

Term Information

Effective Term Autumn 2021
Previous Value Summer 2012

Course Change Information

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

This is a request for approval of an online version of the International Studies 2800 Introduction to Peace Studies class (the in-class version was previously approved and the class is offered on a regular basis).

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

To provide students the option of taking an online version of the class.

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)?

No programmatic implications for existing International Studies majors and minors.

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 International Studies
Fiscal Unit/Academic Org UG International Studies Prog - D0709
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2800
Course Title Introduction to Peace Studies
Transcript Abbreviation Intro to Peace St
Course Description The meanings of peace and peacelessness in today's world, varied approaches to peace, contributions of many disciplines and professionals, and the significance of peoples' movements.
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 No
Off Campus Never

Campus of Offering Columbus, Marion

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 201.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

30.0501

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Organizations and Politics; 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

- Define basic concepts of peace studies, e.g., positive and negative peace, direct and indirect violence, the conflict life cycle, and peacekeeping, peacemaking, and peace building
- Describe the multiple theories that seek to explain why we choose to fight and wage war
- Compare and contrast many of the resources and skills available to curb the impact of violence and war and promote human dignity
- Apply the basic concepts, theories, and resources and skills learned during the course to case studies of the contemporary global environment
- Think creatively about how the tools presented during the course can help to build and sustain peaceful societies

Content Topic List

- Disturbing the Peace: Examining Violence and War
- Making Peace: Strategies for Negative Peace
- Making Peace: Strategies for Positive Peace
- Peace Forecast: Transformation and our Global Future

Sought Concurrence

No

COURSE CHANGE REQUEST
2800 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/12/2021

Attachments

- INTSTDS 2800 Syllabus, In-Person.docx: In-Person Syllabus
(Syllabus. Owner: Meltz, Richard Lee)
- INTSTDS 2800 Syllabus, Online.docx: Online Syllabus
(Syllabus. Owner: Meltz, Richard Lee)
- INTSTDS 2800 ASC technical review.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Meltz, Richard Lee)
- INTSTDS 2800 Gen Ed ELOs DL.docx: Gen Ed Soc Sci ELOs DL
(GEC Course Assessment Plan. Owner: Meltz, Richard Lee)
- INTSTDS 2800 Gen Ed Global Diversity ELOs 2.docx: Gen Ed Global Div ELOs DL
(GEC Course Assessment Plan. Owner: Meltz, Richard Lee)

Comments

- Corrections to DL syllabus from ASC Tech Checklist have been implemented. *(by Meltz, Richard Lee on 11/18/2020 05:37 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Meltz, Richard Lee | 11/18/2020 05:39 PM | Submitted for Approval |
| Approved | Kurtz, Marcus Jurgen | 12/07/2020 12:34 PM | Unit Approval |
| Approved | Haddad, Deborah Moore | 12/07/2020 12:39 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal | 12/07/2020 12:39 PM | ASCCAO Approval |

Introduction to Peace Studies

International Studies 2800

Time TBD Autumn Semester 2021

The Ohio State University Distance Learning

Instructor: Prof. Benjamin McKean
Email: mckean.41@osu.edu

Office: Derby Hall 2114
Office Hours: on Zoom Thursdays, 2pm to 4pm and by appointment

Teaching Assistant: TBD
Email: TBD

Office Hours: TBD

Writing Associate: TBD
Email: TBD

Office Hours: TBD

"If any man says he hates war more than I do, he better have a knife, that's all I have to say."

Jack Handey

Course Description

This course provides a comprehensive overview of the quest for peace. It traces major issues in the interdisciplinary field of peace studies and it introduces a variety of strategies to achieve peace. Drawing from political science, anthropology, history, philosophy, and other fields, students are encouraged to explore the numerous dimensions of violence and the prospects for peace in our world today. It is hoped that by gaining a deeper understanding of the global dialogue on the meaning of peace, students will be able to participate in creative thinking about how humankind might build societies based on non-violence, social, political, and economic well-being, social justice, and ecological balance.

Disabilities

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's **request process**, managed by Student Life Disability Services. 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Reality Check

OK, you've read the boiler plate language above about accessibility and mental health, but I want to assure you I take it seriously. There is still a global pandemic and these are difficult, stressful times. **If at any point in the semester you face challenges to completing your work, please just let me know and I will accommodate you. Your safety and wellbeing are more important than anything going on in class.** Please don't hesitate to let me know if there's anything I can do to support you in your studies given these challenging circumstances.

Questions and Communications

In addition to my office hours and the Q&A discussion board on Carmen, I welcome questions via email. This is a large online class so due to email volume, please allow 24 hours for a response on weekdays and longer over weekends. My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Materials

All course materials and readings will be available on Carmen.

How This Online Course Works

There are six areas of work for the course:

- 1) **Lectures** about the assigned readings will be uploaded to Carmen each week along with the lecture slides.
- 2) **Reading quizzes** about the assigned readings will be assigned regularly
- 3) **Discussion activities** will require you to engage and collaborate with your classmates in responding the course material.
- 4) **Three short writing assignments** of 500-750 words will ask you to respond to the course material with your own critical thinking.

- 5) A **midterm and final exam** will demonstrate your cumulative mastery of the course material. These exams will be open book and open notes. *All questions on the midterm and final exams will be drawn from study guides distributed in advance.*
- 6) **Live Zoom meetings** will take place on Tuesdays and Thursdays during our scheduled course meeting time (11:10am to 12:30pm). Tuesday meetings will generally be devoted to an outside speaker who is active in movements for peace and justice. Thursday meetings will be opportunities to discuss the readings and lectures. These meetings will be recorded for those unable to attend. While attendance at these Zoom meetings is not required, you will be responsible for engaging with material from those meetings on the midterm and final.

Your final grade will be based on participation in discussion activities (25% of your final grade), three short response papers (25%), reading quizzes (10%), a midterm (20%), and final exam (20%). The midterm will be available online during Week 8 of the semester and the final exam during the final exam period in December. You can anticipate large assignments like the writing assignments and midterm to be graded within two weeks of being completed.

Discussion Activities

Every week, you will be asked to complete one or two short activities engaging with the course material. Sometimes this will be something you can do on your own – for example, in Week 1, you will be asked to upload a short introductory video of yourself – but most weeks, it will require you to collaborate with a small group of your classmates to complete – for example, in Week 10, you will be asked to work together to come up with a strategic plan for a NGO. Carmen will assign those groups to you. These activities will all be graded as Complete or Incomplete. Everyone starts with 100 points for your discussion activities grade and will lose 4 points for each activity left incomplete.

Reading Guides

This is an interdisciplinary class and so we will be reading many different kinds of work, from political speeches to analytic philosophy to contemporary anthropology. To help you develop reading strategies for these different kinds of texts, I will post reading guides every week that will help you learn how to identify the important parts of each work. *You should read the assigned texts before we meet as a class to discuss them on Thursdays.*

Reading Quizzes

Short reading quizzes will be administered regularly. You will receive a zero for any quiz you miss, but we will drop the lowest quiz score you receive in calculating your final grade.

Response Papers

You will write 3 short response papers to be turned in online throughout the semester. The first two should be roughly 500 words long; I will post guiding questions that you can choose to respond to, but you are also welcome to respond to a question of your own devising. The best questions explicitly engage with some part of the reading by citing a particular passage or concept (along with relevant page numbers) and asking something specific about it. Your final response will be a news analysis that uses a reading from any point in the semester to analyze a news article of your choosing; this news analysis should be roughly 750 words.

Writing Associate

TBD will be serving as the Writing Associate for our course. An undergraduate trained in writing pedagogy by Ohio State's Center for the Study of Teaching and Writing, she will serve as a resource to you throughout the semester by helping you to strategize about how to approach an assignment, providing feedback on drafts before you submit your assignments, and helping you use our comments on your papers to improve your next assignment. You can reach her at TBD and give your email a subject heading like "IS2800 WA Question." Please reach out to her 2-3 days a due date if you are asking for help with a specific assignment. She will also have digital office hours on Zoom TBD; please email her in advance to schedule a specific meeting time.

Film Screenings

Through the semester, I will select some movies for streaming through OSU's Secured Media Library and you will be able to earn extra credit for the response paper portion of your final grade by writing an additional 500-word response papers linking the movies to our course work. As with the required response papers, I will offer prompts that you can respond to or you may make an original argument of your own.

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 at <http://studentlife.osu.edu/csc/>

Additional Remarks on Academic Misconduct

Writing assignments and exams will be checked with TurnItIn software to prevent plagiarism. While I encourage group studying in advance of tests, you are prohibited from collaborating during the midterm and final themselves. As you know, plagiarism and cheating are wrong and unfair to your fellow students. Moreover, it wastes your education. Cheating can lead to automatic failure of the course and will be referred to the University administration for additional sanctions. If you are confused or have questions, please don't hesitate to ask me or the teaching assistant; we're always happy to talk with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](http://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Zoom Guidelines

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

Preparation: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

Participation: At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera if you are comfortable doing so to help us connect with each other. Please feel free to use a non-distracting **virtual background**. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting. If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Recordings: I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class.

Technical Issues: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

Creating a Safe and Welcoming Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color,

disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

For more resources, see the Office of Diversity and Inclusion's Respectful Dialogue Toolkit at <https://odi.osu.edu/respectful-dialogue-toolkit>

Advising and Student Services

For an overview and contact information for the student academic services offered on the OSU main campus, see <http://advising.osu.edu/welcome.shtml>

For an overview and contact information for other student services offered on the OSU main campus, see <http://ssc.osu.edu>

Course Schedule (subject to change if necessary)

First Unit: Defining and Explaining Violence

Week 1, Week of August 24th

Required Readings Course Syllabus

David Cortright, *Peace: A History of Movements and Ideas* (2008), 1-14
Johan Galtung, "Violence, Peace, and Peace Research" *Journal of Peace Research* Vol. 6 No. 3 (1969), pages 167-174 and 183-186

Recommended Reading George Karandinos and Philippe Bourgois, "The Structural Violence of Hyperincarceration" *New England Journal of Medicine* Vol. 380, No. 3 (January 17, 2019), pages 205-208

Tues 8/25 No Zoom meeting, take syllabus quiz and complete discussion activities

Thurs 8/27 Zoom meeting to discuss readings

Week 2, Week of August 31

Required Readings Paul Farmer, "An Anthropology of Structural Violence," *Current Anthropology* Vol. 45 No. 3 (June 2004), pages 305-317 with response by Loic Wacquant, page 322
Johan Galtung, "Cultural Violence" *Journal of Peace Studies* Vol. 27 No. 3 (1990), pages 291-296

Kenneth Boulding, "National Images and International Systems" *The Journal of Conflict Resolution*, Vol. 3, No. 2 (June 1959), pages 120-131
Margaret Mead, "Warfare is Only an Invention, Not a Biological Necessity" *Asia* Vol. 40 (1940), pages 402-5

Tues 9/1 Zoom meeting with Terry Green, executive director of Think Make Live Youth

Thurs 9/3 Zoom meeting to discuss readings

Week 3, Week of September 7th

Required Readings Theodore Roosevelt, "The Strenuous Life" (1899)
William James, "The Moral Equivalent of War" (1906)

Tues 9/8 Zoom with Stacey Little, Columbus Freedom Fund

Thurs 9/10 Zoom meeting to discuss readings

Week 4, Week of September 14th

Mon 9/14 Optional Response Paper on *Inglorious Basterds* or *Darwin's Nightmare* due

Required Readings Michael Howard "The Causes of War," pages 37-43
Kenneth Waltz, "Why Iran Should Get the Bomb" *Foreign Affairs* Vol. 91 No 4. (July/August 2012), pages 2-5.
J. Ann Tickner, "Man, the State, and War: Gendered Perspectives on National Security" from *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, pages 27-35 and 54-66

Recommended Reading Thucydides, The Melian Conference, from *The History of the Peloponnesian War* Book V, paragraphs 84-116 (pages 350-7)

Tues 9/15 Zoom with Julia Allwein, Caden Burston, and Sam Granger from the #CPDoutofCCS campaign

Thurs 9/17 Zoom meeting to discuss readings

Second Unit: Just War Theory

Week 5, Week of September 21st

Mon 9/21 **First Response Paper Due**

- Required Readings Sermon on the Mount (Matthew 5-7)
National Conference of Catholic Bishops, “The Challenge of Peace” (1983), §§68-121
- Required Viewing Barack Obama, Nobel Acceptance Speech (2009) – “A Just and Lasting Peace”

Tues 9/22 Zoom with Byul Yoon, co-founder and executive director, Dissenters anti-militarism youth organization

Thurs 9/24 Zoom meeting to discuss readings

Week 6, Week of September 28th

- Required Readings Walzer, *Just and Unjust Wars*, excerpt from Chapter 4 (pages 51-63), Chapter 5 (pages 74-85), and Chapter 6 (pages 86-108)
The National Security Strategy of the United States (2002), Section V
Statement from the President Regarding Veto of S.J. Res. 68 (2020)

Tues 9/29 Zoom with Rory Fanning, former Army Ranger and author of *Worth Fighting For*

Thurs 10/1 Zoom meeting to discuss readings

Week 7, Week October 5th

- Required Readings Jean Bethke Elshtain, “Just War and the Iraq War,” pages 182-192, Richard B. Miller, excerpt from “Justifications of the Iraq War Examined” *Ethics & International Affairs* Vol. 22 No. 1 (Spring 2008), pages 43-56
Michael Abramowitz “Does the United States have a ‘responsibility to protect’ the Syrian people?” *Washington Post* September 6, 2013
Anthony F. Lang, Jr. “Syria: The Case for Punitive Intervention” *Carnegie Council for Ethics in International Affairs* August 30, 2013

Recommended Readings (if you need background on either conflict)

- “Iraq war inquiry: timeline of conflict” *The Guardian* July 6, 2016
Kerr report, “Intelligence and Analysis on Iraq: Issues for the Intelligence Community” July 29, 2004
“Syria: The Story of the Conflict” *BBC News* March 11, 2016
Asli U. Bâli and Aziz Rana “Remember Syria?” *Boston Review* July 18, 2018

Tues 10/6 Zoom meeting with Dr. Ben Schrader, author of *Fight to Live, Live to Fight: Veteran Activism After War*

Thurs 10/8 Zoom meeting as a class to discuss debate videos and review for the midterm

Week 8, Week of October 12th

Mon 10/12 Optional Response Paper on *Why We Fight* or *Paths of Glory* due

Tues 10/13 **Midterm Available**

Friday 10/17 **Midterm Due**

Third Unit: Positive Peace – Conceiving and Promoting Human Rights

Week 9, Week of October 19th

Required Readings Universal Declaration of Human Rights (1948)
Maurice Cranston, “Are There Any Human Rights?” *Daedalus* (1983), 1-17

Charles Beitz, “What Human Rights Mean,” *Daedalus* (2003), 36-46
Ben Hubbard, “Saudi Women Rise Up, Quietly, and Slide into the Driver’s Seat” *New York Times* October 26, 2013

Tues 10/20 Zoom meeting with Lonnie Barlow, Communications Specialist, People United for Sustainable Housing (PUSH) Buffalo

Thurs 10/22 Zoom meeting to discuss readings

Week 10, Week of October 26th

Required Readings Uma Narayan, “Minds of Their Own: Choices, Autonomy, Cultural Practices, and Other Women” in *A Mind of One’s Own*, pages 418-432
Convention on the Elimination of All Forms of Discrimination against Women (1979)

Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders*, 8-29
Clifford Bob, “Merchants of Morality” *Foreign Policy* #129 (March/April 2002), pages 36-45.

Tues 10/27 Zoom meeting with Shanté Wolfe, Field Director, Sunrise Movement

Thurs 10/29 Zoom meeting to discuss readings

Week 11, Week of November 2nd

Required Readings Peter Singer, “One Atmosphere” (2004), pages 181-191
Anne Schwenkenbecher “Is there an obligation to reduce one's individual carbon footprint?” *Critical Review of International Social and Political Philosophy* Volume 17, Issue 2 (2014), pages 168-188

Recommended Reading Garret Hardin, “The Tragedy of the Commons” *Science* Vol. 162 (1968), pages 1243-1248
Matto Mildenerger, “The Tragedy of *The Tragedy of the Commons*” *Scientific American* April 23, 2019
Stephen Seidel and Dale Keyes, “Can We Delay a Greenhouse Warming?” *Environmental Protection Agency Office of Policy and Resources Management* (September 1983)

Tues 11/3 Election Day – no Zoom

Thurs 11/5 Zoom meeting to discuss readings

Fourth Unit: Theories of Non-Violence

Week 12, Week of November 9th

Mon 11/9 **Second Response Paper Due**

Required Readings Thomas Pogge, “‘Assisting’ the Global Poor,” in *The Ethics of Assistance*, pages 260-88
Branden Eastwood, “The threads that tie your clothes to the world” *Seattle Times* September 21, 2013
Maria Stephan and Erica Chenoweth, “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict” *International Security* 35:1 (2008), pages 7-24

Recommended Readings Katie J. M. Baker, “Ethics and the Eye of the Beholder” *BuzzFeed News* May 20, 2016
George Black, “Your Clothes Were Made by a Bangladeshi Climate Refugee” *Mother Jones* July 30, 2013

Tues 11/10 Zoom meeting with Jessica Dampier, national organizer, United Students Against Sweatshops

Thurs 11/12 Zoom meeting to discuss readings

Week 13, Week of November 16th

Mon 11/16 Optional Response on *Black Gold, Life & Debt, Mardi Gras: Made in China, or True Cost* due

Required Readings Leo Tolstoy, “Letter on Non-Resistance to Ernest Howard Crosby” (1896), pages 73-83
M. K. Gandhi, *Hind Swaraj*, chapters 13-17 (pages 64-97) and Gandhi, “Ahimsa, or the Way of Nonviolence,” pages 205-212

Tues 11/17 Zoom with Lissy Romanow, executive director, Momentum Training Institute

Thurs 11/19 Zoom meeting to discuss readings

Week 14, Week of November 23rd

No readings or Zoom meetings – Thanksgiving week

Week 15, Week of November 30th

Required Readings Alabama Clergymen, “An Appeal for Law and Order and Common Sense” (1/16/1963) and “A Call to Unity” (4/12/1963)
Martin Luther King, Jr., “Letter from Birmingham Jail”

Listen Malcolm X, “The Ballot or the Bullet”
Martin Luther King, Jr., “A Time to Break Silence”

Tues 12/1 Zoom meeting to discuss readings

Thurs 12/3 Final Class Meeting and Review Discussion
Optional Response Paper on *Do the Right Thing* due
News Analysis Due

Week 16

Mon 12/7 Final Exam Available

Fri 12/11 Final Exam Due

Note: This course fulfills both the GEC-R and GE Social Science/Organizations and Politics & Diversity/Global Studies requirement.

Social Science

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.

Expected Learning Outcomes: Organizations and Politics

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
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 politics and their importance in social problem solving and policy making.

Students in International Studies 2800 will meet these goals through an interdisciplinary syllabus that introduces the methods of political science, philosophy, anthropology, and sociology. Students will compare understandings of peace and violence across ancient and modern cultures and read in their own words how political leaders have applied these concepts.

Diversity

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.

Expected Learning Outcomes: Global Studies

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

Students in International Studies 2800 will meet these goals through an interdisciplinary syllabus that uses the methods of political science, philosophy, anthropology, and sociology to consider the tension between global diversity and the demands of peace and justice. Non-US societies considered include Bangladesh, Haiti, India, Inuit, Iran, Saudi Arabia, and Syria.

Introduction to Peace Studies

International Studies 2800 (Class #19392)
TTh 11:10am-12:30pm Autumn Semester 2019
Pomerene Hall 260, The Ohio State University

Instructor: Prof. Benjamin McKean
Email: mckean.41@osu.edu

Office: Derby Hall 2114
Office Hours: Tuesdays, 2pm to 3pm and by
appointment

Teaching Assistant: Martin Armstrong
Email: armstrong.828@buckeyemail.osu.edu

Office Hours: Thursday, 9am-10am
Derby Hall 2081

*"If any man says he hates war more than I do, he better have a knife, that's all I have to say."
Jack Handey*

Course Description

This course provides a comprehensive overview of the quest for peace. It traces major issues in the interdisciplinary field of peace studies and it introduces a variety of strategies to achieve peace. Drawing from political science, anthropology, history, philosophy, and other fields, students are encouraged to explore the numerous dimensions of violence and the prospects for peace in our world today. It is hoped that by gaining a deeper understanding of the global dialogue on the meaning of peace, students will be able to participate in creative thinking about how humankind might build societies based on non-violence, social, political, and economic well-being, social justice, and ecological balance.

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Course Requirements

Your final grade will be based on a midterm (20%), a final exam (30%), participation in group activities in class (20%), a series of short response papers (20%), and reading quizzes (10%). The midterm is in class on October 8th and the final exam is at noon on December 9th. All questions on the midterm and final exams will be drawn from study guides distributed in advance.

Small Group Activities

Every week, we will break up into small groups of 2-8 people for discussions everyone participates in. During those times, I may distribute worksheets for your group to fill out, asking you to summarize those discussions and sign them with your names. Everyone starts with 100 points for class participation and loses 4 points for each activity missed.

Participation in Class Discussion

You are expected to attend every class and be an *active* participant in discussion. Being an active participant has several components. First, being prepared to participate means that you not only need to do the assigned reading, but also *bring your copy of the reading and your notes on it to each class*. Trying to read a pdf on your phone is no substitute for a copy that you can actually work with; we will be working with some of the readings closely, so you will need to be able to refer to them in class. Second, if a discussion about ideas is to be more than an exchange of monologues, it requires *being an attentive listener and treating your classmates and their contributions respectfully*. So: no Facebook, Twitter, texting, emailing, online shopping, etc (come on, you know better). These activities don't only distract you from the course; they also distract your neighbors. Moreover, because we will be discussing some contentious political topics, it is absolutely essential that you be respectful of your classmates. Finally, participating actively in class also means *contributing your own comments and questions to the discussion*, especially when we break into small groups. Don't be afraid to say something that might be wrong or that you're unsure about; what you say will likely advance the discussion. Some of you may understandably shy away from speaking up in front of the class as a whole, but I strongly encourage you to try it. Hearing from you will make class more enjoyable for everyone!

Reading Guides

You should read the assigned texts before we meet as a class to discuss them. This is an interdisciplinary class and so we will be reading many different kinds of work, from ancient history to contemporary anthropology. To help you develop reading strategies for these different kinds of texts, I will post reading guides every week that will help you learn how to identify the important parts of each work.

Reading Quizzes

Very short and straight-forward reading quizzes will be administered occasionally online and in class. *The first of these will be announced in advance, but subsequent quizzes may not be.* You will receive a zero for any quiz you miss, but we will drop the lowest quiz score you receive in calculating your final grade.

Response Papers

You will write 3 short response papers to be turned in online throughout the semester. The first two should be roughly 500 words long; I will post guiding questions that you can choose to respond to, but you are also welcome to respond to a question of your own devising. The best questions explicitly engage with some part of the reading by citing a particular passage or concept (along with relevant page numbers) and asking something specific about it. Your final response will be a news analysis that uses a reading from any point in the semester to analyze a news article of your choosing; this news analysis should be roughly 750 words. *I will distribute a grading rubric for these assignments before the first one is due.*

Film Screenings

Through the semester, I will select some movies for streaming through OSU's Secured Media Library and you will be able to earn extra credit for the response paper portion of your final grade by writing an additional 500-word response papers linking the movies to our course work. As with the required response papers, I will offer prompts that you can respond to or you may make an original argument of your own.

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 at <http://studentlife.osu.edu/csc/>

Additional Remarks on Academic Misconduct

Plagiarism and cheating are wrong and unfair to your fellow students. Moreover, it wastes your education. Cheating can lead to automatic failure of the course and will be referred to the University administration for additional sanctions. Even those of you who have no intention of plagiarizing will sometimes use Google, Wikipedia, and SparkNotes to do some preliminary reading before writing response papers. **Do not do this.** I know it seems like a shortcut, but it isn't. Drawing your understanding of the texts we read from such secondary sources leads to

thinking that is marred by poor use of the actual text and that does not engage fully with the particular questions asked. If you are confused or have questions, please don't hesitate to ask me or the teaching assistant; we're always happy to talk with you.

Course Schedule (subject to change if necessary)

Week 1 First Unit: Defining and Explaining Violence

Tues 8/20 Introductory Discussion

Thurs 8/22 David Cortright, *Peace: A History of Movements and Ideas* (2008), pages 1-14
Johan Galtung, "Violence, Peace, and Peace Research" *Journal of Peace Research* Vol. 6 No. 3 (1969), pages 167-174 and 183-186
Jack David Eller, "Structural Violence and the Ordinary Lives of the Poor in Brazil" from *Culture and Violence*, pages 142-7

Week 2

Tues 8/27 Paul Farmer, "An Anthropology of Structural Violence," *Current Anthropology* Vol. 45 No. 3 (June 2004), pages 305-317 with response by Loic Wacquant, page 322
Johan Galtung, "Cultural Violence" *Journal of Peace Studies* Vol. 27 No. 3 (1990), pages 291-296

Thurs 8/29 **No class** – professor attends American Political Science Association meeting

Week 3

Tues 9/3 Kenneth Boulding, "National Images and International Systems" *The Journal of Conflict Resolution*, Vol. 3, No. 2 (June 1959), pages 120-131
Margaret Mead, "Warfare is Only an Invention, Not a Biological Necessity" *Asia* Vol. 40 (1940), pages 402-5
First reading quiz due before class

Thurs 9/5 Theodore Roosevelt, "The Strenuous Life" (1899)
William James, "The Moral Equivalent of War" (1906)

Week 4

Mon 9/9 Optional Response Paper on *Inglourious Basterds* or *Darwin's Nightmare*

Tues 9/10 Thucydides, The Melian Conference, from *The History of the Peloponnesian War* Book V, paragraphs 84-116 (pages 350-7)
Michael Howard "The Causes of War," pages 37-43
Kenneth Waltz, "Why Iran Should Get the Bomb" *Foreign Affairs* Vol. 91 No 4. (July/August 2012)

Thurs 9/12 J. Ann Tickner, “Man, the State, and War: Gendered Perspectives on National Security” from *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, pages 27-66

Week 5 Second Unit: Just War Theory

Mon 9/16 **First Response Paper Due**

Tues 9/17 Michael Doyle, “Kant, Liberal Legacies, and Foreign Affairs” *Philosophy & Public Affairs* Vol. 12, No. 3 (Summer, 1983), pages 205-235

Thurs 9/19 Sermon on the Mount (Matthew 5-7)
National Conference of Catholic Bishops, “The Challenge of Peace” (1983), §§68-121
Barack Obama, Nobel Acceptance Speech (2009) – “A Just and Lasting Peace”

Week 6

Tues 9/24 Walzer, *Just and Unjust Wars*, excerpt from Chapter 4 (pages 51-63) and Chapter 5 (pages 74-85)

Thurs 9/26 Walzer: *Just and Unjust Wars*, Chapter 6 (pages 86-108)
The National Security Strategy of the United States (2002), Section V

Week 7

Tues 10/1 David Luban, “Just War and Human Rights” *Philosophy & Public Affairs*, Vol. 9, No. 2 (Winter, 1980), pp. 160-181
Excerpts from Walzer, “The Moral Standing of States” *Philosophy & Public Affairs*, Vol. 9, No. 3 (Spring, 1980), read Section II (pages 210-216) & Section IV (223-228)

Thurs 10/3 Jean Bethke Elshtain, “Just War and the Iraq War,” pages 182-192,
Richard B. Miller, excerpt from “Justifications of the Iraq War Examined” *Ethics & International Affairs* Vol. 22 No. 1 (Spring 2008), pages 43-56
Michael Abramowitz “Does the United States have a ‘responsibility to protect’ the Syrian people?” *Washington Post* September 6, 2013
Anthony F. Lang, Jr. “Syria: The Case for Punitive Intervention” *Carnegie Council for Ethics in International Affairs* August 30, 2013

Recommended if you need background on either conflict:

“Iraq war inquiry: timeline of conflict” *The Guardian* July 6, 2016

Kerr report, “Intelligence and Analysis on Iraq: Issues for the Intelligence Community” July 29, 2004

“Syria: The Story of the Conflict” *BBC News* March 11, 2016

Asli U. Bâli and Aziz Rana “Remember Syria?” *Boston Review* July 18, 2018

Week 8

Mon 10/7 Optional Response Paper on *Why We Fight* or *Paths of Glory*

Tues 10/8 **Midterm**

Thurs 10/10 **NO CLASS - FALL BREAK**

Week 9 Third Unit: Positive Peace – Conceiving and Promoting Human Rights

Tues 10/15 Universal Declaration of Human Rights (1948)
Maurice Cranston, “Are There Any Human Rights?,” *Daedalus* (1983), 1-17

Thurs 10/17 Charles Beitz, “What Human Rights Mean,” *Daedalus* (2003), 36-46
Ben Hubbard, “Saudi Women Rise Up, Quietly, and Slide into the Driver’s Seat”
October 26, 2013

Week 10

Tues 10/22 Uma Narayan, “Minds of Their Own: Choices, Autonomy, Cultural Practices, and Other Women” in *A Mind of One’s Own*, pages 418-432
Convention on the Elimination of All Forms of Discrimination against Women (1979)

Thurs 10/24 **No class** – professor attends Association for Political Theory conference

Week 11

Tues 10/29 Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders*, pages 8-29 and
Clifford Bob, “Merchants of Morality” *Foreign Policy* #129 (March/April 2002)

Thurs 10/31 excerpt from Peter Singer, “One Atmosphere” (2004), pages 181-191
Garret Hardin, “The Tragedy of the Commons” *Science* Vol. 162 (1968), pages
1243-1248

Recommended: Matto Mildemberger, “The Tragedy of *The Tragedy of the Commons*” *Scientific American* April 23, 2019
Stephen Seidel and Dale Keyes, “Can We Delay a Greenhouse Warming?”
Environmental Protection Agency Office of Policy and Resources Management
(September 1983)

Week 12

Mon 11/4 **Second Response Paper Due**

Tues 11/5 Anne Schwenkenbecher “Is there an obligation to reduce one's individual carbon footprint?” *Critical Review of International Social and Political Philosophy*
Volume 17, Issue 2 (2014), pages 168-188
Election Day

Thurs 11/7 Thomas Pogge, “‘Assisting’ the Global Poor,” in *The Ethics of Assistance*, pages 260-88
Branden Eastwood, “The threads that tie your clothes to the world” *Seattle Times* September 21, 2013

Recommended: Katie J. M. Baker, “Ethics and the Eye of the Beholder” *BuzzFeed News* May 20, 2016
George Black, “Your Clothes Were Made by a Bangladeshi Climate Refugee” *Mother Jones* July 30, 2013

Week 13 **Fourth Unit: Theories of Non-Violence**

Tues 11/12 Maria Stephan and Erica Chenoweth, “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict” *International Security* 35:1 (2008), pages 7-24
Leo Tolstoy, “Letter on Non-Resistance to Ernest Howard Crosby” (1896), pages 73-83

Optional Response on *Black Gold, Life & Debt, Mardi Gras: Made in China*, or *True Cost* due

Thurs 11/14 **No class** – professor attends International Political Science Association workshop

Week 14

Tues 11/19 M. K. Gandhi, *Hind Swaraj*, chapters 13-17 (pages 64-97) and Gandhi, “Ahimsa, or the Way of Nonviolence,” pages 205-212

Thurs 11/21 Alabama Clergymen, "An Appeal for Law and Order and Common Sense" and “A Call to Unity”
Martin Luther King, Jr., “Letter from Birmingham Jail”

Week 15

Tues 11/26 Malcolm X, “The Ballot or the Bullet”
Martin Luther King, Jr., “A Time to Break Silence”

Thurs 11/28 **No class – Thanksgiving**

Week 16

Tues 12/3 Final Class Meeting and Review Discussion
Optional Response Paper on *Do the Right Thing* due
News Analysis Due

Mon 12/9 Final Exam 2:00pm-3:45pm

Note: This course fulfills both the GEC-R and GE Social Science/Organizations and Politics & Diversity/Global Studies requirement.

Social Science

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.

Expected Learning Outcomes: Organizations and Politics

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
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 politics and their importance in social problem solving and policy making.

Students in International Studies 2800 will meet these goals through an interdisciplinary syllabus that introduces the methods of political science, philosophy, anthropology, and sociology. Students will compare understandings of peace and violence across ancient and modern cultures and read in their own words how political leaders have applied these concepts.

Diversity

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.

Expected Learning Outcomes: Global Studies

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

Students in International Studies 2800 will meet these goals through an interdisciplinary syllabus that uses the methods of political science, philosophy, anthropology, and sociology to consider the tension between global diversity and the demands of peace and justice. Non-US societies considered include Bangladesh, Haiti, India, Inuit, Iran, Saudi Arabia, and Syria.

Scoring Rubric to Report INTSTDS 2800 Introduction to
Peace Studies GE Social Science Results

| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
|---|--|---|---|--|
| (ELO1) Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics. | The final exam combines all three expected learning outcomes in a comprehensive assessment by spot-checking understanding of theoretical arguments, requiring them to explain key principles, and having them write an essay applying their knowledge to policy making | Short writing assignments require students to apply the methods they learn from the readings into new areas of inquiry | Regular, short reading quizzes test students understanding of the assigned readings and their approaches to social scientific inquiry | Assigned readings present a range of approaches to social scientific inquiry, drawing from political science, anthropology, and sociology, among other disciplines |
| (ELO2) Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts. | The final exam combines all three expected learning outcomes in a comprehensive assessment by spot-checking understanding of theoretical arguments, requiring them to explain key principles, and having them write an essay applying their knowledge to policy making | Weekly discussion post activities require students to compare political, economic, and social organizing principles across contexts and evaluate their durability and desirability | Regular, short reading quizzes test students understanding of political, economic, and social organizing principles as well as their similarities and differences across contexts | Assigned readings and lectures introduce political, economic, and social organizing principles across a range of contexts, including the US, Haiti, Bangladesh, Saudi Arabia, and Syria |
| (ELO3) Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making. | The final exam combines all three expected learning outcomes in a comprehensive assessment by spot-checking understanding of theoretical arguments, requiring them to explain key principles, and having them write an essay applying their knowledge to policy making | Weekly discussion post activities require students to evaluate the functioning of organizations like the international state system, the UN human rights regime, and transnational advocacy networks, to see if they are effective at solving problems and promoting their purported values | Students understanding of the nature and values of organizations and politics and their role in social problem solving are assessed through brief, regular reading quizzes | Students are introduced to the nature and values of organizations and politics and their role in social problem solving through assigned readings that consider the international state system, the UN human rights regime, transnational advocacy networks, and other forms of political organization |

Scoring Rubric to Report INTSTDS 2800 Introduction to
Peace Studies GE Global Diversity Results

| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
|--|--|--|--|---|
| <p>(ELO1)</p> <p>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.</p> | <p>The final exam for the course serves as a capstone by both testing their understanding of the political, economic, cultural, physical, social, and philosophical aspects of the world's peoples and asking them to write an essay applying that knowledge to their own actions and attitudes as a world citizen</p> | <p>Weekly discussion post activities require students to apply their understanding of the political, economic, cultural, physical, social, and philosophical aspects of many of the world's peoples by comparing these aspects across contexts or relating them to their own experiences</p> | <p>Regular, short reading quizzes test students understanding of the assigned readings and their presentation of the political, economic, cultural, physical, social, and philosophical aspects of many of the world's peoples</p> | <p>Assigned readings and lectures present the political, economic, cultural, physical, social, and philosophical aspects of many of the world's peoples, including the US, Haiti, Bangladesh, Saudi Arabia, Syria, and China</p> |
| <p>(ELO2)</p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p> | <p>The final exam for the course serves as a capstone by both testing their understanding of the political, economic, cultural, physical, social, and philosophical aspects of the world's peoples and asking them to write an essay applying that knowledge to their own actions and attitudes as a world citizen</p> | <p>Three short writing assignments throughout the semester require students to write more structured reflections on how diversity has shaped their experiences (eg, on how gender norms have shaped their own approaches to conflict)</p> | <p>Weekly discussion activities require students to write and talk about their own attitudes and values as global citizens in relation to diversity (eg, writing on whether Saudi Arabia's now-repealed ban on women driving violates human rights or simply reflected their local cultural norms)</p> | <p>Assigned readings provide students with information about national and international diversity while the accompanying reading guide provides questions to prompt self-reflection about their own attitudes in relation to that information</p> |
| | | | | |

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: International Studies 2800
Instructor: Benjamin McKean
Summary: Introduction to Peace Studies

| Standard - Course Technology | Yes | Yes with Revisions | No | Feedback/ Recomm. |
|---|-----|--------------------|----|---|
| 6.1 The tools used in the course support the learning objectives and competencies. | X | | | <ul style="list-style-type: none"> Office 365 Carmen OSU Secured Media Library |
| 6.2 Course tools promote learner engagement and active learning. | X | | | <ul style="list-style-type: none"> CarmenZoom Synchronous lectures Carmen Discussion Boards |
| 6.3 Technologies required in the course are readily obtainable. | X | | | All tools are available via OSU site license free of charge. |
| 6.4 The course technologies are current. | X | | | All are updated regularly. |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | X | | | No external tools are used. |
| 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. | X | | | Links to 8HELP are provided |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services. | X | | | 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. | | X | | Add statement b |
| 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. | | X | | Add statement c |
| Standard – Accessibility and Usability | | | | |
| 8.1 Course navigation facilitates ease of use. | X | | | 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. | X | | | No 3 rd party tools are used. |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | X | | | Instructions are provided to obtain materials in another format. |
| 8.4 The course design facilitates readability | X | | | |
| 8.5 Course multimedia facilitate ease of use. | X | | | 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 |

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Reviewer Information

- Date reviewed:11/12/20
- Reviewed by: Ian Anderson

Notes: Just add statements b&c and you can submit to the committee.

^aThe following statement about disability services (recommended 16 point font):
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; slds.osu.edu.

^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.