Term Information

Effective Term	Summer 2021

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	3245
Course Title	Radicalization, Deradicalization, Countering Violent Extremism
Transcript Abbreviation	Radical Deradical
Course Description	Students will gain in-depth knowledge about the multifaceted processes of radicalization and deradicalization and the various approaches to both that have been developed in countering violent extremism policies.
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	
Electronically Enforced	Yes

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

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

- Understand the different theories of the radicalization pathways and the merits and shortcomings of each approach.
- Recognize the different standards and expectations that deradicalization and disengagement approaches contain.
- Appreciate the complexity of countering violent extremism programs and recognize the political, social, and cultural features that enable and/or obstruct different CVE approaches.
- Consider and appreciate competing viewpoints for explanations of radicalization and proposed policy strategies from different organizational viewpoints (psychology, security, public health, policing, religious)
- Reflect on assumptions and cultural biases when appraising sensitive information, and recognize how assumptions and expectations would likely change in different contexts (political, national, cultural, etc.)

Content Topic List

- Defining radicalization and mapping the field
- Theories of radicalization
- Factors of radicalization
- Online radicalization
- Ideological radicalization
- Radicalized: When it becomes criminal
- Defining deradicalization (counter- and anti-) and mapping the field
- Disengagement vs. deradicalization (causes)
- Deradicalization tools
- Deradicalization actors
- Deradicalization programs
- Measurement and evaluation of deradicalization programs
- Countering Violent Extremism
- Social Reconciliation

Sought Concurrence Yes

Attachments

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

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

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

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

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

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

- POLITSC 3245 syllabus.pdf: Syllabus POLITSC 3245

  (Syllabus. Owner: Smith,Charles William)

- concurrence email International Studies PS 3245.pdf: International Studies concurrence

  (Concurrence. Owner: Smith,Charles William)

Comments

- Please see Panel feedback email sent 02-11-21 *(by Hilty,Michael on 02/11/2021 02:53 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	11/24/2020 11:54 AM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	12/11/2020 02:02 PM	Unit Approval
Approved	Haddad,Deborah Moore	12/11/2020 02:41 PM	College Approval
Revision Requested	Hilty,Michael	02/11/2021 02:53 PM	ASCCAO Approval
Submitted	Smith,Charles William	03/05/2021 09:42 AM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	03/05/2021 01:53 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/07/2021 11:56 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	03/07/2021 11:56 AM	ASCCAO Approval

Political Science 3245:
Radicalization, Deradicalization, Countering Violent Extremism
Tuesday and Thursday 12:45 to 2:05 PM
3 credit hours
Fall 2021

Instructor: Victoria Gurevich
Office: Derby Hall 3184
Office Hours:
- Tuesday, 12:30 p.m. to 2 p.m.
- By appointment (schedule via e-mail)

Email: gurevich.10@osu.edu

Course Description
Far from being eradicated, radicalization and violent extremist organizations seem to be gaining strength. ISIS has lost its territorial Caliphate but remains a significant ideological force with adherents worldwide. Having quietly operated at the fringe for so long, far-right movements have reemerged as powerful forces in mainstream politics internationally, calling for violence. This first section of this course aims to give the students a basic understanding of the causes conducive to radicalization, a complex psychological process that prompts individuals to take on violence – depending on their individual motivations – to attain political goals, to channel their individual or group frustration, to regain self-esteem and become a member of a tight-knit community, or to self-sacrifice in the name of a supposedly divine mission.

      The second section of the course focuses on the opposite processes of de-radicalization, counter-radicalization, and disengagement, that is, moving away from radical attitudes and behaviors and returning to peaceful life. Consideration of psychological theories and mechanisms will be complemented with practical considerations of how deradicalization programs have been developed and what they can ethically and legally hope to achieve. The third and final section of the course will look at the policy space of countering violent extremism (CVE) and learn about different government and civil society approaches to combatting radical appeals and making communities more resilient to radical appeals. Students will consider international case studies of a broad spectrum of non-violent approaches to CVE that local governments, civil society groups, and even individual people have developed

Course Goals
1. Students will gain in-depth knowledge about the multifaceted processes of radicalization and deradicalization and the various approaches to both that have been developed in countering violent extremism policies.

   Expected Learning Outcomes:
   - Understand the different theories of the radicalization pathways and the merits and shortcomings of each approach.

- Recognize the different standards and expectations that deradicalization and disengagement approaches contain.
- Appreciate the complexity of countering violent extremism programs and recognize the political, social, and cultural features that enable and/or obstruct different CVE approaches.

2. Students will improve their abilities to think critically about difficult and nuanced topics; specifically, students will engage with various and (at times) competing perspectives on sensitive political, humanitarian, and security issues and learn to analyze alternative arguments and consider their assumptions.

   Expected Learning Outcomes:
     - Be able to consider and appreciate competing viewpoints for explanations of radicalization and proposed policy strategies from different organizational viewpoints (psychology, security, public health, policing, religious)
     - Reflect on their own assumptions and cultural biases when appraising sensitive information, and recognize how assumptions and expectations would likely change in different contexts (political, national, cultural, etc.)

3. Students will improve their communication skills through writing, speaking, and conversation exercises and identify within themselves which means of communication they feel most effective with.

   Expected Learning Outcomes:
     - Identify the method(s) of communication with which they feel most effective.
     - Recognize their preferred work/study approach and consider how that can be applied to their future careers.

Required Materials
- All readings, podcasts, and videos will be available for free on Carmen

Class Structure
This course is highly interactive and will involve a mix of traditional lecturing, individual work, small group discussions, media analysis, simulation games, and class-wide reflections and deliberations. The course's success is contingent on your active engagement and curiosity; as such, **laptops and tablets are generally not allowed during class** (with the exception of research days). If you need a special accommodation, please see me.

Assessment and Grading
** The submission format for all written documents (reflection papers, final projects, extra credit) is **12 pt. Times New Roman with page numbers**.

Classroom Attendance, Preparation and Participation – 20%
The course is highly interactive and will include a mix of traditional lecture, individual work, small group discussions, content analysis, team-problem solving activities, and simulations/games. As such, classroom attendance is essential. Required readings will be assigned for each class period and should be completed before class such that students will be ready to engage with the information during the day's session. Participating in class discussion is evidence of preparation,

and "active participation" implies both spoken contributions and attentive listening. Participation will be evaluated based on in-class assignments, activities, and reflection prompts (i.e. minute papers). Participation will also be noted when students present in-class group work, take the lead in writing group responses, and ask questions. Participation credit will be dinged when students use unapproved technology in class (cellphones, tablets, laptops without permission), or when they are otherwise distracted (such as falling asleep in class).

Reactions– 20%
Students will write 3 short (1-2 pages double spaced) response/reaction papers for the course based on current events* that are not covered during class. The purpose of this assignment is for students to 1) apply what they learn in the classroom to the real world, 2) get in the habit of reading news with a critical lens, and 3) read articles that they may not agree with. In your response, make sure to use the concepts, theories, and/or empirics that we consider in class, and demonstrate that you have read, made observations, and then built something of your own in response. Your response paper should demonstrate your ability to engage critically and creatively, rather than simply composing a restatement or summary. **Reactions will be due the second week in the months of September, October and November**.

** A current event is defined liberally (within the past 6 months) and can be a news story, the release of a report (government or private sources), an academic article or anything else that introduces new information into the world. If a student is interested in responding to a source that is not listed here, please clear it with me first.

Exams – 30%
There will be 3 exams given throughout the semester. These are designed to assess whether or not you have adequately prepared for class, comprehend theoretical concepts and/or can apply the material to a current event. The exams will reflect learning that we have covered in class; the content of the exam will not relate to independent case studies (where student learning will be self-directed). In other words, these two forms of evaluation will not be dependent on one another. Exam questions will be in the form of short-answer (roughly 3-4 sentence) and essay questions (2 or 3 paragraphs). The exams are designed to be completed within 70 minutes; the exam will begin 10 minutes after the beginning of class. If you arrive late to class and we have already begun the test, you will be allowed to work on it with whatever time remains. See "Policies" for missing an exam.
Dates: September 29, October 29, November 24

Cumulative Project – 30%
The cumulative project will be a deep case study analysis of a country currently battling a violent extremist organization (see case study options below). The case studies will have three parts and will correspond to the three sections of the class—radicalization, de-radicalization, and countering violent extremism. After discussing and clarifying the details and expectations of the cumulative project during the first week of class, students will rank three case study options in order of preference; I will assign students to a case study during the second week of class. This is an individual project but students will be supported by a cluster of other students working on the same case study. The purpose of the 'clusters' is to have students be able to collaborate with other students who are researching the same questions that they are. Collaboration here means sharing resources and/or clarifying questions with one another. Collaboration is not necessary for a succesful grade on the project, but it is encouraged as you might find it helpful to connect with your peers who are studying the same phenomenon that you are. Class time has been set aside for cluster discussions but it is likely that meetings will take place outside of the class period, too. A set

of research guidelines will be given for each segment of the project. The first section will be worth 30 points, the second section 30 points, and the third section will be worth 40 points.

The cumulative project has two distinct aims: to have students apply their learning from the course to a specific case of interest, and to have students engage a skillset they feel speaks to their communicative strengths and possibly professional needs. Specifically, the options of format for the cumulative projects are intended to allow students to demonstrate their learning in a way that they feel most comfortable with or in a format that they want more practice with. There are three options for the format of the cumulative, final project. Students will express a format preference during the first week of class at the same time they select their case studies. Whichever format is selected, the same set of research guidelines will apply to each section of the project.

1. Traditional paper
   o Final 15-page paper (5 pages each of the three sections)
2. Presentation
   o 6 minute pre-recorded (i.e. video, submitted to me via email) presentation for sections one and two; 10 minute in-person presentation for section three
3. One-on-one 'defense'
   o Three, 20-minute discussions with me during office hours or another scheduled time
   o This presentation option is meant to create a dialogue around the student's research and give them a chance to present and defend their learning. Specifically, this option is meant to recreate how projects and concepts may be communicated in the workplace (i.e. not so formally as a presentation, but in a way that they have to teach their colleagues about an issue).

Cumulative project case study options: The case study options are of countries that are currently battling violent extremist groups. The options listed here are subject to revision based on instructor discretion.

Indonesia (Islamic State), Germany (Far right), France (Islamic State), Ukraine (Far right), USA (QAnon), Canada (Inceldom), Russian North Caucasus (Islamic State),

Due dates: Pt. 1 – October 1st; Pt. 2 – November 3rd; Pt. 3 – December 3rd

Grading Scale
This class will use the below grading scheme:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Coefficient	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0.	
Percentage	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-60	<59

Course Policies

Attendance
Attendance will be taken in each class and included in the overall grade. Tardiness is noted; if you are habitually late, it will impact your grade. Three unexcused class absence will be granted without consequence. This is a highly interactive course in which in-class films and small group

discussion/group work will be part of assessed content. Each absence after the allowance will impact the final grade, and if a student misses six classes or more they will not earn a grade higher than a D. I will also deduct points at the end of the term from this section if an individual is clearly not invested in the course. Not being invested in the course is notable by an individual regularly arriving late, regularly leaving early, or never participating.

Assignments (Reactions and Cumulative Projects)
All assignments will be submitted via Carmen AND a hard copy of each written assignment is due at the beginning of class . **I will not grade electronic documents** so even if you get a punctual timestamp on Carmen, you must still provide me with a hard copy to receive a grade**.** If you plan to miss class, a hard copy must be placed in my mailbox at Derby Hall PRIOR to the class.

Late and Missed work
Students who turn papers in late, without an approved excuse, will be penalized one-third-of-a-grade on that assignment. **I will only accept a cumulative project section 24 hours after its due date.** Reaction papers have a due week, and if they are not turned in by the final class session of that week will receive a score of 0. Tests and papers not completed will receive a failing grade.

Missing an Exam
If you must miss an exam during the semester, you must tell me no later than one week before the day of the originally scheduled exam. Exam retakes will be scheduled at a date and time that is within 7 days of the original exam date. I would strongly prefer to only hold one session for retesting so those who let me know earlier in the semester that they will be missing an exam will be able to schedule the makeup session to their convenience (so it is in your interest, if you must reschedule an exam to do so earlier rather than later). If multiple students have to reschedule an exam, they must work together to find a time that suits their schedule. If a single time slot cannot be reached, two retake times can be arranged, but no more than three. Students who ask to reschedule an exam within one week of the exam day or who miss the exam without prior notice must meet with me before rescheduling the exam. If I do not hear from you within 7 days of missing the original exam date, with the exception of extraordinary cases, you will receive a score of zero for the exam.

Academic Integrity and Honesty

Academic integrity is essential to maintaining an environment that fosters excellence in teaching and learning. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." The Ohio State University's *Code of Student Conduct* (Chapter 3335-23) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subverts the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct. Instructors are obligated by University Rules to report any suspicion of academic misconduct to the Committee on 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/**.

Disability Services

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**.**

PLEASE TAKE CARE OF YOURSELF! (Mental Health Statement)

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 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Sexual Misconduct

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 at titleix@osu.edu

Diversity Values

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.

<u>Tentative Course Schedule</u>

August 25	**Syllabus day**
	Course syllabus and expectations
Objectives:	Creating security by building relationship; finding commonalities and recognizing differences; effective listening; curiosity vs. judgment; role of perception
August 27	**Building a learning community**
Reading:	Excerpts from:
	Jonathon Haidt, *The Moral Mind*
	Stanley Fish, *There is No Such Thing as Free Speech*
	Terence Stone, *Why We Argue*
Objectives:	Exploring levels of tolerance and intolerance, recognizing and understanding why we get triggered; reflecting on the relationship between positionality, honesty, truth claims, political correctness, policing, silencing, and voice; reflexivity

Section 1　　　　　**Radicalization**

September 1	**Defining radicalization and mapping the field**
Reading:	Schmid, Alex P. "Radicalisation, de-radicalisation, counter-radicalisation: A conceptual discussion and literature review." ICCT Research Paper 97 (2013) (recommended reading)
	"Radicalization Puzzle." A video by Dr. Mohammed Hafez, Center for Homeland Defense and Security, Naval Postgraduate School (2015)
September 3	**Theories of radicalization**
Reading:	Neumann, Peter R. "The trouble with radicalization." *International Affairs* 89.4 (2013): 873-893.
	Kundnani, Arun. "Radicalisation: the journey of a concept." *Race & Class* 54.2 (2012): 3-25 (recommended reading)

September 8   **Factors of radicalization**
Reading:

McCauley, Clark, and Sophia Moskalenko. "Mechanisms of political radicalization: Pathways toward terrorism." *Terrorism and Political Violence* 20.3 (2008): 415-433

Horgan, John. "From profiles to pathways and roots to routes: Perspectives from psychology on radicalization into terrorism." *The ANNALS of the American Academy of Political and Social Science* 618.1 (2008): 80-94

September 10   **Conditions: Online radicalization**
Reading:

Pearson, E. (2016), The Case of Roshonara Choudhry: Implications for Theory on Online Radicalization, ISIS Women, and the Gendered Jihad. Policy & Internet, 8: 5-33.

Huey, L. and Witmer, E., 2016. #IS_Fangirl: Exploring a New Role for Women in Terrorism. *Journal of Terrorism Research*, 7(1), pp.1–10.

September 15   **Conditions: Ideological radicalization**
Reading:

Borum, Randy. "Radicalization into Violent Extremism I: A Review of Social Science Theories." Journal of Strategic Security 4, no. 4 (2012) : 7-36. DOI: http://dx.doi.org/10.5038/1944-0472.4.4.1

September 17   **Activity day: in class simulation**
Reading: Activity briefs

September 22   **Radicalized: When it becomes criminal**
Reading:

National Institute of Justice (2017) Radicalization and Violent Extremism: Lessons Learned From Canada, the U.K. and the U.S.

September 24   **Project day: meet with groups**
Reading: Review project materials

September 29   **Test Day**

Section 2   **Deradicalization**

October 1   **Defining deradicalization (counter- and anti-) and mapping the field**
Reading: Horgan, John. "Deradicalization or disengagement? A process in need of clarity and a counterterrorism initiative in need of evaluation." *Revista de Psicologia Social* 24.2 (2009): 291-298

Horgan, John. "Individual disengagement: A psychological analysis." *In: Leaving terrorism behind: Individual and collective disengagement,* ed. Tore Bjorgo, John Horgan, New York: Routledge (2009): 17-29

Cumulative Project Phase 1 Due

October 6   **Disengagement vs. deradicalization (causes)**

Reading:	Souleimanov, Emil, A. and Huseyn Aliyev. *The Individual Disengagement of Avengers, Nationalists, and Jihadists: Why Ex-militants Choose to Abandon Violence in the North Caucasus.* Basingstoke: Palgrave Macmillan, 2014: 9-43
	De Vries, Hugo, and Nikkie Wiegink. "Breaking up and going home? Contesting two assumptions in the demobilization and reintegration of former combatants." *International Peacekeeping* 18.1 (2011): 38-51
	Schulhofer-Wohl, Jonah, and Nicholas Sambanis. "Disarmament, demobilization, and reintegration programs: An assessment." *Folke Bernadotte Academy Research Report* (2010)

October 8   **Deradicalization tools**
Reading: Demant, Froukje, and Beatrice de Graaf. "How to counter radical narratives: Dutch deradicalization policy in the case of Moluccan and Islamic radicals." *Studies in Conflict & Terrorism* 33.5 (2010): 408-428

October 13   **Deradicalization actors**
Reading: Brown, Katherine E., and Tania Saeed. "Radicalization and counter-radicalization at British universities: Muslim encounters and alternatives." *Ethnic and Racial Studies* 38.11 (2015): 1952-1968. Available at Jinonice's T&F database

     Vidino, Lorenzo. "Countering radicalization in America." Washington, DC: *United States Institute of Peace*, Special Report 262 (2010)

October 15   **Activity day: in class simulation**
Reading: Activity briefs

October 20   **Deradicalization programs**
Reading: Horgan, John, and Kurt Braddock. "Rehabilitating the Terrorists?: Challenges in Assessing the Effectiveness of De-radicalization programs." *Terrorism and Political Violence* 22.2 (2010): 267-291

     Ferguson, Neil. "Disengaging from Terrorism: A Northern Irish Experience." *Journal for Deradicalization* 6 (2016): 1-23

October 22   **Measurement and evaluation of deradicalization programs**
Reading: START (2016) Surveying CVE Metrics in Prevention, Disengagement and Deradicalization Programs

     El-Said, Hamed (2015) New Approaches to Countering Terrorism: Designing and Evaluating Counter Radicalization and De-Radicalization Programs

October 27   **Project day: meet with groups**
Reading: Review case study materials

October 29   **Test Day**

Section 3   **Countering Violent Extremism**

November 3   **Defining CVE (and PVE)**
Reading: CSS Analyses in Security Policy (2015) Concept of CVE

                  GSDRC (20170 Countering Violent Extremism

                  Cumulative Project Phase 2 Due

November 5   **Community level CVE**
Reading: Health Approaches in Community-Level Strategies to Countering Violent
                  Extremism and Radicalization

                  Russian Analytical Digest (2020) Working with Families

November 10   **State level CVE**
Reading: Brennan Center for Justice(2019) Why CVE Program are Bad Policy

                  Creative Associates : CVE/PVE Project Descriptions

                  Price (2019) More Countries Have Programs to Counter Violent Extremism,
                  but will they work?

November 12   **Social Reconciliation**
Reading: New Tactics in Human Rights (2015) Reconciliation Post Conflict:
                  Approaches, Practices and Realities

                  Al-Hashimi (2029) ISIS in Iraq: The Challenge of Reintegrating 'ISIS' Families

November 17   **Activity day: Simulation**
Reading: Activity briefs

November 19   **Project day: Meet with groups**
Reading: Review case study materials

November 24   **Test Day**

December 1   **Presentations**
                  Cumulative Project Phase 3 Due

December 3   **Presentations and Reflection**
                  Thanks for a great semester!

*Finals Week: **Will be used to schedule any remaining presentations and/or project
                  defenses with me**

Required Readings
(Readings will be available on Carmen at the beginning of the semester; average of two readings per day)

Excerpts from:
Jonathon Haidt, *The Moral Mind*
Stanley Fish, *There is No Such Thing as Free Speech*
Terence Stone, *Why We Argue*

Schmid, Alex P. "Radicalisation, de-radicalisation, counter-radicalisation: A conceptual discussion and literature review." ICCT Research Paper 97 (2013)

"Radicalization Puzzle." A video by Dr. Mohammed Hafez, Center for Homeland Defense and Security, Naval Postgraduate School (2015)

Neumann, Peter R. "The trouble with radicalization." *International Affairs* 89.4 (2013): 873-893.

Kundnani, Arun. "Radicalisation: the journey of a concept." *Race & Class* 54.2 (2012): 3-25

McCauley, Clark, and Sophia Moskalenko. "Mechanisms of political radicalization: Pathways toward terrorism." *Terrorism and Political Violence* 20.3 (2008): 415-433

Horgan, John. "From profiles to pathways and roots to routes: Perspectives from psychology on radicalization into terrorism." *The ANNALS of the American Academy of Political and Social Science* 618.1 (2008): 80-94

Pearson, E. (2016), The Case of Roshonara Choudhry: Implications for Theory on Online Radicalization, ISIS Women, and the Gendered Jihad. Policy & Internet, 8: 5-33.

Huey, L. and Witmer, E., 2016. #IS_Fangirl: Exploring a New Role for Women in Terrorism. *Journal of Terrorism Research*, 7(1), pp.1–10.

Borum, Randy. "Radicalization into Violent Extremism I: A Review of Social Science Theories." Journal of Strategic Security 4, no. 4 (2012) : 7-36. DOI: http://dx.doi.org/10.5038/1944-0472.4.4.1

National Institute of Justice (2017) Radicalization and Violent Extremism: Lessons Learned From Canada, the U.K. and the U.S.

Horgan, John. "Deradicalization or disengagement? A process in need of clarity and a counterterrorism initiative in need of evaluation." Revista de Psicologia Social 24.2 (2009): 291-298

Horgan, John. "Individual disengagement: A psychological analysis." In: Leaving terrorism behind: Individual and collective disengagement, ed. Tore Bjorgo, John Horgan, New York: Routledge (2009): 17-29

Souleimanov, Emil, A. and Huseyn Aliyev. The Individual Disengagement of Avengers, Nationalists, and Jihadists: Why Ex-militants Choose to Abandon Violence in the North Caucasus. Basingstoke: Palgrave Macmillan, 2014: 9-43

De Vries, Hugo, and Nikkie Wiegink. "Breaking up and going home? Contesting two assumptions in the demobilization and reintegration of former combatants." International Peacekeeping 18.1 (2011): 38-51

Schulhofer-Wohl, Jonah, and Nicholas Sambanis. "Disarmament, demobilization, and reintegration programs: An assessment." Folke Bernadotte Academy Research Report (2010)

Demant, Froukje, and Beatrice de Graaf. "How to counter radical narratives: Dutch deradicalization policy in the case of Moluccan and Islamic radicals." Studies in Conflict & Terrorism 33.5 (2010): 408-428

Brown, Katherine E., and Tania Saeed. "Radicalization and counter-radicalization at British universities: Muslim encounters and alternatives." Ethnic and Racial Studies 38.11 (2015): 1952-1968.

Vidino, Lorenzo. "Countering radicalization in America." Washington, DC: *United States Institute of Peace*, Special Report 262 (2010)

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Ferguson, Neil. "Disengaging from Terrorism: A Northern Irish Experience." *Journal for Deradicalization* 6 (2016): 1-23

START (2016) Surveying CVE Metrics in Prevention, Disengagement and Deradicalization Programs

El-Said, Hamed (2015) New Approaches to Countering Terrorism: Designing and Evaluating Counter Radicalization and De-Radicalization Programs

CSS Analyses in Security Policy (2015) Concept of CVE

GSDRC (2017) Countering Violent Extremism

Health Approaches in Community-Level Strategies to Countering Violent Extremism and Radicalization

Russian Analytical Digest (2020) Working with Families

Brennan Center for Justice(2019) Why CVE Program are Bad Policy

Creative Associates : CVE/PVE Project Descriptions

Price (2019) More Countries Have Programs to Counter Violent Extremism, but will they work?

New Tactics in Human Rights (2015) Reconciliation Post Conflict: Approaches, Practices and Realities

Al-Hashimi (2029) ISIS in Iraq: The Challenge of Reintegrating 'ISIS' Families

RE: Concurrence request new Politsc 3245

Kurtz, Marcus <kurtz.61@polisci.osu.edu>
Fri 2/26/2021 3:39 PM

To: Smith, Charles William <smith.3280@polisci.osu.edu>

Dear Charles,
  I'm sorry for the tardy response: International Studies would be delighted to concur to this course proposal. It looks excellent! Per the form, you can use this email to document our concurrence.
Best,
Marcus.

From: Smith, Charles William <smith.3280@polisci.osu.edu>
Sent: Tuesday, February 16, 2021 4:31 PM
To: Kurtz, Marcus <kurtz.61@polisci.osu.edu>
Cc: Meltz, Richard <meltz.2@osu.edu>
Subject: Concurrence request new Politsc 3245

Dear Marcus,
Political Science is proposing a new undergraduate course titled Radicalization, Deradicalization, Countering Violent Extremism. The curriculum committee requested that we seek concurrence from International Studies. Attached is a copy of the syllabus and the concurrence form. Pleae let me know your thoughts on this course.

Best,
Charles

THE OHIO STATE UNIVERSITY

Charles Smith
Coordinating Advisor
Department of Political Science
2140B Derby Hall, 154 N. Oval Mall, Columbus, OH 43210
614-292-1484 Office & Voicemail
smith.3280@osu.edu osu.edu https://polisci.osu.edu/ https://preprofessional.osu.edu/prelaw

Member, Midwest Association of Pre-Law Advisors https://mapla.org/MAPLA_Home.html https://www.lsac.org/

To schedule an appointment, please visit https://buckeyes.campus.eab.com, email askascadvising@osu.edu or call 614-292-6961 (option 3) during business hours (M-F, 8AM – 5PM).

Curriculum Map: BA Political Science

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.

Learning Goals:

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 the students the confidence to assume progressively greater initiative and independence through their undergraduate years and beyond.

Level Index:

A = Basic
B = Higher-level Introductory
C = Broad-based Advanced
D = Focused Advanced

Overview of Program Learning Goals

Course Number	Course	Field	Credit Hours	Learning Goals 1	2	3	4
	Pre-Major Courses						
1100	Intro to American Politics	American Politics	3	x			x
1200	Intro to Comparative Politics	Comparative Politics	3	x			x
1300	Global Politics	International Relations	3	x			x
2150	Voters & Elections	American Politics	3	x	x		x
2300	American Foreign Policy	International Relations	3	x	x		x
2400	Intro to Political Theory	Political Theory	3	x	x		x
	Field Distribution			x	x	x	x
	Focus Area			x	x		x
	Course Levels						
	1000(A)			x			x
	2000(B)			x	x		x
	3000(B)			x	x	x	x
	4000(C)				x	x	x
	5000(D)				x	x	x

Program Learning Goals for All Undergraduate Courses

Course Number	Course	Field	Credit Hours	Learning Goals 1	2	3	4
	Level A						
1100	Intro to American Politics	American Politics	3	x			x
1105	American Political Controversies	American Politics	3	x			x
1165	Intro to Politics	American Politics	3	x			x
1200	Intro to Comparative Politics	Comparative Politics	3	x			x
1300	Global Politics	International Relations	3	x			x
	Level B						
2150	Voters & Elections	American Politics	3	x	x		x
2194	Group Studies	Variable	3	x	x		x
2300	American Foreign Policy	International Relations	3	x	x		x
2367	Contemp Issues in American Politics	American Politics	3	x	x		x
2400	Intro to Political Theory	Political Theory	3	x	x		x
2496	Study at a Domestic Institution	Variable		x	x		x

Code	Title	Subfield	Credits				
3001	Economy, Polity and Community (PPE CORE	Political Theory	3		x	x	x
3002	Tradition, Progress and Utopia (PPE Core 2)	Political Theory	3		x	x	x
3100	American Politics & Policy Making	American Politics	3	x	x	x	x
3115	Intro to the Policy Process	American Politics	3	x	x	x	x
3170	Political Psychology	American Politics	3	x	x	x	x
3191	Internship	American Politics	1		x	x	x
3220	Politics of the Developing World	Comparative Politics	3	x	x	x	x
3225	Post-Conflict Reconstruction	Comparative Politics	3	x	x	x	x
3240	Political Violence	Comparative Politics	3	x	x	x	x
3245	Radicalization, Deradicalization, Countering '	Comparative Politics	3		x	x	x
3290	Comparative Public Policy	Comparative Politics	3	x	x	x	x
3110(H)	Defense Policy & National Security	International Relations	3	x	x	x	x
3420	Political Theories of Democracy	Political Theory	3	x	x	x	x
3430	Political Theories of Freedom	Political Theory	3	x	x	x	x
3440	Political Theories of Justice	Political Theory	3	x	x	x	x
3450	Ethics and Public Policy	Political Theory	3	x	x	x	x
3460	Global Justice	Political Theory	3	x	x	x	x
3500	Political Games						
3549	Survey Research in Political Science	Political Theory		x	x	x	x
3596.01	Politics of Crime and Punishment	American Politics	3	x	x	x	x
3596.02(H)	Nationalism & Ethnicity	Comparative Politics	3	x	x	x	x
3780	Data Literacy & Data Visualization	Variable	3	x	x	x	x
3905	Political Manipulation	American Politics	3	x	x	x	x
3910	Identity Politics	International Relations	3	x	x	x	x
3912	Political Leadership	American Politics	3	x	x	x	x
Level C							
4110	The American Presidency	American Politics	3		x	x	x
4115	Bureaucracy & Public Policy	American Politics	3		x	x	x
4120	US Congress	American Politics	3		x	x	x
4123	Political Crisis & Reform	American Politics	3		x	x	x
4125	American State Politics	American Politics	3		x	x	x
4126	Ohio Politics	American Politics	3		x	x	x
4127	Governing Urban America	American Politics	3		x	x	x
4127H	Honors City Politics	American Politics	3		x	x	x

4130	Law & Politics	American Politics	3	x	x	x
4132H	Supreme Court Decision Making	American Politics	3	x	x	x
4135	American Constitutional Law	American Politics	3	x	x	x
4136	Civil Liberties	American Politics	3	x	x	x
4137	Politics of Legal Decision Making	American Politics	3	x	x	x
4138	Women & the Law	American Politics	3	x	x	x
4139 (E)	Gun Politics	American Politics	3	x	x	x
4140	Black Politics	American Politics	3	x	x	x
4143	Race, Ethnicity and American Politics	American Politics	3	x	x	x
4145	Asian American Politics	American Politics	3	x	x	x
4150	American Political Parties	American Politics	3	x	x	x
4152	Campaign Politics	American Politics	3	x	x	x
4160	Public Opinion	American Politics	3	x	x	x
4162	Religion & American Politics	American Politics	3	x	x	x
4164	Pol Participation & Voting Behavior	American Politics	3	x	x	x
4165	Mass Media & American Politics	American Politics	3	x	x	x
4170	Gender & Politics	American Politics	3	x	x	x
4175	Women, Government & Public Policy	American Politics	3	x	x	x
4190	Pol Decision Making & Public Policy	American Politics	3	x	x	x
4191	Internship	American Politics	3	x	x	x
4192	Policy Analysis	American Politics	3	x	x	x
4193	Individual Studies	American Politics	3	x	x	x
4200	Politics of Modern Democracies	Comparative Politics	3	x	x	x
4210	Politics of European Integration	Comparative Politics	3	x	x	x
4212	Dictatorship to Democracy	Comparative Politics	3	x	x	x
4214	Northern European Politics	Comparative Politics	3	x	x	x
4216	East European Politics	Comparative Politics	3	x	x	x
4218	Russian Politics	Comparative Politics	3	x	x	x
4219	European Political Development	Comparative Politics	3	x	x	x
4225H	Dem in Muslim Majority Countries	Comparative Politics	3	x	x	x
4230	Chinese Political System	Comparative Politics	3	x	x	x
4231	China: State & Society	Comparative Politics	3	x	x	x
4232	Contemporary Politics of South Asia	Comparative Politics	3	x	x	x
4235	Japanese Politics	Comparative Politics	3	x	x	x

4236	Southeast Asian Politics	Comparative Politics	3	x	x	x
4240	Latin American Politics	Comparative Politics	3	x	x	x
4241	Special Topics in Latin American Politics	Comparative Politics	3	x	x	x
4242	Incomplete Democracies	Comparative Politics	3	x	x	x
4245H	Democratic Erosion	Comparative Politics	3	x	x	x
4249	Domestic Politics of Intl Conflict	Comparative Politics	3	x	x	x
4250(H)	African Politics	Comparative Politics	3	x	x	x
4262	The New Religious Politics	Comparative Politics	3	x	x	x
4270	The Canadian Political System	Comparative Politics	3	x	x	x
4280	State & Economy	Comparative Politics	3	x	x	x
4282	Politics of Income Inequality	Comparative Politics	3	x	x	x
4285	Comparative Pol of the Welfare State	Comparative Politics	3	x	x	x
4300	Theories of International Relations	International Relations	3	x	x	x
4305	International Theory	International Relations	3	x	x	x
4310	Security Policy	International Relations	3	x	x	x
4315	International Security & Causes of War	International Relations	3	x	x	x
4318	Politics of International Terrorism	International Relations	3	x	x	x
4320	Strategies for War & Peace	International Relations	3	x	x	x
4326	Russian Foreign Policy	International Relations	3	x	x	x
4327	Politics in the Middle East	International Relations	3	x	x	x
4330	Global Governance	International Relations	3	x	x	x
4331	The United Nations System	International Relations	3	x	x	x
4332	Politics of Globalization	International Relations	3	x	x	x
4335	International Environmental Politics	International Relations	3	x	x	x
4380(H)	Pol Analysis of Intl Econ Relations	International Relations	3	x	x	x
4381	Contemp Intl Political Economy	International Relations	3	x	x	x
4385(E)	Quantitative Studies of International Conflict	International Relations	3	x	x	x
4420H	Debating Democracy	Political Theory	3	x	x	x
4450	Politics & Ethics	Political Theory	3	x	x	x
4455	Human Rights	Political Theory	3	x	x	x
4460	American Political Ideas	Political Theory	3	x	x	x
4465	Feminist Political Theory	Political Theory	3	x	x	x
4553	Game Theory for Political Scientists	Political Theory	3	x	x	x
4591	Seminar in Public Policy	American Politics	3	x	x	x

Number	Course Title	Subfield	Credits			
4597.01	International Cooperation & Conflict	International Relations	3	x	x	x
4597.02	Political Problems of Contemp World	Comparative Politics	3	x	x	x
4597.03	Gender & Democracy in Contemp World	Comparative Politics	3	x	x	x
4780	Thesis Research Colloquium	Variable	3	x	x	x
4781	Data Analysis in Political Science I	Variable	3	x	x	x
4782	Data Analysis in Political Science II	Variable	3	x	x	x
4784(E)	Complexity Science and the Study of Politics	Variable	3	x	x	x
4891	Topics in American Politics	American Politics	3	x	x	x
4892	Topics in Comparative Politics	Comparative Politics	3	x	x	x
4893	Topics in International Relations	International Relations	3	x	x	x
4894	Topics in Political Theory	Political Theory	3	x	x	x
4895	Topics in Public Policy	Public Policy	3	x	x	x
4910(H)	Business-Government Relations	American Politics	3	x	x	x
4920(H)	Politics in Film & Television	American Politics	3	x	x	x
4940	Politics of Immigration	Comparative Politics	3	x	x	x
Level D						
4998	Undergraduate Research	Variable		x	x	x
4999(H)	Thesis Research	Variable		x	x	x
5124	Urban Politics	American Politics		x	x	x
5140	Ethnic Politics in American Cities	American Politics		x	x	x
5411	Ancient & Medieval Political Thought	Political Theory	3	x	x	x
5412	Early Modern Political Thought	Political Theory	3	x	x	x
5413	19th Century Political Thought	Political Theory	3	x	x	x
5414	20th Century Political Thought	Political Theory	3	x	x	x

Curriculum Map: BA World Politics

Learning Goals:

1. Students have a fundamental understanding of the theories, research methods, and substantive issues that guide the study of political institutions and processes around the world at the national, cross-national and international levels.

2. Students have basic knowledge in the areas of foreign policy and security, political institutions and processes, political economy and development, and international theory.

3. Students have advanced knowledge of the scholarly literature in one of these areas.

4. Students have the analytic and critical thinking skills that are needed to rigorously evaluate competing arguments and to appraise value-based claims.

Key to Learning Goal Levels:

F = Foundational

I = Intermediate

A = Advanced

Prerequisite to the Major (1 Course)

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
1165	Intro to Politics	3	F	F		F
1200	Intro to Comparative Politics	3	F	F		F
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 Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
	Specialization: Foreign Policy & Security					
2300(H)	American Foreign Policy	3	I	I		I
3310(H)	Defense Policy and National Security	3	I	I	I	I
3596.01	Politics of Crime and Punishment	3	I	I	I	I
4135	American Constitutional Law	3		A	A	A
4249	Domestic Politics of International Conflict	3		A	A	A
4310	Security Policy	3		A	A	A

4315	International Security & Causes of 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 Foreign Policy	3		A	A	A
4330	Global Governance	3		A	A	A
4335	International Environmental Politics	3		A	A	A
4385(E)	Quantitative Studies of International Conflict	3		A	A	A
4597.01	International Cooperation & Conflict	3		A	A	A
4940	Politics of Immigration	3		A	A	A

Specialization: Political Institutions & Processes

3245	dicalization, Deradicalization, Countering Violent Extrem	3		A	A	A
4110	The American Presidency	3		A	A	A
4200	Politics of Modern Democracies	3		A	A	A
4210	Politics of European Integration	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
4242	Incomplete Democracies	3		A	A	A
4262	The New Religious Politics	3		A	A	A
4270	The Canadian Political System	3		A	A	A
4285	The Comparative Politics of the Welfare State	3		A	A	A
4331	The United Nations System	3		A	A	A

Specialization: Political Economy & Development

3220	Politics of the Developing World	3	I	I	I	I
3225	Post-conflict Reconstruction	3		A	A	A
3275	Politics of Sports	3		A	A	A

Code	Course	Credits				
3290	Comparative Public Policy	3		A	A	A
4210	Politics of European Integration	3		A	A	A
4216	East European Politics	3		A	A	A
4219	European Political Development	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
4236	Southeast Asian Politics	3		A	A	A
4240	Latin American Politics	3		A	A	A
4241	Special Topics in Latin American Politics	3		A	A	A
4242	Incomplete Democracies	3		A	A	A
4245H	Democratic Erosion	3		A	A	A
4250(H)	African Politics	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
4327	Politics in the Middle East	3		A	A	A
4380(H)	Political Analysis of International Economic Relations	3		A	A	A
4381	Comparative International Political Economy	3		A	A	A
4940	The Politics of Immigration	3		A	A	A
	Specialization: International Theory					
3420	Political Theories of Democracy	3	I	I	I	I
3430	Political Theories of Freedom	3	I	I	I	I
3460	Global Justice	3	I	I	I	I
3596.02(H)	Nationalism and Ethnicity	3	I	I	I	I
3910	Identity Politics	3	I	I	I	I
3912	Political Leadership	3	I	I	I	I
4300	Theories of International Relations	3		A	A	A
4305	International Theory	3		A	A	A
4330	Global Governance	3		A	A	A
4450H	Politics & Ethics	3		A	A	A
4455	Human Rights	3		A	A	A

Curriculum Map: BS Political Science

Learning Goals:

1. Students have a fundamental understanding of the theories, research methods, and substantive issues that guide the study of politics.

2. Students have a 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)

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
1100	Intro to American Politics	3	F		F	F
1200	Intro to Comparative Politics	3	F		F	F
1300	Global Politics	3	F		F	F
1165	Intro to Politics	3	F		F	F
2150	Voters & Elections	3	I		I	I
2300	American Foreign Policy	3	I		I	I
2400	Intro to Political Theory	3	I		I	I

Core (4 Courses)

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
3780	Data Visualization	3			I	I
4781(H)	Data Analysis in Political Science I	3			A	A
4782	Data Analysis in Political Science II	3			A	A
	AND one of the following courses:					
3549	Survey Research in Political Science	3			I	I
	OR					
4192	Policy Analysis	3			A	A

| | *OR* | | | | | |
| 4553 | Game Theory for Political Scientists | 3 | | | A | A |

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

Course Number	Course	Credit Hours	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	American Politics & Policy Making	3	I	I	I	I
3115	Intro to the Policy Process	3	I	I	I	I
2367(H)	Contemporary Issues American Politics	3	I		I	I
3170	Political Psychology	3	I		I	I
3310(H)	Foreign Policy and National Security	3	I		I	I
3596.01	Politics of Crime & Punishment	3	I		I	I
3905	Political Manipulation	3	I		I	I
3912	Political Leadership	3	I		I	I
4110	The 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	American 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(E)	Gun Politics	3		A	A	A
4140	Black Politics	3		A	A	A
4143	Race, Ethnicity and American Politics	3		A	A	A
4145	Asian American 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
4162	Religion & American Politics	3	A	A	A
4164	Political Participation & Voting Behavior	3	A	A	A
4165	Mass Media & American Politics	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
3225	Post-conflict Recontruction	3		A	A	A
3245	Radicalization, Deradicalization, Countering Violent Extremisı	3		A	A	A
3290	Comparative Public Policy	3		A	A	A
3596.02	Nationalism and Ethnicity	3		I	I	I
4200	Politics of Modern Democracies	3		A	A	A
4210	Politics of European Integration	3		A	A	A
4212	Dictatorship to Democracy	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 Politics	3		A	A	A
4242	Incomplete Democracies	3		A	A	A
4245	Democratic Erosion	3		A	A	A
4249	Domestic Politics of International Conflict	3		A	A	A
4250	African Politics	3		A	A	A
4262	The New Religious Politics	3		A	A	A
4270	The 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 the Contemporary World	3		A	A	A
4892(H)	Topics	3		A	A	A
4940	Politics of Immigration	3		A	A	A
International Relations						
2194.03	Group Studies	3	I		I	I
2300(H)	American Foreign Policy	3	I		I	I
3310(H)	Defense Policy and National Security	3	I	I	I	I
3910	Identity Politics	3	I	I	I	I
4300	Theories of International Relations	3		A	A	A
4305	International Theory	3		A	A	A
4310	Security Policy	3		A	A	A
4315	International Security & Causes of 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 Foreign Policy	3		A	A	A
4327	Politics in the Middle East	3		A	A	A
4330	Global Governance	3		A	A	A
4331	The United Nations System	3		A	A	A
4332	Politics of Globalization	3		A	A	A
4335	International Environmental Politics	3		A	A	A
4380(H)	Political Analysis of International Economic Relations	3		A	A	A

4381	Contemporary International Political Economy		3		A	A	A
4385(E)	Quantitative Studies of International Conflict		3		A	A	A
4597.01(H)	International Cooperation & Conflict		3		A	A	A
4893(H)	Topics		3		A	A	A
4784(E)	Complexity Science and the Study of Politics		3		A	A	A

Political Theory

2194.04	Group Studies		3	I		I	I
2400(H)	Intro Political Theory		3	I		I	I
3001	Economy, Polity and Community	(PPE Core 1)	3	I	I	I	I
3002	Tradition, Progress and Utopia	(PPE Core 2)	3	I	I	I	I
3420	Political Theories of Democracy		3	I	I	I	I
3430	Political Theories of Freedom		3	I	I	I	I
3440	Political Theories of Justice		3	I	I	I	I
3450	Ethics and Public Policy		3	I	I	I	I
3460	Global Justice		3	I	I	I	I
4420H	Debating Democracy		3		A	A	A
4450	Politics & Ethics		3		A	A	A
4455	Human Rights		3		A	A	A
4460	American Political 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 Medieval Pol Thought		3		A	A	A
5412	Life, Liberty & Property: Early Modern Pol Thought		3		A	A	A
5413	Democracy, Equality & Revolution: Modern Pol Thought		3		A	A	A
5414	Liberalism, Totalitarianism & Empire: Contemp Pol Thought		3		A	A	A