

**The Ohio State University  
Colleges of the Arts and Sciences Course Change Request**

Political Science  
Academic Unit

Political Science

501

Book 3 Listing (e.g., Portuguese)

Course Number

Summer      Autumn      Winter      Spring      Year 2007?

**Proposed effective date:** choose one quarter and put an "X" after it, and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/Off-Campus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Political Science
2. Number: 501
3. Full Title: The American Presidency
4. 18-Char. Transcript Title: Amercn Presidency
5. Level and Credit Hours UG 05
6. Description: An examination of the American presidency, emphasizing the contemporary role of the president, the institutionalized presidency, and theories of presidential behavior.
7. Qtrs. Offered :
8. Distribution of Contact Time: 5 cl.  
(e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s):
10. Exclusion: (Not open to....)
11. Repeatable to a maximum of \_\_\_\_\_ credits.
12. Off-Campus Field Experience:
13. Cross-listed with:
14. Is this a GEC course? No
15. Grade option (circle): Ltr    S/U    P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y  N   
Is an Embedded Honors version of this course available?    Y  N
17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE  
Changes Requested**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
8. 2, 2-hr cl.
- 9.
- 10.
- 11.
- 12.
- 13.
14. yes 2.B.2.
- 15.
- 16.
- 17.

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?  
N/A

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2. Does this course currently satisfy any GEC requirement, if so indicate which category?  
No

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3. What other units require this course? Have these changes been discussed with those units?  
\_\_\_\_\_

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4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.  
-N/A History, Sociology, Psychology, Comm. (all rec'd)

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5. Is the request contingent upon other requests, if so, list the requests?  
\_\_\_\_\_

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6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).)  
\_\_\_\_\_

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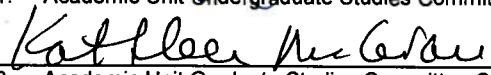
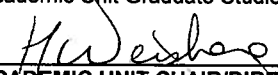
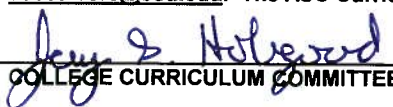
7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)     A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)     A general elective:

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8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:  
None

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**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

- |  |                  |         |
|--|------------------|---------|
| <br>1. Academic Unit Undergraduate Studies Committee Chair  | R William Little | 9/23/01 |
| Printed Name   | Date             |         |
| <br>2. Academic Unit Graduate Studies Committee Chair   | Kathleen McGowan | 9-9-08  |
| Printed Name   | Date             |         |
| <br>3. ACADEMIC UNIT CHAIR/DIRECTOR   | HERBERT WEISBERG | 9/8/8   |
| Printed Name   | Date             |         |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:ascurofc@osu.edu">ascurofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committee. |                  |         |
| <br>5. COLLEGE CURRICULUM COMMITTEE   | Jay S. Hobgood   | 3-10-09 |
| Printed Name   | Date             |         |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN  | _____            | _____   |
| Printed Name   | Date             |         |
| 7. Graduate School (if appropriate)  | _____            | _____   |
| Printed Name   | Date             |         |
| 8. University Honors Center (if appropriate)   | _____            | _____   |
| Printed Name   | Date             |         |
| 9. Office of International Affairs (study tours only)  | _____            | _____   |
| Printed Name   | Date             |         |
| 10. ACADEMIC AFFAIRS   | _____            | _____   |
| Printed Name   | Date             |         |

**Sent:** Friday, December 05, 2008 4:08 PM  
**To:** Sophia Lee  
**Cc:** Kathleen Hallihan; James Bach; Peter Hahn  
**Subject:** Concurrence with Poli Sci 501, 532, 541, 545

Dear Sophia and Kate,

As Acting Chair of Undergraduate Studies in the Department of History, I am writing to offer the department's concurrence with the following courses:

>Political Science 501

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1444>

>

>Political Science 532

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1446>

>

>Political Science 541

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1441>

>

>Political Science 545

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1413>

>

Thank you so much,  
Jennifer

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Jennifer Siegel  
Department of History  
The Ohio State University  
106 Dulles Hall  
230 West 17th Avenue  
Columbus, OH 43210-1367  
Phone: (614) 292-0314  
Fax: (215) 974-4537

**From:** Craig Jenkins [mailto:jenkins.12@sociology.osu.edu]  
**Sent:** Friday, November 21, 2008 1:34 PM  
**To:** Sophia Lee  
**Cc:** bellair.1@osu.edu  
**Subject:** RE: concurrence requests for Poli Sci(501), 532, 541, 545

Sociology concurs with all of the courses.

Please let me know if you need the formal concurrence forms.

Craig Jenkins

**From:** Richard Petty [mailto:[petty.1@osu.edu](mailto:petty.1@osu.edu)]  
**Sent:** Friday, November 21, 2008 12:30 PM  
**To:** Sophia Lee  
**Subject:** RE: concurrence requests for Poli Sci 501 and 545

Psychology has no problems with either Political Science 501 or 545.

Sincerely,

Richard Petty

Chair, Psychology

From: Amy Nathanson [mailto:nathanson.7@osu.edu]  
Sent: Monday, October 27, 2008 10:56 AM  
To: Sophia Lee  
Subject: Re: Fwd: concurrence requests for Poli Sci 501

Hi Sophia,

The School of Communication concurs with this proposal.

Amy Nathanson

## **Statement of GEC rationale for Political Science 501: The American Presidency**

This course is proposed under the “Organizations and Polities” rubric. The course will introduce students to the study of the American Presidency, a major substantive field of American Politics and Political Science, by providing a survey of classical and contemporary theories about some of the leading topics in presidential research—presidential power and leadership, accountability, presidential performance—and to some of the fundamental concepts and values—executive power, separation of powers, checks and balances—that have been used to organize our thinking about these topics.

In the most general terms, the aim of this course is to encourage students to think critically about the concepts and values that we bring to the study of the American presidency, not only by introducing them to some of the best and most influential thinking, past and present, about a number of core issues, but also and more generally by getting them to see that politically salient concepts such as “executive power” and “checks and balances” do not have transparent or self-evident meanings, but rather have been and are the subject of intense debate and controversy. In addition to drawing connections within and across theoretical debates, the students will be encouraged to draw connections between these debates and real-life political events and controversies.

The particular concepts studied in Political Science 501: The American Presidency will vary by quarter depending on the interests of the instructor and the political context in which the course is being offered (e.g., in wartime, in the wake of a national disaster, during a national election). Each iteration of the course will be assessed in order to ensure that the topics considered are (a) multiple, (b) diverse, and (c) broad in nature, and to ensure more generally that the course does not drift away from its intended objectives over time.

## **GEC Course Assessment Plan for Political Science 501: The American Presidency**

Students in Political Science 501 will learn the American presidency, emphasizing the contemporary role of the president, the institutionalized presidency, and theories of presidential behavior.

Political Science 501 will meet these learning objectives by teaching students to understand the theories and methods of scientific inquiry as they are applied to individuals and groups operating in political systems. Students will learn to comprehend human differences and similarities in political contexts. Students will develop abilities to comprehend and assess individual and social values and recognize their importance in social problem solving and presidential policy making.

Student performance will be evaluated based on a combination of classroom discussions, short written assignments, term papers, and in-class examinations.

Political Science 501 will be regularly assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of the Social Science category of the General Education Curriculum. Each iteration of the course will be assessed by the coordinator of the American Politics subfield in consultation with the Associate Chair for Teaching to ensure that it meets the GEC objectives. The following procedures and indicators will be used for assessment:

- (1) Student evaluations, including both the quantitative SEI and the quantitative/qualitative student departmental evaluation form (attached).
- (2) Review of syllabi, exams and paper assignments (see attached faculty questionnaire).



## Political Science Course Evaluation Form

Political Science 501

Quarter and Year: \_\_\_\_\_

Instructor: \_\_\_\_\_

Please circle the appropriate response to the following. If you have no opinion, leave the question blank.

1. Political Science 501 helped me understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations and societies.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

2. In Political Science 501 I learned how rules and principles of political and social systems are formed and endure, and how these systems compare and contrast.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

3. Political Science 501 helped me to understand how the nature and values of organizations and political systems are important in social problem solving and policy making.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

4. The overall quality of Political Science 501 compared with other courses I have taken at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

5. The overall quality of this instructor, compared with others I have had at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

6. How might this course better achieve the objectives listed in questions 1, 2, and 3 above?

If you have other comments or suggestions concerning the course or its instructor, please offer them here:

**Direct Measures of Students' Achievement at the Course Level:  
GEC Expected Learning Outcomes**

Faculty who choose not to develop custom assessment plans may assess the aggregate levels of achievement of the GEC expected learning outcomes by answering these questions regularly, at least every third time they teach a specific GEC course.

**How do you evaluate your students' achievement of <GEC outcome>?**

i.e. Students demonstrate understanding of the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies on a final essay exam, by applying one or more theories to analyze a given set of unfamiliar facts in each of two essays. OR

Exam questions 2, 3, 6, 9, and 12 test how well students understand basic concepts of statistics and probability; questions 1, 7, and 11 test how well students comprehend methods needed to analyze and critically evaluate statistical arguments; and questions 4, 5, 8, and 10 evaluate their ability to recognize the importance of specific statistical ideas.

**How well are they doing?**

i.e. More than 70% of students demonstrate an accurate, if unnuanced, understanding of most of the theories presented in the class, and can describe how these apply to the scenarios in the essay questions. However, only 45% could accurately define theory X.

OR At least 75% of students responded correctly to 2, 3, 6, and 9. At least 72% got 1 and 7 correct, and 70% got 4, 8, and 10 correct. Fewer than 50% were able to answer 5 and 11 right.

**What if anything does this suggest you change?**

i.e. Develop a new way of teaching theory X OR  
Focus more attention on the concepts examined in questions 5 and 11.

## **Sample Assessment Questionnaire for Faculty**

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Please answer the following questions as fully as you can:

1. What tests or graded activities allow you to know that students learn...  
[wording appropriate for GEC course objective] (e.g., “essay exam in which students are asked ....”)
  
2. Based upon your assessment of student performance in your class, how well are they achieving these goals?
  
3. What changes, if any, does this suggest you make the next time you offer this course?

**The Ohio State University  
General Education Curriculum (GEC)  
Request for Course Approval Summary Sheet**

**1. Academic Unit(s) Submitting Request**

Political Science

**2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)**

Political Science 501

**3. GEC area(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)**

Category 2. Breadth, B. Social Sciences, Section 2. Organizations and Politics

**4. Attach:**

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

**5. Proposed Effective Date** Winter quarter 2009

**6. If your unit has faculty members on any of the regional campuses, have they been consulted?** Yes

**7. Select the appropriate descriptor for this GEC request:**

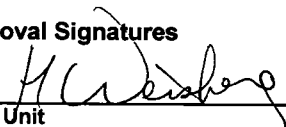
Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).

**9. Approval Signatures**

  
Academic Unit

9/8/08  
Date

\_\_\_\_\_  
College Office/College Curriculum Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Colleges of the Arts and Sciences Committee on Curriculum and Instruction

\_\_\_\_\_  
Date

\_\_\_\_\_  
Office of Academic Affairs

\_\_\_\_\_  
Date

**Political Science 501**  
**The American Presidency**  
**Course # 15596-1**

*People identify with a President in a way they do with no other public figure. Potential presidents are measured against an ideal that's a combination of leading man, God, father, hero, pope, king, with maybe just a touch of the avenging Furies thrown in. They want him to be larger than life, a living legend, and yet quintessentially human; someone to be held up to their children as a model; someone to be cherished by themselves as a revered member of the family, in somewhat the same way in which peasant families pray to the icon in the corner. Reverence goes where power is.*  
--Memo to Richard Nixon from Ray Price, cited in Michael Novak, *Choosing Our King* (1974), 44.



**I. Introduction**

This course is a general survey of the American presidency. Upon completion of this course, students will have a better understanding of the office and of the many forces that have, throughout history, served to mold the modern presidency. We will examine the origins of the office (going back to the constitutional convention and the debates surrounding the creation of the federal executive), how the office has developed over time, paying particular attention to the statutory and constitutional constraints that limit the chief executive, and how the media affect (and in turn are affected by) the presidency. Finally, we will consider the individuals who, through their (in)actions, have shaped the American presidency.

**II. Contact Information**

Instructor: Charles Smith                      2140B Derby Hall  
Phone: 614-292-1484 (office)  
E-mail: smith.3280@osu.edu (**subject: 501**)

Office Hours: Mon./Wed./Fri. 10:00 to 11:00 A.M. and by appointment (call 292-2880)

**III. Required Texts (2):**

- Joseph Pika, and John Anthony Maltese. *The Politics of the Presidency*, 7<sup>th</sup> ed. Washington, D.C.: Congressional Quarterly Press. ISBN 978-0-87289-468-6
- Richard J. Ellis and Michael Nelson, eds. *Debating the Presidency: Conflicting Perspectives on the American Executive*. Washington, D.C.: CQ Press. ISBN 1-56802-914-4

**Supplemental Readings (6)\*:**

- E. Digby Baltzell and Howard G. Schneiderman. "Social Class in the Oval Office." *Society* (Sept./Oct. 1988), 42-49.
- Sidney M. Milkis and Michael Nelson. 2003. *The American Presidency: Origins and Development, 1776 – 2002*. Washington, D.C.: CQ Press. Chapter 16, "The Vice Presidency" (pp. 424 – 449).

- Robert K. Murray and Tim H. Blessing. "The Presidential Performance Study: A Progress Report." *70 Journal of American History* 3 (December, 1983), 535-55.
- Arthur M. Schlesinger, Jr. 2005. *War and the American Presidency*. New York: W.W. Norton & Co. Chapter 1, "Unilateralism" (pp. 3 – 20).
- "Special Report: Presidents at War." *U.S. News & World Report*, Jan. 30 to Feb. 6, 2006 (pp. 40 to 75, excl).
- Jeffrey Toobin. 2007. *The Nine: Inside the Secret World of the Supreme Court*. NY: Doubleday. Selected pages.

**\*Supplemental readings will be posted as pdf files to Carmen.**

**Required Videos (4):** The following videos will be shown in class.

*The Unraveling of a Candidate, So Goes the Nation, Cheney's Law and Journeys with George*

#### IV. Course Requirements and Grading

##### **Formal Course Requirements**

*Midterm Exam* 35%

The midterm exam will be a combination of multiple choice items and essay questions.

*Term Paper* 30%

Details to follow. **Additionally**, an electronic copy of the final paper **MUST** be uploaded to Turnitin.com.

*Final Exam* 35%

The final exam will cover only material presented since the midterm; it will be a combination of multiple choice items and essay questions.

- **Please refrain from wearing hats during exams.**
- **In-class exams begin *on time*; students that are late to the exam will not be allowed to begin after the first exam is turned in. In this instance, a make-up exam will be scheduled by the instructor.**

To facilitate anonymous grading, you will be required to use your Carmen ID number on exams.

##### **Locating your Carmen ID number:**

1. Log into Carmen (Carmen.osu.edu).
2. Locate "Political Science 501" on your course list and open the link.
3. Locate and select the "classlist" icon in the banner at the top of the page.
4. Locate your name on the classlist. To the left of your name is an icon that resembles a sheet of paper with a magnifying glass over top of it. Select this icon to bring up your personal information.
5. At the top, you'll see your user name, email address, and Carmen ID number. If nothing is visible, click on the "down arrow" icon to expand the information. You should then see your ID number.

**Marks** (Rule 3335-7-21) [Note: this is the ONLY OSU-approved grading “scale” in existence.]

**A, A-** The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student’s performance was judged to be **in this range** of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor’s personal expectations relative to the stated objectives of the course, based on the instructor’s experience and expertise.

**B+, B, B-** The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student’s performance was judged to be **in this range** of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor’s personal expectations relative to the stated objectives of the course, based on the instructor’s experience and expertise.

**C+, C, C-** The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student’s performance was judged to be **in this range** of average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor’s personal expectations relative to the stated objectives of the course, based on the instructor’s experience and expertise.

**D+, D** The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student’s performance was judged to be **in this range** of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor’s personal expectations relative to the stated objectives of the course, based on the instructor’s experience and expertise.

**E** The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark of “E” has been received can be obtained only by repeating and passing the course in class. (See rules 3335-7-23 to 3335-7-28 of the Administrative Code.)

### Policy on missed exams

Exceptions in emergency situations are inevitable but, in general, students missing an exam will receive a grade of zero. If you must miss an exam (such as in cases of illness or family/personal emergencies), please contact the instructor **as soon as possible PRIOR** to the scheduled test time; you **MUST** contact the instructor upon your return to find out the date, time, and location of the makeup exam. **Makeup exams MUST be completed within FIVE days (including weekends) of the regularly scheduled examination. Absences must be documented to my satisfaction. Makeup exams are given at the discretion of the instructor.**

### Policy on attendance and participation:

It is expected that students will attend each class session and attendance will be taken daily; while attendance does not factor into your overall course grade, it will assist in determining grades that are borderline. **Following university Rule 3335-7-33, students will be disenrolled from the course if they are absent the first week of classes and do not notify the instructor of their intention to remain enrolled.**

Although grades will not be assigned specifically for participation, students are expected to provide *informed* contributions to class discussions.



### Policy on cellular telephones

Cell phones will be turned off, unless you have an emergency you need to track, in which case vibrate (and leaving the room to pick up the call) is appropriate.

### V. **Academic Integrity**

All of the work you do in this course is expected to be your own. *Cheating or plagiarism will not be tolerated.* The Committee on Academic Misconduct investigates or establishes procedures for the investigation of all reported cases of student academic misconduct. "Academic misconduct" includes cases of plagiarism and dishonest practices. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

For established procedures, visit Academic Affairs at

<http://www.osu.edu/offices/oaa/procedures/1.0.html>

For tips on avoiding plagiarism, see <http://www.utoronto.ca/writing/plagsep.html> or

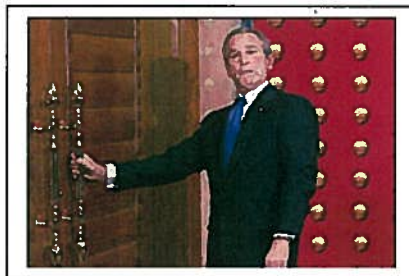
[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

*"No legacy is so rich as honesty."* --William Shakespeare, *All's Well that Ends Well*, Act 3, Scene 5

NOTE: For this course, the instructor will be using the plagiarism-prevention/detection services provided by Turnitin.com. **By taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. See pages 10 to 15, below.**

**CLASS ID # 2287580**

**CLASS PASSWORD: airforce1**



## VI. Students with Disabilities

If you have any condition, such as a physical, psychiatric/emotional, medical or learning disability, that will make it difficult for you to carry out the work as outlined in this syllabus, or will require extra time for exams or an accommodation based on the impact of the disability, please notify the instructor as soon as possible so that appropriate arrangements can be made. **You must also contact the university's Office of Disability Services to receive appropriate documentation. All information and documentation of disability are confidential.** For further information, contact ODS, 150 Pomerene Hall, 1760 Neil Avenue; telephone, 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

**VII. Course Schedule – All dates and topics are tentative;** the schedule may be modified as needed by the instructor. Please be mindful of exam dates. Class time affords a perfect opportunity to ask questions and you are encouraged to take advantage of it. The instructor is also available for assistance during office hours and at any other mutually agreeable time.

**Part 1 – Creating the American Presidency—***“A dictatorship would be a heck of a lot easier, there’s no question about it.”—George W. Bush*

- Tuesday, June 17 – Introduction; “Making the American Presidency”  
–Read for discussion: Baltzell & Schneiderman, “Social Class in the Oval Office.”
- Thursday, June 19 – Pika & Maltese (hereinafter P&M) Chapter 1, “the Changing Presidency”  
– Ellis and Nelson (hereinafter E&N), Chapt. 1

**Part 2 – The Personality and Character of the Leader—***“Character is higher than intellect.”—Ralph Waldo Emerson*

*--“Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—this is not easy.” Aristotle, The Nicomachean Ethics*

- Tuesday, June 24 – P&M Chapt. 4, “Presidential Character and Performance”  
– E&N Chapt. 11
- Thursday, June 26 – E&N Chapt. 12  
– Read for Discussion: Murray and Blessing: “The Presidential Performance Study.”

**Part 3 – Choosing our King—***“Half of the American people have never read a newspaper. Half never voted for President. One hopes it is the same half.”—anonymous*

- Tuesday, July 1 – P&M Chapt. 2, “Election Politics”  
– E&N Chapt. 2 & 3  
– Toobin, readings from *The Nine* on *Bush v. Gore*

Thursday, July 3 – video: *The Unraveling of a Candidate*; discussion to follow  
[print out and bring “viewing guide” for this video from Carmen]

Tuesday, July 8 – video: *Journeys with George*  
[print out and bring “viewing guide” for this video from Carmen]

Thursday, July 10 --**From partisan politics to national politics: the Vice President**  
--“*There was an old joke about two brothers. When they grew up, one went to sea and one became Vice President. Neither was ever heard of again.*”—anonymous  
--“*The President and I have a different understanding of our relationship.*”  
--V.P.-elect Dick Cheney to former VP Dan Quayle  
  
– In Class--Presidential campaign advertising, 1952 to 2006 and beyond  
– Milkis and Nelson, “The Vice Presidency”

Tuesday, July 15 – **Midterm Exam**

**Part 4 – Theater of the absurd: presidents, the public, and public opinion**—“*A man is not finished when he's defeated; he's finished when he quits.*”—Richard Nixon

Thursday, July 17 – P&M Chapt. 3, “Public Politics”  
– E&N Chapt. 5

**Part 5 – “...separate branches sharing power”**—“*They want the federal government controlling Social Security likes it's some kind of federal program.*”—George W. Bush

Tuesday, July 22 – The president and Congress  
– P&M Chapt. 5, “Legislative Politics”  
– E&N Chapt. 4 and 6

Thursday, July 24 – The Executive Bureaucracy / begin Judicial Politics  
– P&M Chapt. 6, “Executive Politics”  
– E&N Chapt. 9

Tuesday, July 29 – Finish president and the judiciary  
– P&M Chapt. 7, “Judicial Politics”  
– E&N Chapt. 8  
– Toobin, readings from *The Nine* on Supreme Court nominees

Thursday, July 31 – Domestic/economic and National Security policy  
– P&M Chapt. 8 (“Domestic Policy”) and 9 (“Economic Policy”)  
– P&M Chapt. 10 (“National Security Policy”)  
– E&N Chapt. 10

**Part 6 – The power of the sword**—“If you see the President, tell him from me that whatever happens there will be no turning back.”—Ulysses Grant

Tuesday, August 5 – Video, *Cheney’s Law* (PBS, *Frontline*)  
[print out and bring “viewing guide” for this video from Carmen]

Thursday, August 7 – Special Report: Presidents at War.” *U.S. News & World Report*  
– Schlesinger, Jr., “Unilateralism”  
– P&M Chapt. 11, “George W. Bush: The Challenges of a Wartime President”  
– E&N Chapt. 7

**FRIDAY, Aug. 8** **Optional** rough draft due no later than 4 pm

Tuesday, August 12 – Video, *...So Goes the Nation*  
[print out and bring “viewing guide” for this video from Carmen]

Thursday, August 14 Discussion of *...So Goes the Nation*

**FRIDAY, Aug. 15** **Term paper due no later than 12 noon**

**Thursday, Aug. 21** **Final exam @ 5:30 P.M.**



**Useful Websites:**

[www.democrats.org](http://www.democrats.org) – Website for the Democratic Party

[www.demconvention.com](http://www.demconvention.com) – Website for the Democratic National Convention

[www.gop.com](http://www.gop.com) – Website for the Republican Party

[www.gopconvention2008.com](http://www.gopconvention2008.com) – Website for the Republican National Convention

[www.cnn.com/video](http://www.cnn.com/video) -- video clips of the 2008 campaign

[www.cnnpolitics.com](http://www.cnnpolitics.com) – coverage of the 2008 election

[www.electionstudies.org](http://www.electionstudies.org)

American National Election Studies (ANES) provides access to some of the most sophisticated and well-respected public opinion, voting, and public participation data

[www.pollingreport.com](http://www.pollingreport.com)

You can see a long list of categories of polling data from a variety of national sources

<http://livingroomcandidate.movingimage.us/>

“The Living Room Candidate” archive is an on-line archive of the Museum of the Moving Image.

[www.pbs.org/30secondcandidate/](http://www.pbs.org/30secondcandidate/)

Website of a PBS program on historic campaign ads

[www.washingtonpost.com/politics](http://www.washingtonpost.com/politics)

“Campaign Toolbox” provides a good archive of current ads

[www.prezvid.com](http://www.prezvid.com)

Provides election video clips and analysis from a range of sources

[www.youtube.com/youchoose](http://www.youtube.com/youchoose)

Organizes video clips of the candidates by issues and by candidates

[www.politifact.com](http://www.politifact.com)

Webstie by St. Petersburg Times and Congressional Quarterly that explores the Honesty of campaign ads

[www.270towin.com](http://www.270towin.com)

Provides an “Electoral College calculator” to examine past election results and to map Your own Electoral college predictions and strategies

[www.usaelectionpolls.com/2008/state-polls.html](http://www.usaelectionpolls.com/2008/state-polls.html) -- Recent poll results by state

[www.realclearpolitics.com](http://www.realclearpolitics.com) – click links for general election polls and latest polls

[www.centerforpolitics.org/crystalball/2004/president](http://www.centerforpolitics.org/crystalball/2004/president) -- Larry Sabato's "Electoral Road Map"

<http://presidentpolls2008.com> – another site with a collection of polls, organized by state

[www.exit-poll.net](http://www.exit-poll.net)

Edison Media Research and Mitofsky International will conduct 2008 exit polling for Presidential, Senatorial, and Gubernatorial races in all 50 states

[www.cnn.com/ELECTION/2004/pages/results/states/US/P/00/epolls.0.html](http://www.cnn.com/ELECTION/2004/pages/results/states/US/P/00/epolls.0.html)

CNN exit polling data from 2004 election

<http://edition.cnn.com/ELECTION/2008/>

Battleground state analysis

[www.statehealthfacts.org](http://www.statehealthfacts.org)

Kaiser Family Foundation site for state demographic information

<http://factfinder.census.gov>

One of the most complete sources for a variety of demographic information is the Census Bureau's American FactFinder website

[www.c-span.org/classroom/govt/debateshistory.asp](http://www.c-span.org/classroom/govt/debateshistory.asp)

C-SPAN's website that provides transcripts of historical presidential debates and a short video clip of the 1960 Kennedy-Nixon debate

[www.museum.tv/debateweb/html/greatdebate](http://www.museum.tv/debateweb/html/greatdebate)

Presidential debate archives of the Museum of Broadcast Communication

[www.presidency.ucsb.edu](http://www.presidency.ucsb.edu)

The American Presidency Project at UC Santa Barbara

[www.opensecrets.org](http://www.opensecrets.org)

Center for Responsive Politics; campaign finance data

## **The Term Paper**

We will spend some time in class on the issue of presidential character and performance; specifically, we will discuss whether or not it is possible to predict how well an individual will perform in office once elected to the presidency. Using this discussion and the readings provided (and suggested below), you are assigned to complete an evaluation of BOTH the Republican (Senator John McCain (R-Arizona)) and Democratic (Senator Barack Obama (D-Illinois)) candidates currently vying for the nation's highest elected office.

What I expect from you is a well-written paper that incorporates appropriate course information and biographical sources in order to make a prediction as to how well (or how poorly) EACH of the candidates would do *if* elected to the presidency. For example you might make use James David Barber's classification scheme (see chapter 4 of Pika and Maltese) to classify the candidates and present evidence from their biographical information that supports your contention.

## **General Paper Guidelines**

1. You are making an argument and providing evidence supporting your argument. Be objective. I am not interested in what you *believe* but in what you can *prove* using evidence gleaned from a variety of sources.
2. Do not use inappropriate or colloquial language in your paper. You should treat formal assignments in this class as you would a business document or professional letter. Just as you would not use inappropriate language in such documents, you should not use it in your assignments for this class. Exception: Direct quotes from outside sources.
3. The paper is worth 30% of your course grade so treat it accordingly. I can tell if a paper has been thrown together at the last minute. Those papers rarely attain a passing grade.
4. DO NOT give me any reason to suspect that you have committed academic misconduct, which includes plagiarism, turning in work that you submitted for another class, or turning in another person's work. Such attempts at deception never work and end badly.

If you have any questions whatsoever, please do not hesitate to contact me via email ([smith.3280@osu.edu](mailto:smith.3280@osu.edu); subject – 501) or stop by my office.

**Suggested Reading:** The following are offered only as *suggestions* that might better inform your analysis of future performance in office.

- James David Barber. 1972. *The Presidential Character: Predicting Performance in the White House*. Englewood Cliffs, NJ: Prentice-Hall.
- Stephen Skowronek. 1993. *The Politics Presidents Make: Leadership from John Adams to George Bush*. Cambridge, MA: Belknap Harvard Press.
- Fred I. Greenstein. 1969. *Personality and Politics*. Chicago, IL: Markham.
- Marc Landy and Sidney M. Milkis. 2000. *Presidential Greatness*. Lawrence, KS: University of Kansas Press.
- Graham K. Wilson. 1994. "Do Presidents Make Politics?" *Reviews in American History*, Johns Hopkins University Press.

- Dean Keith Simonton. 2001. "Predicting Presidential Performance in the United States: Equation Replication on Recent Survey Results." 141 *Journal of Social Psychology*, 293-307.
- Emily Yoffe. 2008. "The Supervisor, the Champion, and the Promoter: What Psychological Personality Tests Reveal About Clinton, Obama, and McCain." *Slate*.  
<http://www.slate.com/id/2184696>

I have no problem reading rough drafts of term papers; in fact, I encourage you to give me a draft to look at so that we can avoid problems. I must insist, though, that the draft be given to me in timely fashion as it takes me a while to offer quality feedback. I must insist, then, that I have the rough draft no later than Friday, May 23.

The final copy of your paper is due no later than 12 noon on Friday, Aug. 15. **You must submit an electronic copy of your paper to Turnitin.com. Turnitin will generate an Originality Report. Please print the first page of the Originality Report, attach it to the hard copy of your paper, and deliver it either to my office (2140B Derby) or my mailbox (in 2136 Derby).** It has been my experience that many of the problems that befall term papers can be nixed by submitting a draft well before the final copy is due. This draft *should* resemble the final paper as much as possible. I would expect the draft to be *at least* 80% - 90% of the final paper. **Remember that, even though it is a "draft," you MUST include a bibliography.**

The final paper will be evaluated as follows:

### Paper Grading Guidelines

1. *Content*
  - a. How much research has gone into the paper? Is relevant information included? Is irrelevant information excluded?
  - b. Has the author made use of course material?
  - c. Are the author's evaluations plausible? Are they based on an examination of the sources?
  - d. Did the student incorporate compelling evidence or logic?
2. *Style*
  - a. Does the student write well? Is the paper well-organized? Is the text of the paper easy to read?
3. *Formatting*
  - a. Are sources properly cited?
  - b. Did the student follow instructions? Page numbers? Font? Spacing? Is the length of the paper within specified guidelines?
  - c. Punctuation and spelling. Are quotations properly formatted?



## Using Turnitin.com

### Overview.

By taking this course, you agree that all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the *Terms and Conditions of Use* posted on the Turnitin.com site.

Your Turnitin.com class ID number is **2287580** and your password is **airforce1**. For information on how to upload your work, as well as other resources and features of the program, go to:

<http://www.turnitin.com/static/training.htm>

### Format.

Papers may be submitted to Turnitin.com in any of the following formats: MS Word, WordPerfect, RTF, PDF, PostScript, HTML, or plain text (.txt). I'd advise using the same format for both the hard copy and the electronic version. If you've never used Turnitin.com before, you probably won't want to wait to write your paper until three in the morning on the due date, when there's no one around to help you.

Turnitin Student User Manual can be viewed/downloaded at

[http://www.turnitin.com/static/pdf/tii\\_student\\_guide.pdf](http://www.turnitin.com/static/pdf/tii_student_guide.pdf)

## Comments on Source Citations

Much of your college education involves learning what others have written and then integrating those ideas into your own thinking. In academic writing, any ideas or words *not* credited to another are assumed to be those of the author. The problem of plagiarism comes in when you fail to give credit for those ideas that are not original to you. The word *plagiarism* (from the Latin for “kidnapping”) refers to the unacknowledged use of another’s words, ideas, or information.

The following is a guide to help you avoid plagiarism.

### **What need *not* be acknowledged?**

-*Common knowledge*. If most readers would likely know something, you need not cite it.

-*Facts available from a wide variety of sources*. If a number of textbooks, encyclopedias, or almanacs include the information, you need not cite it.

Example 1: “Ronald Reagan was the 40<sup>th</sup> President of the United States.” This is not only common knowledge but is a fact that can be located in every encyclopedia and text on the presidency, so it need not be cited.

Example 2: “Ronald Reagan once wore a Nazi uniform.” This is a lesser known fact about President Reagan that would be surprising to most people; thus it **MUST** be cited.

-*Your own ideas and discoveries*.

### **What *must* be acknowledged?**

-*Any direct quotation*. The **exact** words quoted must be placed in quotation marks.

-*Paraphrases and summaries* of others’ ideas and/or words that provide background information, present facts not commonly known, and explain various positions on your topic.

-*Arguable assertions*. If an author presents an assertion that may or may not be true, cite the source.

-*Statistics, charts, tables, and graphs* from **any** source. Credit all graphic material even if you create the graph.

The Ohio State University considers the purchase of research papers or the employment of a person or agency to prepare such papers to be academic misconduct. In addition, though you may get help in writing your paper, there are limits to the amount of help you can honestly receive. For instance, others may read over your paper and point out weaknesses, but they must not rewrite the paper for you.

A problem can also occur if you want to submit a paper for one class that you have already submitted to another instructor for another class. To avoid this problem, discuss the paper with your current instructor before handing it in.

**NOTE: When in doubt, CITE IT!!!**

Here are some tips for writing papers (whether using MLA or APA format):

1. With few exceptions, punctuation marks ALWAYS go INSIDE quotation marks. The exceptions are: colons; semicolons; dashes; and sometimes question marks and exclamation points, depending on their use.
2. Source citations ALWAYS go OUTSIDE the quotation marks, as they are NOT part of the cited text.
3. Do not split infinitives: **Correct:** To go happily. **Incorrect:** To happily go.
4. Capitalize political party names, Congress, Senate, and House.
5. Avoid ending verbs with “ing.” Avoid the verb “to be.” Never use “being.”
6. Do not use “a lot.” Use “much” or “many.”
7. Avoid run on sentences.
8. Avoid one-sentence paragraphs.
9. Do not use the phrase “kind of.”
10. Do not use the word “basically.”
11. Learn how to use the apostrophe to indicate possession, especially in regard to plural possessive (put apostrophe *after* the “s”).
12. “It’s” is a contraction for “it is” or “it has”; “its” is possessive.
13. 1960s is plural; 1960’s is possessive and refers *only* to the year 1960. [e.g., “Politics in the 1960s was very divisive.” “1960’s election was a turning point for the Democrats.”]
14. Do not end sentences with prepositions.
15. Never use contractions in formal writing.
16. Avoid redundancy. Examples: “baby kittens,” “incumbent running for re-election.”
17. Do not use the word “feel” when you mean “think” or “believe.”
18. Do not write “people that.” It is “people who.”
19. For the numbers zero to nine, write out their name. For 10 or more, write the number.
20. Never begin a sentence with a number. Always write out the name.
21. Italicize or underline the names of publications, television programs, movies and CDs.
22. Learn to differentiate among: there, their, and they’re; then and than; further and farther; principle and principal; capital and capitol; who and whom; lose and loose; chose and choose; lead and led; affect and effect; fewer and lesser.
23. “Media” and “data” are plural nouns.
24. Avoid using et cetera (“etc.”). If you cannot list all of the examples then do not try.
25. When using material from other authors, you should paraphrase as much as possible; direct quotations should be used ONLY when you are incapable of improving upon the author’s own words or if the quotation is famous or noteworthy.
26. Quotations that run longer than four typed lines should be single-spaced and indented; you can then omit the quotation marks as they are redundant.
27. Page numbers should appear on all pages *except* the first one.
28. The paper should have one-inch margins on the top, bottom and sides and appear in 12-point size font.
29. For parenthetical (in-text) citations: cite sources by putting the last name of the author of the work and the year it was published in parentheses in the actual text of the paper [add page number(s) if using a direct quote], then put a list of the sources alphabetically (by last name of the author) at the end of your paper. Citations at the end of a sentence *always* go inside the period.  
Examples: Research suggests that this is not the case (Jackson 2002).  
“There is absolutely no scientific evidence that this correlation exists” (Jackson 2002, 23). [For a direct quote taken from page 23 of the original.]

30. When using Microsoft Word's "insert reference" feature to add footnotes, remember that you need only provide full bibliographic information the first time that the author is cited; for each subsequent reference, use only the author's last name and page number.
31. When constructing a bibliography, sources are alphabetized by author (or title if no author), then by date (if multiple sources by same author). DO NOT NUMBER sources in the bibliography.
32. **PROOFREAD!!! Have a friend/roommate/significant other read over your written work BEFORE you hand it in. There will always be mistakes that you will not catch but others might.**

**Statement of Student Responsibility\***

**Political Science 501  
Summer, 2008**

I state that I have read and understand the requirements as outlined in the syllabus for this course. I understand that upper division college courses are taught at a pace that requires considerable work and I am prepared to complete the assignments as required and take responsibility should I fail to comply with the guidelines for the course. I agree to abide by the Code of Student Conduct [[http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)] and understand that failure to do so will result in university academic misconduct proceedings.

I understand that if I need assistance with materials throughout the term the instructor is available to guide me, but that ultimately I am responsible for my own work and for notifying the instructor if I do have problems.

**I agree that, by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Name: \_\_\_\_\_ Hometown: \_\_\_\_\_

Year in School: \_\_\_\_\_ Major/Minor: \_\_\_\_\_

E-mail Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Special Considerations (i.e., disability, graduating senior): \_\_\_\_\_  
\_\_\_\_\_

Interesting Tidbit About Myself: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\* Due in class on Thursday, June 19.

## **GEC Course Assessment Plan for Political Science 501: The American Presidency**

Students in Political Science 501 will learn the American presidency, emphasizing the contemporary role of the president, the institutionalized presidency, and theories of presidential behavior.

Political Science 501 will meet these learning objectives by teaching students to understand the theories and methods of scientific inquiry as they are applied to individuals and groups operating in political systems. Students will learn to comprehend human differences and similarities in political contexts. Students will develop abilities to comprehend and assess individual and social values and recognize their importance in social problem solving and presidential policy making.

Student performance will be evaluated based on a combination of classroom discussions, short written assignments, term papers, and in-class examinations.

Political Science 501 will be regularly assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of the Social Science category of the General Education Curriculum. Each iteration of the course will be assessed by the coordinator of the American Politics subfield in consultation with the Associate Chair for Teaching to ensure that it meets the GEC objectives. The following procedures and indicators will be used for assessment:

(1) Student evaluations, including both the quantitative SEI and the qualitative departmental evaluation form (attached).

(2) Review of syllabi, exams and paper assignments.

*(see fac questionnaire)*

*needs rev plan  
ST survey  
~~another doc~~*

## Political Science Course Evaluation Form

Political Science 501

Quarter and Year: \_\_\_\_\_

Instructor: \_\_\_\_\_

Please circle the appropriate response to the following. If you have no opinion, leave the question blank.

1. Political Science 501 helped me understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations and societies.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

2. In Political Science 501 I learned about the formation and durability of political and social organizing principles and their differences and similarities across contexts.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

3. In Political Science 501, I learned to comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

4. The overall quality of Political Science 501 compared with other courses I have taken at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

5. The overall quality of this instructor, compared with others I have had at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

**More On Reverse**

6. How might this course better achieve the objectives listed in questions 1, 2, and 3 above?

If you have other comments or suggestions concerning the course or its instructor, please offer them here:



**The Ohio State University**  
**Colleges of the Arts and Sciences Course Change Request**

Political Science

Academic Unit

Political Science

517

Book 3 Listing (e.g., Portuguese)

Course Number

Summer      Autumn      Winter X      Spring      Year 2009

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Political Science

---

2. Number: 517

---

3. Full Title: Legislative Politics

---

4. 18-Char. Transcript Title: **LEGISLATIV POLITCS**

---

5. Level and Credit Hours UG 05

---

6. Description: Analysis of legislatures and legislators, with a focus on the U.S. Congress and some attention to state legislatures and representative assemblies in other countries.

---

7. Qtrs. Offered : AU, Wi qtrs.

---

8. Distribution of Contact Time: 5 cl.  
(e.g., 3 cl, 1 3-hr lab)

---

9. Prerequisite(s): Prereq: 101 or 300 or permission of instructor.

---

10. Exclusion: (Not open to....) Not open to students with credit for 617.

---

11. Repeatable to a maximum of \_\_\_\_\_ credits.

---

12. Off-Campus Field Experience:

---

13. Cross-listed with:

---

14. Is this a GEC course? No

---

15. Grade option (circle): Ltr S/U P  
If P graded, what is the last course in the series?

---

16. Is an honors version of this course available? Y  NX  
Is an Embedded Honors version of this course available? Y  NX

---

17. Other general course information:

---

**COMPLETE ONLY THOSE ITEMS THAT CHANGE**  
**Changes Requested**

1. \_\_\_\_\_

---

2. \_\_\_\_\_

---

3. U.S. Congress

---

4. U.S. Congress

---

5. \_\_\_\_\_

---

6. no change

---

7. remove

---

8. 2, 2-hr cl.

---

9. remove [not enforced]

---

10. remove [out of date, changed in 1994]

---

11. \_\_\_\_\_

---

12. \_\_\_\_\_

---

13. \_\_\_\_\_

---

14. Yes I.B.2.

---

15. \_\_\_\_\_

---

16. \_\_\_\_\_

---

17. \_\_\_\_\_

---

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?  
No

---

2. Does this course currently satisfy any GEC requirement, if so indicate which category?  
No

---

3. What other units require this course? Have these changes been discussed with those units?  
n/A

---

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.  
n/A

---

5. Is the request contingent upon other requests, if so, list the requests?  
None

---

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).)  
This change is to update the title and other information for the course.

---


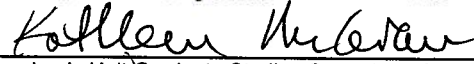
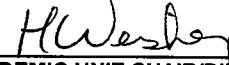

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)       XA choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)       A general elective:

---

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:

---

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

- |  |   |  |                 |
|--|---|--|-----------------|
| 1.   | Academic Unit Undergraduate Studies Committee Chair | <br>Printed Name | Date<br>9/21    |
| 2.   | Academic Unit Graduate Studies Committee Chair      | <br>Printed Name  | Date<br>9-9-08  |
| 3.   | ACADEMIC UNIT CHAIR/DIRECTOR                        | <br>Printed Name  | Date<br>9/18    |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:ascurofc@osu.edu">ascurofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committee. |   |  |                 |
| 5.   | COLLEGE CURRICULUM COMMITTEE                        | <br>Printed Name  | Date<br>3-10-09 |
| 6.   | ARTS AND SCIENCES EXECUTIVE DEAN                    | Printed Name   | Date            |
| 7.   | Graduate School (if appropriate)                    | Printed Name   | Date            |
| 8.   | University Honors Center (if appropriate)           | Printed Name   | Date            |
| 9.   | Office of International Affairs (study tours only)  | Printed Name   | Date            |
| 10.  | ACADEMIC AFFAIRS                                    | Printed Name   | Date            |

### **Statement of GEC Rationale for Political Science 517: Legislative Politics**

This course is proposed under the “Organizations and Politics” rubric. The course will introduce students to the study of the United States Congress, a major substantive focus for teachers and students of American politics. The readings, class discussion, examinations, and research paper will provide guidance and experience for students in both the substance of congressional behavior and in the most prevalent analytic techniques for understanding and analyzing that behavior. The ethos or operational code of Congress as an institution and the varying operational codes of its individual members is one major continuing focus in the course. The actual behavior of Congress as an institution and the behavior of its individual members is another major continuing focus in the course. The differences, similarities, and relationships between collective behavior and individual behavior are studied in detail. The often subtle relationship between the dominant operational code and the behavior of the individuals who live and work in the institution will be explored thoroughly.

The required readings and lectures will provide considerable detail on the evolution of Congress since 1789 and will focus especially on continuity and change in Congress over the last several decades. The internal workings of Congress will be explicated. At the same time, the place of Congress in the broader American polity and its relationships with other public and private institutions such as the presidency, the bureaucracy, the courts, and interest groups will be explored in detail. Naturally, the dynamics of congressional elections will receive major attention, as will public opinion about congress.

In addition to the lectures and required reading, students will write a major research paper that will necessitate data analysis as well as broader institutional analysis. The examinations will pose questions that will require the students to address the substantive themes summarized in the first two paragraphs. The examinations will be all essays and short identification items, so that writing skills will be enhanced by them too. There will be a stress on discussion, both of basic concepts and of current developments in congressional life, including policies and programs going through the legislative process at the time the course is being offered.

## **GEC Course Assessment Plan for Political Science 517: The American Congress**

Students in Political Science 517 will learn about legislatures, emphasizing the American Congress, with some attention to state legislatures and representative assemblies in other nations, emphasizing theories of legislative behavior.

Political Science 517 will meet these learning objectives by teaching students to understand the theories and methods of scientific inquiry as they are applied to individuals and organizations operating in political systems. Students will learn to comprehend human differences and similarities in political contexts. Students will develop abilities to comprehend and assess individual and social values and recognize their importance in social problem solving and legislative policy making.

Student performance will be evaluated based on a combination of classroom discussions, short written assignments, and in-class examinations.

Political Science 517 will be regularly assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of the Social Science category of the General Education Curriculum. Each iteration of the course will be assessed by the coordinator of the American Politics subfield in consultation with the Associate Chair for Teaching to ensure that it meets the GEC objectives. The following procedures and indicators will be used for assessment:

- (1) Student evaluations, including both the quantitative SEI and the qualitative departmental evaluation form (attached).
- (2) Review of syllabi, exams and paper assignments (see attached faculty questionnaire).

## Political Science Course Evaluation Form

Political Science 517

Quarter and Year: \_\_\_\_\_

Instructor: \_\_\_\_\_

Please circle the appropriate response to the following. If you have no opinion, leave the question blank.

1. Political Science 517 helped me understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations and societies.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

2. In Political Science 517 I learned how rules and principles of political and social systems are formed and endure, and how these systems compare and contrast.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

3. Political Science 517 helped me to understand how the nature and values of organizations and political systems are important in social problem solving and policy making.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

4. The overall quality of Political Science 517 compared with other courses I have taken at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

5. The overall quality of this instructor, compared with others I have had at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

**More On Reverse**

6. How might this course better achieve the objectives listed in questions 1, 2, and 3 above?

If you have other comments or suggestions concerning the course or its instructor, please offer them here:

Direct Measures of Students' Achievement at the Course Level:  
GEC Expected Learning Outcomes

Faculty who choose not to develop custom assessment plans may assess the aggregate levels of achievement of the GEC expected learning outcomes by answering these questions regularly, at least every third time they teach a specific GEC course.

**How do you evaluate your students' achievement of <GEC outcome>?**

i.e. Students demonstrate understanding of the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies on a final essay exam, by applying one or more theories to analyze a given set of unfamiliar facts in each of two essays. OR

Exam questions 2, 3, 6, 9, and 12 test how well students understand basic concepts of statistics and probability; questions 1, 7, and 11 test how well students comprehend methods needed to analyze and critically evaluate statistical arguments; and questions 4, 5, 8, and 10 evaluate their ability to recognize the importance of specific statistical ideas.

**How well are they doing?**

i.e. More than 70% of students demonstrate an accurate, if unnuanced, understanding of most of the theories presented in the class, and can describe how these apply to the scenarios in the essay questions. However, only 45% could accurately define theory X.

OR At least 75% of students responded correctly to 2, 3, 6, and 9. At least 72% got 1 and 7 correct, and 70% got 4, 8, and 10 correct. Fewer than 50% were able to answer 5 and 11 right.

**What if anything does this suggest you change?**

i.e. Develop a new way of teaching theory X OR  
Focus more attention on the concepts examined in questions 5 and 11.

## **Sample Assessment Questionnaire for Faculty**

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Please answer the following questions as fully as you can:

1. What tests or graded activities allow you to know that students learn...  
[wording appropriate for GEC course objective] (e.g., “essay exam in which students are asked ....”)
  
2. Based upon your assessment of student performance in your class, how well are they achieving these goals?
  
3. What changes, if any, does this suggest you make the next time you offer this course?



**The Ohio State University  
General Education Curriculum (GEC)  
Request for Course Approval Summary Sheet**

**1. Academic Unit(s) Submitting Request**

Political Science

**2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)**

Political Science 517

**3. GEC area(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)**

Category 2. Breadth, B. Social Sciences, Section 2. Organizations and Politics

**4. Attach:**

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

**5. Proposed Effective Date** Winter quarter 2009

**6. If your unit has faculty members on any of the regional campuses, have they been consulted?** Yes

**7. Select the appropriate descriptor for this GEC request:**

Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to [ascurofoc@osu.edu](mailto:ascurofoc@osu.edu).

**9. Approval Signatures**

H. Wesley  
Academic Unit

9/5/18  
Date

College Office/College Curriculum Committee

Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction

Date

Office of Academic Affairs

Date

**The Ohio State University  
Department of Political Science**

**Political Science 517: U.S. Congress**

**Autumn (Tuesdays and Thursdays: 5:30 p.m. - 7:18 p.m.)**

**Craig Volden**

**Assistant Professor of Political Science**

**Office Hours: Tuesdays, 3:30-5:00, or by appointment**

**E-mail: [volden.2@osu.edu](mailto:volden.2@osu.edu)**

**Phone: 614-292-9026**

**Office: 2147 Derby Hall**

This class introduces students to major issues in legislative politics. The focus will be mainly on the U.S. Congress, although there will be numerous comparisons to state legislatures throughout the quarter. The purpose of the class is to help students understand the features of legislative politics within the broader public policymaking process. This will be done by building student factual knowledge about such topics as committee structures, legislative rules, political parties, and interactions with other branches of government. This factual knowledge will be extended through an emphasis on theories of legislative behavior. These theories will be used to structure our thinking regarding specific policies before Congress over the past year, as well as to provide a general framework for analyzing legislative politics beyond these specific examples.

**Course materials:**

The course materials include three books and a course reader. The course reader is required and is available from Zip Publishing ([www.zippublishing.com](http://www.zippublishing.com)). The following books are required and are available in the OSU Bookstore:

Davidson, Roger H., and Walter J. Oleszek. 2006. *Congress and Its Members, Tenth Edition*. Washington, DC: CQ Press.

Mayhew, David R. 2005. *Congress: The Electoral Connection, Second Edition*. New Haven, CT: Yale University Press.

Brady, David W., and Craig Volden. 2006. *Revolving Gridlock, Second Edition*. Boulder, CO: Westview Press.

Lecture notes will be available on Prof. Volden's website ([psweb.sbs.ohio-state.edu/faculty/cvolden/](http://psweb.sbs.ohio-state.edu/faculty/cvolden/)) ahead of each lecture. Students are encouraged to print out these overheads to bring to class in order to take notes most effectively.

**Course requirements, grading, and miscellany:**

The course requirements are mastery of the content of the readings, constructive contributions to class discussions, two short essays, and midterm and final exams.

Grades will be assigned a weighted average of five components—class participation (10%), short essays (15% each), the midterm exam (25%), and the final exam (35%). Students are expected to attend class, to have read the material, and to be prepared for occasional discussions in class. Several students will be called upon in each class session to contribute to class discussion, as the basis for their class participation

grade. The exams will cover material discussed in the readings and in class lectures. Exams will be closed books, closed notes, in class.

The essays will take the following form:

First essay: A short essay (4 standard size pages, double-spaced, one-inch margins, 12-point font) is due at the beginning of Session 6, on Tuesday, October 11. Students are to pick a specific piece of legislation that has received a floor vote in at least one chamber of Congress this year (2005). To find legislation, students may wish to use [thomas.loc.gov](http://thomas.loc.gov), lexis-nexis Congressional Database (through the library website), Congressional Quarterly Almanac, or direct contact of their Senators and member of Congress, among other sources. Summarize the substantive issue. Discuss who the most relevant members of Congress were (both in advancing and opposing the legislation) – what were their goals and why did they have those goals? Link your discussion specifically to arguments advanced by Mayhew. Be sure to accurately reference any sources of quotations or information used to generate your essay.

Second essay: A short essay (4 standard size pages, double-spaced, one-inch margins, 12-point font) is due at the beginning of Session 16, on Tuesday, November 15. Students are to add four pages to their First Essay and turn in the full eight pages. In the four added pages, students should summarize what became of the bill they described previously. Specifically, what was the legislative history? What happened in the committee process? What were the objections and accommodations? What politics were involved in these decisions? Were interest groups involved? What was the role of the voters in members' home districts and of campaign contributors? Did the President and political parties take an active role? What explains the final outcome? Link your discussion specifically to the theory advanced by Brady and Volden. Be sure to accurately reference any sources of quotations or information used to generate your essay.

No late work will be accepted unless previously arranged with Prof. Volden. Such arrangements require well-substantiated and sound reasons, and will result in progressively lowered grades depending on how late the work is finally produced. In short, be sure to turn in everything on time and do not miss exams.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp))

**Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.**

Political Science 517 is a social and behavioral sciences course applicable to the General Education Curriculum. As such, it will meet the GEC learning objectives by teaching students to understand the theories and methods of scientific inquiry as they are applied to individuals and organizations operating in political systems. Students will learn to comprehend human differences and similarities in political contexts. Students will develop abilities to comprehend and assess individual and social values and recognize their importance in social problem solving and legislative policy making.

### **Course Outline:**

#### **Session 1: Introduction to Legislative Politics**

*We will go over the syllabus and the direction of the course, addressing students' questions. We will also discuss some of the proposals and political controversies before Congress this year.*

#### **Session 2: Congress: The Basics**

*This session provides a background and overview of how scholars and practitioners view Congress. We will begin with what is specified in the U.S. Constitution and discuss how Congress evolved into the institution that we all recognize today. In reading through the Constitution, students should note things that they did not know previously or that were surprises to them in their present read of the Constitution. We will briefly discuss these findings in class. Additionally, students will be exposed throughout the class to some of the political and policy issues facing the current Congress. We begin with a Congressional Quarterly article (in the course reader) asking how responsive our government is to the wishes of the people. Students should be prepared to take a position on this issue.*

Readings: D&O, chapters 1 and 2; The U.S. Constitution (in reader); 2005 *CQWR*, "A Government Out of Touch," pp. 1804-1811.

#### **Session 3: Getting There**

*Who becomes a member of Congress, how, and why? In this session we begin to explore the recruitment of members of Congress by the political parties. We will also focus on the role of fundraising, electoral coalition formation, and campaigning. The Congressional Quarterly article explores legislative redistricting that may affect members' electoral opportunities.*

Readings: D&O, chapter 3; 2005 *CQWR*, "New Redistricting Plans Could Open Floodgates," pp. 500-502.

#### **Session 4: The Electoral Connection I**

*Because of the constant electoral pressures experienced by members of Congress, they seem to be behaving with one eye always focused on their constituencies. In Mayhew's seminal book, he examines how congressional behavior is affected by the single-minded seeking of reelection. What strategies do members of Congress implement, and how do likely voters view those activities? How effective are legislators at advertising, credit claiming, and position taking? How do these activities complement or substitute for the formulation of good public policy? Students should become familiar with the Median Voter Model of elections with primaries discussed in class today.*

Readings: D&O, chapter 4; Mayhew, Forward, Preface, Introduction, and Part I (The Electoral Incentive); 2005 *CQWR*, "Government Eyes Taking a Seat in the Dugout," p. 730.

### **Session 5: The Electoral Connection II**

*This session continues the exploration of the electoral connection by examining how the policies and processes in legislatures help members to secure their electoral aims. Members' legislative styles are contrasted with their home styles back in their districts. In future sessions, we will refer back to these electoral incentives to illustrate some of the reasons behind the strength of political parties, the role of committees, and the choice of legislative rules.*

Readings: D&O, chapter 5, Mayhew, Part II (Processes and Policies); 2005 *CQWR*, "Odds Still Heavily Against Midterm House Takeover," pp. 878-879.

### **Session 6: Political Parties**

*Political parties and party leaders are thought to have an enormous influence over the behavior of legislators. Yet it is rarely the case that every member of a political party will vote the same way on any given piece of legislation. Do legislators form into parties because of their similar ideological beliefs, or are their beliefs and votes structured by belonging to the particular party? How do party leaders ensure strong party discipline when members would prefer to vote with their districts rather than with their parties? In class today, we also will explore whether the median voter model presented for the electorate applies well to decision making in legislatures, given the role of political parties.*

**\*\*\*Essay 1 due at the beginning of class today.\*\*\***

Readings: D&O, chapter 6; 2005 *CQWR*, "Frist Shifts Stance on Stem Cells," p. 2123.

### **Session 7: Committees**

*There are many different views about the role of legislative committees. Almost all major legislation arises through the committee system. Members of particular committees may use their powerful positions to stop legislation (through "gate keeping"), to advance their own distributive policy interests, or to help formulate better policies based on their acquired expertise. The *Congressional Quarterly* article for today discusses considerations relevant to the committee appointment process.*

Readings: D&O, chapter 7; 2005 *CQWR*, "Seniority, Loyalty, and Political Need," pp. 894-897.

### **Session 8: Rules and Procedures**

*Formulating legislation is a complex process. To add some structure to this process, every legislative body develops a number of rules under which it operates. Learning the rules helps students understand what policy outcomes can be achieved through legislative action. From the referral of bills to committees to the possibility of filibusters in the Senate to decisions about amendments, the choice of rules deeply influences legislative politics. In addition to dedicating their efforts to learning about legislative rules, students should come to class today with any questions they may have about the material covered in the first half of the class. The midterm exam will be next Tuesday.*

Readings: D&O, chapter 8; 2005 *CQWR*, "Senate and Sensibility," pp. 1188-1192.

**Session 9: MIDTERM EXAMINATION**

*Midterm exam is administered in class today. Exam is closed-book, closed-notes. Questions cover material addressed in lecture and in the readings from the first half of the course. Questions are a combination of true-false, short answer, and short essays.*

**Session 10: Deliberation in Congress**

*Decision making in any legislative body is quite complicated, and Congress is no exception. To lend some additional structure to our analysis, students should pay close attention to the theory advanced in the Brady and Volden book in this and next week's readings. While the simple model presented there (and illustrated in class) has a lot of value in explaining congressional behavior, it is lacking a number of features that may be important to understanding additional complexities of governing. Such concepts as logrolling and budgetary politics will be raised today and throughout the rest of the quarter to complement the theory analyzed here.*

Readings: D&O, chapter 9; Brady and Volden, chapters 1-3.

**Session 11: Revolving Gridlock**

*Brady and Volden present a simple model. How well does it actually work to explain phenomena in the real world? In today's class, we focus on the theory they present, and consider how it might be examined over multiple congresses and across a variety of issues. The Congressional Quarterly article for today discusses how 14 centrist Senators struck a deal to overcome gridlock in judicial appointments and to avert the "nuclear option." How well does this deal fit with the arguments in the Revolving Gridlock book?*

Readings: Brady and Volden, chapters 4-7; 2005 *CQWR*, "The Centrists Strike Back," pp. 1420-1422, and "Deconstructing the Deal," p. 1443.

**Session 12: Changing Gears: State Legislatures**

*Despite occasional examples to the contrary, the bulk of the material in this class focuses on Congress. Today we note in detail a number of similarities and differences between congressional institutions and behaviors and those found within state legislatures. Patterson touches on most of the issues we've covered in class so far this quarter, applied to state legislatures. The Congressional Quarterly article notes some of the many ways that state legislatures and Congress interact.*

Readings: Patterson, "Legislative Politics in the States" (in reader); 2005 *CQWR*, "Alexander Urges Others Not to Forget Federalism," pp. 1627-1629.

**Session 13: Legislative-Executive Behavior**

*There are many ways that legislatures and executives interact. Presidents make proposals that may end up as legislation; they attempt to persuade members of Congress and the general public of their positions; they enact policies through executive orders and help formulate rules through executive agencies; and they veto legislation with which they disagree. Yet the system of checks and balances means that Presidents are likewise checked and influenced by the actions of*

*Congress. In today's session we consider a number of these interactions, and see how they play out with respect to the recess appointment of John Bolton.*

Readings: D&O, chapter 10; 2005 *CQWR*, "Hard Feelings After Recess Move," pp. 2186-2187.

#### **Session 14: The Bureaucracy**

*Continuing the theme developed in the last session about the interaction between the legislative and executive branches, today we focus on the role of bureaucratic agencies. Legislatures often delegate substantial decision making powers to executive agencies. Why do they do this? When bureaucracies attempt to enact policies at odds with those desired by legislators, how can legislatures influence bureaucratic decisions? We will examine the role of appointments, oversight, legislative vetoes, appropriations, and micromanagement to overcome these concerns. A model of delegation will inform our thinking. The Congressional Quarterly article on FDA oversight raises questions about some of these legislative processes.*

Readings: D&O, chapter 11; 2005 *CQWR*, "Cries Grow to Increase FDA's Drug Oversight," pp. 438-439.

#### **Session 15: Legislative-Judicial Behavior**

*Beyond legislative-executive relations, the system of checks and balances extends to legislative judicial behavior in a variety of ways. We will explore the appointment process as it moves through the U.S. Senate, with a special focus on Supreme Court nominee John Roberts. Additionally, we will examine the role of the judiciary in statutory and constitutional interpretation.*

**\*\*\*Essay 2 due at the beginning of class today.\*\*\***

Readings: D&O, chapter 12; 2005 *CQWR*, "Politically, a Supreme Nominee," pp. 2040-2043.

#### **Session 16: Interest Groups**

*Interest groups affect decisions at every level of government. In interacting with legislatures they may play various roles. In one view, special interests have too much power in the legislative process, through their lobbying activities and campaign contributions. We will consider a theory of how interest groups "buy influence" in legislatures. In another view, however, we are all represented by the various groups making cases on our behalf before legislative bodies. These groups might help legislators better understand issues and how legislative decisions affect voters. The Wright chapter explores many of these ideas with a specific focus on the enactment of the Family and Medical Leave Act.*

Readings: D&O, chapter 13; Wright, chapter 3 (in reader).

#### **Session 17: Budgets and Domestic Politics**

*Almost every legislative decision affects how much the government taxes and spends. When legislators face budget deficits and an angry public, they may be more disciplined in their decisions than in the face of budget surpluses. Because of reelection goals, legislators have an incentive to cut taxes and to raise spending. This may be done through discretionary actions or through entitlement spending. We will discuss a distributive politics theory of how these*

*incentives may lead legislatures to act in ways contrary to the public interest. The Congressional Quarterly article explores the costs and benefits of bundling many complex and expensive policy choices together.*

Readings: D&O, chapter 14; review Brady and Volden (chapter 3); 2005 *CQWR*, “Going Beyond Social Security,” pp. 1566-1572.

**Thursday, November 24—No Class, Happy Thanksgiving!**

**Session 18: Foreign Policy and National Security**

*It is typically understood that the President plays a far greater role in foreign policy than in domestic policy (and a greater role in foreign policy than does Congress). What is the role of Congress in the formulation of foreign and national security policy? This question will be addressed with a particular focus on the War Powers Resolution, on decisions over policy in Iraq, and on issues of foreign aid. Just how much control did the Congress give President Bush after September 11, 2001?*

Readings: D&O, chapter 15; 2005 *CQWR*, “Oops!” p. 603.

**Session 19: Wrap-Up and Review**

*This session concludes our study of legislative politics. Students should feel free to bring questions to class regarding any material covered during the quarter, in advance of next week’s final exam.*

Readings: D&O, chapter 16.

**\*\*\*FINAL EXAMINATION – Tuesday, December 6, 5:30 p.m. – 7:18 p.m., Page Hall 0020.\*\*\***

*Final exam is administered today. Exam is closed-book, closed-notes. Questions cover material addressed in lecture and in the readings from the entire quarter. Questions are a combination of true-false, short answer, and short essays.*

***Enjoy a well-earned break!***



**The Ohio State University**  
**Colleges of the Arts and Sciences Course Change Request**

Political Science  
 Academic Unit

Political Science

532

Book 3 Listing (e.g., Portuguese)

Course Number

Summer      Autumn      Winter      Spring      Year 2007

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Political Science
2. Number: 532
3. Full Title: Government and Politics of Southern Europe
4. 18-Char. Transcript Title: GOVT&POL S EUROPE
5. Level and Credit Hours UG 5
6. Description: Survey of the emergence and distinguishing characteristics of stable democracies and modern societies in Italy, Spain, Portugal, and Greece.
7. Qtrs. Offered :
8. Distribution of Contact Time: 2, 2-hr. cl.  
(e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s):
10. Exclusion: (Not open to....) Not open to students with credit for 627.02.
11. Repeatable to a maximum of \_\_\_\_\_ credits.
12. Off-Campus Field Experience:
13. Cross-listed with:
14. Is this a GEC course? No
15. Grade option (circle): Ltr    S/U    P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y  N   
Is an Embedded Honors version of this course available?      Y  N

17. Other general course information:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**COMPLETE ONLY THOSE ITEMS THAT CHANGE**  
**Changes Requested**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. Yes GEC-R 2.B.2 and 4.b [western, non-U.S.]
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?  
N/A

---

2. Does this course currently satisfy any GEC requirement, if so indicate which category?  
No

---

3. What other units require this course? Have these changes been discussed with those units?  
N/A

---

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.  
Yes History, Sociology, Int'l Studs, Greek + Latin

---

5. Is the request contingent upon other requests, if so, list the requests?

---

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).)

---

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)       A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)       A general elective:

---

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:

---

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
3. <u>Herb Weisberg</u> ACADEMIC UNIT CHAIR/DIRECTOR	<u>HERB WEISBERG</u> Printed Name	<u>5-11-9</u> Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:ascurofc@osu.edu">ascurofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. <u>Jay Hobgood</u> COLLEGE CURRICULUM COMMITTEE	<u>Jay Hobgood</u> Printed Name	<u>3/11/09</u> Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Affairs (study tours only)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

**Sent:** Friday, December 05, 2008 4:08 PM  
**To:** Sophia Lee  
**Cc:** Kathleen Hallihan; James Bach; Peter Hahn  
**Subject:** Concurrence with Poli Sci 501, 532, 541, 545

Dear Sophia and Kate,

As Acting Chair of Undergraduate Studies in the Department of History, I am writing to offer the department's concurrence with the following courses:

>Political Science 501  
><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1444>  
>  
>Political Science 532  
><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1446>  
>  
>Political Science 541  
><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1441>  
>  
>Political Science 545  
><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1413>  
>

Thank you so much,  
Jennifer

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Jennifer Siegel  
Department of History  
The Ohio State University  
106 Dulles Hall  
230 West 17th Avenue  
Columbus, OH 43210-1367  
Phone: (614) 292-0314  
Fax: (215) 974-4537

**From:** Craig Jenkins [mailto:jenkins.12@sociology.osu.edu]  
**Sent:** Friday, November 21, 2008 1:34 PM  
**To:** Sophia Lee  
**Cc:** bellair.1@osu.edu  
**Subject:** RE: concurrence requests for Poli Sci 501, 532, 541, 545

Sociology concurs with all of the courses.

Please let me know if you need the formal concurrence forms.

Craig Jenkins

**From:** Mughan, Tony (.1) [mailto:Mughan.1@polisci.osu.edu]  
**Sent:** Friday, October 24, 2008 9:11 AM  
**To:** Sophia Lee  
**Subject:** RE: concurrence requests for Poli Sci 532 & 541

Sophia,

International Studies concurs with these change requests. Both courses are very good and the undergraduate population will benefit from their GEC status.

Tony

<b>The Ohio State University</b> <b>Colleges of the Arts and Sciences Concurrence Form</b>
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The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks to respond.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

<b>Political Science</b>	<b>532</b>	<b>Government and Politics of Southern Europe</b>
Initiating Academic Unit	Course Number	Course Title
<b>Change</b>		<b>10-23-08</b>
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent

**B. Response from the Academic Unit reviewing**

<b>Greek &amp; Latin</b>	<b>11-06-08</b>
Academic Unit Asked to Review	Date response needed

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Concurrence given: we don't see any major overlap with one of our Modern Greek courses.

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**Signatures (ECA Electronic proposals: Type in name, position and date as electronic signature. No written signature required.)**

Fritz Graf	Chair	Greek&Latin	10/28/08
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

## **Statement of GEC Rationale for Political Science 532: Government and Politics in Southern Europe**

Political Science 532, "Government and Politics in Southern Europe," is proposed for the Social Sciences Organizations and Politics rubric and for the Diversity, International Issues [Western, non-U.S.] rubric.

This course defines **key concepts** that are essential to an adequate understanding of government and politics around the world. These include: regime type (democratic, authoritarian and totalitarian), different institutional forms that democratic regimes take (presidential, parliamentary and semi-presidential), ideologies that serve as the basis of political mobilization and as lines of political conflict (classical liberalism, maximalist socialism and social democracy, Marxism-Leninism, Eurocommunism, fascism, anarchism, anarcho-syndicalism, and several post-industrial strains of political thought), and norms underpinning the functioning of democracy (stability and tolerance, representation, responsiveness and accountability). It analyzes the functioning of **key political institutions** that are found in modern polities (executives and parliaments, political parties, electoral systems, and sub-national forms of government), as well as the dynamics of partisan competition and conflict. An understanding of these concepts and institutions is a central learning outcome of core courses in Comparative Politics. In this particular course, they are explored in detail within the four countries of Southern Europe (Greece, Italy, Portugal, and Spain) over the course of the past two centuries. A central analytical focus of the course is the evolution from past traditions of instability (alternating with periods of authoritarian rule) into stable, successful democratic systems today. Required readings delve deeply into each aspect of political development of these societies and polities over the course of several centuries, and the historical origins of divisive political cleavages are explored in detail.

The logic and techniques of social science research are demonstrated over the course of ten weeks of lectures, in which causal processes underpinning stability or disruptive conflict serve as dependent variables for analysis undertaken during the first six weeks of the course. In the second part of the course, the functioning of the current democratic regimes are analyzed in light of several criteria for the assessment of good democratic governance, both with regard to partisan competition and executive-legislative relations, but also concerning the public policy outputs produced within these democratic systems. Students are then required to apply these analytical techniques in term papers which must explain a significant feature of one of these democratic polities (stability vs. instability, representativeness, accountability, suppression of civil or political liberties, etc.) today, at some time in the past, or in a "longitudinally comparative" historical study comparing previous historical periods with the present day.

The ability of students to communicate is facilitated both through evaluative feedback concerning essay-formatted in-class examinations and, more importantly, in the preparation of the aforementioned research paper. Students are required to meet with the Teaching Associate and encouraged to meet with the instructor repeatedly over the course

of research and writing the term paper, and are given multiple opportunities to improve their analytical and/or writing skills in light of feed back from the instructor and TA.



## **GEC Course Assessment Plan for Political Science 532: Government and Politics of Southern Europe**

Students in Political Science 532 will learn about theories dealing with forming and maintaining stable governments in Portugal, Spain, Italy and Greece.

Political Science 532 will meet these learning objectives by teaching students to understand the theories and methods of scientific inquiry as they are applied to individuals and societies operating in the political system. Students will learn to comprehend human differences and similarities in different political contexts. Students will develop abilities to comprehend and assess individual and social values and recognize their importance in social problem solving and national policy making.

Student performance will be evaluated based on a combination of classroom discussions, a long term paper, and in-class essay examinations.

Political Science 532 will be regularly assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of the Social Science category of the General Education Curriculum. Each iteration of the course will be assessed by the coordinator of the Comparative Politics subfield in consultation with the Associate Chair for Teaching to ensure that it meets the GEC objectives. The following procedures and indicators will be used for assessment:

- (1) Student evaluations, including both the quantitative SEI and the qualitative departmental evaluation form (attached).
- (2) Review of syllabi, exams and paper assignments (see attached faculty questionnaire).

## Political Science Course Evaluation Form

Political Science 532

Quarter and Year: \_\_\_\_\_

Instructor: \_\_\_\_\_

Please circle the appropriate response to the following. If you have no opinion, leave the question blank.

1. Political Science 532 helped me understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations and societies.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

2. In Political Science 532 I learned how rules and principles of political and social systems are formed and endure, and how these systems compare and contrast.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

3. Political Science 532 helped me to understand how the nature and values of organizations and political systems are important in social problem solving and policy making.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

4. In Political Science 532, I learned about political, economic, cultural, and social differences among the peoples of Southern Europe.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

5. The overall quality of Political Science 532 compared with other courses I have taken at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

6. The overall quality of this instructor, compared with others I have had at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

**More On Reverse**

7. How might this course better achieve the objectives listed in questions 1, 2, 3 and 4 above?

If you have other comments or suggestions concerning the course or its instructor, please offer them here:

Direct Measures of Students' Achievement at the Course Level:  
GEC Expected Learning Outcomes

Faculty who choose not to develop custom assessment plans may assess the aggregate levels of achievement of the GEC expected learning outcomes by answering these questions regularly, at least every third time they teach a specific GEC course.

**How do you evaluate your students' achievement of <GEC outcome>?**

i.e. Students demonstrate understanding of the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies on a final essay exam, by applying one or more theories to analyze a given set of unfamiliar facts in each of two essays. OR

Exam questions 2, 3, 6, 9, and 12 test how well students understand basic concepts of statistics and probability; questions 1, 7, and 11 test how well students comprehend methods needed to analyze and critically evaluate statistical arguments; and questions 4, 5, 8, and 10 evaluate their ability to recognize the importance of specific statistical ideas.

**How well are they doing?**

i.e. More than 70% of students demonstrate an accurate, if unnuanced, understanding of most of the theories presented in the class, and can describe how these apply to the scenarios in the essay questions. However, only 45% could accurately define theory X.

OR At least 75% of students responded correctly to 2,3,6, and 9. At least 72% got 1 and 7 correct, and 70% got 4, 8, and 10 correct. Fewer than 50% were able to answer 5 and 11 right.

**What if anything does this suggest you change?**

i.e. Develop a new way of teaching theory X OR  
Focus more attention on the concepts examined in questions 5 and 11.

## **Sample Assessment Questionnaire for Faculty**

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Please answer the following questions as fully as you can:

1. What tests or graded activities allow you to know that students learn....  
[wording appropriate for GEC course objective] (e.g., “essay exam in which students are asked ....”)
  
2. Based upon your assessment of student performance in your class, how well are they achieving these goals?
  
3. What changes, if any, does this suggest you make the next time you offer this course?

**The Ohio State University  
General Education Curriculum (GEC)  
Request for Course Approval Summary Sheet**

**1. Academic Unit(s) Submitting Request**

Political Science

**2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)**

Political Science 532

**3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)**

Category 2. Breadth, B. social sciences, 2. Organizations and Politics; and Category 4. Diversity, 2. International diversity [Western, non-U.S.]

**4. Attach:**

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

**5. Proposed Effective Date** Winter Quarter 2009

**6. If your unit has faculty members on any of the regional campuses, have they been consulted?** Yes

**7. Select the appropriate descriptor for this GEC request:**

**Existing course with no changes to the *Course Offerings Bulletin* information.** Required documentation is this GEC summary sheet and the course syllabus.

**Existing course with changes to the *Course Offerings Bulletin* information.** Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

**New course.** Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).

**9. Approval Signatures**

  
Academic Unit

9/12/18  
Date

\_\_\_\_\_  
College Office/College Curriculum Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Colleges of the Arts and Sciences Committee on Curriculum and Instruction

\_\_\_\_\_  
Date

\_\_\_\_\_  
Office of Academic Affairs

\_\_\_\_\_  
Date

**Political Science 532**  
**Government and Politics of Southern Europe**

Richard Gunther, 2058 Derby Hall, 292-6266 (Gunther.1@osu.edu)  
Office Hours: Monday 2:00-3:00, Tuesday 3:00-4:00 and by appointment

This course presents a comprehensive overview of government and politics in Greece, Italy, Portugal and Spain. Southern Europe is a region that has lacked a historical tradition of stable democratic governance. Nineteenth- and early twentieth-century experiments with democracy were either so flawed that they cannot be regarded as fully democratic, or were so unstable that they collapsed and were replaced by right-wing, corporatist, authoritarian political systems. As late as the mid 1970s, only Italy was able to maintain a democratic regime. Since the mid 1970s, however, Greece, Portugal and Spain have taken their places alongside Italy in the West European community of democratic nations. Indeed, Portugal and Spain (except for the Basque region) have been outstandingly successful in forming and maintaining stable governments. Given this remarkable transformation, the problem of democratic stability will provide the central analytical focus for this course.

Specifically, the course will be organized around two complementary sets of questions: First, what were the causes of political instability and the weakness of democratic institutions and practices in the past, and how might the legacy of those political divisions affect the functioning of the current democratic regimes? The first part of the course explores the historical origins of politically relevant social, cultural or political cleavages (variously involving class, religion, language, state political institutions and ideology), as well as the impact of late industrialization on political mobilization and participation. While lectures and some of the readings will provide analytical overviews of all four countries, students will select one country for more in-depth historical exploration. This survey of the historical background of Southern European politics concludes with the collapse of the previous democratic or semi-democratic regimes and the establishment of the authoritarian regimes of Mussolini, Franco, Salazar/Caetano and the Greek colonels. We then turn our attention to the emergence and basic characteristics of the current democratic systems. This begins with a comparative analysis of the transitions to democracy and the processes through which the new regimes became consolidated. This will be followed by a comparative analysis of the institutional structure of government in these countries, basic patterns of legislative-executive relations, and the major political parties and party systems. We shall also evaluate certain patterns of public policy characterize politics in the region.

There will be one midterm (which will determine 30% of the course grade), one final examination (30%), and a 10-15 page term paper (40%) on a country of the student's own choosing, focusing on an analytical theme to be determined through consultation with the teaching assistant or instructor. The midterm (which will take place at the end of the 5th week of the course) and the final will both be essay examinations, consisting of some questions requiring short answers and others longer essay topics. In selecting term paper topics and selecting appropriate sources for that research project, students should consult the References section of *Parties, Politics and Democracy in the New Southern Europe* (pages 427-456).

Academic Honesty

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the committee on academic misconduct and handled according to university policy. If you have any question about the University's Code of Student Conduct, please see the web site: [http://studentaffairs.osu.edu/pdfs/csc\\_7-13-06.pdf](http://studentaffairs.osu.edu/pdfs/csc_7-13-06.pdf).

### *Students with Disabilities*

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Political Science 532 is a social science course in the "Breadth" category of the GEC. Social science develop students' understanding of the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Among the expected outcomes of a social science course are these:

Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.

Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.

Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Political Science 532 is also a GEC "International Issues" Western, non-U.S. diversity course; this category of the GEC aims to accomplish the following:

International Issues courses help students become educated, productive, and principled citizens of their nation and the world.



Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world.

### Readings

Copies of all readings have been placed on Closed Reserve in the Sullivant Library or (if noted below) are available online through OSU's Carmen system. Those students who wish to purchase the readings for this course will find that the following books are available in the campus-area bookstores. Three of these books will be read by all students. (It should be noted that royalties for all three of these required texts have been waived, and their publication was subsidized by grants from OSU's Mershon Center. Accordingly, their cost is quite low, ranging between \$21 and \$35 [as quoted by BN.com].) In addition, students will select **one** of the four Southern European countries for more detailed study, and will select one additional book from the remainder of the list (i.e., Birmingham for Portugal, Clogg for Greece, Duggan for Italy, and Gunther, Montero and Botella for Spain).

#### To be read by all students:

P. Nikiforos Diamandouros and Richard Gunther, eds., *Parties, Politics and Democracy in the New Southern Europe*. Baltimore and London: Johns Hopkins University Press, 2001.

Richard Gunther, P. Nikiforos Diamandouros and Richard Gunther, eds., *The Politics of Democratic Consolidation: Southern Europe in Comparative Perspective*. Baltimore and London: Johns Hopkins University Press, 1995.

Richard Gunther, P. Nikiforos Diamandouros, and Dimitri Sotiropoulos, *Democracy and the State in the New Southern Europe*. Oxford: Oxford University Press, 2007.

#### Select one of the following:

David Birmingham, *A Concise History of Portugal*. Cambridge: Cambridge University Press, 1993.

Christopher Duggan, *A Concise History of Italy*. Cambridge: Cambridge University Press, 1994.

Richard Clogg, *A Concise History of Greece*. Cambridge: Cambridge University Press, 1992.

Richard Gunther, José Ramón Montero and Joan Botella, *Democracy in Modern Spain*. New Haven: Yale University Press, 2004.

### Reading Assignments and Lectures:

#### 1. Introduction:

"Introduction," in P. Nikiforos Diamandouros and Richard Gunther, eds., *Parties, Politics and Democracy in the New Southern Europe* (Baltimore and London: Johns Hopkins University Press, 2001).

"Introduction," in Richard Gunther, José Ramón Montero and Joan Botella, *Politics in Modern*

*Spain* (also available through Carmen), pp. 1-14.

## 2. State Building, Nation Building and the Origins of Social and Political Cleavages:

Edward Malefakis, "The Political and Socioeconomic Countours of Southern European History," in Richard Gunther, P. Nikiforos Diamandouros and Hans-Jürgen Puhle, eds. *The Politics of Democratic Consolidation: Southern Europe in Comparative Perspective* (Baltimore and London: Johns Hopkins University Press, 1995), pp. 33-76.

and

Richard Clogg, Chapters 1-3 ("Introduction," "Ottoman Rule and the Emergence of the Greek State, 1770-1831," and "Nation-Building, the 'Great Idea' and National Schism, 1831-1922") in *A Concise History of Greece* (Cambridge and New York: Cambridge University Press, 1992), pp. 1-99;

or

Christopher Duggan, Chapters 1-5 ("The Geographical Determinants of Disunity," "Disunity and Conflict: From the Romans to the Renaissance, 400-1494," "Stagnation and Reform, 1494-1789," "The Emergence of the National Question, 1789-1849," and "Italy United") in *A Concise History of Italy* (Cambridge and New York: Cambridge University Press, 1994), pp. 1-142;

or

David Birmingham, Chapters 1-4 ("Peoples, Cultures and Colonies," "Rebellion and Independence in the Seventeenth Century," "The Golden Age and the Earthquake in the Eighteenth Century," and "Brazilian Independence and the Portuguese Revolution") in *A Concise History of Portugal* (Cambridge and New York: Cambridge University Press, 1993), pp. 9-126;

or

Vicens-Vives, Jaime, *Approaches to the History of Spain*, pp. 14-55 (available through Carmen) and Gunther, Montero and Botella, "Divisive Social Cleavages," pp. 38-64, from Chapter 2 ("Spanish Exceptionalism: The Absence of a Tradition of Democratic Stability") in *Politics in Modern Spain*.

## 3. Early (and Unsuccessful) Experiences with Democracy:

Clogg, Chapters 4 and 5 ("Catastrophe and Occupation and their Consequences, 1923-1949," and "The Legacy of the Civil War, 1950-1974"), in *A Concise History of Greece*, pp. 100-168;

or

Duggan, Chapters 6 and 7 ("The Liberal State and the Social Question, 1870-1900," and "Giolitti, the First World War, and the Rise of Fascism"), in *A Concise History of Italy*, pp. 143-204;

or

Birmingham, Chapter 5 ("The Bourgeois Monarchy and the Republicans") in *A Concise History of Portugal*, pp. 127-155.

or

Raymond Carr, Chapters 8 and 9 ("The Second Republic, 1931-1936," and "The Civil War, 1936-1939") in *Modern Spain*, pp. 117-154 (available through Carmen);

and

Gunther, Montero and Botella, "The Restoration Monarchy," and "The Second Republic," pp. 22-37, from Chapter 2 ("Spanish Exceptionalism: The Absence of a Tradition of Democratic Stability") in *Politics in Modern Spain*.

#### 4. The Southern European Dictatorships:

Richard Gunther, Chapter 1 ("The Franquist Regime") in Zip packet (from *Public Policy in a No-Party State* [Berkeley and London: University of California Press, 1980], pp. 1-45) (available through Carmen);

and

Duggan, Chapter 8 ("Fascism") in *A Concise History of Italy*, pp. 210-232 (Carmen).

Italian specialists should read all of Duggan, Chapter 8 (pp. 205-239);

Portuguese specialists should read Birmingham, Chapter 6 ("The Dictatorship and the African Empire") in *A Concise History of Portugal*, pp. 156-178.

#### 5. The Transitions to Democracy:

Gunther, Diamandouros and Puhle, Chapters 1 and 11 ("Introduction" and "Conclusion") in *The Politics of Democratic Consolidation*, pp. 1-32 and 389-414;

Juan J. Linz, Alfred Stepan and Richard Gunther, Chapter 3 ("Democratic Transition and Consolidation in Southern Europe, with Reflections on Latin America and Eastern Europe") in *The Politics of Democratic Consolidation*, pp. 77-123;

AND

P. Nikiforos Diamandouros, "Regime Change and the Prospects for Democracy in Greece" in Guillermo O'Donnell, Philippe C. Schmitter and Laurence Whitehead, eds., *Transitions from Authoritarian Rule: Southern Europe* (Baltimore and London: Johns Hopkins University Press, 1986), pp. 138-164 (Carmen);

or

Gianfranco Pasquino, "The Demise of the first Fascist Regime and Italy's Transition to Democracy," in O'Donnell, Schmitter and Whitehead, eds., *Transitions from Authoritarian Rule: Southern Europe*, pp. 45-70 (Carmen);

or

Kenneth Maxwell, "Regime Overthrow and the Prospects for Democratic Transition in Portugal," in O'Donnell, Schmitter and Whitehead, eds., *Transitions from Authoritarian Rule: Southern Europe*, pp. 109-137 (Carmen);

or

Gunther, Montero and Botella, "The Emergence of Modern Spain," and "The Malleability of mid-1970s Spain," pp. 68-79 from Chapter 2, and pp. 79-116 from Chapter 3 ("Institutional Crystallization and Democratic Consolidation") of *Politics in Modern Spain*.

#### 6. The Governmental Structure of the Current Democratic Regimes:

Thomas C. Bruneau, et al, Chapter 2 ("Democracy, Southern European Style?") in Diamandouros and Gunther, *Parties, Politics and Democracy*, pp. 16-82.

Gianfranco Pasquino, "Executive-Legislative Relations in Southern Europe," in Gunther, Diamandouros and Puhle, *The Politics of Democratic Consolidation*, pp. 261-283.

**7. Parties, Party Systems and Politics in the New Southern Europe:**

Takis Pappas, "In Search of the Center: Conservative Parties, Electoral Competition and Political Legitimacy in Southern Europe's New Democracies," in *Parties, Politics and Democracy in the New Southern Europe*, pp. 224-267.

Hans-Jürgen Puhle, "Mobilizers and Late Modernizers: Socialist Parties in the New Southern Europe," in *Parties, Politics and Democracy in the New Southern Europe*, pp. 268-328.

Anna Bosco, "Four Actors in Search of a Role: The Southern European Communist Parties," in *Parties, Politics and Democracy in the New Southern Europe*, pp. 329-387.

Richard Gunther and José Ramón Montero, "The Anchors of Partisanship: A Comparative Analysis of Voting Behavior in Four Southern European Democracies," in *Parties, Politics and Democracy in the New Southern Europe*, pp. 83-152.

Giacomo Sani and Paolo Segatti, "Antiparty Politics and the Restructuring of the Italian Party System," in *Parties, Politics and Democracy in the New Southern Europe*, pp. 153-181.

Gianfranco Pasquino, "The New Campaign Politics," in *Politics and Democracy in the New Southern Europe*, pp. 182-223.

**8. Public Policy in Southern Europe:**

**All students should read:**

P. Nikiforos Diamandouros, Richard Gunther, Dimitri A. Sotiropoulos, and Edward E. Malefakis, "Introduction," pp. 1-41, **and**

Richard Gunther and P. Nikiforos Diamandouros, "Conclusion," pp. 338-362 in Gunther, Diamandouros and Sotiropoulos, eds., *Democracy and the State in the New Southern Europe* (Oxford: Oxford University Press, 2007).

**Then read any two other chapters, depending on your areas of public policy interest, in**

*Democracy and the State in the New Southern Europe.*

**The Ohio State University**  
**Colleges of the Arts and Sciences Course Change Request**

Political Science  
 Academic Unit

Political Science

541

Book 3 Listing (e.g., Portuguese)

Course Number

Summer      Autumn      Winter    X      Spring      Year 2009

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Political Science
2. Number: 541
3. Full Title: Politics of the Developing World
4. 18-Char. Transcript Title: POLIT DVLPNG WORLD
5. Level and Credit Hours UG 05
6. Description: A general introduction to the theoretical and substantive literature dealing with the historical development and contemporary characteristics of the new states of Asia and Africa.
7. Qtrs. Offered : N/A
8. Distribution of Contact Time: 5 cl.  
(e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s):
10. Exclusion: (Not open to....)
11. Repeatable to a maximum of \_\_\_\_\_ credits.
12. Off-Campus Field Experience:
13. Cross-listed with:
14. Is this a GEC course? No
15. Grade option (circle): Ltr    S/U    P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y  N   
Is an Embedded Honors version of this course available?    Y  N
17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE  
 Changes Requested**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. 2, 2 hr cl.
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. Yes    4.2 + 2.0.3
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?  
N/A

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2. Does this course currently satisfy any GEC requirement, if so indicate which category?  
No

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3. What other units require this course? Have these changes been discussed with those units?  
None

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4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.  
~~N/A~~ ENR, History, Sociology, East Asian L+L, Int'l Studs (all rec'd)

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5. Is the request contingent upon other requests, if so, list the requests? No

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6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).)  
Please see attached memo.

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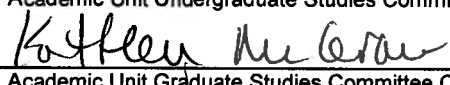

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)     A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)     A general elective:

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8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:

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**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

- |  |                  |         |
|--|------------------|---------|
|    | Printed Name     | Date    |
| 1. Academic Unit Undergraduate Studies Committee Chair   | RWL Fall 9/27/0. | 9/27/0. |
|   | Kathleen McCrean | 9-16-08 |
| 2. Academic Unit Graduate Studies Committee Chair  | HERBERT WEISBERG | 9-12-8  |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR  | HERBERT WEISBERG | 9-12-8  |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:ascurofc@osu.edu">ascurofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committee. |                  |         |
|   | Joy S. Hobgood   | 3-10-09 |
| 5. COLLEGE CURRICULUM COMMITTEE  | Joy S. Hobgood   | 3-10-09 |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN  | Printed Name     | Date    |
| 7. Graduate School (if appropriate)  | Printed Name     | Date    |
| 8. University Honors Center (if appropriate)   | Printed Name     | Date    |
| 9. Office of International Affairs (study tours only)  | Printed Name     | Date    |
| 10. ACADEMIC AFFAIRS   | Printed Name     | Date    |

FROM: BRUCE WEINBERG [weinberg.27@osu.edu]

SENT: Wed 3/25/2009 7:29 PM

**Re: Concurrence request reminder for Political Science 541**

This course is fine.

Bruce

<b>The Ohio State University</b> <b>Colleges of the Arts and Sciences Concurrence Form</b>
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The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks to respond.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

<b>Political Science</b>	<b>541</b>	<b>Politics of the Developing World</b>
Initiating Academic Unit	Course Number	Course Title
<b>Change</b>		10/23/08
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent

**B. Response from the Academic Unit reviewing**

School of Environment & Natural Resources	11/06/08
Academic Unit Asked to Review	Date response needed

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The School of Environment & Natural Resources supports the proposed changes to this course.

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**Signatures (ECA Electronic proposals: Type in name, position and date as electronic signature. No written signature required.)**

Tom Koontz	Chair, Academic Affairs Committee	School of Environment & Natural Resources	11/6/08
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date



**Sent:** Friday, December 05, 2008 4:08 PM  
**To:** Sophia Lee  
**Cc:** Kathleen Hallihan; James Bach; Peter Hahn  
**Subject:** Concurrence with Poli Sci 501, 532, 541, 545

Dear Sophia and Kate,

As Acting Chair of Undergraduate Studies in the Department of History, I am writing to offer the department's concurrence with the following courses:

>Political Science 501

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1444>

>

>Political Science 532

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1446>

>

>Political Science 541

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1441>

>

>Political Science 545

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1413>

>

Thank you so much,  
Jennifer

-----  
Jennifer Siegel  
Department of History  
The Ohio State University  
106 Dulles Hall  
230 West 17th Avenue  
Columbus, OH 43210-1367  
Phone: (614) 292-0314  
Fax: (215) 974-4537

**From:** Craig Jenkins [mailto:jenkins.12@sociology.osu.edu]  
**Sent:** Friday, November 21, 2008 1:34 PM  
**To:** Sophia Lee  
**Cc:** bellair.1@osu.edu  
**Subject:** RE: concurrence requests for Poli Sci 501, 532, 541, 545

Sociology concurs with all of the courses.

Please let me know if you need the formal concurrence forms.

Craig Jenkins

**From:** Naomi Fukumori [mailto:fukumori.1@osu.edu]

**Sent:** Wednesday, October 29, 2008 1:01 PM

**To:** Sophia Lee

**Subject:** Re: concurrence requests for Poli Sci 541

Dear Sophia,

The Department of East Asian Languages and Literatures is glad to offer concurrence for Political Science 541.

All best, Naomi Fukumori  
Undergraduate Studies Chair, DEALL

**From:** Mughan, Tony (.1) [mailto:Mughan.1@polisci.osu.edu]  
**Sent:** Friday, October 24, 2008 9:11 AM  
**To:** Sophia Lee  
**Subject:** RE: concurrence requests for Poli Sci 532 & 541

Sophia,

International Studies concurs with these change requests. Both courses are very good and the undergraduate population will benefit from their GEC status.

Tony

## Statement of GEC Rationale for Political Science 541: Political Development

Political Science 541, "Political Development," is proposed for the Social Sciences Human, Natural, and Economic Resources rubric and for the Diversity, International Issues [Non-Western or Global] rubric.

The course offers students general knowledge of comparative political economy in the developing world. This is one of the fundamental subfields of comparative politics, which is a major field of political science. The course presents students with current research that attempts to answer such questions as:

What are the merits or dangers of international economic integration?

What is the proper role of the state in the process of economic development?

How does a country's human, natural, and economic resources affect its political system?

What is the relationship among free markets, democratic politics, political corruption, and human and labor rights?

How have different states, with different forms of government, in different cultures, negotiated these issues?

What can be learned from recent "successful" cases of development?

Are these lessons useful in an increasingly globalized world?

The required readings and lectures provide detailed instruction on two periods of international economic development, the long post-war boom from 1945 until the debt crisis of the 1980s, and the more recent period of international globalization. It examines the East Asian development of Taiwan and Korea, and compares these "miracles" with limited successes and failures in Latin America, India, Ireland, and East Africa.

In addition to lectures and readings, students are responsible for two essay exams as well as a short analytical essay. Students are required in the exams to take and defend a position on issues covered in class in order to demonstrate their knowledge of the substance of the course. In this manner, students gain experience in expressing and defending their written arguments.

## **GEC Course Assessment Plan for Political Science 541: Politics of the Developing World**

Students in Political Science 541 will learn about theories dealing with historical development and contemporary characteristics of the new states of Asia and Africa.

Political Science 541 will meet these learning objectives by teaching students to understand the theories and methods of scientific inquiry as they are applied to individuals and societies operating in the political system. Students will learn to comprehend human differences and similarities in different political contexts. Students will develop abilities to comprehend and assess individual and social values and recognize their importance in social problem solving and national policy making.

Student performance will be evaluated based on a combination of classroom discussions, short written assignments, and in-class examinations.

Political Science 541 will be regularly assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of the Social Science category of the General Education Curriculum. Each iteration of the course will be assessed by the coordinator of the Comparative Politics subfield in consultation with the Associate Chair for Teaching to ensure that it meets the GEC objectives. The following procedures and indicators will be used for assessment:

- (1) Student evaluations, including both the quantitative SEI and the quantitative/qualitative student departmental evaluation form (attached).
- (2) Review of syllabi, exams and paper assignments (see attached faculty questionnaire).

## Political Science Course Evaluation Form

Political Science 541

Quarter and Year: \_\_\_\_\_

Instructor: \_\_\_\_\_

Please circle the appropriate response to the following. If you have no opinion, leave the question blank.

1. Political Science 541 helped me understand the theories and methods of scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources, and decisions and policies concerning such resources.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

2. In Political Science 541, I learned about the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

3. In Political Science 541, I learned to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

4. In Political Science 541, I learned about political, economic, cultural, and social differences among the peoples of the developing world.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

5. The overall quality of Political Science 541 compared with other courses I have taken at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

**More On Reverse**

6. The overall quality of this instructor, compared with others I have had at OSU was:

Outstanding

Above Average

Average

Below Average

Poor

7. How might this course better achieve the objectives listed in questions 1, 2, 3 and 4 above?

If you have other comments or suggestions concerning the course or its instructor, please offer them here:



**Direct Measures of Students' Achievement at the Course Level:  
GEC Expected Learning Outcomes**

Faculty who choose not to develop custom assessment plans may assess the aggregate levels of achievement of the GEC expected learning outcomes by answering these questions regularly, at least every third time they teach a specific GEC course.

**How do you evaluate your students' achievement of <GEC outcome>?**

i.e. Students demonstrate understanding of the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies on a final essay exam, by applying one or more theories to analyze a given set of unfamiliar facts in each of two essays. OR

Exam questions 2, 3, 6, 9, and 12 test how well students understand basic concepts of statistics and probability; questions 1, 7, and 11 test how well students comprehend methods needed to analyze and critically evaluate statistical arguments; and questions 4, 5, 8, and 10 evaluate their ability to recognize the importance of specific statistical ideas.

**How well are they doing?**

i.e. More than 70% of students demonstrate an accurate, if unnuanced, understanding of most of the theories presented in the class, and can describe how these apply to the scenarios in the essay questions. However, only 45% could accurately define theory X.

OR At least 75% of students responded correctly to 2,3,6, and 9. At least 72% got 1 and 7 correct, and 70% got 4, 8, and 10 correct. Fewer than 50% were able to answer 5 and 11 right.

**What if anything does this suggest you change?**

i.e. Develop a new way of teaching theory X OR  
Focus more attention on the concepts examined in questions 5 and 11.

## Sample Assessment Questionnaire for Faculty

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Please answer the following questions as fully as you can:

1. What tests or graded activities allow you to know that students learn...  
[wording appropriate for GEC course objective] (e.g., “essay exam in which students are asked ....”)
2. Based upon your assessment of student performance in your class, how well are they achieving these goals?
3. What changes, if any, does this suggest you make the next time you offer this course?

**The Ohio State University  
General Education Curriculum (GEC)  
Request for Course Approval Summary Sheet**

**1. Academic Unit(s) Submitting Request**

Political Science

**2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)**

Political Science 541

**3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)**

Category 2. Breadth, B. Social Sciences, 3. Human, Natural, and Economic Resources; and Category 4. Diversity, 2. International Issues [Non-Western or Global]

**4. Attach:**

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

**5. Proposed Effective Date** Winter quarter 2009

**6. If your unit has faculty members on any of the regional campuses, have they been consulted?** Yes

**7. Select the appropriate descriptor for this GEC request:**

Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).

**9. Approval Signatures**

H. Wessley  
Academic Unit

9-12-8  
Date

College Office/College Curriculum Committee

Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction

Date

Office of Academic Affairs

Date

## Political Science 541: The Politics of the Developing World

Prof. Marcus Kurtz  
2049D Derby Hall  
292-0952  
kurtz.61@osu.edu  
Office Hours: Wed. 3-4, and by appointment.

Tuesday, Thursday 9:30 – 11:18  
BL 0311

Course Website: [carmen.osu.edu](http://carmen.osu.edu)

### Description

The premise of this course is that economic development is as much a political question as it is an economic one. The goal will be to understand the different approaches that poorer countries have taken to the question of development, why they have made differing choices, and their political and economic consequences. Along the way we will consider questions that touch on contemporary political debates: What are the merits or dangers of international economic integration (free trade)? What is the proper role of the state in the process of economic development? What is the relationship (positive or negative) among free markets, democratic politics, political corruption, and human/labor rights? What can be learned from recent “successful” cases of development, and are these lessons useful in a world that is increasingly globalized? The course is structured around two broadly defined and fundamentally different (or at least so I will argue) periods—the long post-war boom from 1945 to the debt crisis of the 1980s, and the more challenging period of globalization thereafter.

This is a course in comparative political economy, not in economics, and it does not require any economics knowledge as a prerequisite. The only prerequisite is an open, critical mind.

### Course Requirements

This course has three requirements that will enter into the calculation of your grade: an essay and two exams. All exams are cumulative, but weighted toward material not already covered. Note that the exams will generally be in essay format, and will require you to take and defend positions on issues related to the course. You are *not* graded on the particular position you take, but rather on the quality of your defense of that perspective. That is to say that the effective linkage of evidence to argument is the standard of evaluation. The specific assignment for the short essay will be handed out later on.

Grades will be calculated according to the following weights:

Short Essay	20%
Midterm Exam	40%
Final Exam	40%

There is a TA for this course who will be responsible for the grading of the essay and the exams. All grade appeals will be handled by the professor. There are no recitation sections, though the TA will be available for an office hour after the exam to answer questions about the grading.

### Website and Email

The URL for the course website is listed above. Important information and some handouts will be made available there. Most notably, study guides and in-class handouts will usually be accessible there after they have been distributed in class. If you missed a handout, you should be able to obtain it from the website. You will need Adobe Acrobat (it's free) to access most files.

In addition, course information and updates will regularly be sent out via email. It is important (and required) that you check your OSU email and the course website regularly.

## **Readings**

Here there is good news and bad news. The good news is that there is only one (inexpensive) book for this course (saving you some serious money!). The bad news is that there is an extensive coursepack available from ZIP publishing (for sale in the major bookstores (especially SBX), at their office, or via the web at [www.zippublishing.com](http://www.zippublishing.com)) from which most of the readings for each week are drawn. I may supplement this coursepack from time to time with articles posted on the course website (URL on first page).

Required book:

Amartya Sen. 2000. *Development as Freedom* (New York: Anchor Books).

*A Warning:* The readings for this class are sometimes VERY DIFFICULT. The idea is to present you material taken directly from the books and journals that political scientists read, rather than in some pre-digested textbook form. You will not necessarily always understand 100 percent of what is in the articles (or if you do, then you're doing very well indeed!), and that is intentional. Do not be discouraged or afraid. The idea is to stretch your abilities as far as possible and the only way to do that is to set the bar as high as possible. Rest assured that you will be tested on material that is extensively discussed and interpreted in class; there will be no effort to include trick questions about obscure and difficult bits of the reading. Grading is not punitive, nor is it curved.

## **Academic Honesty**

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the committee on academic misconduct and handled according to university policy. If you have any question about the University's Code of Student Conduct, please see the web site:

[http://studentaffairs.osu.edu/pdfs/csc\\_7-13-06.pdf](http://studentaffairs.osu.edu/pdfs/csc_7-13-06.pdf).

## ***Students with Disabilities***

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Political Science 541 is a social science course in the "Breadth" category of the GEC. Social science develop students' understanding of the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Among the expected outcomes of a social science course are these:

Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.

Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.

Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Political Science 541 is also a GEC “International Issues” global diversity course; this category of the GEC aims to accomplish the following:

International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

### **Missed Exams/Emergencies**

From time to time emergencies occur that prevent you from taking exams at the regularly scheduled time and place (e.g., severe injury, death in the immediate family). Accommodations are possible only with advance notice and only if the reason represents a circumstance that could neither be anticipated nor is under the control of the student. Potential problems should be brought to the attention of the professor and the TA as soon as you know about them (and in advance of the exam in question). Obviously, prior notification is not required in the case of emergency medical conditions that occur immediately prior to the exam, though documentation may be required after the fact. Do not hesitate to email or call your professor (see first page for number) if you have a special circumstance that makes it impossible for you to take an exam at the normal time or place. This paragraph does not apply to students who are eligible for alternative procedures by the Office of Disability Services. These will happily be accommodated in the usual fashion.

### **No Recording or Transmission of Course Material**

No form of recording – electronic, audio, or video – is permitted in class except for class notes without explicit permission of the instructor. Your class notes, to the extent to which they are transcriptions of the class, are for your own individual use, though they may be shared with other students in the class. As they are intellectual property, however, they should not be sold, posted on the web, or given to individuals who are not registered for the course.

## **Schedule of Readings**

### **I. September 21, 2006: Introduction**

### **II. September 26: The Challenge of Postwar Development—“Development” and “Underdevelopment”**

Spero, Joan E. and Jeffrey Hart. “The North-South System and Possibility of Change.” *The Politics of International Economic Relations* (NY: St. Martin’s Press, 1997, 5th ed). Ch. 5.

Walt. W. Rostow. *The Stages of Economic Growth: A Non-Communist Manifesto* (Cambridge, UK: Cambridge University Press, 1962), pp. 1-17.

Raúl Prebisch. "Commercial Policy in the Underdeveloped Countries." *American Economic Review* 49 (May, 1959), pp. 251-273.

Stephen Haggard, *Pathways from the Periphery* (Ithaca, NY: Cornell University Press, 1990), pp. 9-50.

### **III. September 28 – October 3: Development Miracles in Korea and Taiwan**

Atul Kohli. 1999. "Where Do High-Growth Political Economies Come From? The Japanese Lineage of Korea's 'Developmental State' " in Meredith Woo Cumings, *The Developmental State* (Ithaca, NY: Cornell University Press).

Chalmers Johnson. "Political Institutions and Economic Performance: The Government-Business Relationship in Japan, South Korea, and Taiwan" in Fredric Deyo, ed. *The Political Economy of the New Asian Industrialism* (Ithaca, NY: Cornell University Press, 1987), pp. 136-164.

Bruce Cumings. "The Origin and Development of the Northeast Asian Political Economy" in Fredric Deyo, ed. *The Political Economy of the New Asian Industrialism* (Ithaca, NY: Cornell University Press, 1987), pp. 44-83.

### **IV. October 5 – 10: Authoritarianism and Industrialization in Latin America: Mexico and Brazil**

Skidmore, Thomas and Peter Smith. 2001. *Modern Latin America*. (Oxford: Oxford University Press): Import Substitution and its stagnation, pp. 51-62.

Paulo Rabello de Castro and Marcio Ronci. 1991. "Sixty Years of Populism in Brazil" in Rudiger Dornbusch and Sebastian Edwards, eds., *The Macroeconomics of Populism* (Chicago: University of Chicago Press).

Ben Ross Schneider. 1999. "The Desarrollista State in Brazil and Mexico" in Meredith Woo Cumings, *The Developmental State* (Ithaca, NY: Cornell University Press).

Michael Wallerstein. "The Collapse of Democracy in Brazil: Its Economic Determinants" *Latin American Research Review* XV:3 (1980), pp.3-40.

### **V. October 12: Development "Failure" in Democratic Ireland and India, and Authoritarian East Africa**

Denis O'Hearn. 1989. "The Irish Case of Dependency: An Exception to the Exceptions?" *American Sociological Review*. No. 54. pp. 578-96.

Robert Bates. 1981. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press, pp. 1-44.

Robert Wade. 1985. "The Market for Public Office: Why the Indian State is not Better at Development" *World Development* Vol. 13:4 (April).

### **VI. October 17: MITERM I**

## VII. October 19: Special

## VIII. October 24: The end of the old order and the rise of the new

Esmail Hosseinzadeh. "Global Debt: Causes and Cures" *Review of Radical Political Economy* Vol. 20, No. 2&3 (1988), pp. 223-233.

Sebastian Edwards. *Crisis and Reform in Latin America: From Despair to Hope* (Oxford: Oxford University Press, 1995), pp. 17-40.

## IX. October 26 – November 2: The Diagnosis, Critique, and New Issues—What should we do now?

### *Advocates of a Free Market Response:*

John Williamson, "In Search of a Manual for Technopols" in John Williamson, ed., *The Political Economy of Policy Reform* (Washington, DC: Institute for International Economics, 1994), pp. 11-47.

### *Critics of the Free Market Approach*

Joseph Stiglitz and Lyn Squire, "International Development: Is It Possible?" in Jeffrey Frieden and David Lake, eds., *International Political Economy* (New York: St. Martin's, 2000), pp. 383-391

Robin Broad, John Cavanagh, and Walden Bello. 2000. "Development: The Market Is Not Enough" in Frieden and Lake, eds., *International Political Economy*.

[OPTIONAL] Gore, Charles. 2000. "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries" *World Development* Vol. 28:5

### *Free Trade Debates*

Rodrik, Dani. 1992. "The Limits of Trade Policy Reform in Developing Countries" *Journal of Economic Perspectives* Vol. 6:1 (Winter).

Edwards, Sebastián. 1993. "Openness, Trade Liberalization, and Growth in Developing Countries" *Journal of Economic Literature* 31:3 (September).

### *Capital Markets: Financial Crisis or International Development?*

Robert Wade. 2000. "Wheels within Wheels: Rethinking the Asian Crisis and the Asian Model" *Annual Review of Political Science* Vol. 3.

Bhagwati Jagdish. 1998. "The Capital Myth: The Difference between Trade in Widgets and Dollars" *Foreign Affairs* Vol. 77:3.

## X. November 7: What about the people?

### *What about the Workers?*



- Bhagwati, Jagdish. 1995. "Trade Liberalisation and 'Fair Trade' Demands: Addressing the Environmental and Labour Standards Issues" *The World Economy* Vol. 18:6.
- Richard Freeman. 2000. "Are Your Wages Set in Beijing?" in Jeffrey Frieden and David Lake, eds., *International Political Economy* (New York: St. Martin's, 2000), pp. 343-352.
- Michael Piore. 1997. "The Economics of the Sweatshop" in Andrew Ross, ed., *No Sweat* (London: Verso).
- Kitty Krupat. 1997. "From War Zone to Free Trade Zone" in Andrew Ross, ed., *No Sweat* (London: Verso).

*Hunger, Democracy, and Development*

- Amartya Sen. 2000. *Development as Freedom*. Chapters 6-7, "Democracy" and "Famine" pp. 146-188.

**XI. November 9 – 16: The Evidence: Winners, Losers, and Also-Rans in the New International Economy**

*Ireland*

- Ó Riain, Seán. 2000. "The Flexible Developmental State: Globalization, Information Technology, and the "Celtic Tiger" *Politics & Society* Vol. 28:2 (June).
- O'Hearn, Denis. 2000. "Globalization, "New Tigers," and the End of the Developmental State? The Case of the Celtic Tiger" *Politics & Society* Vol. 28:1 (March).

*Mexico*

- Manuel Pastor. 1998. "Pesos, Policies, and Prediction" in Carol Wise, ed., *The Post-NAFTA Political Economy: Mexico and the Western Hemisphere* (University Park, PA: Penn State University Press).

*East Asia*

- Robert Wade. 1993. "Managing Trade: South Korea and Taiwan as Challenges for Economics and Political Science" *Comparative Politics* Vol. 25:2 (January)
- Joseph Stiglitz. 2002. *Globalization and Its Discontents* Chapter 4: The East Asia Crisis: How IMF Policies Brought the World to the Verge of a Global Meltdown" (New York: Norton).

*Argentina and Peru*

- Manuel Pastor and Carol Wise. "Peruvian Economic Policy in the 1980s: From Orthodoxy to Heterodoxy and Back" *Latin American Research Review* Vol. 27, No. 2, pp. 83-117.
- Pastor, Manuel and Carol Wise. 1999. "Stabilization and Its Discontents: Argentina's Economic Restructuring in the 1990s" *World Development* Vol. 27:3.
- David Felix. 2002. "Blaming the Victim in Argentina" and "Is Argentina the *Coup de Grace* of the IMF's Flawed Policy Mission?" *Foreign Policy in Focus*. August 16, 2002 and November 2001.

**XII. November 21: Is Corruption the Problem?**

[readings to be announced]

**November 23: Thanksgiving Holiday**

**XIII. November 28: What Else Are We Missing?**

Sen, Amartya. 2000. *Development as Freedom* (New York: Anchor Books), Chs. 3–5. “Freedom and the Foundation of Justice,” “Poverty as Capability Deprivation,” and “Markets, State, and Social Opportunity,” pp. 54-145.

**XIV. November 30: In-Class Review Session**

**The Ohio State University**  
**Colleges of the Arts and Sciences Course Change Request**

Political Science  
 Academic Unit

Political Science

545

Book 3 Listing (e.g., Portuguese)

Course Number

Summer      Autumn      Winter      Spring X      Year 2009

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Political Science
2. Number: 545
3. Full Title: Foreign Policy Decision Making
4. 18-Char. Transcript Title: For Pol Dec Making
5. Level and Credit Hours 5
6. Description: Examination of how political leaders make decisions, emphasizing such issues as leaders' reasoning processes and the impact of public opinion and foreign policy bureaucracies.
7. Qtrs. Offered : AU qtr
8. Distribution of Contact Time: 2, 2-hr cl. (e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): 245 or permission of instructor
10. Exclusion: (Not open to....)
11. Repeatable to a maximum of \_\_\_\_\_ credits.
12. Off-Campus Field Experience:
13. Cross-listed with:
14. Is this a GEC course? No
15. Grade option (circle): Ltr    S/U    P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y  NX  
Is an Embedded Honors version of this course available?    Y  N X
17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE**  
**Changes Requested**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. Diplomacy and Strategic Games
4. Dplmcy & Strat Gms
5. \_\_\_\_\_
6. Explores how to analyze the foreign policy of countries and design strategies that influence their behavior. Students apply lessons in a geopolitical diplomatic game.
7. \_\_\_\_\_
8. \_\_\_\_\_
9. delete
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. Yes 2.B.2 + 4.2
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?  
No

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2. Does this course currently satisfy any GEC requirement, if so indicate which category?

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3. What other units require this course? Have these changes been discussed with those units?

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4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter?  
Attach relevant letters.  
N/A History, Psychology, Sociology, Int'l Studs (all received)

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5. Is the request contingent upon other requests, if so, list the requests? No.

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6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).)  
This change will cause the title and description to reflect the content of the course as it has developed over time.

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7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)       A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)       A general elective:

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8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:

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**Approval Process** The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

- |   |                                |                       |
|---|--------------------------------|-----------------------|
| <p>1. <i>Will Tull</i></p>  | <p><i>R.W. Liam Liddle</i></p> | <p><i>9/23/08</i></p> |
| <p>Academic Unit Undergraduate Studies Committee Chair</p>  | <p>Printed Name</p>            | <p>Date</p>           |
| <p><i>Kathleen McGraw</i></p>   | <p><i>Kathleen McGraw</i></p>  | <p><i>9-16-08</i></p> |
| <p>2. Academic Unit Graduate Studies Committee Chair</p>  | <p>Printed Name</p>            | <p>Date</p>           |
| <p><i>H.W. Washburn</i></p>   | <p><i>HERBERT WEISBERG</i></p> | <p><i>9-12-08</i></p> |
| <p>3. ACADEMIC UNIT CHAIR/DIRECTOR</p>  | <p>Printed Name</p>            | <p>Date</p>           |
| <p>4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17<sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:ascurofc@osu.edu">ascurofc@osu.edu</a>. The ASC Curriculum Office will forward the request to the appropriate committee.</p> |                                |                       |
| <p><i>Jay S. Hobgood</i></p>  | <p><i>Jay S. Hobgood</i></p>   | <p><i>3-10-09</i></p> |
| <p>5. COLLEGE CURRICULUM COMMITTEE</p>  | <p>Printed Name</p>            | <p>Date</p>           |
| <p>6. ARTS AND SCIENCES EXECUTIVE DEAN</p>  | <p>Printed Name</p>            | <p>Date</p>           |
| <p>7. Graduate School (if appropriate)</p>  | <p>Printed Name</p>            | <p>Date</p>           |
| <p>8. University Honors Center (if appropriate)</p>   | <p>Printed Name</p>            | <p>Date</p>           |
| <p>9. Office of International Affairs (study tours only)</p>  | <p>Printed Name</p>            | <p>Date</p>           |
| <p>10. ACADEMIC AFFAIRS</p>   | <p>Printed Name</p>            | <p>Date</p>           |

**Sent:** Friday, December 05, 2008 4:08 PM  
**To:** Sophia Lee  
**Cc:** Kathleen Hallihan; James Bach; Peter Hahn  
**Subject:** Concurrence with Poli Sci 501, 532, 541, 545

Dear Sophia and Kate,

As Acting Chair of Undergraduate Studies in the Department of History, I am writing to offer the department's concurrence with the following courses:

>Political Science 501

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1444>

>

>Political Science 532

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1446>

>

>Political Science 541

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1441>

>

>Political Science 545

><http://www.artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1413>

>

Thank you so much,  
Jennifer

-----  
Jennifer Siegel  
Department of History  
The Ohio State University  
106 Dulles Hall  
230 West 17th Avenue  
Columbus, OH 43210-1367  
Phone: (614) 292-0314  
Fax: (215) 974-4537

**From:** Richard Petty [mailto:petty.1@osu.edu]  
**Sent:** Friday, November 21, 2008 12:30 PM  
**To:** Sophia Lee  
**Subject:** RE: concurrence requests for Poli Sci 501 and 545

Psychology has no problems with either Political Science 501 or 545.

Sincerely,  
Richard Petty  
Chair, Psychology

**From:** Craig Jenkins [mailto:jenkins.12@sociology.osu.edu]  
**Sent:** Friday, November 21, 2008 1:34 PM  
**To:** Sophia Lee  
**Cc:** bellair.1@osu.edu  
**Subject:** RE: concurrence requests for Poli Sci 501, 532, 541, 545

Sociology

Sociology concurs with all of the courses.

Please let me know if you need the formal concurrence forms.

Craig Jenkins

**From:** Mughan, Tony (.1) [mailto:Mughan.1@polisci.osu.edu]  
**Sent:** Friday, October 17, 2008 10:36 AM  
**To:** Sophia Lee  
**Subject:** RE: concurrence requests for Political Science 533, 545 and 555

Sophia,

International Studies endorses and welcomes all three of these political science courses (533, 545 and 555). They will make a valuable contribution to its curriculum. I hope this e-mail note suffices for your purposes.

Tony Mughan

## **Statement of GEC Rationale for Political Science 545: Diplomacy and Strategic Games**

Political Science 545, "Diplomacy and Strategic Games," is proposed for the Social Sciences Organizations and Polities rubric and for the Diversity, International Issues [Non-Western or Global] rubric.

Political science 545 examines how to analyze the foreign policy of countries and design of strategies to influence their behavior. It explores the problems inherent in interpreting motivations and in judging a country's relative power and leverage in international relations. It examines the effectiveness of strategies designed to promote security and cooperation and in what situations they have been found to work and to fail.

Political science 545 teaches students fundamental social science skills and knowledge such as how to identify values, beliefs, and processes that drive policy making. It teaches students how to test competing hypotheses about the utility of various strategies for exercising influence, enhancing security, and promoting peace.

Desired student outcomes are substantive knowledge about foreign policy of both the United States and other countries, an ability to evaluate the viability and effectiveness of different diplomatic strategies, and familiarity with source materials for the further acquisition of information about international relations and diplomacy.

Evaluation is based on a term paper on foreign-policy decision making; a mid-term and a final exam, containing both objective and essay components; and a four-day diplomatic simulation wherein teams of students act as different countries pursuing their varied interests. The game requires strong student preparation on the particulars of their assigned country's power and leverage circumstances in international relations. Students thus have assignments designed to improve written and verbal skills.



## **GEC Course Assessment Plan for Political Science 545: Diplomacy and Strategic Games**

Students in Political Science 545 learn fundamental social science skills and knowledge such as how to identify values, beliefs, and processes that drive policy making; students also learn how to test competing hypotheses about the utility of various strategies for exercising influence, enhancing security, and promoting peace.

Political Science 545 will meet these learning objectives by teaching students to understand the theories and methods of scientific inquiry as they are applied to individuals and societies operating in the international political system. Students will learn to comprehend human differences and similarities in different diplomatic contexts. Students will develop abilities to comprehend and assess individual and social values and recognize their importance in social problem solving and international policy making.

Student performance will be evaluated based on a combination of classroom discussions, short written assignments, in-class examinations, and a geopolitical diplomatic game.

Political Science 545 will be regularly assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of the Social Science category of the General Education Curriculum. Each iteration of the course will be assessed by the coordinator of the Comparative Politics subfield in consultation with the Associate Chair for Teaching to ensure that it meets the GEC objectives. The following procedures and indicators will be used for assessment:

- (1) Student evaluations, including both the quantitative SEI and the qualitative departmental evaluation form (attached).
- (2) Review of syllabi, exams and paper assignments (see attached faculty questionnaire).

**Political Science Course Evaluation Form**

Political Science 545

Quarter and Year: \_\_\_\_\_

Instructor: \_\_\_\_\_

Please circle the appropriate response to the following. If you have no opinion, leave the question blank.

1. Political Science 545 helped me understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations and societies.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

2. In Political Science 545 I learned how rules and principles of political and social systems are formed and endure, and how these systems compare and contrast.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

3. Political Science 545 helped me to understand how the nature and values of organizations and political systems are important in social problem solving and policy making.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

4. In Political Science 545, I learned how international diversity shapes my own attitudes and values as a global citizen.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

5. The overall quality of Political Science 545 compared with other courses I have taken at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

**More On Reverse**

6. The overall quality of this instructor, compared with others I have had at OSU was:

Outstanding

Above Average

Average

Below Average

Poor

7. How might this course better achieve the objectives listed in questions 1, 2, 3 and 4 above?

If you have other comments or suggestions concerning the course or its instructor, please offer them here:

Direct Measures of Students' Achievement at the Course Level:  
GEC Expected Learning Outcomes

Faculty who choose not to develop custom assessment plans may assess the aggregate levels of achievement of the GEC expected learning outcomes by answering these questions regularly, at least every third time they teach a specific GEC course.

**How do you evaluate your students' achievement of <GEC outcome>?**

i.e. Students demonstrate understanding of the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies on a final essay exam, by applying one or more theories to analyze a given set of unfamiliar facts in each of two essays. OR

Exam questions 2, 3, 6, 9, and 12 test how well students understand basic concepts of statistics and probability; questions 1, 7, and 11 test how well students comprehend methods needed to analyze and critically evaluate statistical arguments; and questions 4, 5, 8, and 10 evaluate their ability to recognize the importance of specific statistical ideas.

**How well are they doing?**

i.e. More than 70% of students demonstrate an accurate, if unnuanced, understanding of most of the theories presented in the class, and can describe how these apply to the scenarios in the essay questions. However, only 45% could accurately define theory X.

OR At least 75% of students responded correctly to 2, 3, 6, and 9. At least 72% got 1 and 7 correct, and 70% got 4, 8, and 10 correct. Fewer than 50% were able to answer 5 and 11 right.

**What if anything does this suggest you change?**

i.e. Develop a new way of teaching theory X OR  
Focus more attention on the concepts examined in questions 5 and 11.

## **Sample Assessment Questionnaire for Faculty**

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Please answer the following questions as fully as you can:

1. What tests or graded activities allow you to know that students learn....  
[wording appropriate for GEC course objective] (e.g., “essay exam in which students are asked ....”)
  
2. Based upon your assessment of student performance in your class, how well are they achieving these goals?
  
3. What changes, if any, does this suggest you make the next time you offer this course?



Political Science 545  
Diplomacy & Strategic Games  
Fall 200X

Tuesday, Thursday 9.30 - 11:18 AM

Richard Herrmann

2030 Derby Hall & 301C Mershon Center  
Telephone 614-292-9843  
e-mail: [herrmann.1@osu.edu](mailto:herrmann.1@osu.edu)

Office Hours:  
Tuesdays & Thursdays 2:30 - 4 PM  
Other times by appointment

### **Course Description**

This course examines how to analyze the foreign policy of countries and design strategies to influence their behavior. It explores the problems inherent in interpreting motivations and in judging a country's relative power and leverage. It also examines the effectiveness of different strategies designed to promote security and cooperation and in what situations they have been found to work and fail. The course teaches students how to identify the values, beliefs, and processes that drive policy-making. It also teaches students how to test competing hypotheses about the utility of various strategies for exercising influence, enhancing security, and promoting peace. Students should come away from the course with a good deal of substantive knowledge about the foreign policy of the United States and other countries and an ability to evaluate the viability and effectiveness of different strategies. In addition, students should become quite familiar with source materials and how to acquire information about international relations.

### **Course Requirements**

Students are expected to participate in class having already read the reading assignments for that day. They are also required to participate in the four-day diplomatic simulation. Absences on class days devoted to the simulation must be approved by the instructor to avoid penalties assessed against the final grade. Students must complete a mid-term and final exam. They must also write a paper on foreign policy decision-making.

### **Grades are based on the following:**

!	Participation in class & simulation	15
!	Mid-term exam (Oct. 25, 2007)	30
!	Term paper (Due Nov. 29, 2007)	30
!	Final exam (Dec. 4, 2007 @ 9:30 - 11:18 AM)	25

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Disability Services:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Political Science 545 is a social science course in the “Breadth” category of the GEC. Social science develop students’ understanding of the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Among the possible outcomes of a social science course are these:

Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.

Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.

Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Political Science 545 is also a GEC “International Issues” global diversity course; this category of the GEC aims to accomplish the following:

International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.



## Course Outline

### September 20: Studying foreign policy?

- Identifying generic patterns in choice and outcome
- Explaining choices and outcomes: Judging power and motives
- Taxonomies for the distribution of power, norms, motives, and values

### September 25: Motivational debates

- The European Union and China
- Strategies for inference: Are there indicators?
- Attribution and strategy making

### September 27: Power

- Components of power
- Common mistakes in power analysis
- Net assessments

### October. 2: Motives, Power, and Strategy: A case study

- U.S. relations with Iran
- Leverage and options

### October 4: Perceptions of motives, power, and culture

- Cognitive obstacles to intelligence analysis
- Image theory
- Motivated biases, personality, and emotions

### October 9: Role and perceptions:

- Economic interest groups and foreign policy
- Military interests and foreign policy
- Iraq War case study

### October 11: Identity and foreign policy preferences

- National Identity and conflict
- Gender and war

### October 16: Public opinion and foreign policy

- Principals or agents: which role does the public play?
- Popular opinion as constraint and inducement

### October 18: Mapping the ideational landscape

- What are the main fault lines?
- Do the contours look different in Europe and the United States?
- Do values and ideology drive perceptions or knowledge and experience?

:October 23: The media, foreign policy, and international relation

--Warren Hoge, *New York Times* Correspondent covering the United Nations

October 25: Mid-term Exam

October 30: Strategies for managing conflict and promoting cooperation

--Sovereignty and Deterrence

--What reassures? Or what leads to perceptions of threat?

--Rationalist theory, information, and public diplomacy

--The end of the Cold War

Nov. 1: Institutions and integration as a path to cooperation and stable peace

--The European Union and integration

--Chinese strategy in Asia

November 6: Civil War and the international responsibility to protect

--Intervention and protection

--Partition and World Order

--Dealing with intractable conflicts: Arab-Israeli case study

-- *The Peacekeepers*

November 8: Diplomatic Game

November 13: Diplomatic Game

November 15: Diplomatic Game

November 20: Diplomatic Game

November 22: Thanksgiving

November 27: Post game Analysis

–Who won and who lost?

–Why did the game go the way it did? How would it go next time?

–Lessons to take away from the game.

November 29: Understanding foreign policy

–Summary of casual theories and interpretations

–Strategies and methods for analysis

–Policy implications

December 4: Final Exam

## Reading Assignments

September 25:

--Barry Posen, "European Union Security and Defense Policy: Response to Unipolarity," *Security Studies*, Vol. 15, no. 2 (April – June 2006), pp. 149-186.

--Alastair I. Johnston, "Is China a Status Quo Power?" *International Security*, Vol. 27 No. 4 (2003), pp. 5-56.

September 27:

--Dmitri Trenin, "Russia Redefines Itself and the Its Relations with the West," *The Washington Quarterly*, Vol. 30, no. 2 (Spring 2007), pp. 95-105.

--Daniel Treisman, "Putin's *Silovarchs*," *Orbis*, Vol. 51, no. 1 (Winter 2007), pp. 141-153.

October. 2:

--Colin Dueck and Ray Takeyh, "Iran's Nuclear Challenge," *Political Science Quarterly*, Vol. 122, no. 2 (Summer 2007), pp. 189-205.

--Patrick Clawson and Michael Eisenstadt, "Deterring the Ayatollahs: Complications in Applying Cold War Strategy to Iran," Policy Focus #72, The Washington Institute for Near East Policy, July 2007.

<http://www.washingtoninstitute.org/templateC04.php?CID=280>

October 4:

--Richard J. Heuer, Jr., "Limits of Intelligence Analysis," *Orbis* Vol. 49, No. 1 (Winter 2004), pp. 75-94.

October 9:

Michael C. Desch, "Bush and the Generals," *Foreign Affairs*, May/June 2007

Richard B. Meyers et. Al., "Salute and Disobey?" *Foreign Affairs*, September/October 2007.

--Paul Pillar, "Intelligence, Policy, and the War in Iraq," *Foreign Affairs*, March/April 2006.

---Robert Jervis, "Reports, Politics, and Intelligence Failures: The Case of Iraq," *The Journal of Strategic Studies*, Vol. 29, no. 1 (February 2006), pp. 3-52.

--Christopher Gelpi and Peter D. Feaver, "Speak Softly and Carry a Big Stick? Veterans in the Political Elite and the American Use of Force," *American Political Science Review*, Vol. 96, no. 4 (December 2002), pp. 779-792.

October 11:

Jane Kelleth Cramer, "Militarized Patriotism: Why the U.S. Marketplace of Ideas Failed Before the Iraq War," *Security Studies*, Vol. 16, no. 3 (July-September 2007), pp. 489-524.

October 16:

Transatlantic Trends: Key Findings 2007 (September 6, 2007)  
[http://www.transatlantictrends.org/trends/doc/TT07KFR\\_FINAL.pdf](http://www.transatlantictrends.org/trends/doc/TT07KFR_FINAL.pdf)

The Pew Global Attitudes Project, "Global Unease with Major World Powers," (June 27, 2007).  
<http://pewglobal.org/reports/display.php?ReportID=256>

October 18:

A. Trevor Thrall, "A Bear in the Woods? Threat Framing and the Marketplace of Values," *Security Studies*, Vol. 16, no. 3 (July-September 2007), pp. 452-488.

October 23:

William G. Howell and Jon C. Pevehouse, "When Congress Stops Wars," *Foreign Affairs*, (September/October 2007).

October 25: Mid-term Exam

October 30:

Mark L. Haas, "The United States and the End of the Cold War: Reactions to Shifts in Soviet Power, Policies, or Domestic Politics?" *International Organization*, Vol. 61, No. 1 (Winter 2007), pp. 145-179.

November 1:

--Thomas Diez, Stephan Stetter, and Mathias Albert, "The European Union and Border Conflicts: The Transformative Power of Integration," *International Organization*, Vol.

60, No. 3 (Summer 2006), pp. 563-593.

--David Shambaugh, "China Engages Asia: Reshaping the Regional Order," *International Security*, Vol. 23, No. 3 (March 2005), pp. 64-99.

November 6:

Alexander B. Downes, "The Problem with Negotiated Settlements to Ethnic Civil Wars," *Security Studies*, Vol. 13, No. 4 (Summer 2004), pp. 230-79.

James D. Fearon, "Separatist Wars, Partition, and World Order," *Security Studies*, Vol. 13, No. 4 (Summer 2004), pp. 394-415.

November 8:

--Jeremy Pressman, "Visions in Collision: What happened at Camp David and Taba?" *International Security*, Vol. 28, No. 2 (Fall 2003), pp. 5-43.

--Dennis Ross, *Statecraft*, Chapter 12, "The Israeli – Palestinian Conflict,"

November 13: Game

November 15: Game

November 20: Game

November 22: Thanksgiving

November 27: Post game Analysis

--Read materials for final papers testing hypotheses.

November 29: Understanding foreign policy

December 4: Final Exam

**The Ohio State University  
Colleges of the Arts and Sciences Course Change Request**

Political Science  
Academic Unit

Political Science

575

Book 3 Listing (e.g., Portuguese)

Course Number

Summer      Autumn      Winter X      Spring      Year 2009

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Political Science
2. Number: 575
3. Full Title: American Political Parties
4. 18-Char. Transcript Title: AM POLTCAL PARTIES
5. Level and Credit Hours UG 05
6. Description: Theories of political parties, party organization, individual voting behavior, nomination and electoral politics, the party in government.
7. Qtrs. Offered :
8. Distribution of Contact Time: 5 cl.  
(e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s):
10. Exclusion: (Not open to....) not open to students with credit for 675.
11. Repeatable to a maximum of \_\_\_\_\_ credits.
12. Off-Campus Field Experience:
13. Cross-listed with:
14. Is this a GEC course? No
15. Grade option (circle): Ltr S/U P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y  N   
Is an Embedded Honors version of this course available? Y  N
17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE  
Changes Requested**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. 2, 2-hr cl.
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. Yes 2. B. 2.
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?  
N/A

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2. Does this course currently satisfy any GEC requirement, if so indicate which category?  
No.

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3. What other units require this course? Have these changes been discussed with those units?  
N/A

---

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.

---

5. Is the request contingent upon other requests, if so, list the requests? No.

---

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).)**  
Please see attached memo.

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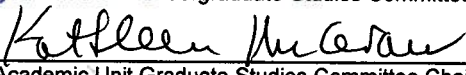

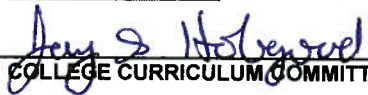
7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)       A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)       A general elective:

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8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:

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**Approval Process** The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1.		<i>R William Liddle</i>	<i>9/23/08</i>
	Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
2.		<i>Kathleen McGowan</i>	<i>9-8-08</i>
	Academic Unit Graduate Studies Committee Chair	Printed Name	Date
3.		<i>HERBERT WEISBERG</i>	<i>9/18/8</i>
	ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4.	After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:asccurrofc@osu.edu">asccurrofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committee.		
5.		<i>Jay S. Hobgood</i>	<i>3-10-09</i>
	COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6.	ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7.	Graduate School (if appropriate)	Printed Name	Date
8.	University Honors Center (if appropriate)	Printed Name	Date
9.	Office of International Affairs (study tours only)	Printed Name	Date
10.	ACADEMIC AFFAIRS	Printed Name	Date

## GEC Rationale for Political Science 575

Political Science 575 is proposed for inclusion in the Organizations and Politics subsection of the Social sciences.

Student understanding of social science inquiry as applied to politics; of the formation, durability, and diversity of political institutions; and of the role of organizations and politics in social problem solving and policy making is most naturally pursued through introductory courses in political science. The "threshold of knowledge" requirements typically are too high to achieve these learning outcomes in upper-level courses unless students have already acquired a considerable foundation in political science methods and substance at the introductory level. A course focusing on American political parties and elections, however, can use student experience in following elections and party campaigns and even in participating in them, as many have, to supply this necessary foundation. Many adult Americans, including many pre-adults, follow the dynamics of election campaigns through the party nomination process and general election, are aware of the election results and public opinion poll results that supply the data for election analysis, and are conversant with the party activities (e.g., the calendar of caucuses and primaries, the strategies of candidates, the convention decisions and speeches) and the factors underlying the voter behavior (e.g., party loyalties, candidate characteristics, political issues) in their own lives and those of their peers. This foundation often is sufficient to position the student learner to penetrate more deeply into the science of party and electoral studies, which is the central topic of 575. For those exceptional students (we call them "political junkies") who already have a strong interest in parties and elections, through their own participation in political campaigns and/or their own attentiveness to party politics more generally, 575 can be an excellent way to satisfy the objectives of the organizations and politics GEC. Finally, a course in party politics focuses on the heart of the democratic political process. What differentiates democracies from other political systems is the role that citizens play, through free elections, in selecting who will govern them. The parties structure this role through their nominating processes and their competition in the general elections and in the government. Satisfying a social science GEC requirement through intensive study of the political parties contributes valuably to citizen education as well as to an understanding of how the social sciences can enhance understanding of the world around us.



## **GEC Course Assessment Plan for Political Science 575: Political Parties**

Students in Political Science 575 will learn about political parties, party organization, individual voting behavior, nomination and electoral politics, and the party in government.

Political Science 575 will meet these learning objectives by teaching students to understand the theories and methods of scientific inquiry as they are applied to individuals, groups, and organizations operating in political systems. Students will learn to comprehend human differences and similarities in political contexts. Students will develop abilities to comprehend and assess individual and social values and recognize their importance in social problem solving and political decision making.

Student performance will be evaluated based on a combination of a term paper, and two in-class examinations.

Political Science 575 will be regularly assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of the Social Science category of the General Education Curriculum. Each iteration of the course will be assessed by the coordinator of the American Politics subfield in consultation with the Associate Chair for Teaching to ensure that it meets the GEC objectives. The following procedures and indicators will be used for assessment:

- (1) Student evaluations, including both the quantitative SEI and the qualitative departmental evaluation form (attached).
- (2) Review of syllabi, exams and paper assignments (see attached faculty questionnaire).

## Political Science Course Evaluation Form

Political Science 575

Quarter and Year: \_\_\_\_\_

Instructor: \_\_\_\_\_

Please circle the appropriate response to the following. If you have no opinion, leave the question blank.

1. Political Science 575 helped me understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations and societies.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

2. In Political Science 575 I learned how rules and principles of political and social systems are formed and endure, and how these systems compare and contrast.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

3. Political Science 575 helped me to understand how the nature and values of organizations and political systems are important in social problem solving and policy making.

Agree Strongly      Agree      Neutral      Disagree      Disagree Strongly

4. The overall quality of Political Science 575 compared with other courses I have taken at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

5. The overall quality of this instructor, compared with others I have had at OSU was:

Outstanding      Above Average      Average      Below Average      Poor

**More On Reverse**

6. How might this course better achieve the objectives listed in questions 1, 2, and 3 above?

If you have other comments or suggestions concerning the course or its instructor, please offer them here:

**Direct Measures of Students' Achievement at the Course Level:  
GEC Expected Learning Outcomes**

Faculty who choose not to develop custom assessment plans may assess the aggregate levels of achievement of the GEC expected learning outcomes by answering these questions regularly, at least every third time they teach a specific GEC course.

**How do you evaluate your students' achievement of <GEC outcome>?**

i.e. Students demonstrate understanding of the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies on a final essay exam, by applying one or more theories to analyze a given set of unfamiliar facts in each of two essays. OR

Exam questions 2, 3, 6, 9, and 12 test how well students understand basic concepts of statistics and probability; questions 1, 7, and 11 test how well students comprehend methods needed to analyze and critically evaluate statistical arguments; and questions 4, 5, 8, and 10 evaluate their ability to recognize the importance of specific statistical ideas.

**How well are they doing?**

i.e. More than 70% of students demonstrate an accurate, if unnuanced, understanding of most of the theories presented in the class, and can describe how these apply to the scenarios in the essay questions. However, only 45% could accurately define theory X.

OR At least 75% of students responded correctly to 2,3,6, and 9. At least 72% got 1 and 7 correct, and 70% got 4, 8, and 10 correct. Fewer than 50% were able to answer 5 and 11 right.

**What if anything does this suggest you change?**

i.e. Develop a new way of teaching theory X OR  
Focus more attention on the concepts examined in questions 5 and 11.

## Sample Assessment Questionnaire for Faculty

Please answer the following questions as fully as you can:

1. What tests or graded activities allow you to know that students learn...  
[wording appropriate for GEC course objective] (e.g., “essay exam in which students are asked ....”)
2. Based upon your assessment of student performance in your class, how well are they achieving these goals?
3. What changes, if any, does this suggest you make the next time you offer this course?

**The Ohio State University  
General Education Curriculum (GEC)  
Request for Course Approval Summary Sheet**

**1. Academic Unit(s) Submitting Request**

Political Science

**2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)**

Political Science 575

**3. GEC area(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)**

Category 2. Breadth, B. Social Sciences, Section 2. Organizations and Politics

**4. Attach:**

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

**5. Proposed Effective Date** Winter Quarter 2009

**6. If your unit has faculty members on any of the regional campuses, have they been consulted?** Yes

**7. Select the appropriate descriptor for this GEC request:**

Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).

**9. Approval Signatures**

  
Academic Unit

9/8/08  
Date

\_\_\_\_\_  
College Office/College Curriculum Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Colleges of the Arts and Sciences Committee on Curriculum and Instruction

\_\_\_\_\_  
Date

\_\_\_\_\_  
Office of Academic Affairs

\_\_\_\_\_  
Date

## AMERICAN POLITICAL PARTIES

**Professor Paul Allen Beck**  
**beck.9@osu.edu**  
**1010 Derby Hall (292-7689)**  
**Office Hours: 2-3:30 M, W**  
**& other times by appointment**

**Teaching Associate Erik Heidemann**  
**Heidemann.3@osu.edu**  
**100 Derby Hall (247-8743)**  
**Office hours to be announced,**  
**& other times by appointment**

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Political parties are key institutions in the political process in the United States and other democracies. They are present in one form or another in every forum of democratic politics. In the United States, political parties appear in three forms:

- (1) the legally recognized and regulated organizations under political party names that have appeared in the localities, the states, and the nation;
- (2) the coalitions of voters who are united in professing loyalty to the same party; and
- (3) the teams of politicians who organize under the same label to contest and hold public office.

This course will study the role and behavior of the American parties in each of these forms, as well as in the electoral process, and it will examine the interrelationships among them. It will pay particular attention to the 2004 elections, how American parties have changed in recent years, and what these changes imply for the American political process.

For all of their importance to democratic politics, there is considerable normative disagreement over the desirability of political parties and the roles they play. On the one hand, some claim that parties are indispensable to the development and operation of political democracy, especially in clarifying policy and candidate choices so that ordinary citizens can participate in the governmental process. It is difficult for these observers to imagine how democratic politics would operate without them. On the other hand, political parties have been the objects of considerable criticism throughout their existence. In the United States, reformers have championed initiatives, referenda, nonpartisan elections, civil service systems, and even public funding of candidates and term limits as alternatives to functions that political parties typically perform. Many of these reforms have been adopted with the express purpose of weakening the American parties. What their proponents see as their critical function in framing choices for the electorate, their critics see as tiresome partisan bickering and the manufacturing of unnecessary political conflict. We will wrestle with these normative questions as well in this course.

Political Science 575 is a social and behavioral sciences course applicable to the General Education Curriculum. As such, it will meet the GEC learning objectives by teaching students to understand the theories and methods of scientific inquiry as they are applied to individuals and organizations operating in political systems. Students will learn to comprehend human differences and similarities in political contexts. Students will develop abilities to comprehend and assess individual and social values and recognize their importance in social problem solving and legislative policy making.

### Required Readings

The required readings for the course are all contained in two books: Marjorie Randon Hershey, *Party Politics in America*, 11<sup>th</sup> edition (New York: Longman, 2005); and Michael Nelson, *The Elections of 2004* (Washington, DC: CQ Press, 2005). Virtually all of the chapters in the books are required and will be covered on the examinations, so students are strongly encouraged to purchase them from one of the campus bookstores.

### Grading Policy

Course grades will be based on a midterm and a final examination and, **to earn a grade higher than a C+**, a research paper. To exercise the research paper option, students must submit it in final form by 5 pm on Thursday, June 1. For students submitting the research paper by the deadline, the midterm, the final, and the paper will each comprise one third of the final grade. For students who do not submit a research paper, the midterm and the final will comprise 50% of the grade each, except that the course grade can be no higher than a C+. **In sum, submission of the research paper is required to receive a course grade in the A or B range, but it does not guarantee a grade at that level or higher.** Class attendance and participation also will be taken into account at the margins in determining final grades. The mid-term will cover the readings and lectures for the first half of the course; the final will cover readings/lectures for the second half. Lectures and class discussions are designed mainly to complement (and only occasionally to repeat or review) the readings, so careful reading of the texts and regular class attendance are both necessary for a satisfactory grade in the course. Failure to take examinations at the scheduled times, unless excused in advance by the instructor, will result in a 0 for that exam. The research papers must be turned in directly to the course instructor or TA; no electronic copies will be accepted.

### Guide to the Research Paper

The research paper is to be an original paper of no more than 10 pages in length that analyzes the electoral setting and prospects for a 2008 presidential candidate in one of the 49 American states **other than Ohio**. Prospective candidates for president begin their planning and fund-raising at least two years before the election year. You are to play the role of a campaign advisor for the 2008 presidential aspirant of your choice in the state of your choice **other than Ohio**. Your specific job for now is to prepare a briefing paper of no more than 10 pages that analyzes your candidate's prospects in that state in both the contest for the party's nomination and the November 2008 general election. This requires you to become an expert on contemporary party and electoral politics in the state you have selected and to know something about your candidate and her/his characteristics as well.

To win the presidency, your candidate has to first gain her/his party's presidential nomination. This is accomplished by winning a majority of delegates chosen in the party primaries and caucuses, which are scattered across a 4-5 month election calendar. Your state may be important in the candidate's quest for the nomination. You need to advise her/him on its importance and, if important, what strategy needs to be employed to effectively contest it. Your analysis should contain descriptions of how and when delegates to the party's national nominating convention will be selected in the state, what the nature of the party's voter base and intra-party



factions is there, and what prospects your candidate has to win voter support – so that she/he can gain momentum toward receiving the party's nomination. Should the candidate enter the state's contest for the nomination? What financial and other resources should be committed to winning this particular state relative to others if a campaign is launched there?

Once your candidate has received the nomination, a strategy needs to be developed for the general election campaign. Presidential elections are won by gaining a **majority** of the fifty states' and District of Columbia's electoral votes, which in turn are accumulated by winning a **plurality** of the popular vote state by state. This requires a fifty-state electoral strategy, and you are expected by your candidate to provide the analysis that will be the foundation of such a strategy for your state. You should analyze your candidate's prospects for winning a plurality in the state's general election given its recent voting history, the characteristics of the state's voters, the strength of the major party organizations, and the possibilities for third parties – all bearing in mind your candidate's strengths and weaknesses in the state. Based on that analysis, you are to recommend what share of limited campaign resources should be devoted to winning this state relative to other states where resources might be invested.

The best papers will demonstrate: (1) understanding of key concepts and election and party characteristics from the course's required readings and lectures; (2) knowledge of the state's party/electoral politics based on your own primary and secondary research; (3) appreciation for how the nature of your state affects your candidate's prospects and what the campaign can do to deal with them; and (4) an ability to address these topics thoughtfully and cogently in your report. The essays are expected to be free of spelling and grammatical errors (use your spell- and grammar-checks!!) and well written; the quality of the writing will affect the paper's grade. Students who have selected the same state are welcome to work together in doing the basic research on their state, but **the final draft must be entirely their own work** (see the section on Academic Honesty below). Papers on the same state will be compared to make sure they were written independently of one another.

Your paper should contain information on the following important aspects of a state, its parties and their supporters:

- background and recent history of the state's electoral and party politics (**key sources:** *The Almanac of American Politics 2006*, various state books on reserve in the main library, state newspapers, and websites)
- procedures used in the state to choose candidates for the party nominations and how they affect party control over candidates (**key sources:** Hershey and Nelson books, and Secretary of State websites)
- level of electoral competition between the major parties and factionalism within the party of your candidate (**key sources:** Ranney index from the Hershey book, recent electoral results for president and selected other offices from Secretary of State websites)
- strength of state and local party organizations and what role they can play in the nomination and general election phases of the campaign (**key sources:** chapter in Appleton and Ward book, Aldrich and LaRaja study results distributed in class, various state books on reserve in the main library)
- what the limits are for your state on candidate spending and how the nature of the state's

- media markets may affect spending needs and decisions (**key sources:** Federal Election Commission website, *The Almanac of American Politics*, state newspapers)
- how the electoral college works, especially with reference to that state
  - distribution of party identifiers in the state and their likely turnout (**key sources:** party registration figures where there is party registration from *The Almanac of American Politics 2006*, exit polls results from 2000 or 2004, public opinion polls, various state books on reserve in the main library)

There are many sources of information on the topics listed above. The sources suggested here and the *Guide to Sources* and the *State Books in Main Library*, which will be distributed in class, will be valuable resources in tracking down the needed information. You can also find information on your state by searching the web. In using website material, though, you need to be very careful to determine who is responsible for the website and what partisan bias they bring to their work.

**The name of the state and the presidential candidate selected for the paper should be submitted by the end of class on Monday, April 10.** Students may choose any state (except Ohio) for study, and they are encouraged to do some preliminary research to make sure that there is sufficient and easily available material on the state for their analysis. **The research paper is due to the course instructor by 5 pm on Thursday, June 1.** Research papers will not be accepted after that deadline.

### Academic Honesty

All of the work that students submit for grades in this course is expected to be their own. Cheating or plagiarism (using someone else's words or ideas, including material from web sites, without proper citation) will not be tolerated. Any case of possible academic misconduct in the form of cheating or plagiarism will be reported **automatically** to the University Committee on Academic Misconduct and handled according to University policy. A committee finding of academic misconduct can be penalized by a failing grade on the paper/exam in question or in the course and possible academic probation or suspension.

### Arrangements for Students with Disabilities

Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated. They should inform the course instructor immediately of their needs.

### Course Syllabus

The following pages contain a topical outline for the course, the reading assignments for each topic, and the schedule of exam dates and paper deadlines. All readings should be completed in the week for which they are assigned.

## **PARTIES AND THE AMERICAN PARTY SYSTEM**

### **March 27/29 What Are Parties and How Have They Developed?**

Marjorie Randon Hershey, *Party Politics in America*, Forward, pp. xvii-xxi; Part One, "Parties and Party Systems," pp. 1-3; Chapter 1, "What Are Political Parties?" pp. 5-24 + 317-18 (endnotes); and "Party Politics on the Internet," pp. 309-16.

Michael Nelson, "The Setting: George W. Bush, Majority President," Chapter 1, in Michael Nelson, ed., *The Elections of 2004*, Chapter 1, pp. 1-17.

Wilson Carey McWilliams, "The Meaning of the Election: Ownership and Citizenship in American Life," in Nelson, ed., *The Elections of 2004*, Chapter 9, pp. 187-213.

### **April 3/5 How Much a Two-Party System, and Why?**

Hershey, *Party Politics in America*, Chapter 2, "The American Two-Party System," pp. 25-42 + 318-19.

<p><b>Monday, April 10: STATE AND CANDIDATE FOR RESEARCH PAPER DUE</b></p>
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## **THE POLITICAL PARTY ORGANIZATIONS**

**April 10/12** Hershey, *Party Politics in America*, Part Two, "The Political Party as an Organization," pp. 43-45 + 319.

### **What Organizational Presence at the Grass Roots?**

Hershey, *Party Politics in America*, Chapter 3, "The State and Local Party Organizations," pp. 47-64 + 319-21.

### **A Reversal in Role for the National Party Organizations?**

Hershey, *Party Politics in America*, Chapter 4, "The Parties' National Organizations," pp. 65-82 + 321-22.

### **What Motivates Party Activists?**

Hershey, *Party Politics in America*, Chapter 5, "Party Activists," pp. 83-97 + 322-23.

## **THE POLITICAL PARTY COALITIONS**

**April 17/19** Hershey, *Party Politics in America*, Part Three, "The Political Party in the Electorate," pp. 99-100 + 323.

**Who Are Democrats? Who Are Republicans?**

Hershey, *Party Politics in America*, Chapter 6, "Party Identification," pp. 101-17 + 324-25.

Nicole Mellow, "Voting Behavior: The 2004 Election and the Roots of Republican Success," in Nelson, ed., *The Elections of 2004*, Chapter 4, pp. 69-87.

**April 24/26 Why Vote for Them? Why Vote at All?**

Hershey, *Party Politics in America*, Chapter 7, "Party Support and Party Realignment," pp. 118-35 + 325-26.

Gerald M. Pomper, "The Presidential Election: The Ills of American Politics after 9/11," in Nelson, ed., *The Elections of 2004*, Chapter 3, pp. 42-68.

Hershey, *Party Politics in America*, Chapter 8, "Who Votes – and Why It Matters," pp. 136-54 + 327-28.

**Wednesday, April 26: MID-TERM EXAMINATION, 3:30-5:18 pm**

**POLITICAL PARTIES IN THE ELECTORAL PROCESS**

May 1/3 Hershey, *Party Politics in America*, Part Four, "Parties, Nominations, and Elections," pp. 155-56 + 329.

**How Do Candidates Earn the Party Nomination?**

Hershey, *Party Politics in America*, Chapter 9, "How Parties Choose Candidates," pp. 157-72 + 329-30.

Hershey, *Party Politics in America*, Chapter 10, "Choosing the Presidential Nominees," pp. 173-91 + 330-31.

Burden, Barry C., "The Nominations: Technology, Money, and Transferable Momentum," in Nelson, ed., *The Elections of 2004*, Chapter 2, pp. 18-41

**May 8/10 How Has Political Campaigning Changed?**

Hershey, *Party Politics in America*, Chapter 11, "The General Election," pp. 192-211 + 331-34.

Matthew Robert Kerbel, "The Media: The Challenge and Promise of Internet Politics," in Nelson, ed., *The Elections of 2004*, Chapter 5, pp. 88-107.

**May 15/17 Money and Politics: A Changing Party Role?**

Hershey, *Party Politics in America*, Chapter 12, "Financing the Campaigns," pp. 212-37 + 334-35.

Marian Currinder, "Campaign Finance: Funding the Presidential and Congressional Elections," in Nelson, *The Elections of 2004*, Chapter 6, pp. 108-32.

## **POLITICAL PARTIES IN THE GOVERNMENT**

May 22/24 Hershey, *Party Politics in America*, Part Five, "The Party in Government," pp. 239-41 + 335.

### **Where Is the Party in the Legislative Arena?**

Hershey, *Party Politics in America*, Chapter 13, "Parties in Congress and State Legislatures," pp. 243-64 + 335-37.  
 Gary C. Jacobson, "The Congress: The Structural Basis of Republican Success," in Nelson, ed., *The Elections of 2004*, Chapter 8, pp. 163-86.

### **How Much Party Influence across the Government?**

Hershey, *Party Politics in America*, Chapter 14, "The Party in the Executive and the Courts," pp. 265-80 + 337-39.  
 Paul J. Quirk and Sean C. Matheson, "The Presidency: The 2004 Elections and the Prospects for Leadership," in Nelson, ed., *The Elections of 2004*, Chapter 7, pp. 133-62.

### **What Are the Parties' Principles? How Much Do They Matter?**

Hershey, *Party Politics in America*, Chapter 15, "What the Parties Stand For," pp. 281-296 + 339-40.

## **ENDURING ISSUES FOR THE AMERICAN PARTIES**

May 31 Hershey, *Party Politics in America*, Chapter 16, "The Place of Parties in American Politics," pp. 297-300 + 340-41.

<b>Thursday, June 1: RESEARCH PAPERS DUE [by 5 pm]</b>
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<b>Wednesday, June 7: FINAL EXAMINATION [3:30-5:18 pm]</b>
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