
Term Information

Effective Term Autumn 2024

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 1910
Course Title Introduction to the Politics of Identity
Transcript Abbreviation INTRO POL IDENTITY
Course Description This course is designed to introduce students to the continued significance of race, gender, and ethnicity in American society with a focus on identity. Examines how various identities and combinations of identities (namely race, ethnicity, and gender) are associated with sociopolitical experiences and attitudes.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
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

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

Content Topic List

- What is identity?
- How do identities intersect?
- Race and politics in the U.S.
- Gender and politics in the U.S.
- African American identity
- Asian American identity
- Latino identity
- White identity
- Multiracial identity
- Gender Identity
- Evolution of partisan identity

Sought Concurrence

Yes

Attachments

- Curriculum Map BA Political Science.pdf: Curriculum Map BA Poli Sci
(Other Supporting Documentation. Owner: Smith,Charles William)
- Curriculum Map BA World Politics.pdf: Curriculum Map BA World POI
(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 PS1910 asc-distance-approval-cover-sheet.pdf: ASC Distance Approval cover sheet
(Other Supporting Documentation. Owner: Smith,Charles William)
- Yadon PS1910 ge-foundations-submission.pdf: GE Foundations submission form
(Other Supporting Documentation. Owner: Smith,Charles William)
- concurrence list.pdf: concurrence list
(List of Depts Concurrence Requested From. Owner: Smith,Charles William)
- Sociology concurrence email.pdf: Sociology concurrence
(Concurrence. Owner: Smith,Charles William)
- Yadon PS1910 DL Syllabus based on 10-18 feedback email.pdf: syllabus updated for 10/18 feedback
(Syllabus. Owner: Smith,Charles William)

Comments

- See feedback email sent to department 09-18-2023 RLS
See feedback email sent to department 10-18-2023 RLS *(by Steele,Rachel Lea on 10/18/2023 03:03 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	08/18/2023 09:13 AM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	08/18/2023 12:23 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/24/2023 05:06 PM	College Approval
Revision Requested	Steele,Rachel Lea	09/18/2023 12:43 PM	ASCCAO Approval
Submitted	Smith,Charles William	09/28/2023 03:50 PM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	09/28/2023 03:54 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/28/2023 03:56 PM	College Approval
Revision Requested	Steele,Rachel Lea	10/18/2023 03:03 PM	ASCCAO Approval
Submitted	Smith,Charles William	11/03/2023 01:31 PM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	11/03/2023 01:41 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/03/2023 01:48 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/03/2023 01:48 PM	ASCCAO Approval



Syllabus

POLSC 1910

Introduction to the Politics of Identity

Fall 2024

3 Credit Hours

Online Asynchronous

Course overview

Instructor

- Dr. Nicole Yadon
- yadon.4@osu.edu
- Office hours (by appointment): <https://calendly.com/yadonosu/office-hours>

Course description

Issues of race, ethnicity, and gender have shaped American political history from the colonial era to the present. This course is designed to introduce students to the continued significance of race and ethnicity in American society with a focus on identity. We will spend most of the course examining how various identities and combinations of identities (namely race, ethnicity, and gender) are associated with sociopolitical experiences and attitudes. The course materials will introduce students to the foundational concepts of group identity, as well as examining its applications across groups and in recent contexts. All activities and assignments center around better conceptualizing and understanding the diverse experiences of individuals both within and across groups. The reading materials will also provide insight into how the scholarly examination of groups and group identities have evolved over time, as well as how they vary across fields and speak to salient issues in our present political moment.



This course will introduce students to a variety of perspectives about heterogeneity in experiences, views, and outcomes across groups in society. Our time together will focus on the following activities:

1. Read the assigned selections until you understand them.
2. Listen to lectures that underscore the key points from the readings.
3. Review the weekly reading response prompt and consider how to reply based on the course materials.
4. Draft, edit, revise, and ultimately submit your reading response each week.
5. Study for the weekly reading quiz by quizzing yourself beforehand.
6. Take online reading quizzes to assess your comprehension.
7. Consider what you find especially interesting and how you would convey that course concept, idea, or pattern to others in your the final project.

Course expected learning outcomes

By the end of this GEN Foundation: Race, Ethnicity and Gender Diversity course, students should successfully be able to:

1. Understand the historical and contemporary influence of race, ethnicity, and gender in the United States
2. Explain how identities such as race and ethnicity continue to function within complex systems of power
3. Understand the nuanced history and development of connections between racial identity groups and American partisan politics

General education goals and expected learning outcomes

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 Outcomes:

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.

This course will achieve these goals and expected learning outcomes by introducing students to the historical and contemporary significance of race, ethnicity, and gender in American society. We will spend much of the course examining how various identities and combinations of identities function within systems of power in the United States, influencing people's lived experiences and sociopolitical views. Through examinations of foundational and cutting-edge social scientific research, students will be prompted to consider scholarly understandings of power and reflect on how this influences their own perceptions of identity and power in society.

How this online course works

Mode of delivery



This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

This course is divided into weekly modules. 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 policy (go.osu.edu/credithours), 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.

Participation requirements

Because this is an online course, your attendance is based on your online activity and engagement with the course. The following is a summary of what is expected of students:

- **Participating in Online Activities: AT LEAST ONCE PER WEEK**

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. Every week you are expected to review the module's instructions, read the course readings, watch the weekly lecture recording, review the feedback provided on your prior week's assignments, complete the present week's assignments. The weekly lecture recordings will be broken up into modules which connect to each week's readings and big picture goals, totaling approximately 2 hours per week. The remaining direct instruction time will come in the form of the weekly course activities detailed below, encouragement to attend office hours, and via feedback provided on assignments by the instructor.

- **Completing Course Quizzes: ONCE PER WEEK**



Every week a new quiz will be posted to Carmen related to that week's course material. You will need to complete the quiz each week to receive full credit. The quizzes will be due by Friday at 11:59pm on Carmen every week. The quiz will consist of 10 multiple choice questions randomly drawn from a question bank. There is no time limit once you begin the quiz and you are allowed to refer back to your course materials. You are also allowed to re-take the quiz up to 3 times (recognizing that you will be asked different questions in each quiz attempt) and the highest score will be recorded. It is estimated that this active learning activity will take 30-60 minutes per week. The quizzes will help ensure students comprehension of historical and contemporary influence of identities like race and gender in the United States.

- **Submitting Reading Responses: ONCE PER WEEK**

Every week a discussion prompt will be posted on Carmen related to that week's readings. After reading the assigned readings and considering connections with prior week's readings, you should then see what the discussion prompt is and write a response in the form of several paragraphs. These reading responses are expected to illustrate the student's understanding of the individual course readings and lecture material, as well as synthesizing across readings/lectures to demonstrate broader understandings of course themes. The reading response is due every week. It is estimated that this active learning activity will take 1 hour per week. The reading responses will help students to synthesize the complex historical and contemporary influence of identities like race and gender on lived experiences and broader societal forces.

- **Office hours: OPTIONAL**

Attendance at my Zoom office hours is encouraged but optional. Please sign up for a meeting time if you would like to discuss course content or other course-related issues.

Course communication guidelines

Tone and civility

Assignments and other correspondence with the instructor are expected to be formal and respectful in tone. Please reach out to Prof. Yadon with any questions or concerns regarding the readings or assignments. Although the course content will produce different views, reaction, and/or disagreement, all written assignments and correspondence should be civil.

Citing your sources



Students are expected to appropriately cite their sources in all written assignments. This includes listing the author's name and year of publication from the syllabus in a parenthetical citation—e.g., (Yadon 2023)—and including specific page numbers if quoting directly from the article. Drawing from other materials outside of class is also acceptable, but these sources need to be cited appropriately and a full citation (and link to web sources) provided at the end of your assignment.

All assignments will be put through plagiarism and AI detection software, TurnItIn, and any flagged issues may result in a failing grade. Failure to cite sources appropriately may result in a failing grade.

Protecting and saving your work

Students are expected to compose their reading notes and other written assignments for the course in word processing tools outside of Carmen. This will ensure that your work is appropriately and regularly saved, which protects you from issues with internet connectivity, browser time-outs, or failed submission attempts.

Course materials and technologies

Textbooks

There are no required textbooks for this course. All required readings will be made available via the course Carmen site under each week's module.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743



Technology skills needed for this course

- Basic computer and web-browsing skills, including of the OSU library
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen 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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- 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.
- Download the Duo Mobile application to 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.

Grading and instructor response

How your grade is calculated

Assignment Category	Percentage
Weekly Reading Quizzes	30%
Weekly Reading Responses	30%
Final Project	40%
Total	100%

Description of major course assignments

Weekly Reading Quizzes (30% of Total Grade)

- **Description**

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.

- **Academic integrity and collaboration guidelines**

You are allowed to refer back to your readings, notes, and other course materials while completing the quizzes. Students are expected to complete the quizzes individually—i.e., without working or consulting with other students in the course.

Weekly Reading Responses (30% of Total Grade)



○ **Description**

To increase engagement with course materials and evaluate your understanding of course content, there will be weekly reading responses that you must submit via Carmen. Prof. Yadon will post a discussion prompt for you to respond to which engages with the course materials. These responses should only be one or two paragraphs in length (approximately 5-10 sentences). Please be concise and remember to cite your sources appropriately.

○ **Academic integrity and collaboration guidelines**

You are allowed to refer back to your readings, notes, and other course materials while completing the reading responses. Students are expected to write their responses individually—i.e., although it is encouraged to talk with other students about course content and themes, it is not permissible to jointly write a reading response for submission. Students are not allowed to use AI-generated responses to the assignment(s). All assignment submissions will be automatically run through TurnItIn for plagiarism and AI detection; any flagged issues will result in a failing assignment grade.

Final Project (40% of Total Grade)

○ **Description**

For your final project, you are tasked with teaching “outsiders” (i.e., people who are not taking this class) about a concept or idea we’ve learned this semester. You can use whatever medium you want, except for a standard essay or Twitter-like thread. Feel free to be creative. You can record a podcast, create a photo exhibit, write a magazine piece or long-form blog post, write a set of poems, etc. There are numerous possibilities. Regardless of your chosen medium, all projects will be evaluated via the following criteria:

1. Demonstrates a clear understanding of the concept
2. Makes clear why the concept is important for some aspect of politics (in the US or abroad)
3. Uses language that is accessible to a broad public
4. Demonstrates effort commensurate with a final class project



5. Showcases creativity and imaginative thinking

You will be required to submit 2 brief memos outlining your final project ideas as they evolve throughout the semester. These memos are expected to state which course topic or concept you'll examine for your final project, what project format you're proposing (blog post, art display, poem, etc.), and your vision for how the topic/concept will be conveyed through your chosen format.

Your memo will be shared with other students in the course for peer review and feedback, and you will be assigned to review the memos of other students. You will need to incorporate the peer and instructor feedback into your plans before submitting Memo #2 and ultimately your final project.

Grading for this final project breaks down as follows:

- 15% submitting Memo #1 describing final project plans
- 10% completing peer feedback for other students' Memo #1 submission (auto-assigned in Carmen)
- 15% submitting Memo #2 describing updated final project plans & responding to peer feedback from Memo #1
- 10% completing peer feedback for other students' Memo #2 submission (auto-assigned in Carmen)
- 50% Final project submission

○ **Academic integrity and collaboration guidelines**

You are allowed to refer back to all course materials, as well as considering materials from reputable, external sources. Please cite all of your sources appropriately and fully. Students are expected to complete the final project individually; although you may discuss your project with other students, you may not formally collaborate or submit a group project. Students are not allowed to use AI-generated text for the final project. All assignment submissions will be run through TurnItIn for plagiarism and AI detection; any flagged issues will automatically result in a failing assignment grade.

Late assignments



Late assignments will not be accepted and will result in a failing assignment grade.

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%		

Instructor feedback and response time

Grading and feedback

Quizzes will be automatically graded in Carmen. Reading responses will be graded within 2 weeks of the assignment deadline. If you have concerns regarding your grades, please reach out to Prof. Yadon as soon as possible.

Email and Response Times

Students with short questions should send an email to Prof. Yadon. I will respond to your message within **2 business days**. This means that enough time should be allotted before assignment deadlines or exams to reach out with questions; emailing an hour before the deadline will not likely be a successful strategy. Before emailing, please review the syllabus and our Carmen site to check if your question is already answered.

For questions that require more effort than a short email, please sign up for a meeting during my virtual office hours. 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.

Preferred contact method

Please send an email to Prof. Yadon for brief questions, or sign up for virtual office hours for more detailed questions.



Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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 web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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. You are not

permitted to share any course materials, lectures, readings, notes, or other course-related recordings with anyone outside of our course.

Statement on Title IX

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

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.

Land acknowledgement

We would like to acknowledge 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. I/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.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

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. 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 Younklin 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.



Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.



Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Date	Topic	Readings	Assignment
Week 1 Aug 20-23	Syllabus and Intro		<ol style="list-style-type: none"> 1. Listen to syllabus audio lecture on Carmen 2. “Introduce yourself” quiz due on Carmen
Week 2 Aug 26-30	What is identity? How do we study it?	<ol style="list-style-type: none"> 1. “Social Identities and Systems of Oppression.” Smithsonian: National Museum of African American History & Culture 2. “Identity.” Psychology Today 3. McClain et al. 2009. “Group Membership, Group Identity, and Group Consciousness: Measures of Racial Identity in American Politics.” 4. Victor Ray. 2023. “Chapter 8: Identity Politics.” <i>On Critical Race Theory</i>. 	<ol style="list-style-type: none"> 1. Listen to Week 2 Lecture on Carmen 2. Complete Week 2 reading quiz 3. Complete Week 2 reading response



Date	Topic	Readings	Assignment
Week 3 Sept 3-6	How do identities intersect?	<ol style="list-style-type: none"> 1. Crenshaw, Kimberle. 2016. "Ted Talk: The Urgency of Intersectionality." 2. Lee, Taeku. 2007. "From Shared Demographic Categories to Common Political Destinies: Immigration and the Link from Racial Identity to Group Politics." 3. Victor Ray. 2023. "Chapter 9: Intersectionality." <i>On Critical Race Theory.</i> 	<ol style="list-style-type: none"> 1. Listen to Week 3 Lecture on Carmen 2. Complete Week 3 reading quiz 3. Complete Week 3 reading response
Week 4 Sept 9-13	The historical link between race and politics in the U.S. (Part 1)	<ol style="list-style-type: none"> 1. Hutchings, Vincent L., and Nicholas Valentino. 2004. "The Centrality of Race in American Politics." <i>Annual Review of Political Science</i> 7(1): 383–408. 2. Cohen, Patricia. 2015. "Racial Wealth Gap Persists Despite Degree, Study Says." <i>The New York Times</i> 3. Coates, Ta-Nehisi. 2014. "Mapping the New Jim Crow." <i>The Atlantic.</i> 	<ol style="list-style-type: none"> 1. Listen to Week 4 Lecture on Carmen 2. Complete Week 4 reading quiz 3. Complete Week 4 reading response
Week 5 Sept 16-20	The historical link between race and politics in the U.S. (Part 2)	<ol style="list-style-type: none"> 1. "The long history of racism against Asian Americans in the U.S." PBS 2. "The Long History of Anti-Latino Discrimination in America." History.com 3. "Invisibility is the Modern Form of Racism Against Native Americans." <i>Teen Vogue</i> 4. Listen to "This American Life" Episode 512: House Rules 	<ol style="list-style-type: none"> 1. Listen to Week 5 Lecture on Carmen 2. Complete Week 5 reading quiz 3. Complete Week 5 reading response



Date	Topic	Readings	Assignment
Week 6 Sept 23-27	African American identity & its intersections	<ol style="list-style-type: none"> hooks, bell. 2000. <i>Feminist Theory: From Margin to Center</i>. Chapter 1. Cohen, Cathy. 1999. <i>The Boundaries of Blackness: AIDS and the Breakdown of Black Politics</i>. Chapter 1. Jefferson, Hakeem, and Alan Yan. 2020. “How The Two-Party System Obscures The Complexity Of Black Americans’ Politics.” <i>FiveThirtyEight</i> 	<ol style="list-style-type: none"> Listen to Week 6 Lecture on Carmen Complete Week 6 reading quiz Complete Week 6 reading response
Week 7 Sept 30-Oct 4	Asian American identity & its intersections	<ol style="list-style-type: none"> “Asian Americans are the fastest-growing racial or ethnic group in the U.S. electorate.” Pew Research. “Opinion Crime, Shooting, Discrimination: 12 Asian Americans Discuss.” <i>New York Times</i> (Interactive article on website) “Poll: More than half of AAPI voters have never been contacted by a political party.” <i>Politico</i> Junn, Jane, and Natalie Masuoka. 2008. “Asian American Identity: Shared Racial Status and Political Context.” <i>Perspectives on Politics</i> 	<ol style="list-style-type: none"> Listen to Week 7 Lecture on Carmen Complete Week 7 reading quiz Complete Week 7 reading response Consider ideas for final project
Week 8 Oct 7-11	FALL BREAK / FINAL PROJECT PLANNING TIME		<ol style="list-style-type: none"> Submit Memo #1 on Carmen summarizing your final project idea



Date	Topic	Readings	Assignment
			<ol style="list-style-type: none"> 2. Peer review the submitted Memo of fellow students assigned to you on Carmen 3. Catch up on any outstanding readings or assignments 4. OPTIONAL: Sign up for office hours to discuss any questions or concerns with Prof. Yadon
<p>Week 9 Oct 14-18</p>	<p>Latino identity & its intersections</p>	<ol style="list-style-type: none"> 1. Listen to Code Switch Podcast, "Who You Calling 'Hispanic'?" 2. Cortez, David. 2020. "I asked Latinos why they joined immigration law enforcement. Now I'm urging them to leave." <i>USA Today</i>. 3. Abrajano, Marisa, and Michael Alvarez. 2010. "Assessing the Causes and Effects of Political Trust among U.S. Latinos." <i>American Politics Research</i>, 38(1):110-141. 	<ol style="list-style-type: none"> 1. Listen to Week 9 Lecture on Carmen 2. Complete Week 9 reading quiz 3. Complete Week 9 reading response



Date	Topic	Readings	Assignment
Week 10 Oct 21-24	White identity & its intersections	<ol style="list-style-type: none"> 1. Listen to Code Switch Podcast, "Can We Talk About Whiteness?" 2. "White identity politics is about more than racism." Vox. 3. Listen to Heterodox Academy Episode 52: Ashley Jardina, White Identity Politics 	<ol style="list-style-type: none"> 1. Listen to Week 10 Lecture on Carmen 2. Complete Week 10 reading quiz 3. Complete Week 10 reading response
Week 11 Oct 28-31	Multiracial identity & its intersections	<ol style="list-style-type: none"> 1. "How strong is America's multiracial democracy?" <i>New York Times</i>. 2. "Why Mixed-Race Americans Will Not Save The Country." NPR. 3. "Political Scientist Lauren Davenport reveals the importance of gender in understanding multiracialism." Stanford: The Clayman Institute for Gender Research. 	<ol style="list-style-type: none"> 1. Listen to Week 11 Lecture on Carmen 2. Complete Week 11 reading quiz 3. Complete Week 11 reading response
Week 12 Nov 4-8	ELECTION WEEK / FINAL PROJECT PLANNING TIME		<ol style="list-style-type: none"> 1. Go vote! 2. Submit Memo #2 on Carmen summarizing your final project idea



Date	Topic	Readings	Assignment
			<ol style="list-style-type: none"> 3. Peer review the submitted Memo of fellow students assigned to you on Carmen 4. Catch up on any outstanding readings or assignments 5. OPTIONAL: Sign up for office hours to discuss any questions or concerns with Prof. Yadon
<p>Week 13 Nov 12-15</p>	<p>People of Color identity</p>	<ol style="list-style-type: none"> 1. Perez, Efren. 2020. “‘People of color’ are protesting. Here’s what you need to know about this new identity.” <i>Washington Post</i>. 2. Listen to NPR Code Switch’s “Is It Time To Say R.I.P. To ‘POC?’” 	<ol style="list-style-type: none"> 1. Listen to Week 13 Lecture on Carmen 2. Complete Week 13 reading quiz 3. Complete Week 13 reading response



Date	Topic	Readings	Assignment
Week 14 Nov 18-22	The evolution of Partisan Identity & Other Group Identities	<ol style="list-style-type: none"> 1. Read or Listen to Ezra Klein’s interview with Liliana Mason “How Identity Politics Took Over the Republican Party” 2. Read or Listen to The Roosevelt Institute’s podcast “What Drives Our Political Behavior?” 	<ol style="list-style-type: none"> 1. Listen to Week 14 Lecture on Carmen 2. Complete Week 14 reading quiz 3. Complete Week 14 reading response
Week 15 Nov 25-29	THANKSGIVING BREAK / CATCH-UP TIME		<ol style="list-style-type: none"> 1. Catch up on any outstanding reading or assignments 2. Review peer and instructor feedback from Memos 1 & 2 to finalize general idea for your final project
Week 16 Dec 2-6	Dedicated Final Project Time	<ol style="list-style-type: none"> 1. Review relevant readings, notes, and course materials related to the idea, concept, and/or topic you’ll focus on for your final project 	<ol style="list-style-type: none"> 1. Spend time working on final project and reviewing peer/ instructor



Date	Topic	Readings	Assignment
			feedback from Memos 1 & 2 2. OPTIONAL: Sign up for office hours to discuss any questions or concerns with Prof. Yadon
Finals Dec 9-11	Final Project Due Wed Dec 11 by 11:59pm on Carmen		1. Submit final project on Carmen

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 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.

Course Subject & 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)

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)

Course Subject & 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)

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)

Course Subject & 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)

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)

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.

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.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and 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)

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

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and 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)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

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

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. 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 develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, 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 Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. 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 experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural 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 Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), 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 Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by _____ on _____

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

From: [Downey, Douglas](#)
To: [Smith, Charles William](#); [Williams, Kristi](#)
Cc: [Yadon, Nicole D.](#)
Subject: Re: Concurrence requestion POLITSC 1910 Introduction to the Politics of Identity
Date: Wednesday, September 27, 2023 9:09:11 AM
Attachments: [image001.png](#)

Charles,

This course does overlap with Sociology 1102, which emphasizes the construction and consequences of racial, ethnic, and gender identities. Nevertheless, we concur with the understanding that POLITSC 1910 will focus heavily on political identities.

Doug Downey



Doug Downey (he/him/his)

Distinguished Professor of Arts and Science
Director of Undergraduate Studies

College of Arts and Sciences

126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210
614-292--6681 Office

downey.32@osu.edu / <https://sociology.osu.edu/people/downey.32>

From: Smith, Charles William <smith.3280@polisci.osu.edu>
Sent: Thursday, September 21, 2023 12:02 PM
To: Williams, Kristi <williams.2339@osu.edu>; Downey, Douglas <downey.32@osu.edu>
Cc: Yadon, Nicole D. <yadon.4@osu.edu>
Subject: Concurrence requestion POLITSC 1910 Introduction to the Politics of Identity

Good morning,

Dr. Nicole Yadon submitted a new course request for Political Science 1910 Introduction to the Politics of Identity. The Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee reviewed her course proposal and asked that we seek concurrence from Sociology.

Attached is Dr. Yadon's syllabus for 1910 along with the concurrence from. Professor Yadon is copied on this email in case there are any direct questions regarding the course.

If possible, we would like to re-submit the course by Oct. 6, 2023.

Kind regards,

Charles Smith



Charles Smith

Coordinating Advisor

Department of Political Science

2140B Derby Hall, 154 N. Oval Mall, Columbus, OH 43210

614-292-1484 Office & Voicemail

smith.3280@osu.edu osu.edu <https://polisci.osu.edu/> <https://preprofessional.osu.edu/prelaw>

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

To schedule an appointment go to <https://buckeyes.campus.eab.com> or call 614-292-6961 (option #3) or send an email to askascadvising@osu.edu

REMEMBER-- The Autumn 2023 graduation application deadline is Oct. 27, 2023!!!!

Contact an advisor to apply.

If you plan to graduate SPRING 2024 with Research Distinction, applications are due Sept 22, 2023 (Sept. 8 for ASC Honors students)

Click [here](#) for Autumn 2023 Important Dates (Add/Drop deadlines, etc.)

POLITSC 1910 Introduction to the Politics of Identity

Concurrence request sought from Sociology

Emailed form and syllabus to Kristi Williams.2339 and Doug Downey.32 on 9/21/23

Concurrence received from Doug Downey 9/27/23

Curriculum Map: BS Political Science

Learning Goals:

1. Students have a fundamental understanding of the theories, research methods, and substantive issues that guide the study of politics.
2. Students have a basic knowledge across three of the four major fields of Political Science: American Politics, Comparative Politics, International Relations, and Political Theory.
3. Students have advanced knowledge of the methods of research design and data analysis as used in the discipline of Political Science.
4. Students develop analytic and critical thinking skills that will enable them to rigorously evaluate competing arguments and to appraise value-based claims.

Key to Learning Goal Levels:

F = Foundational
 I = Intermediate
 A = Advanced

Prerequisite to the Major (1 Course)

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

Core (4 Courses)

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

4553	Game Theory for Political Scientists	3		A	A
	OR				
3500	Political Games	3		I	I

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	Follow the Science: Politics of Health	3	I		I	I
2145	Native American Politics	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
3147	Intersectionality and Identity Politics	3			I	I
3160	Political 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(E)	American Constitutional Law	3		A	A	A
4136	Civil Liberties	3		A	A	A
4137	Politics of Legal Decision Making	3		A	A	A
4138	Women & the Law	3		A	A	A
4139(E)	Gun Politics	3		A	A	A

4140	Black Politics	3		A	A	A
4143	Race, Ethnicity and American Politics	3		A	A	A
4145	Asian American Politics	3		A	A	A
4150	American Political Parties	3		A	A	A
4152	Campaign Politics	3		A	A	A
4160	Public Opinion	3		A	A	A
4162	Religion & American Politics	3		A	A	A
4164	Political Participation & Voting Behavior	3		A	A	A
4165	Mass Media & American Politics	3		A	A	A
4170	Gender & Politics	3		A	A	A
4175	Women, Government & Public Policy	3		A	A	A
4190	Political Decision Making & Public Policy	3		A	A	A
4191	Internship	3		A	A	A
4192	Policy Analysis	3		A	A	A
4193	Individual Studies	3		A	A	A
4891(H)	Topics	3		A	A	A
4910(H)	Business-Government Relations	3		A	A	A
5124	Urban Politics	3		A	A	A
5140	Ethnic Politics in American Cities	3		A	A	A
Comparative Politics						
2194.02	Group Studies	3	I		I	I
2240	Indigenous Politics	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
3260	Global Politics of Health & Disease	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						
1910	Introduction to Identity Politics	3	F	F		F
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 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
1910	Introduction to Politics of Identity	International Relations	3	x			x
Level B							
2120	Politics of Health	American Politics	3	x	x		x
2145	Native American Politics	American Politics	3	x	x		x
2150	Voters & Elections	American Politics	3	x	x		x
2194.0x	Group Studies	Variable	3	x	x		x
2240	Indigenous Politics	Comparative Politics	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
3260	Global Politics of Health & Disease	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(E)	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
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