

## **Term Information**

Effective Term Autumn 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 Politics of Crime and Punishment  
Transcript Abbreviation Pol Crime & Punish  
Course Description Examines the interplay between politics, crime, and punishment using cases studies from the United States and other countries.  
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 Not open to students with credit for 4597.02H (Sp 2016, Au 2016, Sp 2017)  
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 understand what role crime and punishment have played in the development of political order and states.
- Students learn how issues of crime and punishment impact contemporary political competition and the consolidation of political and economic power.

### **Content Topic List**

- Politics, crime and punishment
- Violence, crime and political development: Europe
- Violence, crime and political development: East Asia
- Traditional justice, colonial policing, and political development: Latin America & Africa
- Crime, punishment, and American political development
- Violence, immigration and political competition: US-Latin America
- Crime, Corruption and Political Competition: Latin America
- Crime, State Weakness, and the Politics of Vigilantism: South Africa and Guatemala
- Drugs, state crackdowns, and extrajudicial violence: Southeast Asia
- Policing, punishment, and authoritarianism: China and Russia
- Civil war, human rights, and international actors

## Attachments

- 3596.01 ODEE.pdf: ODEE review checklist  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- 359601\_syllabus.pdf: 359601 in person syllabus  
*(Syllabus. Owner: Smith, Charles William)*
- 359601\_syllabus\_online.pdf: 359601 online syllabus  
*(Syllabus. Owner: Smith, Charles William)*
- AAAS email re concurrence.pdf: AAAS Concurrence  
*(Concurrence. Owner: Smith, Charles William)*
- concurrence Sociology.pdf: Sociology concurrence  
*(Concurrence. Owner: Smith, Charles William)*
- Curriculum Map BS Political Science.pdf: BS Poli Sci curric map  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- Curriculum Map BA World Politics.pdf: BA World Pol Curric map  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- Curriculum Map BA Political Science.pdf: BA Poli Sci curric map  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- GE Assessment Plan.pdf: Assessment plan  
*(GEC Course Assessment Plan. Owner: Smith, Charles William)*

**Comments**

- See 1-9-17 e-mail to C Smith *(by Vankeerbergen,Bernadette Chantal on 01/09/2017 12:26 PM)*
- After due consideration of the input we received from the Dept. of Sociology, this course has been re-titled and the content re-organized since initial proposal *(by Smith,Charles William on 12/19/2016 01:38 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
Revision Requested	Vankeerbergen,Bernadette Chantal	11/07/2016 11:52 AM	ASCCAO Approval
Submitted	Smith,Charles William	01/09/2017 09:31 AM	Submitted for Approval
Approved	Herrmann,Richard Karl	01/09/2017 09:35 AM	Unit Approval
Approved	Haddad,Deborah Moore	01/09/2017 11:11 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/09/2017 12:26 PM	ASCCAO Approval
Submitted	Smith,Charles William	01/19/2017 03:02 PM	Submitted for Approval
Approved	Herrmann,Richard Karl	01/19/2017 03:14 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/19/2017 07:49 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	01/19/2017 07:49 PM	ASCCAO Approval

# The Politics of Crime and Punishment

Political Science 3596.01, Spring 2017

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**Professor:** Bradley Holland

**Office:** Derby Hall 2084

**Email:** holland.415@osu.edu

**Office Hours:** In person (time TBA)

## Course Description

This course explores the interplay between politics, crime, and punishment. Specifically, it addresses two interrelated questions. First, what role have crime and punishment played in the development of political order and states? Second, how do issues of crime and punishment impact contemporary political competition and the consolidation of political and economic power? The course addresses these issues in a diverse set of cases, drawing from studies in the US, Latin America, Europe, Asia, and Africa to better understand the roles of crime and punishment in shaping political development and competition.

## 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 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 the ways in which political actors respond to crime, and how crime and punishment in turn impact political development and competition.

## 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.

### **Useful links**

*Carmen Technological Support:* <https://online.osu.edu/tech-support>

*Student Academic Services:* <http://artsandsciences.osu.edu/academics/current-students>

*Student Service Center:* <http://ssc.osu.edu/>

### **Course Policies**

*Grade Scale:* OSU Standard Grade Scheme

*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.

The quizzes and exams are to be taken during the allotted time period without the aid of other students. Do not attempt to copy the test to take it or distribute it to anyone. We will compare 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.

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

Unexcused late assignments will not be accepted. We will not extend deadlines or make exceptions when something goes wrong with a computer. For this reason, it is best to plan for contingencies and not wait until the last minute to compete graded items.

*Students with Disabilities:* Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu)

### **Course Schedule and Readings**

**Week 1: Politics, Crime, and Punishment: Introduction**

- No assigned readings

**Week 2: Violence, Crime, and Political Development: Europe**

- Janice E. Thompson, *Mercenaries, Pirates, and Sovereigns: State-Building and Extraterritorial Violence in Early Modern Europe*, Princeton University Press, 1994 [selections]
- John Merriman, *Police Stories: Making the French State, 1815-1851*, Oxford University Press, 2005 [selections]

**Week 3: Violence, Crime, and Political Development: East Asia**

- Daniel V. Botsman, *Punishment and Power in the Making of Modern Japan* [selections]
- Michael R. Dutton, *Policing and Punishment in China: From Patriarchy to 'the People'* (1992) [selections]
- Xuezhong Guo, *China's Security State: Philosophy, Evolution, and Politics (2012)*, New York: Cambridge University Press [selections]

**Week 4: Traditional Justice, Colonial Policing, and Political Development: Latin America and Africa**

- M Fortes and E. E. Evans-Pritchard, *African Political Systems* (1940) [selections]
- Alexander De Juan, Fabian Krautwald and Jan Pierskalla, "Constructing the State: Macro Strategies, Micro Incentives, and the Creation of Police Forces in Colonial Namibia", *Working paper*
- Carlos Aguirre, "The Lima Penitentiary and the Modernization of Criminal Justice in Nineteenth-Century Peru," in *Birth of the Penitentiary in Latin America: Essays on Criminology, Prison Reform, and Social Control, 1830-1940*, 1996 pp. 44-77

**Week 5: Crime, Punishment, and American Political Development: Part 1**

- David J. Rothman, *The Discovery of the Asylum: Social Order and Disorder in the New Republic*, Little, Brown, & Co, 197, pp. 79-108
- Sam Mitrani, *The Rise of the Chicago Police Department: Class and Conflict, 1850-1894*. [selections], University of Illinois Press, 2013 [selections]
- Lisa McGirr, *The War on Alcohol: Prohibition and the Rise of the American State*, W.W. Norton & Co, 2016, [selections]

**Week 6: Crime, Punishment, and American Political Development: Part 2**

- Vesla M. Weaver, "Frontlash: Race and the Development of Punitive Crime Policy," *Studies in American Political Development*, Vol. 21 (Fall 2007), pp. 230-265
- Elizabeth Hinton, *From the War on Poverty to the War on Crime: the Making of Mass Incarceration in America* (2016), Harvard University Press [selections]
- Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*, by Berkeley, CA: University of California Press, 2007, pp. 87-127

**Week 7: MIDTERM**

- Midterm 1: Available 12:00AM EST Wednesday to 11:59PM EST Thursday

**Week 8: Violence, Immigration, and Political Competition: US-Latin America**

- Jonathan T. Hiskey, Abby Crdova, Diana Orcs, and Mary Fran Malone, "Understanding the

Central American Refugee Crisis Why They Are Fleeing and How U.S. Policies are Failing to Deter Them” American Immigration Council Special Report

- Daniel Hopkins, “Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition,” *American Political Science Review*, 104(1), pp. 40-60 (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 9: Crime, Corruption, and Political Competition: Latin America***

- John Bailey and Matthew M. Taylor, “Evade, Corrupt, or Confront? Organized Crime and the State in Brazil and Mexico”, *Journal of Politics in Latin America*
- Andreas Schedler, “The Criminal Subversion of Mexican Democracy,” *The Journal of Democracy* 25 No. 1 (January 2014): 5-18.
- Alisha C. Holland, “The Distributive Politics of Enforcement” *American Journal of Political Science*, Vol. 59, No. 2 (2014), pp. 357-371

***Week 11: Crime, State Weakness, and the Politics of Vigilantism: South Africa and Guatemala***

- Regina Anne Bateson, *Order and Violence in Postwar Guatemala*, Massachusetts Institute of Technology Doctoral Dissertation, 2013 [selections]
- Julia Hornberger “ ‘My Police – Your Police’: The Informal Privatisation of the Police in the Inner City of Johannesburg” *African Studies*, Vol. 63, No. 2 (2004), pp. 213-230

***Week 10: Drugs, State Crackdowns, and Extrajudicial Violence: Southeast Asia***

- Daniel Berehulak, “They are Slaughtering Us Like Animals: Inside President Rodrigo Duterte’s brutal antidrug campaign in the Philippines”, *The New York Times*, Dec. 7, 2016
- Julio C. Teehankee, “Weak State, Strong Presidents: Situating the Duterte Presidency in Philippine Political Time,” *Journal of Developing Societies*, Vol. 32, No. 3 (2016) pp. 293-321
- Nicole Curato, “Flirting with Authoritarian Fantasies? Rodrigo Duterte and the New Terms of Philippine Populism,” *Journal of Contemporary Asia*, Vol 47 (2016), pp. 142-153

***Week 12: Policing, and Punishment, and Authoritarianism: China and Russia***

- Brian D. Taylor, *State Building in Putin’s Russia: Policing and Coercion after Communism* Cambridge: Cambridge University Press, 2011 [selections]
- Yuhua Wang, “Empowering the Police: How the Chinese Communist Party Manages Its Coercive Leaders,” *The China Quarterly*, Vol. 219 (2014), pp. 625-648

***Week 13: MIDTERM***

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

***Week 14: Civil War, Human Rights, and International Actors***

- Sikkink and Kim, “The Justice Cascade: The Origins and Effectiveness of Prosecutions of Human Rights Violations,” *Annual Review of Law and Social Science*, Vol. 9 (2013), pp. 269-285
- Ramesh Thakur, “The Responsibility to Protect at Fifteen,” *International Affairs*, Vol. 92, No. 2 (2016), pp. 415-434



*Week 15: Politics, Crime, and Punishment: Conclusion*

- No assigned readings

# The Politics of Crime and Punishment

Political Science 3596.01, Spring 2017

## Online Course

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**Professor:** Bradley Holland

**Office:** Derby Hall 2084

**Email:** holland.415@osu.edu

**Office Hours:** In person (time TBA)

### Course Description

This course explores the interplay between politics, crime, and punishment. Specifically, it addresses two interrelated questions. First, what role have crime and punishment played in the development of political order and states? Second, how do issues of crime and punishment impact contemporary political competition and the consolidation of political and economic power? The course addresses these issues in a diverse set of cases, drawing from studies in the US, Latin America, Europe, Asia, and Africa to better understand the roles of crime and punishment in shaping political development and competition.

### 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:

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To achieve these expected outcomes, our study 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 the ways in which political actors respond to crime, and how crime and punishment in turn impact political development and competition.

### Course Requirements

The substantive topic for each week of the course will be coupled with a group of readings, a

podcast-style audio lecture (available on Carmen in MP3 format), 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.
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 Technology**

*Baseline technical skills necessary for online courses:* Basic computer and web-browsing skills; navigating Carmen

*Necessary equipment and software:* Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection; current supported web browser; device capable of playing MP3 audio files (i.e. aforementioned computer)

### **Useful links**

*Carmen Technological Support:*

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**Week 10: Drugs, State Crackdowns, and Extrajudicial Violence: Southeast Asia**

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- Nicole Curato, “Flirting with Authoritarian Fantasies? Rodrigo Duterte and the New Terms of Philippine Populism,” *Journal of Contemporary Asia*

**Week 12: Policing, and Punishment, and Authoritarianism: China and Russia**

- Brian D. Taylor, *State Building in Putin’s Russia: Policing and Coercion after Communism* Cambridge: Cambridge University Press, 2011 [selections]
- Yuhua Wang, “Empowering the Police: How the Chinese Communist Party Manages Its Coercive Leaders,” *The China Quarterly*, Vol. 219 (2014), pp. 625-648

**Week 13: MIDTERM**

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

***Week 14: Civil War, Human Rights, and International Actors***

- Sikkink and Kim, “The Justice Cascade: The Origins and Effectiveness of Prosecutions of Human Rights Violations,” *Annual Review of Law and Social Science*, Vol. 9 (2013), pp. 269-285
- Ramesh Thakur, “The Responsibility to Protect at Fifteen,” *International Affairs*, Vol. 92, No. 2 (2016), pp. 415-434

***Week 15: Politics, Crime, and Punishment: Conclusion***

- No assigned readings

GE Rationale and Assessment Plan  
The Politics of Crime and Punishment  
Political Science 3596.01

Bradley E. Holland  
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## Course Description and General Education Rationale

This course explores the interplay between politics, crime, and punishment. Specifically, it addresses two interrelated questions. First, what role have crime and punishment played in the development of political order and states? Second, how do issues of crime and punishment impact contemporary political competition and the consolidation of political and economic power? The course addresses these issues in a diverse set of cases, drawing from studies in the US, Latin America, Europe, Asia, and Africa to better understand the roles of crime and punishment in shaping political development and competition.

This course will fulfill two General Education (GE) course requirements. First, the study of the interplay between politics, crime, and punishment 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 how issues of crime impact and are impacted by political development and competition. Thus, the course fulfills the requirements and goals of the the GE designation as a Cross-Disciplinary Seminar.

Second, the course focuses in large part on political issues tied to crime and punishment in the US, where the origins, development, and implications of political efforts related to crime and punishment are in many cases inextricably linked to issues of race, ethnicity, and class. In some weeks, the course directly studies material on such issue in the historical and contemporary US. 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 crime enforcement in a diverse array of communities in the US. Furthermore, weeks that focus on other world regions will serve as important points of comparison with the US, both implicitly in the readings, and explicitly in the lectures. 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 politics of crime and punishment 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 crime and punishment, 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.*

The assessment of expected learning outcomes for this GE designation are outlined in Table 1.

## **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 crime and punishment 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 crime and punishment policies, 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 politics of crime and punishment has at least implicit links to these categories. Additionally, given the centrality of these issues, roughly one third of the assigned material explicitly address*

*the role of race, class, and/or ethnicity in 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 political development of crime and punishment, 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.*

The assessment of expected learning outcomes for this GE designation are outlined in Table 2.

Table 1: Assessment of Expected Learning Outcomes: GE in Cross-Disciplinary Seminar

GE Expected Learning Outcomes	Methods of Assessment	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p>ELO 1: Students understand the benefits and limitations of different disciplinary perspectives</p>	<p>In the second half of the course, a weekly response activity will ask students to write a short essay comparing, contrasting, and synthesizing different disciplinary perspectives on that week's topic. Responses will be graded using a rubric including three components: one for each ELO in Cross-Disciplinary GE</p>	<p>75% or more of students receive a C or better grade on the ELO 1 portion of the rubric</p>	<p>Written student feedback on 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. Based on this feedback and scores on the direct assessment, and in consultation with my senior colleagues, I will adjust the assigned material and evaluation methods in order to increase success in meeting the expected learning outcomes.</p>
<p>ELO 2: Students understand the benefits of synthesizing multiple disciplinary perspectives.</p>	<p>In the second half of the course, a weekly response activity will ask students to write a short essay comparing, contrasting, and synthesizing different disciplinary perspectives on that week's topic. Responses will be graded using a rubric including three components: one for each ELO in Cross-Disciplinary GE</p>	<p>75% or more of students receive a C or better grade on the ELO 2 portion of the rubric</p>	<p>Written student feedback on 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. Based on this feedback and scores on the direct assessment, and in consultation with my senior colleagues, I will adjust the assigned material and evaluation methods in order to increase success in meeting the expected learning outcomes.</p>
<p>ELO 3: Students synthesize and apply knowledge from diverse disciplines to a topic of interest</p>	<p>In the second half of the course, a weekly response activity will ask students to write a short essay comparing, contrasting, and synthesizing different disciplinary perspectives on that week's topic. Responses will be graded using a rubric including three components: one for each ELO in Cross-Disciplinary GE</p>	<p>75% or more of students receive a C or better grade on the ELO 3 portion of the rubric</p>	<p>Written student feedback on 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. Based on this feedback and scores on the direct assessment, and in consultation with my senior colleagues, I will adjust the assigned material and evaluation methods in order to increase success in meeting the expected learning outcomes.</p>

Table 2: Assessment of Expected Learning Outcomes: GE in Social Diversity in the United States

GE Expected Learning Outcomes	Methods of Assessment	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p>ELO 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</p>	<p>In the second half of the course, a weekly response activity will ask students to write a short essay how issues of race, ethnicity, and class in the US impact and are impacted by political development, and the way in which such issues shape their own attitudes toward toward groups other than their own. Responses will be graded using a rubric including two components: one for each ELO in Social Diversity in the US</p>	<p>75% or more of students receive a C or better grade on the ELO 1 portion of the rubric</p>	<p>Written student feedback on 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. Based on this feedback and scores on the direct assessment, and in consultation with my senior</p>
<p>ELO 2: Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.</p>	<p>In the second half of the course, a weekly response activity will ask students to write a short essay how issues of race, ethnicity, and class impact and are impacted by the War on Drugs and Crime, and the way in which such issues shape their own attitudes toward toward groups other than their own. Responses will be graded using a rubric including two components: one for each ELO in Social Diversity in the US</p>	<p>75% or more of students receive a C or better grade on the ELO 2 portion of the rubric</p>	<p>colleagues, I will adjust the assigned material and evaluation methods in order to increase success in meeting the expected learning outcomes.</p>

## 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.	✓			<p>The learning objectives and competencies are supported by the course tools used in this course in the following ways.</p> <ul style="list-style-type: none"> <li>• The Carmen LMS will be used to deliver the course materials</li> <li>• Weekly timed reading quizzes</li> <li>• Weekly response activities such as topic based discussion board posts</li> <li>• Weekly responses to the discussion board posts of two peers</li> <li>• Carmen/Dropbox for submission of written assignments</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			<p>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.</p> <ul style="list-style-type: none"> <li>• Weekly podcast style audio lectures</li> <li>• Weekly topic based reading assignments</li> <li>• Weekly timed reading quizzes</li> <li>• Weekly response activities such as topic based discussion board posts</li> <li>• Weekly responses to the discussion board posts of two peers</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			<p>All course technology currently listed in the syllabus is readily obtainable.</p> <ul style="list-style-type: none"> <li>• Carmen LMS and the tools offered within the LMS</li> </ul>
6.4 The course technologies are current.	✓			<p>All course technology listed in the syllabus is current. It can easily be accessed with an internet connection and web browser.</p> <ul style="list-style-type: none"> <li>• Carmen LMS</li> </ul>

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. <ul style="list-style-type: none"> <li>• Carmen LMS</li> </ul>
<b>Standard - Learner Support</b>				
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.	✓			<b>The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 18pt font.</b> <a href="http://www.ods.ohio-state.edu">http://www.ods.ohio-state.edu</a>
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. <a href="http://artsandsciences.osu.edu/academics/current-students">http://artsandsciences.osu.edu/academics/current-students</a>
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. <a href="http://ssc.osu.edu">http://ssc.osu.edu</a>
<b>Standard – Accessibility and Usability</b>				
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.

				<ul style="list-style-type: none"> <li>• 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</li> </ul>
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

**From:** [Austin, Curtis J.](#)  
**To:** [Smith, Charles William](#)  
**Cc:** [Drake, Simone](#)  
**Subject:** Re: request for course concurrence  
**Date:** Monday, December 19, 2016 2:07:06 PM  
**Attachments:** [image001.png](#)

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Hi Charles,

AAAS concurs with your course proposal for 3596.01.

Best wishes,

Curtis

On Dec 19, 2016, at 1:32 PM, Smith, Charles William <[smith.3280@polisci.osu.edu](mailto:smith.3280@polisci.osu.edu)> wrote:

Dear Dr. Austin,

Dr. Drake provided me your contact information. Dr. Brad Holland has proposed a new course, POLITSC 3596.01, The Politics of Crime and Punishment. (Dr. Drake may have forwarded to you a concurrence request already... however.... At the insistence of Sociology, elements of Dr. Holland's course have been re-worked and the course re-titled).

Attached are two syllabi (one for the in-person section and one for the online section). The online section has already been vetted by ODEE.

The curriculum office would like us to receive AAAS's concurrence for this course. I have also attached the concurrence form.

When you have a moment, please look over the syllabi. If you believe that this course does not overlap with any courses offered by AAAS, please complete the bottom portion of the concurrence form and sent it back to me.

Thank you!

Charles

<image001.png>

**Charles Smith**

Coordinating Advisor

**Department of Political Science**

2140B Derby Hall, 154 N. Oval Mall, Columbus, OH 43210

614-292-1484 Office / 614-292-1146 Fax

[smith.3280@osu.edu](mailto:smith.3280@osu.edu) [osu.edu](http://osu.edu)

<http://polisci.osu.edu/>

To schedule an appointment, please call 614-292-6961



<359601\_syllabus.pdf>

<359601\_syllabus\_online.pdf>

<concurrency AAAS.pdf>

**The Ohio State University  
College of the Arts and Sciences Concurrence Form**

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. Units should be allowed two weeks to respond to requests for concurrence.

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**

<i>Political Science</i>	<i>3596.01</i>	<i>The Politics of Crime + Punishment</i>
Initiating Academic Unit	Course Number	Course Title
<i>New</i>		<i>12/16/16</i>
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
<i>Sociology</i>		<i>12/16/16</i>
Academic Unit Asked to Review		Date response needed

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

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 Sociology Department supports this proposal.

**Signatures**

<i>[Signature]</i>	<i>Director of Undergraduate Studies</i>	<i>Sociology</i>	<i>12/19/16</i>
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

## CURRICULUM MAP – BS Political Science

### LEARNING GOALS

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

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

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

**Breadth Requirement (3 Courses)  
1 Course from 3 of 4 Subfields**

Course #	Course Title	Cr. Hrs.	Learning Goals			
			1	2	3	4
<b>American Politics</b>						
2150 (H)	<i>Voters &amp; Elections</i>	3				
2194.01	<i>Group Studies</i>	3				
3100	<i>Am Pol &amp; Policy Making</i>	3				
3115	<i>Intro to the Policy Process</i>	3				
2367 (H)	<i>Contemp Issues Am Pol</i>	3				
3170	<i>Political Psych</i>	3				
3310 (H)	<i>Foreign Policy and National Security</i>	3				
3596.01	<i>Politics of Crime &amp; Punishment</i>	3				
3905	<i>Pol Manipulation</i>	3				
3912	<i>Pol Leadership</i>	3				
4110	<i>American Presidency</i>	3		A	A	A
4115	<i>Bureaucracy &amp; Public Policy</i>	3		A	A	A
4120	<i>US Congress</i>	3		A	A	A
4125	<i>American State Politics</i>	3		A	A	A
4126	<i>Ohio Politics</i>	3		A	A	A
4127	<i>Governing Urban America</i>	3		A	A	A
4130	<i>Law &amp; Politics</i>	3		A	A	A
4132H	<i>Supreme Court Decision Making</i>	3		A	A	A
4135	<i>Am Constitutional Law</i>	3		A	A	A
4136	<i>Civil Liberties</i>	3		A	A	A
4137	<i>Politics of Legal Decision Making</i>	3		A	A	A
4138	<i>Women &amp; the Law</i>	3		A	A	A
4139	<i>Gun Politics</i>	3		A	A	A
4140	<i>Black Politics</i>	3		A	A	A
4145	<i>Asian Am Politics</i>	3		A	A	A
4150	<i>American Political Parties</i>	3		A	A	A
4152	<i>Campaign Politics</i>	3		A	A	A
4160	<i>Public Opinion</i>	3		A	A	A
4165	<i>Mass Media &amp; American Politics</i>	3		A	A	A
4162	<i>Religion &amp; Am Pol</i>	3		A	A	A
4164	<i>Political Participation &amp; Voting Behavior</i>	3		A	A	A
4170	<i>Gender &amp; Politics</i>	3		A	A	A
4175	<i>Women, Government &amp; Public Policy</i>	3		A	A	A
4190	<i>Political Decision Making &amp; Public Policy</i>	3		A	A	A
4191	<i>Internship</i>	3		A	A	A
4192	<i>Policy Analysis</i>	3		A	A	A
4193	<i>Individual Studies</i>	3		A	A	A
4891 (H)	<i>Topics</i>	3		A	A	A
4910 (H)	<i>Business-Government Relations</i>	3		A	A	A
5124	<i>Urban Politics</i>	3		A	A	A
5140	<i>Ethnic Politics in American Cities</i>	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
POLITSC 3225 Post-conflict Development			3		A	A	A
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 IH/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	
2300 (H)	Am Foreign Policy	3	
3310(H)	Defense Policy and National Security		
3910	Identity Politics	3	
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	
2400 (H)	Intro Political Theory	3	
3420	Pol Theories Democracy	3	
3430	Pol Theories Freedom	3	
3440	Pol Theories Justice	3	
3450	Ethics and Pub Pol	3	
3460	Global Justice	3	
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	Democ'y, Equal'y & Revolution: Modern Pol Tht	3	A A A
5414	Liberalism, Toll Empire: Cont Pol Tht	3	A A A

## Curriculum Map – BA World Politics

### 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.	Learning Goals			
		1	2	3	4
POLITSC 1165: <i>Intro to Politics</i>	3	F	F		F
POLITSC 1200: <i>Intro to Comparative Politics</i>	3	F	F		F
POLITSC 1300: <i>Global Politics</i>	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

POLITSC 2300 (H): <i>American Foreign Policy</i>	3	I	I		I
POLITSC 3310 (H): <i>Defense Policy and National Security</i>	3	I	I	I	I
POLITSC 3596.01: <i>Politics of Crime and Punishment</i>	3	I	I	I	I
POLITSC 4135 : <i>American Constitutional Law</i>	3		A	A	A
POLITSC 4249: <i>Domestic Politics of International Conflict</i>	3		A	A	A
POLITSC 4310: <i>Security Policy</i>	3		A	A	A
POLITSC 4315: <i>International Security &amp; Causes of War</i>	3		A	A	A
POLITSC 4318: <i>Politics of International Terrorism</i>	3		A	A	A
POLITSC 4320: <i>Strategies for War &amp; Peace</i>	3		A	A	A
POLITSC 4326: <i>Russian Foreign Policy</i>	3		A	A	A
POLITSC 4330: <i>Global Governance</i>	3		A	A	A
POLITSC 4335: <i>International Environmental Politics</i>	3		A	A	A

<b>POLITSC 4597.01:</b> <i>International Cooperation &amp; Conflict</i>	3	A	A	A
<b>POLITSC 4940:</b> <i>Politics of Immigration</i>	3	A	A	A



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

**Specialization: Political Institutions & Processes**

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

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

**Specialization: Political Economy & Development**

POLITSC 3220: <i>Politics of the Developing World</i>	3	I	I	I	I
POLITSC 3225: <i>Post-conflict Development</i>	3		A	A	A
POLITSC 3290: <i>Comparative Public Policy</i>	3		A	A	A
POLITSC 4210: <i>Politics of European Integration</i>	3		A	A	A
POLITSC 4216: <i>East European Politics</i>	3		A	A	A
POLITSC 4219: <i>European Political Development</i>	3		A	A	A
POLITSC 4230: <i>Chinese Political System</i>	3		A	A	A
POLITSC 4231: <i>China: State and Society</i>	3		A	A	A
POLITSC 4232: <i>Contemporary Politics of South Asia</i>	3		A	A	A
POLITSC 4236: <i>Southeast Asian Politics</i>	3		A	A	A
POLITSC 4240: <i>Latin American Politics</i>	3		A	A	A
POLITSC 4241: <i>Special Topics in Latin American Politics</i>	3		A	A	A
POLITSC 4242: <i>Incomplete Democracies</i>	3		A	A	A
POLITSC 4250 (H): <i>African Politics</i>	3		A	A	A
POLITSC 4280: <i>State &amp; Economy</i>	3		A	A	A
POLITSC 4282: <i>The Politics of Income Inequality</i>	3		A	A	A



Course# / Course Title	Cr. Hrs.	Learning Goals			
		1	2	3	4
<b><u>Specialization:</u> Political Economy &amp; Development</b>					
<b>POLITSC 4327:</b> <i>Politics in the Middle East</i>	3		A	A	A
<b>POLITSC 4380 (H):</b> <i>Political Analysis of International Economic Relations</i>	3		A	A	A
<b>POLITSC 4381:</b> <i>Comparative International Political Economy</i>	3		A	A	A
<b>POLITSC 4940:</b> <i>The Politics of Immigration</i>	3		A	A	A

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



**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>i</i>	Goal # <i>ii</i>	Goal # <i>iii</i>	Goal # <i>iv</i>
Polit Sc 1100 A	✓			✓
Polit Sc 1200	✓			✓
Polit Sc 1300	✓			✓

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

Semester #	Title	Field	Goal 1	Goal 2	Goal 3	Goal 4
<b>Level A</b>						
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	✓			✓
<b>Level B</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	✓	✓	✓	✓
3225	Conflict and Development	Comparative Politics	✓	✓	✓	✓
3290	Comparative Public Policy	Comparative Politics	✓	✓	✓	✓
3310	Defense Policy and National Security	International Relations	✓	✓	✓	✓
3310	Honors Defense Policy & National Security	International Relations	✓	✓	✓	✓
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	Politics of Crime and Punishment	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	✓	✓	✓	✓
<b>Level C</b>						
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	✓	✓	✓
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	√	√	√
<hr/>					
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	Ancient & Medieval Political Thought	Political Theory	√	√	√
5412	Early Modern Political Thought	Political Theory	√	√	√
5413	19 <sup>th</sup> Century Political Thought	Political Theory	√	√	√
5414	20 <sup>th</sup> Century Political Thought	Political Theory	√	√	√