography journal, rather than articles that relate to geography in a political science journal.

4. Reaction Paper Writers: Lauren, Carlos, Angela

5. Presenters: Jack: Reilly (2020). "Social Connectedness and Political Behavior". *Research & Politics*.

## WEEK 3

### Places I: Boundaries, Communities, and Place Attachment

1. Read:

- Wong, ch 1-3 (scan 5-6)
- Hernandez et al, 2007. "Place attachment and place identity in natives and non-natives" *Journal of Environmental Psychology*
- Scan: Brown et al, "Mapping and measuring place attachment" *Applied Geography*. (Scan for big picture ideas, don't let yourself get too caught up in the technical details!)
- Wong et al, 2020. "Maps in People's Heads: Assessing a New Measure of Context" *Political Science Research and Methods*
- *Enrichment: Personality and Geography*
  - Gotz et al, 2020. "Physical topography is associated with human personality" *Nature Human Behavior*
  - *Optional*: Elleman et al, 2020. "Smaller Is Better: Associations Between Personality and Demographics Are Improved by Examining Narrower Traits and Regions" *Collabra: Psychology*

2. Attend: Class, Tuesday 3 PM (zoom)

3. Submit:

- Discussion Questions (9 AM Tuesday) *or* One Page Response Paper (Noon Monday to slack)
- Literature Search Assignment, Part II (beginning of class to google drive folder)
  - Remember: you're looking for any articles related to political geography in electoral democracies. This week, your journal is likely geographic in focus, rather than political, so your filter will have to be a little different - you'll select, from a wide range of geography articles, those related to electoral democracy and politics. (Rather than select those related to geography from a wide range of articles on politics.)
  - Collect your articles (and abstracts) in a bulleted list, sorted by publication date with the most recent at the top, using Chicago Author-Date (or *APSA*, or *APA*) style.
  - Don't forget to nominate particularly interesting articles for consideration for class assignments or for consideration for presentation. Identify these articles at the very top of your list.

- Submit your search results to the shared google folder, where everyone can see and reference them.
- Journal Assignments:
  - \* Riley - American Political Science Review
  - \* Macie - Journal of Rural Studies
  - \* Lauren - Annals of the Association of American Geographers
  - \* Annika - Applied Geography
  - \* John - Dialogues in Human Geography
  - \* Carlos - Geographical Analysis
  - \* Austin - Social & Cultural Geography
  - \* Angela - The Canadian Geographer
  - \* Jan - Economic Geography
  - \* Houston - Progress in Human Geography
- Journals unclaimed: *Demography, The Geographical Journal, International Journal of GIS, Urban Geography, Transactions of the Institute of British Geographers, Remote Sensing, Area, Journal of Geographical Sciences, Geopolitics, Journal of Economic Geography* . .
- Remember to select articles to nominate!

4. Reaction Paper Writers: Annika, Riley, Carlos

5. Presenters:

- Austin: Urbatsch, R. 2017. Youthful Hours: Shifting Poll-Opening Times Manipulates Voter Demographics.
- John: Minor and Boyce, 2017. "Smokey Bear and the pyropolitics of United States forest governance"

WEEK 4

Places II: Movement, Nationalism, Migration, Globalization, and Place-Based Threat

1. Read:

- Focus: Mummolo and Nall, 2016. "Why Partisans Do Not Sort: The Constraints on Political Segregation" *Journal of Politics*
- Focus: Hopkins, 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition" *American Political Science Review*.
- Focus: Maxwell, 2019. "Cosmopolitan Immigration Attitudes in Large European Cities: Contextual or Compositional Effects?" *American Political Science Review*.
- Focus: Campbell et al, 2019. "Why friends and neighbors? explaining the electoral appeal of local roots." *Journal of Politics*.
- Scan: Doering et al, 2020. "The Spatial Articulation of Urban Political Cleavages" *Urban Affairs Review*
- Scan: Levan, 2019. "Neighborhoods That Matter: How Place and People Affect Political Participation" *American Politics Research*
- Scan: Anoll, 2018. "What Makes a Good Neighbor? Race, Place, and Norms of Political Participation" *American Political Science Review*
- Scan: Marble and Nall, 2021. "Where Self-Interest Trumps Ideology: Liberal Homeowners and Local Opposition to Housing Development" *Journal of Politics*.
- Martin and Webster, Does residential sorting explain geographic polarization?
- *Optional: Wong, ch 4*



- *Optional: Maltby, 2020. "Demographic Context, Mass Deportation, and Latino Linked Fate" Journal of Race, Ethnicity, and Politics*
2. Attend: Class, Tuesday 3 PM (zoom)
  3. Submit:
    - Discussion Questions (9 AM Tuesday) *or* One Page Response Paper (Noon Monday to slack)
  4. Reaction Paper Writers: Macie, Jan, Angela, Austin
  5. Presenters:
    - Carlos
    - Riley

## WEEK 5

### Spatial Structure of Electoral Politics: Representation, Gerrymandering, Districts

1. Read:
  - Rodden, *Why Cities Lose*
    - *read: Introduction, chs 1, 7-9*
    - *scan: 2-4, 6*
  - Maxwell, "Geographic Divides and Cosmopolitanism: Evidence From Switzerland" *Comparative Political Studies*
  - Auerbach, "The Geography of Citizenship Practice: How the Poor Engage the State in Rural and Urban India" *Perspectives on Politics*
  - Engstrom et al, "Capitol Mobility: Madisonian Representation and the Location and Relocation of Capitals in the United States" *American Political Science Review*
  - *Optional: Schaffner et al, "Opinion: Why Trump Never Stops Talking About Our Suburbs" New York Times*
  - *Optional: Jacobs, "Place-Based Imagery and Voter Evaluations: Experimental Evidence on the Politics of Place" Political Research Quarterly (Ed. note: probably should have been one of the prior couple weeks, but I forgot to put it in then)*
  - *Optional: Munis, "Us Over Here Versus Them Over There...Literally: Measuring Place Resentment in American Politics" Political Behavior (Ed. note: also probably should have been one of the prior couple weeks, but I forgot to put it in then)*
  - *Optional: McCarty et al, "Geography, Uncertainty, and Polarization" Political Science Research & Methods*
2. Attend: Class, Tuesday 3 PM (zoom)
3. Submit:
  - Discussion Questions (9 AM Tuesday) *or* One Page Response Paper (Noon Monday to slack)
4. Reaction Paper Writers: Annika, John
5. Presenters:
  - Jan, "Core-Periphery Disparities in Europe: Is There a Link between Political and Economic Divergence?"
  - Angela, "Ghettos in Canadas Cities: Racial segregation, ethnic enclaves and poverty concentration in Canadian urban areas"

WEEK 6

Distribution: Politics, Policy, and Economic Geography

1. Read:

- Rickard, *Spending to Win*, ch 1-4, 8
- Trounstine, "The Geography of Inequality: How Land Use Regulation Produces Segregation" *American Political Science Review*
- Ichino, "Crossing the Line: Local Ethnic Geography and Voting in Ghana" *American Political Science Review*
- Harris, "(Under What Conditions) Do Politicians Reward Their Supporters? Evidence from Kenyas Constituencies Development Fund" *American Political Science Review*
- Scan: Ogorzalek, "Nationally poor, locally rich: Income and local context in the 2016 presidential election" *Electoral Studies*
- Scan: Beramendi et al, "Economic Geography and Redistribution: Malapportionment as Compensation" *Working paper*
- Optional/Readings Cut for New Week 7
  - Rickard, *Spending to Win*, ch 5-7
  - Min, *Power and the Vote*, read ch 1-3, 8; intros & conclusions, 4-7
  - Beramendi et al, "Geography, Capacity, and Inequality" *Working paper*
  - Hammond, "Maps of mayhem: Strategic location and deadly violence in civil war"
  - Graff, "Spatial Inefficiencies in Africa's Trade Network" *Working Paper*.
  - Rojo et al, "Political Networks, Clientelism and Public Goods: Evidence from Slums in Udaipur, India"
  - Huntington et al, "The Geography of Governance in Africa: New Tools from Satellites, Surveys and Mapping Initiatives" *Regional and Federal Studies*

2. Attend: Class, Tuesday 3 PM (zoom)

3. Submit:

- Discussion Questions (9 AM Tuesday) *or* One Page Response Paper (Noon Monday to slack)

4. Reaction Paper Writers: Jan, Riley, John

5. Presenters:

- Macie: Kaufman, Chelsea N. The Changing Political Character of American Farmers: 1954-2008.

WEEK 7

History's Reach: spatial effects in and across time

*Content Warning: race-based violence, slavery, colonialism, holocaust*

1. Read:

- Archarya et al, "The Political Legacy of American Slavery" *Journal of Politics*.
  - *see also*: Blog Post: "How presidential elections are impacted by a 100 million year old coastline"
  - *book that emerged from the article*: Archarya et al, "Deep Roots: How Slavery Still Shapes Southern Politics"

- Wasow, "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting" *American Political Science Review*
  - Reece, "Whitewashing Slavery: Legacy of Slavery and White Social Outcomes" *Social Problems*
  - Dell, "The Persistent Effects of Peru's Mining Mita" *Econometrica*
  - Jha, "Trade, Institutions and Ethnic Tolerance: Evidence from South Asia" *American Political Science Review*
  - Schindler and Westcott, "Shocking Racial Attitudes: Black G.I.s in Europe" *The Review of Economic Studies*
  - Scan: Nunn and Wantchekon, "The Slave Trade and the Origins of Mistrust in Africa" *American Economic Review*
  - Scan, with eye towards thinking about the complexities of evaluating effects across history
    - Homola, "Legacies of the Third Reich: Concentration Camps and Out-group Intolerance" *American Political Science Review*
    - Pepinsky, "Does Proximity to Nazi Concentration Camps Make Germans Intolerant? Modeling Spatial Heterogeneity and Historical Persistence" Working paper.
    - Charnysh, "The Death Camp Eldorado: Political and Economic Effects of Mass Violence" *American Political Science Review*
  - *Optional*
    - Engerman and Sokoloff, "Factor Endowments: Institutions, and Differential Paths of Growth Among New World Economies"
    - Nunn, "The historical roots of economic development" *Science*.
    - Lee, "Comparing British and French Colonial Legacies: A Discontinuity Analysis of Cameroon"
    - Gimpel, "The persistence of white ethnicity in New England politics" *Political Geography*
    - Easterly, "Inequality does cause underdevelopment: Insights from a new instrument" *Journal of Development Economics*
2. Attend: Class, Tuesday 3 PM (zoom)
  3. Submit:
    - Discussion Questions (9 AM Tuesday) *or* One Page Response Paper (Noon Monday to slack)
    - Class Reading Survey (google form)
    - Course Self-Eval (google form) *This one is the evaluation of your own performance in the class*
    - Class Evaluation (forwarded by the college) *This one is the standard evaluation of the course overall as I taught it*
    - *For those taking the class for advanced seminar credit:* Final Paper Proposal (canvas). (Note that the actual final paper is not due until the end of the semester and your completion of your other Political Geography course components.)
  4. Reaction Paper Writers: Austin, Macie, John
  5. Presenters: Annika: Hansen, "Residential Mobility and Turnout: The Relevance of Social Costs, Timing and Education."

## Campus Academic Resources

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YOUR ACADEMIC ADVISOR	Your academic advisor is your first resource at the college for navigating your courses and academic work at the college. Many first year students find themselves uncertain about when it is "ok" to go their advisor with questions or for advice—but the real answer is "anytime"! We all have open office hours that you can simply drop in at, even if you don't have an appointment, and are eager to help you.
WRITING SKILLS	Clear writing and argumentation is a critical element to success in college (not to mention, life generally). That said, writing is hard, and students come to college with very different levels of preparation for college level and professional writing. Regardless of your skill and comfort with writing, I strongly recommend exploring the options for writing (and revising!) assistance at the Writing Resource Center. You can schedule an appointment through the writing center here: <a href="https://ncf.mywconline.com">https://ncf.mywconline.com</a>
QUANTITATIVE SKILLS	Like writing skills, quantitative literacy is an integral element to success in college (not to mention, life generally). That said, math is (also) hard, and students come to college with very different levels of preparation for college level and professional data literacy. While this course will cover many aspects of data literacy, should you desire additional support beyond what I and/or the course TA can provide, I recommend exploring the options for assistance at the Quantitative Resource Center. The QRC is located in the Academic Resource Center (ARC), located on the first floor of the Jane Bancroft Cook Library.
STUDENT SUCCESS CENTER	Having trouble figuring out how to manage it all? In addition to your faculty mentor and professors, New College has peer to peer coaching and group workshops available at the Student Success Center. The SSC helps you develop the skills necessary for success in college. We offer one-on-one appointments with trained peer coaches, group study sessions, recurring appointments, workshops, printable resources, regular newsletters, and referrals to other campus services. You can find more information here: <a href="https://www.ncf.edu/academics/student-success-center/">https://www.ncf.edu/academics/student-success-center/</a>
ADDITIONAL RESOURCES	Please see the Campus Support Resources document—located in the course canvas page and google drive—for all the academic resources available to you at New College.

## New College & Community Academic Policies

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CRITICAL THINKING	Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.
STUDENT ACCESSIBILITY	New College of Florida is committed to creating a learning environment that meets the needs of its diverse student body. If you are a student with a disability, or think you may have a disability, you are encouraged to initiate a conversation with the AALC (Advocacy and Accessible Learning Center). The AALC works with students with disabilities to identify reasonable accommodations and plans ways to implement these with your faculty members. Please visit their website for additional information: <a href="https://www.ncf.edu/departments/advocacy-accessibility/">https://www.ncf.edu/departments/advocacy-accessibility/</a> . You may also contact the AALC in-person (HCL3), via phone at 941-487-4844, or via email at <a href="mailto:aalc@ncf.edu">aalc@ncf.edu</a> . Students are welcome to discuss privately any

concerns related to barriers to both fully participating and learning in this course. Students with accommodations are highly encouraged to meet with their primary or partner instructor as soon as possible.

#### TITLE IX

New College of Florida is committed to equal access to education pursuant to Title IX of the Educational Amendments of 1972. The law protects all individuals on our campus from gender-based discrimination or exclusion or instances of sexual misconduct. All full-time faculty, full-time staff, and resident advisors are Responsible Employees required to report any known instances of sexual misconduct or gender discrimination to the Title IX Coordinator. Please contact our Title IX coordinator ([titleix@ncf.edu](mailto:titleix@ncf.edu)) or see the website (<https://www.ncf.edu/campus-life/title-ix/>) for more information.

#### EQUITY, DIVERSITY, AND EQUAL OPPORTUNITY

New College's commitment to excellence can only be realized in a learning environment that is inclusive, characterized by openness to diverse perspectives, and marked by mutual respect. Anything short of this aspiration is inconsistent with our commitment. Equal access, and the opportunity to participate fully in all of our programs and facilities, without regard to race, color, creed, religion, political ideology, national origin, age, marital status, disability, public assistance status, veteran status, gender identity, gender expression, or sexual orientation, is essential to that commitment and will be the standard to which we expect all members of our learning community to adhere.

#### ACADEMIC INTEGRITY

Academic integrity is essential to maintaining a vibrant, healthy, and engaging learning environment for which we all must take responsibility. The New College faculty considers academic dishonesty to be a serious violation of community standards. Students are expected to refrain from acts of academic dishonesty, which may include:

1. cheating and/or plagiarism (such as: presenting the intellectual work of others as one's own; failing to cite sources; improper paraphrasing via failing to use own words even if a citation is given; partial, incomplete, or inaccurate citation of work of others);
2. unauthorized multiple submissions (submission of the same work for different academic activities, without the approval of the instructor);
3. false citation (false citation of a source or knowingly attributing work to a source from which the referenced material was not obtained);
4. falsifying data (fabricating or altering data to deliberately mislead; for example, changing data to get better experiment results is academically fraudulent);
5. falsifying information, signatures, or initials on official and academic forms.

If you are in doubt about what practices are permissible in an examination, you should consult the professor prior to sitting for the exam. If you lack understanding of how, in a paper or other presentation, to distinguish your thoughts from those of others, the faculty can refer you to standard guidelines and discuss specific questions.

#### CLASSROOM RECORDING

Florida State Law allows students to record classroom lectures without a requirement for prior notice and without the faculty member's consent, with specific limitations on where and how those recordings can be used.

"A recorded lecture may not be published without the consent of the lecturer," and it may be employed only

- a. "for a student's own personal educational use"

- b. "in connection with a complaint to the public institution of higher education where the recording was made"
- c. "as evidence in, or in preparation for, a criminal or civil proceeding"

Recorded lectures used for other purposes may allow the faculty member to seek damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000.

A class lecture is defined as an educational presentation delivered by faculty or guest lecturer, as part of a New College course, intended to inform or teach enrolled students about a particular subject. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.