Term Information

Effective Term   Spring 2026

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   3620
Course Title   Big Data, AI, and the State: How Modern Information Technology Reshapes Citizenship
Transcript Abbreviation   BIG DATA & STATE
Course Description   The course unpacks the various ways in which states collect information about their citizens, use this information in their decision-making, and associated political conflicts. Focus on how different types of political regimes make different choices about how citizens' information is collected, used, and how civil society responds.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance education component?   No
Grading Basis   Letter Grade
Repeatable   No
Course Components   Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus, 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

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
- Students develop a strong understanding of the politics of information collection and political control
- Students learn how information shapes government decision-making.

Content Topic List
- What are Big Data and AI?
- What is the State and Where Does it Come From?
- What is Democracy?
- What is Autocracy?
- Citizenship and Voting
- Privacy
- The Economy
- Health and the Welfare State
- Policing and Criminal Justice
- Surveillance and Repression
- Social Media, Misinformation, and Propaganda

Sought Concurrence Yes

Attachments

- PS 3620 submission-doc-citizenship_big_data.pdf: Citizenship Theme

  (Other Supporting Documentation. 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 Pol

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

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

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

- 3_OSU GE Theme Submission Worksheet - Big_Data_Revised.docx: GE Theme worksheet

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

- POLITSC 3620 Big Data concurrence list.docx: List of depts for concurrence

  (List of Depts Concurrence Requested From. Owner: Smith,Charles William)

- Concurrence from Engineering.pdf: Engineering concurrence

  (Concurrence. Owner: Smith,Charles William)

- email concurrence from Statistics.pdf: Stats concurrence

  (Concurrence. Owner: Smith,Charles William)

- Email concurrence Public Affairs.pdf: Public Affairs concurrence

  (Concurrence. Owner: Smith,Charles William)

- POLITSC 3620 Syllabus.pdf: POLITSC 3620 Syllabus

  (Syllabus. Owner: Smith,Charles William)

Comments

- Per feedback (3/24/95) and Katie Reed note (9/5/25), syllabus was updated and concurrences were sought and received *(by Smith,Charles William on 01/08/2026 10:55 AM)*

- Please seek concurrence from Data Analytics, Engineering, and Public Affairs. *(by Reed,Kathryn Marie on 09/05/2025 03:12 PM)*

- Please see Subcommittee feedback email sent 03/24/2025. *(by Hilty,Michael on 03/24/2025 09:51 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	01/28/2025 10:39 AM	Submitted for Approval
Approved	Kurtz,Marcus Jurgen	01/28/2025 01:26 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/03/2025 12:36 PM	College Approval
Revision Requested	Hilty,Michael	03/24/2025 09:51 AM	ASCCAO Approval
Submitted	Smith,Charles William	08/13/2025 01:38 PM	Submitted for Approval
Approved	McSweeney,Kendra	08/14/2025 08:59 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/19/2025 02:06 PM	College Approval
Approved	Vankeerbergen,Bernadette Chantal	09/03/2025 05:50 PM	ASCCAO Approval
Approved	Martin,Andrew William	09/03/2025 06:29 PM	ASC Approval
Revision Requested	Reed,Kathryn Marie	09/05/2025 03:12 PM	OAA Approval
Submitted	Smith,Charles William	01/08/2026 10:55 AM	Submitted for Approval
Approved	Kurtz,Marcus Jurgen	01/08/2026 11:32 AM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	01/08/2026 11:32 AM	College Approval

POLITSC 3620: Big Data, AI, and the State: How Modern Information Technology Reshapes Citizenship
The Ohio State University, Autumn 2025

Instructor: Jan H. Pierskalla
Time and Location: Tu/Th 8:00–9:20 am, Page Hall 020
Contact: pierskalla.4@osu.edu
Web: jpierskalla.github.io
Office Hours: Tu 12:00pm–1:30pm, Zoom Link: Click Here
Format of Instruction: Lecture

Overview and Objectives

Revolutions in information technology have made data about our lives vastly more available. What are the implications of this change for governance and citizenship around the world? States routinely collect a lot of information about their citizens and make use of it for political ends. From birth registries, censuses, land cadasters, and voter rolls, to modern biometric databases and the automated monitoring of social media, states rely on a varied array of information collection and analysis tools. What determines the kind of information states collect, how they collect it, and how it is used to make policy decisions? Do these tools entrench dictators and amplify political control, or do they democratize power and empower citizens? Who are the winners and losers when it comes to changes in the realm of information technology? The course unpacks the various ways in which states collect information about their citizens and use this information in their decision-making with a specific focus on how different types of political regimes–democracies and autocracies–make different choices about how citizens' information is collected, used, and how civil society responds.

We will explore this topic through a series of modules. We begin with four foundational topics: 1) covering the basics of the information technology revolution; 2) a discussion of states and their origin and role; 3) democracy and accountability; 4) authoritarian regimes. We then delve into a series of substantive modules that explore how the information revolution has re-shaped governance and citizenship in a variety of domains of state activity: citizenship and voting (censuses, ID cards, electoral fraud), the economy (taxation, the measurement of GDP and poverty), the welfare state (health data), education (measuring learning), surveillance and repression (informants, facial recognition, social scores), and media control and propaganda (censorship, misinformation, propaganda). Throughout, the course will engage with the topic of changes in information technology with a focus on "big data" and AI. We will also consider how states make use of new tools and how it impacts civil society. For each topic, we will use historical and contemporary case studies from around the world that illustrate the political trade-offs that shape government and citizen behavior.

Students will leave the class with a strong understanding of the political conflicts shaping information collection and political control, how this shapes government decision-making, the role of biases and possibilities of abuse, how it affects citizens' wellbeing, and how we should think about the ethical use of new technologies (e.g., AI). Students will also learn key social scientific concepts related to the origin of states, state-building, democratic accountability, and autocratic rule.

GE Goals and Expected Learning Outcomes

This course is part of both the Citizenship for a Just and Diverse World theme in the university's General Education program.

General Theme Goals and ELOs

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

ELO 1.1 Engage in critical and logical thinking.
There is no consensus on how modern information technology and computational advances in AI will reshape the state, our society, and citizenship. Across the different issues areas in which this topic impacts the lives of people, reasonable disagreement exists with respect to understanding the factual effects of information technology, the normative implications, and the key political and economic drivers of change. Students will need to carefully analyze the shape and structure of arguments, learn how to think about existing evidence, and how to think about what kind of evidence we would need to advance the debate.

- **Course-specific ELO:** Students will critically evaluate policy options with respect to information technology across issue domains, identifying key arguments and the state of evidence.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.
Students will learn how political regime type shapes the behavior of states with respect to their citizens. Related to the citizenship theme, students will learn the key differences in the political logic governing political systems with competitive elections versus systems in which political power is concentrated in the hands of the few. They will learn how differences in political regime type has important implications for how states use technology to control and shape the lives of their citizens. Students will read cutting-edge academic literature on authoritarian politics, democratic accountability, and state capacity to develop their perspectives.

- **Course-specific ELO:** Students will learn about the important role of political institutions in shaping governance and the ability of citizens to affect policy.

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.
A core premise of the course is the observation that the collection of information is a constitutive element of modern states. All states collect information, and the decision what and how information is collected is a political one. The ongoing information technology revolution is fundamentally re-shaping the abilities of governments and private actors to collect and analyze information, transforming the relationships between citizens and states. Understanding the underlying political conflicts over the control of information is a central organizing theme of the class.

- **Course-specific ELO:** Students will identify the core conflicts over the process of information collection by governments, describe how these conflicts play out in various issue-specific

domains, and synthesize across domains how this transforms the relationship between citizens and states.

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.

This course has three key components designed to help students become effective learners through reflection, self-assessment, and creative work.

1. Strategic Reading & Quizzes – Learning how to engage assigned reading material on their own is a key component of being an effective self-learner. Students will engage with assigned readings through strategic analysis, extracting key ideas, exploring specific sections in depth, and connecting different texts. Weekly quizzes provide feedback to reinforce comprehension and allow for self-assessment.

2. Policy Memo Writing – Students will select a topic of interest, conduct independent research, review relevant literature, and engage in discussions with peers and the instructor. They will receive feedback on draft memos, allowing for reflection on core course topics and fostering creative engagement.

3. Generative AI Integration – The course encourages students to use AI tools to enhance their memos, including drafting, summarizing, and receiving AI-generated feedback. They will learn how to use generative AI as a tool for self-assessment and creative work. Students will also submit a summary and review of their AI usage, reflecting on their writing process and self-assessing their approach.

This structured approach helps students develop critical reading, writing, and analytical skills while integrating innovative learning tools.

- **Course-specific ELO**: Students develop their skills as self-directed learners by practicing effective reading techniques when engaging with required readings, by engaging in independent research, hone their career-relevant writing skills, and reflecting on their use of technology.

Citizenship Theme Goals and ELOs

GOAL 3: 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 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Students will learn about the varied ways in which states interact with their citizens and how citizens have the right and opportunities to hold state actors accountable. By exploring state-citizen interactions across a variety of substantive policy domains and cultural contexts, centering the importance of information collection and control, students will explore what constitutes meaningful citizenship.

- **Course-specific ELO: Students learn how political regimes vary in their treatment of citizens and how modern information technology is re-shaping the citizen-state relationship.**

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

By exploring political conflicts in the areas of citizenship, voting, taxation, the welfare state, education, and political protest across a variety of countries, students will discover that many political conflicts feature societal trade-offs that people can reasonably disagree about. They will also learn that many disagreements stem from a lack of data and evidence on societal impacts. Both insights facilitate perspective-taking and build intercultural competence.

- **Course-specific ELO:** Students explore intra- and inter societal differences in values, norms, and perspectives about the citizen-state relationship, the value of privacy, and the degree to which governments should control information.

GOAL 4. 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 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Students will study how individuals' status in terms of socioeconomics, education, political orientation, and ethnic identity shapes citizenship under different regime types, affecting political power. They will also explore how status differences are impacted by technological change, increasing or magnifying differences, and how policy interventions can contribute to increasing or decreasing societal inequities.

- **Course-specific ELO: Students investigate the various ways in which status differences affect political power in democracies and autocracies and how technological change magnifies or reduces such differences.**

ELO 4.2 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 citizenship under democracy and autocracy is re-shaped by technological change and the control of information. By the end of the course students will be able to articulate how political processes work differently across regime types, how technological change can tilt the balance of power between elites and citizens, and how central control over information is in key areas of state activity.

- **Course-specific ELO: Students examine how changes in information technology have transformed governments' ability to shape the economy, public services, and their control over their citizens, while also exploring how the same technological change can empower citizens.**

Requirements

The course will largely be taught in a lecture format, but I will encourage discussion as much as possible.

- ATTENDANCE (10%) The classroom is a great place to exchange ideas, meet your classmates, and ask questions. We will meet twice per week during the semester and I will track attendance via TopHat. Class is a resource to *you* and your attendance will influence your final grade and your ability to complete the other assignments.

- WEEKLY READING QUIZZES (10%): Each week you will have to answer multiple choice questions on Carmen about the assigned readings for that week. The questions will be available until Sunday after our Thursday session. At the end of the semester, I will drop your two worst quizzes. These quizzes are meant to help you practice effective reading and self-learning.

- IN-CLASS EXAM I (10/5) (25%): The first exam will test the material covered in the first part of the class (lectures and readings), engaging the topic of information governance, citizenship, and justice in a world of difference. The exam will be a mixture of short-answer and essay questions. This is a closed book exam.

- IN-CLASS EXAM II (12/5) (25%): The second exam will test the material covered in the second part of the class (lectures and readings), engaging the topic of information governance, citizenship, and justice in a world of difference. . The exam will be a mixture of short-answer and essay questions. This is a closed book exam.

- POLICY MEMO (12/10) (30%): Pick a topic related to Weeks 6–15 or in other ways related to AI and governance and write a policy memo. Imagine you are working for a principal (e.g., the White House, a US Senate candidate, a CEO of a multi-national company) and you are asked to provide input on a current policy issue your principal is dealing with. The goal is to critically engage a major policy issue dealing with big data, AI, or the governance of information. You can pick an actual policy reform from the past, a real reform idea currently being debated or a fictitious proposal of your own choosing. E.g., you could discuss whether the US should force a sale of TikTok, whether Indonesia should consider a ban of social media, or how democracies should combat misinformation on social media. Importantly, the topic should engage the ideas of information governance, citizenship, and justice in a world of difference.

  You should clearly describe the policy issue you are interested in, explain key conceptual terms, discuss the major debates and positions, and provide a reasoned recommendation. Throughout the memo, please reference relevant literature (e.g., academic articles and books, policy white papers, newspaper articles, government reports). You can draw on the assigned and supplementary readings from the syllabus but I expect you to go beyond and find your own material. The memo will help you to get more out of the readings and lectures.

  The memo will be graded with the following criteria in mind:

  1. Did you provide key background information about the policy issue and explain it clearly?
  2. Did your discussion of the issue engage relevant theoretical and empirical debates we covered in class?
  3. Did you offer a reasoned conclusion?
  4. Did you cite proper references and bring in additional literature?

  The memo should be at most six pages long (not including the reference list at the end). Please format your memo in 12pt-font, with 1.5 spacing, 1-inch margins, and references formatted

in APSA-style. I highly encourage you to work on your memo throughout the semester. The memo is due no later than midnight, DEC 10TH. Late submissions will only receive 50% of the credit. Prepare accordingly. If you are running into trouble, for whatever reason, please reach out to me before the submission deadline. I am also happy to provide feedback on your draft throughout the semester. Please submit your memo via the Carmen dropbox. This memo is a great opportunity to creatively engage with the topics from class and practice your critical reading, writing, and analytical skills.

You have my explicit permission to use generative AI tools in the completion of this assignment. In fact, I encourage you to explore the usefulness of these tools. For example, you should try to use AI-based tools for making yourself familiar with the relevant literature, as a search engine, to receive feedback on your drafts, or drafting or re-writing paragraphs. I do ask you to include a statement at the end of your memo that discloses how you used AI technology and your experience with it. Did it prove to be helpful? Did you encounter any difficulties? Please describe briefly your experience with the use of these tools. This statement is not subject to grading and does not count towards your grade.

- SUMMARY OF MOST IMPORTANT DATES:
  - 10/5: In-Class Exam I
  - 12/5: In-Class Exam II
  - 12/10: Policy memo is due

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (`https://safeandhealthy.osu.edu`).

Classroom Policy

The classroom is one of the most important places to learn, engage, develop ideas, and communicate. We should all aim to establish an environment that enhances the academic experience. There are some basic principles we should embrace: 1. Use electronic devices respectfully. 2. Arrive on time.

Communication

The classroom is the best place to raise questions, which are relevant for everybody in the class. Questions not directly relevant to all students, are ideally raised at the end of class. The office hours should be dedicated to discuss more in-depth questions and your assignments. In fact, within the first 4 weeks I encourage everybody to come to my office hours at least once. Emails are a last resort! Think twice before sending an email (Subject header should always include the course number and your full name). On weekdays you can expect that I reply to your emails, within 24 hours. Be prepared to remind me, should my attention slip. I will not respond to emails over the weekend (except in urgent cases).

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct `http://studentlife.osu.edu/csc/`.

- General: https://oaa.osu.edu/academic-integrity-and-misconduct

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

I give you explicit permission to use such tools in the completion of the Policy Memo writing assignment. Please consult the assignment description for more detail.

Disability

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or `slds.osu.edu`.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

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If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

Weather or other short-term closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas.

Mental Health–PLEASE TAKE CARE OF YOURSELF

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

Beyond class activities

OSU has many interesting talks and seminars that pertain to the topics of the class. I will make you aware of interesting events as they come up. I will notify you on the specific dates as they are published.

Course Material

There are no assigned textbooks for this class. Each week usually features several assigned readings, which will be made available via Carmen. I expect you to read all **core readings** in detail before class. Sometimes the assigned papers are very dense, but you should try your best to understand the main points.

For some weeks, the syllabus also lists **Bonus reading material** or **Additional online resources**. Please consider either as purely optional content. I might reference it during a lecture but it is not directly relevant for your weekly quizzes or exams but merely there to offer you additional context.

How to Become an Efficient Reader

- How to Read A Book
- How to Read Political Science

Course Outline

Week 1 (August 22/24): Introduction and Overview

Introduction to the class, general requirements, and logistics.

- Core readings:

    - A Guide to Solving Problems with Machine Learning

Week 2 (August 29/31): What are Big Data and AI?

This week we will define basic terminology and learn about the revolution in information technology and why it matters for citizenship and justice.

- Core readings:

    - J. Berryhill, K. K. Heang, R. Clogher, and K. McBride. Hello, World: Artificial intelligence and its use in the public sector. Technical report, OECD, Paris, Nov. 2019 (Chapters 1-3)
    - M. Mitchell. *Artificial Intelligence: A Guide for Thinking Humans.* Farrar, Straus and Giroux, Oct. 2019 (Chapter 1-2)
    - What chatGPT is doing ... and why does it work?

- Bonus reading material:

    - S. Athey. Beyond prediction: Using big data for policy problems. *Science*, 355(6324):483–485, Feb. 2017
    - D. Amodei, C. Olah, J. Steinhardt, P. Christiano, J. Schulman, and D. Mané. Concrete Problems in AI Safety, July 2016

- Other online resources:

    - CGP Grey on AI

Week 3 (September 5/7): What is the State and Where Does it Come From?

This week we will discuss what states are, where they come from, and how information collection is a central theme of state activity. We will touch upon how citizens are different from subjects.

- Core readings:

  - J. C. Scott. *Against the Grain. A Deep History of the Earliest States*. Yale University Press, New Haven, CT, 2017 (Chapter 1)
  - B. W. Ansell and J. Lindvall. *Inward Conquest: The Political Origins of Modern Public Services*. Cambridge University Press, 2020 (Chapters 1-2)

Week 4 (September 12/14): What Does Citizenship Mean in a Democracy?

This week we examine the concepts of citizenship, democracy, and how elections affect what states do.

- Core readings:

  - R. A. Dahl. *Polyarchy*. Yale University Press, New Haven, CT, 1971 (Chapter 1)
  - A. Przeworski. Democracy and Economic Development. In E. D. Mansfield and R. Sisson, editors, *The Evolution of Political Knowledge*. Ohio State University Press, 2004

Week 5 (September 19/21): What Does Citizenship Mean in an Autocracy?

In this week we will investigate autocratic regimes, how they operate, and what citizenship means in the absence of free elections and the right to political expression.

- Core readings:

  - B. B. de Mesquita and A. Smith. *The Dictator's Handbook: Why Bad Behavior Is Almost Always Good Politics*. PublicAffairs, Sept. 2011 (Chapter 1)
  - M. W. Svolik. *The Politics of Authoritarian Rule*. Cambridge University Press, 2012 (Chapter 1)

- Other online resources:

  - CGP Grey Rules for Rulers

Week 6 (September 26/28): Citizenship and Voting

We explore how different regimes record citizenship status, issue identification documents, run elections, and how we investigate election integrity.

- Core readings:

  - S. Ruggles and D. L. Magnuson. Census Technology, Politics, and Institutional Change, 1790–2020. *Journal of American History*, 107(1):19–51, June 2020
  - K. Muralidharan, P. Niehaus, and S. Sukhtankar. Building State Capacity: Evidence from Biometric Smartcards in India. *The American Economic Review*, 106(10):2895–2929, Oct. 2016

Week 7 (October 3/5): REVIEW AND IN-CLASS EXAM I

We will review essential material on Tuesday, October 3rd. The in-class, closed book exam I will take place on Thursday, October 5th.

Week 8 (October 10/12): Citizenship and Voting Part 2

FALL BREAK ON OCTOBER 12.

- Core readings:

  - P. Barberá. Social Media, Echo Chambers, and Political Polarization. In J. A. Tucker and N. Persily, editors, *Social Media and Democracy*, SSRC Anxieties of Democracy, pages 34–55. Cambridge University Press, Cambridge, 2020 (Chapter 3)

Week 9 (October 17/19): The Economy I: Taxation

How does the state collect taxes? Who pays the most taxes and how do individuals and corporations avoid taxation? Can technology be used to limit tax evasion?

- Core readings:

  - J. Slemrod and J. M. Bakija. *Taxing Ourselves: A Citizen's Guide to the Debate over Taxes.* MIT Press, Cambridge, Mass., 4th edition, 2008 (Chapter 1)
  - M. Battaglini, L. Guiso, C. Lacava, D. L. Miller, and E. Patacchini. Refining Public Policies with Machine Learning: The Case of Tax Auditing. Technical Report w30777, National Bureau of Economic Research, Dec. 2022

Week 10 (October 24/26): The Economy II: GDP and Poverty

How do we measure the size of the economy? How do we measure poverty? Does it matter? Can big data and AI improve poverty measurement and the targeting of poverty alleviation programs?

- Core readings:

  - M. Jerven. *Poor Numbers: How We Are Misled by African Development Statistics and What to Do about It.* Cornell University Press, 2013 (Chapter 1)
  - E. Aiken, A. Ashraf, J. Blumenstock, R. Guiteras, and A. M. Mobarak. Scalable Targeting of Social Protection: When Do Algorithms Out-Perform Surveys and Community Knowledge? Technical Report w33919, National Bureau of Economic Research, June 2025

Week 11 (October 31/ November 2): Education

How does the state use technology in the education sector? How does the state use education to collect information and exercise control? How does big data and AI change the state's role in the education sector?

- Core readings:

  - A. Paglayan. *Raised to Obey: The Rise and Spread of Mass Education.* Princeton University Press, Nov. 2024 (Chapter 1)

- R. Chetty, J. N. Friedman, and J. E. Rockoff. Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates. *American Economic Review*, 104(9):2593–2632, Sept. 2014

- M. D. Simone, F. Tiberti, M. B. Rodriguez, F. Manolio, W. Mosuro, and E. J. Dikoru. From Chalkboards to Chatbots: Evaluating the Impact of Generative AI on Learning Outcomes in Nigeria. Policy Research Working Paper 11125. Technical report, World Bank Publications, May 2025

Week 12 (November 7 / November 9): Health and the Welfare State

This week we will explore how information technology affects the use of medical information in the realm of public health. What are the implications for inequalities in health outcomes across citizens, especially in societies with deep social, economic, or ethnic cleavages?

- Core readings:

  - T. Iversen and P. Rehm. *Big Data and the Welfare State: How the Information Revolution Threatens Social Solidarity.* Cambridge Studies in Comparative Politics. Cambridge University Press, Cambridge, 2022 (Chapter 1)

  - R. Krishnamurthy and K. C. Desouza. Big data analytics: The case of the social security administration. *Information Polity*, 19(3-4):165–178, 2014

  - Google Trends and COVID-19

Week 13 (November 14/16): Surveillance and Repression

How do states use modern information technology to surveil and repress their citizens? How does repressive information technology shape our understanding of citizenship?

- Core readings:

  - How China Targets Uighurs One By One

  - Exposed: China's Operating Manuals for Mass Internment and Arrest by Algorithm

  - A. Kendall-Taylor, E. Frantz, and J. Wright. The Digital Dictators: How Technology Strengthens Autocracy. *Foreign Affairs*, 99(2):103–115, Mar. 2020

Week 14 (November 21/23): THANKSGIVING BREAK

Week 15 (November 28/30): Social Media, Misinformation, and Propaganda

What are propaganda and misinformation? How has social media changed information control? How do these changes impact citizenship?

- Core readings:

  - N. Persily and J. A. Tucker, editors. *Social Media and Democracy.* SSRC Anxieties of Democracy. Cambridge University Press, Cambridge, 2020 (Chapters 2 and 5)

Week 16 (December 5): In-Class Exam II

References

[1] E. Aiken, A. Ashraf, J. Blumenstock, R. Guiteras, and A. M. Mobarak. Scalable Targeting of Social Protection: When Do Algorithms Out-Perform Surveys and Community Knowledge? Technical Report w33919, National Bureau of Economic Research, June 2025.

[2] D. Amodei, C. Olah, J. Steinhardt, P. Christiano, J. Schulman, and D. Mané. Concrete Problems in AI Safety, July 2016.

[3] B. W. Ansell and J. Lindvall. *Inward Conquest: The Political Origins of Modern Public Services*. Cambridge University Press, 2020.

[4] S. Athey. Beyond prediction: Using big data for policy problems. *Science*, 355(6324):483–485, Feb. 2017.

[5] P. Barberá. Social Media, Echo Chambers, and Political Polarization. In J. A. Tucker and N. Persily, editors, *Social Media and Democracy*, SSRC Anxieties of Democracy, pages 34–55. Cambridge University Press, Cambridge, 2020.

[6] M. Battaglini, L. Guiso, C. Lacava, D. L. Miller, and E. Patacchini. Refining Public Policies with Machine Learning: The Case of Tax Auditing. Technical Report w30777, National Bureau of Economic Research, Dec. 2022.

[7] J. Berryhill, K. K. Heang, R. Clogher, and K. McBride. Hello, World: Artificial intelligence and its use in the public sector. Technical report, OECD, Paris, Nov. 2019.

[8] R. Chetty, J. N. Friedman, and J. E. Rockoff. Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates. *American Economic Review*, 104(9):2593–2632, Sept. 2014.

[9] R. A. Dahl. *Polyarchy*. Yale University Press, New Haven, CT, 1971.

[10] B. B. de Mesquita and A. Smith. *The Dictator's Handbook: Why Bad Behavior Is Almost Always Good Politics*. PublicAffairs, Sept. 2011.

[11] T. Iversen and P. Rehm. *Big Data and the Welfare State: How the Information Revolution Threatens Social Solidarity*. Cambridge Studies in Comparative Politics. Cambridge University Press, Cambridge, 2022.

[12] M. Jerven. *Poor Numbers: How We Are Misled by African Development Statistics and What to Do about It*. Cornell University Press, 2013.

[13] A. Kendall-Taylor, E. Frantz, and J. Wright. The Digital Dictators: How Technology Strengthens Autocracy. *Foreign Affairs*, 99(2):103–115, Mar. 2020.

[14] R. Krishnamurthy and K. C. Desouza. Big data analytics: The case of the social security administration. *Information Polity*, 19(3-4):165–178, 2014.

[15] M. Mitchell. *Artificial Intelligence: A Guide for Thinking Humans*. Farrar, Straus and Giroux, Oct. 2019.

[16] K. Muralidharan, P. Niehaus, and S. Sukhtankar. Building State Capacity: Evidence from Biometric Smartcards in India. *The American Economic Review*, 106(10):2895–2929, Oct. 2016.

[17] A. Paglayan. *Raised to Obey: The Rise and Spread of Mass Education.* Princeton University Press, Nov. 2024.

[18] N. Persily and J. A. Tucker, editors. *Social Media and Democracy.* SSRC Anxieties of Democracy. Cambridge University Press, Cambridge, 2020.

[19] A. Przeworski. Democracy and Economic Development. In E. D. Mansfield and R. Sisson, editors, *The Evolution of Political Knowledge.* Ohio State University Press, 2004.

[20] S. Ruggles and D. L. Magnuson. Census Technology, Politics, and Institutional Change, 1790–2020. *Journal of American History*, 107(1):19–51, June 2020.

[21] J. C. Scott. *Against the Grain. A Deep History of the Earliest States.* Yale University Press, New Haven, CT, 2017.

[22] M. D. Simone, F. Tiberti, M. B. Rodriguez, F. Manolio, W. Mosuro, and E. J. Dikoru. From Chalkboards to Chatbots: Evaluating the Impact of Generative AI on Learning Outcomes in Nigeria. Policy Research Working Paper 11125. Technical report, World Bank Publications, May 2025.

[23] J. Slemrod and J. M. Bakija. *Taxing Ourselves: A Citizen's Guide to the Debate over Taxes.* MIT Press, Cambridge, Mass., 4th edition, 2008.

[24] M. W. Svolik. *The Politics of Authoritarian Rule.* Cambridge University Press, 2012.

What is Citizenship?

As part of the Global Citizenship in a Diverse World GE theme, this course centers the idea of **citizenship**. Citizenship, as it pertains to this course, is defined by the accountability relationship between individuals and institutions of central political authority (`the state`). Can individuals meaningfully influence collective decisions or are they mere *subjects* of state power? Can they exercise individual freedoms? What are the limits of citizens' freedoms? Conversely, citizenship also entails a perspective on the wielders and executors of state authority. What kind of capacity and powers does the state need to support the meaningful exercise of citizenship? What are the appropriate limits of state power? The course explores how meaningful citizenship (or lack thereof) is constituted in the tension between the exercise of power by citizens and agents of the state, all in the context of transformational technological change.

General Theme Goals and ELOs:

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.

In this course students will study how governments collect information on their citizens, how this process has been changed by the information technology revolution, and how this has re-shaped governance and citizenship. Modern tools in the realm of big data, machine learning, and AI are reshaping how states relate to their citizens, generating new conflicts over the quality of governance, privacy, and the health of democracy. While the course will provide some foundational content on, e.g., what the state is, how regime types like democracy and autocracy shape what the state does, and what the information technology revolution is, most of the course asks students to deep dive on specific policy topics. E.g., students will study how governments deploy information technology in the context of taxation, how big data and machine learning can be used to detect election fraud, but also how autocratic regimes use tools of information control to shape propaganda, control social media, engage in censorship, and target repression.

There is no standard textbook that covers these topics. Instead, students will read state-of-the-art research literature from political science, economics, sociology, and history, as well as technical explainers on AI and machine learning.

ELO 1.1 Engage in critical and logical thinking.

General ELO 1.1 Description for Course:

There is no consensus on how modern information technology and computational advances in AI will reshape the state, our society, and citizenship. Across the different issues areas in which this topic impacts the lives of people, reasonable disagreement exists with respect to understanding the factual effects of information technology, the normative implications, and the key political and economic drivers of change. Students will need to carefully analyze the shape and structure of arguments, learn how to think about existing evidence, and how to think about what kind of evidence we would need to advance the debate.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students will critically evaluate policy options with respect to information technology across issue domains, identifying key arguments and the state of evidence.

Example Topics:

- *Does modern social media with algorithmically curated content improve or worsen the quality of political discourse and political polarization?*
- *Does predictive policing increase police effectiveness or amplify racial biases in criminal justice?*
- *Is there widespread electoral fraud in the U.S. and how would we know?*

Example Discussion and Exam Questions:

- *What is an online "echo chamber" and why could it be problematic for political discourse?*
- *Please explain what "predictive policing" is and identify possible advantages and disadvantages in comparison to traditional policing methods.*

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

General ELO 1.2 Description for Course:

Students will learn how political regime type shapes the behavior of states with respect to their citizens. Related to the citizenship theme, students will learn the key differences in the political logic governing political systems with competitive elections versus systems in which political power is concentrated in the hands of the few. They will learn how differences in political regime type has important implications for how states use technology to control and shape the lives of their citizens. Students will read cutting-edge academic literature on authoritarian politics, democratic accountability, and state capacity to develop their perspectives.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students will learn about the important role of political institutions in shaping governance and the ability of citizens to affect policy.

Example Topics:

- The key components of democracy
- How elections generate a form of political accountability.
- The basic logic of political survival in authoritarian regimes.
- The different types of authoritarian regimes
- The problem of authoritarian control and power-sharing.

Example Discussion and Exam Questions:

- Please explain why autocrats have more to fear from their inner circle of supporters than from opposition by the masses.
- How do elections generate accountability between voters and their elected representatives?
- What is the retrospective voting model and does it capture political reality in a meaningful way?
- Please explain what is understood by a "minimalist" definition of democracy.
- Please identify at least three different types of authoritarian regimes and how their differences matter for governance.
- What is democratic backsliding?
- Please explain the concept of preference falsification and how it shapes politics in authoritarian systems.

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 encounter assigned reading material from a variety of academic disciplines: political science, public policy and administration, economics, sociology, and history. They will also be asked to read journalistic accounts of policy debates, government and NGO reports, and technical reports.

The policy memo writing assignments will offer an additional opportunity to bring in other disciplinary knowledge, personal perspectives, and interests, as well as push students to synthesize their acquired knowledge and apply it to a topic of their choosing. The assignment requires them to do additional research and reading, producing a final product that resembles a briefing memo for a politician, government official, business leader, or an opinion piece for the general public.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

General ELO 2.1 Description for Course:

A core premise of the course is the observation that the collection of information is a constitutive element of modern states. All states collect information, and the decision what and how information is collected is a political one. The ongoing information technology revolution is fundamentally re-shaping the abilities of governments and private actors to collect and analyze information, transforming the relationships between citizens and states. Understanding the underlying political conflicts over the control of information is a central organizing theme of the class.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students will identify the core conflicts over the process of information collection by governments, describe how these conflicts play out in various issue-specific domains, and synthesize across domains how this transforms the relationship between citizens and states.

Example Topics:

- *Does the collection of biometric data on all citizens help crime mitigation?*
- *Why do citizens have different sensitivities when it comes to sharing personal data, e.g., voluntarily disclosing personal shopping habits to private corporations but resisting a centralized government ID database?*
- *How technological change has contributed to the declining quality of political surveys and polls.*
- *Why the IRS has been hampered through legislation in its ability to discover tax fraud.*
- *Debates around the prevalence of electoral fraud in the U.S.*
- *Why we lack systematic data on police killings.*

Example Discussion and Exam Questions:

- *How much evidence do we have on the prevalence of common types of electoral fraud in the U.S.?*
- *Please discuss what we know about the extent of police killings in the U.S. What kind of data sources are available and what are their pros and cons?*
- *Why do authoritarian governments fake official statistics, e.g., on economic growth?*

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.

General ELO 2.2 Description for Course:

This course has three key components designed to help students become effective learners through reflection, self-assessment, and creative work.

1. **Strategic Reading & Quizzes** – Learning how to engage assigned reading material on their own is a key component of being an effective self-learner. Students will engage with assigned readings through strategic analysis, extracting key ideas, exploring specific sections in depth, and connecting different texts. Weekly quizzes provide feedback to reinforce comprehension and allow for self-assessment.

2. **Policy Memo Writing** – Students will select a topic of interest, conduct independent research, review relevant literature, and engage in discussions with peers and the instructor. They will receive feedback on draft memos, allowing for reflection on core course topics and fostering creative engagement.

3. **Generative AI Integration** – The course encourages students to use AI tools to enhance their memos, including drafting, summarizing, and receiving AI-generated feedback. They will learn how to use generative AI as a tool for self-assessment and creative work. Students will also submit a summary and review of their AI usage, reflecting on their writing process and self-assessing their approach.

This structured approach helps students develop critical reading, writing, and analytical skills while integrating innovative learning tools.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students develop their skills as self-directed learners by practicing effective reading techniques when engaging with required readings, by engaging in independent research, hone their career-relevant writing skills, and reflecting on their use of technology.

Citizenship Theme Goals and ELOs

GOAL 3: 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.

This course centers the idea of information and its control as a key element of the relationship between citizens and the state. Exploring how varied state approaches are to information collection, how they shape key state activities in the realms of public goods provision, tax collection, public safety, and how this in turn affects citizens' ability to hold state actors accountable allows students to develop a critical perspective on citizenship. Moreover, the class will draw on examples of policy conflicts across the democracy-autocracy regime divide and

across Western advanced industrial nations and cases from the Global South, offering a global perspective on citizenship.

Beyond the substantive focus on citizenship, the critical engagement with these topics, learning how to analyze these topics from a political science perspective, learning about the strength of evidence for various positions and how to evaluate evidence, offers plentiful opportunities to develop critical skills for the lived practice of citizenship.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

General ELO 3.1 Description for Course:

Students will learn about the varied ways in which states interact with their citizens and how citizens have the right and opportunities to hold state actors accountable. By exploring state-citizen interactions across a variety of substantive policy domains and cultural contexts, centering the importance of information collection and control, students will explore what constitutes meaningful citizenship.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students learn how political regimes vary in their treatment of citizens and how modern information technology is re-shaping the citizen-state relationship.

Example Topics:

- *The degree to which social media has improved democratic discourse.*
- *How information technology has empowered and hindered collective action in democracies and authoritarian regimes.*
- *How information technology has improved the provision of essential government services in the developing world, e.g., in how to manage teacher absenteeism in India.*

Example Discussion and Exam Questions:

- *Please explain how modern information technology might facilitate or curb protests in authoritarian regimes.*
- *What is the principal-agent problem? Please discuss how information technology might help (or hinder) in the management of civil servants.*
- *Should TikTok be banned in the U.S.? Why or why not?*

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

General ELO 3.2 Description for Course:

By exploring political conflicts in the areas of citizenship, voting, taxation, the welfare state, policing, and political protest across a variety of countries, students will discover that many political conflicts feature societal trade-offs that people can reasonably disagree about. They will also learn that many disagreements stem from a lack of data and evidence on societal impacts. Both insights facilitate perspective-taking and build intercultural competence.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students explore intra- and inter societal differences in values, norms, and perspectives about the citizen-state relationship, the value of privacy, and the degree to which governments should control information.

Example Topics:

- *Differences in individuals' valuation of privacy.*
- *The trade-off between crime prevention and privacy and protection from abuse.*
- *The trade-off between limiting fraud in welfare program provision versus increasing access.*

Example Discussion and Exam Questions:

- *The policy memo will require the students to distinguish factual from normative disagreements for specific policy issues.*

GOAL 4. 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.

Students will explore how citizenship is shaped by differences in political institutions and technological change. They will learn how these differences affect political rights, personal and economic wellbeing, and individual privacy. They will also learn how differences in regime type and technological change have disparate impacts on specific population groups (e.g., ethnic minorities, the poor, etc.)

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

General ELO 4.1 Description for Course:

Students will study how individuals' status in terms of socioeconomics, education, political orientation, and ethnic identity shapes citizenship under different regime types, affecting political power. They will also explore how status differences are impacted by technological

change, increasing or magnifying differences, and how policy interventions can contribute to increasing or decreasing societal inequities.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students investigate the various ways in which status differences affect political power in democracies and autocracies and how technological change magnifies or reduces such differences.

Example Topics:

- *Racial bias in AI algorithms for sentencing.*
- *AI and the transformation of the job market.*
- *Political repression and Uighurs in China*

Example Discussion and Exam Questions:

- *Does predictive policing exacerbate or ameliorate racial bias in policing in the U.S?*
- *Is the widespread adoption of AI going to exacerbate or reduce economic inequality?*
- *What are the likely impacts of stricter voter ID laws for different racial groups?*

ELO 4.2 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.

General ELO 4.2 Description for Course:

This course focuses on how citizenship under democracy and autocracy is re-shaped by technological change and the control of information. By the end of the course students will be able to articulate how political processes work differently across regime types, how technological change can tilt the balance of power between elites and citizens, and how central control over information is in key areas of state activity.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students examine how changes in information technology have transformed governments' ability to shape the economy, public services, and their control over their citizens, while also exploring how the same technological change can empower citizens.

Example Topics:

- *Information technology and the Arab spring.*
- *Report-a-Bribe and anti-corruption efforts through information technology.*
- *Censorship of Western media and the Chinese market.*

Example Discussion and Exam Questions:

- What is the right to privacy? How do changes in information technology impact the right to privacy?
- Should technology companies face more responsibility for the content their platforms provide to citizens?
- Has the information technology revolution contributed to the decline of democracy? Please discuss specific mechanisms and available evidence for this claim.

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.

<u>Learning Goals:</u>

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.

<u>Level Index:</u>

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

<u>Overview of Program Learning Goals</u>

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							
2110	American Government Culture and Behavior	American Politics	3	x	x		x
2120	Politics of Health	American Politics	3	x	x		x
2128	Politics of Policing	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

Number	Title	Subfield	Cr				
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
3275	Politics of Sports	Variable	3		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
3620	Big Data, AI and the State	Variable	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
4322	Psychology of War and 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

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						
2110	American Government Culture and Behavior	**3**	I		I	I
2120	Follow the Science: Politics of Health	**3**	I		I	I
2128	Politics of Policing	**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	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(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 Recontruction	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
4322	Psychology of War and 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

<u>Learning Goals:</u>

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.

<u>Key to Learning Goal Levels:</u>

F = Foundational

I = Intermediate

A = Advanced

<u>Prerequisite to the Major (1 Course)</u>

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

<u>Major Requirements:</u>

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(E)	American Constitutional Law	3		A	A	A
4249	Domestic Politics of International Conflict	3		A	A	A
4310	Security Policy	3		A	A	A

Code	Course	Credits			
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
4322	Psychology of War and 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
3620	Big Data, AI and the State	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
3260	Global Politics of Health & Disease	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 |

POLITSC 3620 Big Data, AI, and the State

Per Katie Reed, concurrences sought from

Engineering

      Emailed Donald Williams 9-9-25; received concurrence 9/12/25

Public Affairs

      Emailed Chris Adams 9-9-25; received concurrence email 1/8/26

Data Analytics / Statistics

      Emailed Chris Stewart 9-9-25; concurrence received 9-11-25 from David

            Sivakoff.2@osu.edu

From:	Greenbaum, Rob
To:	Gules-Guctas, Esra; Pierskalla, Jan
Cc:	Smith, Charles William; Adams, Christopher
Subject:	RE: POLITSC 3620
Date:	Thursday, January 8, 2026 10:40:49 AM
Attachments:	image001.png

Hi Jan,

I'll echo's Esra's thanks for the changes you made to the POLITSC 3620 syllabus.

The Glenn College is now happy offer our concurrence for this valuable new class.

Sincerely,

Rob Greenbaum

THE OHIO STATE UNIVERSITY

Robert T. Greenbaum
Professor, Associate Dean for Curriculum
John Glenn College of Public Affairs
350E Page Hall, 1810 College Road, Columbus, OH 43210
614-292-9578 Office / 614-292-2548 Fax
https://glenn.osu.edu/rob-greenbaum
Pronouns: he/him/his

From: Gules-Guctas, Esra <gules-guctas.1@osu.edu>
Sent: Thursday, January 8, 2026 9:42 AM
To: Pierskalla, Jan <pierskalla.4@osu.edu>; Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Smith, Charles William <smith.3280@polisci.osu.edu>; Adams, Christopher <adams.615@osu.edu>
Subject: Re: POLITSC 3620

Hi Jan,

Thanks for taking the time over break to revise the POLITSC 3620 syllabus and to lay out the changes so clearly. It looks like a fantastic course, and I really appreciate your efforts to minimize overlap with PUBAFRS 3220.

I agree that the two courses now read as strong complements. I think this will be a real benefit to students who take both, since the pairing should provide a more well rounded understanding of AI and the state across different contexts.

Thanks again,

Sincerely,

Esra

Esra Gules-Guctas

Assistant Professor of Artificial Intelligence, Data, and Public Governance

John Glenn College of Public Affairs

Core Faculty Member, OSU Translational Data Analytics Institute

310D Page Hall, 1810 College Road, Columbus, OH 43210

gules-guctas.1@osu.edu / glenn.osu.edu

Pronouns: she/her/hers | Honorific: Dr.

From: Pierskalla, Jan <pierskalla.4@osu.edu>
Sent: Thursday, January 8, 2026 9:12 AM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Gules-Guctas, Esra <gules-guctas.1@osu.edu>; Smith, Charles William <smith.3280@polisci.osu.edu>; Adams, Christopher <adams.615@osu.edu>
Subject: Re: POLITSC 3620

Hi Rob and Esra,

I hope all is well! Over winter break, I finally had time to work on revising my proposed syllabus. PUBAFRS 3220 looks like a fantastic course, and I made some changes to POLITSC 3620 to minimize any potential overlap and ensure the two work as strong complements rather than substitutes.

Specifically, I tweaked some of the topline course description and took out the topics of privacy and predictive policing. Those two had the most overlap with PUBAFRS 3220. I replaced them with modules on AI/Big Data and the measurement of poverty in developing countries as well as the politics of measurement in the education sector.

I think both courses cover the broad topic of Big Data/AI and the State, but they now offer distinct intellectual roadmaps and cover a lot of distinct substantive ground. POLITSC 3620 is fundamentally an investigation into political conflict and regime survival, using a comparative framework to analyze how democracies and autocracies utilize information differently. It treats data collection as a tool of "state-building," where the primary concern is how regimes maintain control, suppress opposition, or facilitate accountability across diverse international contexts like India, China, and Nigeria. In contrast, PUBAFRS 3220 is firmly rooted in the

United States legal tradition, centering its inquiry on civil liberties, civil rights, and Constitutional protections. Its primary lens is regulatory and ethical: it focuses on how U.S. institutions—such as the Supreme Court and the Fourth Amendment—grapple with algorithmic bias, disparate impact, and domestic surveillance.

I also tried to highlight substantive arenas, like taxation, the measurement of poverty, the welfare state, propaganda, and repression that are not part of PUBAFRS 3220. It also looks like there is very little if any overlap in reading material.

Hopefully, that makes the two now great complements!

I also asked Gemini to make a quick comparison of the two:

Key Contrasts Between the Courses

Feature	POLITSC 3620	PUBAFRS 3220
Organizing Theme	**Democracy vs. Autocracy:** How regime type dictates the use of information.	**Rights vs. Technology:** How digital tools impact 200-year-old Constitutional principles.
Geographic Scope	**Global:** Explicitly international, focusing on diverse states around the world.	**U.S.-Centric:** Focused on American government, the Supreme Court, and domestic policy.
Analytical Goal	Explaining **political trade-offs** and "winners and losers" in the struggle for power.	Evaluating **civil justice outcomes**, focusing on bias, discrimination, and disparate impact.
Primary Framework	**Social Science:** Origins of the state, state-building, and autocratic repression.	**Legal & Ethical:** Civil liberties, due process, and the First/Fourth Amendments.

I attached the revised version of the syllabus. Please let me know what you think and if you'd prefer any other changes or tweaks!

Best,

Jan

From: Greenbaum, Rob <greenbaum.3@osu.edu>
Date: Wednesday, September 17, 2025 at 12:24 PM

To: Pierskalla, Jan <pierskalla.4@osu.edu>
Cc: Gules-Guctas, Esra <gules-guctas.1@osu.edu>, Smith, Charles William <smith.3280@polisci.osu.edu>, Adams, Christopher <adams.615@osu.edu>
Subject: RE: POLITSC 3620

Hi Jan,

Thanks so much for your willingness to tweak your syllabus. With a bit less overlap, I could imagine a number of students might be interested in taking both classes.

All the best,

Rob

THE OHIO STATE UNIVERSITY

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Pronouns: he/him/his

From: Pierskalla, Jan <pierskalla.4@osu.edu>
Sent: Wednesday, September 17, 2025 7:26 AM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Gules-Guctas, Esra <gules-guctas.1@osu.edu>; Smith, Charles William <smith.3280@polisci.osu.edu>; Adams, Christopher <adams.615@osu.edu>
Subject: Re: POLITSC 3620

Hi Rob,

Thank you for reaching out and pointing me toward PUBAFRS 3220! This looks like a fantastic course —I will make sure to revise and minimize the overlap. I think you have it exactly right, 3220 is focused on the legal dimension, whereas I plan to look at the political conflicts over data collection and usage, with special attention to cases outside the US (and in authoritarian settings).

Give me a bit of time to work on the syllabus and I will get back to you.

Best,

-- Jan

From: Greenbaum, Rob <greenbaum.3@osu.edu>
Date: Monday, September 15, 2025 at 12:07 PM
To: Pierskalla, Jan <pierskalla.4@osu.edu>
Cc: Gules-Guctas, Esra <gules-guctas.1@osu.edu>, Smith, Charles William <smith.3280@polisci.osu.edu>, Adams, Christopher <adams.615@osu.edu>
Subject: POLITSC 3620

Hi Jan,

The Glenn College was asked to provide concurrence for your new course, Big Data, AI, and the State: How Modern Information Technology Reshapes Citizenship.

This looks like a great class.

However, I do want to make you aware of a similar class in the Glenn College, PUBAFRS 3220 Citizenship in the Age of Big Data: Law, Technology, and Social Justice. I have attached the AU25 syllabus.

Both GE classes cover privacy, surveillance, predictive policing, and the citizen-state relationship. Our Public Affairs class Is more law-and-rights focused, while your Political Science class is more comparative politics focused.

We encourage you consider further distinguishing your class from PUBAFRS 3220. I have copied my college, Esra Gules-Guctas, who teaches our class, should you wish to communicate with her about the classes.

Sincerely,

Rob

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Pronouns: he/him/his

From: Sivakoff, David
To: Smith, Charles William
Cc: Scott, Jean; Lee, Yoonkyung; Hans, Christopher; Xu, Xinyi; Metzger, Thomas
Subject: Concurrence for POLITSC 3260
Date: Thursday, September 11, 2025 8:06:38 AM

Dear Charles Smith,

The Statistics Department's Curriculum Committee is happy to provide concurrence for the proposed course, POLITSC 3260 Big Data, AI, and the State. We noticed that there are no prerequisites listed in the course request -- is this accurate?

Best regards,
David Sivakoff on behalf of the Statistics Curriculum Committee

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

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

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

A. Proposal to review

Initiating Academic Unit   Course Number   Course Title

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

Academic Unit Asked to Review   Date response needed

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

Signatures

Donald S. Williamson

1. Name   Position   Unit   Date

2. Name   Position   Unit   Date

3. Name   Position   Unit   Date

Revised 5/27/14