WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Political Science

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Brief Introductory Statement

The Political Science program is housed in the Department of Political Science and Philosophy. Political Science and Philosophy, while connected for administrative purposes in one department operate as completely separate programs. There are six full-time faculty in the program. Each faculty member specializes in a specific subfield of the discipline: American Political Institutions and Behavior (Dr. Leah Murray), Comparative Politics (Dr.Janicke Stramer-Smith), International Politics (Dr. Stephanie Wolfe), Law and Courts (Dr. Richard Price), Political Theory (Dr. Thom Kuehls), and Public Administration (Dr. Gary Johnson).

Over the past five years the program has undergone a few changes. Dr. Reddy retired at the end of the 2017-18 academic year. Dr. Janicke Stramer-Smith was hired as the new Comparative Politics specialist. Dr. Stramer-Smith spearheaded a significant change to the course offerings in that area of our program. We have also gone through four different administrative specialists since 2016 and will be hiring our fifth later this fall. This high level of turnover has been difficult to deal with, particularly since it typically led to periods of having no admin in the department while we conducted a search for a new person for that position. But it also meant dealing with the time needed for a new person to get fully up to speed in that position. A major contributing factor to the high level of turn over is the low salary paid to department admin specialists. This is something that the College and University is working on; but much more needs to be done.

In 2018-19 the University changed the annual report to be completed by each academic program to a "Strategic Planning Report." Along with this change, programs were required to set out specific strategic goals. The Political Science program adopted the goals of "Bigger", "Better", and "Relevant".

Under "Bigger" we set the following two specific goals: A) *we want to continue to increase the number of majors and minors over the next three years; in addition, B) we want to increase the "pot of money" available for faculty research*.

Under "Better" we set the following goals: A) 1. *we want to provide better opportunities for our students to present their research both on and off campus, 2. and to be active in the program; B) we want to provide better mentoring for our students, particularly those who may not be doing so well in the program; C) and we want to do a better job of tracking/keeping in touch with our graduates*.

Under "Relevant" we set the following goals: A) *we want make sure that the faculty in our program are actively involved in scholarship in their fields, and that they are sharing their knowledge and expertise with the campus community specifically and the northern Utah community more broadly; B) we also want to insure that the program is a good "stepping stone" for our graduates who are heading off to graduate programs or into the work force*.

We believe that the report before you will demonstrate how we are achieving each of these strategic goals.

Standard A - Mission Statement

The mission of the Political Science program, in keeping with the missions of the College of Social and Behavioral Sciences and of Weber State University, is to provide excellent educational experiences for all students through classroom instruction, research, public service, and community-engaged learning opportunities. Pursuant to that mission, the program is designed:

• To provide a solid liberal arts curriculum that informs our students of the issues, authors, and content, of the principal subfields defining the discipline of political science: American Institutions and Politics, American National Government, Constitutional Law, International and Comparative Politics, Political Theory, and Public Administration.

• To examine the history and evolution of governance, the relationship of the state to society as a whole as well as to the individual, and the fundamental ethical questions arising from relationship of power and politics;

• To educate life-long informed and engaged citizens who demonstrate the finest ideals of citizenship through participating in civic discourse and sustaining a vibrant democracy;

• To cultivate the reasoning and analytic abilities as well as the oral and written communication skills which provide the hallmarks of a liberal arts education;

• To contribute to a deeper understanding of politics through offering students a range of extra- and co-curricular opportunities including internships, community engaged learning projects, individual research and with faculty, and participation on academic teams like the Model United Nations or Moot Court teams.

• To offer an excellent undergraduate education in political science so that Political Science graduates are well prepared to start careers in government, business, non-profits, international non-governmental organizations, journalism, politics, education, or to continue post-graduation education in professional or graduate school.

In addition, the program has adopted the following three strategic goals:

1. **Bigger**: A) *we want to continue to increase the number of majors and minors; B) we want to increase the "pot of money" available for faculty research*.

2. **Better**: A) 1. *we want to provide better opportunities for our students to present their research both on and off campus, 2. and to be active in the program; B) we want to provide better mentoring for our students, particularly those who may not be doing so well in the program; C) and we want to do a better job of tracking/keeping in touch with our graduates*.

3. **Relevant**: a) *we want make sure that the faculty in our program are offering courses that are up to date and in keeping with current developments in the field, are actively involved in scholarship in their fields, and that they are sharing their knowledge and expertise with the campus community specifically and the northern Utah community more broadly; b) we also want to insure that the program is a good "stepping stone" for our graduates who are heading off to graduate programs or into the work force.*

We believe that our mission and goals are aligned with the both the College of Social and Behavioral Sciences Mission and the University' mission.

"The College of Social & Behavioral Sciences is dedicated to studying behavior and thought in individual, social, cultural, physical and historical contexts, and to the beneficial application of this knowledge. The college prepares students for productive careers and engaged citizenship through general education instruction and major, minor and interdisciplinary programs, which emphasize critical and scientific thinking. Through teaching, scholarship and service, the college's faculty aims to enhance social justice, environmental awareness and the quality of life in northern Utah and beyond."

 "WSU provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The University promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship."

Standard B - Curriculum

Curriculum Map

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Core Courses					
1010 Intro to Political Science	1	1	1	1	
3990 Political Analysis (Core for BS major only)			2	3	1
4990 Senior Seminar/Senior Thesis		3	3	3	2
Lower Division Area Elective (take 3 of 5)					
1100 American National Government	1	1	1		
2100 Introduction to International Politics		1	1		
2200 Introduction to Comparative Politics		1	1		
2300 Introduction to Political Theory		1	1		
2400 Introduction to Law and Courts		1	1		
2700 Introduction to Public Administration		1	1		
Upper Division Area Electives (take 3 from 1, 2 from another and 1 from a third)					
American Government Area Courses					
Pols 3400 LGBT Politics	2	2	2	2	
Pols 3600 Political Parties	3	3	2	2	
Pols 3610 Campaigns and Elections	3	3	2	2	
Pols 3620 Political Behavior	3	3	2	2	
Pols 3700 Politics of the Bureaucracy	3	2	2	2	
Pols 3750 Urban Government and Politics		2	2	2	
Pols 3760 State Government and Politics		2	2	2	
Pols 3780 Lobbying: Theory and Practice		2	2		
Pols 4020 American Constitutional Law I	2	3	2	2	
Pols 4030 American Constitutional Law II	2	3	2	2	
Pols 4100 Free Speech in Law and Politics		2	2	2	
Pols 4600 American Congress	3	3	2	2	
Pols 4620 The U.S. Supreme Court	3	3	2	2	
Pols 4640 The American Presidency	3	3	2	2	
Pols 4750 Public Policy Analysis	2	2	2	2	

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Global Politics Area Courses					
Pols 3140 Foreign Policy of the U.S.		2	2	2	
Pols 3210 Politics in the European Union		2	2	2	
Pols 3220 Middle East and North Africa		2	2	2	
Pols 3290 Democratization and Political Transitions		2	2	2	
Pols 4160 Topics in International Politics: Gender, Power and Politics		3	2	2	
Pols 4180 International Law and Organization		3	2	2	
Pols 4190 Theories of International Politics		3	3	2	
Pols 4200 Dictatorships		2	2	2	
Pols 4210 Violence and Contestation		2	2	2	
Pols 4790 Rwanda: Genocide and Aftermath		2	2	1	
Political Theory Areas Courses					
Pols 3330 American Political Thought		3	3	2	
Pols 3340 Environmental Political Thought		2	3	2	
Pols 4360 Classical Political Thought		3	3	2	
Pols 4380 Modern Political Thought		3	3	2	
Elective Courses					
Pols 1520 Leadership and Political Life			1		1
Pols 2500 Human Rights in the World		1	1		
Pols 2930 Peacebuilding in Rwanda			1		1
Pols 3150 Model United Nations		2			2
Pols 4860, 4861, 4865, 4870, 4880 are all internship related courses		1			2

Note[a]: 1= introduced, 2 = emphasized, 3 = mastered

Our curriculum has been designed with the primary goal of providing students with an opportunity to take classes in the basic subfields of the discipline – American Government, Comparative Politics, International Politics, Law, Political Theory, and Public Administration and Policy. For purposes of completing the requirements for the major, we have combined the American Government, Law, and Public Administration classes into one area, the Comparative and International Politics classes into a second area, and we have the Political Theory classes stand in an area alone. Students are required to take at least 3 classes in one of these areas, at least 2 classes in a second, and at least 1 in a third. We believe that this gives students the flexibility to focus on the area of political science they are most

interested in, while also insuring that they are exposed to all areas of the discipline. Similarly, we require students to take 3 of our lower division area courses, one from each of the six basic subfields mentioned above. The requirement of all students to take POLS 4990 Senior Seminar/Senior Thesis insures that students will not complete our program without doing a substantial piece of research on a political science topic of their choosing.

Since our last program review we have substantially changed the courses offered in the Global Politics Area above – specifically those on the Comparative Politics side. This was done primarily through the work of our new Comparative Politics faculty member, Dr. Janicke Stramer-Smith. In many ways she updated our Comparative Politics course offerings to fit more with the current trend in Comparative Politics – to offer more theme-related courses, rather than simply geographic area courses. We believe that this has significantly strengthened our Global Politics area.

Curriculum changes are made based on our mission of providing an excellent educational experience for our students that informs our students of the issues, authors, and content, of the principal subfields defining the discipline of political science: American Institutions and Politics, American National Government, Constitutional Law, International and Comparative Politics, Political Theory, and Public Administration, as well as our goal of maintaining relevancy.

All of our upper division classes are offered at least once every two years, with a few of them being offered annually – those that are in higher demand due to student interest and also inclusion in interdisciplinary minors.

All of our lower division courses, which include our General Education classes, are offered at least annually, with some being offered every semester (and even summer semester). Those classes that have a higher demand, such as our POLS 1100 American National Government class (due to its inclusion as an American Institutions course – part of the University's General Education Core) are offered multiple times each semester. POLS 1100 is typically offered 12 times each fall and spring, and 3 times during the summer. We offer this class face to face and online, as well as offering it not only at the main WSU campus, but at the Davis campus, too. We also offer it throughout the morning hours, in the afternoons, and on one or two evenings. The Division of Continuing Education helps allow for this wide array of offerings by funding adjunct faculty who teach this course, as well as full-time faculty who teach sections of this course in an overload capacity.

We feel that our curriculum fits the new University Strategic Plan in its emphasis on Equity, Diversity, and Inclusion. Not only do certain classes focus specifically on these issues, faculty are making efforts to introduce these elements into other classes, too.

Standard C - Student Learning Outcomes and Assessment

    A. Measurable Program Learning Outcomes

At the end of their study at WSU, students in this program will
1. be able to identify the political institutions and processes of the government of the United States.
2. be able to explain at least one of the following five subfields of the discipline: American Government and Public Administration, Comparative Politics, International Politics, Public and Constitutional Law, or Political Theory.
3. be able to demonstrate critical thinking skills or formulate and defend a thesis in a written or oral format.
4. be able to use a proper methodology necessary for writing a paper in the field of Political Science.
5. be able to synthesize and demonstrate advanced accomplishment across general and specialized studies.

What is said here is primarily the position of the primary author of this report.
We have been asked to articulate the ways in which assessment data of mission and outcomes are used to improve and further develop the program. In all honesty, I have been involved (in some fashion or another) with program and curricular assessment for over 20 years at Weber State University. While data has been collected and boxes have been checked, I do not believe that the data collected has been used to improve and further develop the program. This is not to say that efforts have not been made to improve and further develop the program, as is evidenced throughout this report. I just do not believe that "assessment" as it is set up by the University has contributed to program improvement and/or development. I believe that the time has come to assess "assessment." Faculty are asked to take the time to not only do the work to provide the data for assessment, but also to write up reports demonstrating that this assessment has been done. If these efforts are not producing anything of value, perhaps it is time to seriously re-think "assessment." Because of this, I am not including assessment data along the lines asked for here.
However, I do believe that faculty in this program assess their courses on a regular basis to determine what works and what does not work. This can be seen in the efforts faculty make to revise not only the material assigned in their courses, but the delivery methods for this material, the assignments, and so on. As one faculty member noted in her 2021 Annual Report: "I have developed my own end-of-course surveys for all of my courses, which give me qualitative feedback on specific elements of the course that are important to the continued improvement and development of curriculum and speak directly to how students experience the teaching strategies and pedagogy I use to achieve the course objectives."
For more examples of how faculty have assessed and improved their courses, see appendix G.

    B. Other programs
          a. General Education Outcomes

General Education:
GELO 1: Content Knowledge
GELO 2: Intellectual Tools

GELO 3: Responsibility to Self and Others
GELO 4: Connected & Applied Learning

American Institutions:
Upon completing an American Institutions course a student shall demonstrate
• a reasonable understanding of the significant political, economic, and social changes in American history
• the major principles of American civilization, including the concepts of popular sovereignty, liberty, and equality
• the institutions and practices of the government provided for in the United States Constitution
• the basic workings and evolution of a market economy in the United States.

Social Science Breadth:
The mission of the Social Science general education area is twofold: 1. to provide students with a basic understanding of humans and their behavior within their environments; and 2. to empower students to contribute to society in their particular professions and as engaged citizens of their various communities.
Students completing a social science general education course will demonstrate their understanding of the following three outcomes:
- Interactions between individuals and society
  Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global processes.
- Application of concepts, theories, and methods
  Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.
- Diverse perspectives
  Students will identify an argument about a social phenomenon and understand alternative explanations.

General Education:

This program supports General Education in the following area(s)

☒ AI   ☐ Comp   ☐ IL   ☐ QL

☐ CA   ☐ HU   ☐ LS   ☐ PS   ☒ SS

☐ WSU   ☒ DV

The political science program contributes to the General Education program at WSU in the following ways:
- We offer one of the three courses available for students to take to complete their American Institutions requirement (POLS 1100)
- We offer six Social Science Breadth General Education courses (POLS 1520, 2100, 2200, 2300, 2400, 2500)
- We offer one course that meets the Diversity requirement (POLS 2500).
- An additional course is currently working its way through the Curriculum process to become a WSU course (WSU 1560 The Politics of Film – which has been co-taught by Dr. Johnson and Dr. Rogers -English for several years through the Honors program)

- The COVID pandemic forced faculty to adopt new pedagogical strategies for all of their courses, in particular their Gen Ed courses. Several faculty enrolled in the following classes that were offered by WSU: *Teaching in a Digital Classroom, Introduction to E-learning,* and *Growing with Canvas*. As Dr. Wolfe indicated in her annual report, the E-learning segment added to POLS 2500 led to one of the most successful semesters teaching this course. This segment will no doubt remain part of the class even if it returns to being taught face to face.
- Faculty also have developed unique assignments in their Gen Ed courses. For instance, Dr. Stramer-Smith developed a Model Diplomacy Simulation Project. She developed this project with help of an Experiential Learning Grant and in collaboration with instructional designers from WSU online to "include some fun and engaging activities to the virtual learning environment. The goal was to have students simulate the decision-making process of the National Security Council in responding to the Coronavirus Crisis. I ran it as a three-week module at the end of the semester and all its components comprised their final exam grade. This project was designed to engage students in all the different areas of US and/or international politics that students learned about throughout the semester. It was interesting to compare the engagement and experiences of these two diverse student groups. POLS 1010 (not a Gen Ed course) is mostly political science majors and minors, whereas Pols 1100 is mostly students from other departments. I found that in future iterations, the Pols 1010 simulation can be stepped up a level in complexity, whereas the current format was plenty challenging for the student body in Pols 1100. In the future, I may choose to include this project in the curriculum for Pols 2200. The "crisis" can easily be changed depending on the political realities of the time."
- Over the past 3 ½ academic years (not including summer semesters) the political science program has offered 104 sections of POLS/AI 1000 (including Independent Study and IVC sections, but not including Concurrent Enrollment sections). These 104 sections generated 9,315 SCHs. In that same time frame the political science program offered 32 sections of Social Science Breadth courses, generating 1,794 SCHs.

   b. <u>Concurrent Enrollment</u>   The Political Science program offers POLS 1100 American National Government as a Concurrent Enrollment class at Olympus High School, Viemont High School, NUAMES High School, and Morgan High School. The course at Morgan is taught from Weber State by Dr. Leah Murray and broadcast to Morgan.
   Classroom visits have been conducted by the Chair to assess the quality of instruction at the above high schools and the quality has been found to be sufficient.

   c. <u>Other interdisciplinary</u>
   As noted in the curriculum map, political science majors may count 4 specific courses from 4 programs other than political science towards their major or minor.
   The program supports the Bachelor of Integrated Studies program by allowing students to count political science as one of their three areas of emphasis for that degree.
   The program supports the Honors program. Faculty routinely offer courses in Honors program.

The program supports three interdisciplinary minor – International Studies, Legal Studies, and Public Administration. The coordinators for each of these minors is a political science faculty member.

C.

<u>Assessment of Graduating Students</u>

All political science majors must have an overall GPA of at least 2.0 in order to graduate. In addition, only courses with a grade of C or higher may count towards the major. All political science majors must complete a minor field, or a second major.

We require all of our graduating students (majors and minors alike) to meet with the academic advisor for a graduation sign-off. In this way we can make sure that they now if they have completed (or will complete) the requirements for the major or minor. We ask that our majors provide us with both information regarding their plans after graduation and contact information.

All of our majors must complete a senior thesis, which is kept on file in the Chair's office.

Standard D - Academic Advising

Advising Strategy and Process

All political science majors and minors use the same advisor – Thom Kuehls.   He has served as the academic advisor for the program for close to 25 years now. While advising is not required by the program or the university, it is strongly encouraged. We do require any student who contacts the program wishing to declare a major/minor in political science to first meet with Thom. This process catches all students who did not declare political science as their major/minor upon entering WSU. Furthermore, we require all students to visit with Thom in order to get a graduation clearance (not all programs require this). We believe that this helps to encourage students to seek advisement along their academic path.

Advising for career decisions and applying for graduate schools is done by each of the faculty members in the program as they interact with students in their classes.

There are three interdisciplinary minors connected to political science, each of which has its own advisor:
International Politics – Stephanie Wolfe
Legal Studies – Richard Price
Public Administration – Gary Johnson

Effectiveness of Advising

Measuring the effectiveness of advising can be difficult, since students are not required to undergo advising at any time during their academic career.   Students are encouraged by all faculty (full time and adjunct) to schedule advising sessions with Thom and Thom stops in to as many political science classes as possible each semester to introduce himself as the academic advisor.

We can monitor which students have had an advising session through the use of notes in the student's Cattracks record after every advising session.

Of our current majors who have completed at least 25% of their degree, 89% have had at least one advising session. And those who have not had an advising session have been contacted via email and urged to schedule a session.

Past Changes and Future Recommendations

We have made no changes to our advising process in the last five years and see no reason to make changes going forward.

Standard E - Faculty

Programmatic/Departmental Teaching Standards

    The Political Science program has no program specific standards. The program adheres to the teaching standards of the college and university, as detailed in their respective rank and tenure documents. Course evaluations are administered over ChiTester for all sections and are reviewed by the department chair. Further, peer reviews and portfolio evaluations are conducted as part of the promotion and tenure-granting process. The department chair reviews adjunct faculty on an annual to bi-annual basis. The University unveiled a new student evaluation instrument this academic year. Initial reports are that this instrument provides faculty with more important data.

Faculty Qualifications

    Full-time faculty may be hired if they have a Master's degree and are in the process of completing their Doctoral dissertation (ABD), but the University mandates a Doctoral degree for promotion to associate professor.

    The department requires that all adjunct faculty must have at least a Master's in political science, or a Master's in a field directly related to the course they are teaching -such as having a Master's in Public Administration and teaching our Intro to Public Administration class.

    All six of the full-time faculty in the program have a PhD in political science.

    The department has utilized fifteen adjunct faculty over the past five years, two have had a PhD in political science, seven have been ABD in political science, and six have had a Master's degree in political science or a directly related field.

    The six full-time faculty in the program provide a stability and ongoing quality in terms of the courses offered. Each faculty member is primarily responsible for his/her/their subfield in the discipline.

<u>Faculty Scholarship</u>

The following is a list of faculty scholarship since the last Five-year self-study (2016).

Publications:

Johnson, Gary.

2020. "Here's the Secret on Voter Fraud: It's Complicated" in *Conspiracy Theories, Philosophers Connect the Dots*, Open Court Publishers, pp. 119-128.

Murray, Leah.

Forthcoming (2021) "Assessing and Improving Political Learning and Engagement on College Campuses." In the *eJournal of Public Affairs*.

Forthcoming. Review of Adam R. Brown, *Utah Politics and Government: American Democracy among a Unique Electorate. Utah Historical Quarterly.*

2021 Walter Nugent, *Color Coded: Party Politics in the American West 1950 – 2016. Utah Historical Quarterly*.

2018. "George W. Bush." In *Hatred of America's Presidents: Personal Attacks on the White House from Washington to Trump*. Lori Cox Han, ed. Santa Barbara: ABC-CLIO.

Price, Richard.
Forthcoming. "Navigating a Doctrinal Grey Area: Free Speech, the Right to Read, and Schools." First Amendment Studies. DOI 10.1080/21689725.2021.1979419

2020. "On Remand: Legal Strategies After Supreme Court Losses." In Open Judicial Politics. Eds. Rorie Spill Solberg, Jennifer Segal Disacro, and Eric Waltenburg. Oregon State University.

2019. "Review of Jeffrey S. Sutton's 51 Imperfect Solutions: States and the Making of American Constitutional Law. Publius: The Journal of Federalism.

2018. "The Judicial Protection of Anti-Judicial Speech." American University International Law Review 33(4): 693-769 (with Thomas M. Keck and Brandon T. Metroka).

2017. "Linde's Legacy: The Triumph of Oregon State Constitutional Law, 1970-2000." Albany Law Review 80(4): 1541-1602.

2017. "Review of Ruadhán MacCormaic's The Supreme Court: The Judges, the Decisions, the Rifts and the Rivalries that Shaped Ireland." Law and Politics 27:8 (October): 122-25.

Stramer-Smith, Janicke.

2021. "Socio-economic factors and political mobilization in the Maghreb: Lessons from the Arab Spring" in Eds. *Entanglements of Maghreb: Cultural and Political Aspects of a Region in Motion.* Germany: Transcript Verlag.

2020. "Securitizing the New Egypt: Partisan vs. Revolutionary Demands." *Journal of North African Studies.*

Wolfe, Stephanie

2020. "Memorialization in Rwanda: The Legal, Social, and Digital Constructions of the Memorial Narrative" in Eve Monique Zucker and David J. Simon (eds.) <u>Mass Violence and Memory in the Digital Age: Memorialization Unmoored</u> (Palgrave-MacMillan).

Presentations:

Johnson, Gary.

2018. Midwest Political Science Association, paper presentation, "Utah's Voting Reform".

2019 Western Political Science Association, paper presentation, "Utah's Public Lands".

Murray, Leah

2021. "Pandemic Proof your Voter Outreach Strategy." American Political Science Association Teaching and Learning Conference.

2019. "Assessing Campus Climates for Politically Charged Times." Association for the Study of Higher Education.

2019. "Social Studies Curriculum in Elementary Schools." American Democracy Project Annual Meeting

2019 Governing When the Public Square is Limitless." Fourth Utah Symposium on the Digital Humanities (with Richard Price).

2017. "National Student Leader Study." APSA Teaching and Learning Conference.

2017. "2016 Elementary School Election Project." American Democracy Project Annual
        Meeting.

Price, Richard.

2021 "Silencing Trans Voices." Annual Meeting of the Law and Society Association.

2021 "Constructing the Dangerous Queer Child." Annual Meeting of the Western Political Science Association, Seattle.

2019 Governing When the Public Square is Limitless." Fourth Utah Symposium on the Digital Humanities (with Leah Murray).

2018 "On Remand: Legal Strategies After Supreme Court Losses." Annual Meeting of the Western Political Science Association.

Stramer-Smith, Janicke

2020. "Female leadership and the Coronavirus: A model for success?" Presented at the ISA-West annual conference.

2020. "Clashing identities: The struggle between organized labor and the military in occupying spaces of power during political transitions." Scheduled to present at the International Studies Association's annual convention. Conference was cancelled due to Covid-19.

2019. "The business-end of military coups: The relationship between the military's economic interests and its willingness to intervene in the politics of the state." Presented at both the International Security Studies Section of ISA and the International Security and Arms Control Section of APSA's annual conference.

2019. "Clashing identities: The struggle between organized labor and the military in occupying spaces of power during political transitions." Presented at the ISA-West annual conference.

2018. "The Shifting Tide: The Failures of Turkish Labor Mobilization." Presented at the ISA-West annual conference.

2018. "Economic Interests and the Political Behavior of Militaries in a Comparative Perspective." Presented at the Western Political Science Association's annual meeting.

Wolfe, Stephanie

2021. "Memory Beyond the Memorial" International Association of Genocide Scholars Conference

2021 "In the Shadow of Genocide" 3rd Annual Rocky Mountain Workshop on African History

2021 "Journey through Rwandan Genocide Memorials" Invited Lecture at the University of Saskatchewan

2020 "Memorialization in Rwanda" Invited Lecture at Brigham Young University

2020 "Memorialization in Rwanda" 2nd Annual Rocky Mountain Workshop on African History

2020. "Memory and the Rwandan Genocide Memorial" 4th Annual Memory Studies Association Conference

2019 "Memory and memorials in post-genocide Rwanda"
Memory in Africa: Transcultural Dimensions. Memory Studies Association, Africa Chapter University of Pretoria, South Africa

2019 "Introduction to Journeys through Rwandan Memorials" Rocky Mountain Workshop on African History

2019 "Between Blood Money and Useless Words: The Creation of a Truly Reparatory System" International Association of Genocide Scholars Conference

2018 "Transforming Memorials" Presented at Rwanda After 1994: Stories of Change University of St. Andrews, Scotland

2018 "Memory Beyond the State: An Examination of Memorial Practices" The Reflections on the Aftermaths of War and Genocide Symposium at Yale University

2017 "Memorializing Genocide Within Rwanda" International Association of Genocide Scholars Conference

2017 "Building Peace After Genocide: Lessons from Rwanda" Invited lecture", American University of Paris

Service
In addition to being quality teachers and active scholars, the faculty in the political science program hold high level service positions at the college, university, and academic discipline level.
Here is a list of some of these positions:
Faculty Ombudsperson
Academic Director of the Walker Institute
Chair, University Research, Scholarship, and Professional Growth Committee
Chair, Salary, Benefits, Budget, and Fiscal Planning Committee
Women and Gender Studies Program Executive Committee
Outside members of other College's Rank and Tenure Committees
Executive Board of the International Studies Association -West
Executive Board of the International Association of Genocide Scholars
Ethics and Discipline Committee, Utah Supreme Court

Diversity of Faculty

There are six full-time faculty in the program. All are White. Three are male and three are female. Our last hire was in 2018 – a female faculty member, which brought us to a 50/50 split between female and male faculty members. While we would very much like to achieve greater demographic diversity in the faculty, we are unlikely to conduct a search for another faculty member until one of the current faculty retire, which may not be for another seven to ten years.

Of the fifteen adjunct faculty who have taught in the program in the last five years eleven have been male, four have been female, thirteen have been white, and two have been non-white. We are always on the lookout for new adjunct faculty who will provide us with greater demographic diversity. For spring 2022 we have hired a new female adjunct faculty member.

<u>Ongoing Review and Professional Development</u>

Faculty undergo an informal two-year review by the department chair, a formal third year review by rank and tenure committees to determine progress toward tenure, and a promotion and tenure review in their sixth year. In addition, faculty may apply for promotion to Full Professor five years after receiving tenure and promotion. The University also has a post-tenure review process which faculty must undergo every five years.

For purposes of tenure, faculty are evaluated according to the College of Social and Behavioral Sciences tenure document, which requires that faculty receive a rating of at least "good" in teaching. The definitions of the ratings for teaching are as follows (from the S&BS Policy on Tenure):

"The candidate will normally be rated unsatisfactory when evaluations by students and peers indicate that he/she has 6 consistently been lacking competence as a teacher, when there is minimal evidence that the candidate has made innovations to course material and teaching methods, and when the candidate has neither addressed nor reduced any substantial deficiencies in teaching performance noted in a previous review.

The candidate will normally be rated satisfactory when evaluations by students and peers indicate that he/she has consistently been teaching at a level of competence, there is evidence that the candidate has made few innovations to course material or teaching methods, and that he/she has taken action to address any substantial deficiencies in teaching performance noted in a previous review.

The candidate will normally be rated good when evaluations by students and peers indicate that he/she has consistently been teaching above the level of competence, there is evidence that the candidate has made some worthwhile innovations to course material and teaching methods, and that he/she has addressed and reduced any substantial deficiencies in teaching performance noted in a previous review.

The candidate will normally be rated excellent when evaluations by students and peers indicate that he/she has consistently been an outstanding teacher, and there is evidence that the candidate has made substantial and beneficial innovations to course material and teaching methods."

For purposes of rank, faculty must achieve a rating of at least satisfactory in teaching to be promoted to associate professor and good to be promoted to full professors. The definitions of the ratings for teaching are as follows (from the WSU Policies and Procedures Manual, 8-11.IV):

"Candidates shall be rated unsatisfactory if they are consistently rated by students and peers as inadequate relative to other faculty members and/or make no effort to develop new materials, new methods or other innovative techniques to improve their teaching performance.

Candidates shall be rated satisfactory if they are consistently rated by students and peers as satisfactory relative to other faculty members and provide evidence of having occasionally developed new materials, new methods or other innovative techniques to improve their teaching performance.

Candidates shall be rated good if they are consistently rated by students and peers as good relative to other faculty members and provide evidence of having often developed new materials, new methods or other innovative techniques to improve their teaching performance.

Candidates shall be rated excellent if they are consistently rated as excellent by students and peers relative to other faculty members and provide evidence that they are continually developing new methods, new materials or other innovative techniques to improve their teaching performance."

Faculty also undergo Post-tenure review every five years. This review also evaluates teaching, scholarship, and service. It is conducted by the department chair and the Dean of the College.

Use and impact of high impact educational experiences

The political science program offers political internships at the state and local level, the national level, and the international level. Our national, state, and local internships operate through the Walker Institute of Politics and Public Service.
The program also offers students the opportunity to compete on three different academic teams – Mock Trial, Model United Nations, and Moot Court.
In addition, the program offers several courses that have been designated at one time or another as Community Engaged Learning classes.
Finally, the program requires all majors to complete a senior thesis. Students work one-on-one with a faculty member to complete their senior thesis. The program uses these theses to conduct program assessment.

Evidence of Effective Instruction

      i.   Regular faculty
           All full-time faculty have undergone some type of formal review of their teaching in the last five years by either a department rank and tenure committee, a college rank and tenure committee, a department chair's review, or a Dean's review. The political science faculty received ratings of Excellent in 13 of those 14 reviews, and a rating of good in the other review. The criteria by which faculty were evaluated is presented in this section above under "Ongoing Review and Professional Development."

ii. Adjunct faculty
Adjunct faculty receive, on average, a score of 4.5 out of 5 on student evaluations for the questions that targeted how well students thought faculty presented the material in class.

Standard F – Program Support
Support Staff, Administration, Facilities, Equipment, and Library

The Political Science program is part of the Department of Political Science and Philosophy. There is one department Chair and one Administrative Specialist for the department.

Since our last program review, we have had four different Administrative Specialists. And the fourth just left us on November 5, 2021 to take another position on campus. The high turnover rate for this position is perhaps not unsurprising, given the low salary. Efforts are being made in the College and the University to increase the salaries of our Administrative Specialists, but we are a long way from where we need to be.
The new Administrative Specialist will be hired as a full-time employee (12 months), instead of as a 0.92 FTE (11 months) due to the fact that we will be combing our Administrative Specialist position with the position for the Richard Richards Institute for Ethics. This will mean a slightly higher starting salary - $30,000 instead of $27,600.

i. Ongoing Staff Development
Staff development is difficult to undertake and maintain when the turnover rate is as high as it has been for the past five years.

<u>Adequacy of Administrative Support</u>

The Dean's office employs the following formula for department (not program) funding in the College: $2100 per faculty member for the general operating budget. Approximately $750 of that $2100 per faculty member is earmarked for travel or discretionary spending. Although the Dean has contributed an additional $200 per faculty for travel each of the past three years. Finally, the Dean provides the Department with an additional $2000 per year in "special needs" money to assist with co-curricular academic teams housed within the department of political science and philosophy (Ethic Bowl, Moot Court/Mock Trial, and Model United Nations).
While there is always a need for more money for travel to conferences for some faculty, the level of financial support from the Dean's office is adequate. Faculty are able to find alternative funding sources through the Research, Scholarship, and Professional Growth program at the University, as well as college and department specific annual funds like the Julander Faculty Award (created by and named after an emeritus faculty member in political science) which provides $1500 to a philosophy or political science faculty member to support her or his teaching and/or research. And beginning in January of 2023, an endowment created by Dr. T.R. Reddy will provide about $8000 per year for political science faculty. This endowment is discussed further in Section H below.

Adequacy of Facilities and Equipment

Facilities and equipment are adequate. Moving into the recently built Lindquist Hall has been a major upgrade from both the old Social and Behavioral Sciences building that we had been in for over forty years, and the old Science Lab building where we were housed while the construction of Lindquist Hall was in progress.

Adequacy of Library Resources

The Stewart Library at Weber State University provides a broad range of information resources and services on both the Ogden and Davis campuses. Collections include print, electronic, and audio-visual materials as well as an increasingly large number of electronic databases. Day, evening, and weekend hours are maintained to accommodate patron needs at both campuses. Off-campus access to resources and services is available twenty-four hours a day, seven days a week through the library's website: http://library.weber.edu.

To ensure that the library's online and on-site resources are relevant to curricular needs, a librarian is assigned to each college. These subject librarians collaborate with faculty in developing the collection and consult regularly with them to assess their library needs. In addition to their collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to inform students and faculty of library resources and services available in their areas of interest.

The Stewart Library maintains an up-to-date core collection of print monographs and edited collections that compares very favorably with collections at similar institutions that support an undergraduate major in political science. For materials not available in our collection, the library provides an effective and efficient automated interlibrary loan service with an average turnaround of three to seven days. In addition, through the library's membership in the Utah Academic Library Consortium (UALC), students and faculty at Weber State University have borrowing privileges at all other academic libraries in Utah.

Standard G - Relationships with External Communities

Description of Role in External Communities

The faculty in the political science program have maintained connections with numerous external communities over the past five years. Below is a partial list:

Boys State of Utah
Girls State of Utah
Model United Nations of Northern Utah
The International Association of Genocide Scholars
The American Democracy Project

Never Again Rwanda
Gay, Lesbian & Straight Education Network (GLSEN) Northern Utah Chapter
The Richard Richards Institute for Ethics
The Walker Institute of Politics and Public Service

Graduate Success

Since spring of 2017, the program has graduated sixty students. We have been able to track two-thirds of these students. Of the forty we have been able to track (kept in touch with) fourteen went to work right after graduating, eight went to law school, and eighteen went on to graduate school. We hope to increase our contact with recent graduates to seventy-five percent over the next five years.

Standard H – Program Summary
Results of Previous Program Reviews

The 2017 Review Team identified six "challenges and opportunities" and made three "recommendations". They are each listed below

Problem Identified	Action Taken	Progress
Challenge and Opportunity 1 The future of the Walker Institute with the departure of its first Director, Dr. Carol McNamara. This merges with Recommendation 2	The new Director did not have a PhD in political science despite efforts to hire someone with those credentials. The new Director was replaced in a restructuring of the Walker Institute and the Office of Legislative Relations on campus in the summer of 2020. A position of Academic Director of the Walker Institute was created alongside an Executive Director position. Dr. Leah Murray from the political science program was hired as the Academic Director. This position came with a 3-course release over the academic year.	While the loss of classes being taught by Dr. Murray will be a problem going forward, her new role should be a benefit to the political science program.
Challenge and Opportunity 2 Advising The 2017 Program Review team applauded the efforts of the political science faculty to address the concerns	No action was needed.	

of the 2012 Review team regarding advising.		
Challenge and Opportunity 3 Assisting students to graduate in a timely fashion. This was identified as "not a major concern" but "worth of some consideration."	We have monitored our time to graduation for students who have completed 90 credit hours. On two occasions, emails and letters have been sent out to students who are at least 80% through their degree requirements but had "stopped out".	Comparing data for students taking less than 2 years to complete their degree after reaching 90 credit hours from 2012-13 to 2016-17 with data from 2017-18 to 2019-20 (the last 3 years that we have data for), our graduation rates have increased from 59% to 73% About 1/3rd have responded, but all indicated a desire to return to Weber and complete their degree.
Challenge and Opportunity 4 Working to identify and lift students who are struggling	Within the program we have attempted to do this in a couple of ways – use of a political science tutor; and use of the political science honors society students The University requires the use of Starfish to identify students who are struggling early on in the semester.	Neither of the two program attempts was very successful, at all. The second was in part due to the COVID pandemic and the difficulty of getting students together on campus. Using Starfish does allow faculty to identify students who are struggling. What impact it has remains to be seen.
5 Challenge and Opportunity 5 More financial support for research/scholarship	Dr. T.R. Reddy, who retired in 2017, set forth plans for an endowment that would provide additional funding to faculty for travel and release time.	As of June 2021 the endowment was at $130,000 with a goal of $200,000 that should be achieved by the end of the 2022 calendar year when the money will be available to utilize. This money will go specifically to political science

		faculty. Faculty will be able to apply for some of the funds that will be available annually to use for travel to conferences, or to "buy themselves out" of a class in order to spend more time on research.
Challenge and Opportunity 6 Expanding the range of class offerings in the afternoon hours	We have increased the number of afternoon classes, although we could increase that number even a bit more.	We have gone from offering an average of 4 afternoon classes per semester (Fall 13 – Spring 17) to offering an average of 5.7 afternoon classes per semester (Fall 17 – Spring 2022, excluding Spring 21 when many of our classes were offered online with no set class times due to COVID)
Recommendation 1 Fill the upcoming opening in political science with a Comparativist	Dr. Janicke Stramer-Smith was hired. Her specialty is Comparative Politics.	Dr. Stramer-Smith has been an outstanding addition to our program
Recommendation 2 Fill the Director's position in the Walker Institute with a political scientist who complements the political science program faculty	This was out of our program's hands and did not happen. See above under "Challenge and Opportunity #1"	Some progress was made this past year with the creation of the Academic Director Position at the Walker Institute which was filled by our own Dr. Leah Murray
Recommendation 3 Designing and implementing authentic assessments to inform the program of the success of recent curricular changes	This has not been done. The issue of assessment continues to be an issue for the program.	See commentary under standard C.

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

(*Note*: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

	2016-17	2017-18	2018-19	2019-20	2020*
Student Credit Hours Total	7,179	6,880	6,311	6,134	3,672
Student FTE Total	239.3	229.3	210.3	204.5	244.8
Student Majors	127	122	103	83	86
Program Graduates	11	14	21	18	6
Student Demographic Profile					
Female	47	56	40	32	31
Male	80	69	63	51	55
Faculty FTE Total (Dept-wide)*	**16.53**	**14.57**	**16.08**	**15.62**	n/a
Adjunct FTE	6.59	6.16	6.59	**6.35**	
Contract FTE	9.94	8.41	9.49	9.27	
Student/Faculty Ratio (Dept. -wide)*	**22.32**	**26.31**	**21.92**	**22.01**	n/a

- Fall 2020 data only
- Department-wide data is truly not relevant for a program review

Appendix B:

Faculty (current academic year)

	Tenure and tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	6	0	2
Number of faculty with Master's degrees	0	0	13
Number of faculty with Bachelor's degrees	0	0	0
Other Faculty	0	0	0
Total	6	0	15

Contract/Adjunct Faculty Profile

Full-time faculty (2017-18 to 2021-22)

Name	Gender	Ethnicity	Rank	Highest Degree	Years at WSU	Areas of Expertise
Johnson, Gary	M	White	Professor	PhD University of Kansas	2006-	Public Administration
Kuehls, Thom	M	White	Professor	PhD, The Johns Hopkins University	1993-	Political Theory
Murray, Leah	F	White	Professor	PhD, SUNY Albany	2002-	American Politics

Price, Richard	M	White	Assistant Professor	PhD, Syracuse University	2012-	Law and Courts
Reddy, T.R.	M	Asian	Professor	PhD University of Kentucky	1966-2018	Comparative Politics
Stramer-Smith, Janicke	F	White	Assistant Professor	PhD, University of Nevada, Reno	2018-	Comparative Politics
Wolfe, Stephanie	F	White	Assistant Professor	PhD, University of Kent	2013-	International Politics

Adjunct Faculty (2017-18 to 2021-22)

Name	Gender	Ethnicity	Rank	Highest Degree	Years	Courses Taught
Bean, Mark	M	White	Instructor	M.A. in Economics, UCLA Was ABD in Political Science at University of Utah	2018	Intro to International Politics
Dayton, Alan	M	White	Instructor	J.D., Brigham Young University	2015-	Lobbying: Theory and Practice
Francis, Shanna	F	White	Instructor	ABD in Political Science at U of U	2018	Model United Nations

Goggi, Paul	M	White	Instructor	M.A. in Political Science, SUNY Albany	2012-	American National Government
Gutaj, Perparim	M	Asian	Instructor	ABD in Political Science, University of Utah	2017	Introduction to International Politics
Gwynn, Matthew	M	White	Instructor	M.A. in Public Policy and Administration, Northwestern University	2016-	American National Government & Introduction of Public Administration
Haydon, Matthew	M	White	Instructor	ABD in Political Science, University of Utah	2016-	American National Government & Campaigns and Elections
Hunter, Robert	M	White	Instructor	M.A. in Organizational Communication, Brigham Young University	2012-	American National Government
McNamara, Carol	F	White	Instructor	PhD in Political Science, Boston College	2013-2017	
Neff, Eric	M	White	Instructor	M.A. in Political Science	2016-19	American National Government
Peterson, Happiness	F	White	Instructor	M.A. in International Affairs, Georgetown University, ABD at U of U	2018-	Intro to International Politics

Reddy, T.R.	M	Asian	Instructor	PhD in Political Science, University of Kentucky	2018-	American National Government
Stickney, Zachary	M	White	Instructor	M.A. in Political Science, University of Utah	2020-	Intro to Political Theory and American National Government
Stott, Jerry	M	White	Instructor	MPA University of Wyoming, ABD in Political Science at U of U	2019	American National Government
Tanner, Renee	F	White	Instructor	MPA U of U, ABD in Political Science at U of U	2017-2018	American National Government

Appendix C: Staff Profile

Summary Information

We are currently without an Administrative Specialist.   See discussion above under Standard F.

Appendix D: Financial Analysis Summary
(This information will be provided by the Office of Institutional Effectiveness)

Since this is Department-wide data it is not really relevant for a program review.

Political Scienc and Philosophy					
Funding	16-17	17-18	18-19	19-20	20-21
Appropriated Fund	1,011,881	985,977	1,037,019	1,078,552	1,125,681
Other: IW Funding from CE	192,352	189,798	184,225	172,650	170,470
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	0	0	0	0	0
Total	$1,204,233	$1,175,775	$1,221,244	$1,251,202	$1,296,151
Student FTE Total	368.97	383.40	352.47	343.80	213.50
Cost per FTE	$3,264	$3,067	$3,465	$3,639	$6,071

Appendix E: External Community Involvement Names and Organizations

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Dr. Adam Johnston	Professor of Physics	Weber State University
Dr. Anne Hildreth	Interim Director of Undergraduate Studies and Associate Professor Emerita Department of Political Science Rockefeller College of Public Affairs and Policy	Albany University

Appendix G: Evidence of Learning Courses within the Major

As noted in Standard C above, what is provided here is not what is specifically asked for, but rather are examples how faculty have assessed and improved their courses. These examples coincide with the program's strategic goals of better and relevant, as well as (in places) the new University Strategic Plan goals of achieving greater equity, diversity, and inclusion and achieving/maintaining academic excellence. The following are taken from the Annual Reports faculty members are required to produce each spring.

"For the prior two years, I had been teaching constitutionalism in a purely historical structure with 4020 ending at the New Deal and 4030 cover the past 70 years. I became concerned that this undermined student ability to build connections across the two courses. So I decided to move to a system where I covered constitutional law doctrine by doctrine but historically within each doctrine. Students would then write an extended analysis of this development. While student evaluations were ultimately fine, I realized that this structure proved quite difficult for students and it ended up not serving the goal I had intended.
The other major innovation was my new course POLS 4100 on free speech. I designed this course as a deeper examination of an important constitutional issue. Finding the existing textbook options limited, I decided to put together my own. This course allows me to introduce students to a much greater breadth of material that I would ever be able to cover in constitutional law where the limited focus is on core political speech restrictions."

"I am not as happy with the scores for my online courses as for my face to face. My online average from 3 courses is 3.88. This is rather low for courses that I teach and thus I have been working with RC Callahan to identify areas of improvement and techniques to experiment with. In the Spring of 2017 I underwent the *Best Practices Course Review* for POLS 2100 and POLS 4760 and have begun to implement techniques suggested to me. I also scheduled meetings with RC to assist in the transition of POLS/WGS 2500 to an online class, per the goals of the Women and Gender Studies program. I believe the course review, in addition to continued evaluation and experimentation, will result in increasing scores for these courses."

"Another innovation was to add a model diplomacy simulation to the POLS 1100 course on American National Government. I was a bit concerned it would be too ambitious for a Gen Ed course with all Freshman students, but I was very impressed with the student engagement in the project. In the qualitative course survey that I handed out at the end of the semester, students overwhelmingly expressed enthusiasm for this segment of the course."

"I completely rebuilt my POLS 3400 course to better reflect queer politics and historical development."

"I significantly revised my online class POLS 2100: Intro to International Politics last year after a Best Practices Review. I am happy with these revisions and thus I implemented the same revisions to this year's online 2500 class."

"To maximize the student learning experience and provide students more flexibility, I flipped the classroom. This means that instead of lecturing on zoom, students would watch short 10 – 15-minute pre-recorded lectures on Canvas before the weekly zoom class meeting. This way students had more time to digest the lectures before engaging in class discussions. We utilized our zoom time to discuss the topics at hand and engage in mini-games and simulations. This provided students more opportunity to interact with me and their fellow classmates during the zoom class meetings. Thus, enhancing the learning experience in a virtual environment."

Appendix H: sample Signature Assignments

POLS/AI 1100 American National Government:

Signature Assignment

A general education course signature assignment requires that students integrate and apply course content to address a significant personal, social, or professional question or issue in some way for a specified audience. The signature assignment for this course will be a personal narrative that answers the question "how are you keeping the republic?" You will create 2 submissions (2-3-page papers, slide deck presentation, podcast, video) about your own political history to understand how what you think connects you to the country in which you live. What that analysis, you will be able to keep this republic by understanding how and why your self-interest conflicts or corresponds with others' interest and how best to manage the difference.

Submission 1: who are you politically?
1. Take the political diagnostic provided in class – explain what you found and how you feel about it.

2. What is your political party? What is your political ideology? What is your parents' political party? What is their political ideology? How about their parents?
3. In what ways are you different from what you thought you were? In what ways are you what you expected? How different or similar are you to your family, friends, teachers, the media sources you listen to?

Submission 2: how do you compare?
1. Participate in the Unify America program at some point in the semester – explain what you learned and how you feel about it.
2. Analyze the class political diagnostic that I share with you – explain what you see and how you feel about it.
3. When you are thinking about what you see and learned and how you feel, use the following prompts to help:
   a. How are you different from the person you were paired with in Unify America? How are you similar? In what ways does that surprise you? In what ways is it what you expected?
   b. How are you different from the other students in this class? How are you similar? In what ways does that surprise you? In what ways was it what you expected?

How does who you are and how you compare connect you to other people? How does who you are and how you compare divide you from other people? In what ways can you find areas of common ground?

POLS/AI 1100 American National Government:

All WSU General Education classes must have a Signature Assignment that addresses a Big Question from the course. Our Big Question this semester has to do with the concept of Constitutional Government. The government of the United States of America is framed by a written Constitution. This is the governing document for our nation. Our Big Question is whether changes need to be made to this document. Our Signature Assignment will require you to make a case for specific changes to the Constitution through a Constitutional convention to be held in class at the end of the semester.   Students will be put into groups for part of this assignment, and each group will need to make a case for one of eight proposed Constitutional Amendments as well as a case against one of these eight amendments. Students will also have to compose an individual paper where they make a case for or against one of these eight amendments.

POLS/AI 1100 American National Government

• Paper length: 4 – 5 pages.
• Paper is due Friday 11/06 on Canvas using Turnitin. (Your paper will be subject to a plagiarism check, so do your own writing!).
• Include the references you use. You should use at least 5 books and/or (academic) journal articles sources in your paper. Do not cite the textbook, these should be outside sources.
• Be clear and structured with the arguments you bring forward.
• Apply the theories and ideas discussed in class; but avoid repetition of class material! I.e. bring new arguments to the table from journal articles and books.
• Citation style APA, font: 12 Times New Roman, 1" margins. Include bibliography.
For more info on APA style see:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style _guide/general_format.html
Instructions:
 Choose one of the branches of government (The Presidency, Congress, or the Supreme Court).
1. Briefly describe the purpose and function of this institution in the US government.
2. What are its powers, limitations, and checks and balances.
3. How did the founding fathers envision the role of this branch of government? How powerful did they want it to be?
4. Now, write your opinion about how this branch has evolved over time? Is it more or less powerful today than intended at the founding of the nation? How so? Also explain how you view this institution and its role in keeping American democracy.
OUTLINE DUE FRIDAY OCTOBER 9TH:
• To create an outline:
• Place your thesis statement at the beginning.
• List the major points that support your thesis. Label them in Roman Numerals (I, II, III, etc.).
• List supporting ideas or arguments for each major point. Label them in capital

letters (A, B, C, etc.).
• If applicable, continue to sub-divide each supporting idea until your outline is
fully developed. Label them 1, 2, 3, etc., and then a, b, c, etc.

POLS/SS 2100

Discuss the impact of either COVID-19 or Climate Change on international politics. Use concrete terminology and phrasing from the book/presentations.

In order to get an A on this segment, I need to see you utilize the phrasing from the book to argue your position. You will need to be specific and detailed. Some questions to consider - how does COVID-19 or climate change impact trade, foreign aid, development, the economy, jobs, free movement, refugees, what is the implication for the UN, international organizations, SDG's. There are a lot of ways you can take this so really delve into and make your arguments. 2 pages single space.

POLS/SS 2200 Intro to Comparative Politics

Big Question: "Why do some countries democratize while other countries do not?"

Signature assignment: Argument paper, 5 pages (not including references). Margins 1", 1.5" line spacing. APA style citations.

Instructions:

Step 1: States are the main unit of comparison in comparative politics. Choose **two** states (one democracy and one nondemocracy as defined in chapters 6 and 8) from the list to compare.

Step 2: *Background*
Give a brief description of the 3 basic political systems (Democratic: Semi-presidential, Presidential, Parliamentarian; Authoritarian: One-Party, Monarchical, Military, as described in chapter 6) in each of the two countries as if you were explaining it to a friend.

Step 3: *Application of data*
Using the data and analysis of "*free*" and "*not free*" countries in the world provided by Freedom House (https://freedomhouse.org/report/freedom-world/freedom-world-2018) and the Economists' Democracy Index https://infographics.economist.com/2018/DemocracyIndex/
Describe how the two chosen countries are ranked and which factors affect their ranking.

Step 4: *Compare and Contrast*
Give a brief description of the models of democratization from class (Modernization, Elites, Civil Society, Political Culture, and International Relations as described in chapter 6) and explicitly state which model you think best explains why your chosen democratic country democratized and why your chosen authoritarian country has not democratized. It is important that you use the knowledge acquired from lectures and the book chapters mentioned to your analysis. Look at the examples used in the book and assess which countries most closely resemble the countries you have chosen for your comparison.

Step 5: *Reflection*
Did you learn anything new or surprising while doing the research for this argument paper? How did writing this paper help you understand the challenges countries face transitioning to democracy.

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Democracies/Free

Poland

France

Japan

Sweden

Australia

Chile

South Africa

India

Canada

Authoritarian/Not Free

Algeria

Belarus

Vietnam

Togo

Oman

Swaziland

Central African Republic

Venezuela

Turkmenistan

POLS/SS 2300 Intro to Political Theory:

Compose a 5-page essay where you assess the ability of 3 different ideologies to address the current COVID-19 pandemic - this includes making sure that there is adequate health care for those who get infected, getting the general public to follow guidelines to stop the spread of the virus, and dealing with the economic fall-out from the pandemic. In order to write this paper, you will need to look at some news articles related to the various aspects of the COVID-19 pandemic.
Select at least one ideology from both Group A and Group B below and assess the strengths and weaknesses of these ideologies in addressing the issues above.
You audience for this essay is me, your professor - so be sure to provide a clear thesis statement, textual support, and proper source notation (as with your other papers from the semester).

Group A	Group B
Liberalism	Anarchism
Conservatism	Fascism
Socialism	Islamism
Republicanism	Liberation Ideologies
	Environmentalism

POLS/SS/DV 2500

Human Rights in the World:
Signature Assignment.

_____
Big Question: "What is a pressing human
rights issue in the world today"
Signature assignment: Your presentation will be between 10
and 12 minutes and be between 12-24 slides (see presentation
expectations in assignments) and a short reflection.
Instructions:
Step 1: Choose
What is one human rights issue in the world today that has not
been sufficiently explored (see discussion forum for full list
of topics or suggest your own – no duplicates).
Step 2: Overview
Create a tentative thesis and annotated bibliography on the
subject. Why is this topic important in today's global society?
What research exists on the topic?
Step 3: Presentation
Give a brief background of the human rights issue you have
chosen. What are the important elements related to your big
question. How does it connect to human rights throughout the
world?
You should include a cover slide (name, topic), a thesis slide,
and a citation slide which include 10 academic and/or primary
sources.
Step 4: Reflection
1-2-page informal reflection paper. Discuss the following:
• Why did you choose your topic for your big question?

• What did you learn that you felt was important?
• How does this connect to the core concepts of human rights discussed in this class?

Additional Summary Information (as needed)