

Term Information

Effective Term Autumn 2017
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Allow 1165 to be offered online and that the online (DL) version be limited to the Columbus campus.

What is the rationale for the proposed change(s)?

Provides students more flexibility when scheduling courses. All other 1000-level Political Science courses have online versions that are regularly offered by faculty at the main campus.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None. This is simply to get approval to teach an online version of an existing GE course.

No such version of the course has been taught at main campus.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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	1165
Course Title	Introduction to Politics
Transcript Abbreviation	Intro to Politics
Course Description	Introduction to politics and political science: power, democracy and authoritarianism, political participation, the state, political institutions, subfields of the discipline, and political research methodology.
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
Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	Yes
Admission Condition	Social Science

Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions Not open to students with credit for 165 or 165H.

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Organizations and Politics

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will understand the theories and methods of social scientific inquiry as they apply to the study of politics.
- Students will understand the formation and durability of political principles and their differences and similarities across contexts.
- Students will comprehend and assess the nature and values of politics and their importance in social problem solving and policy making.

[*Previous Value*](#)

Content Topic List

- Power and its use
- Governance
- Elections and electoral systems
- Representation and political elites
- Public opinion
- War and political violence
- Economics and politics

COURSE CHANGE REQUEST
1165 - Status: PENDING

Last Updated: Haddad,Deborah Moore
02/28/2017

Attachments

- POLITSC_1165_online_syllabus.pdf: syllabus
(Syllabus. Owner: Smith,Charles William)
- POLITSC_1165_ODEE_checklist.pdf: ODEE checklist
(Other Supporting Documentation. Owner: Smith,Charles William)
- POLITSC_1165_assessment_plan.pdf: GEC Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Charles William)

Comments

- Adding an online section of 1165 to fall term will not create any problem with term enrollment. *(by Smith,Charles William on 02/28/2017 12:42 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	02/28/2017 01:10 PM	Submitted for Approval
Approved	Herrmann,Richard Karl	02/28/2017 01:22 PM	Unit Approval
Approved	Haddad,Deborah Moore	02/28/2017 03:47 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	02/28/2017 03:47 PM	ASCCAO Approval

Introduction to Politics
Political Science 1165, Autumn 2017
Online Course

Professor Marcus Kurtz
Derby Hall 2049D
Office Hours: In person (time TBD)

kurtz.61@osu.edu
614.292.0952

Course Description

The study of politics is at its core about power – both in terms of what determines who will hold power, and in terms of how the application of power affects us. In concrete terms, this leads to a variety of different questions: What drives voting and elections? What are the dynamics of political party competition? How do authoritarian political systems function and how might they be democratized? What are the dynamics of violence and the violent seizure of power? With respect to the application of power, still more critical questions emerge: What are the foundations of racial or ethnic stratification systems? How do governments act to change (or exacerbate!) societal inequalities? What are the causes of war, or of peace?

In this course we will provide an introduction to basic questions like these that form the core of contemporary political science. Our concrete examples will span the globe – from dynamics of American politics and political institutions, to rich and poor countries abroad, to the interactions among states in the international system.

Course Requirements

The material covering each week's topic will come as a combination of assigned readings; powerpoint presentations with accompanying audio lecture material, a reading quiz, and, every other week, a participation/response activity. In addition, there will be three tests and a final essay. Grades will be calculated based on the following distribution of credit:

1. *Weekly quizzes* (10%). Each week you are expected to read the course material and listen to (and view) the lecture. The lectures will become available on Monday. For each week's readings and lectures, there will be a quiz. The quiz will become available at the same time as the lecture, and must be completed by 11:59pm of the relevant week. You can freely reference your notes or other materials when taking the quizzes, but they are timed and you will have only 1.5 minutes per question. The quizzes will range from 10 to 15 questions. Thus, it behooves you to read the material and listen to the lecture *before* taking the quizzes, and you are unlikely to have time to hunt down the answers while taking the quiz.
2. *Response/Participation* (10%). You are expected to participate in the online discussion board and response activities. To receive full credit for this you must make at least one global post the discussion board (and respond to two others) at least six times over the course of the class. Posts

and responses only count if they are made during the week (Sunday – Saturday) of the schedule week that they address.

3. *Tests* (20% each). There are three tests for this class. These will involve a combination of identification, short answer, and/or short essay questions. The exact dates will be included below, including the time frame during which it will be available for you to take. You will have a one-hour window in which to complete the exam during that time frame, and you are free to use your notes. Be aware, however, that you may not consult with anyone during the exam period, and that you should be well prepared before taking the tests, as you will have insufficient time to look up answers and complete the questions.
4. *Final essays* (20%). The final exam for this class is an open-book, open-note essay exam. The question or questions to answer will be provided to you on the last week of class, and your answers must be uploaded via Carmen by the end of the regularly scheduled final exam time for the class.

Please note that the syllabus will clearly identify the times (and time frames) during which particular assignments, quizzes, or exams may be retrieved and the answers provided. Special exceptions for technical problems will not be made. It is important that you do not wait until the last possible moment to upload your work, to avoid any potential technical problems affecting your grade.

Your grade on the weekly quizzes will be the average of all your scores, after dropping the lowest.

Grading Scale: All assignments, quizzes, etc. will be graded on a 100 point scale, using the OSU standard scheme.

Academic Honesty

All of the exams and assignments in this course are to reflect students' individual effort. As such, all written work that is submitted for evaluation must be entirely your own, completed without consultation with others whatsoever once a quiz, exam, or essay assignment access period has been initiated. The exception is that students are free to consult with the professor or teaching assistant (if applicable) at any time. *In addition, students are required to follow standard citation practices for quotations, ideas not their own, paraphrased material, or facts not of common knowledge.* If you do not know or understand these standards it is incumbent up on you to inquire for clarification; ignorance of what constitutes academic dishonesty is not 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 at <http://studentconduct.osu.edu>."

Course Materials

All readings will be made available via the Carmen course website.

Course Technology

Baseline technical skills required: Basic computer and web-browsing; navigating carmen; download and upload of files.

Technical equipment and software: Computer with current MAC (OS X) or PC (Windows 7 or better) with a high-speed internet connection; a current version of one of the supported web browsers; Microsoft Power Point (for Windows or Mac) or the free Power Point Reader from Microsoft. The computer should also be capable of playing MP3 audio files. You should also be able to read Adobe .pdf files (a free reader is available). Appropriate sources for technical support can be found at the following website: <https://ocio.osu.edu/help>.

Access to software. All software needed for this course can be obtained for free by virtue of one's status as an OSU student. Information and downloads can be found here: <https://ocio.osu.edu/software#downloads>. Please note that the Microsoft Power Point Reader is an external tool, and the relevant privacy policy can be found at: <https://privacy.microsoft.com/en-us/privacystatement>. For the associated accessibility policy, please visit: <https://support.office.com/en-us/article/Accessibility-support-for-PowerPoint-9d2b646d-0b79-4135-a570-b8c7ad33ac2f>.

Department Goals

BA in Political Science Department Goal 1: Students have basic knowledge across the four major substantive fields of political science: American Politics, Comparative Politics, International Relations and Political Theory.

BS in Political Science Department Goal 1: Students have basic knowledge, including a fundamental understanding of the theories and issues that guide the study of politics, across three of the four major substantive fields of Political Science: American Politics, Comparative Politics, International Relations and Political Theory.

BA in World Politics Department Goal 1: Students have basic knowledge, including a fundamental understanding of the theories, research methods, and substantive issues that guide the study of political institutions and processes around the world, in the areas of foreign policy and security, political institutions and processes, political economy and development, and international theory.

Course Goals/General Education

This is a "Social Science: Organizations and Polities" general education course. The goal is for "students to 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.”

Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

Departmental and Course/GE goals and expected learning outcomes will be achieved through lectures, discussions, assignments, and exams throughout the semester.

Accessibility Policies / 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: mslds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student Services

The university offers a wide variety of academic services for students. Further information can be found at <http://advising.osu.edu/welcome.shtml>. For an overview of all the services (including non-academic ones) available to students, please go to <http://ssc.osu.edu>.

Course Schedule and Readings

Week I. Introduction – Basic Concepts

Albert Hirschman. 1978. "Exit, Voice, and the State" *World Politics* Vol. 31:1, pp. 90-107.

Rod Hague, Martin Harrop, and John McCormick, *Political Science: A Comparative Introduction*, 8th edition. New York: Palgrave, pp. 1-36 (Chapters 1-2).

Part One: Politics in the United States

Week II. American Political Institutions.

Patrick H. O'Neil, Karl Fields, and Don Share. 2015. *Cases in Comparative Politics*, Fifth Edition. Ch3: United States, pp. 93-147; also Ch1. Introduction, pp. 3-34.

Week III. Political Economy and Inequality

Albert Hirschman, "Rival Interpretations of Market Society: Civilizing Destructive, or Feeble," *Journal of Economic Literature*, 20 (4) 1982, pp. 1463-84.

William Julius Wilson, "When Work Disappears," *Political Science Quarterly* 111 (4 1996-97), pp. 281-300

Timothy Noah, "Introducing the Great Divergence" *Slate*, September 3, 2010.

Emmanuel Saez, 2016. "Striking it Richer: The Evolution of Top Incomes in the United States" Unpublished Manuscript, University of California, Berkeley.

Week IV. Class, Racial, and Criminal Justice Politics in America

Douglas Massey, "America's Apartheid and the Urban Underclass," *Social Service Review*. December 1994, pp. 471-87.

Edna Bonacich, "Advanced Capitalism and Black/White Race Relations in the United States: A Split Labor Market Interpretation," *American Sociological Review* 41 (1) 1976, pp. 34-51.

Alice Goffman, "On the Run: Wanted Men in a Philadelphia Ghetto" *American Sociological Review*, 74 (June) 2009, pp. 339-357.

Tanette Johnson-Elie, "Study shows how deeply black men face discrimination in hiring," *Milwaukee Journal Sentinel*. October 8, 2003.

Robert Sampson and John Laub, "Crime and Deviance in the Life Course," *Annual Review of Sociology* 18 1992, pp. 63-84.

Week V. TEST ONE

Available 12:00AM EST Wednesday to 11:59PM EST Thursday.

Part Two: Politics around the World

Week VI. Democracy and Democratic Institutions

[re-read as a refresher] Patrick H. O’Neil, Karl Fields, and Don Share. 2015. *Cases in Comparative Politics*, Fifth Edition. Ch1. Introduction, pp. 3-34.

Mark Kesselman, Joel Krieger, and William A. Joseph. *Introduction to Comparative Politics*. Sixth Edition. Ch. 2. Britain, pp. 44-89.

Week VII. Authoritarianism and Democratic Transition.

Mark Kesselman, Joel Krieger, and William A. Joseph. *Introduction to Comparative Politics*. Sixth Edition. Ch. 11. South Africa, pp. 478-521.

Week VIII. The Challenge of Development

Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz. 2016. *World Politics: Interest, Interactions, Institutions*. Ch. 10. “Development: Causes of the Wealth and Poverty of Nations,” pp. 420-455.

Week IX. TEST TWO

Available 12:00AM EST Wednesday to 11:59PM EST Thursday.

Part Three. The International System

Week X. War, Civil Conflict, and their Causes.

Joshua S. Goldstein and Jon C. Pevehouse. 2011. *International Relations*. Fifth Edition. Boston: Longman. Ch. 4. “Conflict, War, and Terrorism,” pp. 109-163.

Week XI. Trade, Finance, and the Global Economy

Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz. 2016. *World Politics: Interest, Interactions, Institutions*. Ch. 7. “International Trade,” pp. 290-339. and parts of Ch. 8. “International Financial Relations,” pp. 349-365.

Week XII. Human Rights and the Environment

Bhagwati, Jagdish. 1995. "Trade Liberalisation and 'Fair Trade' Demands: Addressing the Environmental and Labour Standards Issues" *The World Economy* Vol. 18:6.

Michael Piore. 1997. "The Economics of the Sweatshop" in Andrew Ross, ed., *No Sweat* (London: Verso).

Week XIII. TEST THREE

Available 12:00AM EST Wednesday to 11:59PM EST Thursday.

New Challenges

Week XIV. Globalization and Its Antipodes

Richard W. Mansbach and Kirsten L. Taylor. *Introduction to Global Politics*. 2nd Edition. London: Routledge. Ch. 6. "Globalization: The New Frontier," pp. 172 – 204.

Week XV. Review and Questions for the future: An end to the *Pax Americana*?

[No New Readings].

Assessment Plan
 Political Science 1165: Introduction to Politics
 Marcus Kurtz

For Organizations and Politics, 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 <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<u>ELO 1</u> Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> (1) Pre-test and Post-test; (2) Weekly quiz scores </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto; text-align: center;"> 70% </div>	<div style="border: 1px solid black; padding: 5px;"> Pre/Post testing will assess the degree to which students are achieving the relevant ELO as a general matter over the course, while the aggregated, un-curved quiz scores will be used to identify topics, readings, or subjects of particular difficulty, which might warrant alternative readings, improved lectures, etc. </div>
<u>ELO 2</u> Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> (1) Pre-test and Post-test; (2) Weekly quiz scores </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto; text-align: center;"> 70% </div>	
<u>ELO 3</u> Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> (1) Pre-test and Post-test; (2) Weekly quiz scores </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto; text-align: center;"> 70% </div>	

Appendix: Expanded Detail.

ELO1 Example. For both the pre-test/post-test and the weekly quizzes, questions will be designed to get at both social science theory as well crucial aspects of underlying methodologies. This might take the form of a specific problem for them to solve, or a short-answer question. For example,

“Both first-past-the-post and proportional-representation electoral systems are mechanisms by which citizen’s votes are translated into the election of specific representatives in democratic political systems. Both have been criticized for producing deficits with respect to democratic representation, though not the same ones. For each system, please identify one major vulnerability to the equal representation of citizen’s interests.”

ELO2 Example. For both the pre-test/post-test and the weekly quizzes, questions will be designed to get at differences and similarities across political and social institutions. For example,

“Conditions of work vary widely across rich and poor nations. Name two (domestic or international) mechanisms that have helped to improve them.”

ELO3 Example. For both the pre-test/post-test and the weekly quizzes, questions will be designed to get at the role of organizations in their polities. For example,

“One very important way that citizens in a democracy can affect outcomes (other than through elections) is through interest group activity. Name any interest group in American Politics, and indicate two ways in which it might seek to influence policy outcomes.”

Justification for expected level of achievement. This course (as can be seen from the examples above) uses difficult quiz and examination questions. As a consequence, it is the rare student that, even after diligent effort can be expected to consistently master 100% of the material. A 70 percent mastery would indicate a student who has a grasp on most fundamental ideas and is capable of applying them independently.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Introduction to Politics (PoliSci 1165)

Instructor: Marcus Kurtz

Summary: 8 Week Online Course Offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in the following ways. <ul style="list-style-type: none"> • Weekly readings • Topic based bi-weekly discussion board posts • Online quizzes • Power Point lectures w/ audio
6.2 Course tools promote learner engagement and active learning.	✓			Students will use the following tools to engage with the course materials and instructor to promote active learning. <ul style="list-style-type: none"> • Carmen LMS • Microsoft Power Point • Power Point Reader
6.3 Technologies required in the course are readily obtainable.	✓			All technologies used for this course are readily obtainable through the Carmen LMS and/or Microsoft Office 365.
6.4 The course technologies are current.	✓			All technologies being used for this course are current and available as a download or through a standard web browser. <ul style="list-style-type: none"> • Carmen LMS • PowerPoint Reader • MS Office 365/Power Point
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			Links have been provided to the privacy policies for all external tools being used for this course.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Recommend that links be provided in the "Course Technology" section of the syllabus for the technical support offered for all tools being used in this course.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			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.	✓			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources	✓			c

can help learners succeed and how learners can obtain them.				
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			Links have been provided in the “Course Technology” section of the syllabus to the accessibility statements for all tools being used in this course.
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.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser or MS Office/Power Point.

Reviewer Information

- Date reviewed: 1/19/2017
- Reviewed by: Mike Kaylor

Notes:

^aThe 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 via email 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. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.