Term Information

Effective Term	Spring 2023
Previous Value	*Summer 2012*

Course Change Information

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

Inclusion in into the General Education (GE) Citizenship Theme

Change course description

Update content topic list

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

Relevant to the citizenship theme, students in this course will study voting behavior, public opinion, political strategy, and investigate the behavior of elite

actors, the mass public, and election laws and institutional arrangements in shaping democracy. In this exploration, students will read cutting-edge, scholarly

texts that engage and elucidate ongoing, live questions and debates about persuasion and mass behavior, and how institutions influence quality of democracy.

Updated course description is more reflective of student learning.

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

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

Optional course for Citizenship Theme under new GE requirement.

No impact on Political Science or World Politics majors. Course will remain an option pre-major course for BS/BA Political Science majorsand optional elective

for BA World Politics majors

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Political Science
Fiscal Unit/Academic Org	Political Science - D0755
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2150
Course Title	Voters and Elections
Transcript Abbreviation	Voters & Elections
Course Description	Students will engage in an in-depth study of the mechanics of democracy. Students will take a close look at various forms of voting and representation around the world and examine the motivation and tactics of elite actors (candidates, reporters, interest groups, political parties, media personalities, etc.) and the voting public.
Previous Value	*Study of US elections, focusing on voter attitudes, group behavior, and political participation.*
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	Yes
Admission Condition	Social Science
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Previous Value	Not open to students with credit for 201 or 201H.
Electronically Enforced	Yes
Previous Value	**No**

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
   Individual and Groups; Citizenship for a Diverse and Just World

Previous Value

General Education course:
   Individual and Groups

Course Details

Course goals or learning objectives/outcomes

- students will engage in an in-depth study of the mechanics of democracy.

- students will take their knowledge of polling techniques and data sources and apply it to the real world by trying to

   predict election outcomes in the U.S. using publicly available data sources and information

Previous Value

Content Topic List

- Political methodology
- Election mechanisms
- Actors in the political system
- Mass public opinion
- Political messenging
- National campaigns
- identity politics
- Community and dialogue
- Mass mobilization and protest movements

Previous Value

- *Political participation definitions*
- *Reasons for participation or non-participation*
- *Political socialization and learning*
- *The psychology of participation*
- *Political environment and participation*
- *Law and political participation*
- *Patterns of political participation and their explanation*
- *Public opinion definitions*
- *Polling and measurement of public opinion*
- *Microlevel opinion and macrolevel opinion*
- *Group differences in public opinion*
- *Mass media and public opinion*
- *Elections*

Sought Concurrence   No

Attachments

- POLITSC 2150 GE Themes Submission.pdf: PS 2150 GE Themes submission request

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

- POLITSC 2150 Voters and elections syllabus GE proposal.pdf: POLITS 2150 syllabus for GE Themes

  (Syllabus. Owner: Smith,Charles William)

- 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)

- 2150 Swigger 2018.docx: current syllabus 2150

  (Syllabus. Owner: Smith,Charles William)

Comments

- -If you want *(by Vankeerbergen,Bernadette Chantal on 05/31/2022 01:00 PM)*

Last Updated: Vankeerbergen,Bernadette
Chantal
06/28/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	04/29/2022 10:53 AM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	04/29/2022 10:57 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	06/28/2022 12:53 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	06/28/2022 12:53 PM	ASCCAO Approval

Voters and Elections Syllabus

POLS 2150 Autumn 2022

Course Information

- **Course times and location:** Tuesday and Thursday, 2:20-3:40, Founders 2104

- **Credit hours:** 3

- **Mode of delivery:** In person

Instructor

- **Name:** Dr. Nathaniel Swigger

- **Email:** swigger.1@osu.edu

- **Office location:** 2140 Reese

- **Office hours:** MWF 11-12:30, or by appointment. All office hours and meetings will be held via Zoom

- **Preferred means of communication:**

  o My preferred method of communication for questions is **email.**

  o My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

Politics involves dynamic relationships in the struggle for power and influence. This struggle is epitomized by American elections where elite actors (candidates, reporters, interest groups, political parties, late night comedians, etc.) attempt to understand and influence the voting public. In this course we will examine mass public opinion and individual psychology, as well as the role of political elites and institutional arrangements that shape election outcomes.

Political science involves rigorous examination of the political world based on scientific evidence. Though we are a social science, with all of the quirks and caveats that come with studying the social world, we are still a science. This means that we answer questions by forming theories and hypotheses, and collect data to test those hypotheses. There are a variety of experimental and observational methods used, and you will become familiar with most of these methods and how they are used to understand behavior in the political world.

Learning Outcomes

GEC goals and expected learning outcomes
GEC category: Citizenship for a diverse and just world

 GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this course, students will engage in an in-depth study of the mechanics of democracy. Students will take a close look at various forms of voting and representation around the world and examine the motivation and tactics of elite actors (candidates, reporters, interest groups, political parties, media personalities, etc.) and the voting public. Rather than using a standard textbook, students will read cutting-edge scholarly research, which will be updated each semester as new research emerges. This will locate students at the research frontier for American politics and political attitudes.

 GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future. In this course, students will engage critical readings from a variety of disciplines — including political science, communications, and psychology. In addition to scholarly journal articles, other course readings will include official government reports, journalistic accounts, and secondary historical sources. In addition, students will take their knowledge of polling techniques and data sources and apply it to the real world by trying to predict election outcomes in the U.S. using publicly available data sources and information. This assignment will require students to objectively analyze trends in American electoral politics. In doing so, they will have to think carefully about *why* elections turn out the way they do and examine cause and effect in campaign tactics, broader political trends, and voting behavior.

Expected Learning Outcomes:

 ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. There are a wide range of debates regarding the effect of voting regulations, the pros and cons of different forms of representation systems, and the efficacy of campaign and media tactics. Students will study the research and examine how different institutional arrangements across countries and polities affect the health of democracy. Students will engage in discussions of election policy and have a chance to examine the strengths and weaknesses of experimental and observational modes of hypothesis testing in political science. Students will be exposed to the way scientists construct and falsify rigorous hypothesis, and by way of proximate comparison, they might consider the way that causal effects are established in the popular press. This is a vital step as students prepare for upper division classes in social science disciplines.

 ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Related to the citizenship theme, students will study voting behavior, public opinion, political strategy, and investigate the behavior of elite actors, the mass public, and election laws and institutional arrangements in shaping democracy. In this exploration, students will read cutting-edge, scholarly texts that engage and elucidate ongoing, live questions and debates about persuasion and mass behavior, how institutions influence quality of democracy, etc.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Students will take charge of their own learning by developing their own research design over the course of the semester. Students will select their own topic, investigate existing research on the topic, develop their own original hypotheses and map out a possible method to collect data and test their hypotheses. By reading extensively in the empirical areas of American politics research, we'll apprise students of the available data which might comprise a later independent research project. Although they will not have sufficient time during the semester to carry out the research, ideally this work could be a template for research in future courses or developed into an undergraduate thesis project. Students will have opportunities over the course of the semester to discuss their project with the instructor and with their peers to receive feedback as they develop their ideas and offer reactions to their fellow students. Some students may also wish to collaborate on these projects, particularly if they find that they have similar research interests.

Citizenship Theme Goals and ELOs:

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship. Democracy as it is practiced in the United States is just one form of representation. Throughout this course we will examine how elections vary around the world and within countries between the national and local levels. We will examine a variety of arrangements such as proportional representation vs. single-member districts, different forms of voting, and different expectations of participation. Students will examine different cultural perspectives and think about how communal values vary, and how those values can encourage (or discourage) citizens to vote, run for public office, protest, etc.

> **ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Citizenship and representation are the core components of democracy. Students will study the history of democratic representation, how systems have evolved over time, and how different areas have adapted to changes in demographics, technology and economic development.
>
> **ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Students will study and compare the culture of politics across and within various democracies. We will examine the role of race and ethnicity, religion, class and ideology across different political contexts. Students will be exposed to the range of values that exist in other democracies and think about the way that citizens see themselves and their relationship to power varies widely across different countries. Students will also learn about the unique challenges, and strengths that come from having a wealthy racially diverse democracy.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world. Fair and free elections and justice go hand in hand. In this course students will study

the ways that different societies have constructed national identities, and how those national identities have encouraged (or discouraged) free and fair elections. We will examine how voting rules, election arrangements and political party alignments can affect the course of social justice.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. In this course, students will examine the ways the ways that different communities in the U.S. and other democracies have or have not been able to fully participate in the democratic process and achieve equal representation. We will examine both the history of political repression, the ongoing problem of equity in representation, and the unfortunate truth that racism, sexism, and other prejudicial appeals are often overtly and covertly woven into political campaigns.

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. This course focuses on how democracy works in practice. This requires an examination of representation and fairness within an election's framework. By the end of the course students should be able to explain disparities in access to the vote and representation, how prejudice is often an integral part of campaign appeals, some of the successful (and unsuccessful) efforts by minority groups to advocate for change, and the backlash that those groups often face, which has consequences for election outcomes.

How This Course Works

Mode of delivery: This course is 100% in person. We will follow OSU's indoor mask mandate in class until the university provides updated guidelines.

Pace of activities: This course is divided into **modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to Ohio State bylaws on instruction students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. If you miss a class you should check with another student to get notes of what you have missed and come see me with any questions regarding the material.

Course Materials, Fees and Technologies

Readings

All readings for this course are available online. There is no textbook that you are required to purchase. Most of the readings are scholarly journal articles. There will be links to the readings in the course modules, but you can also access most of the readings through the OSU library's online journals gateway. I expect you to attend class having completed the readings for that day's topic.

Required Equipment

- **Computer or other electronic device:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Technology Support

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

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

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Percentage of final grade
Class participation	5
Election predictions	15
Research question	5
Literature Review	15
Research design	25
Midterm	15
Final exam	20

Descriptions of Major Course Assignments

Election predictions

Description: Yes, there are elections in 2022. Students will submit predictions on the upcoming congressional elections, write an essay on what they data they used to make those predictions and what they think the major trends will be that will decide election outcomes.

Research Design

Description: In this class you will also be expected to turn in a research design. Your final research design should be roughly 7 pages in length and will focus on a topic of your choosing. This paper will develop in stages over time. First, you will write a short research question. You may pick any research question that relates to political campaigns, though it is subject to the approval of the instructor. Next, you will add a literature review, which should be roughly 5 pages. You must use at least 6 scholarly sources (books or peer-reviewed journal articles), explain how your question fits in with existing research, and develop a hypothesis. Finally, you will add a few pages about the method (survey, experiment, etc.) you want to use and the data

you want to gather in order to test your hypothesis, bringing your final research design to a length of about 7 pages. ***This is a collaborative process***, and you should feel free to meet with the instructor and ask questions as often as necessary. Later in the course you will also have the chance to discuss your project in class and get feedback from the instructor and your peers about any problems you are having with your project.

Exams

Description All exams will consist of multiple-choice and short-answer questions. **Students can login to Carmen at any time to complete the exam on the day it is due. While these exams are open book, they are also timed. Once you begin an exam you will have 60 minutes to complete it (those requesting accommodations will receive additional time),** *so it would be a really good idea to prepare and review your notes ahead of time.* The final exam will be cumulative.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. **Late submissions will not be accepted.**

Instructor Feedback and Response Time

[Example: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails as soon as possible

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.

- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Please note that the course grade posted in the Carmen grade book **does not** reflect your actual course grade. To accurately calculate your course grade you will need to weight your assignments appropriately.

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-

77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, 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 (studentconduct.osu.edu), and that all students will complete all academic and scholarly 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* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert 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, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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 mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

Diversity Policy

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 their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, ethnicity, religion, sex, sexual orientation, or veteran status, is prohibited.

The Ohio State University acknowledges that the land on which its campuses reside have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, and Delaware; the People of Fort Ancient, Hopewell, and Adena cultures, also known as the earthworks builders; as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to this land on which we gather.

The Ohio State University seeks the active involvement of students, faculty, and staff in open and honest communication. While we strive to be the best in everything that we do, we continuously evaluate our performance and welcome constructive assessment and suggestions for improvement. As a community, we treat each student complaint and concern with respect and review each one seriously. If you should have a complaint or concern, please utilize the following list to notify the appropriate contact: https://newark.osu.edu/students/complaint-and-concern.html

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 (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Module 1: Political methodology
August 23: Course introduction on basic statistics and social science
　　Reading assignment: syllabus and course website

August 25: Methods I: Observational methods in political science
　　Reading assignment: Appendix: Survey Research Methods from Flanigan, W.H. and
　　Zingale, N.H. (2010). *Political Behavior of the American Electorate*. Washington D.C.:
　　CQ Press.

August 30: Methods II: Survey design
　　Reading assignment: none

September 1: Methods III: Experimental approaches in political science
　　Reading assignment: Brader, T. (2005). Striking a responsive chord: How political ads
　　motivate and persuade voters by appealing to emotions. *American Journal of Political
　　Science* 49(2): 388-405.

September 6: Methods IV: Election forecasting
　　Reading Assignment: Chapter 2 from Silver, N. (2012). *The Signal and the Noise.*
　　New York: Penguin Press.

Module 2: Election mechanisms
September 8: Voting
　　Reading assignment: Thompson, D., Wu, J.A., Yoder, J. & Hall, A.B. (2020). Universal
　　vote-by-mail has no impact on partisan turnout or vote share. *Proceedings of the
　　National Academy of Science*, 117(25): 14052-14056.

September 13: Representation systems
　　Reading assignment: Caughey, D., Tausanovitch,C. & Warshaw, C. (2017). Partisan
　　gerrymandering and the political process: Effects on roll-call voting and state policies.
　　Election Law Journal, 16(4):453-469.
　　RESEARCH QUESTION DUE!

Module 3: Actors in the political system
September 15: Competitive elections and candidate entry
　　Reading assignment: Fox, R.L. & Lawless, J.L. (2014). Reconciling family roles with
　　political ambition: The new normal for women in twenty-first century U.S. politics.
　　Journal of Politics. 49(3): 642-659.

September 20: Money and campaign organization

Reading assignment: Bonneau, C.W., & Cann, D.M. (2011). "Campaign spending, diminishing marginal returns, and campaign finance restrictions in judicial elections." *Journal of Politics.* 73(4): 1267-1280.

Module 4: Mass public opinion
September 22: Attitude formation
Reading assignment: Fatke, M. (2017). Personality traits and political ideology: A global assessment. *Political Psychology*, 38(5): 881-899.

September 27: Partisanship and behavior
Reading assignment: McConnell, C., Yotam, M., Malhotra, N. & Levendusky, M. (2018). The economic consequences of partisanship in a polarized era. *American Journal of Political Science*, 62(1): 5-18.

Module 5: Political messaging
September 29: Campaign message strategy
Reading assignment: Banda, K.K. (2021). Issue ownership cues and candidate support. *Party Politics*, 27(3): 552-564.
ELECTION PREDICTIONS DUE!

October 4: Campaign effects
Reading assignment: Kalla, J.L. & Broockman, D.E. (2018). The minimal persuasive effects of campaign contact in general elections: Evidence from 49 field experiments. *American Political Science Review*, 112(1): 148-166.

October 6: Media influence on public opinion
Reading assignment: Hmielowski, J.D., Hutchens, M.J., & Beam, M.A. 2020. Asymmetry of partisan media effects? Examining the reinforcing process of conservative and liberal media with political beliefs. *Political Communication, 37*(6): 852-868.

October 11: MIDTERM EXAM

October 13: FALL BREAK

Module 6: National campaigns
October 18: National campaigns I: Presidential primaries
Reading assignment: Chapter 2 from Sides, J. & Vavreck, L. (2014.) *The Gamble: Choices and chance in the 2012 presidential election.* Princeton, NJ: Princeton University Press.

October 20: National campaigns II: General election
Reading assignment: Darr, JP. (2020). *Polls and Elections*: Abandoning the Ground Game? Field Organization in the 2016 Election. *Presidential Studies Quarterly, 50(1)*: 163-175.

October 25: Research design check-in (aka, "How's that literature review going?)

October 25: National campaigns III: Parliamentary systems
>   **Reading assignment:** Karlsen, R. & Skogerbo, E. (2015). Candidate campaigning in parliamentary systems: Individualized vs. localized campaigning. *Party Politics*, 21(3): 428-439.

Module 7: Identity politics
November 1: Identity and prejudice
>   **Reading assignment:** Schudson, Z.C. & Gelman, S.A. (2022). Social constructionist and essentialist beliefs about gender and race. *Group Processes and Intergroup Relations*, published online March 1, 2022.

November 3: Racial attitudes and electoral politics
>   **Reading assignment:** Valentino, N.A., Neuner, F.G. & Vandenbroek, L.M. (2018). The changing norms of racial political rhetoric and the end of racial priming. *Journal of Politics*, 80(3): 757-771.

November 8: Nationalism
>   **Reading assignment:** Muis, J. & Immerzeel, T. (2017). Causes and consequences of the rise of populist radical right parties and movements in Europe. *Current Sociology*, 65(6): 909-930
>   **LITERATURE REVIEW DUE!!**

November 10: Gender attitudes and electoral politics
>   **Reading assignment:** Valentino, N.A., Wayne, C. & Oceno, M. (2018). Mobilizing sexism: the interaction of emotion and gender attitudes in the 2016 US presidential election. *Public Opinion Quarterly*, 82(1): 213-235.
>   **ELECTION DAY!**

November 15: Religion and electoral politics
>   **Reading assignment:** Margolis, M.F. (2018). How politics affects religion: Partisanship, socialization, and religiosity in America. *Journal of Politics*, 80(1):30-43.

November 17: Research design check-in (aka, "How's that design coming?")

Module 8: Community and dialogue
November 22: Social networking and civic engagement
>   **Reading assignment:** Chapter 1 from Putnam, R. (2000). *Bowling Alone: The collapse and revival of American community.* New York: Simon & Schuster.

November 29: Technology, campaigns and social norms
>   **Reading assignment:** Hampton, K.N., Shin, I. & LU, W. (2017). Social media and political discussion; When online presence silences offline conversation. *Information, Communication & Society*, 20(7): 1090-1107.

December 1: Mass mobilization and protest movements
    Reading assignment: Hager, A., Hensel, L., Hermle, J. & Roth, C. (2021). Group size and protest mobilization across movements and countermovements. *American Political Science Review*, published online December 2021.

December 6: Populism and direct democracy
    Reading assignment: Zappettini, F. (2021). The tabloidization of the Brexit campaign: Power to the (British) people? *Journal of Language and Politics*, 20(2): 277-303.

Voters and Elections
Course Syllabus

Instructor: Dr. Swigger
E-Mail: swigger.1@osu.edu
Office: Reese 244
Office Hours: 11:00-12:40 Tue., Thu. and by appointment

INTRODUCTION: Politics involves dynamic relationships in the struggle for power and influence. Political scientists attempt to understand these dynamics from different perspectives, often focusing on institutions and public policies while overlooking the role of individuals. However, government's very existence and purpose revolves around human actors. It follows that our study of politics must include attention to people and specifically to the attitudes and behaviors of citizens. This perspective is espoused by researchers in the field of political behavior. In this course we will analyze contemporary research on mass political behavior. In other words, our focus will be on non-elite political actors where "behavior" broadly encompasses psychological attachments, affect, cognitions, perceptions, attitudes, and beliefs, in addition to overt behavior such as participation and voting. Though the course will focus on behavior in the American political context we may also look at behavior throughout the world as well.

As you read these you will quickly realize that political science involves rigorous examination of the political world based on scientific evidence. Though we are a social science, with all of the quirks and caveats that come with studying the social world, we are still a science. This means that we answer questions by forming theories and hypotheses, and collect data to test those hypotheses. There are a variety of experimental and observational methods used, and you will become familiar with most of these methods and how they are used to understand behavior in the political world.

Attendance, Preparation & Participation. Regular class attendance is expected. Additionally, reading assignments are to be completed before class meetings. You should be prepared at all times to discuss the readings and concepts scheduled for each class period. This is genuinely necessary for your success in this course!

Missed Assignments. You must notify the instructor at least one week in advance if you anticipate a conflict with the date of graded material. Excuses need to be verified in writing by Office of the Dean of Students.

Academic Honor Code: 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/.

Academic 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. (It is recommended that this appear in at least 16 point font.)

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.

GEC goals and expected learning outcomes
GENED category: Social Science: Individuals and groups
> Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.
> Expected Learning Outcomes:
>> 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
>> 2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
>> 3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Political Science program goals and expected learning outcomes:
> Goals: gain basic knowledge across the major subfields and thematic specialization of Political Science.
> Expected Learning Outcomes:
> 1. Students understand basic political science methodology, including observational and experimental approaches.

2. Students understand how voters make decisions and what motivates voting behavior
3. Students understand campaign strategy and candidate decision making

COURSE REQUIREMENTS AND GRADING:

Class participation	5%
Election predictions	20%
Exam 1	20%
Exam 2	20%
Final exam	35%

Exams contain both multiple choice, short answer and essay questions. The final exam will also contain essay questions and is a cumulative exam that will cover the entire course.

2018 is an election year. Students will submit predictions on House and Senate elections, write an essay on what they data they used to make those predictions, and what they think the major trends will be that will decide election outcomes.

TENTATIVE COURSE CALENDAR AND ASSIGNMENTS:
August 21: Course introduction on basic statistics and social science

August 23: Methods I: Observational methods in political science
    Reading Assignment: Appendix: Survey Research Methods from Flanigan, William H. and Nancy H. Zingale. 2010. *Political Behavior of the American Electorate*. Washington D.C.: CQ Press.

August 28: Methods II: Constructing polling questions

August 30: Methods III: Experimental approaches in political science
    Reading Assignment: Iyengar, Shanto, Mark D. Peters and Donald R. Kinder. 1982. "Experimental Demonstrations of the 'Not-So-Minimal' Consequences of Television News Programs." *American Political Science Review* 76(4): 848-58

September 4: Voting and election rules
    Reading Assignment: Holbein, J.B. & Hillygus, D.S. 2016. "Making young voters: The impact of preregistration on youth turnout." *American Journal of Political Science* 60(2): 364-82.

September 6: Competitive elections and candidate entry
    Reading Assignment: Fox, Richard L. and Jennifer L. Lawless. 2005. "To run or not to run for office: Explaining nascent political ambition." *American Journal of Political Science*. 49(3): 642-659.

September 11: Money and campaign organization
> **Reading Assignment:** Bonneau, Chris W., and Damon M. Cann. 2011. "Campaign spending, diminishing marginal returns, and campaign finance restrictions in judicial elections." *Journal of Politics*. 73(4): 1267-1280.

September 13: Election forecasting
> **Reading Assignment:** Chapter 2 from Silver, Nate. 2012. *The Signal and the Noise*. New York: Penguin Press.

September 18: Mass belief systems and partisanship
> **Reading Assignment:** None

\September 20: Partisanship and voting behavior
> **Reading Assignment:** Gaines, Brian J., James Kuklinski, Paul Quirk, Buddy Peyton and Jay Verkuilen. 2007. "Same Facts, Different Interpretations: Partisan Motivation and Opinion on Iraq." *Journal of Politics* 69(4): 957-974

ELECTION PREDICTIONS DUE!

September 25: **Exam 1!!**

September 27: Persuasive messaging
> **Reading Assignment:** None

October 2: Issue appeals and message strategy
> **Reading Assignment:** Kaplan, Noah, David K. Park, and Travis N. Ridout. 2006. "Dialogue in American political campaigns? An examination of issue convergence in candidate television advertising." *American Journal of Political Science* 50, (3): 724-36.

October 4: Campaign effects
> **Reading Assignment:** Stevens, Daniel, John Sullivan, Barbara Allen, and Dean Alger. 2008. "What's good for the goose is bad for the gander: Negative political advertising, partisanship and turnout." *Journal of Politics* 70, (2):527-41.

October 9: Presidential campaigns I: Primaries
> **Reading Assignment:** Chapter 2 from Sides, John and Lynn Vavreck. 2012. *The Gamble: Choices and chance in the 2012 presidential election*.

October 11: **NO CLASS, FALL BREAK**

October 16: Presidential campaigns II: General election
> **Reading Assignment:** Masket, Seth. 2009. "Did Obama's ground game matter? The influence of local field offices during the 2008 presidential election." *Public Opinion Quarterly* 73(5): 1023-1039.

October 18: Political knowledge and the use of heuristics
> **Reading assignment:** Lau, Richard R. and David P. Redlawsk. 2001. "Advantages and Disadvantages of Heuristics in Political Decision Making." *American Journal of Political Science* 45(4): 951-971.

October 23: Political knowledge: misinformation
> **Reading assignment:** Kuklinski, James H., Paul J. Quirk, Jennifer Jerit, David Schwieder, and Robert F. Rich. 2000. "Misinformation and the Currency of Democratic Citizenship." *Journal of Politics* 62:790-816.

October 25: Media influence on public opinion
> **Reading Assignment:** Levendusky, Matthew & Neil Malhotra. 2015. "Does media coverage of partisan polarization affect political attitudes?" *Political Communication*,

October 30: **Exam 2!!**

November 1: Racial attitudes
> **Reading Assignment:** None

November 6: Playing the race card
> **Reading Assignment:** Sides, John, Tesler, Michael, and Vavreck, Lynn. 2017. "Donald Trump and the rise of white identity politics." Paper prepared for "The 2016 U.S. Presidential Election: Tumult at Home, Retreat Abroad?" conference at the Mershon Center, Ohio State University, November 2017.
> **ELECTION DAY!!!**

November 8: Gender politics I: Sexism and stereotypes
> **Reading Assignment:** Diekman, Amanda B., and Moncia C. Schneider. 2010. "A social role theory perspective on gender gaps in political attitudes." *Psychology of Women Quarterly* 34: 486-497.

November 13: Gender politics II: Gender and decision making
> **Reading Assignment:** Karpowitz, Christopher F., Tal Mendelberg, and Lee Shaker. 2012. Gender inequality in deliberative participation. *American Political Science Review*, 106(3): 533-547.

November 15: Religion and political behavior
> **Reading Assignment:** Sheets, Penelope, David S. Domke, & Anthony G. Greenwald. (2011) God and country: The partisan psychology of the presidency, religion and nation. *Political Psychology* 32(3): 459-484.

November 20: Social networking and civic engagement
> **Reading Assignment:** Rahn, Wendy and Tom Rudolph. 2005. "A Tale of Political Trust in American Cities." *Public Opinion Quarterly* 69(4): 530-560.

November 27: Technology, political campaigns and social norms
Reading Assignment: Kittilson, M. C. and R. J. Dalton. (2011). Virtual civil society: The new frontier of social capital? *Political Behavior* 33: 625-644.

November 29: Public opinion and governance
Reading Assignment: Reading Assignment: Sulkin, Tracy. 2009. "Campaign appeals and legislative action." *Journal of Politics*, 71(3): 1093-1108.

December 3: Ballot initiatives
Reading Assignment: Donovan, Todd, Caroline J. Tolbert and Daniel A. Smith. 2009. "Political engagement, mobilization, and direct democracy." *Public Opinion Quarterly*, 73(1):98-118

Final Exam: Thursday, December 13, 3:00 pm

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme.
In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of 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)*

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

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

Course Number	Course	Credit Hours			
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					
2120	Politics of Health	**3**	I		I	I
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
3160	Politial Polarization	3	I		I	I
3170	Political Psychology	3	I		I	I
3310(H)	Foreign Policy and National Security	3	I		I	I
3596(H)	Nationalism and Ethnicity	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
4147	Intersectionality and Identity 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	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

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
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
	Political Theory					
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

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	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
Specialization: Political Institutions & Processes						
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
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

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
	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 (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: 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 (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
Level 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
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
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 (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
4147	Interesectionality and Identity 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	
Level D								
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	