MISSION STATEMENT
Political Science is the systematic study of politics. Politics influence how people and institutions exercise and resist power. Political Science, therefore, is concerned with how nations and communities are governed and who governs them.

Departmental faculty members have as their mission the engagement and enlightenment of their students, professional colleagues, and fellow citizens about the nature of politics. For this reason, the department emphasizes high achievement by each of its faculty members in teaching, scholarship, and professional service. Regarding its teaching mission, the department aims to 1) assist students to secure a broad education in the social sciences and humanities, 2) equip students with the foundations of citizenship and the capacity to participate effectively in politics, 3) prepare students to pursue careers in local, national, and international politics and governance, 4) prepare students to teach government in middle and secondary schools, and 5) prepare students to continue their study of politics at the master’s and doctoral level and law school.

DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES
Alignment of the Political Science program and teaching goals with UM’s mission of “Education for the Global Century.” The department formally recognizes student-learning goals as the development of the following knowledge bases and skills:

1. Substantive knowledge of the five subfields of political science of the discipline: American government, comparative government, international relations, and political theory: 1) American government, politics, and public law, 2) comparative government and politics, 3) political theory, 4) international relations, and 5) public administration. (Partnering for Student Success; Education for the Global Century; Discovery & Creativity to Serve Montana & the World; Dynamic Learning Environment: Along with a general PSCI major, the undergraduate program includes four 40-credit specialty areas (options in American politics, international relations and comparative politics, public administration, and public law), and a combined Political Science-History major for those planning to teach social studies in middle schools and high schools. These specialty areas allow students the option of focusing their political studies in areas related to their career goals.)

2. Develop communication skills, including expository writing and oral expression. (Partnering for Student Success; Education for the Global Century; Discovery & Creativity to Serve Montana & the World: Nearly all of the lower division introductory courses (PSCI 210, 220, 230, 250) use analytical essays and/or short research papers to assess students’ writing skills. All upper-division political science courses have incorporated graded writing assignments and many have active learning components that assess student verbal skills such as oral reports and written work.)
3. **Develop problem-solving skills, including analysis and synthesis, critical discernment, and quantitative reasoning.** (Partnering for Student Success; Education for the Global Century; Discovery & Creativity to Serve Montana & the World; Dynamic Learning Environment: PSCI graduate and undergraduate students are encouraged to study abroad. For a number of years the department has sponsored a popular summer Study in Mexico program regularly attracting students from the University of Montana, Montana State University in Bozeman and even Montana residents enrolled at colleges and universities outside the state. Additionally, the department has actively participated in the development of two new multidisciplinary minors, International Development Studies (IDS) and Global Public Health (GPH). The alignment between political science program requirements and IDS, GPH, and area studies minors permits students to take full advantage of the opportunities to participate in these multidisciplinary learning experiences.)

4. **Develop research skills, including designing and implementing projects.** (Partnering for Student Success; Education for the Global Century; Discovery & Creativity to Serve Montana & the World; Dynamic Learning Environment: PSCI faculty have developed new GLI courses, regularly supervise students from the Honors College on research projects, and mentors grads and undergrads in presenting their research at in-state & out-of-state conferences.)

5. **Develop citizenship skills, including informed opinions and competency in political participation.** (Partnering for Student Success; Education for the Global Century; Discovery & Creativity to Serve Montana & the World; Dynamic Learning Environment.) Several PSCI faculty members teach the GLI capstone seminars and act as research mentors. In addition, many PSCI Department’s courses have active learning components that help students develop citizenship skills. In American Political Participation, students plan and carry out participant-observation studies in political settings such as city council meetings and get-out-the-vote efforts. The European Union course features a sustained simulation of the European Parliament, the International Law and Organizations course has a mock World Court hearing and the Public Administration course requires students interview public administers to apply what they learn to practice. Model UN is both an active-learning course in which students represent countries on UN committees and a service-learning course in which they staff committees at the annual Montana Model UN High School Conference.)

### STUDENT LEARNING GOALS AND MEASUREMENT TOOLS

<p>| 1. Substantive knowledge of the five subfields of political science of the discipline: American government, comparative government, international relations, and political theory: 1) American government, politics, and public law, 2) comparative government and politics, 3) political theory, 4) international relations, and 5) public administration. | Successful completion (a grade of C or above) of PSCI 210 Introduction to American Politics; PSCI 220 Introduction to Comparative Politics; PSCI 230 Introduction to International Relations; PSCI 250 Introduction to Political Theory | Successful completion of four upper-division political science courses in four of the five subfields of the discipline | M.A. Comprehensive Written Exams in four subfields: American Govt., Comparative Politics, International Relations, and Political Theory; M.P.A. Portfolio Review | Exit Survey of PSCI undergrad |</p>
<table>
<thead>
<tr>
<th></th>
<th>Develop communication skills, including expository writing and oral expression.</th>
<th>Nearly all of the lower division courses (PSCI 210, 220, 227, 230, 250) use analytical essays and/or short research papers to assess students’ writing skills.</th>
<th>All upper-division PSCI courses have incorporated graded writing assignments &amp; many have active learning components that assess student verbal skills (i.e. oral reports)</th>
<th>Tracking student grades in PSCI400, Political Science writing increment</th>
<th>Exit Survey of PSCI undergrads</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Develop problem-solving skills, including analysis and synthesis, critical discernment, and quantitative reasoning.</td>
<td>Course assignments, tests, &amp; student consultation with faculty in UG &amp; G courses is the primary means of assessing student knowledge &amp; skills.</td>
<td>Exit Survey of PSCI undergrad &amp; grads</td>
<td>Successful completion of MA Professional Papers and/or MPA Portfolios</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Develop research skills, including designing and implementing projects.</td>
<td>Most upper-division 300/400 level courses assign a final paper/project as the primary means of assessing student research skills.</td>
<td>Successful completion of e.g. PSCI 498 Research Goals &amp; Methods and/or 492/596 Independent Study</td>
<td>Successful completion of MA Professional Papers and/or MPA Portfolios</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Develop citizenship skills, including informed opinions and competency in political participation</td>
<td>Successful completion of e.g. PSCI 498/598 Internship</td>
<td>Successful completion of e.g.: PSCI 337 Model Un; PSCI 463 Development Admin., PSCI 443 Politics of Social Movts.; PSCI 341 Political Parties &amp; Elections among others (list more?)</td>
<td>Exit Survey of PSCI undergrads &amp; grads</td>
<td></td>
</tr>
</tbody>
</table>
### RESULTS AND MODIFICATIONS

<table>
<thead>
<tr>
<th>Exit Survey of PSCI Seniors Competency (see appendix #2 and #3)</th>
<th>Based on our discussion of recent exit-survey results, the Political Science faculty notes that undergraduate student assessment of the Department’s contribution to writing, research, and oral competency consistently falls between 3.76 and 4.40. To maintain and improve the scores, the faculty will continue offering a limited number of upper-division seminars (enrollments of 15 to 20 students) and the tutorial-based PSCI 400, Advanced Writing in Political Science. The faculty recognizes that one way to improve citizenship learning objectives is providing students with a quality internship experience. To improve student experience in internships, the Department will annually review its performance standards for grad and undergrad student interns. In addition, the Department recognizes that an increase in tenure-track faculty would permit the Department to respond systematically and effectively to the growing number of undergrad PSCI majors choosing the Public Law, International Relations/Comparative Politics, and Public Administration options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 400 Writing in Political Science grades (see appendix #4)</td>
<td>The Department partly assesses writing skills based upon results from a one-credit course: Advanced Writing in Political Science (required of all Political Science majors). This course is taken in conjunction with an upper-division Political Science course so that the special writing project can focus on the content of the co-requisite course under the tutelage of that course’s instructor. PSC 400 can be taken three times each, and instructors are urged not to accept more than ten PSC 400 students a semester. The grades awarded to PSC 400 students, all late junior and senior Political Science majors, between Fall 2008 and Spring 2014 suggest a high level of performance, but also suggest that the Department should continue to monitor (at its annual retreat) whether each instructor is proceeding with approximately the same performance expectations and grading system.</td>
</tr>
</tbody>
</table>

### APPENDICES

1. PSCI Undergraduate Curriculum Map of Outcomes/ Courses
2. Graduating Senior PSCI Exit Survey Tool
3. Graduating Senior PSCI Exit Survey Tool Results 2008-2014
4. PSCI 400 Grades: 2008-2014
5. Political Science Knowledge & Expository Writing assessment exam (to be administered AY 14/15)

### FUTURE PLANS FOR CONTINUED ASSESSMENT

Political Science Department will continue administering the graduating senior exit survey and track the PSCI 400 writing grades. The PSCI Department has reviewed the graduate student exit survey, and plans to administer the survey when MA and MPA students complete their graduation papers. Lastly, the Department has reviewed and revised our Political Science Knowledge & Expository Writing assessment exam (see appendix 5). The Department will be administering the PSCI Knowledge and Expository Writing exam to freshman and senior Political Science majors during AY 14/15 and AY 15/16.
SURVEY OF GRADUATING POLITICAL SCIENCE SENIORS

INSTRUCTIONS: Please respond only once to this survey; return it with your course evaluation.

For the first six questions, please circle the number for the response which most closely reflects your opinion.

1. To what extent did the UM political science program assist you in developing your writing skills?
   Very _______________________ A Great
   Little  1  2  3  4  5 Deal

2. To what extent did the UM political science program assist you in developing your research skills?
   Very _______________________ A Great
   Little  1  2  3  4  5 Deal

3. To what extent did the UM political science program assist you in developing your oral communication skills?
   Very _______________________ A Great
   Little  1  2  3  4  5 Deal

4. To what extent did the UM political science program assist you in developing your analytical and critical thinking skills?
   Very _______________________ A Great
   Little  1  2  3  4  5 Deal

5. To what extent did your UM political science education prepare you for citizenship practices such as voting, volunteering for political and community work, understanding current political events, contacting public officials, endorsing candidates, and speaking/testifying at governmental hearings?
   Very _______________________ A Great
   Little  1  2  3  4  5 Deal

6. To what extent did your political science education provide you with a good understanding of the major fields of political science?
   Very _______________________ A Great
   Little  1  2  3  4  5 Deal

7. In your PSCI classes, have you ever given an oral presentation? __Yes  __No

8. In your PSCI classes, have you ever participated in debates or simulations? __Yes  __No

9. In your PSCI classes, have you ever participated in community-service activities? __Yes  __No

10. Have you ever had a PSCI-related internship? __Yes  __No
11. Have you ever participated in PSCI-related extra-curricular activities such as Pi Sigma Alpha or Model United Nations? __Yes __No

12. Overall, have you been satisfied with the quality of faculty advising in the PSCI Department? __Yes __No

If you wish, evaluate below the advising and education you received in the PSCI Department:

PSCI Faculty:

Please invite graduating PSCI MAJORS to complete and submit this form at the time they complete course evaluations. Please return extra surveys in Course Evaluation Envelope.

Thanks!

Karen
STUDENT LEARNING GOALS (no change)

MEASUREMENT OF GOALS (addendum)

Measuring what students have learned about Political Science and the academic skills they have developed is accomplished in several ways. The beginning assumption is that academic professionals who understand their substantive field can competently evaluate student achievement. Course assignments, tests, and student consultation with faculty are the ordinary and primary means of assessing student knowledge and skills. The norm in upper-division classes is to require students to undertake substantial writing assignments. There is also a clear preference for requiring students to submit to Socratic give-and-take – e.g., in class regarding oral reports and written work to allow for supportive but critical questioning from the professor and fellow students and, occasionally, out of class during oral examinations. The primary obstacle to engaging this format in robust fashion is class size.

The department has also measured student knowledge and skill development by an exit survey completed by graduating seniors. This survey asks students to rate on a five-point scale (5 = “a great deal”) the extent to which the political science program assisted them in developing five competencies. The results for 2006 (n=12), 2007 (n=56), 2008 (n=48), 2009 (n=40), 2010 (n=42), 2011 (n=39), 2012 (n=29), 2013 (n=46) and 2014 (n=45) student surveys are set out below:

<table>
<thead>
<tr>
<th>Competency</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>3.75</td>
<td>4.04</td>
<td>3.75</td>
<td>3.76</td>
<td>3.90</td>
<td>3.54</td>
<td>3.97</td>
<td>4.13</td>
<td>3.93</td>
</tr>
<tr>
<td>Research</td>
<td>3.66</td>
<td>3.93</td>
<td>3.73</td>
<td>3.75</td>
<td>3.86</td>
<td>3.77</td>
<td>4.00</td>
<td>3.96</td>
<td>4.04</td>
</tr>
<tr>
<td>Oral expression</td>
<td>3.50</td>
<td>3.57</td>
<td>3.73</td>
<td>3.46</td>
<td>3.17</td>
<td>3.62</td>
<td>3.62</td>
<td>3.63</td>
<td>3.76</td>
</tr>
<tr>
<td>Analysis</td>
<td>4.08</td>
<td>4.23</td>
<td>4.23</td>
<td>4.15</td>
<td>4.29</td>
<td>4.00</td>
<td>4.32</td>
<td>4.41</td>
<td>4.40</td>
</tr>
<tr>
<td>Citizenship</td>
<td>3.75</td>
<td>3.91</td>
<td>3.83</td>
<td>3.76</td>
<td>4.02</td>
<td>3.38</td>
<td>3.89</td>
<td>3.98</td>
<td>3.76</td>
</tr>
<tr>
<td>Knowledge</td>
<td>4.00</td>
<td>4.21</td>
<td>3.92</td>
<td>3.85</td>
<td>4.26</td>
<td>3.82</td>
<td>4.00</td>
<td>4.51</td>
<td>4.22</td>
</tr>
</tbody>
</table>

The 2006 through 2010 survey instruments contained five additional questions about PSCI teaching practices, and the 2010 and 2011 surveys also asked about advising by the PSCI faculty. The questions and the responses received are presented below.

- Have you ever given an oral presentation?  
  2009% Yes: 83 No: 17 2010% Yes: 90 No: 10 2011% Yes: 97 No: 3 2012% Yes: 90 No: 10 2013% Yes: 93 No: 7 2014% Yes: 96 No: 4

- Have you ever participated in debates/simulations?  
  2009% Yes: 88 No: 12 2010% Yes: 100 No: 0 2011% Yes: 87 No: 13 2012% Yes: 100 No: 0 2013% Yes: 82 No: 18 2014% Yes: 98 No: 2

- Have you ever participated in community service?  

- Have you ever had a PSCI-related internship?  

- Have you participated in PSCI-related extracurricular activities such as Pi Sigma Alpha or Model UN?  

- Have you been satisfied with the quality of PSCI advising?  
  2009% Yes: n/a No: n/a 2010% Yes: 88 No: 13 2011% Yes: 92 No: 8 2012% Yes: 83 No: 17 2013% Yes: 87 No: 13 2014% Yes: 82 No: 18

PROGRAM MODIFICATION (addendum)

Based on our discussion of recent exit-survey results (especially since 2007 when the sample size was larger and represented approximately 55 percent of our graduates), the Political Science faculty notes that student assessment of the Department’s contribution to writing, research, and oral competency consistently falls between 3.0 and 4.0. To maintain and improve these scores, the faculty recommits itself to offering a limited number of upper-division seminars (enrollments of 15 to 20 students) and the tutorial-based PSCI 400, Advanced Writing in Political Science. However, to address its student learning goals more effectively through individualized instruction, the department must be authorized to increase its complement of tenure-track faculty (stuck at nine for over 30 years – a period
when the number of Political Science students increased by 40 percent and the size of the typical upper-division class ballooned to 40). An increase in tenure-track faculty would also permit the Department to respond systematically and effectively to the low level of student participation in internships and community-service activities, although good efforts have included Model United Nations and our affiliation with the Washington Center. The faculty is pleased to note the very positive marks students are giving our efforts in personalized student advising, a major undertaking because each faculty member meets with 40+ advisees twice per year.
# Learning Outcomes

| Learning Outcome                                                                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|--------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| a. Prepare students for careers                                               | x | x |   |   | x |   |   |   | x |   |    |    |    |    |    |    |    |    |    |    |    |    |    |
| b. Develop competence in **American Govt & Politics**                         | x | x | x | x | x | x | x | x | x |   |    |    |    |    |    |    |    |    |    |    |    |    | x   |
| c. Develop competence in **Public Administration**                           | x |   | x |   |   | x |   |   |   | x |    |    |    |    |    |    |    |    |    |    |    |    |    |
| d. Ability to conduct research & evidence-based analysis                      | x | x | x | x | x | x | x | x | x |   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   |
| e. Ability to recognize & address ethical questions                           | x | x | x | x | x | x | x | x | x |   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   |
| f. Understand global context & future implications for global issues          | x |   | x |   |   | x |   |   |   | x |    |    |    |    |    |    |    |    |    |    |    |    |    | x   |
| g. Ability to communicate effectively, orally & in writing                    | x | x | x | x | x | x | x | x | x |   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   |
| h. Develop critical thinking & analytical reasoning skills                    | x | x | x | x | x | x | x | x | x | x | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   |
| i. Develop teamwork skills & ability to collaborate with others               | x | x |   | x |   |   | x |   |   |   | x   |    | x   |    |    |    |    |    |    |    |    |    |    |    |
| j. Ability to locate and evaluate information from multiple sources           | x | x | x | x | x | x | x | x | x |   | x   | x   | x   | x   | x   | x   |    |    |    |    |    |    |    |
| k. Ability to apply knowledge & skills to real world settings                 | x | x | x | x | x | x | x | x | x |   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   |
| l. Develop civic & community knowledge, participation, & engagement          | x | x | x | x | x | x | x | x | x | x | x   | x   | x   | x   | x   | x   |    |    |    |    |    |    |    |
| m. Ability to think clearly & creatively                                      | x | x | x | x | x | x | x | x | x | x | x   | x   | x   | x   | x   | x   |    |    |    |    |    |    |    |

## Course Key:

1. PSCI 210SY: Intro to American Govt
2. PSCI 341: Political Parties/Elections
3. PSCI 342: Media & Public Opinion
4. PSCI 344: State & Local Government
5. PSCI 346: American Presidency
6. PSCI 347: U.S. Congress
7. PSCI 348: Multicultural Politics
8. PSCI 349: Political Parties
9. PSCI 350: American Political Participation
10. PSCI 351: U.S. Congress
11. PSCI 443 Politics of Social Movements
12. PSCI 444: American Political Participation
13. PSCI 445: Political Psychology
14. PSCI 460: Environ Regulations
15. PSCI 361: Administrative Law
16. PSCI 468: Public Policy Cycle
17. PSCI 471: American Constitutional Law
18. PSCI 480 Research Goals & Strategies
19. PSCI 491: Advanced Political Science
20. PSCI 492: Independent Study
21. PSCI 493: Internship
22. PSCI 494: Graduate Research Seminar
### Learning Outcomes

| Learning Outcome                                                                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|
| a. Prepare students for careers                                                   | x |   |   |   |   |   |   | x | x | x | | | | | | | | | |
| b. Develop competence in **Political Theory**                                    |   |   |   |   |   |   |   |   |   | x | x | x | x | | | | | | | |
| c. Develop competence in **Comparative Government**                              | x |   |   |   |   |   |   | x | x | x | x | x |   | x | x | x | x |   | x | |
| d. Develop competence in **International Relations**                             | x |   |   |   |   |   |   |   |   |   | x | x |   | x | x | x | x | x | x | x |
| e. Ability to conduct research & evidence-based analysis                         | x | x | x | x | x |   | x | x | x |   | x | x | x | x | x | x | x | x | x | x |
| f. Ability to recognize & address ethical questions                               | x | x | x | x | x | x | x | x |   |   | x | x | x |   | x | x | x | x | x | x |
| g. Understand global context & future implications for global issues              | x | x | x | x | x | x |   | x | x | x | x | x |   | x | x | x | x | x | x | x |
| h. Ability to communicate effectively, orally & in writing                        | x | x | x | x | x | x | x | x | x |   | x | x | x | x | x | x | x |   | x | x |
| i. Develop critical thinking & analytical reasoning skills                        | x | x | x | x | x | x | x | x | x |   |   |   | x | x | x | x | x |   | x | x |
| j. Develop teamwork skills & ability to collaborate with others                   | x |   |   |   |   |   |   | x | x | x | x | x |   | x | x | x | x | x | x | x |
| k. Ability to locate, organize, and evaluate information from multiple sources   | x | x | x | x | x | x | x | x | x |   | x | x | x | x | x | x | x | x | x | x |
| l. Ability to apply knowledge & skills to real world settings                     | x | x | x | x | x | x | x |   | x | x | x | x | x | x | x | x | x | x | x | x |
| m. Develop civic & community knowledge, participation, & engagement              | x |   |   |   |   |   |   |   | x | x |   |   |   | x | x | x |   | x |   |   |
| n. Ability to think clearly & creatively                                         | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

### Course Key

1. PSCI 220S: Intro to Comparative Govt.                                          11. PSCI 391: Inter Political Economy
2. PSCI 230X: Intro to International Relations                                      12. PSCI 327: Politics of Latin America
3. PSCI 250E: Intro to Political Theory                                            13. PSCI 322: Politics of Europe
4. PSCI 352: American Political Thought                                            14. PSCI 324 Climate Change Policies
5. PSCI 354: Contemporary Issues in Political Theory                              15. PSCI 422: Revolution & Reform in China
7. PSCI 360: Urban Politics                                                        17. PSCI 434: Modernity & the Global Context
8. PSCI 361: Public Administration                                                 18. PSCI 474: Civil Rights Seminar

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Appendix #1

PSCI Undergraduate & Graduate Program Assessment

Curriculum Outcome Map
Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Prepare students for careers</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Develop competence in <strong>Comparative Government</strong></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>c. Develop competence in <strong>International Relations</strong></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>d. Ability to conduct research &amp; evidence-based analysis</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>e. Ability to recognize &amp; address ethical questions</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Understand global context &amp; future implications for global issues</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>g. Ability to communicate effectively, orally &amp; in writing</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>h. Develop critical thinking &amp; analytical reasoning skills</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>i. Develop teamwork skills &amp; ability to collaborate with others</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>j. Ability to locate, organize, and evaluate information from multiple sources</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>k. Ability to apply knowledge &amp; skills to real world settings</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>l. Develop civic &amp; community knowledge, participation, &amp; engagement</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>m. Ability to think clearly &amp; creatively</td>
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</tbody>
</table>

Course Key

1. PSCI 336: European Union
2. PSCI 337: Model United Nations
3. PSCI 431: Politics of Global Migration
4. PSCI 433: International Law & Organizations
5. PSCI 330/430 E. Asia Strategic Environment
### Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>a. Prepare students for careers</td>
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<tr>
<td>b. Develop competence in American Govt &amp; Politics</td>
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<tr>
<td>c. Develop competence in Comparative Politics</td>
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<td>d. Develop competence in International Relations</td>
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<tr>
<td>e. Develop competence in Political Theory</td>
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<td>f. Develop competence in Public Administration</td>
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<tr>
<td>g. Ability to conduct research &amp; evidence-based analysis</td>
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<tr>
<td>h. Understand global context &amp; future implications for global issues</td>
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<td>i. Ability to communicate effectively, orally &amp; in writing</td>
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<td>j. Develop critical thinking &amp; analytical reasoning skills</td>
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<td>k. Develop teamwork skills &amp; ability to collaborate with others</td>
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<tr>
<td>l. Ability to locate and evaluate information from multiple sources</td>
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<td>m. Ability to apply knowledge &amp; skills to real world settings</td>
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<td>n. Develop civic &amp; community knowledge, participation, &amp; engagement</td>
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<td>o. Ability to think clearly &amp; creatively</td>
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</tbody>
</table>

#### Course Key:

1. PSCI 540: American Government Seminar
2. PSCI 520: Comparative Politics Seminar
3. PSCI 530: International Relations Seminar
4. PSCI 550: Political Theory Seminar
5. PSCI 501: Public Administration
6. PSCI 503: Policy Analysis
7. PSCI 524: Management Skills
8. PSCI 526: Issues in State & Local Govt.
7. PSCI 504: Organization Theory
8. PSCI 505: Budgeting and Finance
10. PSCI 523: Administrative Law
Office of the Provost and Vice President for Academic Affairs

Department of Political Science

Academic Year 2014-15 Assessment Report

MISSION STATEMENT

Political Science is the systematic study of politics. Politics influence how people and institutions exercise and resist power. Political Science, therefore, is concerned with how nations and communities are governed and who governs them.

Departmental faculty members have as their mission the engagement and enlightenment of their students, professional colleagues, and fellow citizens about the nature of politics. For this reason, the department emphasizes high achievement by each of its faculty members in teaching, scholarship, and professional service. Regarding its teaching mission, the department aims to: 1) assist students to secure a broad education in the social sciences and humanities, 2) equip students with the foundations of citizenship and the capacity to participate effectively in politics, 3) prepare students to pursue careers in local, national, and international politics and governance, 4) prepare students to teach government in middle and secondary schools, and 5) prepare students to continue their study of politics at the master’s and doctoral level and law school.

DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

Alignment of the Political Science program and teaching goals with UM’s mission of “Education for the Global Century.” The department formally recognizes student-learning goals as the development of the following knowledge bases and skills:

1. Substantive knowledge of the five subfields of political science of the discipline: American government, comparative government, international relations, and political theory: 1) American government, politics, and public law, 2) comparative government and politics, 3) political theory, 4) international relations, and 5) public administration. (Partnering for Student Success; Education for the Global Century; Discovery & Creativity to Serve Montana & the World; Dynamic Learning Environment: Along with a general PSCI major, the undergraduate program includes four 40-credit specialty areas (options in American politics, international relations and comparative politics, public administration, and public law), and a combined Political Science-History major for those planning to teach social studies in middle schools and high schools. These specialty areas allow students the option of focusing their political studies in areas related to their career goals.)
### DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

2. **Develop communication skills, including expository writing and oral expression.** (Partnering for Student Success; Education for the Global Century; Discovery & Creativity to Serve Montana & the World: Nearly all of the lower division introductory courses (PSCI 210, 220, 230, 250) use analytical essays and/or short research papers to assess students’ writing skills. All upper-division political science courses have incorporated graded writing assignments and many have active learning components that assess student verbal skills such as oral reports and written work.)

3. **Develop problem-solving skills, including analysis and synthesis, critical discernment, and quantitative reasoning.** (Partnering for Student Success; Education for the Global Century; Discovery & Creativity to Serve Montana & the World; Dynamic Learning Environment: PSCI graduate and undergraduate students are encouraged to study abroad. For a number of years the department has sponsored a popular summer Study in Mexico program regularly attracting students from the University of Montana, Montana State University in Bozeman and even Montana residents enrolled at colleges and universities outside the state. Additionally, the department has actively participated in the development of two new multidisciplinary minors, International Development Studies (IDS) and Global Public Health (GPH). The alignment between political science program requirements and IDS, GPH, and area studies minors permits students to take full advantage of the opportunities to participate in these multidisciplinary learning experiences.)

4. **Develop research skills, including designing and implementing projects.** (Partnering for Student Success; Education for the Global Century; Discovery & Creativity to Serve Montana & the World; Dynamic Learning Environment: PSCI faculty have developed new GLI courses, regularly supervise students from the Honors College on research projects, and mentors grads and undergrads in presenting their research at in-state & out-of-state conferences.)

5. **Develop citizenship skills, including informed opinions and competency in political participation.** (Partnering for Student Success; Education for the Global Century; Discovery & Creativity to Serve Montana & the World; Dynamic Learning Environment.) Several PSCI faculty members teach the GLI capstone seminars and act as research mentors. In addition, many PSCI Department's courses have active learning components that help students develop citizenship skills. In American Political Participation, students plan and carry out participant-observation studies in political settings such as city council meetings and get-out-the-vote efforts. The European Union course features a sustained simulation of the European Parliament, the International Law and Organizations course has a mock World Court hearing and the Public Administration course requires students interview public administrators to apply what they learn to practice. Model UN is both an active-learning course in which students represent countries on UN committees and a service-learning course in which they staff committees at the annual Montana Model UN High School Conference.)

### STUDENT LEARNING GOALS AND MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>GOALS</th>
<th>MEASUREMENT TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Substantive knowledge of the five subfields of political science of the discipline: American government, comparative government, international relations, and political theory: 1) American government, politics, and public law, 2) comparative government and politics, 3) political theory, 4) international relations, and 5) public administration.</td>
<td>Successful completion (a grade of C or above) of PSCI 210 Introduction to American Politics; PSCI 220 Introduction to Comparative Politics; PSCI 230 Introduction to International</td>
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<tr>
<td></td>
<td>Successful completion of four upper-division political science courses in four of the five subfields of the discipline</td>
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<tr>
<td></td>
<td>M.A. Comprehensive Written Exams in four subfields: American Govt., Comparative Politics, International Relations, and Political Theory;</td>
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<tr>
<td></td>
<td>Exit Survey of PSCI undergrad</td>
</tr>
<tr>
<td>GOALS</td>
<td>MEASUREMENT TOOLS</td>
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<tr>
<td>Relations; PSCI 250 Introduction to Political Theory</td>
<td>M.P.A. Portfolio Review</td>
</tr>
<tr>
<td>Nearly all of the lower division courses (PSCI 210, 220, 227, 230, 250) use analytical essays and/or short research papers to assess students' writing skills.</td>
<td>All upper-division PSCI courses have incorporated graded writing assignments &amp; many have active learning components that assess student verbal skills (i.e. oral reports)</td>
</tr>
<tr>
<td>Course assignments, tests, &amp; student consultation with faculty in UG &amp; G courses is the primary means of assessing student knowledge &amp; skills.</td>
<td>Exit Survey of PSCI undergrad &amp; grads</td>
</tr>
<tr>
<td>Most upper-division 300/400 level courses assign a final paper/project as the primary means of assessing student research skills.</td>
<td>Successful completion of e.g. PSCI 498 Research Goals &amp; Methods and/or 492/596 Independent Study</td>
</tr>
<tr>
<td>Successful completion of e.g. PSCI 498/598 Internship</td>
<td>Successful completion of e.g.: PSCI 337 Model Un; PSCI 463 Development Admin., PSCI 443 Politics of Social Movts.; PSCI 341 Political Parties &amp; Elections among others (list more?)</td>
</tr>
<tr>
<td>RESULTS AND MODIFICATIONS</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Exit Survey of PSCI Seniors Competency (see appendix #2 and #3)</td>
<td>Based on our discussion of recent exit-survey results, the Political Science faculty notes that undergraduate student assessment of the Department’s contribution to writing, research, and oral competency consistently falls between 3.76 and 4.40. To maintain and improve the scores, the faculty will continue offering a limited number of upper-division seminars (enrollments of 15 to 20 students) and the tutorial-based PSCI 400, Advanced Writing in Political Science. The faculty recognizes that one way to improve citizenship learning objectives is providing students with a quality internship experience. To improve student experience in internships, the Department will annually review its performance standards for grad and undergrad student interns. In addition, the Department recognizes that an increase in tenure-track faculty would permit the Department to respond systematically and effectively to the growing number of undergrad PSCI majors choosing the Public Law, International Relations/Comparative Politics, and Public Administration options.</td>
</tr>
<tr>
<td>PSCI 400 Writing in Political Science grades (see appendix #4)</td>
<td>The Department partly assesses writing skills based upon results from a one-credit course: Advanced Writing in Political Science (required of all Political Science majors). This course is taken in conjunction with an upper-division Political Science course so that the special writing project can focus on the content of the co-requisite course under the tutelage of that course’s instructor. PSC 400 can be taken three times each, and instructors are urged not to accept more than ten PSC 400 students a semester. The grades awarded to PSC 400 students, all late junior and senior Political Science majors, between Fall 2008 and Spring 2014 suggest a high level of performance, but also suggest that the Department should continue to monitor (at its annual retreat) whether each instructor is proceeding with approximately the same performance expectations and grading system.</td>
</tr>
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</table>
## RESULTS AND MODIFICATIONS

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## APPENDICES

1. PSCI Undergraduate Curriculum Map of Outcomes/ Courses
2. Graduating Senior PSCI Exit Survey Tool
3. Graduating Senior PSCI Exit Survey Tool Results 2008-2014
4. PSCI 400 Grades: 2008-2014
5. Political Science Knowledge & Expository Writing assessment exam (to be administered AY 14/15)

## FUTURE PLANS FOR CONTINUED ASSESSMENT

Political Science Department will continue administering the graduating senior exit survey and track the PSCI 400 writing grades. The PSCI Department has reviewed the graduate student exit survey, and plans to administer the survey when MA and MPA students complete their graduation papers. Lastly, the Department has reviewed and revised our Political Science Knowledge & Expository Writing assessment exam (see appendix 5). The Department will be administering the PSCI Knowledge and Expository Writing exam to freshman and senior Political Science majors during AY 14/15 and AY 15/16.
<table>
<thead>
<tr>
<th>Term</th>
<th>A grade</th>
<th>B grade</th>
<th>C grade</th>
<th>D grade</th>
<th>F grade</th>
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<tr>
<td>F 07 (n=32)</td>
<td>53%</td>
<td>41%</td>
<td>0%</td>
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<td>6%</td>
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<tr>
<td>Sp 08 (n=42)</td>
<td>67%</td>
<td>24%</td>
<td>5%</td>
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<td>F 08 (n=52)</td>
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<td>F 09 (n=34)</td>
<td>65%</td>
<td>21%</td>
<td>9%</td>
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<tr>
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<td>F 10 (n=41)</td>
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<td>Sp 11 (n=31)</td>
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<td>F 11 (n=41)</td>
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<td>F 13 (n=27)</td>
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<td>Sp 14 (n=34)</td>
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STUDENT ASSESSMENT: POLITICAL SCIENCE KNOWLEDGE and EXPOSITORY WRITING
Department of Political Science
The University of Montana
2014-2015

I. Political Science Knowledge (100 points: 2.5 points for each of 40 questions)
Directions: For each statement, write the letter of the correct answer in the blank space provided.

A. American Government
   _____ 1. The U.S. Constitution as originally ratified contained which of the following: a) free speech guarantee, b) interstate commerce clause, c) right of revolution, d) guarantee of state sovereignty.
   _____ 2. The series of newspaper articles that urged New York to ratify the proposed U.S. Constitution: a) Pentagon Papers, b) Articles of Confederation, c) Federalist Papers, d) Virginia Plan.
   _____ 3. Thomas Jefferson’s metaphor used by the Supreme Court to void student prayer in schools: a) marble cake, b) tree of liberty, c) market place of ideas, d) wall of separation.
   _____ 4. The kind of law that is enacted by the U.S. Congress: a) constitutional law, b) common law, c) statutory law, d) administrative regulation.
   _____ 5. The equal protection test the Supreme Court uses to decide race discrimination cases: a) rational basis test, b) strict scrutiny test, c) clear and present danger test, d) mid-level test.
   _____ 6. The term that refers to the part of the voting-age population that actually votes: a) turn out, b) motor voter, c) falloff, d) coat tail.
   _____ 7. The kind of law that is unconstitutional because it criminalizes a past act that was innocent when performed: a) attainder, b) habeas corpus, c) ex post facto, d) subpoena.
   _____ 8. The procedure used in the U.S. Senate to cut off filibusters, that is, prolonged debates: a) hold, b) discharge, c) cloture, d) earmark.
   _____ 9. The kind of primary election in which only members of one party can vote: a) open, b) closed, c) blanket, d) beauty contest.
   _____ 10. The power of Congress to investigate the actions of administrative agencies it created: a) appropriation, b) impeachment, c) delegation, d) oversight.
   _____ 11. Public policy is best defined as: a) promotion of the common good through regulatory instruments, b) deconstructing a policy issues in order to study aspects of the issue, c) government action taken in response to a public problem, d) activities of think tanks, interest groups, and government agents.
   _____ 12. “Bureaucracy,” literally translated means: a) rule by desks, b) control of the anonymous, c) government by experts, d) next window please.

B. Comparative Government
   _____ 1. The recent growth in international communications and trade is called: a) nationalism, b) globalization, c) imperialism, d) democratization.
2. What is not part of the underlying logic of using observational comparison of governmental systems: (a) Comparisons help approximate counterfactual situations for certain claims, since true experimentation is not possible (b) comparisons help in providing some degree of (non-experimental) control over variables, thus allowing for more convincing causal explanations (c) comparisons are aesthetically pleasing, and make us realize how the world has a lot of variety (d) none of the above.

3. What action is taken in a parliamentary system after the government loses a vote of confidence?: a) the Constitution is revised, b) the minority party takes over the government, c) the new parliamentary elections are held, d) the court decides who governs.

4. The term “welfare state” in political science connotes: (a) a state that taxes very little (b) a state that is particularly effective in maintaining law and order (c) a state that makes provisions for social insurance such as unemployment benefits, medical insurance, old age pension etc. (d) none of the above.

5. The body that has taken on the role of the European Union’s executive branch in writing regulations and implementing legislation is the: (a) European Commission, (b) Council of Ministers, (c) European Parliament, (d) European Court of Justice.

6. Historically, which of the following is not one of the measures taken by states to discipline their populations? (a) Development of a police force and prison system (b) Institution of labor laws (c) Institution of public education (d) Creation of public parks and playgrounds for children and pets.

7. What is a major difference between experimental and observational tests of hypotheses (an example of the latter would be studies that seek to investigate the relationship between democratic institutions and the level of economic development)?: (a) In the case of observational tests (and unlike formal experiments), there are many variables over which the observer has no control (b) One can never gain causal knowledge from observation (c) Experimenters know all the possible factors that could be relevant to an outcome (d) There are always uncertainties in observation, while there are none in experimentation.

8. Which of the following is probably the least accurate description of the process of democratization? (a) Democratization happened as ruling elites realized that all people are equal and hence deserve equal rights (b) democratization was a long and drawn out process, which was resisted by elites (c) elites consented to democratization due to pressure from excluded groups in order to avoid an even worse outcome (for their vital interests) (d) what we call democracy today is a collection of discrete phenomena/outcomes, not all of which emerged at the same time.

9. The organization that makes loans to governments as a “lender of last resort”: a) International Monetary Fund, b) United Nations, c) UNESCO, d) Grameen Bank.

10. Which of the following is true about the concept of “markets?” (a) It assumes the existence of rules and regulations (b) it assumes that rules and contracts are enforceable, usually by a third-party, which is a state-like entity (c) It assumes that individuals are rational egoists (d) all of the above.

C. International Relations

1. During the Cold War, the structure of world politics was which of the following kinds of systems: a) bipolar, b) multipolar, c) unipolar, tripolar.
2. The one item from the following list that is not a tangible power resource: a) state’s total GDP, b) size of the state’s military, c) strength of the state’s scientific base, d) geography of the state.

3. According to realist theory, the most important feature of international relations is which of the following: a) international law, b) morality, c) cooperative international relationships, d) power.

4. The League of Nations failed because one of the following states did not become a member: a) Soviet Union, b) United States, c) Japan, d) France.

5. The post-World War II event that brought the United States and the Soviet Union closest to nuclear war: a) Korean War, b) building the Berlin Wall, c) U.S. involvement in Vietnam, d) Cuban Missile Crisis.


7. The term that means one government asking a second government to arrest a suspect and hand the suspect over for trial: a) arbitration, b) extradition, c) jurisdiction, d) extraterritorial seizure.

8. The state strategy that involves avoiding trading and attempting to produce itself everything it needs is: a) economic nationalism, b) protectionism, c) mutual dependence, d) autarky.

9. Countries in the Global South are characterized by which one of the following: a) dominantly Christian, b) possess significant natural resources, c) have cultures impacted by imperialism, d) continue to be tribal societies.

10. The most important cause of the extinction of species is: a) over hunting, b) introduction of non-native species, c) over fishing, d) loss of habitat.

D. Political Theory

1. Social Contract theorists, like Hobbes and Locke, refer to “the state of Nature” to: a) defend the organic theory of the state, b) find the origins of absolute monarchy, c) deny all government authority, d) claim that government authority must rest upon consent.

2. The best way to promote “social progress,” according to John Locke, is to allow a) the state to redistribute private property, b) human beings to return to a state of nature, c) maximum individual liberty, d) monopolies to form.

3. Utilitarian doctrine holds that society should pursue: a) the greatest good for the greatest number, b) the values of a superior few, c) the desires of philosopher kings, d) the best traditions of British society.

4. In his Reflections on the Revolution in France, Edmund Burke lays out his: a) defense of human rationality, b) theory of civil disobedience, c) theory of social obligation, d) five articles of a revolutionary creed.

5. Socrates defines justice as: a) keeping each part of the soul separate and performing its proper function, b) whatever is in the interest of the stronger, c) paying one’s debts and not telling lies, d) being kind to friends and harming enemies.

6. In classifying systems of government, Aristotle presumes: a) all states will become tyrannies, b) the state is a living organism, c) the state comes from a social contract, d) all of the above.
7. The proletariat in Marx’s theory is: a) the owners of the means of production, b) the government leaders, c) the workers, d) the philosopher kings.

8. The root word for “politics” is derived from the Greek work “polis” meaning: a) the citizen, b) the ruler, c) the bureaucrat, d) the city state.

9. In *Defense of Liberty*, John Stuart Mill defends: a) the rule of the minority, b) unlimited rights of the majority, c) individual freedom of expression, d) fair housing laws.

10. According to socialist feminists, the primary source of women’s oppression can be traced to: a) the economic system, b) the biological differences between men and women, c) the laws and courts, d) the communist society.

II. Expository Writing (to be graded as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F)

Directions: On the back of these pages, write a three-paragraph essay (about 300 words) that explains why you chose to major in political science. Your essay should address three points: (1) the experiences and people who influenced your decision, (2) your future career, and (3) your role as a citizen. Grading will be based on the essay’s content, coherence, diction, grammar, and syntax.

Answers

American Government: b, c, d, c, a, c, b, d, c, a

Comparative Government: b, c, c, c, a, a, d, a, a, d

International Relations: a, d, d, b, d, b, d, c, d

Political Theory: d, c, a, c, a, b, c, d, c, a