Term Information

Effective Term   Spring 2017

General Information

Course Bulletin Listing/Subject Area   Political Science
Fiscal Unit/Academic Org   Political Science - D0755
College/Academic Group   Arts and Sciences
Level/Career   Undergraduate
Course Number/Catalog   3596.01
Course Title   The War on Drugs and Crime
Transcript Abbreviation   WAR ON DRUGS CRIME
Course Description   This course will examine the causes, consequences, and debates surrounding the so-called "War on Drugs" and "War on Crime."
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance education component?   Yes
Is any section of the course offered   100% at a distance
Grading Basis   Letter Grade
Repeatable   No
Course Components   Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   45.1001
Subsidy Level   Baccalaureate Course
Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
     Social Diversity in the United States; Cross-Disciplinary Seminar (597 successors and new)
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will understand the theories and factors underlying the development and persistence of anti-drug and anti-crime policies, with a particular focus on issues of race, class, and ethnicity.

- Students will learn ways in which anti-drug and anti-crime strategies impact various social and political out-comes, both broadly and for particular demographic and socioeconomic groups.

Content Topic List

- States, Prisons, and Policing: Western Theory and Development

- States, Race, and Substance Prohibition: American Development

- Class, Capital, and the "Prison Industrial Complex"

- What Explains Mass Incarceration? The Role of Political Elites and Competition

- What Explains Mass Incarceration (2)? The Role of Institutions and Public Opinion

- Social Impacts of Mass Incarceration

- Political Impacts of Mass Incarceration

- Immigration, Detention, and Deportation

- Prison Gangs and Informal Governance: California, Brazil, and Norway

- Exporting the War on Drugs: Colombia and Mexico

- Exporting the War on Drugs: Vietnam and Afghanistan

- Marijuana Legislation in the United States and Abroad

Attachments

- 359601_syllabus.pdf: syllbus in person section

  (Syllabus. Owner: Smith,Charles William)

- 359601_online_syllabus.pdf: syllabus online section

  (Syllabus. Owner: Smith,Charles William)

- GE Assessment Plan.pdf: GE Assessment plan

  (GEC Course Assessment Plan. Owner: Smith,Charles William)

- Curriculum Map BA Political Science.pdf: Curriculum Map BA Poli Sci

  (Other Supporting Documentation. Owner: Smith,Charles William)

- Curriculum Map BA World Politics.pdf: Curriculum Map BA World Pol

  (Other Supporting Documentation. Owner: Smith,Charles William)

- Curriculum Map BS Political Science.pdf: Curriculum Map BS Poli Sci

  (Other Supporting Documentation. Owner: Smith,Charles William)

- 3596.01 ODEE.pdf: ODEE review checklist

  (Other Supporting Documentation. Owner: Smith,Charles William)

Comments

- Since Mike Kaylor has indicated that ASCTech has not yet reviewed the request for distance learning offering, please work with him on that aspect of the proposal. *(by Vankeerbergen,Bernadette Chantal on 07/20/2016 01:36 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	06/30/2016 10:38 AM	Submitted for Approval
Approved	Herrmann,Richard Karl	06/30/2016 05:04 PM	Unit Approval
Approved	Haddad,Deborah Moore	07/06/2016 12:57 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/20/2016 01:36 PM	ASCCAO Approval
Submitted	Smith,Charles William	09/30/2016 03:15 PM	Submitted for Approval
Approved	Herrmann,Richard Karl	09/30/2016 04:03 PM	Unit Approval
Approved	Haddad,Deborah Moore	09/30/2016 04:50 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	09/30/2016 04:50 PM	ASCCAO Approval

The War on Drugs and Crime
Political Science 3596.01, Spring 2017

Professor: Bradley Holland

Office: Derby Hall 2084

Email: `holland.415@osu.edu`

Office Hours: TBA

Course Description

Each year, the United States spends $20-25 billion in efforts to combat trade in illicit drugs. Drug offenders make up one fifth of inmates in America's state prisons, and one half of federal prisoners. We spend roughly $30,000 annually to incarcerate each of the country's roughly 2.2 million prisoners. The US holds just under one-quarter of the world's total prison population and incarcerates the highest percentage of its citizens in the world—five to ten times the rate in other democracies. These numbers are even higher in certain demographic groups, with African Americans and Latinos experiencing particularly high rates of drug arrests and incarceration. This course will examine the causes, consequences, and debates surrounding the so-called "War on Drugs" and "War on Crime." To do so, we will explore social scientific and popular work on drug and crime control, both in the US and comparatively.

Course Goals

This course fulfills General Education (GE) requirements for Cross-Disciplinary Seminar and Social Diversity in the US.

The goal of Cross-Disciplinary Seminar GE courses is for students to "demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors." The expected learning outcomes are:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

The goal for Social Diversity in the US GE courses is students to understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. The expected learning outcomes are:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

To achieve these expected outcomes, our study of anti-drug and anti crime efforts will include literature published in top academic journals and presses from multiple disciplines. Students will use this cross-disciplinary comparison and synthesis to better understand, evaluate, and develop arguments about:

1. The theories and factors underlying the development and persistence of anti-drug and anti-crime policies, with a particular focus on issues of race, class, and ethnicity.

2. The ways in which anti-drug and anti-crime strategies impact various social and political outcomes, both broadly and for particular demographic and socioeconomic groups.

Course Requirements

The substantive topic for each week of the course will be coupled with a group of readings, two lectures, a reading quiz and at least one discussion activity. Final grades will be calculated using the OSU Standard Grade Scheme based on the following:

1. *Participation* (10%): Each week, you are expected to actively participate in lectures by attending, asking and responding to questions, and engaging in discussion activities with groups or partners. The discussion activities take a variety of forms, but generally ask you to write a brief response to a news article(s) and/or videos. At least once per week, you will be asked to submit a short response based on these activities.

2. *Weekly Quizzes and Response Activities* (15%): Each week, you are expected to read the assigned material prior to the first scheduled lecture. To ensure that students are keeping up with the readings (and thus able to meaningfully participate in class and group discussions) this material will be paired a weekly quiz prior to the beginning of the first lecture. The quizzes contain 10 to 20 multiple choice questions. You can reference your notes while taking quizzes, but they are timed, and you only have 1 minute per question. That means you should complete the readings before taking the quiz as you will not have time to hunt for the answers while taking the quiz. *Make up quizzes will not be allowed, but your lowest three quiz grades from the semester will be dropped from your final grade.*

3. *Two Midterms* (25% each): The midterms will be made up of a mixture of short answer questions (multiple choice, fill-in-the-blank, and/or identification) and a short essay covering material from the readings, lectures, and activities. There will be two midterms. Consult the schedule below for exact dates.

4. *Final Essay Exam* (25%): The final exam for this course will be a take home, open book essay exam. Students will be presented with two of possible essay prompts during the final week of class and will select one prompt from that list. Each prompt must be answered in essay format and with proper references. Final exam essays are due via Carmen by the beginning of the scheduled final exam time.

Course Materials

All readings will be available at least one week in advance through the Carmen course site.

Course Policies

Collaboration and Academic Integrity Policy: Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to discuss the material presented in the course with your classmates. However, you should ensure that any written work you submit for evaluation—whether in the weekly quizzes and response activities, midterms, or final essays—is the result of your own research and writing and reflects your own approach to the topic.

You must also adhere to standard citation practices in political science and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. Students are required

to upload their papers and written exams to Carmen, which utilizes Turnitin.com for plagiarism detection. This online service analyzes student submissions for plagiarism from published or online sources and from other students (including students who have taken the course in earlier years). To avoid plagiarism charges, students must cite all sources from which they get their information and use quotation marks when quoting directly from these sources. Students are responsible for knowing how to correctly cite their sources; ignorance about proper citation standards will not be accepted as an excuse for plagiarism.

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://studentlife.osu.edu/csc/.

Late Policy: All quizzes, response activities, and exams must be submitted on time, with exceptions made only for the following cases:

- Documented University sanctioned event
- Documented death in the family
- Observation of a religious holiday
- Documented illness or injury that prevents attendance

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/.

Course Schedule and Readings

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- Glenn C. Loury, "Why Are So Many Americans in Prison?" *Boston Review*, July 01, 2007
- Stephanos Bibas, "The Truth about Mass Incarceration," *National Review*, September 16, 2015
- Erik Eckholm, "The Test for Reducing Prison Populations," *New York Times*, August 2015

Week 2: States, Prisons, and Policing: Western Theory and Development
- Andrew von Hirsch, "Penal Theories." in *The Handbook of Crime and Punishment*, Oxford University Press, 1999, pp. 659-681
- Peter Spierenburg, "The Body and the State: Early Modern Europe." in *The Oxford History of the Prison: The Practice of Punishment in Modern Society*, Oxford University Press, 1999, pp. 44-70
- David J. Rothman, *The Discovery of the Asylum: Social Order and Disorder in the New Re-*

public, Little, Brown, & Co, 197, pp. 79-108

Week 3: States, Race, and Substance Prohibition: American Development
- Lisa McGirr, *The War on Alcohol: Prohibition and the Rise of the American State*, W.W. Norton & Co, 2016, [selections]
- Doris Marie Provine, *Unequal Under Law: Race in the War on Drugs* (University of Chicago Press: 2007), pp. 37-62
- Michael Javen Fortner, "The Carceral State and the Crucible of Black Politics: An Urban History of the Rockefeller Drug Laws", *Studies in American Political Development*, Vol. 27, No. 1 (April 2013), pp. 14-35

Week 4: Class, Capital, and the "Prison Industrial Complex"
- Anne Larason Schneider, "Public-private partnerships in the US prison system," *American Behavioral Scientist*, Vol. 43, No. 1 (Sept 1999), pp. 192-208
- Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*, by Berkeley, CA: University of California Press, 2007, pp. 87-127
- Mary Fainsod Katzenstein and Maureen R. Waller, "Taxing the Poor: Incarceration, Poverty Governance, and the Seizure of Family Resources," *Perspectives on Politics* Vol. 13, No. 3 (Sept 2015), pp. 638-656

Week 5: What Explains Mass Incarceration (1)? The Role of Political Elites and Competition
- Jonathan Simon, *Governing through Crime: How the War on Crime Transformed American Democracy and Created a Culture of Fear* (Oxford University Press, 2007), pp. 13-33
- Vesla M. Weaver, "Frontlash: Race and the Development of Punitive Crime Policy," *Studies in American Political Development*, Vol. 21 (Fall 2007), pp. 230-265
- Naomi Murakawa, *The First Civil Right: How Liberals Built Prison America* (Oxford University Press, 2014), pp. 1-26

Week 6: What Explains Mass Incarceration (2)? The Role of Institutions and Public Opinion
- Peter K. Enns, "The Public's Increasing Punitiveness and Its Influence on Mass Incarceration in the United States," *American Journal of Political Science*, Vol. 58, No. 4, (October 2014), pp. 857-872
- Vanessa Barker, *The Politics of Imprisonment: How the Democratic Process Shapes the Way America Punishes Offenders* (2005), pp. 3-24
- Marie Gottschalk, *The Prison and the Gallows: The Politics of Mass Incarceration in America* (Cambridge University Press, 2006), pp. 1-17

Week 7: MIDTERM
- NOTE: We will hold a review session during the first scheduled meeting of class
- *Midterm 1: held during the second scheduled meeting of class*

Week 8: Social Impacts of Mass Incarceration
- Michelle Alexander, *The New Jim Crow* (The New Press, 2010), [selections]
- Bruce Western and Becky Pettit, "Incarceration & Social Inequality," *Daedalus*, Vol. 139, No. 3 (2010), 8-19

- Steven D. Levitt, "The Effect of Prison Population Size on Crime Rates: Evidence from Prison Overcrowding Litigation," *The Quarterly Journal of Economics*, Vol. 111, No. 2 (May 1996), pp. 319-351

Week 9: Political Impacts of Mass Incarceration
- Vesla M. Weaver and Amy E. Lerman, "Political Consequences of the Carceral State," American Political Science Review, Vol. 104, Issue 4 (Nov. 2010), pp. 1-17
- Traci Burch, *Trading Democracy for Justice: Criminal Convictions and the Decline of Neighborhood Political Participation*, University of Chicago Press, 2013, [selections]
- Amy E. Lerman and Vesla Weaver, "Staying out of Sight? Concentrated Policing and Local Political Action," *Annals of the American Academy of Political and Social Science* Vol. 651, No. (Jan 2014), pp. 202-219

Week 10: Immigration, Detention, and Deportation
- Marie Gottschalk, *Caught: the Prison State and the Lockdown of American Politics*, Princeton University Press (2015), pp. 215-240
- Karthick Ramakrishnan and Tom Wong, "Partisanship, Not Spanish: Explaining Local Ordinances Affecting Undocumented Immigrants," in *Taking Local Control: Immigration Policy Activism in U.S. Cities and States*, Monica W. Varsanyi, Ed., Stanford University Press (2010)
- Elana Zilberg, *Space of Detention: The Making of a Transnational Gang Crisis between Los Angeles and San Salvador* (Duke University Press: 2011), pp. 128-150

Week 11: Prison Gangs and Informal Governance: California, Brazil, and Norway
- David Skarbek, *Social Order in the Underworld: How Prison Gangs Govern the American Penal System*, Oxford University Press (2014), pp. 47-72
- Kristian Mjaland. "A Culture of Sharing: Drug Exchange in a Norwegian Prison," *Punishment & Society*, Vol. 16, No. 3 (July 2014), pp. 336-352
- Camila Nunes Dias and Fernando Salla, "Organized Crime in Brazilian Prisons: The Example of the PCC," *International Journal of Criminology and Sociology*, Vol. 2 (2013), pp. 397-408

Week 12: MIDTERM
- NOTE: We will hold a review session during the first scheduled meeting of class
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Week 13: Exporting the War on Drugs: Colombia and Mexico
- Vanda Felbab-Brown, "The Violent Drug Market in Mexico and Lessons from Colombia," Brookings Foreign Policy Paper Series, No. 13 of 35 (March 2009), pp. 1-27
- Richard Snyder and Angélica Durán Martnez, "Drugs, Violence, and State-Sponsored Protection Rackets in Mexico and Colombia," *Colombia Internacional*, Vol. 70 (December 2009), pp. 61-91
- Arindrajit Dube, Oeindrila Dube, and Omar Garcia-Ponce, "Cross-Border Spillover: U.S. Gun Laws and Violence in Mexico," *American Political Science Review*, Vol. 107, No. 3 (August 2013), pp. 397-419

Week 14: Exporting the War on Drugs: Vietnam and Afghanistan
- Alfred W. McCoy, *The Politics of Heroin in Southeast Asia*, Harper and Row, 1972, pp. 149-217

- Jeremy Kuzmarov, "From Counter-Insurgency to Narco-Insurgency: Vietnam and the International War on Drugs," *Journal of Policy History*, Vol. 20, Issue 03, July 2008, pp. 344-378
- Pierre-Arnaud Chouvy, *Opium: Uncovering the Politics of the Poppy*, Harvard University Press, 2010, pp. 93-125

Week 15: Marijuana Legislation in the United States and Abroad
- The Forum at the Harvard School of Public Health. 2014. "Legalizing Marijuana: The Public Health Pros and Cons." 2014. [Online Video]

The War on Drugs and Crime
Political Science 3596.01, Spring 2017
Online Course

Professor: Bradley Holland **Email:** `holland.415@osu.edu`
Office: Derby Hall 2084 **Office Hours:** TBA

Course Description

Each year, the United States spends $20-25 billion in efforts to combat trade in illicit drugs. Drug offenders make up one fifth of inmates in America's state prisons, and one half of federal prisoners. We spend roughly $30,000 annually to incarcerate each of the country's roughly 2.2 million prisoners. The US holds just under one-quarter of the world's total prison population and incarcerates the highest percentage of its citizens in the world—five to ten times the rate in other democracies. These numbers are even higher in certain demographic groups, with African Americans and Latinos experiencing particularly high rates of drug arrests and incarceration. This course will examine the causes, consequences, and debates surrounding the so-called "War on Drugs" and "War on Crime." To do so, we will explore social scientific and popular work on drug and crime control, both in the US and comparatively.

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This course fulfills General Education (GE) requirements for Cross-Disciplinary Seminar and Social Diversity in the US.

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2. The ways in which anti-drug and anti-crime strategies impact various social and political outcomes, both broadly and for particular demographic and socioeconomic groups.

Course Requirements
The substantive topic for each week of the course will be coupled with a group of readings, a podcast-style audio lecture, a reading quiz, and a response activity. Final grades will be calculated using the OSU Standard Grade Scheme based on the following:

1. *Participation* (10%): Each week, you are expected to actively participate in the online discussion board. You will receive a full credit for posting one global post and responding to the posts of two colleagues per week.

2. *Weekly Quizzes and Response Activities* (15%): Each week, you are expected to read the assigned material and listen to the podcast lecture, which will become available on Monday. This material will be paired a weekly quiz and response activity. The quizzes contain 10 to 20 multiple choice questions. You can reference your notes while taking quizzes, but they are timed, and you only have 1 minute per question. That means you should complete the readings and listen to the lecture before taking the quiz as you will not have time to hunt for the answers while taking the quiz. The response activities take a variety of forms, but generally ask you to write a brief response to a news article(s) and/or videos. *Weekly quizzes and response activities are available only during the week in which they are assigned. They are available until 11:59 PM Sunday evening.*

3. *Two Midterms* (25% each): The midterms will be made up of a mixture of short answer questions (multiple choice, fill-in-the-blank, and/or identification) and a short essay covering material from the readings, lectures, and activities. There will be two midterms. Consult the schedule below for exact dates.

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IP addresses, grades, and timing for each assignment. Questions will also be drawn from a larger sample of questions, and their order as well as answer responses will be randomized. Thus, each student will see a different quiz or exam.

You must also adhere to standard citation practices in political science and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. Students are required to upload their papers and written exams to Carmen, which utilizes Turnitin.com for plagiarism detection. This online service analyzes student submissions for plagiarism from published or online sources and from other students (including students who have taken the course in earlier years). To avoid plagiarism charges, students must cite all sources from which they get their information and use quotation marks when quoting directly from these sources. Students are responsible for knowing how to correctly cite their sources; ignorance about proper citation standards will not be accepted as an excuse for plagiarism.

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- Marie Gottschalk, *The Prison and the Gallows: The Politics of Mass Incarceration in Amer-*

ica (Cambridge University Press, 2006), pp. 1-17

Week 7: MIDTERM
- *Midterm 1: Available 12:00AM EST Wednesday to 11:59PM EST Thursday*

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- Camila Nunes Dias and Fernando Salla, "Organized Crime in Brazilian Prisons: The Example of the PCC," *International Journal of Criminology and Sociology*, Vol. 2 (2013), pp. 397-408

Week 12: MIDTERM
- *Midterm 2: Available 12:00AM EST Wednesday to 11:59PM EST Thursday*

Week 13: Exporting the War on Drugs: Colombia and Mexico
- Vanda Felbab-Brown, "The Violent Drug Market in Mexico and Lessons from Colombia," Brookings Foreign Policy Paper Series, No. 13 of 35 (March 2009), pp. 1-27
- Richard Snyder and Angélica Durán Martnez, "Drugs, Violence, and State-Sponsored Protection Rackets in Mexico and Colombia," *Colombia Internacional*, Vol. 70 (December 2009),

pp. 61-91
- Arindrajit Dube, Oeindrila Dube, and Omar Garcia-Ponce, "Cross-Border Spillover: U.S. Gun Laws and Violence in Mexico," *American Political Science Review*, Vol. 107, No. 3 (August 2013), pp. 397-419

Week 14: Exporting the War on Drugs: Vietnam and Afghanistan
- Alfred W. McCoy, *The Politics of Heroin in Southeast Asia*, Harper and Row, 1972, pp. 149-217
- Jeremy Kuzmarov, "From Counter-Insurgency to Narco-Insurgency: Vietnam and the International War on Drugs," *Journal of Policy History*, Vol. 20, Issue 03, July 2008, pp. 344-378
- Pierre-Arnaud Chouvy, *Opium: Uncovering the Politics of the Poppy*, Harvard University Press, 2010, pp. 93-125

Week 15: Marijuana Legislation in the United States and Abroad
- The Forum at the Harvard School of Public Health. 2014. "Legalizing Marijuana: The Public Health Pros and Cons." 2014. [Online Video]

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Course Description and General Education Rationale

This course explores the so-called "War on Drugs" and "War on Crime" from a comparative perspective. Drawing on theories and findings from political science, sociology, history, economics, and geography, we will study origins and development of anti-drug and anti-crime strategies, as well as their impacts on social, political, and economic outcomes. The course will focus primarily on these issues in the United States, but also examine similar issues in cases around the world.

This course will fulfill two General Education (GE) course requirements. First, the study of development and impacts of drug and crime enforcement is a multidisciplinary endeavor, but, unfortunately, it has rarely been an interdisciplinary one. Scholars in different disciplinary traditions have often worked independently on similar questions, without the benefit of disciplinary cross-fertilization or the accumulation of knowledge. One of the primary goals of this course is to bring together many of the disparate strands of literature across the social sciences and humanities in order to better understand the origins and implications of the War on Drugs and War on Crime. Thus, the course fulfills the requirements and goals of the the GE designation as a Cross-Disciplinary Seminar.

Second, the course focuses primarily on anti-drug and anti-crime efforts in the US, where the origins, development, and implications of such efforts are in many cases inextricably linked to issues of race, ethnicity, and class. The course will read studies and debates on the various ways in which such issues impact the development of American institutions and policies aimed at addressing drugs and crime, the differential experiences with and exposure to such institutions between racial, ethnic, and socioeconomic groups, as well as the varying impacts of drug and crime enforcement in a diverse array of communities in the US. Thus, the course also fulfills the requirements and goals of the Social Diversity in the United States GE designation.

GE in Cross-Disciplinary Seminar

Goals: students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

1. Students understand the benefits and limitations of different disciplinary perspectives.
   - *As outlined above, the study of the development and implications of the War on Drugs and Crime has spanned multiple disciplines: anthropology, economics, history, political science, and sociology. Consistent with this multidisciplinary tradition, course readings include scholars from all of these fields, published in top journals and presses. Because many of the authors write on the same topic from different disciplinary perspectives, students will be introduced to the disciplinary particularities of scholarship within the context*

of a single topic. As a result, it will be more manageable to ask students to identify the commonalities and differences across fields, as well as the benefits and limitations of different approaches. Such discussions will be a regular part of class discussion, and will constitute a portion of the examination materials.

2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
   - *Moving beyond the multidisciplinary tradition in the study of the War on Drugs and Crime, the course will encourage the interdisciplinary consolidation of knowledge. Through demonstrations within lectures, I will model the process of integrating and synthesizing findings from across different disciplinary approaches, including "translating" concepts, identifying common findings, highlighting inconsistencies, and triangulating seemingly disparate evidence into a consolidated understanding of a particular question or problem. Students will be encouraged to adopt this approach in their own learning, within and beyond this particular course.*

3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.
   - *Students will have a chance to try their hand at disciplinary syntheses during exams and response activities. As the course examinations will cover readings from multiple disciplines, students will be required to apply their knowledge from multiple disciplines toward a coherent essay and short answer responses. Furthermore, response activities will require students to apply what they've learned from this cross-disciplinary approach to real world problems from news and other media.*

Assessment of Expected Learning Outcomes: The effectiveness of this course in achieving the expected learning outcomes outlined above will be determined in three ways:

1. All three course examinations will require the application and consolidation of information from multiple disciplines. The course will be deemed successful in meeting these learning outcomes if at least 75% of students pass each exam.

2. The final examination will include a long essay questions asking students to outline the different disciplinary approaches covered in the class, discuss their relative benefits and limitations, and to suggest at least two ways in which a interdisciplinary approach teaches us something about nationalism and ethnicity that we would not know by limiting ourself to a single discipline. The learning outcomes will be have been met if most students (at least 75%) pass.

3. Written student feedback concerning the key learning outcomes will be elicited on the last day of class. Students will be asked directly about whether and how the interdisciplinary approach in the course aided their learning, and whether they feel that each learning outcome was achieved. This feedback will be anonymous, and will be turned in by one of the students to the Department of Political Science in order to protect anonymity. The Department of Political Science keeps this feedback on file as part of our internal course review process. The course will be deemed successful by this criteria if more than three quarters of the students feel that the three expected learning outcomes have been met in their case.

Based on these three forms of feedback, and in consultation with my senior colleagues, I will adjust the assigned readings and evaluation methods in order to increase my success in meeting the

expected learning outcomes. Student feedback on their learning outcomes, along with university and departmental SEIs, will be archived by the Department of Political Science.

GE in Social Diversity in the United States

Goals: students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
   - *As outlined above, the study of drug and crime enforcement in the US is in many cases inextricably linked to race, ethnicity, class, and other forms of identity. Scholars argue that such issues are key to understanding the origins and development of the War on Drugs and War on Crime, and that anti-drug and anti-crime efforts in the US have vastly different impacts on racial, ethnic, and socioeconomic groups. Thus, any study of the War on Drugs and War on Crime has at least implicit links to these categories. Additionally, given the centrality of these issues, roughly three quarters of the assigned readings explicitly address the role of race, and ethnicity in drug and crime enforcement.*

2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
   - *By impacting security, public health, and/or the state fiscal health, the entire population of the US may feel the indirect effects of state strategies for combatting drugs and crime. However, direct exposure to such strategies are often structured by an individual's social background. By assessing the role of race, ethnicity, and class in the War on Drugs and War on Crime, students will recognize the ways in which reactions to criminality and social diversity have impacted issues like equality and tolerance, and how such developments may impact their own attitudes and values.*

Assessment of Expected Learning Outcomes: The effectiveness of this course in achieving the expected learning outcomes outlined above will be determined in three ways:

1. An essay question from all three examines will ask students to examine the role of race, ethnicity, and/or class in structuring the development and/or impacts of the War on Crime and the War on Drugs. The course will be deemed successful in meeting these learning outcomes if at least 75% of students pass each exam.

2. In the final essay exam, students will also be asked to address how issues of social diversity in the War on Drugs and War on Crime impact their own attitudes and values regarding appreciation tolerance, and equality of others. The course will be deemed successful if most (at least 75%) students are able to incorporate scholarly work on social diversity into their own ideas and arguments on social equality and tolerance.

3. Written student feedback concerning the key learning outcomes will be elicited on the last day of class. Students will be asked directly about whether they feel that each learning outcome was achieved. This feedback will be anonymous, and will be turned in by one of the students to the Department of Political Science in order to protect anonymity. The Department of

Political Science keeps this feedback on file as part of our internal course review process. The course will be deemed successful by this criteria if more than three quarters of the students feel that the two expected learning outcomes have been met in their case.

Based on these three forms of feedback, and in consultation with my senior colleagues, I will adjust the assigned readings and evaluation methods in order to increase my success in meeting the expected learning outcomes. Student feedback on their learning outcomes, along with university and departmental SEIs, will be archived by the Department of Political Science.

Curriculum Map: How and at what level do program courses facilitate student attainment of program learning goals?

Program Learning Goals:

Political science is the study of public power: its mobilization, exercise, and transformation by governments, political parties, interest groups, and mass behavior. Political scientists examine the causes and effects of political power and institutions in decision-making and governance at various levels, from the local to the global. We employ both scientific and humanistic perspectives and a variety of methodological approaches to analyze political structures and processes in all regions of the world.

Majors in political science are expected to:

1. *Acquire basic knowledge* across the four major fields of political science—American Politics, Comparative Politics, International Relations, and Political Theory.

   Students accomplish this goal by taking introductory and "pre-major" classes at the 1000 through 3000 level.

2. *Gain deeper knowledge* of the scholarly literature in one of the four major fields.

   Students accomplish this goal primarily in courses at the 4000 and 5000 level, although 2000- and 3000-level courses may also contribute to this knowledge base.

3. *Become familiar with debates* about theories, research methods, and substantive issues, and learn to engage and assess contributions to the literature.

   Students accomplish this goal primarily in courses at the 4000 and 5000 level, although 3000-level courses may also contribute to this knowledge base.

4. *Develop analytic and critical thinking skills* that will enable them to rigorously evaluate competing arguments and to appraise value-based claims.

   Students accomplish this goal primarily in courses at the 4000 and 5000 level, although 1000-, 2000- and 3000-level courses may also contribute to this knowledge base.

Political science majors will acquire a knowledge foundation and an array of skills enabling them to pursue a wide variety of professional and leadership roles and to become responsible and well-informed

citizens. We prepare our students for post-graduate studies in numerous areas including public policy, international affairs, law, business, and political science. Our department's challenging and supportive learning environment gives students the confidence to assume progressively greater initiative and independence through their undergraduate years and beyond.

The charts below provide graphic information showing the relationship of our primary undergraduate major requirements [the field distribution and focus area] and courses, both in general and individually, to our Program Learning Goals. First, our pre major courses are categorized according to a level index and the goals that they fulfill. Second, the "field distribution" is categorized by the goals it fulfills. Third, the "focus area" is categorized by the goals it fulfills. Third, courses are categorized generally by level and by goals fulfilled in each level. Finally, a list of all undergraduate courses, including number, abbreviated title, field [for cross reference to the field and focus requirements], and programs goals is attached.

Level Index   A= Basic

             B= Higher-level Introductory

             C=Broad-based Advanced

             D=Focused Advanced

PROGRAM LEARNING GOALS

Pre-Major Courses	Goal # *i*	Goal # *ii*	Goal # *iii*	Goal # *iv*
Polit Sc 1100 A	✓			✓
Polit Sc 1200	✓			✓
Polit Sc 1300	✓			✓

Polit Sc 2150 B	✓	✓		✓
Polit Sc 2300	✓	✓		✓
Polit Sc 2400	✓	✓		✓
Field Distribution	✓	✓	✓	✓
Focus Area		✓	✓	✓
Course levels				
1000 A	✓			✓
2000 B	✓	✓		✓
3000 B	✓	✓	✓	✓
4000 C		✓	✓	✓
5000 D		✓	✓	✓

Semester #	Title	Field	Goal 1	Goal 2	Goal 3	Goal 4
Level A						
1100	Introduction to American Politics	American Politics	√			√
1105	American Political Controversies	American Politics	√			√
1165	Introduction to Politics	American Politics	√			√
1200	Introduction to Comparative Politics	Comparative Politics	√			√
1300	Global Politics	International Relations	√			√
Level B						
2150	Voters & Elections	American Politics	√	√		√
2194	Group Studies	American Politics	√	√		√
2300	American Foreign Policy	International Relations	√	√		√
2367	Contemporary Issues in American Pol	American Politics	√	√		√
2400	Introduction to Political Theory	Political Theory	√	√		√
2496	Study at a Domestic Institution	Variable	√	√		√
3100	American Politics & Policy Making	American Politics	√	√	√	√
3115	Introduction to the Policy Process	American Politics	√	√	√	√
3170	Political Psychology	American Politics	√	√	√	√
3191	Internship	American Politics		√	√	√
3220	Politics of the Developing World	Comparative Politics	√	√	√	√
3290	Comparative Public Policy	Comparative Politics	√	√	√	√
3310	Defense Policy and National Security	American Politics	√	√	√	√
3310H	Honors Defense Policy and National Sec	American Politics	√	√	√	√
3420	Political Theories of Democracy	Political Theory	√	√	√	√
3430	Political Theories of Freedom	Political Theory	√	√	√	√
3440	Political Theories of Justice	Political Theory	√	√	√	√
3450	Ethics and Public Policy	Political Theory	√	√	√	√
3460	Global Justice	Political Theory	√	√	√	√
3549	Survey Research in Political Science	Political Theory	√	√	√	√
3596.01	War on Drugs and Crime	American Politics	√	√	√	√
3596.02	Nationalism & Ethnicity	Comparative Politics	√	√	√	√
3596.02H	Honors Nationalism & Ethnicity	Comparative Politics	√	√	√	√
3780	Data Literacy & Data Visualization	Variable	√	√	√	√
3905	Political Manipulation	American Politics	√	√	√	√
3910	Identity Politics	International Relations	√	√	√	√
3912	Pol Leadership	American Politics	√	√	√	√
Level C						
4110	American Presidency	American Politics		√	√	√
4115	Bureaucracy & Public Policy	American Politics		√	√	√
4120	US Congress	American Politics		√	√	√
4123	Political Crisis & Reform	American Politics		√	√	√

4125	American State Politics	American Politics	√	√	√
4126	Ohio Politics	American Politics	√	√	√
4127	Governing Urban America	American Politics	√	√	√
4127H	Honors City Politics	American Politics	√	√	√
4130	Law & Politics	American Politics	√	√	√
4132H	Supreme Court Decision Making	American Politics	√	√	√
4135	American Constitutional Law	American Politics	√	√	√
4136	Civil Liberties	American Politics	√	√	√
4137	Politics of Legal Decision Making	American Politics	√	√	√
4138	Women & the Law	American Politics	√	√	√
4139	Gun Politics	American Politics	√	√	√
4140	Black Politics	American Politics	√	√	√
4145	Asian American Politics	American Politics	√	√	√
4150	American Political Parties	American Politics	√	√	√
4152	Campaign Politics	American Politics	√	√	√
4160	Public Opinion	American Politics	√	√	√
4162	Religion & American Politics	American Politics	√	√	√
4164	Political Participation & Voting Behavior	American Politics	√	√	√
4165	Mass Media & American Politics	American Politics	√	√	√
4170	Gender & Politics	American Politics	√	√	√
4175	Women, Government & Public Policy	American Politics	√	√	√
4190	Political Decision Making & Public Policy	American Politics	√	√	√
4191	Internship	American Politics	√	√	√
4192	Policy Analysis	American Politics	√	√	√
4193	Individual Studies	American Politics	√	√	√
4200	Politics of Modern Democracies	Comparative Politics	√	√	√
4210	Politics of European Integration	Comparative Politics	√	√	√
4212	Dictatorship to Democracy	Comparative Politics	√	√	√
4214	Northern European Politics	Comparative Politics	√	√	√
4216	East European Politics	Comparative Politics	√	√	√
4218	Russian Politics	Comparative Politics	√	√	√
4219	European Political Development	Comparative Politics	√	√	√
4225H	Democracy in Muslim Majority Countries	Comparative Politics	√	√	√
4230	Chinese Political System	Comparative Politics	√	√	√
4231	China: State & Society	Comparative Politics	√	√	√
4232	Contemporary Politics of South Asia	Comparative Politics	√	√	√
4235	Japanese Politics	Comparative Politics	√	√	√
4236	Southeast Asian Politics	Comparative Politics	√	√	√
4240	Latin American Politics	Comparative Politics	√	√	√
4241	Special Topics in Latin American Politics	Comparative Politics	√	√	√
4242	Incomplete Democracies	Comparative Politics	√	√	√
4249	Domestic Politics of International Conflict	Comparative Politics	√	√	√
4250	African Politics	Comparative Politics	√	√	√

4250H	Honors African Politics	Comparative Politics	√	√	√
4262	New Religious Politics	Comparative Politics	√	√	√
4270	Canadian Political System	Comparative Politics	√	√	√
4280	State & Economy	Comparative Politics	√	√	√
4282	Politics of Income Inequality	Comparative Politics	√	√	√
4285	Comparative Politics of the Welfare State	Comparative Politics	√	√	√
4300	Theories of International Relations	International Relations	√	√	√
4305	International Theory	International Relations	√	√	√
4305E	Honors Embedded International Theory	International Relations	√	√	√
4310	Security Policy	International Relations	√	√	√
4315	International Security & Causes War	International Relations	√	√	√
4318	Politics of International Terrorism	International Relations	√	√	√
4320	Strategies for War & Peace	International Relations	√	√	√
4326	Russian Foreign Policy	International Relations	√	√	√
4327	Politics in the Middle East	International Relations	√	√	√
4330	Global Governance	International Relations	√	√	√
4331	United Nations System	International Relations	√	√	√
4332	Politics of Globalization	International Relations	√	√	√
4335	International Environmental Pol	International Relations	√	√	√
4380	Political Analysis of Intern'l Econ Relations	International Relations	√	√	√
4380H	Honors Pol Analysis of Intern'l Econ Rel	International Relations	√	√	√
4381	Comparative International Pol Economy	International Relations	√	√	√
4420H	Debating Democracy	Political Theory	√	√	√
4450H	Politics & Ethics	Political Theory	√	√	√
4455	Human Rights	Political Theory	√	√	√
4460	American Political Ideas	Political Theory	√	√	√
4465	Feminist Political Theory	Political Theory	√	√	√
4553	Game Theory for Political Scientists	Political Theory	√	√	√
4591	Seminar in Public Policy	American Politics	√	√	√
4597.01	International Cooperation & Conflict	International Relations	√	√	√
4597.02	Political Problems of the Contemp World	Comparative Politics	√	√	√
4597.03	Gender & Democracy in Contemp World	Comparative Politics	√	√	√
4780	Thesis Research Colloquium	Variable	√	√	√
4781	Data Analysis in Political Science I	Variable	√	√	√
4782	Data Analysis in Political Science II	Variable	√	√	√
4891	Topics in American Politics	American Politics	√	√	√
4892	Topics in Comparative Politics	Comparative Politics	√	√	√
4893	Topics in International Relations	International Relations	√	√	√
4894	Topics in Political Theory	Political Theory	√	√	√
4895	Topics in Public Policy	Public Policy	√	√	√
4910	Business-Government Relations	American Politics	√	√	√
4910H	Honors Business-Government Relations	American Politics	√	√	√
4920	Politics in Film & Television	American Politics	√	√	√

4920H	Honors Politics in Film & Television	American Politics	√	√	√
4940	Politics of Immigration	Comparative Politics	√	√	√
Level D					
4998	Undergraduate Research	variable	√	√	√
4999	Thesis Research Non-honors	Variable	√	√	√
4999H	Thesis Research Honors	Variable	√	√	√
5124	Urban Politics	American Politics	√	√	√
5140	Ethnic Politics in American Cities	American Politics	√	√	√
5411	Justice, Sin & Virtue	Political Theory	√	√	√
5412	Life, Liberty & Property	Political Theory	√	√	√
5413	Democracy, Equality and Revolution	Political Theory	√	√	√
5414	Liberalism, Totalitarianism & Empire	Political Theory	√	√	√

<div align="center">**Curriculum Map – BA World Politics**</div>

LEARNING GOALS

1. Students have a fundamental understanding of the theories, research methods, and substantive issues that guide the study of political institutions and processes around the world at the national, cross-national and international levels.
2. Students have basic knowledge in the areas of foreign policy and security, political institutions and processes, political economy and development, and international theory.
3. Students have advanced knowledge of the scholarly literature in one of these areas.
4. Students have the analytic and critical thinking skills that are needed to rigorously evaluate competing arguments and to appraise value-based claims.

KEY TO LEARNING GOAL LEVELS

- F = Foundational
- I = Intermediate
- A = Advanced

Prerequisite to the World Politics Major (1 Course)

Course # / Course Title	Cr. Hrs.	1	2	3	4
POLITSC 1165: *Intro to Politics*	3	F	F		F
POLITSC 1200: *Intro to Comparative Politics*	3	F	F		F
POLITSC 1300: *Global Politics*	3	F	F		F

Major Requirements
Specialization: 4 Courses from Declared Area of Specialization
Breadth: 1 Course from Each of 3 Remaining Areas of Specialization

Course# / Course Title	Cr. Hrs.	Learning Goals			
		1	2	3	4

Specialization: Foreign Policy & Security

Course# / Course Title	Cr. Hrs.	1	2	3	4
POLITSC 2300 (H): *American Foreign Policy*	3	I	I		I
POLITSC 3310 (H): *Defense Policy and National Security*	3	I	I	I	I
POLITSC 3596.01: *The War on Drugs and Crime*	3	I	I	I	I
POLITSC 4135 : *American Constitutional Law*	3		A	A	A
POLITSC 4249: *Domestic Politics of International Conflict*	3		A	A	A
POLITSC 4310: *Security Policy*	3		A	A	A
POLITSC 4315: *International Security & Causes of War*	3		A	A	A
POLITSC 4318: *Politics of International Terrorism*	3		A	A	A
POLITSC 4320: *Strategies for War & Peace*	3		A	A	A
POLITSC 4326: *Russian Foreign Policy*	3		A	A	A
POLITSC 4330: *Global Governance*	3		A	A	A
POLITSC 4335: *International Environmental Politics*	3		A	A	A
POLITSC 4597.01: *International Cooperation & Conflict*	3		A	A	A
POLITSC 4940: *Politics of Immigration*	3		A	A	A

Course# / Course Title	Cr. Hrs.	Learning Goals			
		1	2	3	4

Specialization: Political Institutions & Processes

Course# / Course Title	Cr. Hrs.	1	2	3	4
POLITSC 4110: *The American Presidency*	3		A	A	A
POLITSC 4200: *Politics of Modern Democracies*	3		A	A	A
POLITSC 4210: Politics of European Integration	3		A	A	A
POLITSC 4214: Northern European Politics	3		A	A	A
POLITSC 4216: East European Politics	3		A	A	A
POLITSC 4218: Russian Politics	3		A	A	A
POLITSC 4219: European Political Development	3		A	A	A
POLITSC 4225H: *Democracy in Muslim Majority Countries*	3		A	A	A
POLITSC 4230: *Chinese Political System*	3		A	A	A
POLITSC 4231: *China: State and Society*	3		A	A	A
POLITSC 4235: *Japanese Politics*	3		A	A	A
POLITSC 4240: *Latin American Politics*	3		A	A	A
POLITSC 4242: *Incomplete Democracies*	3		A	A	A
POLITSC 4262: *The New Religious Politics*	3		A	A	A
POLITSC 4270: *The Canadian Political System*	3		A	A	A
POLITSC 4285: *The Comparative Politics of the Welfare State*	3		A	A	A
POLITSC 4232: *Contemporary Politics of South Asia*	3		A	A	A
POLITSC 4236: *Southeast Asian Politics*	3		A	A	A
POLITSC 4331: *The United Nations System*	3		A	A	A

Course# / Course Title	Cr. Hrs.	Learning Goals			
		1	2	3	4

Specialization: Political Economy & Development

Course# / Course Title	Cr. Hrs.	1	2	3	4
POLITSC 3220: *Politics of the Developing World*	3	I	I	I	I
POLITSC 3290 *Comparative Public Policy*	3		A	A	A
POLITSC 4210: *Politics of European Integration*	3		A	A	A
POLITSC 4216: *East European Politics*	3		A	A	A
POLITSC 4219: *European Political Development*	3		A	A	A
POLITSC 4230: *Chinese Political System*	3		A	A	A
POLITSC 4231: *China: State and Society*	3		A	A	A
POLITSC 4232: *Contemporary Politics of South Asia*	3		A	A	A
POLITSC 4236: *Southeast Asian Politics*	3		A	A	A
POLITSC 4240: *Latin American Politics*	3		A	A	A
POLITSC 4241: *Special Topics in Latin American Politics*	3		A	A	A
POLITSC 4242: *Incomplete Democracies*	3		A	A	A
POLITSC 4250 (H): *African Politics*	3		A	A	A
POLITSC 4280: *State & Economy*	3		A	A	A
POLITSC 4282: *The Politics of Income Inequality*	3		A	A	A
POLITSC 4285: *The Comparative Politics of the Welfare State*	3		A	A	A
POLITSC 4327: *Politics in the Middle East*	3		A	A	A
POLITSC 4380 (H): *Political Analysis of International Economic Relations*	3		A	A	A
POLITSC 4381: *Comparative International Political Economy*	3		A	A	A
POLITSC 4940: *The Politics of Immigration*	3		A	A	A

Course# / Course Title	Cr. Hrs.	Learning Goals			
		1	2	3	4

Specialization: International Theory

Course# / Course Title	Cr. Hrs.	1	2	3	4
POLITSC 3420: *Political Theories of Democracy*	3	I	I	I	I
POLITSC 3430: *Political Theories of Freedom*	3	I	I	I	I
POLITSC 3460: *Global Justice*	3	I	I	I	I
POLITSC 3596.02 (H): *Nationalism and Ethnicity*	3	I	I	I	I
POLITSC 3910: *Identity Politics*	3	I	I	I	I
POLITSC 3912: *Political Leadership*	3	I	I	I	I
POLITSC 4300: *Theories of International Relations*	3		A	A	A
POLITSC 4305: *International Theory*	3		A	A	A
POLITSC 4330: *Global Governance*	3		A	A	A
POLITSC 4450H: *Politics & Ethics*	3		A	A	A
POLITSC 4455: *Human Rights*	3		A	A	A

CURRICULUM MAP – BS Political Science

1. Students have a fundamental understanding of the theories, research methods, and substantive issues that guide the study of politics.
2. Students have basic knowledge across three of the four major fields of Political Science: American Politics, Comparative Politics, International Relations, and Political Theory.
3. Students have advanced knowledge of the methods of research design and data analysis as used in the discipline of Political Science.
4. Students develop analytic and critical thinking skills that will enable them to rigorously evaluate competing arguments and to appraise value-based claims.

KEY TO LEARNING GOAL LEVELS

- F = Foundational
- I = Intermediate
- A = Advanced

Prerequisite to the Major (1 Course)		Learning Goals			
Course	Cr. Hrs.	1	2	3	4
POLITSC 1100: Intro to American Politics	3	F		F	F
POLITSC 1200: Intro to Comparative Politics	3	F		F	F
POLITSC 1300: Global Politics	3	F		F	F
POLITSC 1165: Intro to Politics	3	F		F	F
POLITSC 2150: Voters & Elections	3	I		I	I
POLITSC 2300: American Foreign Policy	3	I		I	I
POLITSC 2400: Intro to Political Theory	3	I		I	I

Core (4 Courses)		Learning Goals			
Course	Cr. Hrs.	1	2	3	4
POLITSC 3780: Data Visualization	3			I	I
POLITSC 4781(H): Data Analysis in Political Science I	3			A	A
POLITSC 4782: Data Analysis in Political Science II	3			A	A
AND 1 of the Following Courses					
POLITSC 3549: Survey Research in Political Science	3			I	I
OR					
POLITSC 4192: Policy Analysis	3			A	A
OR					
POLITSC 4553: Game Theory for Political Scientists	3			A	A

	Breadth Requirement (3 Courses) 1 Course from 3 of 4 Subfields		Learning Goals			
Course #	Course Title	Cr. Hrs.	1	2	3	4
	American Politics					
2150 (H)	*Voters & Elections*	3	I		I	I
2194.01	*Group Studies*	3	I		I	I
3100	*Am Pol & Policy Making*	3	I	I	I	I
3115	*Intro to the Policy Process*	3	I	I	I	I
2367 (H)	*Contemp Issues Am Pol*	3	I		I	I
3170	*Political Psych*	3	I	I	I	I
3310 (H)	*Defense Policy and National Security*	3	I	I	I	I
3596.01	*The War on Drugs and Crime*	3	I	I	I	I
3905	*Pol Manipulation*	3	I	I	I	I
3912	*Pol Leadership*	3	I	I	I	I
4110	*American Presidency*	3		A	A	A
4115	*Bureaucracy & Public Policy*	3		A	A	A
4120	*US Congress*	3		A	A	A
4125	*American State Politics*	3		A	A	A
4126	*Ohio Politics*	3		A	A	A
4127	*Governing Urban America*	3		A	A	A
4130	*Law & Politics*	3		A	A	A
4132H	*Supreme Court Decision Making*	3		A	A	A
4135	*Am Constitutional Law*	3		A	A	A
4136	*Civil Liberties*	3		A	A	A
4137	*Politics of Legal Decision Making*	3		A	A	A
4138	*Women & the Law*	3		A	A	A
4139	*Gun Politics*	3		A	A	A
4140	*Black Politics*	3		A	A	A
4145	*Asian Am Politics*	3		A	A	A
4150	*American Political Parties*	3		A	A	A
4152	*Campaign Politics*	3		A	A	A
4160	*Public Opinion*	3		A	A	A
4165	*Mass Media & American Politics*	3		A	A	A
4162	*Religion & Am Pol*	3		A	A	A
4164	*Political Participation & Voting Behavior*	3		A	A	A
4170	*Gender & Politics*	3		A	A	A
4175	*Women, Government & Public Policy*	3		A	A	A
4190	*Political Decision Making & Public Policy*	3		A	A	A
4191	*Internship*	3		A	A	A
4192	*Policy Analysis*	3		A	A	A
4193	*Individual Studies*	3		A	A	A
4891 (H)	*Topics*	3		A	A	A
4910 (H)	*Business-Government Relations*	3		A	A	A
5124	*Urban Politics*	3		A	A	A
5140	*Ethnic Politics in American Cities*	3		A	A	A

	Comparative Politics					
2194.02	Group Studies	3	I		I	I
3220	Politics of the Developing World	3	I	I	I	I
3290	Comparative Public Policy	3		A	A	A
3596.02	Nationalism and Ethnicity	3		I	I	I
4200	Politics of Modern Democracies	3		A	A	A
4210	Politics of European Integration	3		A	A	A
4212	Dictators to Democracies	3		A	A	A
4214	Northern European Politics	3		A	A	A
4216	East European Politics	3		A	A	A
4218	Russian Politics	3		A	A	A
4219	European Political Development	3		A	A	A
4225H	Democracy in Muslim Majority Countries	3		A	A	A
4230	Chinese Political System	3		A	A	A
4231	China: State & Society	3		A	A	A
4232	Contemporary Politics of South Asia	3		A	A	A
4235	Japanese Politics	3		A	A	A
4236	Southeast Asian Politics	3		A	A	A
4240	Latin American Politics	3		A	A	A
4241	Special Topics in Latin American Pol	3		A	A	A
4242	Incomplete Democracies	3		A	A	A
4249	Domestic Pol of International Conflict	3		A	A	A
4250	African Politics	3		A	A	A
4262	New Religious Politics	3		A	A	A
4270	Canadian Political System	3		A	A	A
4280	State & Economy	3		A	A	A
4282	Politics of Inequality	3		A	A	A
4285	Comparative Politics of the Welfare State	3		A	A	A
4597.02 /H/E	Political Problems of the Contemporary World	3		A	A	A
4597.03	Gender & Democracy in Contemp World	3		A	A	A
4892 (H)	Topics	3		A	A	A
4940	Pol of Immigration	3		A	A	A

	International Relations					
2194.03	Group Studies	3	I		I	I
2300 (H)	Am Foreign Policy	3	I		I	I
3310(H)	Defense Policy and National Security		I	I	I	I
3910	Identity Politics	3	I	I	I	I
4300	Theories of IR	3		A	A	A
4305	International Theory	3		A	A	A
4310	Security Policy	3		A	A	A
4315	International Security & Causes War	3		A	A	A
4318	Politics of International Terrorism	3		A	A	A
4320	Strategies for War & Peace	3		A	A	A
4326	Russian For Policy	3		A	A	A
4327	Pol in Middle East	3		A	A	A
4330	Global Governance	3		A	A	A
4331	United Nations System	3		A	A	A
4332	Globalization	3		A	A	A
4335	International Environmental Politics	3		A	A	A
4380 (H)	[Pol Anal of] International Econ Relations	3		A	A	A
4381	Comp International Pol Economy	3		A	A	A
4597.01 (H)	International Cooperation & Conflict	3		A	A	A
4893 (H)	Topics	3		A	A	A

	Political Theory					
2194.04	Group Studies	3	I		I	I
2400 (H)	Intro Political Theory	3	I		I	I
3420	Pol Theories Democracy	3	I	I	I	I
3430	Pol Theories Freedom	3	I	I	I	I
3440	Pol Theories Justice	3	I	I	I	I
3450	Ethics and Pub Pol	3	I	I	I	I
3460	Global Justice	3	I	I	I	I
4420H	Debating Democracy	3		A	A	A
4450	Pol & Ethics	3		A	A	A
4455	Human Rights	3		A	A	A
4460	Am Pol Ideas	3		A	A	A
4465	Feminist Political Theory	3		A	A	A
4894	Topics	3		A	A	A
5411	Justice, Sin & Virtue: Ancient and Med Pol Tht	3		A	A	A
5412	Life, Liberty & Property: Early Mod Pol Tht	3		A	A	A
5413	Demc'y, Equal'y & Revolution: Modern Pol Tht	3		A	A	A
5414	Liberalism, Tot'l Empire: Cont Pol Tht	3		A	A	A

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Political Science 3596.01
Instructor: Bradley Holland
Summary: 100% Distance Learning Course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in this course in the following ways. • The Carmen LMS will be used to deliver the course materials • Weekly timed reading quizzes • Weekly response activities such as topic based discussion board posts • Weekly responses to the discussion board posts of two peers • Carmen/Dropbox for submission of written assignments
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning. All course materials or links to all materials will be in Carmen. • Weekly podcast style audio lectures • Weekly topic based reading assignments • Weekly timed reading quizzes • Weekly response activities such as topic based discussion board posts • Weekly responses to the discussion board posts of two peers
6.3 Technologies required in the course are readily obtainable.	✓			All course technology currently listed in the syllabus is readily obtainable. • Carmen LMS and the tools offered within the LMS
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current. It can easily be accessed with an internet connection and web browser. • Carmen LMS

6.5 Links are provided to privacy policies for all external tools required in the course.	✓			At this time there are no third party tools explicitly listed in the syllabus for this course. • Carmen LMS
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			A link to technical support for Carmen should be listed in the course syllabus along with how to obtain technical support.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			**The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 18pt font.** **http://www.ods.ohio-state.edu**
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus. http://artsandsciences.osu.edu/academics/current-students
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell from ODEE to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			Carmen is part of the OSU core common tool set and meets accessibility requirements. A link to the accessibility statements for all third party tools should be listed in the syllabus.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners. For example, see below bullet point.

				• A text file with the audio transcript for the recorded podcast audio lectures would be one way to include an alternative means of access to course materials
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell from ODEE to provide a consistent student-user experience in terms of navigation and readability.
8.5 Course multimedia facilitate ease of use.	✓			Students will be expected to use their computer to play the mp3 course files.

Reviewer Information

- Date reviewed: 8/9/2016
- Reviewed by: Mike Kaylor