

## Term Information

Effective Term Autumn 2022

## 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 3147  
Course Title Intersectionality and Identity Politics  
Transcript Abbreviation Intersect ID Polit  
Course Description This course addresses American racial and gender politics based on relevant research. In particular, it focuses on research and theories centered on different facets of race, gender, and intersectionality in the United States.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 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, Lima, Mansfield, Marion, Newark, Wooster

## 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

Race, Ethnicity and Gender Diversity

## Course Details

### **Course goals or learning objectives/outcomes**

- Students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender shape perceptions, individual outcomes, and broader society, political, economic, and cultural systems.

### **Content Topic List**

- Why are we still discussing race and racial attitudes?
- Roots of Intersectionality
- African American Identity and its Intersections
- Latino Identity and its Intersections
- White Identity and its Intersections
- Other Group Identities and their Intersections
- Skin Color and Multiracial Identity
- Race and Social Interactions in the 21st Century
- Attitudes about Crime and Race
- Police and Policing
- Protests and Social Movements

### **Sought Concurrence**

Yes

## Attachments

- Yadon PS 4147 ge-foundations-submission 8-19-21.pdf: new GE foundations course  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- AFAMAST concurrence Yadon.pdf: AFAMAST concurrence  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- List of concurrence requests.pdf: List of concurrences  
*(List of Depts Concurrence Requested From. Owner: Smith, Charles William)*
- 4147 Concurrence\_Form AFAMAST.pdf: concurrence form AFAMAST  
*(Concurrence. Owner: Smith, Charles William)*
- 4147 Concurrence\_Form WGSST.pdf: concurrence form WGSST  
*(Concurrence. Owner: Smith, Charles William)*
- Curriculum Map BA Poli Sci.pdf: curriculum map BA Poli Sci  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- Curriculum Map BA World Politics.pdf: curriculum map BA World Pol  
*(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)*
- Yadon Response Memo to REGD Committee 5-12-22.pdf: Instructor response memo  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- Yadon PS3147 Syllabus Revision for ASCC REGD 5-12-22.pdf: PS 3147 Syllabus -- revised  
*(Syllabus. Owner: Smith, Charles William)*

## Comments

- Hi Charles, Could you please remove from this site all outdated documents? There are, for example, various versions of the syllabus. Ditto for old memos from the instructor. This site is not a site where the various versions of docs need to be kept. That would make the work of the reviewing panel very difficult (for them to figure out which ones are the most recent docs from the Dept of Political Science that they are supposed to look at). *(by Vankeerbergen, Bernadette Chantal on 05/31/2022 02:55 PM)*
- Please see Panel feedback email sent 05/02/22 RLS *(by Steele, Rachel Lea on 05/02/2022 10:22 PM)*
- needs revision *(by Caldeira, Gregory Anthony on 03/14/2022 03:56 PM)*
- Please see Panel feedback e-mail sent 02/24/22. *(by Cody, Emily Kathryn on 02/24/2022 04:11 AM)*

**COURSE REQUEST**  
3147 - Status: PENDING

Last Updated: Caldeira, Gregory Anthony  
05/31/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	08/27/2021 10:53 AM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	08/27/2021 01:31 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/03/2021 12:09 PM	College Approval
Submitted	Smith, Charles William	09/03/2021 12:15 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	09/03/2021 01:09 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/15/2021 11:39 AM	College Approval
Revision Requested	Cody, Emily Kathryn	10/01/2021 02:34 PM	ASCCAO Approval
Submitted	Smith, Charles William	02/01/2022 04:00 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	02/01/2022 10:18 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/08/2022 04:33 PM	College Approval
Revision Requested	Cody, Emily Kathryn	02/24/2022 04:11 AM	ASCCAO Approval
Submitted	Smith, Charles William	03/10/2022 09:20 AM	Submitted for Approval
Revision Requested	Caldeira, Gregory Anthony	03/14/2022 03:56 PM	Unit Approval
Submitted	Smith, Charles William	03/14/2022 04:00 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	03/14/2022 04:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/14/2022 04:07 PM	College Approval
Revision Requested	Steele, Rachel Lea	05/02/2022 10:22 PM	ASCCAO Approval
Submitted	Smith, Charles William	05/12/2022 10:21 AM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	05/12/2022 10:30 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/31/2022 02:56 PM	College Approval
Submitted	Smith, Charles William	05/31/2022 03:28 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	05/31/2022 03:44 PM	Unit Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	05/31/2022 03:44 PM	College Approval

Dear Race, Ethnicity, and Gender Diversity Panel of the ASC Curriculum Committee,

Thank you for the close review of my course and noting your concerns. Attached you will find a revised syllabus that incorporate your requests. Below, I detail some of these changes and directly respond to the committee's requests.

- 1. The Panel appreciates seeing a submission for the REGD category from the Department of Political Science and shares the department's desire to give students an opportunity to engage with REGD issues through a political science lens as a part of the GE**

Thank you for your enthusiasm about the course and recognition of the importance of race and politics in the present moment. I look forward to having the opportunity to teach under the REGD category.

- 2. The Panel acknowledges and values the inclusion of intersectionality in the course, including the TED talk by Crenshaw and the Cohen reading (though they note the absence of the Combahee River Collective that was mentioned in the GE proposal form on pg. 1,) but they request that the department include more readings that engage consistently with intersectionality throughout the course, especially after Weeks 4/5.**

This is an important point. First, I appreciate the committee for noting the absence of the Combahee River Collective statement (as well as writing by bell hooks), as this was an error that has now been corrected. Second, a central aspect of the course is the consistent engagement with intersectionality across weeks. In every week's readings, there are themes related to intersecting identities and corresponding discussions surrounding how these empirical pieces fit within the intersectional framework laid out in earlier weeks.

Here are some examples of cases where intersectionality is conceptually and/or empirically discussed in political contexts that will be primary focuses of discussion: Week 5's reading from Philpot and Walton explicitly centers support for Black female candidates by different race-gender subgroups; Week 6's Abrajano and Alvarez reading as well as Week 8's Junn and Masuoka article both deal with the intersections of ethnicity, immigration status, language, and more with respect to levels of political trust; several readings deal with the socioeconomic and political manifestations of diversity in appearance across racial groups (i.e., the lightness or darkness of one's skin tone), including works in Weeks 5, 7, 9, 10, and 13. Each of these pieces touches on different aspects of identity and intersecting identities, which leads to opportunities for rich discussion amongst students – both theoretically and in terms of real-world patterns/outcomes that may be similar or distinct across groups/contexts. I hope that this explanation provides some clarity into which discussions of identity and intersectionality never fade throughout the course, but instead that the foundational readings from Weeks 2-3 in particular are interwoven throughout all of the subsequent weeks relying on different contexts, applications, and (sets of) groups.

- 3. The Panel asks that the department reconsider the structure of the course calendar to better reflect the course's goals. They note that "siloeing" the topics by race and/or ethnicity (syllabus pg. 8-9, under Weeks 4-8) and labeling a group of widely disparate identities as "others" (syllabus pg. 9 under Week 8) leans toward a binary structure that seems to disconnect the first part of the course from later topics and the GE category.**

I appreciate the committee's concerns with respect to the organization and potential silo-ing of readings. I have updated some of this organization, but also want to clarify my organizational decisions. In my view, there are two ways this could be approached. First, the course topics could be discussed by shared patterns of

outcomes (e.g., candidate evaluations, levels of political trust, policing) with an intermingling of different groups and topics being discussed (as discussed further below, this is done in Weeks 8-12). A clear advantage to this is avoiding silo-ing by categorical groups. A downside is that, in my prior efforts of using this organizational strategy, students can struggle to see the broader patterns across groups if this is introduced too early. For example, this can be especially challenging given the different historical contexts and backgrounds of each group in the US which cannot be as thoroughly discussed in any given week since the readings span multiple groups.

The second approach, which I adopt during the middle of the course (Weeks 4-7), is that topics can be organized by categorical groups with an interweaving of different outcomes as to provide a consistent historical context (which is often referenced across multiple readings within the same week), broader discussion of topics, and a clearer set of takeaways for students regarding how different intersections of identities manifest. Importantly, for this second strategy to work effectively, there have to be call-backs across weeks not only to the foundational intersectionality readings, but comparing and contrasting patterns found within one categorical group vs. another group from a prior week. My experiences suggest that this strategy has been more effective for students because it allows them to engage across weeks, feel like they have a clearer grasp of nuanced backgrounds/histories associated with different groups, and pushes students to be consistently engaged with course material.

As the committee notes here, the second part of the course (beginning in Week 8) follows the first strategy and is more thematically focused than group focused. By this time, students have engaged with the nuanced history and details corresponding to different intersections of group identities and have a better foundational understanding of the political patterns emerging from them. This foundation laid between Weeks 4-8 then serves for richer discussions in Weeks 9-12, and allows room for useful tie-ins across weeks, groups, and contexts.

**4. The Panel asks that the syllabus demonstrate more clearly how and when students will engage in self-reflection and examinations of their own experiences. (GE ELO 2.1)**

The syllabus language has been updated to incorporate references to self-reflection occurring in the participation component of the course. Based on my prior experiences teaching race and politics courses, students are often prone to organically sharing their own reflections in either small-group or large-group settings in which we discuss readings. This comes about through their engagement with the course materials and reflections on how the readings fit (or do not fit) with their own personal worldviews and experiences. Additionally, as now explicitly noted, individual assignments are also regularly given at the end of class as a final way to earn participation credit. Here, too, students are prompted to self-reflect on their own experiences in relation to the course material and prior course discussion. I find that students enjoy this mixture of group- and individual-work, with the combination of the two allowing for space for students to share their reflections as publicly or privately as they feel comfortable.

**5. The Panel asks that the department include some self-reflexive material that engages with the political science discipline's traditional and historical treatment of REGD issues.**

I have added a reading from Taeku Lee to Week 1 that touches on this point. This complements several of the readings – e.g., McClain et al. in Week 1; Cohen in Week 4; Jones-Correa and Leal in Week 6; Lemi in Week 8; Nuamah in Week 11 – which speak to the discipline (and the academy's) focus or lack thereof on issues of race, especially in terms of understanding minoritized groups' political attitudes and behavior. These

conversations also frequently occur organically throughout the semester given student observations that seemingly “basic” questions related to political views among some groups are unanswered in the literature.

6. While they did appreciate the additional information provided on this topic, the Panel requests that the department strongly consider renumbering this course, as they feel that the course content is better suited to the 3000 level when compared to other offerings in the department and the university’s description of the course numbering system, which can be found in the Faculty Rules, section 3335-8-05, available here: <https://trustees.osu.edu/bylaws-and-rules/university-faculty-rules>. Additionally, the Panel observes that enrollments in a foundational GE course could be negatively affected by placing the course at such a high level, and that the course might attract a more diverse student population if it were offered at the 3000 level.

I appreciate the committee’s feedback on this and consequently we have adjusted the number to 3147 (formerly 4147).

7. The Panel asks that the name of the GE category, as well as all GE Goals and Expected Learning outcomes, be presented on the syllabus as written by the Office of Academic Affairs, including aligning the ELOs with specific goals (syllabus pg. 1-2 under “GE Foundation...”). The official title of the GE category as well as language for the GE Goals and ELOs can be found here: <https://oaa.osu.edu/ohio-state-ge-program>.

The language from the OAA website has now been updated on pages 1-2 of the syllabus.

8. The Panel asks that the department include a paragraph following the GE Goals and ELOs that explains how this course will meet those GE Goals and ELOS, as specified by the ASC Curriculum Committee. The Panel adds that including some of the excellent content from the GE submission form in this statement might better help students understand how this course is centered on REGD issues. More information on required elements for syllabi can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.

The syllabus has been updated to better reflect its connection with the GE Goals and ELOs. For example, this includes the course overview, discussion of course requirements, and explanation of the participation grade.

9. The Panel recommends that all courses seeking approval in the new GE Foundations: REGD category include a Land Acknowledgement. A sample Land Acknowledgement, information about the purpose of such a statement, and further action steps can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>.

Thank you for noting this. A land acknowledgement has been added to page 6 of the revised syllabus.

**Political Science 3147**  
**Intersectionality and Identity Politics**

Mondays and Wednesdays, 3:55pm - 5:15pm ET  
Room location TBD

**Professor:** Dr. Nicole Yadon

**Email:** [yadon.4@osu.edu](mailto:yadon.4@osu.edu)

**Office hours:** Wednesdays from 2-3:30pm; 2105 Derby Hall

**Teaching Assistant:** TBD

**TA Email:** TBD

### **Course Overview**

Issues of race and ethnicity have shaped American political history from the colonial era to the present. This course is designed to examine the continued significance of race and ethnicity in American society with a focus on identity, public opinion, and group dynamics. We will spend most of our course time examining how various identities and combinations of identities (namely race, gender, ethnicity, class, and/or nativity) are associated with sociopolitical experiences and attitudes. The course materials will introduce students to the foundational literature on identity and intersectionality (e.g., Crenshaw, Cohen, Combahee River Collective) as well as broader extensions and applications in more recent contexts and across groups. In subsequent weeks, we will build from these readings to examine sociopolitical manifestations of overlapping race, ethnicity, and gender for each of the largest ethnoracial groups in the United States. All activities and assignments center around better conceptualizing and understanding the diverse experiences of individuals both within and across groups.

This will introduce students to a variety of perspectives about diversity and heterogeneity in experiences, views, and outcomes across groups in society. The core course assignments require students to engage in reflecting on the social positions and representations of these varied groups, as well as how this relates to their own positionality and experiences. For example, this will be done through weekly quizzes and writing weekly article profiles that require students to not only summarize but also reflect on the readings each week, as well as our recurring discussions that provide a combination of venues (individual assignments, small group and large group work) for engagement with materials and tying back to lived experiences.

### **Learning Objectives & Course Requirements**

A primary goal of this course is for you to understand the state of American racial and gender politics based on relevant research. In particular, we will discuss research and theories centered on different facets of race, gender, and intersectionality in the United States.

Critical thinking is an important skill no matter your major or career goals. Accordingly, a goal for this course is for you to learn the skills necessary in order to evaluate (and potentially



conduct) social scientific research. In class, we will examine how scholars design research questions, decide on a method to answer their research question, go about data collection and analysis, and write-up their results.

The course has two primary requirements for all students: (1) Commitment to the course and (2) Respectful discussion. Serious and regular attendance, completing required readings, coming to class prepared, and contributing to a quality discussion are essential to a successful classroom experience. I encourage everyone to participate actively and thoughtfully in class. Come on time and well-prepared, but also ready to have an open and respectful dialogue. Different points of view will be shared and we should be respectful of one another, but also aware of our own biases and experiences that inform our opinions. Thus, opinions and interpretations of course material should always be supported with evidence from our texts or other scholarly sources. Please remember that we are here to discuss ideas, not people.

### **Race, Ethnicity, and Gender GE Foundations Goals & Learning Objectives**

#### Goals:

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity and gender, and possibly others, shape perceptions, individual outcomes and broader societal, political, economic and cultural systems.
2. Successful students will recognize and compare a range of lived experiences of race, gender and ethnicity.

#### Expected Learning Objectives:

Successful students are able to:

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender and ethnicity.
- 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs or behaviors.
- 2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

### **Course Requirements**

Your course grade will be based on the following components:

- 20% Participation
- 25% Weekly Quizzes
- 25% Weekly Article Profiles
- 30% Final Exam

\*\*\* NOTE: All assignments submitted will be automatically analyzed by a plagiarism-detection software (turnitin) via Canvas \*\*\*

**Participation (20%):** This course meets twice a week and your attendance and engagement is expected at both meetings. The first meeting of the week will primarily be a lecture-style format with opportunities for students to ask questions and clarifications. The second meeting of the week will resemble a seminar-style discussion and will often involve a combination of small group and large group work. Your preparation, thoughtful engagement, and self-reflection in our sessions is very important. Additionally, there will often be brief, individual assignments for students to complete at the end of discussion sections to allow for more serious reflection on the materials and conversations.

I have a broad definition of participation. This includes asking questions (via Zoom chat or by raising a hand), contributing to group projects/work, attentive listening, asking questions of one another (e.g., “what do you mean?”), explaining why you agree or disagree with another student’s comments, taking detailed notes, or otherwise engaging in and facilitating discussion. I expect students to do all the reading assigned each week, come to class prepared to discuss the material, and to contribute to the learning environment. Your comments can be organized around your Weekly Article Profiles (see below) as well as the comments of your classmates. Critical and insightful commentary is encouraged but given the subject matter of this class I expect all remarks to be civil and courteous, adhering to our mutually agreed upon classroom guidelines for discussion.

**Weekly Quizzes (25%):** To increase engagement with course materials and evaluate your understanding of course content, there will be weekly quizzes related to that week’s readings and discussion. These quizzes will be posted on our course’s Carmen page. Only your 10 highest quiz grades will be counted towards your final grade.

\*\*\* NOTE: All assignments submitted will be automatically analyzed by a plagiarism-detection software (turnitin) via Canvas. \*\*\*

**Weekly Article Profiles (25%):** In order to help facilitate discussion and engagement with the readings, you are required to complete a brief profile of each of the weekly reading assignments via Carmen. These article profiles should be approximately a half-page in length per article. You are required to complete one article profile per assigned reading (i.e., both scholarly texts and news coverage of scholarly research). You are required to submit article profiles for 8 of the 12 substantive weeks of our course. Each weekly profile should be completed via Carmen before class each Wednesday. The profiles must consist of the following 3 components:

1. A brief overview (1-2 sentences) of the study’s approach, methods, and findings in your own words. The main goal here is to get you to think about the big picture. I want you to think about how you would summarize and describe the reading assignment to a friend.
2. A bullet point or two addressing any unique findings or interesting aspects of the study. What did you like about the article or book chapter? Was there something

particularly innovative in the authors' approach to this research question? Were there any results that you found surprising?

3. A bullet point or two offering any questions or concerns about the study. What limitations did you see in the reading assignment? Was there a logical flaw in the authors' study or did the authors rely upon a flawed or deficient study design? Did the authors overlook something in their analyses? Did the study adequately measure what they claimed to measure?

Below is a sample article profile for your reference:

Bobo and Gilliam (1990)

- *This article examined the effects of Black empowerment (defined as living in a city with an African American mayor) on levels of political participation among Blacks and Whites. The authors matched survey data from the 1987 General Social Survey (GSS) with information about the race of the survey respondents' local mayor to test their theory.*
- *The authors appeared to find support for their expectation. Black people were more likely to indicate that they voted, and engaged in other forms of political participation, when they lived in "empowered" cities. Whites, on the other hand, were somewhat less likely to participate in such cities (i.e. cities with Black mayors).*
- *The authors claimed that the reason empowerment leads to these effects is that it encourages Black people to pay more attention to city politics and to be more trusting of local officials, which in turn leads to greater levels of participation.*
- *The findings were interesting since I wouldn't have expected that the race of the mayor would affect participation rates. On the other hand, many Black people seemed energized by the Obama campaign in 2008 and 2012 so maybe the same process also works at the local level.*
- *My biggest concern with this article is that there might be a "chicken or egg" problem. I wasn't sure if Black people were more likely to vote because their mayor was African American (as the authors claimed) or if they simply found that in cities where Black mayoral candidates win office, the minority community is already more inclined to participate.*

\*\*\* NOTE: All assignments submitted will be automatically analyzed by a plagiarism-detection software (turnitin) via Canvas. \*\*\*

**Final Exam (30%):** The final component of the course will be a final exam. This exam will review the concepts covered during the course, building from the weekly quizzes and article profiles you have completed along the way. I encourage you to share notes with your classmates and make time for group review sessions. Our final meeting of the semester will also serve as an optional exam review period where students will have the opportunity to ask clarifying questions related to course content.

**Grading Scale**

A	93-100%	B-	80-82.99	D+	67-69.99
A-	90-92.99	C+	77-79.99	D	60-66.99
B+	87-89.99	C	73-76.99	E	0-59.99
B	83-86.99	C-	70-72.99		

## **Email and Office Hours Policy**

You can reach out to the TA for the course with procedural questions about assignments or issues with Canvas. I am also available to answer questions via email or weekly office hours. Before emailing, please review the syllabus and our Carmen site to check if your question is already answered.

If your question is not answered in the syllabus or on Carmen and is a brief question or clarification, send an email beginning with the Subject Line “PS 3147: [concern/question]” to help signal it is a course-related question. Please also include a greeting and signature in your email. Responses to emails will typically be received within 24 hours on business days. Students are also expected to check their email accounts regularly, as I will be using email to provide announcements and updates about the course.

For questions that require more time than a short email, please sign up for a meeting during my virtual office hours (using the link on the first page of this syllabus). These office hours are an opportunity to discuss course requirements, course content, related research, or other related issues. They also serve as an opportunity for us to get to know each other outside of the classroom and I strongly encourage all students to attend office hours at least once during the semester.

## **Statement on Title IX**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **Commitment to a diverse and inclusive learning 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.

## **Your 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand). 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 Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

### **Accessibility accommodations for students with disabilities**

*Requesting accommodations:* 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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

*Accessibility of course technology:* This course requires use of CarmenCanvas (Ohio State's learning management system), CarmenZoom, and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

### **Academic Ethics and 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://oaa.osu.edu/coamresources.html>.

*\*\*\* NOTE: All assignments submitted will be automatically analyzed by a plagiarism-detection software (turnitin) via Canvas. \*\*\**

### **Land Acknowledgement**

The land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

## COURSE SCHEDULE AND READINGS

### Week 1: Introductions and Guidelines for Classroom Discussion (January 10 & 12)

NO CLASS Monday, January 17 (MLK Day)

### Week 2: What is Identity? How do we study it? (January 19)

1. Howard, Judith A. 2000. "Social Psychology of Identities." *Annual Review of Sociology* 26(1): 367-393.
2. McClain, Paula D., Jessica D. Johnson Carew, Eugene Walton Jr, and Candis S. Watts. 2009. "Group Membership, Group Identity, and Group Consciousness: Measures of Racial Identity in American Politics?." *Annual Review of Political Science* 12: 471-485.
3. Lee, Taeku. 2007. "From Shared Demographic Categories to Common Political Destinies: Immigration and the Link from Racial Identity to Group Politics." *Du Bois Review* 4(2): 433-56.

As a primer, you can read: "The History of Racism in America." *Smithsonian Magazine*. Available from: <https://www.smithsonianmag.com/history/158-resources-understanding-systemic-racism-america-180975029/>

1. "The black-white economic divide is as wide as it was in 1968." *Washington Post*. Available from: <https://www.washingtonpost.com/business/2020/06/04/economic-divide-black-households/>
2. "Racism's Hidden Toll." *The New York Times*. Available from: <https://www.nytimes.com/interactive/2020/08/11/opinion/us-coronavirus-black-mortality.html>
3. Runyan, Ann Sisson. 2018. "What Is Intersectionality and Why Is It Important?" *American Association of University Professors*. <https://www.aaup.org/article/what-intersectionality-and-why-it-important#.Xyi3Hvg2rVo>.

### **Week 3: The Roots of Intersectionality (January 24 & 26)**

1. Crenshaw, Kimberle. 2016. “[Ted Talk: The Urgency of Intersectionality.](#)”
2. Combahee River Collective Statement. Available from: <https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/>
3. hooks, bell. 2000. *Feminist Theory: From Margin to Center*. Pluto Press. Ch 1.

### **Week 4: African American Identity and its Intersections, Part 1 (January 31 & February 2)**

1. Cohen, Cathy. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. University of Chicago Press. Chapters 1, 2, and 7.

### **Week 5: African American Identity and its Intersections, Part 2 (February 7 & 9)**

1. Phoenix, Davin. 2020. “Anger Benefits Some Americans Much More Than Others.” *The New York Times*. Available from: <https://www.nytimes.com/2020/06/06/opinion/george-floyd-protests-anger.html>
2. Philpot, Tasha S, and Hanes Walton. 2007. “One of Our Own: Black Female Candidates and the Voters Who Support Them.” *American Journal of Political Science* 51(1): 49–62.
3. Monk, Ellis, Michael Esposito, and Hedwig Lee. 2021. “Beholding Inequality: Race, Gender, and Returns to Physical Attractiveness in the United States.” *American Journal of Sociology* 127(1): 194–241.

### **Week 6: Latino Identity and its Intersections (February 14 & 16)**

1. Jones-Correa, Michael, and David L. Leal. 1996. “Becoming ‘Hispanic’: Secondary Panethnic Identification among Latin American-Origin Populations in the United States.” *Hispanic Journal of Behavioral Sciences* 18(2): 214–54.
2. Abrajano, M. and M. Alvarez. 2010. “Assessing the Causes and Effects of Political Trust among U.S. Latinos.” *American Politics Research*, 38(1):110-141.

3. Cortez, David. 2020. "I asked Latinos why they joined immigration law enforcement. Now I'm urging them to leave." *USA Today*. Available from: <https://www.usatoday.com/story/opinion/voices/2019/07/03/latino-border-patrol-ice-agents-immigration-column/1619511001/>

### **Week 7: White Identity and its Intersections (February 21 & 23)**

1. Jardina, Ashley. 2020. "In-Group Love and Out-Group Hate: White Racial Attitudes in Contemporary U.S. Elections." *Political Behavior*.
2. Yadon, Nicole, and Mara Ostfeld. 2020. "Shades of Privilege: The Relationship Between Skin Color and Political Attitudes Among White Americans." *Political Behavior*.
3. Devos, Thierry, and Mahzarin R. Banaji. 2005. "American = White?" *Journal of Personality and Social Psychology* 88(3): 447-466.

### **NO CLASS, MONDAY FEB 28 (Study Break & Catch-Up Day)**

### **Week 8: Skin Color and Multiracial Identity (March 2)**

1. Davenport, Lauren. 2016. "Beyond Black and White: Biracial Attitudes in Contemporary U.S. Politics." *American Political Science Review* 110(1): 52-67.
2. Lemi, Danielle Casarez. 2020. "Do Voters Prefer Just Any Descriptive Representative? The Case of Multiracial Candidates." *Perspectives on Politics*.
3. Lemi, Danielle, and Nadia Brown. 2020. "The Political Implications of Colorism Are Gendered." *PS: Political Science & Politics*: 1-5.

### **Week 9: Race and Social Interactions in the 21<sup>st</sup> Century, Part 1 (March 7 & 9)**

1. Feliciano, Cynthia, and Belinda Robnett. 2014. "How External Racial Classifications Shape Latino Dating Choices." *Du Bois Review* 11(2): 295-328.
2. Hebl, Michelle R., Melissa J. Williams, Jane M. Sundermann, Harrison J. Kell, and Paul G. Davies. 2012. "Selectively Friending: Racial Stereotypicality and Social Rejection." *Journal of Experimental Social Psychology* 48: 1329-1335.



## **NO CLASS, SPRING BREAK (MARCH 14 & 16)**

### **Week 10: Race and Social Interactions in the 21<sup>st</sup> Century, Part 2 (March 21 & 23)**

1. Tsunokai, Glenn T., Allison R. McGrath, and Jillian K. Kavanagh. 2014. "Online Dating Preferences of Asian Americans." *Journal of Social and Personal Relationships* 31(6): 796-814.
2. Junn, Jane, and Natalie Masuoka. 2008. "Asian American Identity: Shared Racial Status and Political Context." *Perspectives on Politics*.
3. Lajevardi, Nazita, Kassra A. R. Oskooii, Hannah L. Walker, and Aubrey L. Westfall. 2019. "The Paradox Between Integration and Perceived Discrimination Among American Muslims." *Political Psychology*.

### **Week 11: Police and Policing (March 28 & 29)**

1. Gonzalez Van Cleve, Nicole, and Somil Trivedi. 2020. "Why Prosecutors Keep Letting Police Get Away With Murder." *Slate*. Available from: <https://slate.com/news-and-politics/2020/06/why-prosecutors-keep-letting-police-get-away-with-murder.html>
2. Stevenson, Bryan. 2012. "We need to talk about an injustice." Ted Talk. Available from: [https://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice](https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice)
3. Nuamah, Sally A. "In Columbus, Police Killed a Black Teenage Girl. That Fits a Rarely Discussed Pattern." *Washington Post*. <http://www.washingtonpost.com/politics/2021/04/22/columbus-police-killed-black-teenage-girl-that-fits-rarely-discussed-pattern/>

### **Week 12: Protests and Social Movements Part 1 (April 4 & 6)**

1. "Why Violent Protests Work: A conversation with author and University of Pennsylvania professor Daniel Q. Gillion about the history of protests in America and how they've inspired actual policy change." *GQ*. Available from: <https://www.gq.com/story/why-violent-protests-work>
2. "George Floyd's killing was just the spark. Here's what really made the protests explode." *Monkey Cage*. Available from:

<https://www.washingtonpost.com/politics/2020/06/11/george-floyds-killing-was-just-spark-heres-what-really-made-protests-explode/>

### **Week 13: Protests and Social Movements Part 2 (April 11 & 13)**

1. Gause, LaGina. 2020. "Black people have protested police killings for years. Here's why officials are finally responding." *The Monkey Cage*. Available from: <https://www.washingtonpost.com/politics/2020/06/12/black-people-have-proteted-police-killings-years-heres-why-officials-are-finally-responding/>
2. Perez, Efren. 2020. "People of color' are protesting. Here's what you need to know about this new identity." *Washington Post*. Available from: <https://www.washingtonpost.com/politics/2020/07/02/people-color-are-protesting-heres-what-you-need-know-about-this-new-identity/>

### **Week 14: Course Wrap-Up (April 18)**

**NO CLASS, WEDNESDAY APRIL 20 (Study Break & Catch-Up Day)**

**Week 15: OPTIONAL In-Class Exam Review (Mon April 25)** – There are no new readings for this session and attendance is optional. Our final class meeting is an opportunity for exam review. Please come prepared with any questions or concerns related to course concepts so that we can discuss as a class.

**Final Exam: Date TBD**

## OPPORTUNITIES FOR EXTRA CREDIT

### Option A (can be completed once):

There are a series of free 30 minute long videos related to research on a variety of topics available from [Sociology Experiment](#) and [available for free on YouTube](#).

Watch the corresponding YouTube video on (1) [Race and Ethnicity](#) or (2) [Political Sociology](#)

After watching your selected video, take some time to reflect on the concepts discussed in the video and how they connect with our course materials. Write a reflection essay that is 300-500 words discussing what video you watched, how it ties into the concepts/readings from our class, and how the combination of materials resonated with you or inspired new ideas/questions/thoughts. The submission of a thoughtful reflection essay will be worth a 1% boost to your final grade.

### Option B (can be completed once):

Attend a Mindfulness Training Workshop and write a 300-500 word reflection essay indicating what you gained from the workshop ([deadline to attend & submit: Mon April 25](#))

You may take *one* of the following mindfulness workshops at [the Counseling and Consultation Service \(Office of Student Life\)](#):

- Beating Anxiety Workshop
- The Art of Allowing: Letting go of Perfectionism
- Surviving College 101
- Building Mastery: Skills for Emotions, Relationships, and Life
- Food Exercise and Sleep Strategies for Mental Health
- Art Space: Creativity for the Body, Mind, and Soul

Along with your reflection essay, please also send documentation certifying your attendance in the virtual workshop when you upload the documents to Carmen. The submission of a thoughtful reflection essay (along with proof of workshop attendance) will be worth a 1% boost towards your final grade.

### Option C (can be completed once):

Attend an event certified and included in the Diversity, Intercultural and Community Engagement (DICE) Certificate Program or via the Social Justice Engagement (SJE) Workshop. Afterward, write a 300-500 word reflection essay indicating what you gained from the workshop ([deadline to attend & submit: Mon April 25](#))

- Details on program options and availability can be found [here](#).

Along with your reflection essay, please also send documentation certifying your attendance in the virtual workshop when you upload the documents to Carmen. The submission of a thoughtful reflection essay (along with proof of workshop attendance) will be worth an extra 1% boost towards your final grade.

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Issues of race and ethnicity have shaped American political history from the colonial era to the present. This course is designed to examine the continued significance of race and ethnicity in American society with a focus on identity, public opinion, and group dynamics. We will spend our course time examining how various identities and combinations of identities (namely race, gender, class, and/or nativity) are associated with sociopolitical experiences and attitudes. This provides a foundation for understanding the diverse experiences both within and across ethnoracial groups informed by a variety of sociodemographic factors. The course materials will introduce students to the foundational literature on identity and intersectionality (e.g., Crenshaw, Cohen, Combahee River Collective) as well as broader extensions and applications in more recent contexts and across groups. This will help to set students up for success in other future courses related to these topics in political science, sociology, and/or psychology.

Course Subject &amp; Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

We will spend our course time examining how various identities and combinations of identities are associated with sociopolitical experiences and attitudes. This will introduce students to a variety of perspectives about diversity and heterogeneity in experiences, views, and outcomes across groups in society. Each week we turn to different groups – African Americans, Latinos, Whites, Asian Americans, multiracial individuals, etc. – to lay a foundation for diversity in views and experiences within each group. The core course assignments require students to engage in reflecting on the social positions and representations of these varied groups. For example, this will be done through weekly quizzes and writing weekly article profiles that require students to not only summarize but also reflect on the readings each week. Further, the final exam requires a series of short-answer and essay-style responses requiring students to synthesize across the material presented each week throughout the semester into larger themes, topics, and understandings.

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A core component of the course is understanding power differentials and hierarchy within society. This includes historical discussions of these dynamics in the early weeks of the course (Weeks 1-3), and is carried through the remainder of the course in examining how combinations of race, ethnicity, gender, and/or class influence political and social outcomes (Weeks 4-13). Course discussions will require engagement and reflection on the development and persistence of these power differentials in society. Further, the weekly article profile assignments require students to reflect on the readings each week and encourages them to connect with other themes presented throughout the course.

Course Subject &amp; Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A central goal of this course entitled “Intersectionality and Identity Politics” is understanding the heterogeneous experiences associated with a combination of characteristics. In the earliest weeks, we read and discuss the foundational understandings of intersectionality from Crenshaw, Cohen, and Combahee River Collective. In subsequent weeks, we will build from these readings to examine sociopolitical manifestations of overlapping race, ethnicity, and gender for each of the largest ethnoracial groups in the United States. All activities and assignments center around better conceptualizing and understanding the diverse experiences of individuals both within and across groups. For example, this includes a combination of in-class discussions, weekly quizzes, weekly article profiles, and the final exam that will all focus nearly entirely on discussions of intersectionality across varying dimensions week over week.

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Throughout the readings in this course, and bolstered further through in-class discussions, students will engage with the ethics of research. The course begins by examining historical discussions of power dynamics, including the history of unethical research practices conducted on women and non-whites (Weeks 1-2). In subsequent weeks, we will discuss not only the substance of the research but also the ethical and social implications (and import) of conducting research on historically marginalized groups. Students will be required to reflect on this every week in their article profile assignments, where they can provide reflections on the week’s readings and both the social and ethical implications. In addition, a goal for this course is for students to learn the skills necessary in order to evaluate (and potentially conduct) social scientific research. This means that we will examine how scholars design research questions, the implications of these decisions, and the broader implications of their findings.

Course Subject &amp; Number: \_\_\_\_\_

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Two primary goals of this course are to encourage critical thinking and respectful discussion. Within the latter category, there is an expectation that students will regularly engage in discussion of course materials (as reflected in their course participation grade) and that this can involve meaningful self-reflection. Many of the readings invoke comparisons across groups (e.g., Davenport, Abrajano and Alvarez, Philpot and Walton), which can organically bring up feelings of comparison to one's own experiences compared to that of others in the classroom. The nature of the course material alone will provoke students to reflect on their own positionality and experiences, which may be quite similar or quite distinct from the topics about which we are reading. Of course, there will be a great deal of variation in these experiences and views across students in the same class. Students are welcome to draw from the course materials to engage in self-reflection through either in-class discussion or more privately via their weekly article profiles.

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Because the nature of this course is to focus squarely on intersectionality and identity, students will be consistently confronted with information that centers this learning outcome. That is, each reading speaks to different treatment, experiences, and/or outcomes in some realm as it relates to various characteristics and identities (e.g., race, gender, class). Some of these make cross-group comparisons (e.g., Lemi, Phoenix), while others make intra-group comparisons (e.g., Cortez, Jones-Correa and Leal). Students will leave the course with a clearer understanding of the diverse nature of all groups, particularly those they may not be a part of and may have less awareness of based on first-hand exposure. The weekly quizzes and weekly article profiles will force students to engage with the course material and test their understanding of how these diverse backgrounds are associated with various sociopolitical outcomes or perceptions. The in-class discussions will also encourage students to think deeply and reflect on these topics even further.

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Student will exit this course having a sense that diversity in experiences occurs based on a number of factors, both within their own groups as well as for members of other groups. We will spend every week throughout the semester focused on the intersections of different groups and how this influences views, treatment, and/or outcomes. The weekly quizzes and weekly article profiles will force students to engage with the course material and confirm their understanding of how diverse backgrounds are associated with various outcomes. Further, our in-class discussions and activities will also encourage students to think deeply and reflect on these topics in meaningful ways.

**GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.



**From:** [Beckham, Jerrell](#)  
**To:** [Smith, Charles William](#)  
**Cc:** [Adeeko, Adeleke](#)  
**Subject:** RE: seeking course concurrences  
**Date:** Wednesday, January 26, 2022 11:25:03 AM  
**Attachments:** [image001.png](#)

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Hello Charles,

The Department of African American and African Studies supports your concurrence request. Our Chair, Dr. Adélékè Adéèkó, said, "The classes look well done."  
If you need anything else from AAAS please let us know.

Jerrell

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**From:** Smith, Charles William <[smith.3280@polisci.osu.edu](mailto:smith.3280@polisci.osu.edu)>  
**Sent:** Tuesday, January 25, 2022 2:05 PM  
**To:** Beckham, Jerrell <[beckham.4@osu.edu](mailto:beckham.4@osu.edu)>  
**Subject:** RE: seeking course concurrences

Hi Jarrell,  
Any update on the concurrence requests?

Best,  
Charles



THE OHIO STATE UNIVERSITY

**Charles Smith**

Coordinating Advisor

**Department of Political Science**

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Member, Midwest Association of Pre-Law Advisors [https://mapla.org/MAPLA\\_Home.html](https://mapla.org/MAPLA_Home.html) <https://www.lsac.org/>

To schedule an appointment go to <https://buckeyes.campus.eab.com> or call 614-292-6961 or send an email to [askascadvising@osu.edu](mailto:askascadvising@osu.edu)

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**From:** Beckham, Jerrell <[beckham.4@osu.edu](mailto:beckham.4@osu.edu)>  
**Sent:** Thursday, December 30, 2021 10:47 AM  
**To:** Smith, Charles William <[smith.3280@polisci.osu.edu](mailto:smith.3280@polisci.osu.edu)>  
**Subject:** RE: seeking course concurrences

Hello Charles,

I am waiting on at least one more faculty member to weigh in on the concurrences. I apologize for the delay.

Jerrell

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**From:** Smith, Charles William <[smith.3280@polisci.osu.edu](mailto:smith.3280@polisci.osu.edu)>  
**Sent:** Wednesday, December 15, 2021 10:14 AM  
**To:** Beckham, Jerrell <[beckham.4@osu.edu](mailto:beckham.4@osu.edu)>  
**Subject:** seeking course concurrences

Hello Jerrell,

I hope that you are doing well and that this last week of autumn term isn't too hectic.

One of our new faculty members, Dr. Nicole Yadon <https://u.osu.edu/yadon.4/> has proposed two new Political Science courses on Intersectionality and Identity Politics, one at the undergraduate level (POLITSC 4147) and one at the graduate level (POLITSC 7175)

ASC Curriculum instructed us to seek concurrences from African American and African Studies and from Women's Gender and Sexuality Studies.

I could not locate a specific faculty member in AFAMAST to which I should direct this request, other than emailing your Interim Chair.

Would you please direct this request to the correct faculty member in your department?

Attached are two concurrence forms and two syllabi, one for each of the sections of the course. I've also attached Dr. Yadon's reply to an enquiry from ASC curriculum as to why not combine these classes into one, 5000-level course.

I appreciate your help with this!!

Kind regards,  
Charles



**Charles Smith**

Coordinating Advisor

**Department of Political Science**

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Member, Midwest Association of Pre-Law Advisors [https://mapla.org/MAPLA\\_Home.html](https://mapla.org/MAPLA_Home.html) <https://www.lsac.org/>

To schedule an appointment go to <https://buckeyes.campus.eab.com> or call 614-292-6961 or send an email to [askascadvising@osu.edu](mailto:askascadvising@osu.edu)



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Concurrence Requests POLITSC 4147 Intersectionality and Identity Politics

Sent concurrence request form to WGSST via Jackson Stotlar on Dec. 16, 2021

Have not received any reply to request by Jan. 31, 2022

Sent concurrence request form to AFAMAST via Jerrell Beckham on Dec. 15, 2021

Received concurrence email supporting class on Jan. 26, 2022

AFAMAST concurrence email uploaded to curriculum

<b>The Ohio State University</b> <b>College of the Arts and Sciences Concurrence Form</b>
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The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

Initiating Academic Unit	Course Number	Course Title
Type of Proposal (New, Change, Withdrawal, or other)	Date request sent	
Academic Unit Asked to Review	Date response needed	

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

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

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**Signatures**

1.	Name	Position	Unit	Date
2.	Name	Position	Unit	Date
3.	Name	Position	Unit	Date

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

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

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Initiating Academic Unit	Course Number	Course Title
--------------------------	---------------	--------------

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Type of Proposal (New, Change, Withdrawal, or other)	Date request sent
--	-------------------

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Academic Unit Asked to Review	Date response needed
-------------------------------	----------------------

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

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

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**Signatures**

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1. Name	Position	Unit	Date
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2. Name	Position	Unit	Date
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3. Name	Position	Unit	Date
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## **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
<b>Pre-Major Courses</b>							
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
<b>Field Distribution</b>							
				x	x	x	x
<b>Focus Area</b>							
					x	x	x
<b>Course Levels</b>							
	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
<b>Level A</b>							
1100 (H)	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
<b>Level B</b>							
2120	Politics of Health		3	x	x		x
2150	Voters & Elections	American Politics	3	x	x		x
2194.0x	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 (H)	Intro to Political Theory	Political Theory	3	x	x		x

2496	Study at a Domestic Institution	Variable		x	x		x
3001	Economy, Polity, and Community	Variable	3	x	x	x	x
3001	Tradition, Progress, and Utopia	Variable	3	x	x	x	x
3005	Political Games	Variable	3	x	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
3147	Interesectionality and Identity Politics	American Politics	3		x	x	x
3160	Political Polarization	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
3245	Radicalization, Deradicalization	Comparative Politics	3	x	x	x	x
3240	Political Violence	Comparative Politics	3	x	x	x	x
3280	Politics of Markets	Comparative Politics	3		x	x	x
3290	Comparative Public Policy	Comparative Politics	3	x	x	x	x
3310(H)	Defense Policy & National Security	International Relations	3	x	x	x	x
3380	Pol Analysis of Intl Econ Relations	International Relations	3		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	Variable	3	x	x	x	x
3549	Survey Research in Political Science	Political Theory		x	x	x	x
3596	Nationalism & Ethnicity	Comparative Politics	3	x	x	x	x
3780 (H)	Data Literacy & Data Visualization	Variable	3	x	x	x	x
3785	Data Science for the Social and Behavioral Sc	Variable	3	x	x	x	x
3798	Field Research Methods: Education Abroad i	Comparative Politics	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
<b>Level C</b>							
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 (H)	Governing Urban America	American Politics	3	x	x	x
4130	Law & Politics	American Politics	3	x	x	x
4131	American Supreme Court	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
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
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
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
<b>Level D</b>							
4998	Undergraduate Research	Variable	variable		x	x	x
4999(H)	Thesis Research	Variable	variable		x	x	x
5000	Quantum Mind and Social Science	Political Theory	3		x	x	x
5124	Urban Politics	American Politics		3	x	x	x
5140	Ethnic Politics in American Cities	American Politics		3	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
<b>Specialization: Foreign Policy &amp; Security</b>						
2300(H)	American Foreign Policy	3	I	I		I
3310(H)	Defense Policy and National Security	3	I	I	I	I
3596	Nationalism and Ethnicity	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
<b>Specialization: Political Institutions &amp; Processes</b>						
3245	Radicalization, Deradicalization	3	I	I	I	I
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
<b>Specialization: Political Economy &amp; Development</b>						
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

3280	Politics and Markets	3		A	A	A
3290	Comparative Public Policy	3		A	A	A
3380	Political Analysis of International Economic Relations	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
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
4381	Comparative International Political Economy	3		A	A	A
4940	The Politics of Immigration	3		A	A	A
	<b>Specialization: International Theory</b>					
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 (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
<b>AND one of the following courses:</b>						
3549	Survey Research in Political Science	3			I	I
<b>OR</b>						
4192	Policy Analysis	3			A	A

**OR**

4553	Game Theory for Political Scientists	3			A	A
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Breadth Requirement (3 Courses): 1 Course from 3 of 4 Subfields

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
<b>American Politics</b>						
2120	Politics of Health	3				
2150(H)	Voters & Elections	3				
2194.01	Group Studies	3				
3100	American Politics & Policy Making	3				
3115	Intro to the Policy Process	3				
2367(H)	Contemporary Issues American Politics	3				
3147	Intersectionality and Identity Politics	3				
3160	Political Polarization	3				
3170	Political Psychology	3				
3310(H)	Foreign Policy and National Security	3				
3596(H)	Nationalism and Ethnicity	3				
3905	Political Manipulation	3				
3912	Political Leadership	3				
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
<b>Comparative Politics</b>						
2194.02	Group Studies	3	I		I	I
3220	Politics of the Developing World	3	I	I	I	I
3225	Post-conflict Reconstruction	3		A	A	A
3245	Radicalization, Deradicalization	3		A	A	A
3275	Politics of Sports	3		A	A	A
3280	Politics of Markets	3		A	A	A
3290	Comparative Public Policy	3		A	A	A
3596 (H)	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 (H)	African Politics	3		A	A	A
4262	The New Religious Politics	3		A	A	A
4270	The Canadian Political System	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
<b>International Relations</b>						
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
3380	Political Analysis of International Economic Relations	3		A	A	A
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
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
<b>Political Theory</b>						
2194.04	Group Studies	3	I		I	I
2400(H)	Intro Political Theory	3	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
5000	Quantum Mind and Social Science	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