

Political Science Department

Six-Year Report

Fall 2018

Table of Contents

- I. [Answers to Key Questions and Follow-up on the PRC's Recommendations](#)
- II. [Findings](#)
 - (A). Student Learning
 - (a). [Central Questions for Student Learning](#)
 - (b). [Central Questions for Student Learning: Assessment](#)
 - (B). [Alumni Reflections](#)
 - (C). [Curriculum Review](#)
 - (D). [Program Sustainability and Adaptability](#)
- III. [Looking Forward: Changes and Questions](#)
- III. Appendixes
 - [Appendix A](#): Prompts and Guidelines
 - [Appendix B](#). Rubrics
 - [Appendix C](#). Past Assessment Results
 - [Appendix D](#). Careers and Employers of Westmont Political Science Alumni.
 - [Appendix E](#). Where Westmont Political Science Majors Attend Graduate School
 - [Appendix F](#). Curriculum Map
 - [Appendix G](#). Political Science Department Mission Statement, Program Goals, and Student Learning Outcomes.
 - [Appendix H](#). Core Faculty Instructional and Advising Loads
 - [Appendix I](#). Political Science Department, Race and Gender
 - [Appendix J](#). Pre-Law Program 2013-12
 - [Appendix K](#). Focus Group and Open-Ended Survey Responses
 - [Appendix L](#). Political Science Internships
 - [Appendix M](#). Library Report

I. Answers to Key Questions and Follow-up on the PRC's Recommendations

This six-year report comes at a time of change for the Political Science Department. Susan Penksa has left Westmont after 20 years of service, and she will be difficult to replace. Nevertheless, this change offers us a chance to reimagine the major and reassess what we want for our students. This report will begin by looking forward to the tasks that lie ahead, and then we will reflect upon the recent past.

The Department is excited about the future, but a tad daunted by all we must do. Our biggest undertaking will be finding someone to replace Susan. This is a critical hire in a three-person department, and the timing is not great: Jesse Covington is leading Europe Semester in the Fall of 2018 and Tom Knecht is (hopefully) on Sabbatical in the Fall of 2020. We would both like to be present for the search, and we would like to conduct our search in the fall when the best people are on the market. Therefore, we are likely to put off a tenure-track search until the fall of the 2019 academic year. The challenge, then, is two-fold: 1) finding adjuncts and one-year replacements to teach our international relations courses until we make a hire, and 2) finding the right person to replace Susan.

This is also the time for us to reimagine the major. We have already revamped the International Security and Development track to include more American and Theory courses. We have also had several “big picture” meetings about the major and are planning more in the future. Is our goal to prep students for graduate school? Should we be more or less theoretically inclined? Should we change our introductory courses to attract more students to the major? Should we have a Capstone course? Should we incorporate more service learning courses into our offerings? Should we pare down our upper-division courses into fewer, but more comprehensive courses? Are there courses that our students want to take but we don't offer? These are just some of the questions we will consider in the coming months.

The Department is also very excited about the creation of a new Center for American Democracy (CAD). Although the CAD is still in the development stage, we envision this as a vehicle to provide student scholarships, faculty-student research, a lecture series, new course offerings. We thank the generous donors who provided this gift.

The future of the Political Science Department is bright but our existing resources are overextended. Jesse Covington leads the Augustinian program, serves as the Department Chair, and is leading an off-campus program. Tom Knecht currently serves as Faculty Vice-Chair. Both of us are working on book projects and are committed teachers. Although we are excited about what lies ahead—finding a new colleague, reimaging the major, and creating a new Center—we also feel increasingly stretched by tasks that require more resources of time and energy than we have available. We pray for the strength for the future.

Looking back, we are generally pleased with what we've found in this assessment. As we show in the next section, students recognize our commitment to teaching and they are overwhelmingly satisfied with the Department. And we find that our students generally meet the high expectations we have for them. The Department also prides itself on being a valuable part of the Westmont community, from giving numerous community talks to providing leadership for the Augustinian program. But while we look back on the past six-years with a degree of satisfaction, there are still things we can improve upon.

There are several concerns that the Department needs to address. The most persistent complaint from students is that we do not do a good enough job with career counseling. As we discuss in our section [on closing the loop](#), we have already taken several steps to provide students with the skills they need as they embark on their careers and calling. Nevertheless, there is more that we can do, including highlighting job skills training that students might not recognize as job skills training. We also continue to the fight the good fight against bad writing. Students increasingly come to us unprepared to write college-level papers; we have responded by spending more time teaching students how to write. We face a similar challenge with student research. We know that our students receive solid training as researchers because we've trained them in our introductory methods course. Yet, somehow, what they learn in that class does not always translate to their upper-division research. Finally, our majors are a civically-engaged bunch. We need to find more opportunities to link service to their work in substantive courses, including expanding our list of service-learning opportunities.

This section asks to us to follow-up on the PRC's recommendations. The Committee made seven recommendations in our last six-year report, which we either address here or point the reader to where our response can be found in this report:

- 1. Continue making progress with the Program Learning Outcomes assessment.** As we detail below, the Department has come a long way in assessment. But, as always, we are searching for better ways to assess student learning and are thinking of making a few changes (see [Section X II\(A\)\(b\)](#))
- 2. Solicit an external reviewer for your program.** We did not do this after the 2012 six-year report, but will do so after this report.
- 3. Examine the course offerings in Political Science and provide evidence of the program effectiveness and sustainability in the next six-year report due on September 15, 2018.** We discuss this the section on [Program Sustainability and Adaptability](#). Suffice to say here, Susan's departure has prompted a top-to-bottom review of our program effectiveness and sustainability.
- 4. Create an accurate and comprehensive Curriculum Map and ensure that all departmental syllabi include course learning outcomes are aligned with the program learning outcomes. Ensure that all course learning outcomes are aligned with course assignments, instructional activities, tests, examinations, and other instructional products. Use Bloom's Taxonomy posted at the Educational Effectiveness website to complete this task. We would ask your department to demonstrate the alignment between courses and program learning outcomes (PLOs), to discuss the program scaffolding (how all the parts**

progressively build on each other) and provide evidence of how students' learning in relation to your PLOs is supported by all instructional and assessment activities and products in your next six-year report. We are not entirely sure what this means for our Department. The Department has a two-stage curriculum: students take four lower-division courses, then they take their upper-division courses. There is no “progression” of upper-division courses like there would be in Spanish I, Spanish II, and Spanish III. And we do not have a Capstone course that serves as a “mastery” course. We introduce students to what they need to know in our lower-division courses—how to write, how to read, how to reason, how to research, and how politics work—and expect that they apply this knowledge in all our upper-division courses. It is in these upper-division courses that students develop their knowledge and skills toward greater proficiency. Despite our imperfect understanding of how this recommendation aligns with the Political Science curriculum, we did create a new Curriculum Map which can be found [here](#). Our assessment materials can also be found on our Department website https://www.westmont.edu/_academics//departments/political_science/program-review.html.

5. Explore the possibilities to establish an undergraduate research program within your department and discuss this item with the Provost. We are excited about this and believe that the new CAD will help support undergraduate research.

6. Develop a plan for growing your major while strengthening student diversity in your department. We address this in [Looking Forward: Changes and Questions](#).

7. Provide more information on the pre-law advising program in your next annual assessment report. While Jesse Covington was lead pre-law advisor at the time of our 2012 six-year report, he stepped away from this role in the fall of 2014. He now acts in a supporting pre-law advisor role to Ed Song, who is the lead pre-law advisor. We are including the 2013-14 Pre-Law Advising Annual Report (the last year under Jesse's leadership) in [Appendix J](#), but consider subsequent years better suited for institutional assessment than for departmental assessment.

We conclude this section with a list of **Key Questions** that will try to answer in the following years:

- How can we grow the major without sacrificing rigor?
- What is the ethos of the Department?
- Curricular Questions:
 - Does our curriculum satisfy student interest?
 - Are there important gaps in our curriculum?
 - Should we feature narrow-topic course offerings or broader, more general courses?
 - Should we have a more fixed core curriculum or more flexible offerings based on interest?
 - POL-040 curriculum: how quantitative vs. research and writing it should be
- What is the role/future of the major “tracks”?

- What sort of research model do we want to prepare students for: professional/graduate school model or something revised for undergraduate context / lifetime learning as non-specialists?
- Should major internships take place primarily during the summer or primarily during the regular semester?
- What sorts of major substitutions should we regularly make (on-campus programs, off-campus programs, non-political science, etc.)

II. Findings

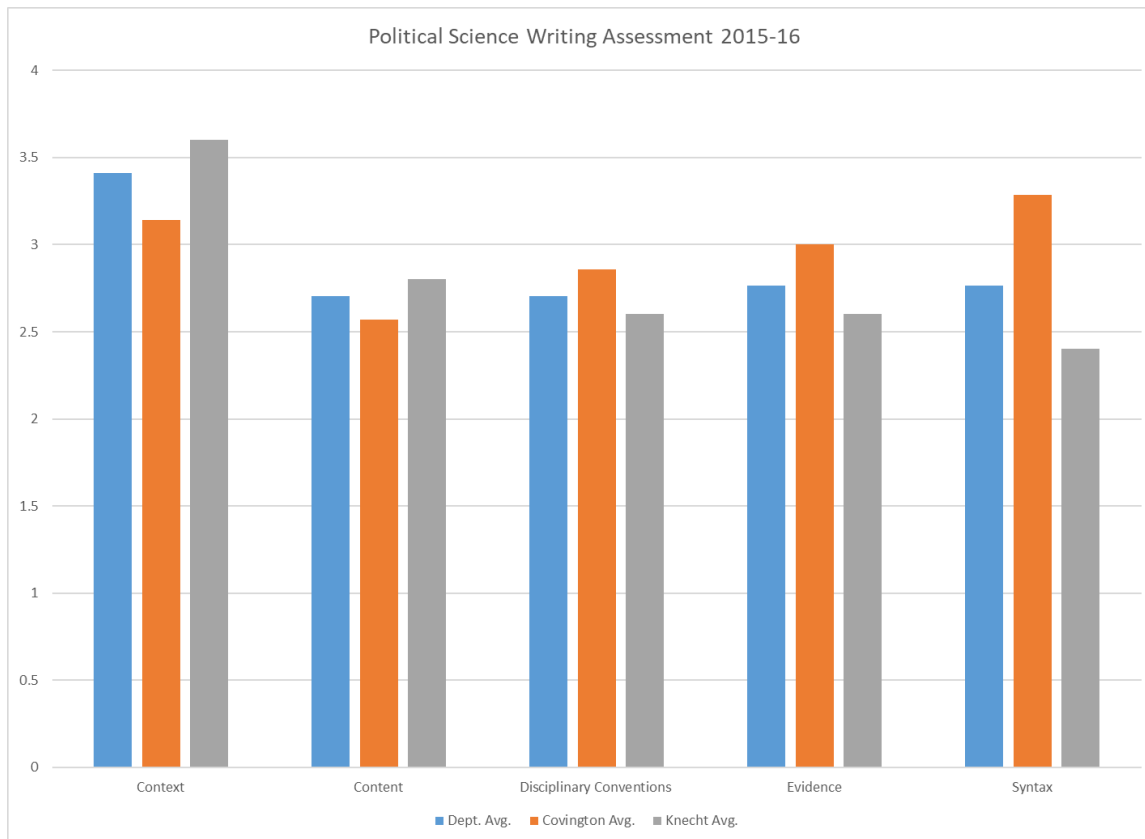
II(A). Student Learning. During the past four years, we have assessed our students in three areas: (1) Competence in Written Communication, (2) Critically Training, and (3) Active Social Engagement. The following details our findings.

Competence in Written Communication (assessed in the 2015-16 academic year)

We evaluated 17 student papers in three upper-division courses during the 2015-16 academic year: POL 130: *Classical Political Theory* (Fall 2015, taught by Dr. Covington); POL 132: *American Political Thought* (Spring 2016, taught by Dr. Covington); and POL 111: *American Foreign Policy* (Spring 2016, taught by Dr. Knecht). The prompts and guides for the paper assignments are found in [Appendix A](#).

We used the AAC&U's "Written Communication Value Rubric" for assessment (see Writing Rubric in [Appendix B.1](#)). The rubric ranks papers on a 4 (Capstone) to 1 (Benchmark) scale for the following categories: Context and Purpose of Writing; Content Development; Genre and Disciplinary Conventions; Sources and Evidence; and Control of Syntax and Mechanics. It is our goal that students collectively average 2.5 or higher on each of these categories.

We are gratified to see that the students collectively met expectations (see Appendix B for results). Here are the results for all 17 students:



We also split the sample by professor. Although there were differences in Profs. Covington and Knecht’s rankings—Dr. Covington students ranked higher on Genre, Sources, and Syntax; Dr. Knecht ranked students higher on Context and Content—an ANOVA test showed that none of these differences were statistically significant (See [Appendix C.1](#)).

Drs. Covington and Knecht then evaluated two student papers, one from each of their courses, to calibrate grading standards and evaluate intercoder reliability. Our reliability was quite good; we came up with the same evaluation on 7 of the 8 criteria in our rubric (intercoder reliability of 88%).

Critically Trained (2013-14 and 2016-17)

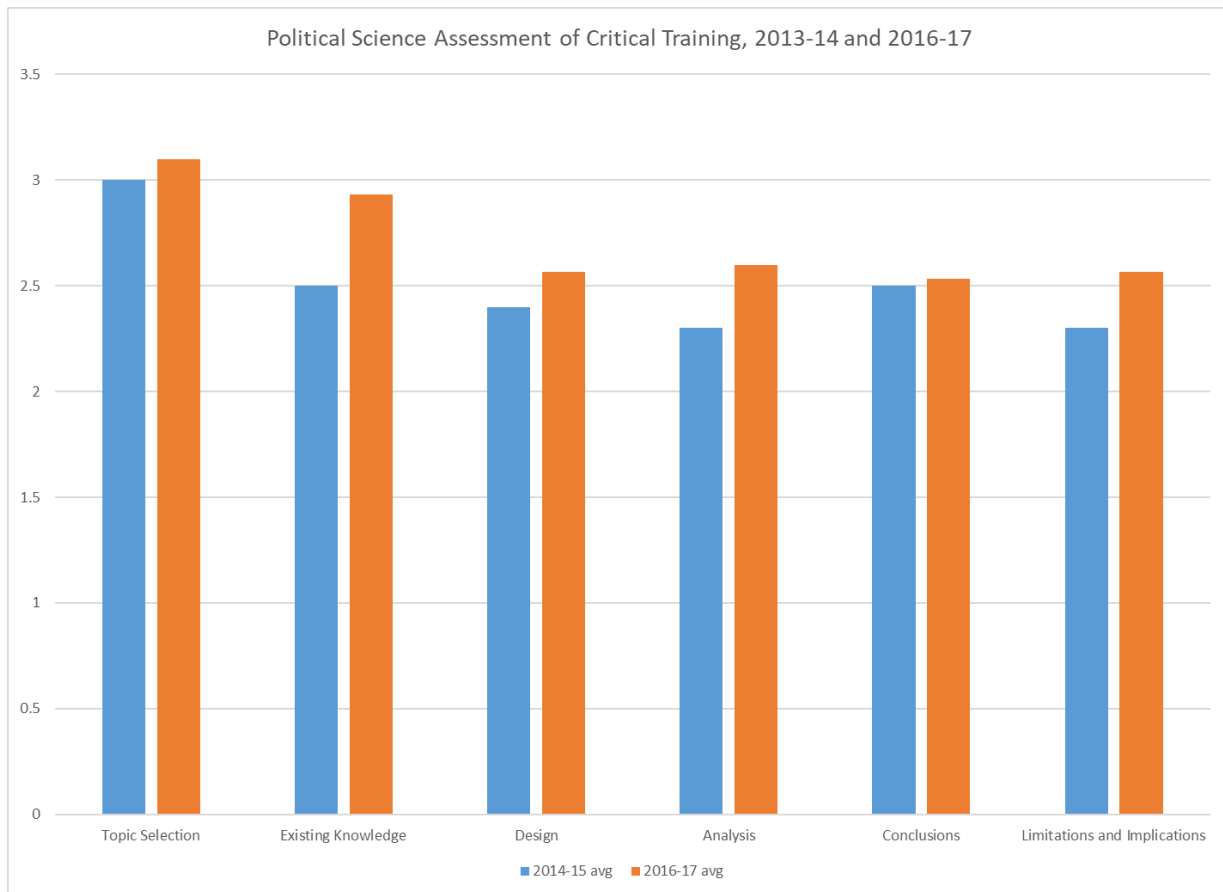
Critical Training was the only SLO that went through two assessment cycles (2013-14 and 2016-17), which gives us some means of comparison. We used two assessment strategies: the rubric method (both cycles) and a pre/post-test (the 2013-14 cycle only).

The Rubric Method. In both cycles, we used the same AAC&U’s “Inquiry and Value Rubric” to assess upper-division student research papers (see [Appendix B.2](#)). The rubric employs a scale of 1 (Developing) to 4 (Capstone) to assess student work along six criteria: Topic Selection; Existing Knowledge; Design; Analysis; Conclusions; and Limitations and Implications. Our goal is for students to average 3 across all six criteria.

During the 2013-14 academic year, we assessed 17 student papers from Prof. Knecht’s POL 111: *American Foreign Policy* course. For the 2016-17 cycle, we assessed 30 papers from three

courses: POL 111 (Dr. Knecht), POL 124: *International Development* (Dr. Bryant) and POL 150: *International Conflict and Peacebuilding* (Dr. Bryant). Dr. Bryant and Dr. Knecht had a meeting in 2017 in which they discussed various categories and assessment strategies. The paper prompts are found in [Appendix A.2](#).

As the figure below shows, we had mixed findings (complete results are found in [Appendix C.2](#)). Unfortunately, the results fall short of our goal that students average “3’s” or better across all categories. However, the “3” goal is somewhat arbitrary and perhaps unrealistic. A better judge of our results is to compare across assessment cycles. On this score, there is reason to celebrate. The 2016-17 crop of students equaled or outperformed the 2014-15 students on every category. We are especially gratified that students improved most dramatically in their ability to write a literature review (i.e., existing knowledge), which has been a point of emphasis for the Department. This finding suggests that Departmental efforts (particularly in POL-040) are bearing fruit in significant ways.



Pre/Post Test. We also used a pre/post-test to assess students’ knowledge of social science methods. This process is as follows: 1) all students (usually first-years or sophomores) enrolled in POL 40: *Empirical Political Research* (the department’s required methods course) take a pre-test the first day of class; 2) the POL 40 Final Exam asks questions similar to those asked in the

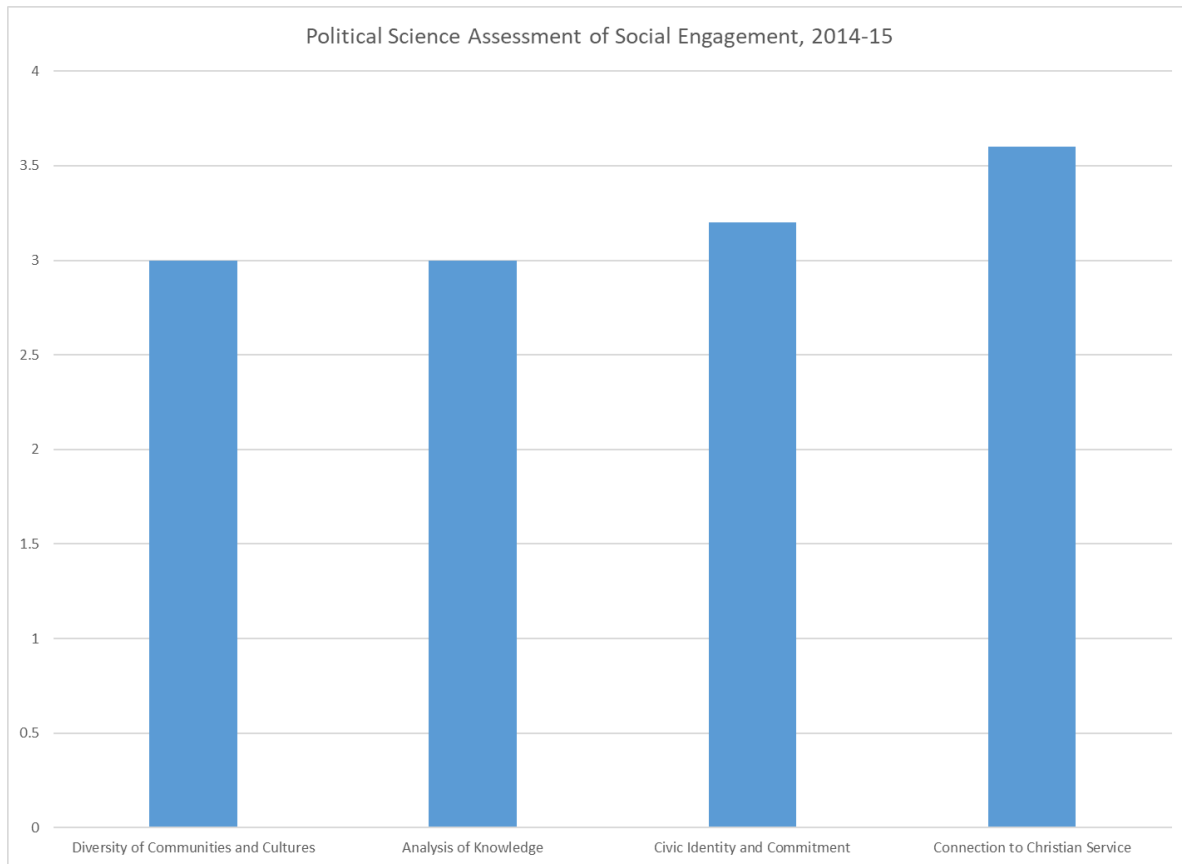
pre-test; and, finally, 3) upper-division students in Prof. Penksa's POL 123 course (Spring 2013) and Prof. Knecht's POL 111 course (Spring 2014) took a similar, non-graded post-test. The nature of this design allows us to assess 1) how much students know about research methods prior to taking POL 40, 2) how much they learn in POL 40, and 3) how much information they retain as upper-division students.

The pre/post-test design also yielded several interesting findings (see [Appendix C.3](#) for aggregate results). First, the analysis shows that students learn a lot in POL 40. While incoming students averaged only 48 percent on the pre-test, they scored 83 percent on their final exam. Second, much of the knowledge gained in POL 40 seems to be lost by the time students enter their junior or senior years. For instance, our upper-division students averaged only 67 percent when they retook the post-test, a loss of 16 points since the time they left POL 40. Finally, disaggregating the data by question reveals that students at all levels still struggle with certain aspects of social science methodology, including basic interpretation of quantitative statistics.

Active Social Engagement (2014-15)

We modified and applied the AAC&U's "Value Rubric" to assess six final papers in Prof. Knecht's POL 190: Political Internships course (see [Appendix B](#)). The "Rubric" uses a scale of 1 (Developing) to 4 (Capstone) to assess student work along four criteria: (1) Diversity of Communities and Cultures, (2) Analysis of Knowledge, (3) Civic Identity and Commitment, and (4) Connection to Christian Service. Our goal was that our students would average a 3 or better on each criterion.

The average results from our coding are as follows: (1) Diversity of Communities and Cultures = 3.2, (2) Analysis of Knowledge = 3 (3) Civic Identity and Commitment = 3.2 and (4) Connection to Christian Service = 3. We are pleased that students scored at or above benchmark standards.



Student Surveys

The table below presents the results of a survey of Westmont political science majors. One note on the methodology before we discuss the results. The 2018 survey included all majors regardless of year in school; the 2012 survey included only seniors (the 2007 survey was conducted before our time at Westmont and we are unsure of the population). As such, it is difficult to separate out whether opinion changes, if there are any, are the product of actual differences or a methodological artifact of a different sampling frame. With this caveat, we now proceed to the results.

Political Science Department Senior Surveys						
	2018		2012		2007	
	Mean	Std. Deviatio	Mean	Std. Deviatio	Mean	Std. Deviatio
Satisfaction*						
quality of faculty	4.40	0.480	4.86	0.38	3.70	1.02
quality of instruction	4.50	0.52	4.86	0.38	3.91	1.10
amount of contact with faculty	4.50	0.76	4.71	0.49	3.88	1.11
commitment of faculty to teaching	4.71	0.47	4.71	0.49	3.91	0.98
Satisfaction with Depart.	4.29	0.47	4.57	0.53	4.15	0.87
advising	3.54	0.97	4.43	0.79	3.25	1.16
coursework	4.31	0.48	4.14	0.69	4.06	0.83
integration of faith with learning	4.07	0.92	3.86	0.69	3.88	0.82
availability of courses	3.07	1.00	3.43	1.27	3.60	1.12
variety of course offerings	3.15	0.80	3.29	1.11	3.09	1.07
political science library collection	3.58	0.79	3.14	0.69	2.81	0.97
social events within the department	2.62	0.51	3.14	0.90	3.09	1.04
career counseling	3.14	1.03	3.00	1.00	2.70	1.29
Educational Enhancement**						
writing effectively	4.14	0.66	4.57	0.53	4.15	0.87
expanding awareness of economic, political, social issues	4.36	1.08	4.43	0.53	4.39	0.90
placing current problems in historical, cultural, and philosophical perspective	4.00	1.11	4.43	0.53	4.21	0.78
thinking analytically and logically	4.57	0.51	4.29	0.76	3.97	0.78
developing intellectual curiosity	4.64	0.50	4.29	0.49	4.27	0.98
understanding different philosophies and cultures	3.71	0.99	4.29	0.49	3.97	1.19
evaluating and choosing among alternative courses of action	3.86	0.95	4.14	0.38	3.67	0.82
effectively integrating knowledge from diverse sources	3.71	1.14	4.14	0.38	4.03	0.86
bridging theory and practice	3.50	0.65	4.00	0.58	3.76	1.06
demonstrating effectiveness in oral communication	3.93	0.73	4.00	0.58	3.48	0.94
developing a commitment to lifelong learning	4.14	0.86	3.86	0.38	4.27	0.91
relating/integrating Christian faith with political studies	3.93	0.83	3.86	0.69	3.91	0.98
career preparation	2.92	0.76	3.29	1.25	3.13	0.99
N	12		8		NA	
* Question prompt asks: Using a scale from 1 (very dissatisfied) to 5 (very satisfied), how would you rate the political science major on...						
** Question prompt asks: Using a scale of 1 (not enhanced) to 5 (greatly enhanced), how well did the department help in the development of the following skills, abilities, and attitudes?						

Overall, students feel that the Political Science faculty care about teaching and are effective educators. For example, the students scored the political science faculty high on commitment to teach (a 4.71 out of 5 possible points) in the 2012 and 2018 surveys, both of which are

significantly higher than the 2007 iteration. Our weakest scores relate to career counseling, availability of courses, and social events within the department. We will discuss these low items in the sections to follow.

In terms of educational enhancement, students feel that the Department has helped nurture their intellectual curiosity (a 4.64 out of 5 possible points in 2018), taught them how to think analytically and logically (4.57), and increased their awareness of social issues (4.36). However, the students again gave the Department relatively low rank on career preparation (2.95).

The years of this study roughly correspond to different teaching regimes. The 2007 survey assessed the teaching regime of Susan Penksa, Dave Lawrence, and Bruce McKeown; the 2012 survey, Penksa, Jesse Covington, and Tom Knecht; and 2018 included a period of Departmental flux where Covington and Knecht were constants, but some students had Penksa and others had Kate Bryant teaching the international relations courses. And we would like to remind the readers to exercise care interpreting the results since the sampling frame changed over time. That said, the clearest result is that students feel more positive toward the Department now than they did in 2007. It is also clear that our satisfaction numbers have dropped slightly since 2012. Part of this reason could be that the Department has experienced some instability given Susan's extended absence. More likely, it is the result of a different population frame and normal variation associated with low-N studies. Put more simply, we don't think there is much of a substantive change in student perception from 2012 to 2018.

II(A)(a). Central Questions for Student Learning

What did you learn about your students' learning? More than anything, our annual assessment efforts confirm what the members of the Department already know. We know that while most of our students are middling writers, some are excellent. We know that there is considerable variance in our upper-division students in the quality of their research. And our assessment confirms that our students are civically-minded and are eager to serve God's Kingdom.

How did this help you answer your Key Questions? Although we did not start this assessment cycle with a specific set of Key Questions, some of the assessment results were enlightening and others were not. Perhaps the most interesting finding came from the pre/post assessment on research methodology. While we did not expect students to retain everything they learned in POL 40: *Empirical Political Research*, we were surprised just how much material they forgot. The results point to the fact that we need to do a better job reinforcing lessons that students' learned in POL 40 throughout their academic career. The results also remind us that we need to do a better job helping our students launch into a career.

Did your students meet the standards or benchmarks you established? We discussed this in the early section, so we will not repeat our findings here. But, generally, the answer is "yes," the students meet the benchmarks we established.

What changes have you made or do you plan to make to improve student learning? Let's first focus on the changes we have made, which have been many. We have revamped our

research methods course many times to address deficiencies in student writing and research. This includes an expanded section on writing, more illustrations of how students can incorporate original research into their upper-division work, and an introduction into the open-source software package R. We have also given the class to Kate Bryant, who brings in new blood, new ideas, and is revitalizing the course. We have also included more chances for students to practice the skills learned in POL 40 in their upper-division courses. For instance, both Drs. Bryant and Knecht have upper-division research papers that include quantitative methods. We have also included a Canvas research guide that allows students to go back and access resources on quantitative methods (available upon request).

Our Department has addressed deficiencies in writing by concentrating on this skill in our substantive courses and giving students the opportunity to write multiple drafts of paper with professor feedback. Dr. Knecht has experimented with writing assignments beyond the traditional research paper (e.g., blogs, policy briefs, short argumentative essays). He also experimented with having students record themselves reading their paper and sharing that audio file on Canvas. Dr. Covington has revised the writing instruction and requirements of two upper-division theory courses (POL-132 and POL-140) such that both now meet the standard for writing-intensive courses within the General Education curriculum. And Dr. Bryant has focused on writing literature reviews in POL 40.

We have, and will continue to make, improvements to help our students launch into their post-Westmont careers. We've long taught POL 190: *Internships* as a job-skills course where students work on resumes and cover letters, learn how to interview and network, and discuss appropriate workplace behavior. The Department has also created an alumni mentoring program. Over 150 alumni have signed up to help mentor students as they transition from college. We have our students conduct at least three informational interviews with these mentors, which has proven very useful—both for skill-development and for helping existing students cultivate their networks prior to graduation.

We have a lot of ideas moving forward. This is a time of transition for the Department which affords us a top-to-bottom review. We will reassess everything we do, from the ethos of the Department (are we training students for graduate school or something else?) to the curriculum. We address the big questions on this front in [Section III](#).

II(A)(b). Central Questions for Student Learning: Assessment

Are your annual assessment results giving you useful information for improving your work?

We have found that the Department members similarly assess student work (i.e., we have good intercoder reliability) and that our students forget how to do stats by their senior year. However, much of our assessment findings simply confirmed what we already knew.

We recognize that there is no perfect method for assessing student learning. However, we see three limitations with our the existing assessment strategy. First, the rubric/benchmark method

assesses proficiency, not growth, which offers little insight into student learning. Second, the benchmarks that we set for rubric scores are arbitrary. Should we expect students to average a three on a five-point scale or a 2.5? There does not seem to be any inherent logic for choosing one benchmark over another. While the rubric/benchmark method is relatively easy to implement, a lot of student achievement is not easily quantifiable and thus is not well-represented in these frameworks. Third, it is difficult to tell whether the results are methodological artifacts or substantive findings—particularly for small-*n* samples.¹ These problems, in our view, limit the value of this work in relation to time invested—particularly when our grading already gives us good insights into students’ learning outcomes.

To the extent possible, we hope that future departmental assessment work can instead focus more on questions like: Why do prospective political science students do not become majors? Are we perceived as being too difficult? Are we, in fact, more difficult than other departments? Are students just not interested in Political Science? How are our majors doing in terms of growth in Christian understanding, practices, and affections? How can we become better teachers?

What changes do you plan to make to improve your assessment?

Despite the methodological concerns listed above, we likely will not change much about our assessment strategy. The rubric/benchmark system has a lot going for it: it is easy to implement and seems to be the preferred method of the current assessment regime. Moreover, if we continue to do this type of assessment, then we will eventually build a base to compare student learning.

II(B). Alumni Reflections

We assessed alumnus’ views of the Political Science Department using two surveys and one focus group interview. A 2017 survey focused on our graduates’ post-collegiate careers. The 2018 survey explored recent graduates’ (2011-2018) satisfaction with the Department. During a 2016 focus group, seven former students living in D.C. were asked: “With the perspective of some distance, what should political science at Westmont keep doing and what should we change?” The open-ended responses to both surveys and a transcript of the focus group can be found in [Appendix K](#).

2018 Political Science Alumni Survey 2011-2017

Satisfaction with the Department	% saying satisfied or very satisfied
Overall Satisfaction with Dept.	100.0
Academic rigor	100.0

¹ For example, we assessed social engagement in 2014-15 cycle with a very small sample and a prompt that did not specifically ask students to link their service back to theories in the major. The results showed that our students did a relatively poor job connecting their major to their community service, but we can’t say whether this was because we did a poor job of teaching or whether the low scores were the product of a faulty prompt and low sample size.

Advising	58.3
Quality of Faculty	95.8
Relationship with faculty	83.3
commitment of faculty to teaching	100.0
career counseling	29.2
variety of course offerings	66.7
integration of faith and learning	78.3
library collection	54.2
relationship with fellow majors	70.8
Department enhancement of skills, abilities, and attitudes	% responding enhanced or greatly enhanced
Thinking analytically	96.0
Writing Effectively	100.0
Intellectual curiosity	91.7
Effective speaker	50.0
Social awareness	91.7
Global focus	83.3
Bridging theory and practice	70.8
Faith integration with politics	87.0

How happy are your majors with your program and specific aspects of it?

As shown in the above table, our alumni are generally pleased with the Department. In our 2018 survey, it was gratifying to see that *all* of our alums said they were satisfied with our rigor, our teaching of writing, our commitment to teaching, and, overall, all were satisfied with the Department. We also scored high marks in the quality of the faculty (95.8 percent), teaching how to think analytically (96 percent), stoking intellectual curiosity (91.7 percent), and increasing social awareness (91.7 percent). Our lowest scores came in career counseling (29.2 percent), teaching students to become effective public speakers (50 percent), and academic advising (58.3 percent).

In our 2017 survey, we asked all alumni: “If you had to do it over again, would you still go to Westmont and would you still be a political science major? Eighty-three percent said they would still attend Westmont, and 85 percent said they would again be political science majors.

How well did the program prepare them for life after Westmont?

A most of our students found full-time employment immediately after graduation (63 percent) or pursued graduate school within a year of graduation (19 percent). Only 8 percent of students could not find full-time employment within a year of graduation.

Being a political science major does not necessarily mean a career in politics. 64 percent of our graduates pursued a career that has little or nothing to do with politics (see [Appendix D](#) for careers). The most popular career path for political science graduates is in business or finance (41 percent), followed by the legal profession (15 percent) and education (14 percent).

Most political science alumni go on to graduate school: 50 percent have completed an advanced degree; 9 percent are currently working on one, and 8 percent plan to attend graduate school in the near future. We've placed our graduates at schools like Stanford, UCLA, the London School of Economics, New York University, and UC Berkeley (see [Appendix E](#) for a list of graduate schools). Of those who went to graduate school, 81 percent felt well-prepared by the Department.

Despite the success our graduates have on the job market and in graduate school, many still feel that the Department's greatest weakness is in career preparation. We address this concern in the [closing the loop](#) section.

Did your program provide opportunities to apply disciplinary skills and knowledge and explore interests?

Of the 10 alumni in our 2018 survey who attended graduate school, 91 percent felt that the Department prepared them well. Since the mid-1990s, all political science majors have completed a semester-long internship; 27 percent do more than one (see [Appendix L](#) for a list of internships).

What changes, if any, will you make in light of what you learned? See section on [closing the loop](#).

What light did these discussions shed on your Key Questions?

We did not begin this six-year assessment cycle with key questions.

C. Curriculum Review

As noted at the outset of this report, the Political Science Department stands at a moment of transition. Recognizing elements of this transition and its import for curricular questions, the Department has already conducted multiple meetings focused on clarifying needs, resources, and direction in related to our curriculum. Some central questions / issues under consideration include:

- Role/future of the major “tracks”
- Offerings: Narrow-topic course offerings or broader, more general courses
- A fixed core curriculum vs. more flexible offerings based on interest
- Research model: professional/graduate school or revised for undergraduate context
- POL-040 curriculum: how quantitative vs. research and writing it should be
- Internships in summer vs. during the regular semester
- Major substitutions policies (on-campus, off-campus, non-PS, etc.)

Although this process is well-underway, it is by no means complete. Indeed, aspects of our curriculum must wait to be settled until a permanent replacement for Dr. Penksa is hired. What follows, therefore, reflects the current state of the discussion.

How well does your program provide opportunities for students to learn disciplinary knowledge, skills, etc.?

Yes, as the above section on student learning reflects, the results for disciplinary knowledge and skills are strong.

Are there ways you could structure your major more effectively? Is more effective sequencing of courses possible?

As noted earlier in the report, the department currently only has “introductory” courses and “upper-division” courses, with the former regularly serving as prerequisites for the latter. This structure appears sound, though deviations from prerequisites have periodically been required.

Do you offer an appropriate range of courses each year?

While our normal rotation of courses and offerings is appropriately diverse or close to it, the demands on department members that take them away from political science classrooms (vice-chair course release, Augustinian teaching, sabbatical leave, etc.) have made this area more of a challenge. We have compensated with some adjuncts and teaching overloads, but other times courses have simply been canceled. While at times lower course enrollments have made it comparatively easy to find load “space”, at other times this has produced overenrolled seminars and/or the need to make course substitutions that allow students to graduate on time. None of these are permanent solutions; we will need to increase personnel load hours for the department in order to offer an appropriate range of courses each year—particularly given the amount of Dr. Covington’s load time that is dedicated to the Augustinian program.

What changes do you wish to make? Or should some aspect of your curriculum be one of your next set of Key Questions?

Our discussions have revealed that the major requirements of our tracks could be structured better, ensuring more complete coverage within the discipline (see ISD track revision, already completed) and possible track additions and revisions aimed at reasonable unit counts for the more demanding tracks. These—and the other questions and issues listed at the outset of this section—should be part of our key questions for the future.

Is your curriculum comparable to curricula of similar departments at relevant peer institutions?

Having reviewed curricular requirements at a number of peer institutions, our requirements reflect a strong, largely similar set of requirements at Westmont. Westmont’s requirements are somewhat more structured than at some other similar institutions (leaving less selection/specialization up to students’ judgment) and reflecting a strong commitment to theoretical preparation. However, this comparison suggests the benefits of increased personnel availability to provide a greater range of selection to students.

D. Program Sustainability and Adaptability

Will your department be able to maintain programming and meet the needs of stakeholders in a rapidly changing professional and higher education environment?

Much of the subject material in political science is inherently dynamic—constantly changing with elections, popular opinion, and international events. Thus, members of our department are accustomed to tracking and adapting to shifting conditions. Moreover, we see faculty turnover and the need to hire a new department member as a key opportunity for positioning the department for success in the coming years.

Will it be able to sustain its curriculum development and delivery, faculty and student research, and institutional service in response to internal challenges, such as changes in enrollment, staffing, or resource allocation? How does your department respond to existing external or internal challenges and opportunities?

The biggest challenges to our department right now are hiring a third member and navigating the overextension of existing resources. With regard to faculty load, some of the changes have been off-setting: even as faculty in our department dedicate substantial load time to institutional service (Faculty Council, Augustinian Scholars, Off-Campus Programs), increasing numbers of our majors have been able to complete aspects of their political science training in relevant off-campus programs. This has not resulted in balance, however, as the load needs in the department continue to outstrip available faculty load availability—with primary impacts on faculty research and curriculum development and delivery.

Do you need to consider more efficient mechanisms for utilizing or repurposing existing resources?

This has been an ongoing topic of conversation within the department over the last few years of having significant portions of department faculty load directed elsewhere. Whenever consistent with students' needs, we have elected to absorb these load costs as a department rather than hire adjuncts, resulting in very efficient use of existing college resources. In short, no, we do not need to consider more efficient use of resources. One topic of attention is how best to distribute courses such that we achieve increasing balance among them, avoiding both over- and under-enrollments (which both occur at times).

Is your program attracting and graduating a good number and a good mix of students?

Political science continues to have a relatively stable number of majors graduating each year (an average of 12.8/year for the last six years—up from 11.8/year for the prior 6 years) that reflects a good mix of various diversity indexes. That said, our conversations about major size suggest that there may be some room for moderate growth within the major. We have provisionally targeted adding a total of 10 additional majors (spread across all four years) over the next three years, such that we're graduating an average of 15-16 students per year. We are currently exploring strategies for how best to accomplish this.

How is your department serving other programs? How does your program contribute to Westmont's educational experience? How does your program meet current and potential needs in society and in relevant professions?

Highly dynamic political situations—both domestically and internationally—continue to mean that members of the department are regularly called upon to serve the college and broader communities with expertise. Moreover, the department regularly hosts guest speakers for public lectures that serve the entire community. We see our positioning relative to current events and community needs as an opportunity to serve and do not expect the needs to change.

Likewise, department faculty are regularly called upon to serve the college in significant positions of leadership and committee service, including Vice Chair of the Faculty, Faculty Council, Personnel Committee, the Augustinian Program, the new Center for American Democracy, and others.

Students in the department are also deeply involved in service that draws upon their political science training, serving in WCSA positions, the Horizon student newspaper, and many other contexts. As our alumni survey data shows, graduates from our department go into all sectors of society in their professional work and service—government, non-profits, business, journalism, law, etc.

What did you learn from comparing your academic program to similar programs at other institutions?

Please refer to curricular assessment.

Are there changes you should consider in response to this section?

- We should consider what means are appropriate for pursuing moderate growth among majors.
- Hiring a replacement in IR/Comparative Politics.
- Hiring adjuncts (as appropriate) to offset extradepartmental load commitments.
- Course distributions that maximize enrollment efficiency.
- Leveraging the Center for American Democracy to benefit academic programs at the college.

Inventory of Educational Effectiveness Indicators (IEEI)

WASC requires a brief IEEI for each degree program. The relevant definition of “program” is “a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field.” (*WASC 2013 Handbook*). If your department offers more than one program provide separate information for each of your programs. You need to be explicit about expectations for student learning and to ensure that your degree program has in place a quality assurance system for assessing, tracking, and improving the learning of its students.

Category	(1) Have formal learning outcomes been developed? Yes/No	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
1. Major program	<i>Yes</i>	<i>Course Website</i>	<i>They pass the required classes for the major</i>	<i>Professors</i>	<i>Used to determine student grades</i>	<i>2012</i>
2. The GE component of your program	<i>Yes</i>	<i>GE Website</i>	<i>We have ad hoc GE Assessment teams examine student work</i>	<i>Professors</i>	<i>To presumably improve the GE curriculum</i>	<i>Varies</i>

III. Looking Forward: Changes and Questions

We began this Report by describing how this is a time of change for the Political Science Department. Not only do we need to hire a new faculty member, but we also are rethinking the curriculum and discussing the ethos of the Department. We address each of these issues in turn.

Our biggest challenge will be finding someone to replace Susan Penksa. For the health of a small college, finding the right person is always important, but it is especially so in a small department like ours. Our main focus for this hire is finding someone who exemplifies the Fundamental Criterion. Beyond that, we need someone who can both teach international

relations and comparative politics courses. We haven't really offered a lot of comparative politics courses in the past, and it would be useful to find someone who can teach that subfield. Also, we haven't done a great job teaching (non-Western area) studies, so it would be great to find someone who can teach, say, the politics of Asia, Africa, or Latin America. Finally, we are committed to diversity and feel that our hire should reflect that commitment.

We have embarked on a top-to-bottom review of the curriculum. Obviously, some of this will have to be delayed until we make a hire and have an idea of what types of courses the new member can teach. However, we've already begun to discuss the "tracks" in political science and have dramatically changed the International Security and Development track. We are also beginning to have discussions about what we want for our graduates and how the major does or does not satisfy that vision. How, for instance, do "jazzy" Mayterm courses like *Politics of Sports* and *Politics of Film* fit within the curriculum? Should we do away with the political science tracks? Should we offer fewer, but more comprehensive, upper-division courses? Space does not permit a full discussion of the possible changes on the table as we conduct a comprehensive review of our curriculum, but this should give the reader a taste of what we are doing.

Finally, we are engaging "big picture" questions about the ethos and direction of the Department. We are known as a rigorous department that prepares students well for graduate school. That is great, but is that what most students need? What of the students who are interested in politics, but will go on to do something else with their lives? One thing that we will discuss is having a "graduate school track" that focuses heavily on methodology and theory and making the "standard track" focus more on what people need to become civically engaged citizens. We are also a small department; one of the possible reasons for this is that we demand a lot from our students. This raises several questions. How much do we want to grow the major? What would that take? How can we get potential students excited about political science without sacrificing our standards? Moving forward, it would be helpful if our assessment could answer these questions. Finally, we believe that a Westmont Political Science education should help students become more effective servants in God's Kingdom. Should we provide more service-learning opportunities? How can we encourage students to live out their faith through action? In short, this is a time to really think through the general philosophy and goals of the Department.

[Appendix A: Prompts and Guidelines](#)

Appendix A.1. Written Communication Prompts

Paper Guide

POL 111: American Foreign Policy

Professor Knecht

Spring 2016

Overview

You will write an original 15-25 page paper on American foreign policy. You will also have considerable leeway in formulating a research topic and are free to choose between quantitative, qualitative, or experimental methods. This guide will help you along the way.

Task 1. Research Design (Due Jan 25)

For this task, you will specify your research question and describe your preliminary research design. You have considerable freedom to choose a research question of interest. However, you should be aware that formulating a good research question is always one of the most difficult tasks in writing a paper. Here are a few things to think about when thinking about a research question:

Research Question

Pose a question, not a topic. Think of your research as a question that requires an answer instead of a topic to be discussed. The subtle difference in mindset will alter the way you approach your research. Consider the difference between these two statements: “Did public opinion influence the Bush administration’s decision to go to war in Iraq?” vs. “My paper is on public opinion and foreign policy.” The former statement poses an interesting theoretical question that is bounded; the later statement is vague and potentially unmanageable.

Is my research question too broad? Sometimes students select topics that are too broad to be answered in a term paper. For example, “what causes war?” is probably too big of a question to be covered in a mere 15 pages. A more manageable topic might be “why did the U.S. not intervene militarily in Darfur?”

Is there enough evidence (data) to examine my topic? Students often pose interesting research questions that simply cannot be answered with available data. For instance, the question of whether the U.S. tried covert operations to topple Saddam Hussein is an interesting research question that probably cannot be answered because national security concerns restrict access to files. Before you start down a road of inquiry, check to see if enough evidence is available to answer the question.

Research Design

Research design refers to the methods and evidence you will use to write your paper. Your research design should include the following:

- 1) Your research question and why it is important.
- 2) Your working thesis or set of hypotheses.
- 3) The method you will use. Will your paper be quantitative, qualitative, or experimental? Why have you selected this particular method?
- 4) The data you will use. How will you collect and analyze your data? If quantitative, which dataset will you use? If qualitative, which case studies will you conduct and why? If experimental, what is the nature of your experiment and how will you recruit subjects.

What to Turn In. Your research design should be between 1-3 pages and should be turned into Canvas before class.

Task 2. Literature Review (Due Mar 7)

There is no way of getting around the fact that doing secondary research is hard work; you will have to read a lot to get the information you need. Although you can use course readings for your paper, you are expected to conduct outside research. Your literature review should be between 4-7 pages and have at least 15 scholarly sources (Level I: peer reviewed) read outside of class. A good literature review will (1) summarize the current literature, (2) evaluate and critique this body of knowledge, and (3) motivate your current paper. You are expected to use proper APSA formatting.

You should also be aware that there is a “hierarchy” of sources in academia, and different levels of this hierarchy are valuable for different sections of your paper.

Level I. Peer Reviewed Journals and Academic Books. Your paper should rely heavily on Level I sources, especially for your literature review and argument.

At least two experts in the field have evaluated articles that appear in peer-reviewed journals. The main peer-reviewed journals in political science are: *American Journal of Political Science*; *American Political Science Review*; *International Organization*; *International Security*; *International Studies Quarterly*; *Journal of Peace Research*; *Journal of Conflict Resolution*; *International Studies Review*; *Political Science Quarterly*; *Public Opinion Quarterly*; *Security Studies*.

“Academic” books are often confused with “popular” books. Academic books are heavy on theory and evidence while popular books appeal to a mass audience and usually play loose with theory and evidence. For instance, *Power and Interdependence* by Keohane and Nye is an academic book; *Liberalism is a Mental Disorder* by Michael Savage is a popular book. Academic books are often, but not always, published by a university press (i.e., Cambridge University Press; Yale University Press), have a university professor as the author, and cite other academic works. Rely on academic books instead of popular books.

Level II. Magazine and Newspapers. Magazines and newspapers are good for providing background information and evidence but are not great sources for theory. Within magazines and newspapers, there is a hierarchy of sources. The *New York Times* and the *Washington Post* are considered the “papers of record” in the United States. *Time*, *Newsweek*, and *U.S. and World News Report* are good magazines.

Be careful of ideological bias when using newspapers and magazines. For instance, *The Weekly Standard* is conservative, and *The Progressive* is liberal.

Lexis-Nexis is a good source for newspapers and journals.

Level III. Websites. Although websites can be especially valuable sources of data and information, there is a wide variance in quality. Be very selective when doing research via the Internet. If your paper has a heavy dose of websites as sources, it raises a red flag. Avoid citing wikipedia.com.

What to Turn In. Turn in a Word copy of your literature review to Canvas. Your literature review should be between 4-7 pages with proper APSA citations. Your paper will be evaluated on both content and style.

Task 3. Formulating an Argument

There is a large section on formulating an argument and writing a thesis statement on Canvas. Here are a few additional comments:

Make an argument. Your paper should have a coherent argument and should be falsifiable.

Be original. Your paper should try to make an original contribution to the literature. In other words, do not simply recite what others have written.

Avoid writing an “opinion paper.” Your paper should largely be non-normative. Normative views should be left to the conclusion.

Stay on track. Many papers wander away from the main point. Write your research question and your answer on a separate piece of paper and refer to it often. If you find you are spending a lot of time on an issue that is unrelated to your question and thesis, stop and refocus.

Defeat rival hypotheses. Foreign policy events are overdetermined, meaning that there are multiple explanations for each phenomenon. As a result, there will always be other theories and perspectives that will challenge your own. A good rhetorical technique is to anticipate objections to your work by analyzing your argument. Then try to answer these objections.

Task 4. Research

This is a major research project and, as such, I expect you to spend significant time conducting research. You must start early, set deadlines for yourself, and complete the research in plenty of time to write the paper. I am happy to help you if you need assistance.

Task 5. Writing your paper.

(Rough Draft Due Apr 4; Peer Reviews Due April 11; Final Paper Due April 25)

Writing a quality paper takes a lot of work: you have to outline, write, revise, get comments from others, revise again, and then revise some more. To help you in this process, you will hand in an initial draft on

Apr 4. A peer will review your work and offer suggestions. You are then expected to revise your paper and turn it into Canvas on April 24. Here is the basic outline of a research paper:

- Introduction
 - Thesis
 - Road map
- Literature Review
- Theory
- Methodology
- Results
- Discussion (optional)
- Conclusions

Task 6. Peer Review (Due Apr 11)

You are expected to review a fellow student's paper and provide comments. All comments should be made electronically using Microsoft Word's editor function. Your comments should incorporate both substantive and stylistic suggestions. You are expected to be a firm, yet encouraging, editor.

Paper Requirements

Your paper will be graded on the quality of the writing as well as the quality of the argument.

- The paper will be at least 15 pages.
- Use headings and subheadings as needed.
- Citations. You are free to use any acceptable form of citation (footnotes, MLA, Chicago etc...). My personal preference is to use parenthetical notation with a bibliography. In this method of citing, you write the authors' last name, date of publication and page number with the punctuation after the parentheses (Knecht 2004: 12). If you are paraphrasing, you do not have to use quotations but do have to cite (Smith 2003: 2). "Direct quotes need to have quotation marks and the parenthetical notation goes outside the quote" (George 2004:23). If you are communicating a finding or theory that other scholars have come up with, make sure you cite each relevant author (Bradley 1999; Jones 2004; Smith 2003). The full citation will appear in the bibliography
- Plagiarism. Do not do it. I check the authenticity of students work. Any questions about what constitutes plagiarism, please see me.
- Late work is penalized one letter grade per day.

- All papers should be typed. Use normal margins (1”) and font (12 point) and double-spaced. Include page numbers. Do not submit your paper in a binder or folder, just staple.
- A good resource on writing is: Hacker, Diana (1999). *A Writer’s Reference*. (4th ed). Boston: Bedford/St.Martins.

Deadlines [all due by the start of class unless otherwise noted]

Jan 25. Research Design (5 pts)

Mar 7. Literature Review (10 pts)

Apr 4. Rough Draft (10 pts)

Apr 11. Peer Reviews (10 pts)

Apr 25. Final Paper (65 pts)

TERM PAPER ASSIGNMENT—CLASSICAL POLITICAL THEORY

DR. COVINGTON, FALL 2015

Overview

Per the syllabus, students will complete substantial research and writing in the final project for this course. The purpose of this project is most centrally to provide students with the opportunity to enter into scholarly dialogue in an area their own choosing, seeking to make a substantive contribution of original thinking and research. Since you will be spending a good deal of time on this paper, you should choose something in which you have genuine interest and in which you perceive a genuine, important puzzle that warrants solving. A good research paper identifies such a puzzle and then sets out to solve it. It may be that you start doing research with a just a topic (i.e., an area of interest) and only discover your puzzle once you have started your research. However, you should clearly define your puzzle and its import as early in the process as possible.

Students are encouraged to collaborate in teams of two (subject to instructor approval) on this project. This, however, is not a requirement. We will discuss this further in class.

- 1) **Articulate a topic/problem:** There are a variety of ways to identify a good research topic. You may have already discovered a question or problem that you want to pursue. Or, you may only have a broad topic in mind at this point. Once you have identified an area for your inquiry, use an academic journal database (JSTOR and CSA are good starting places), to search for journal articles on your area of interest. For example, you might search for articles on Aristotle and coercion, Plato and the state,

Augustine and virtue, Aquinas and natural law, etc. Once you have a manageable list of articles, begin scanning their abstracts, introductions, and conclusions to identify what may relate to your interest. The goal of this step is to articulate a puzzle—a question about a political philosopher—that merits further inquiry and to articulate it in a manner that makes sense in light of relevant academic literature. *At the end of this stage, you should know (and communicate) what your “puzzle” is and why it is interesting/important/worth pursuing.* An initial puzzle might ask:

- a. Does Aristotle’s conception of gender difference rely on nature or coercion?
- b. “To what extent could contemporary democratic theory reject Plato’s ontology while accounting for Plato’s concerns about forms?”
- c. “To what extent does Augustine depart from Plato’s metaphysics (or ethics) and what import does this have for politics?”
- d. “In what ways is an Augustinian polity aimed at full human flourishing? Is he more of a classical eudaemonist or a proto-modern liberal?”
- e. “What difference does *embodiment* make for the political philosophy of Augustine?”
- f. “To what extent is Augustine a proto-Machiavellian in his treatment of coercion as necessary? Can coercion be truly *justified* or is it merely necessary?”
- g. “How does Aquinas differ from Aristotle in his understanding of the role of law in the habituation of virtue? Is he more Aristotelian or Christian, or is there even a tension between these?”
- h. “How does Al-Farabi construe the relation between religious and political authority?”

If you are not sure how to use the research tools that you need, talk to member of the library staff—they are a wonderful help!

Note: for your paper, you should develop one to three paragraphs that contextualize your question, render it clearly, and demonstrate its importance. By “importance” I mean the legitimate “so what—who cares?” aspect of all of this. Please pick something that you are genuinely interested in, think others should be interested in, and has implications for how we approach contemporary politics. In the final version of your paper, this explanation of the “puzzle” and its importance will serve as your introduction. Be sure to *demonstrate* the puzzle, not just assert it. (This requires some framing and some detail). Make this interesting! It is academic research, but this introduction should still be a “hook.”

- 2) **Build a bibliography of highly relevant sources:** Identify no fewer than 12 highly relevant academic sources (peer-reviewed journal articles, scholarly books, book chapters) that speak directly to the issue you want to resolve. (The bibliography of any highly relevant source will be a great starting point for finding other good sources. Again, relevance is the hallmark here.) Please note: book reviews and reference works do *not* count towards your 12-work total, though if you use these be sure to include them in your bibliography. The bibliography will eventually be placed at the end of your paper. (The annotated bibliography is only for your paper proposal; you will not need to include annotations on your final bibliography).
- 3) **Write a literature review:** This should sum up very succinctly the range of answers that other scholars have concluded regarding the subject of your inquiry (i.e., your puzzle). Think of the literature review as a “funnel” that moves from a general statement of your research question to a more specific articulation of it—all based on existing research. What are the broad fault lines of agreement and disagreement about it among scholars? What burning questions have been sufficiently answered? Insufficiently? Are there different methods of approaching this

issue? Use this section to distill and clarify the issues based on existing research. This should be done succinctly and synthetically, avoiding any hint of a laundry-list approach to the authors. (If you are not sure what a well-synthesized literature review looks like, please ask!) The literature review identifies what remains controversial with regard to your puzzle, helping to focus your inquiry. *At the end of this stage, you should demonstrate your knowledge of relevant literature and articulate exactly what remains unresolved in your area of inquiry.*

- 4) **Re-articulate your puzzle and formulate the answer you anticipate:** does existing research resolve the issue completely? How does it cause you to adjust your original question at all? Does it leave a major question unanswered? *At the end of this stage, you should offer a one-sentence re-statement of your refined puzzle in light of the literature review, followed by your best guess as to the answer (your thesis).* You should note potential alternative answers as well.

- 5) **Write a Research Design:** Outline what steps will allow you to answer your research question. This section should explain both the structure of your paper and the methods/resources you will use. As for structure, you should identify 3-5 steps that will serve to break down the body of your paper into identifiable subsections. As regards methods, what questions can you answer that will help you resolve your research question? What resources and methods will allow you to answer those questions? You will want to include critical engagement with the primary texts and careful analysis of relevant scholarly literature in your plan, though the particular focus of your paper will determine how much space you devote to each of these. *At the end of this stage, you should have clearly explained a road-map for the body of your paper, demonstrating how it will allow you answer your research question.* (NOTE: These first five sections of the paper should make up no more than about a third of your paper.)

- 6) **Write the main body of the paper:** The bulk of your paper should implement your research design, seeking to answer your research question/puzzle in light of the best evidence you can find. This will involve both scholarly literature (in more depth and with more of a critical eye than in your literature review) and your own analytical engagement with the philosophical texts in question. Be sure to account for the best evidence on each side of your research question, analyzing and evaluating each component of your inquiry (i.e. be as balanced and objective as possible). Where a Christian perspective sheds unique light on your subject, work to reveal this analytically and objectively, as opposed to comparing the text to Scripture/doctrine. (I.e., demonstrate with your analysis any difficulties with unbelieving views of God, reason, human nature, etc.) **As you follow the structure outlined in your research design, clearly identify this structure with subheadings, and conclude each sub-section of the body of your paper by relating it to your research question and hypothesis.** *By the end of this stage you should have implemented your research design, completing the tasks that allow you to answer your research question.*

- 7) **Write a conclusion:** To what extent is your question resolved and what is the import of your conclusions? Here you should: 1) re-state your conclusions succinctly, 2) relate them to your question and thesis, 3) highlight their import for political life, and 4) acknowledge further questions that remain unanswered. *By the end of this section you should have clearly stated your research findings and reflected on their significance.*

- 8) **Write an outline:** This should consist of a hierarchically-organized, one-page outline of full-sentence declarative statements summarizing the *argument* of your paper (this will necessarily emphasize the body of the paper). I strongly encourage you to look at each paragraph of your paper and ask, “What does this *argue*? What is the thesis of the paragraph?” Writing this outline should result in greater clarity about your argument, significant re-organizing of the paper itself to better structure its argument, and substantial editing and revision to make the point of each paragraph clearer. While the outline will be included at the beginning of your paper, it does not count against your word-count.

- 9) **Revision and Polishing:** Every paper should go through multiple rounds of revision, editing for content, clarity, grammar and usage. I highly recommend using the writing center in the library. Remember: be clear, brief, and precise.

Dates:

Week of 10/26-10/30—Complete proposal and meet with Prof. Covington during office (Tuesday & Thursday) hours to review it. Each proposal should include a 1-3 paragraph explanation of your research question/puzzle and its import, plus an annotated bibliography of at least 8 highly relevant sources.

Week of 11/2-11/6—Complete Draft of Literature Review & Research Design; meet with Dr. Covington during office hours (Tuesday & Thursday) to review these together (submit materials at the meeting).

Friday, November 20—Complete Paper Drafts Due. These will be submitted to Dr. Covington and to your peer reviewer via e-mail.

Tuesday, November 24—Completed Peer Reviews Due (submit via e-mail)

Friday, December 4—Final Drafts Due by hard-copy to Deane Hall mailbox and by e-mail.

Format:

- 12-point font, standard margins (1-1.25in.), double spaced, 4500 words maximum for individual papers, 6000 words for co-authored papers. Please put the word count on front page.
- Your paper should have an appropriate title and a title page, followed by a **one-page outline of your argument**. Neither the title page, the outline, nor the bibliography counts against your word-count.
- Please use in-text parenthetical citations (as per APSA standard) and a works cited. I will distribute a handout detailing this method.
- Structure your paper with major headings delineating each of the above sections, and subheadings within the main-body of your inquiry denoting each step of your efforts to answer the research question.

Additional Advice:

- Make every sentence count. Do not tell me what you are going to do—just do it. (You don't need an introduction, thesis statement, or conclusion).
- Define your terms. Whenever you use conceptual terminology in discussing a text, you must clearly define what the author means by that term, e.g.: "Aristotle understands 'happiness' as an activity of the soul in accordance with virtue."
- Cite the text. Back up your claims with references to the text. Parenthetical page numbers serve as adequate citations in these papers.
- Stay "internal" to the text. That is, engage the text on its own terms. This means "trying on" the assumptions of the author and exploring the extent to which they work—not comparing them to something else external to the text.
- Write objectively in the third person. Avoid even the implicit use of the first person. Affirmations of a text's interestingness, practicality, or other quality ("it seemed...") are often asserted with an implicit "I think."

- Write simply and precisely. Use short sentences, unobstructed by jargon. This will help you to determine exactly what you mean to say and communicate it to others.
- Use correct grammar, punctuation, syntax, and diction. This requires proofreading and editing. As part of this, read every paper aloud prior to submitting it—you will catch mistakes you would otherwise miss.
- Avoid the passive voice and helping verbs. Use active verbs and the active voice as much as possible. Any phrase to which you can add “by my grandmother” is in the passive voice; i.e. “The point was made...”
- Consider purchasing a writing guide such as Strunk and White’s *Elements of Style*.
-

SEMESTER PROJECT—AMENDING THE CONSTITUTION

AMERICAN POLITICAL THOUGHT (POL-132) SPRING 2016

Goal: To develop an argument for an amendment to the Constitution that addresses a significant need in the American polity.

Explanation: This assignment asks you to *identify and explain* a problem in the American polity (a “need”), *design* (create or adapt) a constitutional amendment to meet that need, and *defend* the amendment proposal through a carefully constructed practical and theoretical argument.

Examples of Topics for New Amendments (your options are not limited to these!):

- Clarifying Constitutional Powers of War and Foreign Relations
- Debates in Constitutional Interpretation
- Fixing Federalism: Reconciling Individual and Corporate Liberty
- Clarifying the Equal Protection Clause

See the Appendix for examples of past amendments (failed ones might be adapted for this project).

Some issues that you will need to address in your paper:

- Be careful to clearly demonstrate the *need* or problem being addressed. This requires showing 1) that a serious problem exists, and 2) that it is best solved at the level of the Constitution rather than by ordinary state and Federal legislation (or other means). You should choose an issue that you believe to be truly important and in need of attention. You should *not* choose something only on the basis of its being a fun intellectual exercise (though I fully intend that you should enjoy this intellectual exercise).
- Frame the amendment itself very carefully. If you are designing a new amendment, you may want to examine how other constitutional democracies have dealt with this issue, perhaps even borrowing language from them. *Remember that brevity and precision are essential.*

Carefully debate the merits of every word, phrase, clause, etc. and be sure that the amendment says exactly what you intend. While some of your work in shaping the amendment will not be included in your final draft (apart from including your sources in your bibliography), you will want to justify the language and phrasing of the amendment in your paper. For example, if adapting a prior amendment, you will need to account for why it failed, how your changes address prior shortcomings, and how you account for any relevant changes in historical circumstance. Be sure to anticipate future (mis)interpretations or abuses.

- Your defense of your proposal should in some ways be modeled after the sort of approach used in the Federalist and Anti-Federalist papers, which combine practical and political theory concerns. This means your diagnosis and defense must explicitly address political theory, particularly the values of the Declaration of Independence and their development over time. In focusing on political theory, you should identify which theoretical problems or issues are implicated (by your arguments or by potential counter-arguments) and then carefully analyze and treat these throughout. However, careful theoretical work should certainly not preclude careful treatment of practical, political science issues.
- Another sense in which your proposal's defense should follow the ratification debate is that in defending your position, you should have a *clear argument*: you are arguing to change the constitution in a specific way; you are not just identifying the possible benefits and liabilities of such a change. Stake out a position! At the same time, your argument should be carefully nuanced, accounting for a range of counter-arguments and resisting the urge to be polemic. *The depth and development of your theoretical and practical arguments will constitute one of the major evaluative criteria for these papers.*

Project Parameters and Guidelines

- You may work on this project alone or in groups of up to 3 people.
 - If working alone, the project should be about 3000 words (10 pages)
 - If working in a group of 2, the project should be about 4500 words (15 pages)
 - If working in a group of 3 the project should be about 6000 words (20 pages)
 - NOTE: These are very low page numbers/word counts. Quality, concision, focus, and clarity will be crucial for a successful paper.
- Paper Structure:
 - Every paper should follow a clear, logical structure that includes the three major components: establishing the need, proposing a solution, and, most extensively, defending that solution.
 - You should include a one-page outline after the title page, offering full-sentence, argument-summarizing declarative sentences covering your entire argument (doesn't count for your word count).
- Sources
 - You should take advantage of contemporary and historical research on the issue in question. Given the potential breadth of such research, only the most relevant texts should be selected. Depending on your proposed amendment, some empirical research may be helpful; if so, do locate and include it. However, I strongly recommend engaging contemporary theoretical debates in academic journals/books. You may also find that

“crossover” sources (like *First Things*) are helpful. While the total number of sources that you will engage will depend on your project, a minimum of ten is expected.

- Format
 - Double-Spaced, 12-point font, 1-inch margins, cover page with title, author name(s), date, course information, and word count.
 - Follow the formatting guidelines of the APSR, including in-text parenthetical citations, as described in detail on the Political Science Department’s website:
http://www.westmont.edu/academics/departments/political_science/documents/APSAStyleManual2006.pdf
 - Structure your paper with clear headings and subheadings.
 - Include a works cited (not part of your word-count). This too should follow APSR standards.
 - Number your pages.

- Writing
 - Write in the third person and avoid the passive voice.
 - Please take great care with grammar, punctuation and overall clarity.
 - Demonstrate arguments rather than assert them.
 - See the short papers handout for more writing tips.

- Additional Advice
 - While this paper should use a contemporary problem as a starting point, **it should be a primarily a constitutional-theory focused paper—not a policy paper, a history paper, or a “current events” paper.** While other aspects may be relevant to your argument, the focus throughout should be on political theory and constitutional praxis within the American political context.

- Due Dates:
 - **3/7-3/11:** Submit project descriptions (< 1 page), a rough outline, & collaboration plans (including proposed division of labor). If possible, meet with Dr. Covington in office hours (M & F) to discuss.
 - **Monday, April 11:** Submit complete drafts for peer review (due **Friday, April 16**).
 - **Monday, April 25th:** final drafts due at 5:00pm. Both a hard copy (in my box in Deane Hall) and an e-mail copy must be submitted.

Appendix A.2: Paper Prompts for Critical Training

Paper Guide

POL 111: American Foreign Policy

Professor Knecht

Spring 2014

Overview

You will write an original 15-25 page paper on American foreign policy. You will also have considerable leeway in formulating a research topic and are free to choose between quantitative, qualitative, or experimental methods. This guide will help you along the way.

Task 1. Research Design (Due Jan 21)

For this task, you will specify your research question and describe your preliminary research design. You have considerable freedom to choose a research question of interest. However, you should be aware that formulating a good research question is always one of the most difficult tasks in writing a paper. Here are a few things to think about when posing a research question:

Research Question

Pose a question, not a topic. Think of your research in terms of a question that requires an answer instead of a topic to be discussed. The subtle difference in mindset will alter the way you approach your research. Consider the difference between these two statements: “Did public opinion influence the Bush administration’s decision to go to war in Iraq?” vs. “My paper is on public opinion and foreign policy.” The former statement poses an interesting theoretical question that is bounded; the later statement is vague and potentially unmanageable.

Is my research question too broad? Sometimes students select topics that are too broad to be answered in a term paper. For example, “what causes war?” is probably too big of a question to be covered in a mere 15 pages. A more manageable topic might be “why did the U.S. not intervene militarily in Darfur?”

Is there enough evidence (data) to examine my topic? Students often pose interesting research questions that simply cannot be answered with available data. For instance, the question of whether the U.S. tried covert operations to topple Saddam Hussein is an interesting research question that probably cannot be answered because national security concerns restrict access to files. Before you start down a road of inquiry, check to see if enough evidence is available to answer the question.

Research Design

Research design refers to the methods and evidence you will use to write your paper. Your research design should include the following:

- 5) The method you will use. Will your paper be quantitative, qualitative, or experimental? Why have you selected this particular method?
- 6) The data you will use. How will you collect and analyze your data? If quantitative, which dataset will you use? If qualitative, which case studies will you conduct and why? If experimental, what is the nature of your experiment and how will you recruit subjects.

What to Turn In. Your research design should be between 1-3 pages and should be turned in to Eureka before class.

Task 2. Literature Review (Due Mar 3)

There is no way of getting around the fact that doing secondary research is hard work; you will have to read a lot to get the information you need. Although you can use course readings for your paper, you are expected to conduct outside research. Your literature review should be between 4-7 pages and have at least 15 scholarly sources (Level I: peer reviewed) read outside of class. A good literature review will (1) summarize the current literature, (2) evaluate and critique this body of knowledge, and (3) motivate your current paper. You are expected to use proper APSA formatting.

You should also be aware that there is a “hierarchy” of sources in academia and different levels of this hierarchy are valuable for different sections of your paper.

Level I. Peer Reviewed Journals and Academic Books. Your paper should rely heavily on Level I sources, especially for your literature review and argument.

At least two experts in the field have evaluated articles that appear in peer-reviewed journals. The main peer reviewed journals in political science are: *American Journal of Political Science*; *American Political Science Review*; *International Organization*; *International Security*; *International Studies Quarterly*; *Journal of Peace Research*; *Journal of Conflict Resolution*; *International Studies Review*; *Political Science Quarterly*; *Public Opinion Quarterly*; *Security Studies*.

“Academic” books are often confused with “popular” books. Academic books are heavy on theory and evidence while popular books appeal to a mass audience and usually play loose with theory and evidence. For instance, *Power and Interdependence* by Keohane and Nye is an academic book; *Liberalism is a Mental Disorder* by Michael Savage is a popular book. Academic books are often, but not always, published by a university press (i.e., Cambridge University Press; Yale University Press), have a university professor as the author, and cite other academic works. Rely on academic books instead of popular books.

Level II. Magazine and Newspapers. Magazines and newspapers are good for providing background information and evidence, but are not great sources for theory. Within magazines and newspapers, there is a hierarchy of sources. The *New York Times* and the *Washington Post* are considered the “papers of record” in the United States. *Time*, *Newsweek*, and *U.S. and World News Report* are good magazines.

Be careful of ideological bias when using newspapers and magazines. For instance, *The Weekly Standard* is conservative and *The Progressive* is liberal.

Lexis-Nexis is a good source for newspapers and journals.

Level III. Websites. Websites can be especially valuable sources of data and information. However, there is a great variety in the Internet: some sites are good, some are not so good. Be very selective when doing research via the Internet. If your paper has a heavy dose of websites as sources, it raises a red flag. Avoid citing wikipedia.com.

What to Turn In. Turn in a Word copy of your literature review to Eureka. Your literature review should be between 4-7 pages with proper APSA citations. Your paper will be evaluated on both content and style.

Task 3. Formulating an Argument

There is a large section on formulating an argument and writing a thesis statement on Eureka. Here are a few additional comments:

Make an argument. Your paper should have a coherent argument and should be falsifiable.

Be original. Your paper should try to make an original contribution to the literature. In other words, do not simply recite what others have written.

Avoid writing an “opinion paper.” Your paper should largely be non-normative. Normative views should be left to the conclusion.

Stay on track. Many papers wander away from the main point. Write your research question and your answer on a separate piece of paper and refer to it often. If you find you are spending a lot of time on an issue that is unrelated to your question and thesis, stop and refocus.

Defeat rival hypotheses. Foreign policy events are overdetermined, meaning that there are multiple explanations for each phenomenon. As a result, there will always be other theories and perspectives that will challenge your own. A good rhetorical technique is to anticipate objections to your work by analyzing your own argument. Then try to answer these objections.

Task 4. Research

This is a major research project and, as such, I expect you to spend significant time conducting research. This means you must start early, set deadlines for yourself, and complete the research in plenty of time to actually write the paper. I am happy to help you if you need assistance.

Task 5. Writing your paper.

(Rough Draft Due Apr 14; Peer Reviews Due April 17; Final Paper Due April 25)

Writing a quality paper takes a lot of work: you have to outline, write, revise, get comments from others, revise again, and then revise some more. To help you in this process, you will hand in an initial draft on

Apr 14. A peer will review your work and offer suggestions. You are then expected to revise your paper and turn it into Eureka on April 24. Here is the basic outline of a research paper:

- Introduction
 - Thesis
 - Road map
- Literature Review
- Theory
- Methodology
- Results
- Discussion (optional)
- Conclusions

Task 6. Peer Review (Due Apr 17)

You are expected to review a fellow student's paper and provide comments. All comments should be made electronically using Microsoft Word's editor function. Your comments should incorporate both substantive and stylistic suggestions. You are expected to be a firm, yet encouraging, editor.

Paper Requirements

Your paper will be graded on the quality of the writing as well as the quality of the argument.

- The paper will be at least 15 pages.
- Use headings and subheadings as needed.
- Citations. You are free to use any acceptable form of citation (footnotes, MLA, Chicago etc...). My personal preference is to use parenthetical notation with a bibliography. In this method of citing, you write the authors' last name, date of publication and page number with the punctuation after the parentheses (Knecht 2004: 12). If you are paraphrasing, you do not have to use quotations but do have to cite (Smith 2003: 2). "Direct quotes need to have quotation marks and the parenthetical notation goes outside the quote" (George 2004:23). If you are communicating a finding or theory that other scholars have come up with, make sure you cite each relevant author (Bradley 1999; Jones 2004; Smith 2003). The full citation will appear in the bibliography
- Plagiarism. Do not do it. I check the authenticity of students work. Any questions on what constitutes plagiarism please see me.
- Late work is penalized one letter grade per day.

- All papers should be typed. Use normal margins (1”) and font (12 point) and double-space. Include page numbers. Do not submit your paper in a binder or folder, just staple.
- A good resource on writing is: Hacker, Diana (1999). *A Writer’s Reference*. (4th ed). Boston: Bedford/St.Martins.

Deadlines [all due by the start of class unless otherwise noted]

Jan 27. Research Design (5 pts)

Feb 24. Literature Review (10 pts)

Apr 14. Rough Draft (10 pts)

Apr 17. Peer Reviews by 5pm (10 pts)

Apr 25. Final Paper by 5pm (65 pts)

Paper Guide

POL 111: American Foreign Policy

Professor Knecht

Spring 2016

Overview

You will write an original 15-25 page paper on American foreign policy. You will also have considerable leeway in formulating a research topic and are free to choose between quantitative, qualitative, or experimental methods. This guide will help you along the way.

Task 1. Research Design (Due Jan 25)

For this task, you will specify your research question and describe your preliminary research design. You have considerable freedom to choose a research question of interest. However, you should be aware that formulating a good research question is always one of the most difficult tasks in writing a paper. Here are a few things to think about when thinking about a research question:

Research Question

Pose a question, not a topic. Think of your research as a question that requires an answer instead of a topic to be discussed. The subtle difference in mindset will alter the way you approach your research. Consider the difference between these two statements: “Did public opinion influence the Bush administration’s decision to go to war in Iraq?” vs. “My paper is on public opinion and foreign policy.” The former statement poses an interesting theoretical question that is bounded; the later statement is vague and potentially unmanageable.

Is my research question too broad? Sometimes students select topics that are too broad to be answered in a term paper. For example, “what causes war?” is probably too big of a question to be covered in a mere 15 pages. A more manageable topic might be “why did the U.S. not intervene militarily in Darfur?”

Is there enough evidence (data) to examine my topic? Students often pose interesting research questions that simply cannot be answered with available data. For instance, the question of whether the U.S. tried covert operations to topple Saddam Hussein is an interesting research question that probably cannot be answered because national security concerns restrict access to files. Before you start down a road of inquiry, check to see if enough evidence is available to answer the question.

Research Design

Research design refers to the methods and evidence you will use to write your paper. Your research design should include the following:

- 7) Your research question and why it is important.
- 8) Your working thesis or set of hypotheses.
- 9) The method you will use. Will your paper be quantitative, qualitative, or experimental? Why have you selected this particular method?
- 10) The data you will use. How will you collect and analyze your data? If quantitative, which dataset will you use? If qualitative, which case studies will you conduct and why? If experimental, what is the nature of your experiment and how will you recruit subjects.

What to Turn In. Your research design should be between 1-3 pages and should be turned into Canvas before class.

Task 2. Literature Review (Due Mar 7)

There is no way of getting around the fact that doing secondary research is hard work; you will have to read a lot to get the information you need. Although you can use course readings for your paper, you are expected to conduct outside research. Your literature review should be between 4-7 pages and have at least 15 scholarly sources (Level I: peer reviewed) read outside of class. A good literature review will (1) summarize the current literature, (2) evaluate and critique this body of knowledge, and (3) motivate your current paper. You are expected to use proper APSA formatting.

You should also be aware that there is a “hierarchy” of sources in academia, and different levels of this hierarchy are valuable for different sections of your paper.

Level I. Peer Reviewed Journals and Academic Books. Your paper should rely heavily on Level I sources, especially for your literature review and argument.

At least two experts in the field have evaluated articles that appear in peer-reviewed journals. The main peer-reviewed journals in political science are: *American Journal of Political Science*; *American Political Science Review*; *International Organization*; *International Security*; *International Studies Quarterly*; *Journal of Peace Research*; *Journal of Conflict Resolution*; *International Studies Review*; *Political Science Quarterly*; *Public Opinion Quarterly*; *Security Studies*.

“Academic” books are often confused with “popular” books. Academic books are heavy on theory and evidence while popular books appeal to a mass audience and usually play loose with theory and evidence. For instance, *Power and Interdependence* by Keohane and Nye is an academic book; *Liberalism is a Mental Disorder* by Michael Savage is a popular book. Academic books are often, but not always, published by a university press (i.e., Cambridge University Press; Yale University Press), have a university professor as the author, and cite other academic works. Rely on academic books instead of popular books.

Level II. Magazine and Newspapers. Magazines and newspapers are good for providing background information and evidence but are not great sources for theory. Within magazines and newspapers, there is a hierarchy of sources. The *New York Times* and the *Washington Post* are considered the “papers of record” in the United States. *Time*, *Newsweek*, and *U.S. and World News Report* are good magazines.

Be careful of ideological bias when using newspapers and magazines. For instance, *The Weekly Standard* is conservative, and *The Progressive* is liberal.

Lexis-Nexis is a good source for newspapers and journals.

Level III. Websites. Although websites can be especially valuable sources of data and information, there is a wide variance in quality. Be very selective when doing research via the Internet. If your paper has a heavy dose of websites as sources, it raises a red flag. Avoid citing wikipedia.com.

What to Turn In. Turn in a Word copy of your literature review to Canvas. Your literature review should be between 4-7 pages with proper APSA citations. Your paper will be evaluated on both content and style.

Task 3. Formulating an Argument

There is a large section on formulating an argument and writing a thesis statement on Canvas. Here are a few additional comments:

Make an argument. Your paper should have a coherent argument and should be falsifiable.

Be original. Your paper should try to make an original contribution to the literature. In other words, do not simply recite what others have written.

Avoid writing an “opinion paper.” Your paper should largely be non-normative. Normative views should be left to the conclusion.

Stay on track. Many papers wonder away from the main point. Write your research question and your answer on a separate piece of paper and refer to it often. If you find you are spending a lot of time on an issue that is unrelated to your question and thesis, stop and refocus.

Defeat rival hypotheses. Foreign policy events are overdetermined, meaning that there are multiple explanations for each phenomenon. As a result, there will always be other theories and perspectives that will challenge your own. A good rhetorical technique is to anticipate objections to your work by analyzing your argument. Then try to answer these objections.

Task 4. Research

This is a major research project and, as such, I expect you to spend significant time conducting research. You must start early, set deadlines for yourself, and complete the research in plenty of time to write the paper. I am happy to help you if you need assistance.

Task 5. Writing your paper.

(Rough Draft Due Apr 4; Peer Reviews Due April 11; Final Paper Due April 25)

Writing a quality paper takes a lot of work: you have to outline, write, revise, get comments from others, revise again, and then revise some more. To help you in this process, you will hand in an initial draft on Apr 4. A peer will review your work and offer suggestions. You are then expected to revise your paper and turn it into Canvas on April 24. Here is the basic outline of a research paper:

- Introduction
 - Thesis
 - Road map
- Literature Review
- Theory
- Methodology
- Results
- Discussion (optional)
- Conclusions

Task 6. Peer Review (Due Apr 11)

You are expected to review a fellow student's paper and provide comments. All comments should be made electronically using Microsoft Word's editor function. Your comments should incorporate both substantive and stylistic suggestions. You are expected to be a firm, yet encouraging, editor.

Paper Requirements

Your paper will be graded on the quality of the writing as well as the quality of the argument.

- The paper will be at least 15 pages.
- Use headings and subheadings as needed.
- Citations. You are free to use any acceptable form of citation (footnotes, MLA, Chicago etc...). My personal preference is to use parenthetical notation with a bibliography. In this method of citing, you write the authors' last name, date of publication and page number with the punctuation after the parentheses (Knecht 2004: 12). If you are paraphrasing, you do not have to use quotations but do have to cite (Smith 2003: 2). "Direct quotes need to have quotation marks and the parenthetical notation goes outside the quote" (George 2004:23). If you are communicating a finding or theory that other scholars have come up with, make sure you cite each relevant author (Bradley 1999; Jones 2004; Smith 2003). The full citation will appear in the bibliography
- Plagiarism. Do not do it. I check the authenticity of students work. Any questions about what constitutes plagiarism, please see me.
- Late work is penalized one letter grade per day.
- All papers should be typed. Use normal margins (1") and font (12 point) and double-spaced. Include page numbers. Do not submit your paper in a binder or folder, just staple.
- A good resource on writing is: Hacker, Diana (1999). A Writer's Reference. (4th ed). Boston: Bedford/St.Martins.

Deadlines [all due by the start of class unless otherwise noted]

Jan 25. Research Design (5 pts)

Mar 7. Literature Review (10 pts)

Apr 4. Rough Draft (10 pts)

Apr 11. Peer Reviews (10 pts)

Apr 25. Final Paper (65 pts)

Research Paper and Presentation Guidelines

POL 124: International Development

The research paper and presentation account for **30%** of your final grade. The paper will account for 20%, while the presentation and participation in the mini-conference will account for 10%

Paper Expectations and Deadlines: This is a thesis driven paper that evaluates an aspect of development, most likely in a single developing country of your choosing, although you are welcome to examine multiple countries as well. Your paper should be driven by a research question. Your paper should include an introduction, literature review, theory section, empirical evidence, and a conclusion.

- Proposal due **September 14th**. This section should include your research question as well as the country you plan to study. Briefly describe why this topic is important.
- Literature review due **October 5th**. This section should summarize *at least five scholarly sources* that address your research question. Think about how the articles you have chosen interact. Do they agree or disagree? Why and how? Discuss this in your paper.
- Thesis statement due **October 26th**. This section is the main argument that you will be making in your paper. Your argument should offer an answer to your research question and you should be able to draw at least one hypothesis from your argument. Use other research to support your argument and address potential counterarguments.
- Data Analysis due **November 9th**. This section should include empirical evidence testing your argument. This can be done using a variety of methods such as graphs, tables, charts, tabulations, correlations, regressions, etc. I will offer help in the computer lab to assist with questions or problems.
- Rough draft due **November 30th**. This is a full draft of your paper that will be sent to your discussant for the mini-conference.
- Final draft due **December 12th by 10:00am**. Your final draft should be highly polished incorporate comments and suggestions from the mini-conference.

Please submit all materials through Canvas.

Presentation and Mini-Conference Expectations: For the conference, please prepare a ten-minute presentation of your paper. You may use slides, but are not required to. The presentation should focus on your main argument and supporting evidence. You will also serve as a discussant for one of your fellow students. As a discussant, you should read the paper before the mini-conference and provide feedback after the presentation. Highlight things you liked about the paper, things that were unclear, ask questions on things you were unsure of or interested in, and suggest ways the paper can be improved. This is an important role, as your feedback can help other students improve their papers. Presentations will be made in class on **November 30th** and **December 7th**.

Research Paper Guidelines

POL 150: International Conflict and Peace-building

Overview: The research paper will account for **25%** of your final grade. The paper will examine a historical conflict or crisis of your choosing, but is subject to my approval. The first part of the paper will focus on the history of the conflict. The second part will ask you to analyze the causes of the conflict or crisis. Specifically, you will need to identify three of the theories discussed in class or the readings and directly relate them to your event. Additional details are provided below.

Paper Structure:

1. Introduction – This will provide an introduction to your chosen subject. You should discuss why the event you examined is important. You should also provide a brief outline of the remainder of your paper.
2. History of the Event – In this section, you should provide an overview of the events leading up to the event. Next, provide an informative but succinct overview of the major events that occurred during the conflict. Finally, discuss the outcome of the event and its effects on the country/countries.
3. Causes of the Conflict – In this section you will identify three theoretical factors that caused the event to occur. Each theory should be described in general terms and then should be applied directly to your chosen event.
4. Conclusion – In the conclusion, you should summarize your findings and provide a projection about the likelihood of conflict in this area in the future.

Formatting: The paper should be 18-20 pages long, double-spaced, with normal font and one-inch margins. You must also include a bibliography of all works referenced, but this will not count against your page limit. You should include no fewer than ten scholarly sources, including at least two sources for each theory you examine. If you need help finding sources, contact me and/or the library. Finally, the bibliography should follow the APSA Style Manual, available here:

<http://www.apsanet.org/Portals/54/APSA%20Files/publications/APSAStyleManual2006.pdf>

Grading:

- Proposal (due February 1st)– 5%
- Introduction – 5%
- History of the Event – 30%
- Causes of the Conflict – 45% (15% for each theory)
- Conclusion – 5%
- Writing style and grammar – 5%
- Proper formatting, citations, and bibliography – 5%

FINAL DRAFT IS DUE ON APRIL 28TH AT 5:00PM THROUGH CANVAS.

Appendix B. Rubrics

B.1 Writing Rubric

	Caps to ne	Miles to nes		Benchmark
	4	3 2		1
<p>Context of and Purpose for Writing</p> <p><i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i></p>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks (s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks (s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<p>Genre and Disciplinary Conventions</p> <p><i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i></p>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

B.2. Critically Trained Rubric

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Conclusions:** A synthesis of key findings drawn from research/evidence.
- **Limitations:** Critique of the process or evidence.

- Implications: How inquiry results apply to a larger context or the real world.

Inquiry and Analysis VALUE Rubric

for more information, please contact value@aacu.org

	Capstone 4	Milestones 3	2	Benchmark 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and	States a general conclusion that, because it is so general, also applies beyond the scope of	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.

		responds specifically to the inquiry findings.	the inquiry findings.	
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- ⑩ The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- ⑩ The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- ⑩ The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- ⑩ The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Connection to	Meaningfully	Identifies biblical	When prompted,	Provides little

Christian Service	connects biblical calls to service to deepen understanding of Christian development and social justice.	calls to service. Sees service to others as essential to Christian development and/or social justice.	can connect biblical calls to civic engagement with contemporary issues.	understanding of biblical calls for service or social justice
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Appendix C. Past Assessment Results

[C.1 Written Communication](#)

	Professor	Context of and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
Paper 1	Covington	4	3	4	4	4
Paper 2	Covington	4	3	4	4	4
Paper 3	Covington	4	3	3	3	3
Paper 4	Covington	3	2	2	3	3
Paper 5	Covington	2	3	3	3	4
Paper 6	Covington	2	2	2	2	2
Paper 7	Covington	3	2	2	2	3
Paper 1	Knecht	4	3	3	2	3
Paper 2	Knecht	4	4	4	4	3
Paper 3	Knecht	3	4	2	3	3
Paper 4	Knecht	4	3	3	3	2
Paper 5	Knecht	4	4	4	4	4
Paper 6	Knecht	4	2	2	2	2
Paper 7	Knecht	3	2	2	2	2
Paper 8	Knecht	4	4	4	4	3
Paper 9	Knecht	3	1	1	1	1
Paper 10	Knecht	3	1	1	1	1
Avg for Sample		3.41	2.71	2.71	2.76	2.76
Avg for Dr. Covington		3.14	2.57	2.86	3.00	3.29
Avg for Dr. Knecht		3.6	2.8	2.6	2.6	2.4

Appendix C.2. Critically Trained Data

	Student	Topic Selection	Existing Knowledge	Design	Analysis	Conclusions	Limits and Implications
1	124-1	3	4	3	3	3	3
1	124-2	3	3	2	2	2	3
1	124-3	4	4	3	4	4	4
1	124-4	3	3	3	3	3	3
1	124-5	3	2	2	2	2	2
1	124-6	3	3	3	3	3	3
1	124-7	3	3	3	2	2	2
1	124-8	3	3	3	3	3	2
1	124-9	3	3	3	3	2	3
1	124-10	3	4	3	3	3	2
1	124-11	1	2	2	2	2	2
1	124-12	4	4	2	3	3	3
1	124-13	2	3	3	2	2	2
1	124-14	2	2	2	2	1	2
1	150-1	3	3	3	3	2	2
1	150-2	3	2	2	2	3	3
1	150-3	3	4	3	3	3	3
1	150-4	3	3	3	4	3	3
1	150-5	3	2	3	3	3	3
2	111-1	3	3	2	2	2	2
2	111-2	4	3	4	3	4	3
2	111-3	4	3	2	3	3	3
2	111-4	4	3	2	3	3	3
2	111-5	3	2	1	1	1	1
2	111-6	3	2	2	1	1	1
2	111-7	4	4	4	4	4	4
2	111-8	3	2	2	2	2	2
2	111-9	3	3	1	1	1	2
2	111-10	4	4	4	4	4	4
2	111-11	3	2	2	2	2	2
	Avg	3.1	2.9	2.6	2.6	2.5	2.6
	SD	0.7	0.7	0.8	0.9	0.9	0.8
	2014-15 avg	3.0	2.5	2.4	2.3	2.5	2.3

Descriptives

		N	Mean	Std. Deviation	Std. Error	Mean	
						Lower Bound	Upper Bound
Topic_Selection	Bryant	19	2.89	.658	.151	2.58	3.21
	Knecht	11	3.45	.522	.157	3.10	3.81
	Total	30	3.10	.662	.121	2.85	3.35
Existing_Knowledge	Bryant	19	3.00	.745	.171	2.64	3.36
	Knecht	11	2.82	.751	.226	2.31	3.32
	Total	30	2.93	.740	.135	2.66	3.21
Design	Bryant	19	2.68	.478	.110	2.45	2.91
	Knecht	11	2.36	1.120	.338	1.61	3.12
	Total	30	2.57	.774	.141	2.28	2.86
Analysis	Bryant	19	2.74	.653	.150	2.42	3.05
	Knecht	11	2.36	1.120	.338	1.61	3.12
	Total	30	2.60	.855	.156	2.28	2.92
Conclusions	Bryant	19	2.58	.692	.159	2.25	2.91
	Knecht	11	2.45	1.214	.366	1.64	3.27
	Total	30	2.53	.900	.164	2.20	2.87
Limits_and_Implications	Bryant	19	2.63	.597	.137	2.34	2.92
	Knecht	11	2.45	1.036	.312	1.76	3.15
	Total	30	2.57	.774	.141	2.28	2.86

[Appendix C.3. Critical Training Pre/Post-Test](#)

Question	Pre	Post	Upper Div	% Change Pre/Post POL 40	% Change Post POL 40/Upper Div
This study of knowledge asks the question: How do we know what we know?	0.78	0.96	0.86	0.19	-0.10
Independent Variable	0.83	0.93	0.86	0.11	-0.08
Normative	0.33	0.97	0.81	0.65	-0.16
Positivist Epistemology	0.39	0.93	0.67	0.55	-0.27
Values	0.66	0.92	0.57	0.26	-0.35
Hypotheses	0.70	1.00	0.90	0.30	-0.10
Null Hypothesis	0.53	0.99	0.90	0.46	-0.08
Dependent Variable	0.49	0.93	0.81	0.45	-0.12
Social and Natural Sciences	0.65	0.92	0.62	0.27	-0.30
Methodology	0.71	0.97	0.95	0.26	-0.02
External Validity	0.38	0.97	0.86	0.60	-0.12
Sample Size	0.63	0.93	0.86	0.31	-0.08
Sampling	0.86	0.99	1.00	0.12	0.01
Literature Review	0.68	0.96	0.90	0.29	-0.06
Methods Section	0.33	0.85	0.43	0.53	-0.43
Correlation and Causation	0.85	0.96	0.95	0.11	-0.01
Reliability: Example	0.61	0.66	0.33	0.05	-0.32
Indicator Validity: Example	0.24	0.58	0.57	0.34	-0.01
Social Desirability: Example	0.39	0.69	0.67	0.30	-0.02
Spurious Relationship: Example	0.48	0.76	0.76	0.28	0.00

Validity of Qualitative Methods	0.39	0.76	0.52	0.37	-0.24
Significance in Quantitative and Qualitative Methods	0.52	0.74	0.52	0.22	-0.22
Case Selection in Case Study Methods	0.18	0.52	0.43	0.34	-0.09
Selecting Cases in Case Study	0.06	0.72	0.33	0.66	-0.39
Process Tracing	0.39	0.88	0.57	0.49	-0.31
Content Analysis	0.55	0.93	0.67	0.39	-0.26
Intercoder reliability content analysis	0.27	0.80	0.62	0.53	-0.18
Codes in Content Analysis	0.67	0.93	1.00	0.26	0.07
Validity of Experimental Methods	0.09	0.72	0.38	0.63	-0.34
Treatment in Experimental Methods	0.06	0.76	0.52	0.70	-0.23
Random Assignment in Experimental Methods	0.94	0.97	0.90	0.03	-0.06
Experimental Methods and Labs	0.97	0.97	1.00	0.00	0.03
Validity of Quantitative Methods	0.30	0.76	0.62	0.46	-0.14
Statistical Significance--Interpretation	0.39	0.93	0.86	0.54	-0.08
Statistical Significance II--Interpretation	0.15	0.64	0.71	0.49	0.07
Unstandardized Beta--Interpretation	0.45	0.48	0.52	0.03	0.04
Unstandardized Beta II--Interpretation	0.09	0.48	0.00	0.39	-0.48
Standardized Coefficients—Interpretation	0.28	0.90	0.43	0.62	-0.47
Statistical Significance III--Interpretation	0.33	1.00	0.67	0.68	-0.33
Regression Coefficients--Interpretation		0.66	0.52		-0.13
Unstandardized Beta--Interpretation		0.52	0.24		-0.28
Political Institutions	0.57	1.00		0.43	
Critique of Positivist Epistemology	0.30	0.90		0.60	
Hypothesis	0.30	0.60		0.30	
Control Variables	0.21	1.00		0.79	
Threat to internal validity	0.09	0.60		0.51	
Confidence Interval	0.66	0.70		0.04	

Thesis Statement	0.81				
IR Levels of Analysis	0.55				
Rational Choice	0.38				
Chi-Square	0.32	0.85		0.53	
Margin of Error—Interpretation	0.23				
Mean--Interpretation		0.77			
Standard Deviation--Interpretation		0.92			
Means II--Interpretation		0.74			
Standard Deviation--Interpretation		0.73			
Statistical Significance--Interpretation	0.23	1.00		0.77	
Statistical Significance--Interpretation	0.66	0.55		-0.11	
Unstandardized Coefficient II—Interpretation.		0.64			
Statistical Significance--Interpretation		0.71			
The N		1.00			
Interpretation of standardized and unstandardized coefficients, slope— Interpretation		0.46			
Interpretation of standardized beta.		0.94			
Interpretation of standardized beta.		0.88			
R-squared_ Interpretation		1.00			
Qualitative Methodology		0.96			
Validity of Qualitative Methods		0.88			
Significance of Qualitative Methods		0.81			
Case Study Methods		0.65			
Case Selection		0.69			
Process Tracing		0.19			
Elite Interviews		0.81			
Elite Interviews II		0.77			

Content Analysis		0.77			
Validity of Experimental Methods		0.92			
IRB		0.88			
Confidential and Anonymous		0.92			
Writing Out Six Threats to Validity		0.73			
Average Score	0.48	0.83	0.67		

Appendix D. Careers and Employers of Westmont Political Science Alumni.

- Account executive (Inside Sales) in the Software Industry; Invoca
- Account Manager; Tech start up
- Administrative Assistant for a Property Management Company; Coro Community Management and Consulting
- Airline pilot and franchised restaurant owner ; Southwest Airlines and self
- Analyst; Department of Defense
- Analyst; CenturyLink
- Art and Bible Teacher 8-12th grades; Christian Heritage Academy, Northfield, IL
- Assistant Superintendent, Student Support Services and Programs, San Diego County Office of Education; San Diego County of Education
- Associate Professor; Baruch College, CUNY
- Associate Professor, Education Policy Analysis; University of California, Riverside
- Attorney ; Adamski, Moroski, Madden, Cumberland & Green
- Attorney; Self
- Attorney; Partner at Lane Powell PC in Seattle
- Attorney; "Celanese Vice President, Deputy General Counsel "
- Attorney; Mono County District Attorney
- Attorney; Gilbert, Kelly, Crowley & Jennett, LLP
- Attorney; Business Owner
- Attorney; Department of Justice, Antitrust Division, Washington Criminal I
- Attorney; Poliquin & Degrave, LLP
- Attorney; Public Defender The State of Minnesota
- Banking; Senior Vice President/Manager overseeing large group/teams nationwide. Wells Fargo
- Barista; Blue Bottle Coffee
- Business Analyst; Google
- Business executive at Apple Inc.; Apple Inc.
- Business Owner; Managed Mobile, Inc.
- ceo software
- Co-founder and Chief Financial Officer; "Mountain Hazelnuts Group, Bhutan www.mountainhazelnuts.com"
- College professor; Azusa Pacific University
- Community Relations Manager/PIO; City of Goleta
- Company founder, PR and Corporate Communications; Juice PR, my business
- Compliance Associate - AML/KYC; Yardi Systems
- Consultant; Deloitte Consulting
- Consultant, and Intelligence Professional; "Booz Allen Hamilton (FT) USAFR (PT) "
- Consulting; PricewaterhouseCoopers
- Consumer Insights Manager; Home Chef
- Corporate Counsel; OliverMcMillan

- Correctional Officer
- Deputy District Director for a State Senator Texas State Senate, Senator Konni Burton
- Deputy Officer In Charge - Marine Corps Training Mission - United Arab Emirates US Marine Corps
- Director of Development; Shining Stars Foundation
- Director of Finance for the School of Engineering; University of California, Irvine
- Director of Operations; BioLogos
- Director of State and Local Finance; California Taxpayers Association
- document reviewer; Robins Kaplan
- Economic development consultant; I am CEO of my own firm, A2B Consulting Group
- Economist and Planner, focus on climate change and sustainability analysis and policy; AECOM
- Elementary School Principal; Bellflower Unified School District
- Executive Director of Continuing Care Retirement Community; Pacific Retirement Services
- Federal employee -- White House/National Security Council staff White House
- Financial Advisor; Stifel Financial
- Financial Advisor; Edward Jones
- Financial advisor client service manager; Ameriprise Financial
- Financial Planner; MassMutual
- fine art dealer, Asian art expert and appraiser, estate liquidator, local community nonprofit volunteer 20" years, focus on fundraising, director CA state board on immigration, retired-agricultural land owner/manager; self-employed since college graduation
- Foreign Service Officer (US Diplomat); US Department of State
- Government consultant; Booz Allen Hamilton
- Government relations; Financial services industry
- Head of Design; FreeAgent Software
- High School Teacher; Anaheim Union High School District
- Homemaker and writer; Freelance
- I am a marketing consultant and I freelance; Self-employed
- I own a real estate company; I am the principal.
- Immigration attorney; Law office of keshab raj seadie
- Interior Architect and Design Professional; Self Employed
- International development/ international relations; World Bank Group (but work at the United Nations)
- Judge
- Junior high school history teacher; Alta Lima School District
- Junior High Social Studies teacher; Alta Loma School District
- Law clerk; Supreme Court of Virginia
- Lawyer / Lobbyist; Self-Employed
- Legislative Aide; California Assembly
- Legislative Aide; California Assembly

- Legislative Assistant; U.S. Congressman Randy Weber (TX-14)
- Legislative Correspondent; U.S. House of Representatives
- Lobbyist; International Council of Shopping Centers
- Manager of Americas; eCommerce, student business Adobe Systems
- Manager of real estate escrow company; FREEDOM ESCROW
- Manager of Teach Abroad programs (International Education); CIEE
- managing editor, journalism
- Marketing & PR Coordinator; MedBridge
- Marketing Director; Christian Union, Inc.
- Mortgage Lender/Company owner; Harvest Financial
- Online Fitness Coach; Beachbody
- Pastor; Lifeway Baptist Church
- Personal Wealth Advisor / Certified Financial Planner; Harris Financial Advisors / Soon to be self-employed
- Phd Student and administrative director for a social enterprise creating jobs in Uganda and Indonesia Pepperdine; 31 Bits
- Philanthropy Coordinator; ChildFund International
- Principal Consultant, Financial Services; NTT Data Consulting
- Production Manager/Director of Operations at a high-end furniture & props rental house Yeah! Rentals
- Professor; Fresno State
- Program Manager - Network Engineering; Verizon Wireless
- Programmer analyst; San Bernardino County
- Project Manager - government relations; Swinerton Builders
- Real Estate Broker; Premier Realty & Financial Group, Inc
- Regional Operations Manager / Financial Advisor; Mercer Advisors
- Regional Sales Manager for Georgia -Pacific Corp; Georgia -Pacific Professional Products Corp
- Roman Catholic priest and military chaplain (USAF); USAF and Archdiocese of Los Angeles
- Sales; Yardi Systems
- Sales manager; Appfolio
- Senior Foreign Affairs Officer; U.S. Department of State
- Senior market research analyst; Hanover Research
- Senior Program Manager, Behavioral Health Services; County of Ventura
- Senior Vice President, Sales; DBM Cloud Systems
- Sergeant with the city of Salem Police Department & Lieutenant Colonel in the Marine Corps Reserve; City of Salem (Oregon) and USMC
- Small business owner;Metropolis LLC, dba Spoon It! Froyo & More
- Software developer; T-Mobile
- Software Engineer; GitHub
- Special ed teacher; Chicago school district
- Study Abroad Assistant; University of Denver
- Tax Compliance Officer; U.S. Treasury, IRS

- Teacher
- Teacher - Single Subject Credential in Social Studies; San Dieguito Union High School District
- Teacher/Entrepreneur; Harvard-Westlake, WeRTeachers (company I started)"
- Underwriter; Corrigan & Company
- VP over a sales organization; Sykes Enterprises
- We own and operate a summer camp on a farm, where we also host school group visits (3-13 days), family farm stays, and on-farm pizza nights.; The Country Experience.
www.thecountryexperience.com
- Website Production Specialist; AppFolio
- Western Regional Director, SaaS Sales; Conarc, Inc.
- Writer; Self-employed

Appendix E. Where Westmont Political Science Majors Attend Graduate School

- American University
- American University of Paris
- American University of Paris & The Sorbonne (program is between the two)
- Azusa Pacific
- Berkeley Law
- Bethel University
- Boston University
- Cal State Fullerton
- Cal state Fullerton
- Cal State San Marcos
- California State University, East Bay
- California State University, Northridge
- Catholic University, Columbus School of Law
- Chapman University School of Law
- Chapman University
- Claremont Graduate University
- College for Financial Planning
- College of Europe in Bruges, Belgium
- Columbia Graduate School of Business, New York
- Dominican University
- George Washington
- George Washington University
- George Washington University
- Georgetown McDonough School of Business
- Georgetown University
- Georgetown University
- Georgetown University
- Georgetown University
- Hamline University School of Law (now known as Mitchell Hamline)
- Josef Korbel School for International Studies - University of Denver
- King's College London
- Loyola University Law School of Los Angeles
- Marylhurst University MBA
- Monterey institute for MA and university of Minnesota for JD
- New York University
- NewSchool of Architecture and Design
- North Park University, Chicago, IL - not graduate school but teaching degree
- Northern Illinois University
- Norwich University
- Pepperdine University School of Law
- Regent University, Claremont Graduate University
- Saint Mary's College of California and UC Berkeley
- San Joaquin College of Law
- SDSU, Michigan, Ohio State, UAlbany
- Seattle Pacific University
- Seattle Pacific University
- Stanford University
- Temple University
- The American University - Washington DC
- The Catholic University of America, washing DC
- The George Washington University

- The London School of Economics
- U.C. Davis School of Law
- UC Davis
- UC Santa Barbara
- UCLA
- UCLA
- UCSB Asian Studies
- University of California at Riverside
- University of Colorado at Boulder
- University of Denver
- University of Kent in Canterbury,
England
- University of Mainz, Germany
- University of San Diego School of
Law
- University of San Francisco
- University of Southern California
- University of Southern California
- University of the Pacific, McGeorge
School of Law
- University of the Pacific, McGeorge
School of Law
- University of Washington, Seattle
- US ARMY WAR COLLEGE
- USC
- USC for EDD and Cal State
Fullerton for MA in Pol Sci
- UT Austin
- Wheaton Graduate School
- Whittier Law School
- Whittier Law School
- Willamette Law (JD) and Arizona
State (MEd)
- Willamette University
- William and Mary
- William Mitchell College of Law
- Willamette University

Appendix F. Curriculum Map

Distinctives from the Philosophy of	Institutional Learning Principles/Goals	Departmental Outcomes	POL-10	POL-20	POL-30	POL-40	POL-105	POL-106	POL-108	POL-109	POL-110	POL-111	POL-112	POL-122	POL-123	POL-124	POL-126	POL-130	POL-131	POL-132	POL-133	POL-140	POL-141	POL-142	POL-190	
			Christian Understanding																							
Christian Practices and Affections																										
Broad Interdisciplinary and Critical Competence																										
Competence in Written and Oral Communication	Students will communicate ideas clearly in	I	I	I	I	M	D	D	M	M	M	D	M	M	M	M	M	M	M	M	M	M				
Research and Technological Skills	Students will use valid and established social			I	I	M	D		M	M	M	M	M	M	M	M							D	D		
Physical and Emotional Health																										
Creative Expression																										
Diversity and Global Awareness																										
Active Societal and Intellectual Engagement	Students will apply disciplinary knowledge in the	I	I	I	I						D	D													M	
Other																										

I - Introduce M - Mastered
D - Develop E - Evaluated

Appendix G. Political Science Department Mission Statement, Program Goals, and Student Learning Outcomes.

Mission Statement: The Political Science Department’s mission is to develop critically trained, politically knowledgeable, globally minded, and civically engaged citizens.

Program Goals:

- Critically trained
- Disciplinary knowledge
- Active social engagement
- Global focus
- Competence in written communication

Student Learning Outcomes:

- I. Students will apply disciplinary knowledge in the service of others. (Active social engagement).
- II. Students will communicate ideas clearly in their written work. (Competence in written communication).
- III. Students will use valid and established social science methodology in their research. (Critically trained).

Appendix H. Core Faculty Instructional and Advising Loads

Political Science Department Teaching Loads

	Covington Credit Hours	Knecht Credit Hours	Penksa Credit Hours	Non- tenure track credit hours	Dept. Student Credit Hours
2016-17	388	494	On Leave	144	906
2015-16	280	343	215	28	866

2014-15	Sabbatical	298	204	244	746
2013-14*	202	208	216	100	726
2012-13	292	608	168	28	1096
Total	1162	1951	803	544	4340
Avg	290.5	390.2	200.75	108.8	868

* Covington taught Europe Semester and Knecht was on leave in the Fall

Political Science Department Advising Loads

	Covington	Knecht	Penksa	Dept Total	Dept. Avg per Prof	College Avg Per Prof.
2017-18	17	25	2	44	14.7	14.41
2016-17	17	20	10	47	15.7	14.8
2015-16	12	11	11	34	11	14.59
2014-15	16	21	22	59	20	17
2013-14	24	10	10	44	15	17
2012-13	22	17	13	52	17	17
Totals	108	104	68	280		
Avg	18.00	17.33	11.33	46.67	15.56	15.80

Appendix I. Political Science Department, Race and Gender

Political Science Students' Race and Gender, 2013-2017	
Race	Gender

White	44	Male	28
Multi-racial	4	Female	37
Black or African American	1		
None Indicated	1		
Asian	5		
Hispanic/Latino	7		
Political Science Professors' Race and Gender, 2013-2017			
Race		Gender	
White	3	Male	2
		Female	1

[Appendix J.](#) Pre-Law Program 2013-12

WESTMONT



PRE-LAW PROGRAM

DATE: JULY 2, 2014

TO: MARK SARGENT, PROVOST
PATTI HUNTER, VICE PROVOST

FROM: JESSE COVINGTON, CAMPUS PRE-LAW ADVISOR

RE: PRE-LAW PROGRAM ANNUAL REPORT FOR 2013-2014

Pre-Law Events:

- March 27, 2014: “Law School 101: Is it for me? How to get in and how to pay for it” (Jim Gash, Pepperdine Law Professor and Global Justice Program Director)
 - Location: On-Campus
 - Organized by Campus Pre-Law Advisor
 - Sponsored by Pepperdine University School of Law and the Westmont College Pre-Law Program

- April 12th, 2014: Free Practice LSAT Examination
 - Location: On-Campus
 - Organized by the Office of Life Planning
 - Sponsored by the Office of Life Planning and Kaplan Test Prep

Other Pre-Law Advising Duties Performed:

- Providing one-on-one pre-law advising to the campus community.
- Informing students of law-related opportunities.
- Corresponding with and meeting with prospective students/parents who are interested in pre-law at Westmont.

Looking Ahead:

- I was abroad leading Westmont’s Europe Semester in the fall. As a result, the Pre-Law Program was less active this past year. Since I will be away on a sabbatical during the 2014-15 academic year, it would be beneficial to designate an alternate pre-law advisor for this time period. I would be happy to discuss possible candidates and help with the transition in the event one is selected.

- The Pre-Law Program did not expend any college funds this year, due largely to running fewer events and receiving external sponsorship for the March 27th event. If the Pre-Law Program could be regularly allocated \$300 per year for light refreshments at its events and other related costs, this would be beneficial.

Student Performance Data (5-year period, 2008-13):²

- Average LSAT Score: 158.50
 - Standard deviation of 6.70
 - c. 69th percentile among all LSAT-takers for 2013 test administrations
- Number of Westmont Alumni Enrolling in Law School, by Admissions Year:
 - 2008-9: **9**
 - 2009-10: **15**
 - 2010-11: **12**
 - 2011-12: **8**
 - 2012-13: **8**

- Matriculations by Law School Rank

Law School	U.S. News Rank³
Northwestern University School of Law	12
Cornell University Law School	13
University of California, Los Angeles, School of Law	16
George Washington University Law School	20
University of Minnesota Law School	20
Notre Dame Law School	26
University of California, Davis, School of Law	36

² This information is based on data provided by the Law School Admissions Council (LSAC). The LSAC releases data with roughly a one-year lag, such that the data for the 2012-13 admissions cycle was released in the spring of 2014.

³ Only the top 100 ranked schools are ranked here. Rankings are based on [U.S. News and World Report](#), 2014. Duplicate rankings reflect ties.

University of Colorado Law School	43
Pepperdine University School of Law	54
University of California, Hastings, College of the Law	54
University of Houston Law Center	58
University of Miami School of Law	61
University of Denver Sturm College of Law	68
American University Washington College of Law	72
Chicago-Kent College of Law	72
Lewis and Clark Law School	72
Loyola Marymount University, Loyola Law School	87
Seattle University School of Law	87
Northeastern University School of Law	93
Catholic University of America, Columbus School of Law	
Chapman University School of Law	
DePaul University College of Law	
Golden Gate University School of Law	
Phoenix School of Law	
Thomas Jefferson School of Law	
University of Idaho College of Law	
University of San Diego School of Law	
University of San Francisco School of Law	
University of the Pacific, McGeorge School of Law	

Western State University College of Law

Whittier Law School

- Admissions by Law School Rank

School	U.S. News Rank⁴
Northwestern University School of Law	12
Cornell University Law School	13
Georgetown University Law Center	13
University of Texas, Austin, School of Law	15
University of California, Los Angeles, School of Law	16
Washington University, St. Louis, School of Law	18
George Washington University Law School	20
University of Minnesota Law School	20
University of Southern California, Gould Law School	20
University of Washington School of Law	24
William and Mary Law School	24
Notre Dame Law School	26
Boston University School of Law	27
University of Georgia School of Law	29
Arizona State University, Sandra Day O'Connor College of Law	31
Wake Forest University School of Law	31
Boston College Law School	36

⁴ Only the top 100 ranked schools are ranked here. Rankings are based on [U.S. News and World Report](#), 2014. Duplicate rankings reflect ties.

University of California, Davis, School of Law	36
University of Illinois College of Law	40
University of Colorado Law School	43
Washington and Lee University, School of Law	43
George Mason University School of Law	46
Pennsylvania State University, Dickinson School of Law	51
Pepperdine University School of Law	54
University of California, Hastings, College of the Law	54
University of Connecticut School of Law	54
University of Houston Law Center	58
University of Miami School of Law	61
Loyola University of Chicago, School of Law	68
Seton Hall University School of Law	68
University of Denver Sturm College of Law	68
American University Washington College of Law	72
Chicago-Kent College of Law	72
Lewis and Clark Law School	72
University of Tulsa, College of Law	72
Loyola Marymount University, Loyola Law School	87
Seattle University School of Law	87
Northeastern University School of Law	93
Baylor University School of Law	

California Western School of Law
Catholic University of America, Columbus School of Law
Chapman University, Dale E. Fowler School of Law
Creighton University School of Law
DePaul University College of Law
Georgia State University College of Law
Golden Gate University School of Law
Gonzaga University School of Law
Hofstra University, Maurice A. Deane School of Law
John Marshall Law School
New England Law, Boston
New York Law School
Phoenix School of Law
Quinnipiac University School of Law
Saint Mary's University School of Law
Santa Clara University School of Law
Southwestern Law School
Stetson University College of Law
Suffolk University Law School
Syracuse University College of Law
Thomas Jefferson School of Law
Union University, Albany Law School

University of Hawai'i at Manoa, Wm. Richardson School of Law

University of Idaho College of Law

University of Missouri, Kansas City, School of Law

University of Montana School of Law

University of Oregon School of Law

University of San Diego School of Law

University of San Francisco School of Law

University of the Pacific, McGeorge School of Law

Western State University College of Law

Whittier Law School

Appendix K. Focus Group and Open-Ended Survey Responses

PS Alumni Focus Group

David Dry

Tyler Castle

Jarrett Catlin

Elizabeth Darlington

Sarah Davis

Mike Searway

Alex Willson

Prompt: With the perspective of some distance, what should political science at Westmont keep doing and what should we change?

Rigor is good. Keep the standards high. (Jarrett dissented as regards intro classes). More broadly, they felt helped through hard things in PTI; felt like they were drowning (w/o enough help) in SP's International Politics.

Short papers in political theory were really good professional preparation. Reading closely and learning to analyze concisely. Even more practice like this would be good.

Research paper guidelines in political theory were a big help (Alex). Used them all through undergraduate and grad school. Shared with others.

EPR was good at teaching us to read political science literature. The quantitative stuff was less helpful; group projects were not helpful.

Creating a classroom environment in which disagreement can be civilly debated is vitally important.

After graduating and coming to D.C., it was good to know we can go toe to toe in intellect and academic training with the Ivy League alums. But they have a vocabulary that we don't (more professionalized/ jargon/ trivia) that we had to play catch-up on ("different vocabulary" was a big part of this—resonated with multiple folks). Breaking the Westmont bubble more would help with this (global engagement, reading the Economist/Financial Times, etc.) Also, while Westmont is really supportive (good) Ivy Leaguers act like they're proving themselves from the gate.

2018 Student Survey

Open-ended Strengths of the Department

- The size of the department and the opportunities that allowed.
- Offering a variety of classes with a limited amount of professors
- I think the POL department is excellent at producing creative, analytical problem solvers by instilling an unquenchable thirst for knowledge and information in the students. I also think the POL department is pretty good at presenting both sides of arguments.
- Faculty are well educated
- Discussion, Fellow students
- The faculty's knowledge base and dedication to their students; Ability to instill critical thinking capacities in students; rigorousness of coursework
- Faculty
- The professors are very passionate, dedicated and knowledgeable. I feel like I am learning from very reliable sources.
- The department is great at pushing the students to excel beyond what they previously believed they could do. It cultivates careful analysis, awareness of complexity, and exponentially increases writing skills.
- Major strengths include the quality professors and their commitment to student success through individual-specific help with scheduling, class projects, etc. I also appreciate the availability of a variety of different classes each semester.
- "good relationships with students
- good courses offered"
- The commitment to faith and learning are commendable.

Weaknesses of Department

- More variety of classes.

- have a few classes that are not in the afternoon.
 - I think the POL department lacks in the area of helping students prepare for careers after college. This could be improved by inviting students to be a part of their research, or by helping students connect with alum or other contacts in areas that they are interested in after graduation. The POL professors are excellent academics, but don't always seem like they have connections with the policy world. If this is not the case then please reach out to me (Tanner Begin).
 - There is a clear bias to the left in the department. There is a lack of conservative voices with faculty and students.
 - "- Capstone or concluding course
 - Prepping us to apply for jobs or grad school
 - Better course availability/ more flexible major requirement"
 - Career development; Capstone class; Availability of classes (or at least consistency with online materials for Program Evaluation requirements)
 - Variety of courses offered
 - More communication between the students and the faculty.
 - "In my experience, the department has to serve two groups of students. There are some students that will do 110%, and there are some students who never do the reading. So I've found that, no matter what, one (sometimes both) groups of students are unhappy, or cause the other group to be unhappy.
-
- Sometimes feedback is not specific enough, which can be really discouraging for students trying to improve their grade.
 - The department generally assigns a massive amount of work. I am so glad that I did it, but I felt that it got a little ridiculous at times.
 - Sometimes, faculty clearly has a favorite student or two. That's probably bound to happen, but it's not good when it's obvious.
 - There is little to no exposure to careers related to political science. Usually, professors just discourage students from becoming lawyers. There's no talk about what else you could do, really.
 - I know that professors more overworked than students are, but it would be nice if professors occasionally expressed interest in the well being or career that their students will take. Not just a passing question, but actually investing time and attention into students. To my knowledge, only two professors have ever done so for me, and only one of them was from the PoliSci department.
 - It would be potentially beneficial to have more department events so that poli sci majors can get to know each other across the different years and interests so that mentoring and innovative collaboration would happen more regularly/naturally.
 - "offer the courses that are listed on the website and the catalogue
 - offer more courses "

- The Fog of War was shown too many times. Perhaps assign it for extra-credit, but forcing students to watch the movie multiple times can get repetitive and I didn't really get much from it the third/forth time around.

2018 Alumni Survey

Open-ended Strengths of the Department

- "The political theory program in general. The emphasis on original research and quantitative analysis was helpful."
- The faculty are by far the greatest strength of the Political Science department. Their commitment to teaching and their willingness to pour into students was the most influential part of my time in the Political Science Department. Without the faculty, I might have walked away from my faith as I discovered all the ways the evangelicalism I was raised with had neglected the social and political realities of the USA and the world, but because I had faculty who were willing to walk alongside me as I questioned, I was able to discover that the God of Christianity was bigger than American evangelicalism, and that the Church has a role to play in pursuing justice in the world as we wait in the tension of the already/not yet of the Kingdom of God. I really appreciate that a course on empirical research was a requirement for majors, as I have found that not all universities require this. Covington's courses on political theory were extremely influential on my ability to think critically and write succinctly. They remain some of the most important and formative academic experiences of my life, and played a huge role in preparing me for grad school.
- The program was rigorous and challenged students to think deeply, interact with a range of theoretical texts and current events and prepared us to become life-long learners.
- Dr. Knecht & Dr. Covington genuinely cared for their students and wanted to see them succeed. The degree was rigorous in reading and writing and while I disliked that about the major at the time, I feel that those aspects of the degree are what significantly increased my knowledge in the subjects. Also, presidential election and congress were great classes!!
- Great core faculty (some adjunct classes were not as strong). Professors were passionate about the classes they taught and the students. Small classes led to great discussions and debates.
- "-Relationship with the faculty -how faculty pushed students points of view but allowed students to reach their own conclusions -Integration of faith into the discussions"
- academic rigor and community

- "The Political Science department at Westmont should be heavily touted for its excellence by the school's marketing and recruitment teams. I was much more prepared for the academic rigor of my master's program than other students who had attended undergraduate institutions with more name recognition than Westmont.
- The PoliSci department demands very high quality out of their students and the results are graduates with top-notch analytical skills, writing abilities, and depth of knowledge. This is due not just to the classroom expectations, but the high caliber of the faculty. I was mentored so effectively by all three of the professors.
- It is not an exaggeration to call Westmont's PoliSci program ""elite"". I hope that it soon gains the recognition it deserves. "
- Faculty were great (academically rigorous, very approachable, great mentoring). Small class sizes. Strong focus on both theory and empirical analysis and the relationship between the two. And great focus on reading and writing.
- Strong focus on critical thinking, theory, and writing
- The professors care about the subjects they are teaching. They expect a lot out of their students. It sometimes makes the major harder than most majors on campus, but it makes a difference in the passion that I have seen developed in the students. I felt personally connected to the major and the professors, which is rare for college students.
- I believe the greatest strength was in the quality of the faculty. Small class size but also personal passion of the professors to most of the subject areas they taught greatly motivated me to take personal interest in the subjects, as well.
- "1. Faculty-student relationships 2. Flexibility/individualization of degree structure 3. Ability to specialize through independent studies/major honors 4. Student cohesion "
- There was a diverse curriculum, offering many areas of study within the larger department of political science. The faculty provided challenging, yet balanced, study in their courses. There is a reputation for rigor in this department, and I think that is a good thing and should remain. With high expectations, students come to meet those standards in their studies, writings, and presentations.
- Teaching writing skills, how to conduct research, how to apply theories, how to create own arguments.
- Academic rigor; one of the reasons why I chose PS as my major was that it had one of the most difficult sets of coursework at Westmont. Whenever I took classes in other majors like Philosophy or EB I felt like I barely had to try in the course. Another strength when I was at Westmont was the way that the faculty demonstrated an acute interest in getting to know students as more than just pupils. The classroom environment was more engaging and motivating as a result.
- Faculty
- Academic Rigor
- Faculty
- Difficulty- trial by fire but also relationships with professors
- Demanding course load with stimulating content. Small class sizes. Engaging professors.

Weaknesses of Department

- There wasn't much coursework on non-Western political economies.
- I would say that the department could improve specifically in terms of career counseling and helping students find internships while at Westmont. I also think that a course in comparative or international political economy should be required for majors. The department could also do a better job of expanding syllabi to include works by political theorists and scientists who are not European, expanding the international course listings to include topics not focused exclusively on Europe and/or the EU, and expanding the faculty to include professors who are not European-American.
- The program created a meaningful foundation, however, it was difficult to utilize what was learned after graduating in making career choices.
- More post college conversations about careers and professional opportunities beyond academics.
- -It was hard to find a path for me outside of getting a JD. It would be great to see more options modeled.
- More emphasis on social justice and program/policy evaluation
- The only area of improvement I would suggest for the department is to see what can be done to increase the classroom offerings available to students. Obviously, this is difficult with a department with such a small staff. However, I believe that there is a solid enough alumni base that Westmont could recruit incredible adjuncts to fill in some extra class offerings.
- More opportunities for writing both short-term projects and publishable projects would be helpful. Building those projects into the curriculum for credit might be advantageous.
- An increased focus on skills that can be applied in jobs. For example, many government jobs require an in-depth knowledge of Microsoft products like Microsoft excel. Teach students to use excel to gather manage data and analyze it. Also teach students to visualize data with market tools (tableau, power BI, etc.) as many businesses now make data-driven decisions and data visualization is a key component of that.
- I am very detailed oriented, so I did not need a lot of help with course advising. However, I think the department could provide more clarity on when and how often some courses are offered. Also, all power to Dr. Covington, but for non-polisci majors I think Political Theory and Ideology is MUCH harder than its opposing GEs and that is not clear to incoming students.
- I believe improvements could be made in career counseling within the major.
- In looking at my graduate student course load, I think that a "graduate school track" could be helpful as an addendum to any of the existing tracks. Ideally this track would include additional quantitative training and research methods courses . I also think that the ISD track should include some sort of history requirement that could be regionally specific depending on your area of interest.

- I believe there were many missed opportunities about how to critically engaged in the political science material as a Christian. Especially given we are a liberal arts college, it is important that we engage in different theories, events, and issues, not only as students of political science, but as disciples of Jesus. Its important that Westmont understands its responsibility of graduating political science majors every year that will not only pursue work in politics, but bring with them their commitment to Jesus. Therefore, I believe its critically important that the Political Science classes create the space to critical engage in Christian thought as it relates to political issues.
- Help with taking standardized tests
- It would have been nice if more PS students participated in the annual Speech Tournament. I think a lot of PS majors could do very well and there is a direct connection between many famous speeches and PS. I'm not sure if this improvement is possible but one of the things I was disappointed in is how certain students would pick the easiest courses they could to avoid difficult classes. I know I had fellow PS majors who had a very different PS experience because they intentionally took courses they believed would give them the best chance at a good grade rather than taking courses to challenge themselves and expand their horizons. Another improvement I think could be made is in challenging students with dogmatic political opinions to review their opinions through a Christian lens. Many students brought opinions to the classroom that existed in stark contradiction to Christian principles. One example was when a student believed that the use of nuclear weapons should always be an option on the table especially during diplomatic negotiations. I'm not an expert but I don't think killing hundreds of thousands of non-combatants aligns very well with Christian principles.
- "- Better connecting students with alumni
 - More analysis of industry from a political lens. Given that many students will be entering into the private sector, equipping students with the skills to critically analyze the political structures & value judgements inherent within the organizations they will be working for would be beneficial."
- I thought the advising was only ok. There are not many connections past the school for jobs. Wish there was better engagement with alumni. Also, my year in particular was kind of abandoned by the professors going off campus every year. However I very much enjoyed the department and my education.
- More course options that appeal to non-major students. It would have been fun to have had more GE classes with non-political science majors.

Appendix L. Political Science Internships

<u>Year</u>	<u>Student Name</u>	<u>Organization</u>

F2010	Jameisha Washington	Nuclear Age Peace Foundation
F2010	Courtney Dixon and Kurt Walker	Santa Barbara Institute on World Affairs
F2010	Harrison Touw	Congresswoman Lois Capps
F2010	Evelyn Martin	Maho & Prentice, LLP
F2010	Tyler Sonksen	Santa Barbara Superior Court
S 2010	Baker, Delency	Carpinteria-Summerland Fire District
S 2010	Campbell, Amanda	Young America's Foundation
S 2010	Everly, Lauren	Mesothelioma Applied Research Found.
S 2010	Grigsby, Phillip	Office of Congresswoman Lois Capps
S 2010	Lin, Fong	Reality
S 2010	Madrazo, Jared	Department of Military Science
S 2010	Parizeau, Monique	Muscular Dystrophy Ass
S 2010	Pineda, Sally	City of Carpinteria
S 2010	Stetz, Erica	Destined for Grace
	Scott MacDonald	Cohn Stewart (law firm
	Erica Johnson	Public Defenders
	Raquel Chave	Legal Aid Foundation
F2012	Samuel Bowler	California Republican Party
F2012	Vicky Hernandez	The Set Free Movement/ Not For Sale
F2012	Jesse Alvarez	American Action Network
F2012	Noah Fields	American Action Network
F2012	Sammy Bennett	American Action Network
F2012	Matthew Shiney	Young America's Foundation
F2014	Andrew Boyd	Child Hope International
F2014	Michael Joens	Westmont Office of Risk Management
F2014	Christian Hatchett	Nuclear Age Peace Foundation
F2014	Chris Costenbader	Together We Rise
F2014	Madison Serrano	KEYT Television
F2015	Beauchamp	Oregon Board of Massage Therapy

F2015	Carlson	Alliance for Education
F2015	Christenson	Law Offices of G John Jansen
F2015	Donahoe	Brown & Sterling
F2015	Dry	Office of U.S. Congressman Darrell Issa
F2015	Jaren	Made In A Free World (Fair Trade Fund Inc)
F2015	Newcomb	Responsible Sourcing Network
F2015	Rogers	Asante Africa Foundation
F2015	Saleh	Congressman Adam Schiff's District Office
F2016	Elias, Peter	American Red Cross
F2016	McMahon, Michelle	Nuclear Age Peace Foundation
F2016	Catron, Rebekah	SB Superior Courthouse
F2016	Baker, Terri	Destined for Grace
F2016	Shull, Greer	Storyteller Children's Center
F2017	Brudi, Nolan	Hal Conklin Mayoral Campaign
F2017	Joy Ferguson	Nuclear Age Peace Foundation
F2017	Joy Ferguson	Congressman Salud Carbajal District Office
F2017	Lauren McCoy	Davies Public Affairs
F2017	Eliana Morgan	County of Santa Barbara District Attorney's Office
F2017	Jenna Catalon	ShelterBox USA
F2017	Mykaela Delgado	Snyder Law Firm

Political Science Department 6 Year Report

Library Section

Liaison:

The liaison for the Political Science Department has changed once over the last six years. Savannah Kelly was liaison until the end of 2013/14. After she left the College, Lauren Kelley took over as liaison.

Instruction:

The chart below shows the instruction sessions the Library has provided for the Department over the last six years. We hope to continue partnering with the Department in providing instruction sessions for students in these and other relevant classes.

	Total Sessions	Course Number	Semester	Course Title	Faculty Member	Librarian	Number of students
2017-2018	9	POL-010	Spring	American Government	Tom Knecht	Lauren Kelley	27
		POL-020	Fall	International Politics	Kate Bryant	Lauren Kelley	33
		POL-020	Spring	International Politics	Kate Bryant	Lauren Kelley	30
		POL-040	Fall	Empirical Political Research	Kate Bryant	Lauren Kelley	13
		POL-111	Spring	American Foreign Policy	Tom Knecht	Lauren	19

						Kelley	
		POL-124-1	Fall	International Development	Kate Bryant	Lauren Kelley	11
		POL-141/KNS-141	Fall	Politics of Sports	Tom Knecht	Lauren Kelley	20
		POL-150-1	Spring	International Political Economy	Kate Bryant	Lauren Kelley	6
		POL-150-2	Spring	Theories of Internatational Relations	Kate Bryant	Lauren Kelley	6
2016-2017	2	POL-131	Fall	Modern Political Theory	Jesse Covington	Lauren Kelley	15
		POL 040-1	Fall	Empirical Research Methods	Tom Knecht	Lauren Kelley / Jana Mayfield Mullen	14
2015-2016	3	POL-040	Fall	Empirical Political Research	Tom Knecht	Lauren Kelley	14
		POL-020	Fall	International Politics	Susan Penksa	Lauren Kelley	13
		POL-126	Spring	Sex, Gender and Power	Susan Penksa	Lauren Kelley	17

2014-2015	3	POL-040	Fall	Empirical Political Research	Tom Knecht	Lauren Kelley	13
		POL-020	Fall	International Politics	Susan Penksa	Lauren Kelley	14
		POL-122-1	Spring	European Politics	Susan Penksa	Lauren Kelley	4
2013-2014	2	POL 126	Fall	Sex, Gender and Power	Susan Penksa	Savannah Kelly	not available
		POL 020	Fall	International Politics	Susan Penksa	Savannah Kelly	not available
2012-2013	3	POL 020	Fall	International Politics	Susan Penksa	Savannah Kelly	14
		POL 040	Fall	Empirical Political Research	Tom Knecht	Savannah Kelly	18
		POL 108	Spring	Congress	Tom Knecht	Savannah Kelly	45

Resources purchased:

The chart below shows the expenditures and total amount of titles purchased by the library for the Political Science Department over the last six years. An evaluation of the print collection in the library and currently purchased resources will be happening in 2018/19 and it is hoped the Department would partner with the library on this endeavor.

Year (total	books/media	books/media	standing	standing	journals	journals	eresources	eresources
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library book budget)	(cost)	(number)	orders (cost)	orders (number)	purchased (cost)	purchased (number)	purchased (cost)	purchased (number)
2017-2018 (42,000)	1449.59	48	1167.25	5	5053	5	13901.59	6
2016-2017 (42,000)	1833.11	66	768	3	4644	5	13433.5	6
2015-2016 (45,000)	1424.14	47	1151	5	2216	5	12414.48	6
2014-2015 (45,000)	1342.06	32	1306	4	2082	5	11896.14	6
2013-2014 (41,000)	1226.34	32	1036	5	2933	6	11179.7	6
2012-2013 (47,800)	1110.46	23	692	3	2505	6	7002.61	5

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Journals/# of Full-Text Articles Accessed						
American Journal of Political Science	574	626	dropped for low usage			

APSA Bundle (includes PS and Am. Pol. Sci. Review)	932	1119	1119	1354	1489	1642
Comparative Politics	107	225	(previous year was a 2 year subscription)	145	148	157
International Studies Quarterly (comes with: Foreign Policy Analysis, International Political Sociology, International Studies Perspectives, International Studies Review)				2126 (Started at request of Penska)	2264	2411
Journal of Politics	316	332	332	dropped due to low usage		
Legislative Studies Quarterly	355	377	377	427	453	510
Public Opinion Quarterly	221	254	254	290	290	333
Databases/# of Searches						
Annual Review of Political Science	206.85	moved to part of Annual Reviews subscription				
Columbia International Affairs Online	800.00	815	899.00	899.00	953	1021.28

(CIAO)						
FT.com (Financial Times)		2,055.75	2,730.00	3,009.00	3118	3234
ICPSR		1,680.00	1,680.00	1,680.00	1777.6	1777.6
ProQuest (CSA) PAIS	2,874.00	3,109.05	3,050.00	3,172.00	3602.38	3746.47
ProQuest (CSA) Worldwide Political Science & Government Abs.	1,605.76	1,719.90	1,687.14	1,754.48	1992.53	2072.24
RoperCenter	1,716.00	1800	1,850.00	1,900.00	1990	2050
List of Standing Orders						
ALMANAC OF AMERICAN POLITICS		115		125		141.25
AMERICA VOTES		233		268		268
CONGRESS AND THE NATION			393			
CONGRESSIONAL DISRICTS: A PORTRAIT OF AMERICA						
CQ's politics in America						
SIPRI YEARBOOK ARMAMENT DISARMAMENT AND INTERNATIONAL SECURITY	199	185	185	165	160	130
STATESMAN'S YEARBOOK	310	325	350	370	375	375

SUPREME COURT REVIEW						
WASHINGTON INFORMATION DIRECTORY	183	178	193	223	233	253