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	3225
Course Title	Post-conflict and Development
Transcript Abbreviation	Post-con & Develop
Course Description	Examines why some countries recover quickly from war while other countries remain poor and undeveloped. Examines current explanations of post-conflict development; provides background knowledge and tools to evaluated explanations.
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?	No
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:
      Human, Natural, and Economic Resources; Global Studies (International Issues successors)
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

- This course will provide students with an understanding of the current explanations of post-conflict development and the background knowledge and tools with which to evaluate them.

Content Topic List

- What is "conflict"?
- What is "development"?
- Peacekeeping
- Origins of war
- Ethnicity and prejudice
- Natural resources and wealth
- Migration and political geogrpahy
- Regimes and power-sharing
- Leftover weapons
- Truth and reconciliation
- Case study: Burma
- Case study: Cambodia

Attachments

- POLITSC3225_Syllabus.pdf: syllabus

  (Syllabus. Owner: Smith,Charles William)

- 3225 GE Rationale and Assessment.pdf: GE Rationale and Assessment

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

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

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

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

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

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

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

- INTSTDS_Concurrence.pdf: Concurrence International Studies

  (Concurrence. Owner: Vankeerbergen,Bernadette Chantal)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	09/06/2016 08:19 AM	Submitted for Approval
Approved	Herrmann,Richard Karl	09/30/2016 04:04 PM	Unit Approval
Approved	Haddad,Deborah Moore	09/30/2016 04:53 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	09/30/2016 04:53 PM	ASCCAO Approval

Post-Conflict Reconstruction
Spring 2017
Wednesday and Friday 8:00 – 9:20am
Location: Denny Hall 253

Professor Erin Lin
Department of Political Science
2104 Derby Hall
E-mail: lin.2657@osu.edu
Office Hours: Friday, noon-2pm

Why do some countries recover quickly from war while other countries remain poor and undeveloped in their post-war years? Is large-scale economic recovery more likely under democracy or under dictatorship? How do post-conflict countries establish political order, and why have some of them proven to be so much more durable than others? In what ways can we ease and reconcile ethnic tensions at the end of war? This course turns to political science in the hopes of developing the tools to understand the confusing path of political and economic development in post-war societies.

Course goals
The ultimate purpose of this course is to provide you with an understanding of the current explanations of post-conflict development, and the background knowledge and tools with which to evaluate them. Each week, we will begin by finding interesting puzzles and political phenomena in the world around us. We will deconstruct complex social science theories into simpler causal, conditional, or correlative relationships. Then, we will engage in the empirical world, testing the validity of different arguments with cases and scientific reasoning. By the end of the course, you will be able to critically evaluate the qualitative and quantitative material that we encounter regularly in the public media.

We will develop these skills through a variety of activities that will occur both inside and outside the classroom. First, every other week, students will practice finding interesting puzzles in the world around them, by writing up a 300-word paragraph that asks a research question and motivates it with empirical and historical examples. The paragraphs will be posted on the course website. Students will provide comments, and vote on their favorite paragraph. Second, we will learn how to argument map, which is a way to break apart components of an argument in the style of a flow chart. At the beginning of the semester, we will practice in class and with partners. By the end of semester, students will be submitting individual argument maps for each reading. Third, as we move through the literature, we will learn about the (very common) problems that make research in the social sciences so difficult – reverse causality, selection bias, the "dogs that don't bark" – and learn how important it is to select the right cases to test theory well.

Requirements and Grading
35% Weekly assignments and feedback, 30% Midterm, 35% Final exam.

This is very much an interactive course – much of the content will be coming from the weekly assignments, which allow you to process the information presented in the readings and lectures, to develop the writing and research skills outlined above, and to receive immediate feedback on your work. Because much of the feedback will come from your peers, we will also learn what it means to give thoughtful and fair criticism. You will be given a completion grade each week for both the homework and the feedback. Two points are given for each written assignment (puzzle, memo, argument map) posted online; one point is given for providing a comment for a peer.

You will also be given a midterm and final exam. The midterm will ask you to recall some factual knowledge of the theories and post-conflict countries covered up to that point, find a political puzzle from the front page of a newspaper. The final will ask you to read a short article and break apart the theory into simpler statements with an argument map, and write a short critique of the article, using the methodological concepts that we learned in class.

General Education Requirement
This course will fulfill two General Education (GE) course requirements. First, through its focus on the history, politics, and economies of conflict-zone countries around the world, including Syria, Rwanda, Germany, Russia, and Cambodia, the course introduces students to a wide range of institutions and societies, and thus satisfies the Diversity (Global Studies) General Education requirement.

Second, while the content will focus on countries that have had some recent experience with war, student learning will reflect a broader understanding of the tools that social scientists use to study politics, and how social science influences social policy. Thus, the course also fulfills the requirements for the Social Science (Human, Natural, and Economic Resources) General Education requirement. These goals and the expected learning outcomes will be achieved through lectures, discussions, assignments, and exams throughout the semester.

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

Students With Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

# Date	In-class	Homework (to completed by the next class)
1 We 8/24	Introduction. What do you hope to get out of this class? Learning goals. What are political puzzles, and how do we find them in the world around us?	Read syllabus. Writing response: Write a definition (max 50 words) "conflict." Define "development" (max 50 words). Post both definitions on Carmen by Thursday 5pm. (We'll go over in the next class some of our favorite definitions, and how to comment on them.) This Assignment: 2 points Cumulative: 2 points
2 Fr 8/26	Concepts. What is conflict? What is development? Handout: Sambanis 2004, "What is Civil War?" Argument map Sambanis together.	Amartya Sen (1990). Development as Capability Expansion. In *Human Development and the International Development Strategy for the 1990s*: 41-58. Reading task: Map the argument in a flow chart. Post on Carmen by Sunday 5pm. Vote on your favorite flow chart, and add a comment about why you like it by Monday 5pm. This Assignment: 2 + 1 points

		Cumulative: 5 points
3 We 8/31	The conflict trap. A motivating example (why this is interesting). Composite causes and composite effects (When everything causes everything else)	Read Collier, "Breaking the Conflict Trap." 1-10; 13-32.
4 Fr 9/2	The conflict trap Review the flow charts. How to argument map: Deconstructing theoretical statements and finding precise mechanisms. Practice making an argument map together, using Collier article. How to make sharp comparisons: Finding the counterfactual.	Reading response: Find an example of a war that does not have a clear end. Write 200 words on why you think this war will not end. Post it on Carmen by Sunday 5pm. Feedback: review your classmates' charts. Vote on the cleanest and most comprehensive chart, and add a comment by Monday 5pm. Think about what are all the issues that a post-war nation must grapple with? This Assignment: 2 + 1 points Cumulative: 8 points
5 We 9/7	Review responses. Talk about what makes writing persuasive. How to do a line-by-line edit. Why does peace sometimes last, sometimes fall apart? (what makes a research question interesting) The process by which belligerents reach cease-fires and negotiate peace.	How wars end (Reiter 2009). Stabilizing the peace after civil war: an investigation of some key variables (Hartzell et al 2001)
6 Fr 9/9	What can be done to make peace more stable? Peace-keeping	Research task: Find a puzzle. Post on Carmen by Sunday 5pm. Comment on a peer's response by Monday 5pm. [Note to self: For Lecture notes, refer to Fortna review.]

		This Assignment: 2 + 1 points Cumulative: 11 points
7 We 9/14	How war begins. Endogeneity: what is it, and how does it impact our theories of post-war reconstruction?	Fearon and Laitin 2000. Research task: argument map Fearon and Laitin. Post on Carmen by Thursday 5pm. Vote on favorite argument map. (No peer feedback.) This Assignment: 2 points Cumulative: 13 points
8 Fr 9/16	How war begins.	Write a 300 word statement on how the causes of war could impact the post-conflict reconstruction of nation by connecting the pre-war variables raised in Fearon and Laitin with the post-war variables in Collier. Post on Carmen by 5pm Sunday. Write a comment on a peer's response by 5pm Monday. This Assignment: 2 + 1 points Cumulative: 16 points
9 We 9/21	Ethnicity and prejudice.	Read Forges' *Leave none to tell the story: Genocide in Rwanda*, p. 3-64.
10 Fr 9/23	Ethnicity and prejudice.	Read Paluck and Green, "Reducing intergroup prejudice." Make an argument map, and post on Carmen by 5pm Sunday. Vote for your favorite. Write a comment by 5pm Monday. This Assignment: 2 + 1 points Cumulative: 19 points
11 We 9/28	Natural resources and wealth.	Read Ross's "How do natural resources fuel war?" Read Collier and Hoeffler's "Natural resources, development, and conflict."

12 Fr 9/30	Natural resources and wealth.	Research task: Find a puzzle. Post on Carmen by Sunday 5pm. Comment on a peer's response by Monday 5pm. This Assignment: 2 + 1 points Cumulative: 22 points
13 We 10/5	Migration and political geography.	Read Eakins's "The terrible flight from killing." Read Remnick's "City of the lost."
14 Fr 10/7	Migration and political geography.	Post questions about midterm on Piazza by Tuesday 9am.
15 We 10/12	Midterm	
* Fr 10/14	Fall Break	
16 We 10/19	Regimes and power-sharing.	Read Harris and Reilly, "Democracy and deep rooted conflict," p.133-178.
17 Fr 10/21	Regimes and power-sharing.	Post argument map online by Sunday 5pm. Give feedback by Monday 5pm. This Assignment: 2 + 1 points Cumulative: 25 points
18 We 10/26	Leftover Weapons.	Read Webster's *Aftermath. p. 11-80.*
19 Fr 10/28	Leftover Weapons.	Find a puzzle. Post by Sunday 5pm. Review puzzles, give feedback by Monday 5pm. This Assignment: 2 + 1 points Cumulative: 28 points
20 We 11/2	Truth and Reconciliation	Read *Stay the Hand of Vengeance: The politics of war crimes tribunals* (Bass 2000) p.3-36. Argument map. Post by Thursday 5pm. This Assignment: 2 points Cumulative: 30 points
21 Fr 11/4	Truth and Reconciliation	Read *Stay the Hand of Vengeance: The politics of war crimes tribunals*

		(Bass 2000) p. 106-205.
22 We 11/9	Case 1: Burma	Read Mary Callahan, *Making Enemies*. 1-20, 204-228.
23 Fr 11/11	Case 1: Burma	Find a puzzle. Post by Sunday 5pm. Vote on favorite puzzle by Monday 5pm. This Assignment: 2 + 1 points Cumulative: 33 points
24 We 11/16	Case 2: Cambodia	Read Evan Gottesman, *Cambodia after the Khmer Rouge*. 271-315. Post your argument map by Thursday 5pm. This Assignment: 2 points Cumulative: 35 points
25 Fr 11/18	Case 2: Cambodia	Read Evan Gottesman, *Cambodia after the Khmer Rouge*. 316-350.
* We 11/23	Thanksgiving break	
* Fr 11/25	Columbus Day	
26 We 11/30	Review	Post questions on final exam on Piazza.
27 Fr 12/2	Exam	
28 We 12/7	Conclusion	

GE Rationale and Assessment Plan

Political Science 3225: Conflict and Development

Erin Lin
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Course Description and General Education Rationale

Why do some countries recover quickly from war while other countries remain poor and undeveloped in their post-war years? Is large-scale economic recovery more likely under democracy or under dictatorship? How do post-conflict countries establish political order, and why have some of them proven to be so much more durable than others? In what ways can we ease and reconcile ethnic tensions at the end of war? This course turns to political science in the hopes of developing the tools to understand the confusing path of political and economic development in post-war societies.

The ultimate purpose of this course is to provide students with an understanding of the current explanations of post-conflict development, and the background knowledge and tools with which to evaluate them. Each week, we will begin by finding interesting puzzles and political phenomena in the world around us. We will deconstruct complex social science theories into simpler causal, conditional, or correlative relationships. Then, we will engage in the empirical world, testing the validity of different arguments with cases and scientific reasoning. By the end of the course, students will be able to critically evaluate the qualitative and quantitative material that we encounter regularly in the public media.

We will develop these skills through a variety of activities that will occur both inside and outside the classroom. First, every other week, students will practice finding interesting puzzles in the world around them, by writing up a 300-word paragraph that asks a research question and motivates it with empirical and historical examples. The paragraphs will be posted on the course website. Students will provide comments, and vote on their favorite paragraph. Second, we will learn how to argument map, which is a way to break apart components of an argument in the style of a flow chart. At the beginning of the semester, we will practice in class and with partners. By the end of semester, students will be submitting individual argument maps for each reading. Third, as we move through the literature, we will learn about the (very common) problems that make research in the social sciences so difficult – reverse causality, selection bias, the "dogs that don't bark" – and learn how important it is to select the right cases to test theory well.

This course will fulfill two General Education (GE) course requirements. First, through its focus on the history, politics, and economies of conflict-zone countries around the world, including Syria, Rwanda, Germany, Russia, and Cambodia, the course introduces students to a wide range of institutions and societies, and thus satisfies the Diversity (Global Studies) General Education requirement.

Second, while the content will focus on countries that have had some recent experience with war, student learning will reflect a broader understanding of the tools that social scientists use to study politics, and how social science influences social policy. Thus, the course also fulfills the requirements for the Social Science (Human, Natural, and Economic Resources) General Education requirement.

GE in Diversity – Global Studies

Goals

Students will understand the pluralistic nature of institutions, society, and culture in the United States and across the word in order to become education, productive, and principled citizens.

Achieving Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside of the U.S.

    While the course is organized around broad themes that are central to shaping the political and economic development of post-conflict nations, many of the course readings and lectures draw on examples and illustrations from particular countries and regions. Thus, over the course of the semester, students will learn about the history, culture, and politics of many different pre-war and post-war states in both readings and in-class lectures and discussions. Every other week, students are asked to find interesting puzzles and political phenomena in the world around them, and write a short memo. For half of these assignments, they will be asked to look at the front-page of an international newspaper, and use the articles to prompt their writing assignment. Because these assignments will be posted on the class website, and students will be asked to read and comment on each other's work, all students will learn details about a large portion of post-conflict countries from their fellow students.

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

    A recurring theme in this course's study of post-conflict reconstruction is the interaction between conflict zones and the international community, from peacekeeping forces to contemporary foreign aid. These interconnections between politics around the globe will be explicitly highlighted in both the readings and lectures. Thus, students will be forced to reflect on their own role and responsibility as a global citizen in addressing both the problems and possibilities of development in post-conflict societies.

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. Every other week, students will submit a 300-word research memo that asks a research question and motivates it with empirical and historical examples. To help students focus their paragraphs, I will suggest that the research question focus one particular country or compare two countries. The prompt will typically be either an assigned reading of a particular post-conflict nation or the front-page of the newspaper. The paragraphs will be posted on the course website. Students will provide comments, and vote on their favorite paragraph. Students will be given a completion grade for the memo and the feedback, but the best memos will be recognized and reviewed in class. Because this assignment is intended to allow students to experiment with their ideas and to get immediate feedback on their writing, the goal will be considered met if at least 75% of the students submit 90% of the writing assignments. In addition, for the last class, I will ask students to compare their first memo they wrote in the first week of class to the last memo they submitted. If 75% of the students believe that their ability to identify puzzles in the world around them has improved, then the course will be deemed successful.

2. Both the midterm and the final exam will include factual knowledge about the political history of specific post-conflict countries, the implications of key political moments, and the causes of specific political events. This set of factual questions will constitute roughly 20% of the exam questions and 75% accuracy will be deemed successful.

3. Student feedback will be elicited on the last day of class by a teaching consultant from the University Center for Advancement of Teaching, concerning the key learning outcomes. Students will be asked directly about how much they feel they have learned about post-conflict societies, history, and culture as well as how their learning has influenced their own assessment of what it means to be a global citizen. 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 SEI, will be archived by the Department of Political Science.

GE in Social Science: Human, Natural, and Economic Resources

Goals

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Achieving expected learning outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and the distribution of human, natural, and economic resources and decisions and policies concerning such resources.

   Students will read primary scholarship from political science and related disciplines that utilize a variety of social science methods to understand the origins, persistence, and implications of resource allocation and endowments. These methods will be discussed explicitly for every assigned reading. The framework will focus on the following key steps in the social scientific process: theory generating, deriving observation implications from theory, creating falsifiable hypotheses, operationalizing concepts, deriving results, drawing conclusions from those results, and determining the scope of the conditions. By assigning research articles and chapters that use a variety of research methods, including ethnographic, archival, case comparative, experimental, and econometric, students will observe how different methods proceed through different stages of social science research.

2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

   One goal of the course is to provide students with an understanding of the current explanations of why some post-conflict communities recover from war more efficiently and more peacefully than others. To answer this question, we will examine the trade-offs that individuals make, for instance, farmers who choose whether or not to plant crops in a field with unexploded ordnance, risking their lives to feed their families. We will also examine the trade-offs that policy makers must make: for instance, how to distribute limited food and agricultural supplies in a fragile state with large demand.

   Because most of the theories of post-conflict reconstruction are designed to apply generally –i.e., they are not restricted by place and time – this course will be very broad in its empirical scope. In readings and lecture, we will examine how war impacts the livelihoods of people as disparate in time and space as radio listeners in Rwanda in the early 2000s, Cambodians living in Thai refugee camps in 1979, and French ordnance clearance teams today.

3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

This course will explore in detail one of the most pressing problems in post-conflict development today: how to distribute a finite amount of resources—from food, water, fertilizer, land, and aid—to post-war survivors, particularly in a way that is efficient and fair. This topic will be discussed in lectures and readings for multiple weeks, for instance, during our migration week, power-sharing week, ethnicity and prejudice week, and leftover ordnance week. We will approach this topic in a problem-oriented way, considering the interests and constraints of both state and non-state actors in addressing, and sometimes perpetuating, the problem of resource management.

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. Both the midterm and the final exam will include questions that require a student to summarize an argument presenting in a sample reading, identify the key components of the research design, and offer an assessment of the approach's strengths and weaknesses. Success in understanding how social science methodologies are used to address key questions of resource use and management will be met if more than three quarters of students are able to answer these questions.
2. Both the midterm and the final exam will include short answer questions that require students to comprehend and make sense of why post-conflict governments adopt certain policies and what factors they expect to have influenced those decisions. Three quarters success in explaining the incentives and constraints involved in policy provision will be deemed successful.
3. Student feedback will be elicited on the last day of class by a teaching consultant from the University center for Advancement of Teaching, concerning the key learning outcomes. Students will be asked directly about how much they feel they have learned about how individuals, groups, and societies use human, natural, and economic resources. The course will be deemed successful by this criteria if more than three quarters of the students feel that the three expected learning outcomes are 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 SEI, will be archived by the Department of Political Science.

For Global Studies, complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	Methods of Assessment *Direct methods are required. Additional Indirect methods are encouraged.*	Level of student achievement expected for the GE ELO. *(for example define percentage of students achieving a specified level on a scoring rubric)*	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
ELO 1 Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	(1) biweekly 300-word research memo, prompted from international newspaper articles (2) midterm and final exam will include factual knowledge about the political history of specific post-conflict countries, the implications of key political moments, and the causes of specific political events	(1) if at least 75% of the students submit 90% of the writing assignments. (2)This set of factual questions will constitute roughly 20% of the exam questions and 75% accuracy will be deemed successful.	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 SEI, will be archived by the Department of Political Science.
ELO 2 Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Student feedback will be elicited on the last day of class by a teaching consultant from the University Center for Advancement of Teaching	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.	

For Human, Natural, and Economic Resources, complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	Methods of Assessment *Direct methods are required. Additional Indirect methods are encouraged.*	Level of student achievement expected for the GE ELO. *(for example define percentage of students achieving a specified level on a scoring rubric)*	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
ELO 1 Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.	(1) Both the midterm and the final exam will include questions that require a student to summarize an argument presenting in a sample reading, identify the key components of the research design, and offer an assessment of the approach's strengths and weaknesses.	(1) Success in understanding how social science methodologies are used to address key questions of resource use and management will be met if more than three quarters of students are able to answer these questions.	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 SEI, will be archived by the Department of Political Science.
ELO 2 Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.	(1) Both the midterm and the final exam will include short answer questions that require students to comprehend and make sense of why post-conflict governments adopt certain policies and what factors they expect to have influenced those decisions.	(1) Three quarters success in explaining the incentives and constraints involved in policy provision will be deemed successful.	
ELO 3 Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.	(1) Student feedback will be elicited on the last day of class by a teaching consultant from the University center for Advancement of Teaching, concerning the key learning outcomes. Students will be asked directly about how much they feel they have learned about how individuals, groups, and societies use human, natural, and economic resources.	(1) The course will be deemed successful by this criteria if more than three quarters of the students feel that the three expected learning outcomes are met in their case.	

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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	√	√	√	√
3225	Post-Conflict Development	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	√	√	√

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					
POLITSC 3220: *Politics of the Developing World*	3	I	I	I	I
POLITSC 3225 Post-conflict Development	3		A	A	A
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					
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						
Course #	Course Title	Cr. Hrs.	Learning Goals			
			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

From:	Mughan, Anthony
To:	Smith, Charles William
Subject:	RE: Request for course concurrence
Date:	Wednesday, September 07, 2016 9:43:08 AM
Attachments:	image001.png

Charles,

International studies enthusiastically concurs with Erin's post-conflict development course. It'll be a fine addition to the IS curriculum as well.

Tony

Anthony Mughan

Professor, Political Science &

Director, International Studies

2140 Derby Hall

Ohio State University

Columbus, OH 43210

Phone: (614) 292-9657

Fax: (614) 688-3020

E-mail: mughan.1@osu.edu

From: Smith, Charles William
Sent: Friday, August 26, 2016 12:41 PM
To: Mughan, Anthony
Cc: Meltz, Richard
Subject: Request for course concurrence

Hi Tony,

Dr. Erin Lin has proposed a new course, POLITSC 3225 Post-conflict development. I have attached the syllabus for the course as well as the concurrence form.

If you could, please take a look at the syllabus and, if you would, send the completed concurrence form back to me.

Thank you!!!

Charles

THE OHIO STATE UNIVERSITY

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