Introduction to China & Japan

Dr. Youngbae Hwang
MWF 10:20 AM – 11:15 AM
Room 034, Lazenby Hall
Class #: 16089
Credits: 3

This course provides an introduction to the historical and social development of China and Japan. The primary focus of the course is to demonstrate the contemporary similarities and differences between the two countries in regard to geography/ecology, social structure, religious beliefs, politics, and economics. This course will provide adequate preparations for students interested in pursuing other course work in the culture area of East Asia.

Prerequisites: None. GEC-R AND GE Social Science, and International issues course.
Introduction to Latin America

Prof. Ana Maria Del Sarto
W F 12:45 PM – 2:05 PM
Room 309, Campbell Hall
Class #: 16077
Credits: 3

The fundamental purpose of this course is to acquaint students with Latin America, in particular the economic progress it has experienced to date as well as the prospects for future development. To begin, the region's geography, demographic characteristics, and history are outlined. Most of the course deals with economic development. Latin America's experience with state-directed approaches to development is described, as is the recent trend toward economic liberalization.

Fulfills the GEC-R AND GE Social Science & International Issues requirement.
This course presents the student with a multi-disciplinary analysis of the issues involved in the modern-day transformation of the Middle East. The course begins with a discussion of aspects of the traditional culture relevant to life in the Middle East today and then devotes the bulk of its attention to the problems of rapid change as experienced in this century including most recent developments. Disciplinary perspectives normally represented in the course include anthropology, history, international relations, literature and religion.

Fulfills the GEC-R AND GE Social Science & International Issues requirement.
This course introduces the beginning student to the field of development studies. The subject of development studies is the development process in Latin America, Africa, and Asia. The definition of the concept "development" is controversial, but its core idea is improvement in human well-being. Economics has been the leading discipline in development studies, but historians, anthropologists, sociologists, political scientists and others have also made major contributions to the field.

Fulfills the GEC-R AND GE Social Science & International Issues requirement.
This course provides a comprehensive overview of the quest for peace. It traces major issues in the field of peace studies and it introduces a variety of strategies to achieve peace. Students are encouraged to explore the numerous dimensions of violence and the prospects for peace in our world today. It is hoped that by gaining a deeper understanding of the global dialogue on the meaning of peace, students will be able to participate in creative thinking about how humankind might build societies based on non-violence, social, political, and economic well-being, social justice, and ecological balance.

Fulfills the GEC-R AND GE Social Science & International Issues requirement.
This course presents an introductory overview of Western Europe. It chronicles and compares modern Western European societies in terms of politics, economics, history, and culture (art and music).

Prerequisites: None. GEC-R AND GE Social Science, and International Issues course., or GEC-R AND GE History course.
Among the important consequences of the tragedies of 9/11 have been a renewed emphasis upon the importance of intelligence gathering and analysis for the protection of modern societies and a critical concern for the problems and dangers inherent in such a complex and uncertain enterprise. This class will provide the student with a comprehensive introduction to the intelligence arts. After a brief historical introduction to the U.S. intelligence system, the “nuts and bolts” of intelligence collection, analysis, covert action and counterintelligence will be explored.

Prerequisites: None.
Globalization is perhaps the most widely discussed, and controversial, concept of the early 21st century. It has become a watchword among politicians, policy makers, political activists, academics and the media. A common claim is that it is the most profound change taking place in human affairs, a key force shaping our lives and affecting everyone on the planet in one way or another. It remains, however, an essentially contested concept.

Most people have at best a vague understanding of what globalization actually is or means, not least because the debates surrounding this idea are complex and often contradictory. This course is designed to introduce students to these debates and to explore globalization in all its aspects, economic, political, cultural, environmental and technological. Its aim is to provide a critical appreciation of the benefits and costs that contemporary globalization is likely to present for world society.

Prerequisites: None. Fulfills the GEC-R AND GE Social Science & International Issues requirement.
This course focuses on African Union (AU), including its foundations, mission, accomplishments and challenges. The first part of the semester course will examine the AU’s genesis in the ideas of Pan Africanism, the efforts to bring about unity among peoples in over 54 countries, the struggles for national liberation, achievements of independence, and a survey of the strategies and tactics used by prominent pre and post-independence leaders to unite peoples living in colonially-drawn artificial boundaries. In the second part of the semester, students will undertake model simulation exercises that mirror those of the African Union. Course participants will be organized into teams to research current African issues and integrate their findings into simulation sessions.

Dr. Brook Hailu Beshah is a former diplomat who served as the Deputy Permanent Representative of Ethiopia to the UN, as well as working with UNESCO. He has taught international relations and related courses at Ohio University, Carnegie-Mellon, George Washington and other universities.

Please note since this course requires group activities, attendance is mandatory.
This course explores recent trends to forge robust rule of law in Mexico and to combat various forms of political violence including electoral violence and political assassination, organized crime, police brutality, death squads, state-sanctioned violence against political opponents and other human rights abuses. Examples of successes and failures from other Latin American nations in combating organized crime, reducing state-sanctioned violence and armed conflicts against the state are closely examined.

The inter-disciplinary readings for the course were selected to analyze the social and legal underpinnings of political violence in the transition from authoritarianism to electoral democracy. We will pay particular attention to the transition in Mexico since 1988.

Prerequisite: Sophomore Standing or Higher.
This course will examine various aspects of crime and corruption in post-communist Europe, a region which has witnessed an explosion of transnational crime since the fall of the Berlin Wall in 1989. Its focus will be on Russian, Italian, and East European organized crime groups, their activities and enterprises, and U.S., EU, and UN efforts to combat them. Topics will include: drug, cigarette, and organ trafficking; human trafficking; money laundering; small arms and fissile materials dealing; stolen art; stolen automobiles; political corruption; and terrorism. The impact of today’s Russia as well as the Bosnian War of 1991-95 and the Kosovo War of 1999 will also be key themes.

Prerequisites: Sophomore standing or higher, or permission of instructor
Global climate change is one of the most important global environmental, economic, and policy issues of our time. Even as the US Congress debates major legislation to address climate change, and the global community debates a successor treaty to the Kyoto Protocol, industries worldwide are voluntarily changing their business practices to account for their impact on the environment. Green practices and greenhouse gas policies are among the most widely discussed issues today. This course examines the many economic implications that climate change may have on society. The course begins with a global view of the energy system, economic growth, and the potential impacts of climate change on major sectors such as agriculture, forests, water resources and coastal communities. We then examine a wide range of business practices, technologies, and policies that may be used to combat climate change, and we assess the likely benefits and costs of the actions society may take.

For additional information on this course, contact Professor Sohngen at Sohngen.1@osu.edu.

Prerequisite: AED Econ 2001 (200) or Econ 2001 (200) or permission of the instructor.
More than 800 million people in the world today are chronically undernourished and lack secure access to food. Why does hunger persist when world food supplies are more than adequate to feed everyone? What can be done to reduce hunger worldwide? This course addresses the conditions that enable or prevent people from having constant access to food. We examine who is hungry, where they are located, and how trends in hunger and extreme poverty have changed over time. The course pays particular attention to food security problems in Sub-Saharan Africa and South Asia, the global regions where hunger is most prevalent. But hunger is not limited to the developing world, and we also study food insecurity in industrialized countries, such as the United States. Ending global hunger would require only a small fraction of world GDP, and in the latter half of the course, we examine the resources and altered priorities that would make it possible to end hunger in our lifetime.

Prerequisites: Ag Econ 2001 (200) or Econ 2001 (200), OR permission of instructor.
Comparative Challenges to Economic Development: Sub-Saharan Africa, Latin America and China

TBA
MW 2:20PM – 3:40PM
Room 250, Denney Hall
AED Class#: 32804
IS Class #: 25552
Credits: 3

An introductory survey course of issues shaping economic development in Sub-Saharan Africa, Latin America, and China, such as: population growth, agricultural development, industrialization, trade, structural adjustment, and environmental issues.

Prereq: AEDEcon 2001 (200), or 2001H (200H), or Econ 2001 (200), or 2001H (200H). Not open to students with credit for INTSTDS 4536 (536), or 4538 (538), or 4539 (539), or AEDEcon 4534, or 4536 (536), or 4538 (538), or 4539 (539). Cross-listed in AEDEcon.
Economic Development in Developing Countries

Jon Flatnes
TR 12:45PM – 2:05PM
Room 034, Lazenby Hall
AEDE Class #: 30984
IS Class #: 21352
PUBAFFRS#: 5785
Credits: 3

This course is designed to introduce students to the major problems of the developing world and to analyze them using the principles and concepts of development economics. It is aimed at students who want to develop an understanding of real world problems. Initially it will focus on problems of poverty, inequality, unemployment, rapid population growth, and rural development. Later the course will explore issues surrounding the globalization of trade and finance, the transition from former communist to market economies and the interface between sustainability of the environment and economic development.

Prerequisites: Ag Econ 2001 (200) or Econ 2001 (200), or Permission of Instructor.
The purpose of this course is to acquaint students with the means of conceptualizing and assessing the impact of the process known as GLOBALIZATION. The contemporary phase of growing economic interdependence of national economies will be put in the historical context of previous periods so that students can evaluate the extent to which the contemporary global economy is something qualitatively and quantitatively unique. Students will explore the major issues and debates regarding free trade.

Prerequisites: Ag Econ 2001 or Econ 2001.01 or 2001.02, and Econ 2002. Cross-listed with Econ 4560.
This course addresses population growth and the challenges it poses – in particular, the challenge of providing everyone with an adequate diet while simultaneously conserving the natural resources on which agriculture and other economic activities depend. Since human numbers are increasing more rapidly in poor countries than anywhere else, special attention is paid to population growth and the prospects for environmentally sound agricultural development in Africa, Asia, and Latin America. The problems arising as a transition is made from communism to a market economy are examined as well since agricultural development has lagged, environmental deterioration has been pronounced, or both in many of the nations experiencing this transition.

This course fulfills the GEC-R AND GE Contemporary world requirement. Cross-listed with Agricultural Economics.
Terror and terrorism have been prominent features of Western political culture since the French Revolution. For the most part, modern terrorism is of European origin, and the ideas, goals, and methods of European terrorists have inspired terrorists in non-Western nations. The purpose of this course is to familiarize students with the ideology, motivation, and methods of numerous terrorist groups of the last two centuries in order to provide a basis for an understanding of contemporary terrorist organizations.
Dr. Jeffrey Lewis  
WF 11:10 AM – 12:30 PM  
Room 175, Mendenhall Laboratory  
Class #: 16088  
Credits: 3

This course offers students an overview of the issues relating to atomic, biological, and chemical weapons, commonly referred to as weapons of mass destruction (WMD). Since the end of the Cold War, the proliferation of these kinds of weapons has become one of America’s primary security concerns; thus an understanding of the weapons and their capabilities is an essential component of understanding national security more broadly.

This class will approach WMD from three angles. First, it will take a historical perspective, exploring the development and use of these weapons in past conflicts. Second, it will examine the scientific foundation of the most significant WMD threats. While not a science class, students must certainly have a basic understanding of the way that these kinds of weapons function in order to assess the threat that they represent. No prior science background on the part of students is assumed, but they must be prepared to learn some basic biology, chemistry, and physics.

Prerequisites: None
This course will explore the domestic and international impacts of the 9/11 terrorist attacks against the United States. During the class we will explore four different but interrelated “wars:” the war against the Taliban in Afghanistan and its spillover into Pakistan; the global campaign against Osama bin Laden’s al Qaeda movement resulting in bin Laden’s death in Pakistan in 2011; the American led war in Iraq, the subsequent breakdown of order, and the establishment of a powerful al Qaeda presence there; and the war on the homefront—the curtailment of civil liberties, the question of torture, the militarization of American society, and cases of domestic terrorism.

We will explore these four wars in a variety of ways. We will have some conventional readings and lectures to establish context. We will also read several memoirs and watch several films to try to understand how these facets of the post 9/11 world are being remembered and represented. Classroom discussion of films and memoirs will be an essential component of a strong performance in the course. There will be several medium-length written assignments as well.

Prerequisites: Sophomore standing or higher.
This course explores cultural diplomacy (CD), broadly understood: the exchange of performances and ideas across state borders with the intention of building political influence, abroad or at home. We consider the theory and practice of cultural diplomacy in several contexts. To begin with, we explore the current prominence of the culture concept in international affairs, considering both its useful ambiguities and its limitations as an analytical tool. Then we consider diplomacy itself as a kind of cultural performance. Next we look at the historical context in which state-sponsored CD took shape in the twentieth century, followed by the rise of grassroots alternatives to the Cold War model, emerging from both postcolonial and domestic resistance. Finally we look at the recent revitalization and reshapings of cultural diplomacy in response to consumer capitalism, the globalization of public opinion, new media, and geopolitical shifts. In each case we’ll examine concrete examples of cultural forms in motion to consider the possible effects and efficacy of CD initiatives. Requirements include quizzes, two take-home exams, and a short paper observing a cultural performance.

Prerequisites: Sophomore standing or higher.
Dr. Robert Woyach
WF 12:45 PM – 2:05 PM
Room 140, Jennings Hall
Class #: 21132
Credits: 3

An interactive diplomatic simulation of the political processes of the UN General Assembly focusing on selected global problems; involves class discussions, group projects, and significant student participation.
Peacekeeping & Collective Security

Dr. Robert Woyach  
WF 9:35AM – 10:55AM  
Room 038, University Hall  
Class #: 16090  
Credits: 3

This course explores the theory and practice of international peacekeeping and collective security, two key multinational responses to international violence. Investigating specific cases in depth, we will try to better understand (1) when peacekeeping and collective security are appropriate, (2) when they are likely to occur, (3) what constitutes success in such operations, and (4) the variables that affect success. Special attention will be given to the differences between traditional peacekeeping, which evolved in the 1950s and 1960s, and the “new peacekeeping,” which is illustrated by various operations.

The key goals of this course are to prepare students to: analyze the evolution of peacekeeping and collective security within the international community and the theoretical distinctions among intervention, collective security, peacekeeping, peace enforcement, and peace building; identify the conditions that allow peacekeeping or collective security to occur and the conditions that enhance its likely success; and evaluate the effectiveness of peacekeeping in particular cases from an international politics, organizational, and interpersonal/social perspective.

Prerequisite: Sophomore standing or higher.
Provides an introduction to the strategies and methods of pursuing peace and social justice through nonviolence. Through a combination of reading, discussion, and practical experiments participants will develop a sound understanding of nonviolence theory and practice.
The purpose of this course is to acquaint ourselves with and to analyze East Asian regional security as well as economic issues in the post-Cold War era. While we look at the region as an international subsystem, we will focus on the interaction between the regional level and its global consequences. First, we will discuss the various theoretical perspectives on East Asian studies with special emphasis on IR (International Relations) and IPE (International Political Economy) perspectives. Second, we will examine the recent issues on regional security, such as China-Taiwan conflict, North-South Korean rivalry and regional arms races. Finally, we will consider the economic, financial and developmental issues in this region.

Prerequisite: Sophomore standing or higher, or permission of instructor.
Advanced Intelligence

Anita Bucknam
TR 2:20 PM – 3:40 PM
Room 335, Campbell Hall
Undergrad Class #: 34913
Grad Class #: 34915
Credits: 3

EMBEDDED HONORS SECTION:
TR 2:20 PM – 3:40 PM
Room 335, Campbell Hall
Class #: 34708
Credits: 3

This course focuses on some of the controversial issues facing today’s US Intelligence Community. Students will discuss, in depth, such issues as the role of secret activities domestically within the US; the appropriate level of legal constraints on intelligence activities overseas; and the uses, and misuses, policymakers make of intelligence. Students will get hands-on practice analyzing current events from an intelligence perspective, and preparing their analysis for presentation to US policymakers, including the President. Students will also discuss a range of new intelligence challenges for the 21st century – among them terrorism, the proliferation of weapons of mass destruction, epidemics and natural disasters, and international organized crime – and how the intelligence community is preparing to meet them.

Prerequisite: International Studies 3700, or permission of department. Embedded Honors section.
International Law

Prof. Basil Kardaras
TR 8:00AM – 9:20AM
Room 335, Campbell Hall
Undergraduate Class #: 25205
Graduate Class #: 25206
Credits: 3
The course explores some of the many ways that children are victims of war. Children’s participation in war as soldiers will be studied, including causes and methods of recruitment. The course will also focus on the gender dimensions of youth affected by armed conflict; on children born of war; on internally displaced and refugee children; and on the effects that contemporary conflicts have on children. How to protect and promote the well-being of children affected by war also will be a major concern.

Prerequisite: Sophomore standing or higher.