

# **Political Science**

**Program Review**

**University of Arkansas at Monticello**

**School of Social and Behavioral Sciences**

**Fall 2013**

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## **Goals, Objectives, and Activities**

### ***1. Describe specific educational goals, objectives, and activities of the program.***

The political science program is part of the School of Social and Behavioral Sciences (SSBS) at the University of Arkansas at Monticello (UAM). The program shares many goals with the SSBS and with the university at large. These goals include the development and dissemination of knowledge to improve society and the intellectual and social development of individual students. This latter set of objectives is addressed through the following more specific goals:

- A. To provide accurate, up-to-date content knowledge of the field of political science through continual updates to the knowledge base and through faculty research and development;
- B. To prepare students for careers chosen from among the diverse options available to political science graduates, including the pursuit of graduate or professional post-baccalaureate education;
- C. To provide support courses to students in other fields that utilize political science knowledge and perspectives. This is accomplished by offering coursework as part of the university as well as the State of Arkansas general education requirements and through the opportunity to earn a minor in political science; and
- D. To serve as the foundation for students planning to enter law school by providing coursework for the pre-law curriculum. Although a specific curriculum for “pre-law” students is not required, the American Bar Association reports that political science is the most common undergraduate degree for admission to law schools across the United States.

### ***2. Explain how the program serves the general education program and other disciplinary programs on campus, if applicable.***

Political science serves the University of Arkansas at Monticello through several primary channels. One is the inclusion of a political science course among the general education requirements that must be met by all students earning a baccalaureate degree from UAM or elsewhere among the State of Arkansas’ higher education institutions. Each student pursuing either an associate and baccalaureate degree program has the option of taking PSCI 2213 American National Government to fulfill the general education requirement of American history or government.

The political science program at UAM is especially supportive of the university’s criminal justice program. The following political science courses are cross-listed or used as supportive requirements in criminal justice.

|           |                                   |
|-----------|-----------------------------------|
| PSCI 2213 | American National Government      |
| PSCI 2293 | Law and Society                   |
| PSCI 3413 | Constitutional Criminal Procedure |
| PSCI 4493 | Civil Liberties and Civil Rights  |
| PSCI 4663 | American Constitutional Law       |

This serves to maximize the effectiveness and usefulness of the limited faculty size of both programs. There are other majors that include specific political science courses in their programs of study; namely, History, P-4 Early Childhood, Middle Level Language Arts and Social Studies emphasis, Social Work, Spatial Information Systems, and Geographic Information Systems all require students to take PSCI 2213 American National Government. Also, political science courses are highly compatible with the history department in the SSBS, the communications department in the School of Art and Humanities and the ROTC program, as evidenced by the number of double majors graduating in a combination of these programs in the last five years. Moreover, the UAM Debate team faculty actively encourages their students to take political science courses in order to better prepare them for debate tournaments and general competition.

Internationally focused political science courses are likewise beneficial to students planning to enter the military after graduation. Further, all political science courses with an international focus will fulfill the Bachelor of Arts Identity Requirements, a set of courses from which a student may choose, found in Appendix B.

### ***3. Document market demand and/or state/industry need for careers stemming from the program.***

A degree in political science prepares students for careers in business, law, education, government, think tanks, labor organizations and the non-profit sector, as well as any job desiring a workforce composed of graduates in the liberal arts. Many of the jobs cross sectors including work as a fund-raiser which can be found within both the non-profit and the government arenas.

Accordingly, political science graduates are qualified to work in positions found in federal, state, and local governments as lobbyists, analysts, political consultants, politicians or diplomats. According to the Bureau of Labor Statistics, 15.7% of the US labor force worked for either the federal, state, or local government. While federal employment is predicted to remain steady or decrease slightly by the year 2020, state and local governments are set to add 1.6 million jobs in the next decade ([http://www.bls.gov/emp/ep\\_table\\_201.htm](http://www.bls.gov/emp/ep_table_201.htm)). The legal services sector is predicted to grow by 1.9% each year over the next decade ([http://www.bls.gov/emp/ep\\_table\\_207.htm](http://www.bls.gov/emp/ep_table_207.htm)). Over the past decade non-profit employment has grown faster than almost any sector of the economy and is projected to continue growing in the next decade (<http://www.urban.org/nonprofits/>).

A political science degree is also compatible with students intending to pursue a career in the military, especially in the areas of military intelligence or cultural specialist. Additionally, the skills gained by completing a political science degree are attractive to agencies requiring intelligence analysts including the FBI, the CIA and CACI International. Through their studies,

students are able to monitor domestic and international threats, create databases and reports that underpin intelligence policy. They are also able to liaison effectively with local, state and federal law enforcement bodies. Internationally, political science graduates can become foreign service officers with a choice of careers ranging from consular officer to embassy employee.

**4. Document student demand for the program.**

Student demand for the political science program has remained relatively constant over the past ten years. As noted in the table below, there are typically about 30 students enrolled in political science and/or pre-law curricula. This stability is probably due in some part to the stable demand and opportunities for graduates. These include graduate and professional school (especially law school) and of course careers in government, politics and public service.

|                   | <u>2003</u> | <u>2004</u> | <u>2005</u> | <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Political Science | 19          | 18          | 19          | 14          | 17          | 13          | 19          | 16          | 17          | 20          |
| Pre-Law           | 13          | 13          | 15          | 15          | 8           | 9           | 11          | 12          | 14          | 12          |
| Total             | 32          | 31          | 34          | 29          | 25          | 22          | 30          | 28          | 31          | 32          |

There is a recruitment problem in southeast Arkansas because many in the area believe that a degree in political science only prepares graduates to be politicians in Washington, D. C. This is in part due to the fact that southeast Arkansas is one of the most impoverished areas in the state, not to mention that UAM is an open enrollment university and has a higher percentage of first-generation college students than usual.

Nevertheless, the political science program, while smaller than others, is vibrant, active and experiencing growth. The majority of majors come from students interesting in entering law school and/or graduate school. Political science appeals directly to students interested in pursuing a career in teaching whether at the high school or post-baccalaureate level. A degree in political science is also popular for students in the ROTC program who are interested in pursuing a career in the military. Most other political science recruits come from the students who take PSCI 2213 American National Government and become interested in the program because of the appeal of the faculty or because these students see what former students have accomplished while in the program and want to pursue similar opportunities.

## Curriculum

### *1. Describe how program content parallels current think/trends in the field/trade (best practices, advisory committee recommendations, etc.).*

Political science fulfills a fundamental need in any university by providing a general education course, PSCI 2213 American National Government, which teaches interdisciplinary students the basics of the United States government as well as the benefits and responsibilities of citizenship. Included within this role, political science education at UAM is specific enough to engage potential political science majors and is encompassing enough to provide valuable knowledge about the United States government to non-majors. Of particular importance in these courses is the development of reasoning, critical thinking and communication skills. These skills are developed in a variety of ways, including comprehensive objective tests, short research or position papers, and group or panel discussions of current events topics within the political arena.

While not a new approach to teaching, the political science program is furthermore perfectly situated to utilize the Socratic method to its fullest potential. The Socratic method is a pedagogical approach where the teacher avoids mere lectures to provide information to the student but instead uses a series of questions and answers meant to allow the student to come to understand the material under discussion themselves. This method underpins all of the upper-division political science electives which require students to read widely enough to be able to engage in class discussions where the teacher indirectly controls the flow of debate by asking leading questions at the appropriate times, after which students discuss the material amongst themselves until they discover the deeper meanings of the topics under discussion. This is particularly useful in current moves away from the factual learning of textbook information related to the American political system towards an approach emphasizing ‘citizenship education,’ i.e. ways to teach students to learn the dynamics of active, participatory citizenship.

Another important pedagogical approach that is applicable to political science at UAM involves techniques aimed at developing leadership skills within the undergraduate student body. Political science programs are, after all, specifically meant to educate the future leaders of the United States. Students are given the opportunity to participate in extracurricular activities targeted at the development of leadership skills, including but not limited to, public speaking skills. For example, UAM students are regularly given the opportunity to participate in Student Congress held annually in Little Rock, Arkansas, as well as a Model United Nations, hosted annually throughout the State of Arkansas. Students are also taught to present papers at state and national conferences. Former UAM political science students have presented papers at the Arkansas Political Science Association’s annual state conference, the Southern Political Science Association’s annual regional conferences held in New Orleans, Louisiana, the Midwest Political Science Association’s annual national conferences held in Chicago, Illinois, as well as international conferences held at the Institute for Cultural Diplomacy in Berlin, Germany.

Embedded within the leadership development approach to teaching political science are courses that are either heavily student oriented or even student directed. These are primarily the upper-division courses where students are given scholarly articles covering a particular topic area to read outside of class. These articles then serve as the foundation for in-class activities that

require students to participate in activities specifically crafted to demonstrate their mastery of the information gained via the assigned articles. One such class is PSCI 4693 Developing Nations, which was developed to allow students to simulate a situation where the students were the new leadership of a newly democratized country. Throughout the semester, students would have readings and lectures related to topics including political participation, institution building, security formation and economic and social development. Students would then participate in a student-driven simulation of the round-table discussion and conference meetings aimed at setting policy priorities for their country. Once each round of policy decisions is made, students are presented with historical examples of what could happen when a newly democratized government takes such actions. Through these simulations, students are led to understand the complicated nature of democratization in the international community.

Related to leadership development is a curriculum that incorporates simulations and role-play exercises into the classroom. The purpose of these exercises is to help students understand real-world situations and the decision-making processes involved both domestically and internationally. The latter also touches on the recent emphasis of internationalizing political sciences given the level of globalization experienced within the world today. Examples of this type of learning include the use of oral final examinations that have been incorporated into all of the international relations-based upper-division seminars. These oral finals, held in conjunction with a written final completed on the last day of class, require the student to research carefully crafted questions meant to underpin an in-class activity where the student engages in a mock simulation related to the particular class taken during that semester. Past simulations have included a mock European summit between old member states in Western Europe and the newer members from central Europe; a mock state trial of an active terrorist organization; a mock Arab League; and a mock United Nations session. Particularly popular among students have been two law-based classes, Mock Trial and Evidence Law, since both involved students preparing for and participating in a mock trial at the end of the semester including opening and closing statements and witness testimony.

Not surprisingly, there is an increased emphasis on distance learning and the use of technology in the classroom. At UAM, online classes in political science are predominately offered at the general education level, i.e. PSCI 2213 American National Government. Additionally, a number of different upper-division seminars have been offered on-line including: PSCI 3313 Statistics for the Social Sciences, PSCI 3413 Constitutional Criminal Procedure, PSCI 462V Controversial Issues of the US Supreme Court, PSCI 462V Law and Morality, PSCI 462V Law and PSCI 462V Sex and Sexual Harassment Law. In spring 2014, PSCI 4613 Principles of Public Administration will be offered online in an attempt to expand the list of distance education courses offered in the political science program.

One of the new approaches to teaching political science involves civic engagement components in the curriculum. This type of approach is meant to engage students in experiential learning that exceeds mere service learning projects. With this approach, students are encouraged to participate in projects which can range from small research projects about problems within their local community to larger, multi-disciplinary projects that engage students directly in projects to address these problems, created to show students that the study of politics is more than just textbook theory; rather it is about becoming a truly active citizen. The political science program

at UAM is on the cutting edge of this new approach to teaching.

For example, a core component of an education in political science is securing practicums or intern positions at the local, state or national governmental levels. So far, UAM political science students have interned with the Cornerstone Coalition in Drew County, Arkansas, which focuses on economic development initiatives in the region, as well as with senators and representative both in Little Rock, Arkansas, and in Washington D.C. Other students have become involved with non-profit organizations such as the Iraq and Afghanistan Veterans of America (IAVA), a national organization focused on improving services to veterans of recent wars. Currently, group projects are assigned in the in-class PSCI 2213 American National Government course where students are required to research a problem within the local community, brainstorm about possible solutions, prepare, and present a group project outlining the group's proposed solution to that problem.

A unique part of the political science curriculum at UAM is a vibrant field study program where UAM students, many of whom are first-generation college students who have never been out of Arkansas, participate in a week-to-ten-day experiential field study program, traveling to both national and international locations relevant to courses offered at UAM. Included as part of the Horizon's Program in the SSBS, past field studies have taken students to Ireland, Scotland and the United Kingdom internationally, and Washington D.C., New York, Philadelphia, Honolulu and San Francisco nationally.

These pedagogical approaches were adapted from the papers presented at the 2014 American Political Science Association's Teaching and Learning Conference paper archive that included scholarly papers related to and covering themes associated with current trends/best practices in teaching political science to undergraduates.

## ***2. Provide an outline for each program curriculum, including the sequences of courses.***

The political science curriculum is outlined in the eight-semester plan that comprises a recommended sequence of courses by semester for the usual eight semesters required to complete the degree. See the following pages for the political science curriculum sequence.

Note: "ACTS Equivalent" refers to the Arkansas Course Transfer System, an Arkansas Department of Higher Education initiative that designates a common course number for numerous courses. This common number ensures the transfer of courses between any Arkansas college or university.

## Bachelor of Arts Degree in Political Science

**Recommended Sequence of Courses\*** - Fall Semester Start Date - A student who begins in spring or summer should see his/her advisor or Unit Head for an alternate Sequence of Courses.

|   |                    |
|---|--------------------|
| <b>First Semester (15 hours)</b>  | <b>Credit Hrs.</b> |
| PSCI 2213 American National Government ( <i>ACTS Equivalent # PLSC 2003</i> )       | 3                  |
| ENGL 1013 Composition I ( <i>ACTS Equivalent # ENGL 1013</i> )                      | 3                  |
| HIST 2213 American History I ( <i>ACTS Equivalent # HIST 1113</i> ) <i>or</i>       |                    |
| HIST 2223 American History II ( <i>ACTS Equivalent # HIST 1113</i> )                | 3                  |
| MATH 1003 Survey of Mathematics ( <i>ACTS Equivalent # MATH 1003</i> ) <i>or</i>    |                    |
| MATH 1043 College Algebra ( <i>ACTS Equivalent # MATH 1043</i> )                    | 3                  |
| SOC 2213 Introduction to Sociology ( <i>ACTS Equivalent # SOCI 1013</i> ) <i>or</i> |                    |
| PSY 1013 Introduction to Psychology ( <i>ACTS Equivalent # PSYC 1103</i> )          | 3                  |
| <b>Second Semester (15 hours)</b>   | <b>Credit Hrs.</b> |
| PSCI 2233 Comparative Politics  | 3                  |
| HIST 1013 Survey of Civilization I ( <i>ACTS Equivalent # HIST 1113</i> ) <i>or</i> |                    |
| HIST 1023 Survey of Civilization II ( <i>ACTS Equivalent # HIST 1123</i> )          | 3                  |
| ENGL 1023 Composition II ( <i>ACTS Equivalent # ENGL 1023</i> )                     | 3                  |
| COMM 2283 Business and Professional Speech <i>or</i>                                |                    |
| COMM 2203 Interpersonal Communication <i>or</i>                                     |                    |
| COMM 1023 Public Speaking ( <i>ACTS Equivalent # SPCH 1003</i> )                    | 3                  |
| Elective ****   | 3                  |
| <b>Third Semester (16 hours)</b>  | <b>Credit Hrs.</b> |
| PSCI 2283 Research Methods  | 3                  |
| PSCI 4683 Western Political Theory  | 3                  |
| ENGL 2283 World Literature I ( <i>ACTS Equivalent # ENGL 2113</i> ) <i>or</i>       |                    |
| ENGL 2293 World Literature II ( <i>ACTS Equivalent # ENGL 2123</i> )                | 3                  |
| Science Course with Lab**   | 4                  |
| Elective ****   | 3                  |
| <b>Fourth Semester (16 hours)</b>   | <b>Credit Hrs.</b> |
| ART 1053 Art Appreciation ( <i>ACTS Equivalent # ARTA 1003</i> ) <i>or</i>          |                    |
| MUS 1113 Music Appreciation ( <i>ACTS Equivalent # MUSC 1003</i> )                  | 3                  |
| Science Course with Lab**   | 4                  |
| Elective ****   | 9                  |
| <b>Fifth Semester (15 hours)</b>  | <b>Credit Hrs.</b> |
| PSCI 3313 Statistical Methods   | 3                  |
| PSCI Elective (3000 level or higher)  | 3                  |
| Foreign Language ***  | 3                  |
| Elective ****   | 6                  |

|                                      |                    |
|--------------------------------------|--------------------|
| <b>Sixth Semester (15 hours)</b>     | <b>Credit Hrs.</b> |
| PSCI Elective (3000 level or higher) | 3                  |
| PSCI Elective (3000 level or higher) | 3                  |
| Foreign Language ***                 | 3                  |
| Elective ****                        | 6                  |
| <b>Seventh Semester (15 hours)</b>   | <b>Credit Hrs.</b> |
| PSCI Elective (3000 level or higher) | 3                  |
| PSCI Elective (3000 level or higher) | 3                  |
| B.A. Identity Requirement***         | 3                  |
| Elective (3000 level or higher)      | 3                  |
| Elective ****                        | 3                  |
| <b>Eighth Semester (13 hours)</b>    | <b>Credit Hrs.</b> |
| PSCI Elective (3000 level or higher) | 3                  |
| PSCI Elective (3000 level or higher) | 3                  |
| B.A. Identity Requirement ***        | 3                  |
| Elective (3000 level or higher)      | 3                  |
| Elective ****                        | 1                  |

**TOTAL HOURS - 120**

\*This suggested Sequence of Courses fulfills the requirements of Act 1014 of the 85<sup>th</sup> General Assembly.

\*\*Sciences must represent two of the following four groups: (1) Earth Science w/Laboratory; (2) Biological Science w/Laboratory; (3) Chemistry w/Laboratory; or (4) Physics w/Laboratory.

\*\*\* UAM requires all students seeking a Bachelor of Arts degree to complete six hours of one foreign language and six hours of courses known as the B.A. Identity Requirements courses. Courses to satisfy this Identity Requirement are listed in the appendices of this document

\*\*\*\* The B.A. degree in political science requires completion of the requirements for a Minor. If the requirements for the Minor have not been met, the student should select a course from her/his Minor area as the elective.

**3. State the degree requirements, including general education requirements, institutional, college, or school requirements, and major requirements.**

The Bachelor of Arts degree in Political Science requires satisfactory completion of 120 semester hours of course work. All 120 hours must be in courses numbered 1000 or above. Included in these 120 hours is a 35-hour General Education Requirement. The courses which satisfy this General Education Requirement are found in Appendix A. Also included in the 120 hours needed for a Bachelor of Arts (BA) degree is a UAM requirement known as the B.A. Identity Requirement. This consists of 12 credit hours as prescribed in the University Catalog and presented in Appendix B.

The political science major also requires students to complete 33 hours of political science coursework. The following are the major requirements:

- PSCI 2213 American National Government
- PSCI 2233 Comparative Politics
- PSCI 2283 Research Methods in the Social Sciences
- PSCI 3313 Statistics for the Social Sciences
- PSCI 4683 Western Political Theory
- 18 hours of electives in Political Science (15 hours must be 3000-4000 level)

The minor in political science requires 18 semester hours. Required course are:

- PSCI 2213 American National Government
- PSCI 2233 Comparative Politics
- 12 hours of electives in Political Science (9 hours must be 3000-4000 level)

**4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.**

| Name of Course                                      | Date Offered       |
|---|--------------------|
| PSCI 2223 - State Government in Arkansas            | Fall 2008          |
| PSCI 2233 - Comparative Politics                    | Spring 2013        |
| PSCI 2283 - Research Methods in the Social Sciences | Fall 2013          |
| PSCI 2293 - Law and Society                         | Fall 2011          |
| PSCI 2353 - World Politics                          | Over 10 years ago* |
| PSCI 3313 - Statistics for the Social Sciences      | Fall 2013          |
| PSCI 3403 - American Political Parties              | Fall 2011          |
| PSCI 3413 - Constitutional Criminal Procedure       | Spring 2013        |
| PSCI 3423 - U.S. Congress                           | Spring 2007        |
| PSCI 3433 - Public Administration                   | Spring 2013        |
| PSCI 3443 - Middle East Politics                    | Fall 2013          |
| PSCI 3463 - International Relations                 | Fall 2012          |

|  |             |
|--|-------------|
| PSCI 3573 - Contemporary Political Ideologies      | Spring 2009 |
| PSCI 3583 - European Politics                      | Fall 2008   |
| PSCI 374V - Field Study in Political Science       | Spring 2013 |
| PSCI 4493 - Civil Liberties and Civil Rights       | Spring 2013 |
| PSCI 4603 - The American Presidency                | Fall 2013   |
| PSCI 4613 - Public Management                      | Spring 2012 |
| PSCI 462V - Seminar in Political Science           | Spring 2012 |
| PSCI 4643 - American Foreign-Policy                | Fall 2011   |
| PSCI 4663 - American Constitutional Law            | Fall 2012   |
| PSCI 4673 - Global Studies                         | Spring 2011 |
| PSCI 4683 - Western Political Theory               | Fall 2013   |
| PSCI 4693 - Developing Nations                     | Spring 2013 |
| PSCI 478V - Internship                             | Fall 2011   |
| PSCI 479V - Independent Study in Political Science | Fall 2013   |

\* supplanted by PSCI 4673 Global Studies

**5. Provide syllabi for discipline-specific courses and departmental objectives for each course.**

Syllabi for political science required and elective courses are found in Appendix C.

**6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.**

The political science faculty continually reviews the curriculum to ensure that course offerings are reflective of the current knowledge base which is perpetually changing. The other main objective of review and revision of the curriculum is to ensure that courses are offered which reflect the current focus of the discipline. For example, the last ten years has shown a large increase in terrorism-related activities as well as increased research and knowledge of terrorist activities. The political science program has responded to those changes by revising its course offerings and by offering special topics and seminar courses such as PSCI 3443 Middle East Politics.

Curriculum changes begin with proposals from the political science faculty. These proposals are reviewed by the Dean of Social and Behavioral Sciences. When approved, the Dean submits the proposal to the Academic Council, which includes the Deans of all UAM academic units, the Registrar, and the Provost and Vice Chancellor of Academic Affairs. After a ten-day review period, the proposal is presented at an Academic Council meeting for Council approval. Proposals receiving the Academic Council's approval are forwarded to the Curriculum and Standards (C&S) Committee. The C&S representative from the SSBS presents the proposed changes to the C&S Committee for discussion. If approved by C&S, the proposal is forwarded to the UAM Assembly where it is brought to a vote. After receiving Assembly approval, the

proposal is sent to the Chancellor of the University for final approval then to the Registrar's Office for inclusion in the official University catalog. A proposal that involves changes of nine or more hours to any one program must be reviewed by the Arkansas Department of Higher Education prior to inclusion in the University catalog.

**7. List courses in the proposed degree program currently offered by distance delivery.**

Currently three sections of PSCI 2213 American National Government are offered online each semester. In Spring 2014, PSCI 4613 Principles of Public Administration will be offered online for the first time. Past courses offered online include:

|           |  |
|-----------|--|
| PSCI 3313 | Statistics for the Social Sciences           |
| PSCI 3413 | Constitutional Criminal Procedure            |
| PSCI 462V | Controversial Issues of the US Supreme Court |
| PSCI 462V | Law and Morality                             |
| PSCI 462V | Law and Sex                                  |
| PSCI 462V | Sexual Harassment Law                        |

**8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, and instructor to student assignments).**

Instructors interact with students through online content delivery, assessment, discussion boards, and email. Students may also follow up in person or through telephone contact. Instructor expectations, learning outcomes, and goals are clearly defined prior to content delivery for each module. Students are then encouraged to discuss content from each module with each other through discussion boards. A quiz over each module is given online with instructor feedback on each missed question. A comprehensive, proctored final is given on campus in the Testing Center. In addition, students are required to attend and report back on a local government meeting. They are encouraged to discuss this meeting with their peers online through the discussion board.

**Program Faculty (fulltime/adjunct/part-time)**

*1. Provide curriculum vitae or program faculty information form for all fulltime program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.*

Faculty vitae are included in Appendix D.

**2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.**

The minimum requirements for teaching as an adjunct faculty member on the university campus in political science includes a person must hold a master's degree and have 18 hours of successful graduate course work in political science. Persons holding an earned *Juris Doctor* (J.D.) degree from an American Bar Association accredited law school are considered to have met this requirement.

**3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.**

During the faculty development week that occurs the week prior to the beginning of the fall semester, there is an official orientation program for full-time faculty which presents information and documentation on advising, regulations, available resources, and teaching facilities. Throughout the meetings there are a number of workshops on topics including academic advising, learning the institutional software and available technology.

Each faculty member, including adjunct faculty are evaluated annually. The faculty members are required to submit a self-evaluation to the Dean of the School of Social and Behavioral Sciences. Faculty are also evaluated by a minimum of three peer faculty members and observed in a classroom setting by the peer evaluators. The tenured faculty and non-tenure track faculty who have completed six years of service are required to undergo the full evaluation process at least once every five years. A full evaluation requires that three colleagues be chosen as peer evaluators with the individual being evaluated choosing two and the Dean one. Peer reviewers of faculty having a full evaluation must make at least one classroom observation.

If an instructor is not having a full evaluation, one peer evaluator is chosen by the Dean. Full-time faculty members in the first six years of service are evaluated by students in every class. After the sixth year, the faculty member is required to have only one section of his or her classes complete a student evaluation per calendar year. Once this process is complete, the Dean reviews all of the combined evaluations to assess faculty performance. The Dean then uses the totality of the evaluations by the faculty peer, students, self- evaluation, and observation data to complete a review of each faculty member. The Dean schedules a meeting with the faculty member to discuss their accomplishments and make suggestions for possible improvements. After this review, the evaluation and all supporting material are sent to the Provost and Vice Chancellor for Academic Affairs for review and comment. If a faculty member disagrees with the Dean's evaluation, he or she may send information to the Provost for additional consideration. After this is completed, the Provost and Vice Chancellor for Academic Affairs sends his recommendation to the Chancellor and to each faculty and the Dean.

***4. Provide average number of courses and number of credit hours taught for full time program faculty for the current academic year.***

The course load for a full-time faculty member who holds the academic rank of Assistant Professor or higher is 12 semester credit hours per term. The course load for those holding the rank of Instructor is 15 semester credit hours per term. Occasionally, there are opportunities for extra courses to be taught as an overload for additional pay. Summer teaching opportunities are available for courses that meet the minimum enrollment of ten students.

There are two full-time faculty members in political science. Both of these faculty members taught the required four courses (12 semester hours) each term. In addition, one faculty member taught an extra course (overload) each semester in another discipline (foreign languages) to assist the University in meeting the demand for modern language courses. The other political science faculty member also taught an overload course each semester, both of which were offered to meet student needs in political science. Therefore, for this academic year, each full-time faculty member averaged teaching 15 semester credit hours each term.

## **Program Resources**

***1. Describe the institutional support available for faculty development in teaching, research, and service.***

The University offers a variety of support in teaching, research and service. In teaching, faculty is encouraged to seek areas of special interest and, when possible, teach in those specific areas. Faculty members are encouraged to develop special topics courses which may later become part of the regular curriculum. Faculty members are supported with institutional training and possible financial incentives for those wishing to develop on-line or hybrid courses. Through support provided by the SSBS and institutional expenditures, most classrooms in the Memorial Classroom Building (MCB) are equipped with a computer, a document camera and a projector. The political science faculty members use these “Smart Rooms” regularly for instruction.

The SSBS support faculty research and scholarly activity through financial support of research activities including attendance at professional meetings for presenting scholarly papers and other research findings. In political science the faculty members are also encouraged to write textbooks and articles to further their research. Faculty research grants are available through the University on a competitive basis. These grants have been awarded every year to at least one of the political science faculty members. In addition to the SSBS support of research and travel using faculty development funds, the UAM administration has been very supportive of the political science faculty in funding travel when costs exceed the SSBS resources. For example, a political science faculty member along with her undergraduate students traveled to Munich, Germany, in two consecutive years to present her research at the Institute for Cultural Diplomacy.

Faculty members are encouraged to serve on the university committees and the political science faculty members are very active in this regard. Faculty members use their experience and specific skills serving on university committees. This provides a growth opportunity for faculty members and assists the faculty member in promotion and tenure activities.

**2. Describe the professional development of full time program faculty over the past two years including the institutional financial support provided to faculty for the activities.**

| <u>Date</u> | <u>Faculty</u> | <u>Description</u>  | <u>Location</u>                               | <u>Amount</u> |
|-------------|----------------|---|---|---------------|
| Fall 2013   | Strong         | Participant in Cornerstone Leadership Development Institute's (CLDI) 2013 Southern Leadership Academy (SLA). The Southeast Arkansas Cornerstone Coalition's "Southern Leadership Academy" is a program designed to educate community leaders on the many opportunities and challenges faced by the region. This program highlights a diverse curriculum that focuses on collaboration among the 5 counties of the cornerstone (Drew, Bradley, Chicot, Desha and Ashley), government agencies, and private entities. Specific subjects addressed include education, grant writing, economic development, city government, state/federal government, health care, and business. This program is an excellent networking opportunity that will provide participants access to various projects and industries located in this part of the state. | Various locations in SE Arkansas (8 sessions) | \$200         |
| Jan 2013    | Strong         | Panel Participant for Council for Undergraduate Research (CUR) panel, Southern Political Science Association (SPSA) conference  | Orlando, FL                                   | \$250         |
| June 2012   | Strong         | Undergraduate Panel Chair, Law and Society Conference   | Honolulu, HI                                  | \$500         |
| Apr 2012    | Strong         | Presenter, Midwest Political Science Association (MPSA) conference  | Chicago, IL                                   | \$175         |
| Jan 2012    | Strong         | Presenter, Southern Political Science Association (SPSA) conference and Chair/Discussant of Undergraduate Panel on Global Affairs and Graduate Panel on Political Theory.   | New Orleans                                   | \$250         |
| 2011/2012   | Strong         | Recipient, UAM Faculty Research Grant to do   | Washington                                    | \$1500        |

|           |        |   |                    |        |
|-----------|--------|---|--------------------|--------|
|           |        | archival research at National Defence University (Washington D.C.) and the National Archives  | D.C.               |        |
| Feb 2012  | Wright | Panel Chair: “Undergraduate Research in Domestic Politics” at the Arkansas Political Science Association.   | Russellville, AR   | \$600  |
| Feb 2012  | Wright | “A Comparison of Visual Motifs in Violent Islamist, Street Gang, and Right-Wing Racist Videos on YouTube.” Paper presented at the Arkansas Political Science Association. |                    | \$450  |
| May 2012  | Wright | Led political science field study to London, England & Paris, France  | London & Paris     | \$2200 |
| June 2012 | Wright | Advanced Placement (AP) test reader for US Govt. & Politics   | Salt Lake City, UT |        |
| Aug 012   | Wright | UAM Faculty Development Week participant  | Monticello, AR     |        |
| May 2013  | Wright | Led political science field study to Dublin, Ireland and Belfast, Northern Ireland, UK  | Dublin & Belfast   | \$2200 |
| Aug 2013  | Wright | UAM Faculty Development Week participant  | Monticello, AR     |        |
| Feb 2012  | Wright | Panel Chair: “Undergraduate Research in Domestic Politics” at the Arkansas Political Science Association.   | Russellville, AR   | \$300  |

**3. Provide the annual library budget for the program or describe how library resources are provided for the program.**

One of the political science professors is a member of the Library Committee for the university so there is representation for resource allocation of library resources. Each academic unit, along with library liaisons, recommends library purchases of materials. The budget is spent on books, e-books, journals, e-journals, and databases. The total budget for the entire SSBS is \$18,700. This budget is not allocated by specific discipline but political science has, by virtue of its inherent interests, received book acquisitions to a larger degree than the other SSBS disciplines. Electronic databases are upgraded regularly giving faculty an excellent access to new publications. The library also offers a very liberal inter-library loan policy allowing each faculty multiple inter-library loan requests.

**4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).**

The School of Social and Behavioral Sciences provides “smart rooms” to integrate technology with classroom experiences. The Memorial Classroom Building where SSBS is housed currently has six (6) smart rooms, each equipped with a computer connected to the internet, a digital projector, a document reader and an audio system. SSBS has added a new smart room each year

and plans to continue or increase this rate to two per year until all eligible classrooms have been converted. The building also houses a computer lab dedicated to use with students who need tutoring or training in the process of writing reports and papers. This Writing Center is staffed by a professional full-time director who, in turn, supervises tutors for students needing help.

The UAM Library features a large volume of content for faculty research and development, and can also be used in instructional technology. Library resources in the area of social sciences and political science in particular are extensive including the electronic resources listed below:

1. Academic Search Complete
2. ArticleFirst
3. Credo Reference Online
4. FirstSearch Databases
5. LexisNexis Academic
6. MasterFILE Premier
7. ProQuest Research Library

In addition to the printed and electronic resources, a professor may contact the library liaison to schedule a class period in which the librarian teaches students about resources that will be most helpful in research for their political science classes. Students, as well as faculty, can also request individual research consultations with a librarian.

**5. Provide a list of program equipment purchases for the last three years.**

| <b>Item Description</b>   |
|---|
| Dell Optiplex 960 Desktop Computers (2 purchased for faculty offices) |
| Dell 1250c Laser Printer  |
| Dell Laptop Computer (2 for faculty use at conference presentations)  |
| Fujitsu Scan Snap document scanner (Ix 500 for test scoring)          |
| Dell 21" flat Panel Monitor for faculty member                        |
| Dell Optiplex 960 Desktop Computer (for classroom)                    |
| Remark Office OMR software for Survey scoring and analysis            |
| BACK-UPS 550VA Backup Power Up Supply (for faculty office)            |
| SPSS statistical software   |
| Dell 1210S Projector (2 for classroom)                                |
| Projector mount   |

**Instruction via Distance Technology**

The political science program offers distance learning for its students and potential students. Of the 38 semester credit hours offered last year by the combined faculty, nine hours, or approximately 25 percent of the courses were offered via distance learning.

**1. Summarize institutional policies on the establishment, organization, funding, and**

### *management of distance courses/degrees.*

The UAM campus governance and academic approval processes are followed for any new course added to the curriculum. Any new degree program, regardless of the method of delivery including distance technology must be reviewed by the faculty, approved by the academic unit Dean, the Academic Council, the University Assembly, and the Chancellor of the University.

For an existing course to be offered via distance delivery, a Course Shell Authorization form must be completed and signed by the faculty member and approved by the academic unit dean and the Provost and Vice Chancellor for Academic Affairs. Each faculty member who teaches an online course must participate in Blackboard, the campus learning management system. Training in the use of Blackboard is offered by the Office of Academic Computing prior to each fall semester or as the need arises. Technical assistance is provided by the Office of Academic Computing as needed/required throughout the semester and/or term.

The Office of Academic Computing is responsible for the management and maintenance of the learning management system server and must communicate with the Office of Academic Affairs regarding available space/seats and other administrative concerns. Additionally, the Office of Academic Computing is responsible for providing technical assistance to the faculty who teach online courses.

Additionally, there is a modest stipend provided for those faculty members who develop an online course delivery for existing face-to-face courses.

### ***2. Summarize the policies and procedures to keep the technology infrastructure current.***

University of Arkansas at Monticello faculty and students have access to infrastructure and technology that includes intranet, Blackboard, broadband Internet, and access to the online catalog, electronic books, and journals available in the Fred J. Taylor Library and Technology Center, as well as web-based mediums. Regular funding is part of an ongoing process that includes technology upgrades, software licensing, and technical support.

UAM is also in the sixth year of an eight-year plan to provide a technology infrastructure that will increase the University's academic competitiveness. This plan includes Level One technology certification for five buildings; remaining buildings on all three campuses will be upgraded to Level One within the next three years.

In the summer of 2010, UAM, a founding member of the Arkansas Research and Education Optical Network, ARE-ON, connected to the ARE-ON Network allowing access to two high-speed national networks, the Internet2 and National Lambda Rail. Completion of this project allowed UAM to collaborate with all universities and colleges that share the network as well as accessing the Internet at a much faster rate. The university is currently in the process of getting all campus buildings connected.

UAM has also purchased a financial and student information software system, PeopleSoft,

updating the institution's 25-year old software system, which will make secure access to campus educational and planning resources available to students via the Internet.

UAM began offering distance education courses in 1999 with WebCT and utilized various versions of WebCT until summer 2010, when UAM changed to Blackboard as its distance learning course management product of choice.

***3. Summarize the procedures that assure the security of personal information.***

The UAM Information Technology Department sets forth guidelines for the protection of personal information following the information security policies regulated by the State of Arkansas security recommendations. These guidelines state that UAM can only collect personal information through a secure link and with prior approval from that individual. Personal information cannot be stored on the course management system by the students and/or faculty. The Office of Academic Computing regularly scans web sites for the presence of personal information. The removal of any personal information found on the course management system is immediate. Blackboard is subject to the same security measures as all other information systems on the campus and meets the State of Arkansas security guidelines for protecting personal information.

***4. Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.***

The following support services are provided to students (as well as to all students) enrolled in distance technology courses: advising, course registration, financial aid services, course withdrawal, email account, access to library resources, and the Blackboard Help Desk.

Online students receive the same advising support as students taking courses on-campus. Advisors are available via published contact phone numbers and email and are always ready to help students with preparing for registration.

In regard to course registration, students who are registering for only online courses are directed to contact the UAM Office of Academic Affairs for support and assistance.

For financial aid for distance education students, students may complete the Free Application for Federal Student Aid (FAFSA) online and can view their financial status via WeevilNet (UAM enterprise computer portal). UAM does not currently allow students to accept aid via WeevilNet; however, that is planned for the near future. Requested verification documents, loan requests, and award acceptance letters can be submitted via mail, email or fax rather than through a personal visit.

For course withdrawal, students are directed to contact the institution's director of Academic Advising for support and assistance.

Student email accounts are governed by the university Information Technology Department. The UAM webpage contains links to connect to email, tutorials on using the email system, instructions for initial login, and support phone numbers to contact in the event students are unable to login to their email. Information Technology is open 8am-4:30pm Monday-Friday for student email account problems.

Online students may access library resources in the same fashion as other students. The Library website is linked from the UAM homepage and provides distance education students access to Subject Guides, Library Guides, the Library catalog, an extensive list of databases, and a tool for searching magazines, newspapers, and journals for information. The Library webpage also provides contact information should students need specific services that are not linked to the main page.

The Office of Academic Computing features a Support Center, also linked from the main UAM Webpage (Blackboard link). This link allows students to access tutorials on “How to Use Blackboard” and “Problems with Blackboard” for students to reference for quick resolutions. The support page also features contact phone numbers for the Support Center, a form to complete to request assistance via email, and a “Live Chat” option where you can be directly connected to an individual in the support center for live assistance, and there is a link for a complaint to be registered by the online user. The Office of Academic Computing also periodically offers workshops on Blackboard usage.

***5. Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.***

Support services are provided to students enrolled in distance technology courses primarily by the Office of Academic Computing. Faculty is also very helpful if the problem is an issue with which the faculty member is familiar to help share resolutions. The Office of Academic Computing supports distance technology courses with training workshops on how to use the course management software utilized for distance courses, online tutorials, email forms for support, and by providing contact phone numbers for the Support Center, and a web option for Live Chat with support personnel. The email form, the chat option, and direct phone calls put users in contact with support personnel who gather information about the users’ computer, Internet connection, and the problem. Using this information, support personnel will attempt to diagnose the issue and provide a timely resolution to the problem.

***6. Describe the orientation for students enrolled in distance technology courses/programs.***

Institutional policy in regard to orientation for distance technology courses is as follows (from UAM Faculty Distance Education Handbook):

“Conduct an orientation (online) in each course at the beginning of each term to ensure each student understands the requirements of the course and can access the course. Advise students of the time and energy demands of the course as well as establishing clear limits on what the course

is and is not.”

Each faculty member interprets this orientation process in a slightly different manner, but all complete the requirements to ensure students understand how to use the software, view the syllabus, utilize the calendar and discussion boards, and other software features. Each style of orientation session presents the instructors contact information, office hours, and expectations for student performance in the course.

“The course load for fulltime faculty holding the rank of instructor is 15 semester credit hours. The course load for fulltime faculty holding the rank of Assistant Professor or above is 12 semester credit hours.” Distance education courses are treated as part of faculty’s standard workload. Thus, distance technology courses are viewed the same as classroom courses in the area of workload, credit hours taught, and compensation. Faculty is given a special one-time incentive payment for development of each new online course that they teach.

Regarding ownership of intellectual property in the area of previously copyrighted materials, the UAM Distance Education faculty handbook sets forth the following guidelines for the use that all faculty must abide by:

“Under Section 107 of the copyright law (<http://www.copyright.gov/>) passed in 1976, educators are given special exemptions from the law under the Fair Use Doctrine (<http://fairuse.stanford.edu>). Educators may use copyrighted works without first obtaining permission of the copyright holder, within limits. There are four criteria for determining whether copyrighted materials have been used legally under this doctrine:

- (1) Purpose and character of the use;
- (2) Nature of the materials used;
- (3) Amount and importance of the part used; and
- (4) Effect on the market of the use.

This site ([www.cetus.org/fairindex.html](http://www.cetus.org/fairindex.html)) shows illustrations of the amounts of copyrighted work that may be used under the Fair use Doctrine.

### Copyright and Online Instruction

The Technology, Education and Copyright Harmonization Act (TEACH Act) passed in 2002 expands the Fair Use Doctrine to cover distance education. Generally, exemptions given for face-to-face instruction will apply to online instruction. Please visit the American Library Association website for more information [www.ala.org/](http://www.ala.org/)

### Copyright Permission

The Fair Use Doctrine currently enables educators to use copyrighted materials without first seeking permission. An educator can also use any materials where copyright permission has been obtained. The following sites offer more information:

The Copyright Clearance Center ([www.copyright.com](http://www.copyright.com)) will obtain permission for educators; a

fee is attached to this service;

The Copyright Management Center at Indiana University/Purdue University site has information on how to seek copyright permissions. (<http://www.iu.edu/copyright/>);

The US Copyright Office (<http://www.copyright.gov/>) allows one to search a database for copyright ownership.”

Ownership of intellectual property for coursework developed by University faculty is described in the University of Arkansas Board of Trustees Policy 210.2 r. In summary, this policy states that in most instances, faculty members will own the copyright to material they have created, and retain the right to update, edit, or revise their work. Faculty also will receive all revenues of commercialization of content they create of their own initiative. For materials developed in regard to faculty contract employment pursuits, the University will retain the right for all revenues, but may decide to share such revenues with the developer at the discretion of the University.

## **Majors/Declared Students**

### ***1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.***

The number of declared political science majors over the past three years has remained fairly constant at about 20 majors. In addition, there are a substantial number of students who indicate “pre-law” as their major. Most of these become political science majors if they progress to upperclassmen status. The table below shows the number of political science majors over the past three years.

| Declared Majors   |      |      |      |
|-------------------|------|------|------|
|                   | 2010 | 2011 | 2012 |
| Political Science | 16   | 17   | 20   |
| Pre-Law           | 12   | 14   | 12   |
| Total             | 28   | 31   | 32   |

### ***2. Describe strategies to recruit, retain, and graduate students.***

#### **Recruitment**

Recruitment begins even before students enroll at UAM with flyers and eight-semester plans handed out to potential students at all high school recruitment days hosted at UAM. Potential students that sign the register are sent letters describing the political science program at UAM. Flyers are likewise distributed to new UAM students at orientation and Weevil Welcome days. The primary recruitment of majors, however, comes from students that take PSCI 2213 American

National Government as a general education requirement course as well as the advertisement of departmental field studies both domestically and abroad. Additionally, indirect recruitment comes from news releases of the activities of current political science majors, many of whom participate in such high-profile activities as Student Congress and Model United Nations as well as regional, national and international academic conferences. Discussions are underway to implement film festivals focusing on current political issues and/or roundtable discussions of current events in politics.

## **Retention**

Strategies aimed at the retention of political science majors include the following:

- The opportunity for students to participate in student-oriented, upper-division seminars that incorporate a wide-range of contemporarily-relevant, pedagogical techniques meant to foster critical thinking and evaluation skills by all political science majors. These techniques range from open, student-led (Socratic) group discussions to oral final examinations hosting simulations of institutional bodies related to whatever topic was studied that semester (i.e. Congressional sessions, mock United Nations sessions, mock trials, etc.)
- An annual offering of both international and national field studies hosting experiential learning components. International field studies rotating among Ireland, Scotland and London have been part of the political science curriculum for ten years; national field studies to Washington D.C., New York, Philadelphia, Honolulu and San Francisco have been held for the past five years.
- The opportunity to participate in active learning endeavors such as Student Congress and Model United Nations simulations.
- The opportunity to engage in advanced research leading to the completion of a project adhering to the standards of high quality research that can then be presented at state, national and/or international conferences.

Past students have presented papers at the Arkansas Political Science Association's annual state conferences (held in various locations throughout Arkansas), the Georgia Political Science Association's annual regional conferences (held in Savannah, Georgia), the Southern Political Science Association's annual regional conferences (held in New Orleans, Louisiana), the Midwest Political Science Association's annual national conferences (held in Chicago, Illinois) and international conferences hosted by the Institute for Cultural Diplomacy (held in Berlin, Germany).

- Participation in the political science honor society, Pi Sigma Alpha which is currently involved in activities to raise money for student participation in simulation projects and/or conferences as well as the planning and implementation of a campus-wide movie night for domestic and international themes related to political science which will host analyses of different films by junior/senior political science majors. There are also plans to take honor society members for a tour of the Clinton Library after which the students will attend a public

lecture at the Clinton School of Public Service, in Little Rock, Arkansas.

## **Graduation**

The political science program at UAM is serious about preparing out majors so that they not only graduate from the political science program, but the students also distinguish themselves as competitive candidates for nationally-recognized graduate and law programs. The following are specific pedagogical strategies employed at UAM:

### *Foundational Courses:*

- PSCI 2283 *Research Methods for the Social Sciences* is offered at the sophomore level. In this course, students are taught the philosophy behind doing scientifically rigorous research which then underpins the writing of papers and projects that adhere to the standards of high quality research. Since UAM is an open-enrollment university, this course is offered not as a capstone course, but rather at the beginning of the major-specific curriculum taken by students to ensure that they develop the skills needed for success and academic achievement as the students progress to upper-division seminars within the major (all of which require the student to complete a comprehensive research project).
- Students are additionally required to complete PSCI 2213 American National Government. Students are also highly encouraged to complete PSCI 2233 Comparative Politics before proceeding to upper-division seminars. The information presented in these courses provides students with the general information needed to have mastered both the domestic and international levels before proceeding to upper-division seminars.

### *Upper-Division Seminars:*

- All upper-division seminars have been created to present students with lessons based on real-world political seminars requiring in-depth analysis and critique by the student.
- All upper-division seminars require students to engage in weekly classroom discussions and/or give presentations, all meant to help students perfect their public speaking skills while completing their undergraduate degree.
- All upper-division seminars include activities meant to consolidate the student's critical thinking skills such that they move on from the rote memorization of textbook themes to the active learning associated with active citizenship.

### *Graduate Preparatory Activities:*

The following strategies aimed at ensuring a better success rate of UAM graduates in gaining admission to and succeeding in graduate and/or law school are offered in the SSBS:

- Information sessions for students planning to attend graduate school in political science and/or law school. These sessions include informal informational 'talks' by SSBS faculty on themes ranging from preparing for and taking the GRE, preparing graduate school applications, preparing for interviews, surviving your first year of graduate/law school, etc.

- Advanced political science majors are mentored upon request to engage in advanced research methods techniques in order to write papers that are sophisticated enough to be presented in state, national and/or international conferences. These experiences help students to improve their research, critical thinking and public speaking skills simultaneously.
- The political science program routinely offers upper-division seminars such as Mock Trial and Evidence Law, both of which involve the preparation for and running of a mock trial at the end of the semester.

**3. Provide the number of program graduates over the past three years.**

The number of graduates in political science has averaged about seven students per year over the last three years. The following table indicates the number of program graduates per year over the past three years.

| Political Science Graduates Per Year |      |      |      |       |
|--------------------------------------|------|------|------|-------|
| Year                                 | 2010 | 2011 | 2012 | Total |
| # Graduates                          | 7    | 8    | 4    | 19    |
| 3-year Mean                          |      |      |      | 6.6   |

**Program Assessment**

**1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).**

The program in political science, as part of the SSBS, has been assessed repeatedly over the last ten years. Various attempts at using standardized assessment tools such as the Major Fields Achievement Tests (MFAT) have not been successful primarily because the number of examinees proved too small to make any statistically valid or reliable conclusions regarding the curriculum. Therefore the assessment of the Student Learning Objectives (SLOs) has been completed via an incremental, course-by-course, process. To this end, the faculty members have created a curriculum that leads students through a series of specific classes that sequentially develops information bases and skills needed to meet SLOs. When taken in sequence, political science students progress logically through skill sets that help them improve their research and critical thinking skills, which translate into a grounded knowledge of political science, an enhanced potential for graduate study and preparedness for the workforce. Political science majors develop SLOs through a range of activities both inside and outside of the classroom. Skills related to the development of the student’s research, writing and critical thinking capabilities come with experience and the completion of writing assignments adhering to strict

referencing policies, analytical research encompassing the most recent findings, and comprehensive exams. The essential vocabulary and basic concepts of political science are gained in the required (core) introductory courses. Writing and research skills, as well as the ability to interpret the type of data that historians encounter and work with are developed as part of PSCI 2283 Research Methods in Social Sciences. There is also the opportunity for students to pursue independent study of political science under the tutelage of one of the faculty members. This independent study course is used extensively in political science. A substantial number of students have both the demonstrated abilities and the interest in writing research papers for presentations at conferences. A product of these courses is usually a scholarly research paper. Students are encouraged to present their papers to political science conferences at the state, regional, national and international level. UAM political science students have recently been very successful with the acceptance of papers at conferences and meetings at all of these levels. It is the acceptance of these papers after professional external (to UAM) peer review that provides evidence of successful achievement of the learning objectives and, in turn, validates the curriculum.

## **2. Describe program/major exit or capstone requirements.**

There is not a specific course designated in political science as a capstone course. Instead, PSCI 2283 Research Methods in the Social Sciences is used as a *de facto* capstone course for political science majors. In this course, students are specifically trained in the skills and cognitive approach necessary for critical thinking and problem solving. These skills are then assessed using topic specific exams. In order to complete the course satisfactorily, students are required to demonstrate these skills by producing research projects similar to those found in capstone courses. With regard to the core philosophy underpinning the program's curriculum standards, the political science program offers a changing compendium of factual information which is necessary to be proficient in the field. The major objective, however, is to inculcate in the students a way of thinking about political science and political events that is both creative and logical. These critical thinking skills are applied in every course in the curriculum but are most evident in the research, seminars and independent study courses. This is also where logic and critical thinking are directly assessed using exams and required research writing.

The intention is that students will use the skills they acquire in these classes to write better papers in for presentation and publication. This productivity almost invariably leads to student research papers that are worthy of submission to meetings and conferences for presentation to scholars in the field at the highest level. Although we only have undergraduate students in political science, these students have presented to groups that are composed of presenters from graduate programs and faculty from prestigious universities. Not only is this experience tantamount to a capstone experience, it is noteworthy enough to receive national and international recognition for the UAM political science students and the political science program.

## **3. Provide information on how teaching is evaluated, the use of student evaluations, and how results have affected the curriculum.**

For the past two years, student evaluations of teaching have been moved to a secure online survey operated by CoursEval. Each student completes the survey online outside of class. In the new system, the survey has been simplified greatly to seven specific questions, with opportunities to include written comments on some of the questions. Each faculty member has the ability to add up to three questions per specific course by submitting those questions to the CoursEval campus manager.

In the survey, the student has the opportunity to choose options from Strongly Disagree (1) to Strongly Agree (5) to each of the questions. The survey statements used for the last four semesters (Fall 2011 through Spring 2013) evaluations are tabulated below.

| Student Evaluation Statements Aggregated for Political Science   | Mean* |
|--|-------|
| I have more knowledge and a deeper understanding of the subject matter as a result of this course.         | 4.3   |
| This course helped me learn how to analyze and evaluate new information                                    | 4.2   |
| The instructor has provided me with much new knowledge and helped me to understand the subjects we covered | 4.3   |
| The instructor is willing to help students learn   | 4.5   |
| The instructor shows interest in and knowledge of the subject  | 4.6   |
| The instructor demonstrates effective oral and written communication skills                                | 4.7   |
| I would recommend this instructor to other students  | 4.7   |

\*The mean is from 5-point scale with 1=Strongly Disagree to 5=Strongly Agree

**4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.**

Incoming transfer students are easily assimilated into the program if the student is transferring from another University in the Arkansas system. This is partly due to the common course transfer requirements established by the Arkansas legislature. It is also partly an artifact of the nature of the political science curricula at almost all institutions. The core courses in political science are similar enough from one institution to another so that that transfer is simplified. And, all political science curricula allow for a block of electives so that courses specific to one institution (e.g. special topics and seminars) can be accepted as electives at another.

The UAM political science program has so few students who transfer to another institution that data regarding how well prepared UAM students are for functioning at the receiving school are essentially non-existent. Very limited anecdotal information, however, suggests that our students are well prepared so that they can assimilate into the new program without any obvious deficiencies.

**5. Provide information for program graduates continuing their education by entering**

***graduate school or by performing volunteer service.***

Often, a high number of our graduates go on to graduate school (including masters programs in public service, public administration and teaching) and law school. The SSBS has held informational meetings to help those thinking of attending graduate school understand the process. The School plans to continue these meetings to help students better prepare for the GRE, LSAT, and graduate school culture.

Political science alumni have either completed or are currently pursuing graduate level degrees at the Clinton School of Public Service, Little Rock, Arkansas, and Southern Arkansas University, Magnolia, Arkansas. Other alumni have completed a Masters in Teaching from UAM and the University of Arkansas at Little Rock and are now teaching in middle or high schools throughout Arkansas. One former graduate is currently the Assistant to the Mayor of Monticello. Other former graduates are now officers in the United States Army, with one just having returned from a tour in Afghanistan where he served as a cultural liaison between his platoon and the local population; another has been accepted into Army military intelligence. In addition, the department has helped former students currently in graduate schools where there are no teaching assistant opportunities by regularly inviting these students back to campus to lecture to political science undergraduates on their areas of expertise. Two graduate students have either presented a series of lectures or have taught an entire semester of PSCI 2213 *American National Government*. Two other graduate students have acted as teaching assistants in upper-division political science seminars including PSCI 3573 *Contemporary Political Ideologies* and PSCI 4693 *Developing Nations*.

***6. Provide aggregate results of student/alumni/employer satisfaction surveys.***

Given the relatively small number of graduates from the program, past attempts at surveys which have resulted in even lower numbers of responses (i.e., surveying six graduates with a 50% return rate resulted in three responses). These results were unusable partly because the survey was scaled to be analyzed quantitatively. As a result the SSBS is instituting an exit interview for graduates including those in political science. This qualitative assessment information will be aggregated by year and then accumulated for subsequent years to allow for better assessment of student satisfaction.

While most respondents at these exit interviews will not yet have identified their future employers or graduate program, the students will be asked for an email address through which they can be contacted and surveyed in future months/years as alumni. At that time, if the student is in graduate school, that information will be recorded. If the student is employed, he/she will be asked for employer information. And, if the student agrees to have his/her employer surveyed, then an employer survey will be conducted. It is hoped that this new process will ultimately provide even more information to improve the program.

***7. Describe how the program is aligned with the current job market needs of the state or local communities.***

Statewide, approximately 214,700 people are employed in the government sector in Arkansas. This represents an overall increase in government sector employment in the state of 14,000 jobs over the last decade.

[http://data.bls.gov/timeseries/SMS05000009000000001?data\\_tool=XGtable](http://data.bls.gov/timeseries/SMS05000009000000001?data_tool=XGtable)

The political science program helps train students for employment in local government, law, and the non-profit sector by both giving students the tools necessary to succeed in the job market generally and through specific classes designed to help them in jobs in the community and state. Generally, all students are required to write extensive papers in all upper division courses. The program also offers courses in: PSCI 2223 State Government of Arkansas, PSCI 3313 Statistics for the Social Sciences, and PSCI 4613 Principles of Public Administration.

***8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.***

Political science graduates over the past several years have followed all the major paths to post-baccalaureate engagement. Of those who did not proceed to graduate school for advanced degrees, students have been employed in each of the areas for which they are most prepared including government service and politics, non-governmental (especially charitable) organizations, private-sector positions requiring leadership and decision-making skills and military service.

**Program Effectiveness (strengths, opportunities)**

***1. List the strengths of the program.***

The greatest strength of this program is its faculty. Although there are only two faculty members, each offers impeccable credentials. Both earned the Ph.D. from prestigious programs and they have numerous books and articles published. Their content knowledge is outstanding. However, their willingness and ability to serve as mentors to the political science majors certainly sets them apart from other faculty. The political science faculty has served as role models and as mentors. Because UAM is an open admissions university and the political science students are a representative cross-section of the larger student body, there is a lack of a large cohort of students with high admission test scores. The political science faculty, however, teaches and encourages many of these students to present undergraduate student research papers, some of whom have been accepted for presentation at three international conferences in the past three years. During this time, these students have also presented papers (some of which won awards) at more than ten conferences at the state, regional and national levels. These students have been invited to participate in graduate seminars (as undergraduates) at very prestigious graduate programs in political science, i.e. George Washington University. To move even one student from minimally adequate preparedness for college (based on ACT scores) to graduate student functioning is quite a feat. These efforts were stimulated by their political science faculty mentors.

**2. List the areas of the program most in need of improvement.**

One area that needs improvement is instructional technology. Political science is not very technology-dependent beyond the need for access to electronic journals and databases. However, there is a need to maintain an adequate inventory of classrooms with available instructional technology. The ability to integrate digital video (either archived or streaming live) into lectures needs to be expanded. The ability to record/capture lectures on-site would be very useful to allow publishing on YouTube or incorporation into online course offerings.

Recruiting and retention of students remains as an area needing improvement for political science. The faculty's reputation for being concerned about and helpful to students should maintain both recruitment and retention at an adequate level.

**3. List program improvements accomplished over the past two years.**

The political science program began approximately four years ago to mentor students and to stimulate those students to conduct original research and to write papers in the discipline. This research activity has increased each year. The students (via their mentors) have become so prolific that a healthy academic competition has evolved. This has caused an increase in demands on the faculty but the faculty has responded with increased commitment on their part to sustain scholarly work from undergraduates who are functioning, in many cases, as if they were graduate students.

**4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.**

One objective of the political science program is to acquire additional hardware and software for recording lectures to be incorporated in online course offerings and hybrid courses. This incorporation will enhance the distance learning component by integrating face-to-face (or screen-to-screen) interactivity with the less immediate interaction. The estimated cost for this enhancement is approximately \$4,500 for the software and hardware.

Another planned improvement is to create a stable and predictable budget for supporting undergraduate student travel for presentation of scholarly research at conferences. The UAM administration has been very generous in the past with their support of these students and their expenses for attending meetings and conferences. A stable budget could allow for students to prepare and submit papers to reviewers with more certainty that their scholarship would be supported.

# APPENDICES

# APPENDIX

## A

# General Education Requirements

## GENERAL EDUCATION REQUIREMENTS

### Composition (6 Credit Hours)

ENGL 1013 (ACTS Equivalent # ENGL 1013) Composition I  
ENGL 1023 (ACTS Equivalent # ENGL 1023) Composition II

### Mathematics (3 Credit Hours)

Mathematics Course, 1000-level or above  
MATH 1043 (ACTS Equivalent # MATH 1103) College Algebra  
MATH 1003 (ACTS Equivalent # MATH 1003) Survey of Mathematics

### Speech (3 Credit Hours) Choose one of the following:

COMM 1023 (ACTS Equivalent # SPCH 1003) Public Speaking  
COMM 2283 Business & Prof. Speech  
COMM 2203 Interpersonal Communication

### Fine Arts Appreciation (3 Credit Hours) Choose one of the following:

ART 1053 (ACTS Equivalent # ARTA 1003) Art Appreciation  
MUS 1113 (ACTS Equivalent # MUSC 1003) Music Appreciation

### Humanities (3 Credit Hours) Choose one of the following:

ENGL 2283 (ACTS Equivalent # ENGL 2113) World Literature I  
ENGL 2293 (ACTS Equivalent # ENGL 2123) World Literature II

### U.S. History or Government (3 Credit Hours) Choose one of the following:

HIST 2213 (ACTS Equivalent # HIST 2113) American History I  
HIST 2223 (ACTS Equivalent # HIST 2123) American History II  
PSCI 2213 (ACTS Equivalent # PLSC 2003) American National Government

### Social Sciences (6 Credit Hours) Choose two courses from two different disciplines from the following:

ANTH 2203 (ACTS Equivalent # ANTH 2013) Cultural Anthropology  
CJ 1013 (ACTS Equivalent # CRJU 1023) Introduction to Criminal Justice  
ECON 2203 (ACTS Equivalent # ECON 2103) Principles of Macroeconomics  
ECON 2213 (ACTS Equivalent # ECON 2203) Principles of Microeconomics  
GEOG 2213 (ACTS Equivalent # GEOG 1103) Geography I  
GEOG 2223 Geography II  
HIST 1013 (ACTS Equivalent # HIST 1113) Survey of Civilization I  
HIST 1023 (ACTS Equivalent # HIST 1123) Survey of Civilization II  
PSY 1013 (ACTS Equivalent # PSYC 1103) Introduction to Psychology  
SOC 2213 (ACTS Equivalent # SOCI 1013) Introduction to Sociology  
SWK 1013 Introduction to Social Work

General Education Requirements, continued

**Basic Sciences (8 Credit Hours) Choose eight hours from two 3-hour lecture courses with associated 1-hour labs or two 4-hour courses with integrated labs chosen from two of the following groups:**

Biological Sciences

BIOL 1063/1071 (A.C.T. equivalent BIOL 1004) Intro. to Biology/Lab

BIOL 1083/1091 (A.C.T. equivalent BIOL 1014) Principles of Biology II/Lab

Earth Sciences

ESCI 1063/1051 (A.C.T. equivalent GEOL 1114) Elements of Geology/Lab

ESCI 1073/1081 (A.C.T. equivalent PHSC 1104) Earth and Atmosphere/Lab

Chemistry

CHEM 1023/1031 (A.C.T. equivalent CHEM 1004) Intro. to Chemistry/Lab

Physics

PHYS 2203/2231 (A.C.T. equivalent PHYS 2014) Gen. Physics I/Lab

PHYS 2313/2231 (A.C.T. equivalent PHYS 2034) University Physics/Lab

TOTAL: 35 General Education Credits Required

# APPENDIX

## B

### B.A. Identity Requirements

## B.A. Identity Requirements

### Bachelor of Arts (B.A.) Degree

Students receiving a Bachelor of Arts degree will be exposed to a diversity of thought and communication. Candidates for a Bachelor of Arts degree must complete 12 hours as stipulated below. Students cannot use courses within their major. Students whose major is Early Childhood Education or Middle Childhood Education are exempt from this requirement.

Candidates for a Bachelor of Arts degree must complete:

**At least six hours of one foreign language (a language other than English).**

**Six hours from the courses listed below:**

Any foreign language courses

ART 3403 Art History I Survey: Prehistoric to Renaissance

ART 3413 Art History II Survey: Renaissance to Present

COMM 3413 Intercultural Communication

ENGL 3343 Bible as Literature

ENGL 3353 History and Development of Film

ENGL 3423 British Literature I

ENGL 3433 British Literature II

ENGL 3453 International Short Stories

ENGL 3583 Critical Theory and Approaches to Literature

ENGL 4593 Introduction to Language Study

ENGL 4613 British Novel

ENGL 4623 Shakespeare

ENGL 4743 Film and Literature

HIST 3423 Britain

HIST 3503 Middle East and North Africa

HIST 3553 Africa

HIST 3563 Russia

HIST 4623 East Asia

Any other non-American history course at the 3000-4000 level

MUS 3563 History of Music I

MUS 3573 History of Music II

PHIL 2223 Introduction to Philosophy

PHIL 3523 Logic

PHIL 3623 Ethics

PHIL 4603 History of Philosophy

B.A. Identity Requirements, continued

PSCI 3443 Middle East Politics

PSCI 3463 International Relations

PSCI 3583 European Politics

PSCI 4683 Western Political Theory

# APPENDIX C

## Political Science Syllabi

**PSCI 2213, American National Government**  
(ACTS Equivalent # PLSC 2003)  
**Fall 2013**

**Professor: Dr. Strong**

**Class Times: T&TH, 9:40-11:00, or 1:40-3:00**

**Office: 216 MCB**

**Contact Phone: 1-870-460-1687**

**Contact Email: [strong@uamont.edu](mailto:strong@uamont.edu)**

**Office Hours: See Appendix 2 (pg. 10, back page) of this syllabus.**

**Course Description:**

This course is designed to provide students with an introductory knowledge and understanding of American government, politics, and organization(s). As Americans, it is important to understand the American government, be able to answer basic questions about how it operates the way that it does, and be able to assess the merits of these practices. A key focus of this course will be on the basic mechanics of the American government, meaning that much of this course will be devoted to issues that show how the system works in general practice. This includes an analysis of the major institutions found in the United States and the primary political actors, which will help you understand how and why the US responds as it does to the events of your time. Also covered are the mechanics of federalism, the three branches of government, political parties, interest groups, elections, public opinion and the media. Students will be asked to critically evaluate various key issues related to the operation of the American Government, which will allow them to make informed decisions when voting or getting involved in government relations.

Students who complete this course should:

- Gain a better understanding of how our country was founded and how this influenced the democratic system that has developed over time.
- Gain a better understanding of the US Constitution and how it has been amended over time and how this relates to the way that the American government operates now.
- Have a basic knowledge of the structure and organization of the American Government, including its main institutions, its primary political actors and the concept of federalism.
- Be able to write a short essay that critically assesses one a topic related to the American government.
- Improve your public speaking skills through participation in one of the three discussion panels.

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**Components:**

The course grade is divided into the following components:

|                              |            |
|------------------------------|------------|
| • Attendance                 | 5%         |
| • Participation/Quizzes      | 5%         |
| • Interactive Project        | 10%        |
| • Position Paper for project | 15 %       |
| • 3 Mid-term Exams           | 15% (each) |
| • Final Exam                 | 20 %       |
|                              | 100 %      |

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### 1. Attendance and Participation:

Attendance and Participation are calculated as part of your semester grade. This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. A sign-in sheet will be passed around at the beginning of each class period taking attendance and all students present must sign this sheet before the instructor leaves the class, if they want their attendance for that class recorded. To see the penalties for missing class, look at the attendance section of this syllabus.

In addition, to earn participation grades, you are expected to take part in weekly quizzes/short assignments and discussions, as well as scheduled forums. Quizzes and in-class short assignments will not be announced beforehand, but will be conducted during the first ten minutes of class. Quizzes (which will consist of a series of short answer and/or multiple choice questions) and assignments (which will require you to write your answer in the form of a paragraph) will be based on the reading assignments for that class, as well as material covered during the last class. There is no make-up for quizzes and in-class short assignments, if you are late to class. If a short assignment is to be completed as homework, you will be given instructions and a due date in class. The timing and topic of class forums will be announced in class and will consist of a class period where students are given reading assignments outside of class and expected to participate in all activities associated with the forum.

**Attendance will count as 5% of your overall grade for the semester. Participation, which includes the results of quizzes and short assignments, will count as 5% of your overall grade. Combined, attendance and participation will count as 10% of your overall grade.**

### 2. Interactive Project:

An interactive community development project will be developed throughout the course culminating in a group presentation at the end of the semester. All students are expected to participate. Specific instructions will be handed out in class during week 4.

**The interactive project will count as 10% of your overall grade for the semester.** (If you decide to not do the project, the highest you can get in this class is an 89.)

### 3. Position Paper:

As part of the project, each student will write a position paper related to the group project developed throughout the semester. Basic Requirements:

- It must be 3-4 pages in length (about 1500 words)
- It must be typed on a computer
- It must use standard formatting settings (i.e. 11.5/12 pt. font)
- It must be 1.5/double spaced
- It must be based on one of the topics (1, 2 or 3) listed above and use the associated reading pack, to be handed out in class.
- It must include references both within the text and in the bibliography.

Additional instructions will be handed out in class.

**The position paper is due November 8 and counts as 15% of your overall grade for the semester.** (If you choose not to do the essay, the highest you can make in this class is an 84.)

### 4. Examinations:

Four examinations (three 'midterms' and a final) will be given **only** on the days listed on the class schedule. Examinations will cover the readings, lectures and discussions covered prior to the exam. The exams will

consist primarily of multiple-choice questions; you will also have the possibility of doing extra credit work based on the *New York Times*. Any other sections to the test will be announced in class in plenty of time prior to the exam to give you enough time to prepare your notes and organize your study habits.

If you do not do well on any of the mid-term examinations, you will have the opportunity to get extra credit by writing a 1 ½ to 2 page short answer to one of the questions listed at the end of this syllabus, see Appendix 1. If you choose to do these questions, you are expected to write between 3-4 paragraphs (at the very least) that answer the question, if you want full points. While not required to use references from the textbook (or credible outside sources) to support your opinions, this practice (if done correctly) will bring a better grade for this section of the test. If you have questions about how to do this part of the examination, come and see me. These mini-essays must be completed within two weeks of the exam.

***Be aware that you will be required to sit with at least one chair in between each person, your bags are to be out of sight and if I see your cell phone, your exam is OVER.***

Make-up exams will be given under extreme circumstances and proof must be provided for the absence (i.e. a doctor's note) before the make-up exam is scheduled and given. They will moreover be considered only if you have contacted the professor within 48 hours of the absence and have established (in writing) a definite time for the make-up, which must be finished within a week of the original date of the exam. ***Be aware that the content of the make-up exam will be at the discretion of the instructor.***

**The mid-term exams combined count as 45% of you overall semester grade. The final exam counts as 20% of your overall grade for the semester.** (Please note that to pass the class, you must pass at least one mid-term and the final.)

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#### **Grading Scale:**

The grading scale is as follows:

A: 90 % to 100 % (exceptional work)    B: 80 % to 89 % (good work)    C: 70 % to 79 % (average work)    D: 60 % to 69 % (below average)    F: Below 60 % (failing)

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#### **Required Book:**

You will need to purchase the following book this semester:

- James Q. Wilson: *American Government*, 10<sup>th</sup> edition, (Boston: Wadsworth Cengage Learning, 2009). You will be expected to read and understand all of the chapters in this book, as well as the Declaration of Independence and the Bill of Rights. It will help you understanding of the topic, if you read the assigned reading *before* the class in which the related issues will be discussed.

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#### **Schedule of Classes:**

*The Instructor reserves the right to alter this syllabus as needed throughout the semester to better account for the needs of this particular class. Notification will be provided of any such changes.*

**Topic 1:                      What is Politics? / Why We Need a Government**

*Readings: Wilson (Chapter 1)*

Wks 1-2 (Aug 21 – Aug 30) Discuss Syllabus, Expectations of Course/ Key Political Terms

**Topic 2: The US Constitution and the Bill of Rights**

*Readings: Wilson (Chapter 2); also the Declaration of Independence and the Constitution (You must memorize the Preamble for the exam).*

Wks 3-4 (Sept 2-Sept 13) Declaration of Independence/U.S. Constitution

No Classes, Labor Day, Monday, September 2

**Topic 3: The Internal Workings of the U.S. Government**

**I. Political Participation and Political Parties**

*Readings: Wilson (Selections from Chapters 7 &8).*

Wks 5&6 (Sept 16-Sept 27) Campaigns and Elections

**September 26, Mid-Term Exam 1**

**II. The Legislative Branch**

*Readings: Wilson (Chapters 9 & 11).*

Wks 7-8 (Sept 30-Oct 11) The United States Congress

**III. The Executive Branch**

*Readings: Wilson (Chapters 10 & 11).*

Wks 9-10 (Oct 14-Oct 25) The United States Presidency

**Topic 4: Protecting American Civil Rights and Liberties**

**I. The Judicial Branch**

*Readings: Wilson (Chapter 12).*

Wks 11-12 (Oct 28-Nov 8) The United States Supreme Court

**October 29, Mid-Term Exam 2**

Nov 8, **Major Essay Due**

**II. Civil Rights and Liberties**

*Readings: Wilson (Chapter 3&4).*

Wks 13-15 (Nov 11-Nov 29) Civil Rights/Civil Liberties

**November 26, Mid-Term Exam 3**

Nov 17-29 **Thanksgiving Break, No Classes**

**IV. The Organization (and Working Principles) of the U.S. Government**

*Readings: Wilson (Chapter 5)*

Wk 16 (Dec 2-Dec 6) Group Presentations and discussions of federalism

**Final Exam Period**, December 9-13, 2013

*The Instructor reserves the right to alter this syllabus as needed throughout the semester to better account for the needs of this particular class. Notification will be provided of any such changes.*

## Important Dates, Spring 2013

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August 21 (Wed) - First day of classes.

August 27 (Tues) - Last day to register or add classes.

September 2 (Mon) - Labor Day Holiday. Offices and classes closed.

October 4 (Fri) - Deadline to apply for May graduation.

October 30 (Wed) – Last day to drop a Fall 2013 class or withdraw from the term (not applicable to second 8-week fast-track\* classes). Grade(s) will be W.

November 4-15 (Mon) - Preregistration for Spring 2014.

November 27 (Wed) - Classes closed.

November 28-29 (Thurs-Fri) - Thanksgiving Holiday. Offices and classes closed.

December 6 (Fri) - Last day of classes.

December 9-13 (Mon-Fri) - Final exam period.

December 18 (Wed) - Fall conferral of degrees.

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### Class Policies and Helpful Hints:

**Academic Honesty:** Academic honesty is expected of all students. I expect that each student will do his/her own research and write his/her own papers. It is also expected that you will not peek at your neighbor's exams, use other unauthorized forms of help during exams, or allow other students to cheat off of them. Cheating on exams and essays, as well as allowing other students to cheat off of you, will result in a '0' for the exam or assignment in question.

**Plagiarism:** Plagiarism is a serious breach of scholarly ethics and is taken very seriously by the University of Arkansas at Monticello. The penalty is likewise serious. I reserve the right to fail any student who plagiarizes.

Plagiarism is defined as:

- 1) A piece of writing that has been copied from someone else (or any type of publication) and is presented as being your own work.
- 2) The act of plagiarizing: Taking someone else's work or ideas as if they were your own.

For more information, see WordNet 3.0 copyright 2006 by Princeton University (<http://dictionary.reference.com/search?r=2&q=plagiarism>).

You are expected to cite sources in papers in the appropriate way. In this class, it doesn't matter whether you use the Harvard system or footnotes, as long as you are consistent. You must provide a reference within the body of the paper itself – either in parenthetical form or in the form of a footnote/endnote – for any piece of information that is not considered to be general information. In addition, you must include a list of all references with full citations at the end of the paper. This must include all sources (whether they are books, articles, websites, etc.) that were consulted when writing your major essay and discussion booklet.

***A general rule of thumb to go by: If you do not put the sentence in quotation marks, the reader assumes that the words are yours and not someone else's.***

If you turn in a paper, a paragraph, or even a sentence that you copy from another source, without properly giving the author credit, this is plagiarism. But plagiarism extends to other common practices as well. Even with proper citations, if you do not make it explicitly clear that the words or ideas are coming from another, this is plagiarism. For instance, if you cut-and-paste a sentence from an online

source but do not cite the source, this is plagiarism.

To expand on this, if you use an author's exact words in the text of your work, you must put the words in quotation marks and use an appropriate citation that indicates the source, its author and the page number or internet site where the quote can be found. If you paraphrase an author's words or ideas, you do not need to use quotation marks, but you will still need to use an appropriate citation that gives details about the source of this information. If you are unfamiliar with how to reference sources, please see me early in the semester.

Be very careful and vigilant about this, as I do check referencing in papers and adjust the mark accordingly.

Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best, and Academic Dishonesty, at worst.

The instructor reserves the right to use all necessary means to uncover suspected instances of Academic Misconduct or Academic Dishonesty. Students who violate these rules can expect to be counseled about the offence, which will then lead to you either getting an automatic '0' for the paper, or worse. It depends on the seriousness of the offense.

**Cheating:** Cheating on exams, outside assignments, or papers is a violation of the academic honor code (see pg. 49 of catalog). You know what cheating is, but if you are unclear, come and see me early in the semester. If you are caught cheating, you will be given an automatic 'F' for the assignment, and your case will be referred to Academic Affairs for further action.

**Attendance:** There is a strict, but generous attendance policy for this course. At the beginning of each class, attendance will be taken. It is your responsibility to ensure that your name has been recorded before you leave the auditorium, if you want your attendance recorded for that day and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances.

Please also note that excused classes will be determined by the instructor, meaning that extended absences should be discussed with the instructor. Please be advised that because this is a generous attendance policy, you must have a good reason for being absent. The following will not ensure that you absence will be considered to be 'excused': you were not feeling 100%; you have a note from mom/dad; you are going on a trip (that is not an emergency); your travel arrangements (that are not for school sponsored events) mean that you miss class periods; you overslept; you didn't leave enough time to get to class; etc.

If you are absent because of an excused university activity, you must ensure that I have official notification from the faculty responsible for your trip. I will put this in your file to ensure that your absence will not count against you at the end of the semester. Please note that this is your responsibility as a student; do not assume that I have been informed.

Unless you have made prior arrangements with the professor about why you will be missing class, the following chart shows you exactly how many points you will lose, as determined by the number of classes that you miss because of an unexcused absence:

Please note that if you have missed more than 12 classes, your last date of attendance will be recorded as the last exam that you actually took, not the last day that your name appears on the roll.

| Number of Unexcused absences | Your participation grade at the end of the semester |
|------------------------------|---|
| 1                            | 100   |
| 2                            | 95  |
| 3                            | 90  |
| 4                            | 85  |
| 5                            | 80  |
| 6                            | 70  |
| 7                            | 60  |
| 8                            | 50  |
| 9                            | 40  |
| 10                           | 30  |
| 11                           | 20  |
| 12                           | 10  |
| 13 or more                   | 0   |

**Classroom Behavior:** Part of the college experience is being exposed to ideas and viewpoints with which you may not always agree. This is moreover an essential part of your experience at UAM. To encourage this type of atmosphere in class, consider this class to be a 'Free Speech' zone. Free speech means that you might, on occasions, hear things that are uncomfortable with, which may in turn challenge the limits of your tolerance.

Having said this, you have my permission (and encouragement) to disagree with anything that you hear me (or other students) say. However, in order to foster an environment where students feel comfortable to speak their minds, I do set boundaries and limits on *the way* in which you engage in debates. No swearing or personal attacks on other students will be permitted. To this end, be assured that any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of other is prohibited in and will lead to you being ejected from the classroom.

Also, I have a strict policy that there are no stupid questions. Every student is allowed to ask questions about whatever part of the curriculum they might not understand. In order to foster this environment, there will be no laughing, ridicule or even giggling by other students, when a question is asked. Just remember that there might be situations where you do not know the answer, but someone else in the class does. You would want to be treated with respect, so make sure that you treat other students with respect.

**Disorderly Conduct:** Disorderly conduct will not be tolerated in class. Disorderly conduct is defined as any behavior which disrupts the regular or normal functions of the University community, including the behavior which breaches the peace or violates the rights of others. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.

**Electronic Devices:** While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell

phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn your phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated.

**Late Work and Make-Ups:** Late research projects and discussion booklets **will not** be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation.

If there are extenuating circumstances and you are unable to submit the comparative analytical literature review or the short assignments by the deadline, you must make arrangements with me prior to the due date. There must be a legitimate excuse and a suitable compromise must be made at least 24 hours before the deadline. Failure to do this

The following chart tells you exactly how many points will be lost for late submissions:

|                                |  |
|--------------------------------|--|
| On or before the deadline      | No penalty   |
| 1 class period late            | Minus 5 points   |
| 2 class periods late           | Minus 10 points  |
| 3 class periods late           | Minus 15 points (meaning that you can get no more than a B on the assignment without prior permission)   |
| 4 class periods late           | Minus 20 points  |
| More than 5 class periods late | Minus 25 points (which means that you can get nothing higher than a C on the assignment without prior permission)                              |
| After the last day of class    | Late work will not be accepted, meaning that you will get a 'O' for that assignment. The only exception is any work related to the final exam. |

**Other Make-up Work:** If you are absent on an exam day or your designated panel discussion day, you must be able to prove that it was an excused absence, i.e. an illness with evidence from a physician, university-sponsored activity, religious observances. You must also then arrange to make up the exam within two class days, unless there are extenuating circumstances, i.e. an extended illness. Failure to do this will result in a 'O' for the assignment in question. ***Be aware that no work will be accepted after the final class period unless it is related to the final exam.***

**Office Hours:** I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

***Please be advised that each hour is allocated to a particular course.*** What *this* means is that *any* student from *any* course can come to see me during *any* one of my office hours, but students of the allocated course get priority in that particular hour. All *this* means is that if a student comes to an unallocated office hour, you just have to wait your turn, nothing more. You are welcome whenever you have a problem, question or concern.

**Contact by Email or Voice Mail:** In addition to my office hours, you may also contact me by email or

through my voice mail. My email address is [strong@uamont.edu](mailto:strong@uamont.edu). I will check my email everyday and will respond to student emails every Tuesday and Thursday, unless there is an emergency. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.

***Please do not abuse the available electronic communication devices.*** This means that you should make sure to contact me with any questions or problems that might arise *at the time that they arise* ... not hours before an exam or an assignment deadline. Also, be aware that **any serious issues must be dealt with during office hours**. Only minor issues will be addressed by email or over the phone.

**Participation:** Please be aware that participation is a part of your overall grade for the semester. All students are expected to have read and be prepared for class, which might include reciting or discussing the assigned material. Failure to be fully prepared and participate will affect both your participation grade and your ability to do well on your exams. This means that attendance is important and is counted toward the participation component of your grade. If you miss class, there is also the strong chance that this choice will adversely impact on your examination grades because **information presented in class may not always be covered in the text**, but you are still responsible for it. Suggestion: Come to class on a regular basis!

**Reading:** Read each assigned text *prior* to the class for which it has been assigned. This will make the lecture that much easier to follow and will allow you to participate in class discussions of the materials. If you are absent on the day that the additional reading packet is distributed, you must collect your copy during the instructor's office hours.

Because of the nature of this course, it is advisable that you make an effort to follow current events during the course of the semester, if you don't already do this. The best way to keep up with current events relevant to the course material is to read reputable newspapers regularly. Many national newspapers, such as the *New York Times* and the *Washington Post*, are available free on line. Additional information can come from watching the evening news, watching PBS programs like the Jim Lehrer News Hour, reading the Economist, etc.

**Special Arrangements for Disabilities:** It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. ***It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.***

Any student requiring accommodations should contact the Office of Special Student Services, Harris Hall Rm 120; ph. (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926. For assistance on a College of technology campus contact: **McGehee**, Office of Special Student Services representative on campus - Phone (870) 222-5360; Fax (870) 222-1105; or **Crossett**: Office of Special Student Services representative on campus - Phone (870) 364-6414; Fax (870) 364-5707.

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## **Appendix I:      Extra Credit Questions:**

You will be given the opportunity to do 3 (three) extra credit assignments to improve your test grades by as much as 10 points, depending on the quality of your answers. Be aware: 1) extra credit points will be allotted according to the amount of work that you have done when writing the answers to these

questions; 2) you cannot pass the class by extra credit questions alone, instead you must pass exams; 3) these questions apply to tests only and not quizzes; and 4) all extra credit essays must be turned in by the last day of class or they will not be accepted.

Choose any of the following questions:

1. Compare and contrast the Declaration of Independence and the US Constitution.
2. Compare and contrast the 3 'constitutional principles' and discuss what they mean to the US political process.
3. What does the term 'federalism' mean to the US political process and how has it changed from its inception to today?
4. Compare and contrast the powers and functions of the three branches of government.
5. Discuss how a Bill becomes a law and the problems involved in this process.
6. Discuss the role of the US Supreme Court in America and discuss the strengths and limitations of this role.
7. What are the similarities and differences between civil rights and civil liberties?
8. Discuss the American Party Structure and how it functions.
9. What are the benefits and challenges of the U.S. two-party system?

**Appendix II: Fall 2013 Schedule of Office Hours for Dr. Strong**

|                      | <b>Monday</b>                       | <b>Tuesday</b>                              | <b>Wednesday</b>                    | <b>Thursday</b>                             | <b>Friday</b>                       |
|----------------------|-------------------------------------|---|-------------------------------------|---|-------------------------------------|
| <b>8:10 - 9:00</b>   | <i>Office Hours<br/>(from 8:30)</i> | <i>Office Hours<br/>(8:30-9:30)</i>         | <i>Office Hours<br/>(from 8:30)</i> | <i>Office Hours<br/>(8:30-9:30)</i>         | <i>Office Hours<br/>(from 8:30)</i> |
| <b>9:10 - 10:00</b>  | <b>German I</b>                     | <b>(from 9:40)<br/>American</b>             | <b>German I</b>                     | <b>(from 9:40)<br/>American</b>             | <b>German I</b>                     |
| <b>10:10 - 11:00</b> | <i>Office Hours</i>                 | <b>National<br/>Government</b>              | <i>Office Hours</i>                 | <b>National<br/>Government</b>              | <i>Office Hours</i>                 |
| <b>11:10 - 12:00</b> | <b>Mideast</b>                      | <b>Research</b>                             | <b>Mideast</b>                      | <b>Research</b>                             | <i>By Appt. Only</i>                |
| <b>12:10 - 1:00</b>  | <b>Politics<br/>(till 12:30)</b>    | <b>Methods<br/>(till 12:30)</b>             | <b>Politics<br/>(till 12:30)</b>    | <b>Methods<br/>(till 12:30)</b>             | <i>By Appt. Only</i>                |
| <b>1:10 - 2:00</b>   | <i>Office</i>                       | <b>(from 1:40)</b>                          | <i>Office</i>                       | <b>(from 1:40)</b>                          | <i>By Appt. Only</i>                |
| <b>2:10 - 3:00</b>   | <i>Hours<br/>(1:30 – 3:00)</i>      | <b>American<br/>National<br/>Government</b> | <i>Hours<br/>(1:30 – 3:00)</i>      | <b>American<br/>National<br/>Government</b> | <i>By Appt. Only</i>                |
| <b>3:10 – 4:00</b>   | <i>By Appt Only</i>                 | <i>Office Hours(till<br/>3:30)</i>          | <i>By Appt Only</i>                 | <i>Office Hours (till<br/>3:30)</i>         | <i>By Appt. Only</i>                |

\* Office Hours subject to change; students will be advised of any changes in writing.

## PSCI 2233 Comparative Politics

Spring 2013

**Professor: Dr. Strong**  
**Class Times: 11:10-12:30 MW**

**Office: 216 MCB**  
**Contact Phone: 1-870-460-1687**  
**Contact Email: strong@uamont.edu**

**Office Hours:** See the last page (pg. 9) of this Syllabus for a schedule of office hours.

### Course Description:

This course is designed to provide students with an introductory knowledge and understanding of comparative political analysis, as applied to the international community. The primary purpose of the field of comparative politics is to compare and contrast the domestic politics, institutions, actors and/or values of the United States to those of different countries around the world to better understand how they each operate and thereby gain more insight about the American political process. This course begins with an introduction to the fundamental debates in comparative politics, including the various methods and models associated with comparative political analysis. This is followed by a comparative introduction to the various political ideologies that dominated political analysis during the twentieth century, then leading into the twenty-first, including: democracy, authoritarianism and totalitarianism, communism, post-communism and religiously based governments. The class culminates with an analytical discussion of globalism and how political violence has changed because of the increased interconnectedness of the world.

Students who complete this course should:

- Have an appreciation of how the sub-field of comparative analysis has developed over time and why it is critical to gaining a better understanding of an increasingly globalized world.
- Be able to critically analyse key political terms including: nation, state, legitimacy, democracy, modernization, globalization, revolution, mass movement and political violence.
- Gain historical perspective of why there are such differentiated developmental levels found throughout the various regions of the world and the countries that comprise them.
- Develop a more holistic understanding of the modernization process, western development and democratization, which in turn will allow a more comprehensive understanding the benefits and challenges of promoting international democratic consolidation.
- Improve their written/verbal skills when analysing issues related to comparative politics.
- Improve their knowledge of the world and be able to locate more countries on the map.

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### Grading Components:

The course grade is divided into the following components:

- Attendance and Participation 10 %
- Notebook of Short Assignments 20 % (in Total)
- Comparative Essay 25 %

|                 |       |
|-----------------|-------|
| • Mid-term Exam | 20 %  |
| • Final Exam    | 25 %  |
|                 | <hr/> |
|                 | 100 % |

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**1. Attendance and Participation:**

Attendance and Participation are calculated as part of your semester grade. This means that you are required:

- 1) To attend class on a regular basis,
- 2) To keep up with your readings, and
- 3) To participate in class.

A sign-in sheet will be passed around at the beginning of each class period taking attendance and all students present must sign this sheet *before the instructor leaves the class*, if their attendance for that day is to be recorded. For the exact details of the attendance policy for this course, please read the corresponding entries found in the 'class policies and helpful hints' section of this syllabus.

**Attendance and participation will count as 10% of your overall grade for the semester.**

**2. Notebook of Short Assignments, including Map Skills Tests:**

Throughout the semester, you will work on a 'Notebook of Short Assignments.' Instructions for specific entries will be outlined in class prior to their due date. They will include a series of assignment including but not necessarily limited to: 1) short discussion papers on topics related to the discussions in class; 2) map skills tests, where you will be asked to locate various countries and/or regions discussed in class on a blank map; and 3) free-flow thought pieces where you have the chance to write about your thoughts on any topic related to this course. Changes can be made to the contents of this 'Notebook of Short Assignments' to better reflect the learning environment of a particular class.

**Combined, the Notebook of Sort Assignments will count as 20% of your semester grade.**

**3. Comparative Essay:**

Each student will prepare a comparative analytical literature review from 5-6 pages (2500 words) in length that covers one (or a combination of two) of the topics explored in this class during the semester and includes a comparative aspect to the analysis presented. It should moreover include at least 8-10 sources, with only 2 of these from the Internet. **A list of possible research questions will be handed out in class** by week five, at the latest. If you have another topic in mind, you must either submit it to the lecturer electronically or verbally after class *at least* a week to ten days before the deadline, or alternatively you can make an appointment to discuss an alternative topic during office hours. You must have written confirmation that the topic has been accepted.

**The Comparative Essay will be collected in mid-April and will count as 25% of your semester grade.**

#### 4. Examinations:

Two examinations (a midterm and a final) will be given **only** on the days listed on the class schedule. Examinations will cover the readings, lectures and discussions covered prior to the exam. It is expected that your understanding of the course material will build as the semester progresses. For this reason, the weighting of the three examinations increases with each one. The exams will consist of a combination of true/false questions, multiple-choice questions, matching and/or a series of questions that ask you to list information as the answer and a not-so-short essay. Make-up exams will be given under extreme circumstances and proof must be provided for the absence (i.e. a doctor's note) before the make-up exam is scheduled and given. **The content of the make-up exam will be at the discretion of the instructor.**

- **The midterm will count as 20% of your semester grade.**
- **The final will be set according to UAM's exam schedule; it counts as 25% of your grade.**

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#### Grading Scale:

The grading scale is as follows:

A: 90 % to 100 % (exceptional work)    B: 80 % to 89 % (good work)    C: 70 % to 79 % (average work)  
D: 60 % to 69 % (below average)    F: Below 60 % (failing)

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#### Required Book:

You will need to purchase the following book for this class:

- David Samuels: *Comparative Politics* (Boston: Pearson, 2013).

You will be expected to read and understand all of the chapters in this book. In addition, you will receive a photocopied booklet of additional readings by the end of the third week that will be used to supplement the text book for various weeks towards the end of the semester. Be sure that you receive this booklet. If you are absent on the day the booklet is distributed, or if you lose your booklet, you will have to come to see me during office hours to get another copy.

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#### Schedule of Classes:

|                 |   |  |
|-----------------|---|--|
| <b>Wk 1:</b>    | What is Comparative Politics?                                     | <i>Readings: Samuels (Ch. 1)</i>             |
| <b>Wk 2:</b>    | The Basics of Comparative Politics continued/<br>The State        | <i>Readings: Samuels (Chs.1 &amp; 2)</i>     |
| <b>Wks 3-5:</b> | Democratic and Non-Democratic Regimes<br>Compared                 | <i>Readings: Samuels (Chs. 3, 4 &amp; 5)</i> |
|                 | <i>Monday, January 21, Martin Luther King Day, No Classes</i>     |  |
| <b>Wk 6:</b>    | Regime Change Analyzed  | <i>Readings: Samuels (Ch. 5)</i>             |
|                 | <b>Mid-Term 1: Objective and Essay Components to be Completed</b> |  |
| <b>Wk 7:</b>    | Political Identity  | <i>Readings: Samuels (Ch. 6)</i>             |
| <b>Wk 8:</b>    | Religion and Politics   | <i>Readings: Samuels (Ch. 7)</i>             |

|  |                                   |                                       |
|--|-----------------------------------|---------------------------------------|
| <b>Wk 9:</b>                                 | Gender and Politics               | <i>Readings: Samuels (Ch. 8)</i>      |
| <b>Wk 10:</b>                                | To Be Announced (TBA)             | <i>Readings: TBA</i>                  |
| <b>Spring Break, March 18-22, No Classes</b> |                                   |                                       |
| <b>Wks 11 &amp; 12:</b>                      | Political Violence                | <i>Readings: Samuels (Ch. 9, 10)</i>  |
| <b>March 25, Comparative Essay Due</b>       |                                   |                                       |
| <b>Wks 13 &amp; 14:</b>                      | Political Economy and Development | <i>Readings: Samuels (Ch. 11, 12)</i> |
| <b>Wks 15 &amp; 16:</b>                      | Globalization/Globalism           | <i>Readings: Samuels (Ch. 13)</i>     |

**Final Exam Period**, May 1-8, 2013

*The Instructor reserves the right to alter this syllabus as needed throughout the semester to better account for the needs of this particular class. Notification will be provided of any such changes.*

### Important Dates, Spring 2013

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January 9 (Wed) - First day of classes (regular and first 8-week fast-track\* classes)  
 January 16 (Wed) - Last day to register or add classes.  
 January 21 (Mon) - Martin Luther King Holiday. Offices and classes closed.  
 February 22 (Fri) - Deadline to apply for August and December graduation.  
 March 18-22 (Mon-Fri) - Spring Break.  
 April 1 (Mon) - Preregistration for Summer and Fall 2013 begins.  
 April 3 (Wed) - Last day to drop with a W in regular classes; not applicable to fast-track\* classes.  
 April 12 (Fri) - Preregistration for Summer and Fall 2013 ends.  
 April 30 (Tues) - Last day of classes.  
 May 1-7 (Wed-Tues) - Final exam period.  
 May 10 (Fri) - Commencement.

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### Class Policies and Helpful Hints:

**Academic Honesty:** Academic honesty is expected of all students. I expect that each student will do his/her own research and write his/her own papers. It is also expected that you will not peek at your neighbor's exams, use other unauthorized forms of help during exams, or allow other students to cheat off of them. Cheating on exams and essays, as well as allowing other students to cheat off of you, will result in a '0' for the exam or assignment in question.

**Plagiarism:** Plagiarism is a serious breach of scholarly ethics and is taken very seriously by the University of Arkansas at Monticello. The penalty is likewise serious. I reserve the right to fail any student who plagiarizes.

Plagiarism is defined as:

- 3) A piece of writing that has been copied from someone else (or any type of publication) and is presented as being your own work.
- 4) The act of plagiarizing: Taking someone else's work or ideas as if they were your own.

For more information, see WordNet 3.0 copyright 2006 by Princeton University (<http://dictionary.reference.com/search?r=2&q=plagiarism>).

You are expected to cite sources in papers in the appropriate way. In this class, it doesn't matter whether you use the Harvard system or footnotes, as long as you are consistent. You must provide a reference within the body of the paper itself – either in parenthetical form or in the form of a footnote/endnote – for any piece of information that is not considered to be general information. In addition, you must include a list of all references with full citations at the end of the paper. This must include all sources (whether they are books,

articles, websites, etc.) that were consulted when writing your major essay and discussion booklet.

***A general rule of thumb to go by: If you do not put the sentence in quotation marks, the reader assumes that the words are yours and not someone else's.***

If you turn in a paper, a paragraph, or even a sentence that you copy from another source, without properly giving the author credit, this is plagiarism. But plagiarism extends to other common practices as well. Even with proper citations, if you do not make it explicitly clear that the words or ideas are coming from another, this is plagiarism. For instance, if you cut-and-paste a sentence from an online source but do not cite the source, this is plagiarism.

To expand on this, if you use an author's exact words in the text of your work, you must put the words in quotation marks and use an appropriate citation that indicates the source, its author and the page number or internet site where the quote can be found. If you paraphrase an author's words or ideas, you do not need to use quotation marks, but you will still need to use an appropriate citation that gives details about the source of this information. If you are unfamiliar with how to reference sources, please see me early in the semester.

Be very careful and vigilant about this, as I do check referencing in papers and adjust the mark accordingly.

Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best, and Academic Dishonesty, at worst.

The instructor reserves the right to use all necessary means to uncover suspected instances of Academic Misconduct or Academic Dishonesty. Students who violate these rules can expect to be counseled about the offence, which will then lead to you either getting an automatic '0' for the paper, or worse. It depends on the seriousness of the offense.

**Cheating:** Cheating on exams, outside assignments, or papers is a violation of the academic honor code (see pg. 49 of catalog). You know what cheating is, but if you are unclear, come and see me early in the semester. If you are caught cheating, you will be given an automatic 'F' for the assignment, and your case will be referred to Academic Affairs for further action.

**Attendance:** There is a strict, but generous attendance policy for this course. At the beginning of each class, attendance will be taken. It is your responsibility to ensure that your name has been recorded before you leave the auditorium, if you want your attendance recorded for that day and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances. Please also note that excused classes will be determined by the instructor, meaning that extended absences should be discussed with the instructor. Please be advised that because this is a generous attendance policy, you must have a good reason for being absent. The following will not ensure that you absence will be considered to be 'excused': you were not feeling 100%; you have a note from mom/dad; you are going on a trip (that is not an emergency); your travel arrangements (that are not for school sponsored events) mean that you miss class periods; you overslept; you didn't leave enough time to get to class; etc.

If you are absent because of an excused university activity, you must ensure that I have official notification from the faculty responsible for your trip. I will put this in your file to ensure that your absence will not count against you at the end of the semester. Please note that this is your responsibility as a student; do not assume that I have been informed.

Unless you have made prior arrangements with the professor about why you will be missing class, the following chart shows you exactly how many points you will lose, as determined by the number of classes

that you miss because of an unexcused absence:

| Number of Unexcused absences | Your participation grade at the end of the semester |
|------------------------------|---|
| 1                            | 100   |
| 2                            | 95  |
| 3                            | 90  |
| 4                            | 85  |
| 5                            | 80  |
| 6                            | 70  |
| 7                            | 60  |
| 8                            | 50  |
| 9                            | 40  |
| 10                           | 30  |
| 11                           | 20  |
| 12                           | 10  |
| 13 or more                   | 0   |

**Classroom Behavior:** Part of the college experience is being exposed to ideas and viewpoints with which you may not always agree. This is moreover an essential part of your experience at UAM. To encourage this type of atmosphere in class, consider this class to be a 'Free Speech' zone. Free speech means that you might, on occasions, hear things that are uncomfortable with, which may in turn challenge the limits of your tolerance. Having said this, you have my permission (and encouragement) to disagree with anything that you hear me (or other students) say. However, in order to foster an environment where students feel comfortable to speak their minds, I do set boundaries and limits on *the way* in which you engage in debates. No swearing or personal attacks on other students will be permitted. To this end, be assured that any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of other is prohibited in and will lead to you being ejected from the classroom.

Also, I have a strict policy that there are no stupid questions. Every student is allowed to ask questions about whatever part of the curriculum they might not understand. In order to foster this environment, there will be no laughing, ridicule or even giggling by other students, when a question is asked. Just remember that there might be situations where you do not know the answer, but someone else in the class does. You would want to be treated with respect, so make sure that you treat other students with respect.

**Disorderly Conduct:** Disorderly conduct will not be tolerated in class. Disorderly conduct is defined as any behavior which disrupts the regular or normal functions of the University community, including the behavior which breaches the peace or violates the rights of others. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.

**Electronic Devices:** While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn you phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated.

**Late Work and Make-Ups:** Late research projects and discussion booklets **will not** be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation.

If there are extenuating circumstances and you are unable to submit the comparative analytical literature review or the short assignments by the deadline, you must make arrangements with me prior to the due date. There must be a legitimate excuse and a suitable compromise must be made at least 24 hours before the deadline.

The following chart tells you exactly how many points will be lost for late submissions:

|                                |  |
|--------------------------------|--|
| On or before the deadline      | No penalty   |
| 1 class period late            | Minus 5 points   |
| 2 class periods late           | Minus 10 points  |
| 3 class periods late           | Minus 15 points (meaning that you can get no more than a B on the assignment without prior permission)   |
| 4 class periods late           | Minus 20 points  |
| More than 5 class periods late | Minus 25 points (which means that you can get nothing higher than a C on the assignment without prior permission)                              |
| After the last day of class    | Late work will not be accepted, meaning that you will get a 'O' for that assignment. The only exception is any work related to the final exam. |

**Other Make-up Work:** If you are absent on an exam day or your designated panel discussion day, you must be able to prove that it was an excused absence, i.e. an illness with evidence from a physician, university-sponsored activity, religious observances. You must also then arrange to make up the exam within two class days, unless there are extenuating circumstances, i.e. an extended illness. Failure to do this will result in a 'O' for the assignment in question. ***Be aware that no work will be accepted after the final class period unless it is related to the final exam.***

**Office Hours:** I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

***Please be advised that each hour is allocated to a particular course.*** What *this* means is that *any* student from *any* course can come to see me during *any* one of my office hours, but students of the allocated course get priority in that particular hour. All *this* means is that if a student comes to an unallocated office hour, you just have to wait your turn, nothing more. You are welcome whenever you have a problem, question or concern.

**Contact by Email or Voice Mail:** In addition to my office hours, you may also contact me by email or through my voice mail. My email address is [strong@uamont.edu](mailto:strong@uamont.edu). I will check my email everyday and will respond to student emails every Tuesday and Thursday, unless there is an emergency. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.

***Please do not abuse the available electronic communication devices.*** This means that you should make sure to contact me with any questions or problems that might arise *at the time that they arise* ... not hours before an exam or an assignment deadline. Also, be aware that ***any serious issues must be dealt with during office hours.*** Only minor issues will be addressed by email or over the phone.

**Participation:** Please be aware that participation is a part of your overall grade for the semester. All students are expected to have read and be prepared for class, which might include reciting or discussing the

assigned material. Failure to be fully prepared and participate will affect both your participation grade and your ability to do well on your exams. This means that attendance is important and is counted toward the participation component of your grade. If you miss class, there is also the strong chance that this choice will adversely impact on your examination grades because **information presented in class may not always be covered in the text**, but you are still responsible for it. Suggestion: Come to class on a regular basis!

**Reading:** Read each assigned text *prior* to the class for which it has been assigned. This will make the lecture that much easier to follow and will allow you to participate in class discussions of the materials. If you are absent on the day that the additional reading packet is distributed, you must collect your copy during the instructor's office hours.

Because of the nature of this course, it is advisable that you make an effort to follow current events during the course of the semester, if you don't already do this. The best way to keep up with current events relevant to the course material is to read reputable newspapers regularly. Many national newspapers, such as the *New York Times* and the *Washington Post*, are available free on line. Additional information can come from watching the evening news, watching PBS programs like the Jim Lehrer News Hour, reading the Economist, etc.

**Special Arrangements for Disabilities:** It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. ***It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.***

Any student requiring accommodations should contact the Office of Special Student Services, Harris Hall Rm 120; ph. (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926. For assistance on a College of technology campus contact: **McGehee**, Office of Special Student Services representative on campus - Phone (870) 222-5360; Fax (870) 222-1105; or **Crossett**: Office of Special Student Services representative on campus - Phone (870) 364-6414; Fax (870) 364-5707.

**PSCI 2283/CJ 2283/SOC 2283**

**Research Methods for the Social Sciences**

**Spring 2013**

**Professor: Dr. Strong**

**Class Times: T&Th, 1:40-3:00**

**Office: 216 MCB**

**Contact Phone: 1-870-460-1687**

**Contact Email: strong@uamont.edu**

**Office Hours: See Appendix I (pg. 9) of this syllabus.**

**Course Description:**

This course is designed to provide students with a comprehensive knowledge and understanding of the different types of research methods used in criminal justice, political science and sociology and how to use them. This information will be underpinned by workshops designed to teach you how to put the concepts and techniques discussed in class to work when writing college assignments as a student at UAM. The course will explore every aspect of the writing process, starting with a consideration of how to choose and develop topics and including tactics to help you to write a variety of literature reviews and/or academic projects. A key focus of this course will be on the various ways that material can be collected and analysed, including an in-depth discussion of the pros and cons of each approach and whether or not each of these approaches produce logical, useable results. Students who complete this course should:

- Have an introductory understanding of the different types of research found in criminal justice, political science and sociology
- Be able to distinguish between the different types of research and analyse the respective conclusions with discrimination.
- Have a better understanding of how to construct a quality piece of research at the college level that includes a clear, logical argument.
- Be able to conduct research that is both logical and dependable.
- Be able to present your work in a more comprehensive and logical manner.
- Improve both their writing and public speaking skills by finalizing and presenting the findings of the major project.

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**Components:**

The course grade is divided into the following components:

|                             |       |
|-----------------------------|-------|
| • Major Project             | 40 %  |
| • Presentation              | 10 %  |
| • Mid-term                  | 20 %  |
| • Final Exam                | 20 %  |
| • Attendance/ Participation | 10 %  |
| -                           | 100 % |

## 1. Major Project:

Each student will prepare a major project due at the end of the semester but worked on throughout the semester. It is due on the Friday of the first week of presentations. It is expected to be between 17-20 pages (with a minimum of 15) and that it will include a comprehensive number of *scholarly* sources and references (with a minimum of 15).

***If you do not have at least 15 pages of TEXT using normal formatting settings, you WILL NOT BE ELIGIBLE to get an A for the semester and a B will be difficult.***

At the beginning of the semester, you will choose a topic that you will conduct research on throughout the semester. At various points, you will be expected to talk about your progress when researching and writing the final paper, which will factor into your participation grade. You may even be expected to turn in a draft and have one-on-one meetings about your topic at different points during the semester to ensure that you understand the assignment and are formulating your own analysis of the information gathered.

Your final project will bring together everything you have thought about and learned throughout the semester and pull it all together in a comprehensive project. It must include an abstract, a concise introduction with a clear thesis statement, a literature review that incorporates your analysis of your collected media/secondary/primary resources, your own analysis, and a relevant conclusion that draws everything together. Your project must be underpinned by your own analysis and interpretation of the literature and statistics collected and assessed in this class.

Please note:

- You will be asked at various points to show that you have made progress on the draft of your project. Failure to do this could result in penalties applied to your final grade. That said: If you turn in the drafts, you will not lose points, regardless of how well you have finished those sections. As long as I can see that you are genuinely trying to bring your paper together, you will be fine.
- You will not pass this class, if you do not pass the paper, REGARDLESS of what you make on the exams and presentation.

**Your major project is due in May and will count as 40% of your final grade.**

## 2. Presentations:

A. **Short Series of Presentations:** During the semester, you will be expected to give a series of short presentations to help you with starting your research project, as well as with gaining confidence in your oral presentation skills. The exact topics of these presentations are outlined in the schedule of classes below. Each one is to be between 3-5 minutes and you will be graded on the preparation that you did for the presentation, as well as for the quality of the presentation itself.

**The series of presentations, combined, will constitute 10% of your grade and cannot be made-up.**

B. **Final Presentation:** At the end of the semester, each student will be expected to give a ten-to-fifteen minute presentation of the topic that you have been working on throughout the semester to a suitable audience. You are expected to take this seriously, as it helps me to see how confident you are about your project and how much research you actually did. You can use whatever props you deem necessary

(ranging from powerpoint presentations to handouts and/or video clips, all of which must be discussed with me in advance), but be warned that the scholarly content of your presentation must last at least 10 minutes or you will lose points. More specific points about the structure of (and expectations for) this presentation will be discussed during class.

**Your presentation will be assigned to a class period during the last two weeks of class and will count as 10% of your final grade.**

### **3. Examinations:**

Two examinations (a 'midterm' and a final) will be given *only* during the weeks listed on the class schedule. The exact day of the exam will be announced in class at least a week before the exam; at the same time, you will be given a study guide including all of the information to be covered on that exam, as well as a couple of practice questions. The final will be set according to the university's exam schedule.

Make-up exams will be given under extreme circumstances and proof must be provided for the absence (i.e. a doctor's note) before the make-up exam is scheduled and given. ***The content of the make-up exam will be at the discretion of the instructor.***

**The mid-term and final exams will each count as 20% of your final grade; combined, they will count as 40% of your final grade, so take them seriously.**

### **4. Attendance and Participation:**

Attendance and Participation are calculated as part of your semester grade. This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. **Attendance** will be taken at the beginning of each class period and your grade will be calculated accordingly. If you are late, it is YOUR responsibility to make sure that your attendance has been recorded BEFORE you leave the classroom. For the exact details of the attendance policy for this course, please read the corresponding entries found in the 'class policies and helpful hints' section of this syllabus. You will find the exact number of points that you will receive at the end of the semester, as calculated by the number of lectures that you miss during the semester. Your **participation** grade will be calculated according to the level of active participation that you show during class discussions related to the objective content of this course, as well as during the series of workshops related to the work and progress you make on your project throughout the semester.

**Attendance/Participation will count as 10% of each student's overall grade for the semester.**

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### **Grading Scale:**

The grading scale is as follows:

|                                     |                                 |
|-------------------------------------|---------------------------------|
| A: 90 % to 100 % (exceptional work) | B: 80 % to 89 % (good work)     |
| C: 70 % to 79 % (average work)      | D: 60 % to 69 % (below average) |
| F: Below 60 % (failing)             |                                 |

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### **Required Books:**

You will need to purchase the following book this semester:

- David R. Williams: *Sin Boldly: Dr. Dave's Guide to Writing the College Paper*, (New York: Basic Books, 2004).
- Combined Workbook and a Proper Dictionary
- Robert Perrin: *Pocket Guide to APA Style* (Boston: Houghton Mifflin Company, 2007).
  - This book is optional, as you can also get this information online. You should, however, make sure to consult some source that instructs you on referencing practices during the semester to ensure that you do not lose unnecessary points on your project.

You will be expected to read and understand all of the chapters in this book. It will help you understanding of the topic, if you read the assigned reading *before* the class in which the related issues will be discussed.

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### Schedule of Classes:

- 22 Aug (TH) Introduction: Why Do Research Methods
- 27 Aug (T) Dangerous Misconceptions
- 29 Aug (TH) Having an Idea versus Critical Thinking (Read Williams, Chapter 1)
- 3 Sept (T) Critical Thinking, cont., Creation of Personal Statements
  - 5 Sept (TH) **Presentations:** Personal Statement, 2-3 minutes
- 10 Sept (T) High Quality Research and Collecting Research Evidence
- 12 Sept (TH) The Scientific Method
- 17 Sept (T) Theories, the Good and the Bad
- 19 Sept (TH) Getting Started, Creation of Statement of Intent, 2-3 minutes in length  
(Read Williams, Chapters 2-3)
  - 24 Sept (T) **Presentations:** Statement of Intent, 2-3 minutes in length
- 26 Sept (TH) Reviewing Existing Literature, Searching the Library
- 1 Oct (T) Assertions, Summaries and Arguments (Read Williams, Chapter 2)
- 3 Oct (TH) Organization, Organization, Organization
- 8 Oct (T) Common Logical Fallacies and Fallacies in Reasoning, Part I  
(Read Williams, Chapters 7-9)
  - 10 Oct (TH) CLFs and Fallacies in Reasoning, Part II
  - 15 Oct (T) Mid-Term Examination
  - 17 Oct (TH) Literature Reviews (and drafting introductions)  
(Read Williams, Chapters 4-5)
    - 22 Oct (T) Literature Reviews, the Good and the Bad
    - 24 Oct (TH) **Presentation:** Progressive Commentary on Project, 5 mins long
    - 29 Oct (T) Variables and Causation (Read Williams, Chapters 10-11)
    - 31 Oct (TH) Why do I care about variables and causation?
    - 5 Nov (T) Comparative Analysis and the Role of Theory
    - 7 Nov (TH) Qualitative vs. Quantitative Research Methodologies, Part I
    - 12 Nov (T) Qualitative vs. Quantitative Research Methodologies, Part II
    - 14 Nov (TH) Introductions, Abstracts and Literature Reviews
    - 19 Nov (T) Quotations, Referencing and Bibliographical Entries  
(Read Williams, Chapters 15-16)
      - 21 Nov (TH) Grammatical Precision (Read Williams, Chapters 12-14)
      - 26 Nov (TH) Ahh!! It's almost due! Bringing it all together.
      - **Nov 27-29, Thanksgiving Break, No Classes**
      - 3 Dec (T) – 5 Dec (T) Student Presentations

**Final Exam Period**, December 9-13, 2013

*The Instructor reserves the right to alter this syllabus as needed throughout the semester to better account for the needs of this particular class. Notification will be provided of any such changes.*

**Important Dates**

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August 21 (Wed) - First day of classes.

August 27 (Tues) - Last day to register or add classes.

September 2 (Mon) - Labor Day Holiday. Offices and classes closed.

October 4 (Fri) - Deadline to apply for May graduation.

October 30 (Wed) – Last day to drop a Fall 2013 class or withdraw from the term (not applicable to second 8-week fast-track\* classes). Grade(s) will be W.

November 4-15 (Mon) - Preregistration for Spring 2014.

November 27 (Wed) - Classes closed.

November 28-29 (Thurs-Fri) - Thanksgiving Holiday. Offices and classes closed.

December 6 (Fri) - Last day of classes.

December 9-13 (Mon-Fri) - Final exam period.

December 18 (Wed) - Fall conferral of degrees.

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**Class Policies and Helpful Hints:**

**Academic Honesty:** Academic honesty is expected of all students. I expect that each student will do his/her own research and write his/her own papers. It is also expected that you will not peek at your neighbor's exams, use other unauthorized forms of help during exams, or allow other students to cheat off of them. Cheating on exams and essays, as well as allowing other students to cheat off of you, will result in a '0' for the exam or assignment in question.

**Plagiarism:** Plagiarism is a serious breach of scholarly ethics and is taken very seriously by the University of Arkansas at Monticello. The penalty is likewise serious. I reserve the right to fail any student who plagiarizes.

Plagiarism is defined as:

1. A piece of writing that has been copied from someone else (or any type of publication) and is presented as being your own work.
2. The act of plagiarizing: Taking someone else's work or ideas as if they were your own.

For more information, see WordNet 3.0 copyright 2006 by Princeton University (<http://dictionary.reference.com/search?r=2&q=plagiarism>).

You are expected to cite sources in papers in the appropriate way. In this class, it doesn't matter whether you use the Harvard system or footnotes, as long as you are consistent. You must provide a reference within the body of the paper itself – either in parenthetical form or in the form of a footnote/endnote – for any piece of information that is not considered to be general information. In addition, you must include a list of all references with full citations at the end of the paper. This must include all sources (whether they are books, articles, websites, etc.) that were consulted when writing your major essay and discussion booklet.

***A general rule of thumb to go by: If you do not put the sentence in quotation marks, the reader assumes that the words are yours and not someone else's.***

If you turn in a paper, a paragraph, or even a sentence that you copy from another source, without properly giving the author credit, this is plagiarism. But plagiarism extends to other common practices as well. Even with proper citations, if you do not make it explicitly clear that the words or ideas are coming from another, this is plagiarism. For instance, if you cut-and-paste a sentence from an online source but do not cite the source, this is plagiarism.

To expand on this, if you use an author's exact words in the text of your work, you must put the words in quotation marks and use an appropriate citation that indicates the source, its author and the page number or internet site where the quote can be found. If you paraphrase an author's words or ideas, you do not need to use quotation marks, but you will still need to use an appropriate citation that gives details about the source of this information. If you are unfamiliar with how to reference sources, please see me early in the semester.

Be very careful and vigilant about this, as I do check referencing in papers and adjust the mark accordingly.

Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best, and Academic Dishonesty, at worst.

The instructor reserves the right to use all necessary means to uncover suspected instances of Academic Misconduct or Academic Dishonesty. Students who violate these rules can expect to be counseled about the offence, which will then lead to you either getting an automatic 'O' for the paper, or worse. It depends on the seriousness of the offense.

**Cheating:** Cheating on exams, outside assignments, or papers is a violation of the academic honor code (see pg. 49 of catalog). You know what cheating is, but if you are unclear, come and see me early in the semester. If you are caught cheating, you will be given an automatic 'F' for the assignment, and your case will be referred to Academic Affairs for further action.

**Attendance:** There is a strict, but generous attendance policy for this course. At the beginning of each class, attendance will be taken. It is your responsibility to ensure that your name has been recorded before you leave the auditorium, if you want your attendance recorded for that day and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances.

Please also note that excused classes will be determined by the instructor, meaning that extended absences should be discussed with the instructor. Please be advised that because this is a generous attendance policy, you must have a good reason for being absent. The following will not ensure that you absence will be considered to be 'excused': you were not feeling 100%; you have a note from mom/dad; you are going on a trip (that is not an emergency); your travel arrangements (that are not for school sponsored events) mean that you miss class periods; you overslept; you didn't leave enough time to get to class; etc.

If you are absent because of an excused university activity, you must ensure that I have official notification from the faculty responsible for your trip. I will put this in your file to ensure that your absence will not count against you at the end of the semester. Please note that this is your responsibility as a student; do not assume that I have been informed.

Unless you have made prior arrangements with the professor about why you will be missing class, the following chart shows you exactly how many points you will lose, as determined by the number of classes that you miss because of an unexcused absence:

| Number of Unexcused absences | Your participation grade at the end of the semester |
|------------------------------|---|
| 1                            | 100   |
| 2                            | 95  |
| 3                            | 90  |
| 4                            | 85  |
| 5                            | 80  |
| 6                            | 70  |
| 7                            | 60  |
| 8                            | 50  |
| 9                            | 40  |
| 10                           | 30  |
| 11                           | 20  |
| 12                           | 10  |
| 13 or more                   | 0   |

**Classroom Behavior:** Part of the college experience is being exposed to ideas and viewpoints with which you may not always agree. This is moreover an essential part of your experience at UAM. To encourage this type of atmosphere in class, consider this class to be a 'Free Speech' zone. Free speech means that you might, on occasions, hear things that are uncomfortable with, which may in turn challenge the limits of your tolerance.

Having said this, you have my permission (and encouragement) to disagree with anything that you hear me (or other students) say. However, in order to foster an environment where students feel comfortable to speak their minds, I do set boundaries and limits on *the way* in which you engage in debates. No swearing or personal attacks on other students will be permitted. To this end, be assured that any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of other is prohibited in and will lead to you being ejected from the classroom.

Also, I have a strict policy that there are no stupid questions. Every student is allowed to ask questions about whatever part of the curriculum they might not understand. In order to foster this environment, there will be no laughing, ridicule or even giggling by other students, when a question is asked. Just remember that there might be situations where you do not know the answer, but someone else in the class does. You would want to be treated with respect, so make sure that you treat other students with respect.

**Disorderly Conduct:** Disorderly conduct will not be tolerated in class. Disorderly conduct is defined as any behavior which disrupts the regular or normal functions of the University community, including the behavior which breaches the peace or violates the rights of others. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.

**Electronic Devices:** While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn your phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated.

**Late Work and Make-Ups:** Late research projects and discussion booklets **will not** be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation. If there are extenuating circumstances and you are unable to submit the comparative analytical literature review or the short assignments by the deadline, you must make arrangements with me prior to the due date. There must be a legitimate excuse and a suitable compromise must be made at least 24 hours before the deadline. Failure to do this

The following chart tells you exactly how many points will be lost for late submissions:

|                                |  |
|--------------------------------|--|
| On or before the deadline      | No penalty   |
| 1 class period late            | Minus 5 points   |
| 2 class periods late           | Minus 10 points  |
| 3 class periods late           | Minus 15 points (meaning that you can get no more than a B on the assignment without prior permission)   |
| 4 class periods late           | Minus 20 points  |
| More than 5 class periods late | Minus 25 points (which means that you can get nothing higher than a C on the assignment without prior permission)                              |
| After the last day of class    | Late work will not be accepted, meaning that you will get a 'O' for that assignment. The only exception is any work related to the final exam. |

**Other Make-up Work:** If you are absent on an exam day or your designated panel discussion day, you must be able to prove that it was an excused absence, i.e. an illness with evidence from a physician, university-sponsored activity, religious observances. You must also then arrange to make up the exam within two class days, unless there are extenuating circumstances, i.e. an extended illness. Failure to do this will result in a 'O' for the assignment in question. ***Be aware that no work will be accepted after the final class period unless it is related to the final exam.***

**Office Hours:** I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

***Please be advised that each hour is allocated to a particular course.*** What *this* means is that *any* student from *any* course can come to see me during *any* one of my office hours, but students of the allocated course get priority in that particular hour. All *this* means is that if a student comes to an unallocated office hour, you just have to wait your turn, nothing more. You are welcome whenever you have a problem, question or concern.

**Contact by Email or Voice Mail:** In addition to my office hours, you may also contact me by email or through my voice mail. My email address is [strong@uamont.edu](mailto:strong@uamont.edu). I will check my email everyday and will respond to student emails every Tuesday and Thursday, unless there is an emergency. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.

***Please do not abuse the available electronic communication devices.*** This means that you should make sure to contact me with any questions or problems that might arise *at the time that they arise* ... not hours before an exam or an assignment deadline. Also, be aware that **any serious issues must be dealt with during office hours.** Only minor issues will be addressed by email or over the phone.

**Participation:** Please be aware that participation is a part of your overall grade for the semester. All students are expected to have read and be prepared for class, which might include reciting or discussing the assigned material. Failure to be fully prepared and participate will affect both your participation grade and your ability to do well on your exams. This means that attendance is important and is counted toward the participation component of your grade. If you miss class, there is also the strong chance that this choice will adversely impact on your examination grades because **information presented in class may not always be covered in the text**, but you are still responsible for it. Suggestion: Come to class on a regular basis!

**Reading:** Read each assigned text *prior* to the class for which it has been assigned. This will make the lecture that much easier to follow and will allow you to participate in class discussions of the materials. If you are absent on the day that the additional reading packet is distributed, you must collect your copy during the instructor's office hours.

Because of the nature of this course, it is advisable that you make an effort to follow current events during the course of the semester, if you don't already do this. The best way to keep up with current events relevant to the course material is to read reputable newspapers regularly. Many national newspapers, such as the *New York Times* and the *Washington Post*, are available free on line. Additional information can come from watching the evening news, watching PBS programs like the Jim Lehrer News Hour, reading the Economist, etc.

**Special Arrangements for Disabilities:** It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. ***It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.***

Any student requiring accommodations should contact the Office of Special Student Services, Harris Hall Rm 120; ph. (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926. For assistance on a College of technology campus contact: **McGehee**, Office of Special Student Services representative on campus - Phone (870) 222-5360; Fax (870) 222-1105; or **Crossett**: Office of Special Student Services representative on campus - Phone (870) 364-6414; Fax (870) 364-5707.

# STATISTICS FOR THE SOCIAL SCIENCES

## PSCI 3313/CJ 33123

*Location: MCB 207*

*Instructor: Dr. Adam J. McKee*  
*MCB 210*  
mckee@uamont.edu

Office Hours:

- Monday: 8:00 to 10:00 and 1:00 to 3:00
- Tuesday: 8:00 to 10:00
- Wednesday: 8:00 to 10:00
- Thursday: 8:00 to 10:00
- Other times by appointment.

### TEXT AND MATERIALS

The required text for this course is *Interpreting Basic Statistics: A Guide and Workbook Based on Excerpts from Journal Articles* by Zealure C. Holcomb. You will be given handouts by the instructor as well as internet resources. It is strongly recommended that you keep these in a ring binder.

### COURSE DESCRIPTION

A study of basic statistical methods commonly used in the social and behavioral sciences.

### COURSE OBJECTIVES

The primary course objective is to provide students with a foundation in the theoretical and computational elements of elementary statistics as commonly used in the social sciences. This objective is achieved through mastery of the following:

1. Essential vocabulary that will enable the student to understand basic concepts of statistics.
2. Basic computational techniques.
3. The emergence of statistics as a modern scientific tool.
4. Analytical application of vocabulary and concepts to various factual situations.

### CLASS DECORUM

**ACADEMIC DISHONESTY:** Seeking, obtaining, or accessing information in any form or by any method other than the unprompted knowledge of the student constitutes cheating. Plagiarism is the presentation of the work or ideas of another as one's own. Cheating on tests or plagiarism will result in a failing grade for the course and be referred to the Dean of Students for additional review (see the UAM Catalog for a description of the University's disciplinary procedure).

Unless specifically stated by the instructor, all assignments are to be completed by you alone. Do not work in groups unless specifically authorized to do so. Two or more students collaborating on an assignment will be considered plagiarism. This does not preclude the use of study groups and mutual aid—these are highly encouraged.

**ATTENDANCE, PARTICIPATION AND TARDINESS:** Students are expected to participate in class discussions. If you are more than 10 minutes late for class, don't come at all. Entering class late is disruptive and discourteous to other students.

Mandatory attendance will not be demanded within the scope of this class. I understand that there are going to be instances where you are not going to be able to make it, there may be a time when I am unable to attend class. However, missing class will adversely affect your grade in that information that I present within the scope of lecture and discussion may not be covered in the book. I have found that there is a direct correlation between the number of times that a student misses class and the grade that they earn.

**MISSING CLASS WILL HURT YOU OVER THE ENTIRE SCOPE OF THE CLASS.** If you miss a class, talk to one of the students in the class to get a copy of the day's notes.

**Any missed material is the responsibility of the student.**

#### **MAKE UP EXAMINATIONS AND LATE WORK:**

Failure to take an exam during the scheduled time will result in a failing grade for the exam. However, upon the occurrence of serious illness or other extremely compelling circumstances, supported by incontrovertible evidence, one make-up exam may be given. Missed exams will be taken on the last regularly scheduled day of class. Such exams will always be in a long essay format. Late work will be assessed a 10% penalty for every 24 hour period that lapses past the time the assignment is due. Deadlines are just that; early work is always accepted. If you think there is the slightest possibility that your computer will fail, your printer will malfunction, or a feral goat will eat your paper, plan to turn it in with a few days safety margin.

**Special Note:** The instructor reserves the right to administratively withdraw students from the class who cause a disruption to the learning environment or otherwise fail to conduct themselves in a manner befitting a student at the University of Arkansas at Monticello. Any behaviors expressly forbidden in the University Catalog are grounds for such withdrawal, as are violations of the Arkansas Criminal Code. Do not converse with other students and do not bring noisemaking electronic devices to class. This includes cell phones, beepers, and so forth. (Public safety professionals are exempt from this requirement while on duty).

You are expected to act in a professional manner in this course. You are required to act in accordance with University regulations and maintain a respectful demeanor toward your classmates. Any violation of University policy will result in your administrative withdrawal from the course. Consider your interactions with this course as a professional environment.

#### **A NOTE FROM THE PROVOST'S OFFICE**

"The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others."

#### **STUDENTS WITH DISABILITIES**

It is the policy of the University of Arkansas-Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 219, phone 870-460-1154; TDD 870-460-1251; or fax 870-460-1810.

## GRADING

Your grade will come in the form of four examinations, periodic quizzes, and homework. Exams will consist of questions in any possible combination of formats, including essay. The required text for the course is a workbook. You will have frequent homework assignments from this book, and this can “make or break you” for the course. *You must do your homework to be successful.* The grading scale is as follows:

90% - 100% A  
80% - 89% B  
70% - 79% C  
60% - 69% D  
Below 60% F

Homework / Quizzes 50%  
Tests (4) 50%

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100%

## GRADE NOTIFICATION

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar’s Office in Monticello or the Student Services offices in Crossett and McGehee.

### IMPORTANT DATES

|                                 |                                   |
|---------------------------------|-----------------------------------|
| Friday 23 August                | Last day to Change Schedule       |
| Monday 2 September              | Labor Day Holiday – No Class      |
| Thursday 12 September           | <b>TEST 1</b>                     |
| Friday 4 October                | Deadline for MAY Graduation       |
| Thursday 10 October             | <b>TEST 2</b>                     |
| Tuesday 29 October              | <b>TEST 3</b>                     |
| Wednesday 30 October            | Last Day to Drop with Grade of W  |
| Monday 4 November               | Preregistration for Spring Begins |
| Wednesday 27 November           | Preregistration for Spring Ends   |
| November 27, 28, and 29         | Thanksgiving Holiday – No Class   |
| Friday 6 December               | Last Day of Class                 |
| Friday 13 December @ 10:30 A.M. | <b>Final Exam (Test 4)</b>        |

## LEARNING OBJECTIVES

The following learning objectives represent major objectives for the course. Keep in mind that some of these headings are very general and may seem deceptively simple. Use these objectives to guide you in studying for exams.

### Unit 1: Course Survival Skills

1. Identify strategies for successfully studying statistics.
2. Identify common causes of math anxiety.
3. Identify the strategies for dealing with math anxiety.

### Unit 2: Basic Math Review

1. Perform calculations according to the Basic Math Rules.
2. Perform calculations involving positive and negative numbers.
3. Perform calculations using fractions.

4. Perform calculations using decimals and percents.
5. Perform calculations using exponents and roots.
6. Describe and apply the order of operation rules.
7. Perform calculations using summation.

#### Unit 3: Frequency Distributions

1. Define the following statistical terms: Statistic, data, descriptive statistics, inferential statistics, variable.
2. Define the levels of the scales of measurement and correctly classify variables among those levels.
3. Describe the function of a frequency distribution.
4. Construct a frequency distribution given raw data.
5. Interpret and construct a grouped frequency distribution.
6. Interpret and construct a frequency polygon.
7. Describe the characteristics of a normal distribution.
8. Identify the symbols commonly associated with the techniques discussed in this unit.

#### Test I

#### Unit 4: Measures of Central Tendency

1. Define central tendency and explain its importance in the summarization of data.
2. Define and compute the mean given raw data.
3. Define and compute the median given raw data.
4. Define and compute the mode given raw data.
5. Select the appropriate measure of central tendency given data characteristics.

#### Unit 5: Measures of Variability

1. Define, compute, and explain the appropriate use of the range.
2. Define, compute, and explain the appropriate use of variance.
3. Define, compute, and explain the appropriate use of standard deviation.
4. Identify the statistical symbols associated with the computation and reporting of the range, variance, and standard deviation.

#### Unit 6: The Normal Curve

1. Describe the characteristics of the normal curve.
2. Describe the importance of the normal curve in the prediction and explanation of social variables.
3. Describe the limitations of normal curve in predicting and explaining social variables.
4. Solve problems concerning the proportion of cases under particular areas of the normal curve.

#### Test II

#### Unit 7: Percentiles and Standard Scores

1. Describe the use of percentiles in summarizing and explaining data.
2. Describe and compute  $z$  and other standard scores.
3. Convert standard scores to percentiles.
4. Solve problems concerning percentiles and standard scores.

#### Unit 8: Correlation Coefficients

1. Describe and interpret correlation coefficients.
2. Describe, interpret, and compute Pearson's  $r$ .
3. Describe and interpret other methods of correlation.

#### Unit 9: Linear Regression

1. Describe the purpose of regression.
2. Explain and interpret the elements of the regression equations.
3. Explain and interpret the standard error of the estimate.
4. Solve prediction problems using regression techniques.
5. Describe the limitations of linear regression in social research.
6. Describe the assumptions of regression analysis.
7. Interpret the results of a regression analysis from the results presented in a journal article.

8. Interpret the results of a regression analysis from an SPSS printout.

### Test III

#### Unit 10: Inferential Statistics

1. Describe the role of probability in inferential statistics.
2. Solve simple probability problems.
3. Describe the sampling process and the importance of randomness.
4. Differentiate between statistics and parameters.
5. Describe hypothesis testing and the null hypothesis.
6. Describe Type I and Type II errors.
7. Describe the relationship between Statistical Significance and Type I errors.

#### Unit 11: The t Test

1. Describe the appropriate use of the t-Test for independent samples in social research.
2. Demonstrate the ability to compute t and determine the critical value of t using a t table.
3. Describe the assumptions of the t-Test for independent samples.
4. Describe the appropriate use of the t-Test for dependent (matched) samples.
5. Differentiate between directional and nondirectional tests.
6. Make a statement regarding the decision made based on the results of a t-Test.
7. Interpret the results of a t-Test from a SPSS printout.

#### Unit 12: Analysis of Variance

1. Describe the appropriate use of Analysis of Variance (ANOVA) in social research.
2. Correctly construct an ANOVA table.
3. Correctly interpret the results of an ANOVA.
4. Describe the importance of measures of association and effect size.
5. Describe the purpose of post hoc analysis.
6. Describe the relationship between the results of a t-Test, an ANOVA, and a regression analysis.
7. Interpret the results of an ANOVA analysis from a SPSS printout.
8. Explain why the ANOVA technique is of more limited use in the social sciences than regression techniques.

# CJ 3243 / PSCI 3413

## CONSTITUTIONAL CRIMINAL PROCEDURE

[ONLINE]

*Location:* www.uamont.edu

*Instructor:* Dr. Adam J. McKee

*MCB 210*

mckee@uamont.edu

*Office Hours:*

- Monday: 8:00 to 10:00 and 1:00 to 3:00
- Tuesday: 8:00 to 10:00
- Wednesday: 8:00 to 10:00
- Thursday: 8:00 to 10:00

### TEXT AND MATERIALS

The required text for this course is *Arkansas Criminal Law: A Guide for Enforcement* by Adam McKee.

### COURSE OBJECTIVES

The primary course objective is to provide students with a foundation in the theoretical and legal elements of the law of criminal

procedure. This objective is achieved through mastery of the following:

1. Essential vocabulary that will enable the student to understand basic concepts involved in criminal procedure.
2. The constitutional foundations of criminal procedure.
3. The emergence of new constitutional issues caused by the exponential growth of technology.
4. Analytical application of vocabulary and concepts to various factual situations.
5. Understanding the impact of procedural law on police, prosecutors, and the courts.

### Course Organization:

This is an online only course. All work must be submitted online via blackboard. Please refer all technical problems (i.e., Blackboard is not working properly) to the Blackboard administrator.

The course will be divided into 8 modules (aka 'sections') with quiz dates roughly corresponding to every other Thursday in the semester. Each module will contain a reading assignment and a set of questions contained in a "study guide". In addition, you will be responsible for reading important court cases provided under each module on Blackboard. The quizzes will come in partly from your cases and partly from your textbook. You will need to check the course calendar frequently to determine the due date of each quiz.

### A Note on Professionalism:

*Professionalism* obviously means acting in accordance with professional standards. Demonstrating professionalism is a critical element that has been woven into every aspect of this course. Simply put, you are expected always to express yourself in a way that becomes a criminal justice professional and a scholar. This includes but is not limited to the following points:

- Cheating and plagiarism will not be tolerated
- Personal attacks on other students will not be tolerated
- All work should be submitted in a timely manner
- All work (including discussion board posts) should follow the rules of standard English usage

### Technology Requirements:

You need access to a personal computer (Mac or Windows) for major amounts of time for this course. You need Internet access for this course. You must be able to save word processing files in a .docx (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing and submitting files to the instructor. You are expected to have

working knowledge and capability with your computer before entering this class. DO NOT USE MICROSOFT WORKS.

Class information and announcements will be communicated through the announcements listings on the course web page (on Blackboard), and through your UAM e-mail address.

**Email Statement:**

To enhance student services, the University will use your UAM email address for all communications. Please check your UAM email on a regular basis. If you have problems with accessing your email account, contact the Help Desk.

**Grading**

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

Quizzes (8) @ 12.5% = 100%

Total 100%

**A NOTE FROM THE PROVOST'S OFFICE**

"The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others."

**STUDENTS WITH DISABILITIES**

It is the policy of the University of Arkansas-Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 219, phone 870-460-1154; TDD 870-460-1251; or fax 870-460-1810.

**GRADE NOTIFICATION**

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

## Module Due Date Topic Cases

| Module | Due Date | Topic  | Cases  |
|--------|----------|--|--|
| 1      |          | Introduction to the Course   | Katz   |
|        |          | Contact with Citizens Less than Arrest / Protective Searches and Vehicle Stops | <i>Florida v. Royer</i> , 460 U.S. 491 (1983) <i>Terry v. Ohio</i> , 392 U.S. 1 (1968)                       |
| 2      |          | Arrests & Search and Seizure / Search Warrants                                 | <i>Atwater v. City of Lago Vista</i> , 532 U.S. 318 (2001) <i>Horton v. California</i> , 496 U.S. 128 (1990) |
| 3      |          | Warrant Exceptions , Searches of People / Vehicle Searches                     | <i>Warden v. Hayden</i> , 387 U.S. 294 (1967) <i>Chambers v. Maroney</i> , 399 U.S. 42 (1970)                |
| 4      |          | Electronic Surveillance / Informants   | <i>Kyllo v United States</i> , 533 U.S. 27 (2001) <i>Roviaro v. United States</i> , 364 U.S. 53 (1957)       |
| 5      |          | Interrogations and Confessions / Remedies                                      | <i>Miranda v. Arizona</i> , 384 U.S. 436 (1966) <i>Mapp v. Ohio</i> , 367 U.S. 643 (1961)                    |
| 6      |          | Identification / Rules of Evidence   | <i>United States v. Wade</i> , 388 U.S. 218 (1967) <i>Simmons v. United States</i> , 390 U.S. 377 (1968)     |
| 7      |          | Hearsay Exceptions / Witnesses   | <i>Brown v. State</i> , 320 Ark. 201   |
| 8      |          |  |  |

## PSCI 3443 Middle East Politics

Fall 2013

**Professor: Dr. Strong**

**Office: 216 MCB**

**Class Times: M&W, 11:10-12:30**

**Contact Phone: 1-870-460-1687**

**Office Hours: See the last page of this Syllabus for a schedule of office hours.**

### **Course Description:**

This course is designed to provide students with a comprehensive understanding of contemporary politics in the Middle East. For many, this is a complicated and confusing subject. This course attempts to overcome this by presenting a holistic study of the varied political cultures, institutions and ideologies that guide political activities in this region of the world. The role of religion as both a personal philosophy and a guiding political principle will be explored given the persistence of such influences on the political process in the Middle East. With this perspective, the seemingly persistent conflict associated with the region will be considered and analysed according to international relation theory *and* against other world conflicts to give students a more nuanced understanding of why people respond as they do to the changing world around them. This knowledge will then be contextualized in case studies of Israel, Saudi Arabia, Egypt, Turkey, Iran, Afghanistan and Iraq.

During the course of the semester, students will be asked to complete several tasks to help them contextualize what they learn during the course of the semester. In addition to reading the text and being tested on this material, students will be expected to keep up with current events in the Middle East through a media analysis and discussion notebook, in which they will be required to address several rudimentary questions and provide their own analysis of why things happen as they do. They will then be expected to complete a comprehensive project of their choice that will use theoretical principles associated with international relations theory to analyse contemporary Middle East political developments. A unique aspect of this course comes from the fact that undergraduate students will be working in conjunction with students earning graduate credit for this course, which will highlight the opportunities that they too can pursue graduate level studies.

Students who complete this undergraduate course should:

- Gain a more holistic understanding of political trends and events in the Middle East, the role of religion in regional politics, ongoing conflicts, but more specifically what all of this means for the United States.
- Be able to discuss Middle East politics with confidence in the context of international relations theory.
- Improve their research, writing, critical-thinking and public-speaking skills through a short class presentation and a short research project.
- Have a greater appreciation of current events around the world in order to gain a better understanding of the American role in the world and how it is shaped by the choices and preferences of other countries.

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## Grading Components:

The course grade is divided into the following components:

|                                      |                 |
|--------------------------------------|-----------------|
| • Attendance, Participation, Quizzes | 10 % (combined) |
| • Discussion Notebook                | 10 %            |
| • Major Project                      | 25 %            |
| • Mid-term Examinations              | 30 % (combined) |
| • Final Exam                         | 25 %            |
|                                      | _____           |
|                                      | 100 %           |

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### 1. Attendance, Participation and Quizzes:

Attendance and Participation are calculated as part of your semester grade. This means that you are required:

- 4) To attend class on a regular basis,
- 5) To keep up with your readings, and
- 6) To participate in class.

A sign-in sheet will be passed around at the beginning of each class period taking attendance and all students present must sign this sheet *before the instructor leaves the class*, if their attendance for that day is to be recorded. For the exact details of the attendance policy for this course, please read the corresponding entries found in the 'class policies and helpful hints' section of this syllabus.

Students are required to keep up with their reading during the semester. Without this base knowledge, it will be difficult for students to acquire the knowledge to ensure that they will be able to participate fully in class discussions. The quizzes will not be difficult or involved but will cover the information covered in your readings and will show whether or not you attempted to read the assigned chapters for that week.

**Attendance will count as 5% of your overall grade for the semester; Participation will count as another 5%; and Weekly Quizzes will count as yet another 5%. Combined, this component will count as 15% of your overall grade for the semester.**

### 3. Discussion Notebook and Open Discussions

Over the course of the semester, students will be expected to turn in short free-style essays about their thoughts over the various themes and issues discussed throughout the semester. You will receive a list of articles related to the countries and issues under discussion in class, from which you will be required to choose five (5) –with a possible of eight (8) – and write a brief summary of your thoughts regarding what you have read. These are not meant to be formal essays, although you are still expected to do your own work (do not cut and paste or copy other people's work) and quotations always get you 'brownie

points.' The idea is for you to put your thoughts onto paper in your own words so that you can see how they transform throughout the semester. To avoid a situation where you write all 5 entries 48 hours before they are due at the end of the semester, you will be asked to turn a single entry in at different points during the semester, as noted in this syllabus. **Each entry should be about a page (if hand-written) and a page and a half (normal margins and font size, if typed).**

**The Discussion Notebook will count as 10% of your overall grade for the semester.**

#### **4. Major Project:**

Each student will prepare a major project during the semester and present their findings to the class. It is to be between 10-15 pages in length, 1 ½ to double spaced, using normal margins and font. The basic requirements for this essay: 1) you must use credible sources that relates to at least two countries in the developing world, 2) you must include statistical information from the *Fund for Peace/Foreign Affairs' Failed State Index*, 3) you should use comparative analysis of your findings, and 4) you will absolutely not plagiarize any information in the final version of this paper.

The basic requirements of this essay is that you research a topic that involves at least one Middle Eastern country (with a limit of three countries considered comparatively) and talks about the major issues facing that country/region. Other issues, such as terrorism or U.S. foreign policy, may be included, but you will be expected to construct a thesis statement of your argument early in the semester, which must be approved by the professor, to ensure that your topic is manageable.

**The Essay will be collected on the 2<sup>nd</sup> of December. The presentation of your findings will be scheduled during the semester, as noted in the list of classes below, and will be based on your project for the semester. All work associated with the project will count as 25% of your overall grade for the semester.**

#### **5. Examinations:**

Two examinations (a 'midterm' and a final) will be given **only** on the days listed on the class schedule. Examinations will cover the readings, lectures and discussions covered prior to the exam. The exams will consist of a combination of true/false questions, multiple-choice questions, matching/ listing questions and short answer questions, as well as a 'not-so-short' essay. Map skills tests and a verbal component (in particular related to the final exam) are also possible options.

Make-up exams will be given under extreme circumstances and proof must be provided for the absence (i.e. a doctor's note) before the make-up exam is scheduled and given. **The content of the make-up exam will be at the discretion of the instructor.**

**Combined, these examinations will count as 35% of your overall grade for the semester.**

**Grading Scale:**

The grading scale is as follows:

- A: 90 % to 100 % (exceptional work)      B: 80 % to 89 % (good work)
- C: 70 % to 79 % (average work)      D: 60 % to 69 % (below average)
- F: Below 60 % (failing)

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**Required Book:**

You will need to purchase the following book for this class:

- James L. Gelvin: *The Modern Middle East: A History*, 3<sup>rd</sup> edition, (New York: Oxford University Press, 2011).

You will be expected to read and understand all of the chapters in this book. A selection of short articles to be used for your project and discussion notebook will be handed out in class. If there are additional readings, you will receive photocopied articles that will be used to supplement the text book for various weeks throughout the semester. If you are absent on the day these readings are distributed, or if you lose them, you can get replacement during office hours.

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**Schedule of Classes:**

|                  |  |                                |
|------------------|--|--------------------------------|
| <b>Wk 1</b>      | Introduction to Course                         | Readings: Introduction, Gelvin |
| <b>Wks 2-3</b>   | Introduction to Islam                          | Readings: Handout              |
| <b>Wks 4-5</b>   | Part I: The Advent of the Modern Age           | Readings: Gelvin, Part I       |
|                  | In Class Discussion: Documents from Part I     |                                |
| <b>Wks 6-7</b>   | Part II: The Question of Modernity             | Readings: Gelvin, Part II      |
|                  | In Class Discussion: Documents from Part II    |                                |
|                  | Exam 1 (Take-Home)                             |                                |
| <b>Wks 8-9</b>   | Part III: WWI and the Middle East State System | Readings: Gelvin, Part III     |
|                  | In Class Discussion: Documents from Part III   |                                |
| <b>Wks 10-11</b> | Part IV: The Contemporary Era                  | Readings: Gelvin, Part IV      |
|                  | In Class Discussion: Documents from Part III   |                                |

## Exam 2 (Take-Home)

**Wks 12-15**      Recent Developments: Case Studies      Readings: Handout

## Final Exam (Take-Home)

**Wk 16**      Final Discussions

**Final Exam Period:** May 9-13 December

*The Instructor reserves the right to alter this syllabus as needed throughout the semester to better account for the needs of this particular class. Notification will be provided of any such changes.*

### Other Important Dates

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August 21 (Wed) - First day of classes.

August 27 (Tues) - Last day to register or add classes.

September 2 (Mon) - Labor Day Holiday. Offices and classes closed.

October 4 (Fri) - Deadline to apply for May graduation.

October 30 (Wed) – Last day to drop a Fall 2013 class or withdraw from the term (not applicable to second 8-week fast-track\* classes). Grade(s) will be W.

November 4-15 (Mon) - Preregistration for Spring 2014.

November 27 (Wed) - Classes closed.

November 28-29 (Thurs-Fri) - Thanksgiving Holiday. Offices and classes closed.

December 6 (Fri) - Last day of classes.

December 9-13 (Mon-Fri) - Final exam period.

December 18 (Wed) - Fall conferral of degrees.

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### Class Policies and Helpful Hints:

**Academic Honesty:** Academic honesty is expected of all students. I expect that each student will do his/her own research and write his/her own papers. It is also expected that you will not peek at your neighbor's exams, use other unauthorized forms of help during exams, or allow other students to cheat off of them. Cheating on exams and essays, as well as allowing other students to cheat off of you, will result in a '0' for the exam or assignment in question.

**Plagiarism:** Plagiarism is a serious breach of scholarly ethics and is taken very seriously by the University of Arkansas at Monticello. The penalty is likewise serious. I reserve the right to fail any student who plagiarizes.

Plagiarism is defined as:

1. A piece of writing that has been copied from someone else (or any type of publication) and is presented as being your own work.
2. The act of plagiarizing: Taking someone else's work or ideas as if they were your own.

For more information, see WordNet 3.0 copyright 2006 by Princeton University (<http://dictionary.reference.com/search?r=2&q=plagiarism>).

You are expected to cite sources in papers in the appropriate way. In this class, it doesn't matter

whether you use the Harvard system or footnotes, as long as you are consistent. You must provide a reference within the body of the paper itself – either in parenthetical form or in the form of a footnote/endnote – for any piece of information that is not considered to be general information. In addition, you must include a list of all references with full citations at the end of the paper. This must include all sources (whether they are books, articles, websites, etc.) that were consulted when writing your major essay and discussion booklet.

***A general rule of thumb to go by: If you do not put the sentence in quotation marks, the reader assumes that the words are yours and not someone else's.***

If you turn in a paper, a paragraph, or even a sentence that you copy from another source, without properly giving the author credit, this is plagiarism. But plagiarism extends to other common practices as well. Even with proper citations, if you do not make it explicitly clear that the words or ideas are coming from another, this is plagiarism. For instance, if you cut-and-paste a sentence from an online source but do not cite the source, this is plagiarism.

To expand on this, if you use an author's exact words in the text of your work, you must put the words in quotation marks and use an appropriate citation that indicates the source, its author and the page number or internet site where the quote can be found. If you paraphrase an author's words or ideas, you do not need to use quotation marks, but you will still need to use an appropriate citation that gives details about the source of this information. If you are unfamiliar with how to reference sources, please see me early in the semester.

Be very careful and vigilant about this, as I do check referencing in papers and adjust the mark accordingly.

Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best, and Academic Dishonesty, at worst.

The instructor reserves the right to use all necessary means to uncover suspected instances of Academic Misconduct or Academic Dishonesty. Students who violate these rules can expect to be counseled about the offence, which will then lead to you either getting an automatic '0' for the paper, or worse. It depends on the seriousness of the offense.

**Cheating:** Cheating on exams, outside assignments, or papers is a violation of the academic honor code (see pg. 49 of catalog). You know what cheating is, but if you are unclear, come and see me early in the semester. If you are caught cheating, you will be given an automatic 'F' for the assignment, and your case will be referred to Academic Affairs for further action.

**Attendance:** There is a strict, but generous attendance policy for this course. At the beginning of each class, attendance will be taken. It is your responsibility to ensure that your name has been recorded before you leave the auditorium, if you want your attendance recorded for that day and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances.

Please also note that excused classes will be determined by the instructor, meaning that extended

absences should be discussed with the instructor. Please be advised that because this is a generous attendance policy, you must have a good reason for being absent. The following will not ensure that your absence will be considered to be 'excused': you were not feeling 100%; you have a note from mom/dad; you are going on a trip (that is not an emergency); your travel arrangements (that are not for school sponsored events) mean that you miss class periods; you overslept; you didn't leave enough time to get to class; etc.

If you are absent because of an excused university activity, you must ensure that I have official notification from the faculty responsible for your trip. I will put this in your file to ensure that your absence will not count against you at the end of the semester. Please note that this is your responsibility as a student; do not assume that I have been informed.

Unless you have made prior arrangements with the professor about why you will be missing class, the following chart shows you exactly how many points you will lose, as determined by the number of classes that you miss because of an unexcused absence:

| Number of Unexcused absences | Your participation grade at the end of the semester |
|------------------------------|---|
| 1                            | 100   |
| 2                            | 95  |
| 3                            | 90  |
| 4                            | 85  |
| 5                            | 80  |
| 6                            | 70  |
| 7                            | 60  |
| 8                            | 50  |
| 9                            | 40  |
| 10                           | 30  |
| 11                           | 20  |
| 12                           | 10  |
| 13 or more                   | 0   |

**Classroom Behavior:** Part of the college experience is being exposed to ideas and viewpoints with which you may not always agree. This is moreover an essential part of your experience at UAM. To encourage this type of atmosphere in class, consider this class to be a 'Free Speech' zone. Free speech means that you might, on occasions, hear things that are uncomfortable with, which may in turn challenge the limits of your tolerance.

Having said this, you have my permission (and encouragement) to disagree with anything that you hear me (or other students) say. However, in order to foster an environment where students feel comfortable to speak their minds, I do set boundaries and limits on *the way* in which you engage in debates. No swearing or personal attacks on other students will be permitted. To this end, be assured that any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of other is prohibited

in and will lead to you being ejected from the classroom.

Also, I have a strict policy that there are no stupid questions. Every student is allowed to ask questions about whatever part of the curriculum they might not understand. In order to foster this environment, there will be no laughing, ridicule or even giggling by other students, when a question is asked. Just remember that there might be situations where you do not know the answer, but someone else in the class does. You would want to be treated with respect, so make sure that you treat other students with respect.

**Disorderly Conduct:** Disorderly conduct will not be tolerated in class. Disorderly conduct is defined as any behavior which disrupts the regular or normal functions of the University community, including the behavior which breaches the peace or violates the rights of others. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.

**Electronic Devices:** While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn your phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated.

**Late Work and Make-Ups:** Late research projects and discussion booklets **will not** be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation.

If there are extenuating circumstances and you are unable to submit the comparative analytical literature review or the short assignments by the deadline, you must make arrangements with me prior to the due date. There must be a legitimate excuse and a suitable compromise must be made at least 24 hours before the deadline. Failure to do this

The following chart tells you exactly how many points will be lost for late submissions:

|                                |  |
|--------------------------------|--|
| On or before the deadline      | No penalty   |
| 1 class period late            | Minus 5 points   |
| 2 class periods late           | Minus 10 points  |
| 3 class periods late           | Minus 15 points (meaning that you can get no more than a B on the assignment without prior permission)   |
| 4 class periods late           | Minus 20 points  |
| More than 5 class periods late | Minus 25 points (which means that you can get nothing higher than a C on the assignment without prior permission)                              |
| After the last day of class    | Late work will not be accepted, meaning that you will get a 'O' for that assignment. The only exception is any work related to the final exam. |

**Other Make-up Work:** If you are absent on an exam day or your designated panel discussion day, you must be able to prove that it was an excused absence, i.e. an illness with evidence from a physician, university-sponsored activity, religious observances. You must also then arrange to make up the exam within two class days, unless there are extenuating circumstances, i.e. an extended illness. Failure to do this will result in a '0' for the assignment in question. ***Be aware that no work will be accepted after the final class period unless it is related to the final exam.***

**Office Hours:** I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

***Please be advised that each hour is allocated to a particular course.*** What *this* means is that *any* student from *any* course can come to see me during *any* one of my office hours, but students of the allocated course get priority in that particular hour. All *this* means is that if a student comes to an unallocated office hour, you just have to wait your turn, nothing more. You are welcome whenever you have a problem, question or concern.

**Contact by Email or Voice Mail:** In addition to my office hours, you may also contact me by email or through my voice mail. My email address is [strong@uamont.edu](mailto:strong@uamont.edu). I will check my email everyday and will respond to student emails every Tuesday and Thursday, unless there is an emergency. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.

***Please do not abuse the available electronic communication devices.*** This means that you should make sure to contact me with any questions or problems that might arise *at the time that they arise* ... not hours before an exam or an assignment deadline. Also, be aware that ***any serious issues must be dealt with during office hours.*** Only minor issues will be addressed by email or over the phone.

**Participation:** Please be aware that participation is a part of your overall grade for the semester. All students are expected to have read and be prepared for class, which might include reciting or discussing the assigned material. Failure to be fully prepared and participate will affect both your participation grade and your ability to do well on your exams. This means that attendance is important and is counted toward the participation component of your grade. If you miss class, there is also the strong chance that this choice will adversely impact on your examination grades because ***information presented in class may not always be covered in the text***, but you are still responsible for it. Suggestion: Come to class on a regular basis!

**Reading:** Read each assigned text *prior* to the class for which it has been assigned. This will make the lecture that much easier to follow and will allow you to participate in class discussions of the materials. If you are absent on the day that the additional reading packet is distributed, you must collect your copy during the instructor's office hours.

Because of the nature of this course, it is advisable that you make an effort to follow current events during the course of the semester, if you don't already do this. The best way to keep up with current events relevant to the course material is to read reputable newspapers regularly. Many national newspapers, such as the *New York Times* and the *Washington Post*, are available free on line.

Additional information can come from watching the evening news, watching PBS programs like the Jim Lehrer News Hour, reading the Economist, etc.

**Special Arrangements for Disabilities:** It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. ***It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.***

Any student requiring accommodations should contact the Office of Special Student Services, Harris Hall Rm 120; ph. (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926. For assistance on a College of technology campus contact: **McGehee**, Office of Special Student Services representative on campus - Phone (870) 222-5360; Fax (870) 222-1105; or **Crossett**: Office of Special Student Services representative on campus - Phone (870) 364-6414; Fax (870) 364-5707.

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**Appendix I:                    Example of Grading Sheet for your Essay**

**Name:**

**Title of Paper:**

**Grade:**

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**Bibliography and Sources Used**

**Thesis Statement of Main Argument**

**Organization**

**Grammar and Referencing Style**

**Originality**

**Incorporation of foreign news sources into argument**

**Analytical Component**

**General Comments**

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Appendix II:

Spring 2013 Schedule of Office Hours for Dr. Strong

|                      | Monday                                | Tuesday                                     | Wednesday                             | Thursday                                    | Friday                              |
|----------------------|---------------------------------------|---|---------------------------------------|---|-------------------------------------|
| <b>8:10 - 9:00</b>   | <i>Office Hours<br/>(from 8:30)</i>   | <i>Office Hours<br/>(8:30-9:30)</i>         | <i>Office Hours<br/>(from 8:30)</i>   | <i>Office Hours<br/>(8:30-9:30)</i>         | <i>Office Hours<br/>(from 8:30)</i> |
| <b>9:10 - 10:00</b>  | <b>German I</b>                       | <b>(from 9:40)<br/><br/>American</b>        | <b>German I</b>                       | <b>(from 9:40)<br/><br/>American</b>        | <b>German I</b>                     |
| <b>10:10 - 11:00</b> | <i>Office Hours</i>                   | <b>National<br/>Government</b>              | <i>Office Hours</i>                   | <b>National<br/>Government</b>              | <i>Office Hours</i>                 |
| <b>11:10 - 12:00</b> | <b>Mideast</b>                        | <b>Research</b>                             | <b>Mideast</b>                        | <b>Research</b>                             | <i>By Appt. Only</i>                |
| <b>12:10 - 1:00</b>  | <b>Politics<br/><br/>(till 12:30)</b> | <b>Methods<br/><br/>(till 12:30)</b>        | <b>Politics<br/><br/>(till 12:30)</b> | <b>Methods<br/><br/>(till 12:30)</b>        | <i>By Appt. Only</i>                |
| <b>1:10 - 2:00</b>   | <i>Office</i>                         | <b>(from 1:40)</b>                          | <i>Office</i>                         | <b>(from 1:40)</b>                          | <i>By Appt. Only</i>                |
| <b>2:10 - 3:00</b>   | <i>Hours<br/><br/>(1:30 – 3:00)</i>   | <b>American<br/>National<br/>Government</b> | <i>Hours<br/><br/>(1:30 – 3:00)</i>   | <b>American<br/>National<br/>Government</b> | <i>By Appt. Only</i>                |
| <b>3:10 – 4:00</b>   | <i>By Appt Only</i>                   | <i>Office Hours<br/><br/>(till 3:30)</i>    | <i>By Appt Only</i>                   | <i>Office Hours (till<br/>3:30)</i>         | <i>By Appt. Only</i>                |

\* Office Hours subject to change; students will be advised of any changes in writing.

Civil Rights and Civil Liberties  
CJ 4493, PSCI 4493  
Saulsberry Spring 2013

**Professor:** Ms. Rejena Saulsberry  
**Office:** MCB 209  
**Phone Number:** (870) 460-1710  
**E-mail:** [saulsberry@uamont.edu](mailto:saulsberry@uamont.edu)  
**Room:** MCB 114, MWF 10:10 am – 11:00 am

**Office Hours**

| Monday      | Tuesday    | Wednesday | Thursday   | Friday       |
|-------------|------------|-----------|------------|--------------|
| 1 pm – 3 pm | 1 pm – 3pm | 1pm – 3pm | 1 pm – 3pm | 11 am – 1 pm |

Prerequisites

CJ 2293 or PSCI 2293: Law and Society

Course Description

This course is an overview of federal constitutional interpretation of individual rights in the United States.

Course Objectives

Students will be introduced to the individual rights given and protected by the United States Constitution. Upon completing this course, students will be able to identify landmark opinions regarding fundamental rights, apply current judicial standards to a variety of equal protection and due process issues, and complete a predictive analysis using constitutional precedent of various hypothetical constitutional issues.

Required Text:

O'Brien, David M., *Constitutional Law and Politics: Civil Rights and Civil Liberties*, vol. 2, 8<sup>th</sup> ed., W.W. Norton and Co., New York, NY (2011), ISBN: 978-0-393-93550-9

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. **It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.** Any student requiring accommodations

should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

For assistance on a College of Technology campus contact:

- McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.
- Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

### Code of Conduct

The following action is prohibited under the Student Conduct Code:

**Disorderly Conduct:** Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others will not be tolerated. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.

### Participation and Attendance

This class is an upper level course, and as such students are expected to participate in class discussions of readings, videos and/or other in class activities. Participation in the class will be a substantial part of your grade and will not only be based on the quantity of your participation but on the quality as well. You are expected to contribute to all classroom discussions in a thoughtful and respectful manner. Frequent tardiness will result in your grade being lowered so please do your best to arrive on time. If you need to leave class early, please inform the professor before class begins.

### Student Dishonesty

**Cheating:** Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

- a. Copying from another student's paper;
- b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
- c. Collaboration with another student during the examination;
- d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
- e. Substituting for another person during an examination or allowing such substitutions for you.

**Collusion:** Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

**Duplicity:** Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

**Plagiarism:** Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

Cheating on exams, outside assignments, or papers is a violation of the academic honor code. (pg. 49 of catalog) If you are caught cheating you will be given an "F" for the assignment, and your case will be referred to Academic Affairs for further action. For purposes of this class cheating is defined as follows:

- a) Writing copied from someone else's work and presented as your own.
- b) Use of prohibited materials during class exams.
- c) Plagiarism: Using someone else's work or ideas and not giving that person proper credit.

If you have any questions regarding the any of the above forms of prohibited conduct please feel free to contact the professors for guidance.

#### Course Communication

All electronic communication with me should be made using UAM email. Any emails sent using other email providers (such as Yahoo or Gmail) are automatically sent to UAM spam filter. That means the professor may never receive your message. If you do not have a working UAM email account, contact the Office of Information Technology immediately for assistance.

**Feedback Schedule:** All emails sent between Monday and Friday will be answered within 24 hours. Emails sent on Saturday and Sunday will be answered within 72 hours. If need to contact a professor by telephone, please call Ms. Saulsberry at (870) 460-1710, Ms. Ratliff at (870) 460-1833 or Dr. Strong at (870)460-1687 and leave a message. It will be returned within 72 hours.

#### Course Requirements

Grades for the semester will be calculated as follows:

**Exams:** 300 points

**Assignments:** 400 points

**Class Participation:** 100 Points

**Written/Oral Final Exam:** 200 points

**Total:** 1,000 points

**Grade scale:**

A (1,000 - 900 points)

B (899 – 800 points)

C( 799 – 700 points)

D (699 --- 600 points)

F (599 and below)

**Exams**

There will be two take home examinations during the semester totaling 30% of your final grade. Examinations will be comprised of 3 essay questions worth 50 points each. Make-up examinations are given at the professors' discretion for excused reasons only.

**Assignments**

During the semester you will be responsible for various written, oral and/or group assignments. These assignments will be worth 400 points or 40% of your final grade.

**Participation and Attendance**

All students are expected to have read the assigned material and be prepared for class. Failure to fully be prepared and participate when called on in class will result in a five (5) point deduction from your total participation points. Additionally, videos and/or in class activities may be part of a given day's lecture. An unexcused absence on that day will result in a significant deduction from your total participation grade.

Please note that information presented in class may not always be covered in the text. Class attendance is a necessary part of this course. Anyone who is frequently his or her **overall** grade lowered. You will be considered late after roll has been called. If you need to leave class early, please inform me before class begins.

**Final Examination**

Your final examination will be an abbreviated moot court presentation. You will be given a hypothetical constitutional issue and must prepare both a written and oral response. More details are provided on a separate handout. This exam is worth 200 points, or 20% of your final grade.

## Class Schedule

Please Note: Reading assignments will be made at the beginning of each lecture hour. This schedule may change based on how the class is progressing during the semester

### **IMPORTANT DATES:**

January 8 (Tuesday): Open registration from 8:30 a.m. until 3:30 p.m. at each campus location.

January 9 (Wednesday): First day of classes (regular and first 8-week fast-track classes).

January 9-15 (Wednesday through Tuesday): Late registration. A \$25 late registration fee will be assessed.

January 9-15 (Wednesday through Tuesday): Students may make schedule changes.

January 15 (Tuesday): Last day to register or add spring classes.

January 21 (Monday): Martin Luther King Holiday. All offices and classes closed.

February 13 (Wednesday): Last day to drop a first 8-week fast-track class. Grade will be W.

February 22 (Friday): Deadline to apply for August and December graduation.

March 4 (Monday): Last day of first 8-week fast-track classes.

March 5 (Tuesday): First day of second 8-week fast-track classes.

March 18-22 (Monday-Friday): Spring Break for faculty and students. All offices closed on March 22.

March 27 (Wednesday): Last day to drop a regular spring class (not applicable to fast-track classes). Grade will be W.

April 1 (Monday): Preregistration for summer and fall begins.

April 12 (Friday): Preregistration for summer and fall ends.

April 15 (Monday): Last day to drop a second 8-week fast-track class. Grade will be W.

April 30 (Tuesday): Last day of classes.

May 1-7 (Wednesday-Tuesday): Final exams.

May 10 (Friday): Commencement.

### Week One

- Review course syllabus and policies
- Introduction to the Constitution, Clauses and Amendments

### Week Two

- Legal Research and Case Briefing
- Constitutional Interpretation

### Week Three

- Limitations on Power and State Action Requirement

### Week Four

- Procedural Due Process

Week Five

- Procedural Due Process

Week Six

- Substantive Due Process

Week Seven

- Substantive Due Process

Week Eight

- **Exam I**
- Fundamental Rights

Week Nine

- Fundamental Rights

Week Ten

- Equal Protection

Week Eleven

- First Amendment

Week Twelve

- First Amendment

Week Thirteen

- Fourth Amendment
- Fifth Amendment
- Sixth Amendment

Week Fourteen

- 8<sup>th</sup> Amendment

Week Fifteen

- Current Constitutional Issues

Week Sixteen

- **Exam II**

**Final Exam: Tuesday May 7<sup>th</sup>, 1:30 pm - 3:30 pm**

## American Presidency

PSCI 4603

M – W 1:10 – 2:30

Instructor: Chris Wright

Office: MCB 206

Office Phone: 460-1189

E-Mail: [wrightch@uamont.edu](mailto:wrightch@uamont.edu)

This is a senior level course worth three credit hours. PSCI 2213 is a prerequisite for this course.

**Objective:** The purpose of this course is to explore the development of the executive branch of government. We will look at the rise of the Presidency as the most powerful institution in the nation and the world. It may surprise many to know that the President was not always as powerful as he is today. We will look at individual presidents, but only as examples of larger trends. We will learn what it is the President does as the Chief Executive, Commander in Chief, and Head of State. Finally, we will explore the significance of the mass media on American perceptions of the Presidency, with a particular focus on the latter half of the 20<sup>th</sup> century until today.

**Learning Outcomes:** The student will be able to explain, discuss, recognize, and/or apply knowledge of the following topics: (1) Constitutional sources of executive power; (2) other sources of executive power; (3) the changing nature of the Executive branch; (4) Executive relations with other institutions; (5) official and expected duties; and (6) the Executive in a time of war.

### Course Requirements:

This class will be conducted as a seminar. This means that participation is vital. You must come to every class session having PREVIOUSLY done those weeks reading. If you do not participate fully it will be reflected in your grade.

|                |     |
|----------------|-----|
| Participation: | 5%  |
| Presentation:  | 15% |
| Midterm:       | 20% |
| Paper #2:      | 25% |
| Final:         | 35% |

*Participation:* Come to class ALL THE TIME. Further, in order to get full participation points you must show me that you have done the reading by actively facilitating the discussion. This is a senior level class, which means you are partly responsible for its success. Come to class with questions and insights you might have on the readings.

*Presentation:* Each student will choose one President and lead a 20 minute discussion on that person's presidency. Topics covered should include: biographical information, historical context, major legislative or policy achievements, and the impact on the executive branch.

*Tests:* You will have two tests in this class. Both tests will be composed ENTIRELY of essay questions

*Paper:* The paper will be a short research paper on a topic related to theories and controversies of the Presidency. Be aware that I am much harder on written assignments than I am on tests. A MINIMUM requirement I correct grammatical English. Further, on written work you will be graded on how you write—so do it well! I would be ashamed to find there was a graduate of UAM who was not writing at the college level. If you suspect that I may have a problem with your written work, come to my office hours early and often. I will take the time to work with you and help you in any way possible. I am going to hold you to high standards, expect you to meet them, and will do everything in my power to ensure that you do.

*Movies:* We will be watching several movies in class. You will be required to attend on those days. Don't be under the misimpression that these movies are just "time-killers." A major component of the modern Presidency is that of a celebrity. To be President is to be the biggest celebrity in the world. Further, the modern President is a Personal President. We get mad when he does not care about our problems, when in fact there is little he personally can do to help. The modern President needs to be part Arnold Shwartzenegeer, part Oprah Winfrey, and part Tom Hanks. Today, much of what makes the perception by the public of a "good" or "bad" President is the way in which he plays these rolls.

#### **Required Readings:**

Pfiffner, James and Roger H. Davidson, eds. 2013. *Understanding the Presidency*, 7<sup>th</sup> ed. New York: Longman.

Handouts given in class.

#### **Plagiarism and Cheating**

**plagiarize:** *transitive senses* : to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source: *intransitive senses* : to commit literary theft : present as new and original an idea or product derived from an existing source **(Merriam-Webster online. [www.m-w.com](http://www.m-w.com))**

**cheat:** *transitive senses*

**1** : to deprive of something valuable by the use of deceit or fraud

**2** : to influence or lead by deceit, trick, or artifice

**3** : to elude or thwart by or as if by outwitting <*cheat* death>

*intransitive senses*

**1 a** : to practice fraud or trickery **b** : to violate rules dishonestly (as at cards or on an examination)

**(Merriam-Webster online. [www.m-w.com](http://www.m-w.com))**

You know what cheating is. **If you are caught cheating on an exam, you will receive an automatic F for the course.**

#### **UAM Administrative Dates**

Oct 30

Last day to drop

#### **Students with Disabilities:**

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student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

For assistance on a College of Technology campus contact:

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**Schedule:** Here is an overview of the reading assignments & tentative schedule.

| <b>Week of:</b> | <b>Topic</b>                                      | <b>Section</b> |
|-----------------|---|----------------|
| Aug 21          | Introduction                                      | 1              |
| Aug 26          | Constitutional Origins (Read entire Constitution) | 1              |
| Sep 2           | <b>Labor Day Holiday</b>                          |                |
| Sep 4           | Historical transformations                        | 2              |
| Sep 9           | Presidential Selection                            | 3              |
| Sep 16          | Press & Presidency                                | 4              |
| Sep 23          | Institutional Presidency                          | 5              |
| Sep 30          | Bureaucracy                                       | Handouts       |
| Oct 7           | <b>Midterm</b>                                    |                |
| Oct 14          | Separation of Powers                              | 6              |
| Oct 21          | Domestic Presidency                               | 7              |
| Oct 28          | CINC  | 8              |
| Nov 4           | Imperial Presidency                               | Handouts       |
| Nov 11          | Evaluating Presidents                             | 9              |
| Nov 18          | Great Presidents/Poor Presidents                  | Handouts       |
| Nov 25          | Postmodern Presidency ( <b>Papers due</b> )       |                |
| Nov 28 – 29     | <b>Thanksgiving Holiday</b>                       | Handouts       |
| Dec 2           | Movies?   |                |
| Dec. 10         | <b>Comprehensive FINAL 8:00 – 10:00</b>           |                |

\*Tentative. I reserve the right (and probably will exercise this right!!) to change the schedule.

**Western Political Theory**  
**PSCI 4683**  
**Tues/Thurs 9:40 – 11:00**  
**MCB 206**

Instructor: Chris Wright  
Office: MCB 206  
Office Phone: 460-1189  
E-Mail: wrightch@uamont.edu

This is an upper division course that carries three hours. American National Government (PSCI 2213) is a prerequisite.

**Objective:** This course will introduce you to the major political philosophers that have shaped the Western tradition. All of us believe things, but few of us take the time to examine where those beliefs come from. This course begins with the assumption that, to some extent, what we believe is inherited from political philosophers. By the end of this course students will be able to identify major thinkers and their political philosophies.

**Course Requirements:** Class attendance is required. The student is responsible for any material covered in their absence, whether or not the absence is excused. Attendance means to be present both in body and mind. Grades will be based on the following:

|                               |             |
|-------------------------------|-------------|
| Test 1                        | 20%         |
| Test 2                        | 20%         |
| Final                         | 35%         |
| Class Presentation/Discussion | 15%         |
| Participation                 | 10%         |
| <b>Total</b>                  | <b>100%</b> |

**Tests (75%):** Two Midterms and a comprehensive final make up the bulk of the class grade. The tests will cover both the readings and class discussion. Expect short answer and essays on tests.

**Class Presentation/Discussion Leader (15%):** The class is divided into 14 sections. Each student will be responsible for researching up to two of the sections more deeply, depending on the number of students in the class. On the Monday of that section's week, the student will then be required to lecture and lead class discussion on that week's readings. For that week, whoever is presenting will need to do further background reading than the rest of the class and make sure they know just what the author really means. Be prepared to answer tough questions!

**Class Participation (10%):** This is a seminar class and participation is essential! Participation means not only showing up in body, but also in mind and spirit. Students should be prepared to engage in healthy debates and raise questions. Note: wisecracks, quips, storytelling, and funny observations are not participation.

**Required Text:**

Course reader

## Plagiarism and Cheating

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**1** : to deprive of something valuable by the use of deceit or fraud

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**3** : to elude or thwart by or as if by outwitting <*cheat* death>

*intransitive senses*

**1 a** : to practice fraud or trickery **b** : to violate rules dishonestly (as at cards or on an examination)

(Merriam-Webster online. [www.m-w.com](http://www.m-w.com))

You know what cheating is. **If you are caught cheating on an exam, you will receive an automatic F for the course.**

## UAM Administrative Dates

Oct. 30                                      Last day to withdraw with a "W"

## Students with Disabilities:

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McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

## Classroom Behavior:

Part of the college experience is being exposed to ideas and viewpoints that you may not always agree with. To further this essential part of your experience at UAM, this class should be considered a "Free Speech" zone. Free speech means hearing things that are sometimes uncomfortable to hear and which may challenge the limits of your tolerance. There is no right *not* to be offended guaranteed in the US Constitution. You have my permission and encouragement to disagree with anything you hear me say. However, in order to foster an environment where students feel comfortable, I do set boundaries and limits on *the way* in which you engage in debates. No swearing or personal attacks on other students will be permitted.

Tentative schedule:

| Week of   | Readings   | Presenter |
|---|--|-----------|
| Aug 22  | Discussion of foundations of political philosophy  |           |
|   | <b>The Ancients</b>  |           |
| Aug 27  | Plato <i>Republic</i>  |           |
| Sep 3   | (Sep. 2 Labor Day) Aristotle <i>Politics</i>   |           |
| Sep 10  | Augustine <i>City of God</i>   |           |
| Sep 17  | Aquinas <i>Summa Theologica</i>  |           |
|   | <b>The Enlightenment</b>   |           |
| Sep 24  | <b>Test 1/</b> Machiavelli <i>The Prince</i>   |           |
| Oct 1   | Machiavelli <i>The Prince</i> cont.  |           |
| Oct 8   | Hobbes <i>Leviathan</i>  |           |
| Oct 15  | Locke <i>Second Treatise on Government</i>   |           |
| Oct 22  | American Founders <i>Declaration of Independence</i> and <i>Federalist Papers</i>                  |           |
| Oct 29  | Rousseau <i>Discourse on Inequality</i> and <i>Social Contract: French "Declaration of Rights"</i> |           |
| Nov 5   | Burke <i>Reflections on Revolution in France</i> & <b>Test 2</b>                                   |           |
|   | <b>Modern Political Theory</b>   |           |
| Nov 12  | Marx & Engel's <i>Manifesto</i>  |           |
| Nov 19  | Rand <i>Capitalism, the Unknown Ideal</i> ( <b>Thanksgiving Nov 28 - 29</b> )                      |           |
| Nov 27  | Rawls <i>A Theory of Justice</i>   |           |
| Dec 3   | Age of Ideology & Postmodernism  |           |
| Final on Tuesday Dec 10 <sup>th</sup> 1:30 – 3:30 |  |           |

**PSCI 4693 Developing Nations  
Spring 2013**

**Professor: Dr. Strong**

**Class Times: T&Th, 9:40-11:00**

**Office: 216 MCB**

**Contact Phone: 1-870-460-1687**

**Contact Email: [strong@uamont.edu](mailto:strong@uamont.edu)**

**Office Hours: See the last page of this Syllabus for a schedule of office hours.**

Teaching Assistant:

Mr. Zack Tucker (contact email: [tucker@uamont.edu](mailto:tucker@uamont.edu); office hours: 9:40-11:00 TH).

**Course Description:**

This course is designed to provide students with a comprehensive understanding of developing nations within the international community, including many countries in Africa, the Middle East, Asia and South America. Some of these countries (such as India, Egypt and Turkey) have forged relationships with the West, America included; others have not. All are in varying stages of modernization and have different relationships and roles within a globalized international community. As this community has become more closely intertwined and interconnected, it is necessary to understand how these countries fit into the overarching world order, if increased violence (including forms of domestic military oppression, terrorism and war) is to be avoided.

The course begins by providing students with a broad understanding of why these countries are in the situations that they are. This will include analysis of the natural resources that exist in each of these countries (or not), the political and economic systems that have been at the root of their development (or lack thereof) and the consequences of western influence and/or intervention in their national affairs (both positive and negative). At the root of this matter, however, is the goal to foster an understanding for the students that the people that populate these countries primarily want the same things that Americans do: food, shelter, security, a better life for their children, etc.

Students who complete this course should:

- Have an appreciation of the state of the developing world, how these countries came to be in the situations that they are and what this means for the United States.
- Be able to evaluate the similarities and differences between the different regions in the world that constitute the developing world and understand that they each have different – and yet intertwined – histories and developmental challenges.
- Improve their research skills and learn to express themselves with increasing confidence, both on paper and orally, on subjects related to the developing world.
- Write better papers/essays and have more confidence speaking in public.
- Have a greater appreciation of current events around the world in order to gain a better understanding of the American role in the world and how it is shaped by the choices and preferences of other countries.

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**Grading Components:**

The course grade is divided into the following components:

- Attendance and Participation 5 %
- Participation in Simulations 20 %

|                                 |                 |
|---------------------------------|-----------------|
| • Discussion Notebook           | 5 %             |
| • Major Project                 | 20 %            |
| • Mid-term Examinations         | 30 % (combined) |
| • Final Exam (oral and written) | 20 % (combined) |
|                                 | 100 %           |

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### 1. Attendance and Participation:

**Attendance** is calculated as part of your semester grade. This means that you are required:

- 7) To attend class on a regular basis,
- 8) To keep up with your readings, and
- 9) To participate in class.

A sign-in sheet will be passed around at the beginning of each class period taking attendance and all students present must sign this sheet *before the instructor leaves the class*, if their attendance for that day is to be recorded. For the exact details of the attendance policy for this course, please read the corresponding entries found in the 'class policies and helpful hints' section of this syllabus.

**Participation** is also calculated as part of your semester grade. This means that you are required to keep up with readings, which are assigned to allow you to keep up with the discussion held throughout the semester. Each week you will be assigned readings that you will then be expected to discuss in class. To show that you have actually read the material, you will be asked to hand-in brief assignments based on the readings, i.e. dot-point summaries of the main argument or a hand-out explaining a particular aspect of the reading. Progress in this regard will be monitored throughout the semester.

**Attendance will count as 5% of your overall grade for the semester; Participation will count as another 5% of your overall grade for the semester. Combined, this component will count as 10% of your overall grade for the semester.**

### 2. Simulations

A major component of this semester is based on student participation in a series of simulations designed to prompt a better understanding of the challenges facing the developing world as it seeks to find a place in an increasingly globalized world. For this reason, the simulations are to be taken seriously, as non-participation could negatively impact your grade. Specific instructions for specific simulations will be handed out to you during the semester just prior to the specified simulation.

**Participation in Simulations will combined count as 20% of your overall grade for the semester.**

### 3. Discussion Notebook

Over the course of the semester, students will be expected to turn in short free-style essays about their thoughts over the various themes and issues discussed throughout the semester. These are not meant to be formal essays, although you are still expected to do your own work (do not cut and paste or copy other people's work) and quotations always get you 'brownie points.' The idea is for you to put your thoughts onto paper in your own words so that you can see how your ideas transform throughout the semester. To avoid a situation where you write all 5 entries 48 hours before they are due at the end of the semester, you will be asked to turn a single entry in at different points during the semester, as noted in this syllabus. **Each entry should be about a page (if hand-written) and a page and a half (normal margins and font size, if typed).** They should cover something related to the class discussions just preceding the due date for each entry.

**The Discussion Notebook will count as 10% of your overall grade for the semester.**

**4. Major Project:**

Each student will prepare a major project during the semester. It is to be based on the examples of a government white paper and an *Economist* special report, both of which will be discussed in class and can be googled online.

The basic requirements for this essay: 1) you must use credible sources that relates to at least two developing countries or a serious developmental issue in the developing world, 2) you must include statistical information from website databases, 3) you should use comparative analysis of your findings, 4) you must use good grammar and sentence structure; and 5) you will absolutely not plagiarize any information in the final version of this paper.

It will be 12-15 pages in length and must include at least 15 sources, including scholarly books, articles from the following journals (*International Journal of Humanities and Peace, International Journal of Political Cultural and Society, International Political Science Review, The Journal for the Study of Peace and Conflict, Georgetown Journal of International Affairs, Foreign Affairs, International Journal of Developmental Issues, The Journal of conflict Resolution, Economic Development and Cultural Change, European Journal of International Relations*), all available through the UAM website, and Statistical information from the following websites (*Failed State Index, The Economist World Index, The Center for Global Development, Commitment to Democracy Index, the Human Development Index, the SBS World Guide*), and information gathered from the United Nations website.

**The Essay will be collected on the Monday after Spring Break and will count as 30% of your overall grade for the semester.**

**5. Examinations:**

Two examinations (a 'midterm' and a final) will be given **only** on the days listed on the class schedule. Examinations will cover the readings, lectures and discussions covered prior to the exam. The exams will consist of a combination of true/false questions, multiple-choice questions, matching/ listing questions and short answer questions, as well as a 'not-so-short' essay. Map skills tests and a verbal component (in particular related to the final exam) are also possible options.

Make-up exams will be given under extreme circumstances and proof must be provided for the absence (i.e. a doctor's note) before the make-up exam is scheduled and given. **The content of the make-up exam will be at the discretion of the instructor.**

**Combined, these examinations will count as 40% of your overall grade for the semester.**

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**Grading Scale:**

The grading scale is as follows:

A: 90 % to 100 % (exceptional work)    B: 80 % to 89 % (good work)    C: 70 % to 79 % (average work)

D: 60 % to 69 % (below average)    F: Below 60 % (failing)

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**Required Book:**

There is no book to be purchased for this class, but this does not mean that there is not extensive reading required for this class. Most readings can be found through the library website, other required readings will

be handed out in class. You will be expected to read and understand all of the material discussed in this class and to demonstrate this mastery on all assigned exams and essays. If you are absent on the day these readings are distributed, or if you lose them, you can get replacement during office hours. It is also recommended that if you consult the following when preparing your projects: Donald Snow, *Cases in International Relations: Portraits of the Future*, 4<sup>th</sup> edition. (New York: Longman, 2010).

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### Schedule of Classes:

#### Course Introduction

|             |   |
|-------------|---|
| <b>Wk 1</b> | Introduction to Course  |
| <b>Wk 2</b> | Discussion of Globalization   |
| <b>Wk 3</b> | Discussion of Political Economy and Issues of Development   |
| <b>Wk 4</b> | Discussion of INGOs, International Law and the United Nations<br>Exam 1 (Take-Home)   |
| Wks 5-9     | Simulation Grouping 1 International Approaches to Development<br><i>Reading Pack and Exact Instructions to be handed out in Class during Week 4</i><br>Themes:<br>The United Nations: Peacekeeping versus Peacemaking<br>Democratizations: Pros and Cons<br>Human Rights: Western Approaches and Missteps<br>Intervention: Humanitarian versus Military   |
| Wk 10       | Watch <i>Blood Diamonds</i><br>Exam 2 (Take-Home)   |
| Wk 11       | Spring Break (No Classes)   |
| Wks 12-15   | Simulation Grouping 2 Grassroots Approaches to Development<br><i>Reading Pack and Exact Instructions to be handed out in Class during Week 4</i><br>Themes: Community Development<br>Security and Rule of Law (Military, Police, Rule of Law, International Involvement)<br>Governance (Democratization, System, Public Services, Elections)<br>Human Capital (Women/Children, Disability, Aged, Youth, Integration)<br>Social and Welfare Issues (Security, Education, Health, Refugees/Settlements)<br>Economic Stabilization (Resources, Trade Relations, Macroeconomics, Sustainable Development)<br>Final Exam (Take-Home) |
| Wk 16       | Final Discussions   |

#### **Final Exam Period**, May 1-8, 2013

*The Instructor reserves the right to alter this syllabus as needed throughout the semester to better account for the needs of this particular class. Notification will be provided of any such changes.*

#### **Important Dates, Spring 2013**

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- January 9 (Wed) - First day of classes (regular and first 8-week fast-track\* classes)
- January 16 (Wed) - Last day to register or add classes.
- January 21 (Mon) - Martin Luther King Holiday. Offices and classes closed.
- February 22 (Fri) - Deadline to apply for August and December graduation.
- March 18-22 (Mon-Fri) - Spring Break.
- April 1 (Mon) - Preregistration for Summer and Fall 2013 begins.
- April 3 (Wed) - Last day to drop with a W in regular classes; not applicable to fast-track\* classes.
- April 12 (Fri) - Preregistration for Summer and Fall 2013 ends.

April 30 (Tues) - Last day of classes.  
May 1-7 (Wed-Tues) - Final exam period.  
May 10 (Fri) - Commencement.

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### **Class Policies and Helpful Hints:**

**Academic Honesty:** Academic honesty is expected of all students. I expect that each student will do his/her own research and write his/her own papers. It is also expected that you will not peek at your neighbor's exams, use other unauthorized forms of help during exams, or allow other students to cheat off of them. Cheating on exams and essays, as well as allowing other students to cheat off of you, will result in a '0' for the exam or assignment in question.

**Plagiarism:** Plagiarism is a serious breach of scholarly ethics and is taken very seriously by the University of Arkansas at Monticello. The penalty is likewise serious. I reserve the right to fail any student who plagiarizes.

Plagiarism is defined as:

1. A piece of writing that has been copied from someone else (or any type of publication) and is presented as being your own work.
2. The act of plagiarizing: Taking someone else's work or ideas as if they were your own.

For more information, see WordNet 3.0 copyright 2006 by Princeton University (<http://dictionary.reference.com/search?r=2&q=plagiarism>).

You are expected to cite sources in papers in the appropriate way. In this class, it doesn't matter whether you use the Harvard system or footnotes, as long as you are consistent. You must provide a reference within the body of the paper itself – either in parenthetical form or in the form of a footnote/endnote – for any piece of information that is not considered to be general information. In addition, you must include a list of all references with full citations at the end of the paper. This must include all sources (whether they are books, articles, websites, etc.) that were consulted when writing your major essay and discussion booklet.

***A general rule of thumb to go by: If you do not put the sentence in quotation marks, the reader assumes that the words are yours and not someone else's.***

If you turn in a paper, a paragraph, or even a sentence that you copy from another source, without properly giving the author credit, this is plagiarism. But plagiarism extends to other common practices as well. Even with proper citations, if you do not make it explicitly clear that the words or ideas are coming from another, this is plagiarism. For instance, if you cut-and-paste a sentence from an online source but do not cite the source, this is plagiarism.

To expand on this, if you use an author's exact words in the text of your work, you must put the words in quotation marks and use an appropriate citation that indicates the source, its author and the page number or internet site where the quote can be found. If you paraphrase an author's words or ideas, you do not need to use quotation marks, but you will still need to use an appropriate citation that gives details about the source of this information. If you are unfamiliar with how to reference sources, please see me early in the semester. Be very careful and vigilant about this, as I do check referencing in papers and adjust the mark accordingly. Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best, and Academic Dishonesty, at worst.

The instructor reserves the right to use all necessary means to uncover suspected instances of Academic Misconduct or Academic Dishonesty. Students who violate these rules can expect to be counseled about the offence, which will then lead to you either getting an automatic '0' for the paper, or worse. It depends on the

seriousness of the offense.

**Cheating:** Cheating on exams, outside assignments, or papers is a violation of the academic honor code (see pg. 49 of catalog). You know what cheating is, but if you are unclear, come and see me early in the semester. If you are caught cheating, you will be given an automatic 'F' for the assignment, and your case will be referred to Academic Affairs for further action.

**Attendance:** There is a strict, but generous attendance policy for this course. At the beginning of each class, attendance will be taken. It is your responsibility to ensure that your name has been recorded before you leave the auditorium, if you want your attendance recorded for that day and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances. Please also note that excused classes will be determined by the instructor, meaning that extended absences should be discussed with the instructor. Please be advised that because this is a generous attendance policy, you must have a good reason for being absent. The following will not ensure that your absence will be considered to be 'excused': you were not feeling 100%; you have a note from mom/dad; you are going on a trip (that is not an emergency); your travel arrangements (that are not for school sponsored events) mean that you miss class periods; you overslept; you didn't leave enough time to get to class; etc. If you are absent because of an excused university activity, you must ensure that I have official notification from the faculty responsible for your trip. I will put this in your file to ensure that your absence will not count against you at the end of the semester. Please note that this is your responsibility as a student; do not assume that I have been informed.

Unless you have made prior arrangements with the professor about why you will be missing class, the following chart shows you exactly how many points you will lose, as determined by the number of classes that you miss because of an unexcused absence:

| Number of Unexcused absences | Your participation grade at the end of the semester |
|------------------------------|---|
| 1                            | 100   |
| 2                            | 95  |
| 3                            | 90  |
| 4                            | 85  |
| 5                            | 80  |
| 6                            | 70  |
| 7                            | 60  |
| 8                            | 50  |
| 9                            | 40  |
| 10                           | 30  |
| 11                           | 20  |
| 12                           | 10  |
| 13 or more                   | 0   |

**Classroom Behavior:** Part of the college experience is being exposed to ideas and viewpoints with which you may not always agree. This is moreover an essential part of your experience at UAM. To encourage this type of atmosphere in class, consider this class to be a 'Free Speech' zone. Free speech means that you might, on occasions, hear things that are uncomfortable with, which may in turn challenge the limits of your tolerance. Having said this, you have my permission (and encouragement) to disagree with anything that you hear me (or other students) say. However, in order to foster an environment where students feel comfortable to speak their minds, I do set boundaries and limits on *the way* in which you engage in debates. No swearing or personal attacks on other students will be permitted. To this end, be assured that any behavior which

disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of other is prohibited in and will lead to you being ejected from the classroom.

Also, I have a strict policy that there are no stupid questions. Every student is allowed to ask questions about whatever part of the curriculum they might not understand. In order to foster this environment, there will be no laughing, ridicule or even giggling by other students, when a question is asked. Just remember that there might be situations where you do not know the answer, but someone else in the class does. You would want to be treated with respect, so make sure that you treat other students with respect.

**Disorderly Conduct:** Disorderly conduct will not be tolerated in class. Disorderly conduct is defined as any behavior which disrupts the regular or normal functions of the University community, including the behavior which breaches the peace or violates the rights of others. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.

**Electronic Devices:** While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn you phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated.

**Late Work and Make-Ups:** Late research projects and discussion booklets **will not** be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation.

If there are extenuating circumstances and you are unable to submit the comparative analytical literature review or the short assignments by the deadline, you must make arrangements with me prior to the due date. There must be a legitimate excuse and a suitable compromise must be made at least 24 hours before the deadline. Failure to do this

The following chart tells you exactly how many points will be lost for late submissions:

|                                |  |
|--------------------------------|--|
| On or before the deadline      | No penalty   |
| 1 class period late            | Minus 5 points   |
| 2 class periods late           | Minus 10 points  |
| 3 class periods late           | Minus 15 points (meaning that you can get no more than a B on the assignment without prior permission)   |
| 4 class periods late           | Minus 20 points  |
| More than 5 class periods late | Minus 25 points (which means that you can get nothing higher than a C on the assignment without prior permission)                              |
| After the last day of class    | Late work will not be accepted, meaning that you will get a 'O' for that assignment. The only exception is any work related to the final exam. |

**Other Make-up Work:** If you are absent on an exam day or your designated panel discussion day, you must be able to prove that it was an excused absence, i.e. an illness with evidence from a physician, university-sponsored activity, religious observances. You must also then arrange to make up the exam within two class days, unless there are extenuating circumstances, i.e. an extended illness. Failure to do this will result in a 'O'

for the assignment in question. ***Be aware that no work will be accepted after the final class period unless it is related to the final exam.***

**Office Hours:** I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

***Please be advised that each hour is allocated to a particular course.*** What *this* means is that *any* student from *any* course can come to see me during *any* one of my office hours, but students of the allocated course get priority in that particular hour. All *this* means is that if a student comes to an unallocated office hour, you just have to wait your turn, nothing more. You are welcome whenever you have a problem, question or concern.

**Contact by Email or Voice Mail:** In addition to my office hours, you may also contact me by email or through my voice mail. My email address is [strong@uamont.edu](mailto:strong@uamont.edu). I will check my email everyday and will respond to student emails every Tuesday and Thursday, unless there is an emergency. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.

***Please do not abuse the available electronic communication devices.*** This means that you should make sure to contact me with any questions or problems that might arise *at the time that they arise* ... not hours before an exam or an assignment deadline. Also, be aware that ***any serious issues must be dealt with during office hours.*** Only minor issues will be addressed by email or over the phone.

**Participation:** Please be aware that participation is a part of your overall grade for the semester. All students are expected to have read and be prepared for class, which might include reciting or discussing the assigned material. Failure to be fully prepared and participate will affect both your participation grade and your ability to do well on your exams. This means that attendance is important and is counted toward the participation component of your grade. If you miss class, there is also the strong chance that this choice will adversely impact on your examination grades because ***information presented in class may not always be covered in the text,*** but you are still responsible for it. Suggestion: Come to class on a regular basis!

**Reading:** Read each assigned text *prior* to the class for which it has been assigned. This will make the lecture that much easier to follow and will allow you to participate in class discussions of the materials. If you are absent on the day that the additional reading packet is distributed, you must collect your copy during the instructor's office hours.

Because of the nature of this course, it is advisable that you make an effort to follow current events during the course of the semester, if you don't already do this. The best way to keep up with current events relevant to the course material is to read reputable newspapers regularly. Many national newspapers, such as the *New York Times* and the *Washington Post*, are available free on line. Additional information can come from watching the evening news, watching PBS programs like the Jim Lehrer News Hour, reading the Economist, etc.

**Special Arrangements for Disabilities:** It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. ***It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.***

Any student requiring accommodations should contact the Office of Special Student Services, Harris Hall Rm 120; ph. (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926. For assistance on a College of technology campus contact: **McGehee**, Office of Special Student

Services representative on campus - Phone (870) 222-5360; Fax (870) 222-1105; or **Crossett:** Office of Special Student Services representative on campus - Phone (870) 364-6414; Fax (870) 364-5707.

**Appendix I: Spring 2013 Schedule of Office Hours for Dr. Strong**

|                      | <b>Monday</b>                          | <b>Tuesday</b>                        | <b>Wednesday</b>                       | <b>Thursday</b>                       | <b>Friday</b>       |
|----------------------|--|---------------------------------------|--|---------------------------------------|---------------------|
| <b>8:10 - 9:00</b>   |  | <i>Office Hours</i>                   |  |                                       |                     |
| <b>9:10 - 10:00</b>  |  | <b>(from 9:40)</b><br><b>American</b> | <i>Office Hours</i>                    | <b>(from 9:40)</b><br><b>American</b> | <i>Office Hours</i> |
| <b>10:10 - 11:00</b> | <b>German II</b>                       | <b>National Government</b>            | <b>German II</b>                       | <b>National Government</b>            | <b>German II</b>    |
| <b>11:10 - 12:00</b> | <b>Comparative</b>                     | <b>Developing</b>                     | <b>Comparative</b>                     | <b>Developing</b>                     | <i>Office Hours</i> |
| <b>12:10 - 1:00</b>  | <b>Politics</b><br><b>(till 12:30)</b> | <b>Nations</b><br><b>(till 12:30)</b> | <b>Politics</b><br><b>(till 12:30)</b> | <b>Nations</b><br><b>(till 12:30)</b> | <i>By Appt Only</i> |
| <b>1:10 - 2:00</b>   |  | <b>(from 1:40)</b>                    |  | <b>(from 1:40)</b>                    | <i>By Appt Only</i> |
| <b>2:10 - 3:00</b>   |  | <b>Research Methods</b>               |  | <b>Research Methods</b>               |                     |
| <b>3:10 - 4:00</b>   | <i>Office Hours</i>                    | <i>Office Hours</i>                   | <i>Office Hours</i>                    | <i>Office Hours</i>                   |                     |

\* Office Hours subject to change; students will be advised of any changes in writing.

HIST 348V / PSCI 474V SEM: San Francisco  
Spring 2013 – Wednesday 3:10 – 4:00 PM

Dr. Carol Strong  
[strong@uamont.edu](mailto:strong@uamont.edu)  
MCB 216  
(870) 460-1687  
**Office Hours: Appendix I**

Dr. Clinton Young  
[young@uamont.edu](mailto:young@uamont.edu)  
MCB 305  
(870) 460-1163  
**Office Hours: Appendix I**

**Course Description**

This course is intended to provide students with a more comprehensive understanding of American culture and history, as experienced through an academic field study trip to a major U.S. city during Spring Break. As part of the learning process, students will research general information about the city to be visited, as well as conduct thematic analysis of topics relevant to the political and historical culture of that same city. This will then be formalized in a class presentation and a comprehensive essay.

**Course Goals**

Students who complete this course will:

- Broaden their horizons by travelling to San Francisco and experiencing cultural norms other than that of south-east Arkansas.
- Enhance their research capabilities and their public speaking skills.
- Gain a deeper understanding of and respect for American politics, multiculturalism and historical evolution.

**Code of Conduct**

The following action is prohibited under the Student Conduct Code:

***Disorderly Conduct:*** Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others will not be tolerated. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.

These expectations will be the same during the trip as well as on campus.

**Participation and Attendance**

Students are expected to attend class each week and participate in class discussions as part of the requirements for the course. Students are also expected to attend all activities during the trip itself.

## Students with Disabilities

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. **It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.** Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. For assistance on a College of Technology campus contact: McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105; or at Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

## Testing and Grading

Grading in the course will be on the university's grade distribution.

A's = 90-100 (exceptional work)

B's = 80-89 (good work)

C's = 70-79 (average work)

D's = 60-69 (below average)

F's = 59 and below (failing)

**Required Text:** "No Text Required," although students are expected to do research and access relevant readings throughout the semester.

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## Class Schedule and Assignments

*(The instructors retain the right to deviate from or alter the following schedule of assignments and topics.)*

**Week 1 (09 Jan): Introduction to the Semester**

**Week 2 (16 Jan): Liberal and Radical Politics in America**  
*(Basic Travel Documents to be Collected and Noted, Contracts to be Completed)*

**Week 3 (23 Jan): The Historical Background (I): Spanish California**

**Week 4 (30 Jan): Immigration (I): The Hispanic Heritage**

**Week 5 (06 Feb): The Historical Background (II): The Gold Rush and the Earthquake of 1906**

**Week 6 (13 Feb): Immigration (II): The Asian Heritage**

**Week 7 (20 Feb): Environmentalism (Domestic and International Conceptions)**

**Week 8 (27 Feb): Gay Rights and Social Activism**  
*(Paper, Stage I Due)*

**Week 9 (06 Mar): Culture and the Arts: San Francisco and Cultural Patronage**

**Week 10 (13 Mar): Preparing for the Trip**

**Spring Break (March 18-22): Trip to San Francisco**

**Week 11 (27 Mar): Post-trip Discussion and Paper Planning**

**Week 12 (03 Apr): San Francisco and the Pacific Rim**

**Week 13 (10 Apr): Paper Workshop Day**

**Week 14 (17 Apr): Peer Review Workshop for Paper**  
*(Paper, Stage II Due)*

**Week 15 (24 Apr): Closing Discussions and Paper Due**  
*(Paper, Stage III Due)*

**Final Exam Period: May 1-8, 2013**

*The Instructor reserves the right to alter this syllabus as needed throughout the semester to better account for the needs of this particular class. Notification will be provided of any such changes.*

### **Important Dates, Spring 2013**

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January 9 (Wed) - First day of classes (regular and first 8-week fast-track\* classes)

January 16 (Wed) - Last day to register or add classes.

January 21 (Mon) - Martin Luther King Holiday. Offices and classes closed.

February 22 (Fri) - Deadline to apply for August and December graduation.

March 18-22 (Mon-Fri) - Spring Break.

April 1 (Mon) - Preregistration for Summer and Fall 2013 begins.

April 3 (Wed) - Last day to drop with a W in regular classes; not applicable to fast-track\* classes.

April 12 (Fri) - Preregistration for Summer and Fall 2013 ends.

April 30 (Tues) - Last day of classes.

May 1-7 (Wed-Tues) - Final exam period.

May 10 (Fri) - Commencement.

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### **Assessment Requirements**

#### **1. Panel Discussion in San Francisco:**

Each student will be required to act as the leader and moderator on a discussion of their chosen topic during the trip to San Francisco. During the discussion, each student is expected to demonstrate their knowledge of the topic and guide students in analyzing how that topic is relevant to the politics and culture of San Francisco. To ensure that there is a variety in the topics under discussion, you will be asked to choose a topic by the third week of class (at the

**The panel discussion will count as 40% of your overall grade for the semester. This part of your grade also includes your participation as an active participant in panel discussions led by the other students as well.**

## 2. Research Paper:

Each student will be required to write a ten-page paper discussing the same topic you introduce to the rest of the group in San Francisco. The paper should provide a broad overview of the topic that you have chosen, and should then relate the topic to specific events, locations, or ideas relevant to the culture of San Francisco. For example, if you choose to discuss immigration, you would begin with a discussion of the political importance of immigration in America today; you would then discuss how immigration helped to create Chinatown in San Francisco.

You must use at least 6-8 scholarly sources for this assignment and use appropriate references and citations in the text of the paper.

The paper will proceed in three stages. You will first write a 5 page paper that discusses the broad outlines of your topic; this will be due before Spring Break. You will then create a draft of the final 10 page paper and participate in a peer review workshop after Spring Break; the final draft will be due at the end of the semester. More details and exact due dates will be provided in a separate handout.

**The various components of the research paper will count as 60% of your overall grade for the semester.**

*Word to the Wise, Avoid Plagiarism:*

Plagiarism is a serious breach of scholarly ethics and is taken very seriously by the University of Arkansas at Monticello. The penalty is likewise serious. We reserve the right to fail any student who plagiarizes.

Plagiarism is defined as:

3. A piece of writing that has been copied from someone else (or any type of publication) and is presented as being your own work.
4. The act of plagiarizing: Taking someone else's work or ideas as if they were your own.

For more information, see WordNet 3.0 copyright 2006 by Princeton University (<http://dictionary.reference.com/search?r=2&q=plagiarism>).

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### Spring 2013 Schedule of Office Hours for Dr. Strong

|        |         |           |          |        |
|--------|---------|-----------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|

|              |                               |                                |             |                                 |
|--------------|-------------------------------|--------------------------------|-------------|---------------------------------|
| 2.30-4.00 PM | 8.00-9.40 AM;<br>3.00-4.00 PM | 9.00-10.00 AM;<br>1.30-2.30 PM | 3.00-4.00PM | 9.00-10.00AM;<br>11.00-12.00 PM |
|--------------|-------------------------------|--------------------------------|-------------|---------------------------------|

*\*\* And by appointment.*

**Spring 2013 Schedule of Office Hours for Dr. Young**

| Monday                         | Tuesday      | Wednesday     | Thursday     | Friday        |
|--------------------------------|--------------|---------------|--------------|---------------|
| 9.00-10.00 AM;<br>2.30-4.30 PM | 3.00-4.30 PM | 9.00-10.00 AM | 3.00-4.30 PM | 9.00-10.00 AM |

*\*\*And by appointment.*

Please note: Office Hours subject to change; students will be advised of any changes in writing.

# APPENDIX

## D

### Faculty Vitae

# Resume

**Dr. Carol Strong**

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## **I. Current Employment**

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*Jan 2008 to Present*

**Associate Professor, Political Science** (promotion effective July 2012)

**Graduate Faculty, Political Science**

**Assistant Dean, School of Social and Behavioral Sciences**

*Institution:* University of Arkansas at Monticello

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## **II. Formal Qualifications**

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*Doctor of Philosophy* in Political Science

*Institution:* Department of Political Science, University of Melbourne (Melbourne, Australia)

*Conferred:* August 2004

*Dissertation Title:* Charismatic Authority During Periods of Radical Societal Change: A Modified Weberian Approach to the Revolutionary Leadership of Boris Yeltsin, Václav Havel and Helmut Kohl

*Research Supervisor:* Professor Leslie Holmes

*Master of Arts* in Contemporary European Studies

*Conferred:* December 1997

*Institution:* Department of Contemporary European Studies, Monash University (Melbourne, Australia)

*Thesis Title:* The Political, Economic and Cultural Aspects of the Unification of the former Federal Republic (FRG) and German Democratic Republic (GDR) and the Consolidation of Civil Society

*Research Supervisor:* Associate Professor Walter Veit

*Bachelor of Arts* (Cum Laude) in German Studies

*Conferred:* June 1992

*Institution:* University of Tennessee (Knoxville, Tennessee, USA)

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## **III. Research and Publications**

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### **Books:**

Strong, Carol, *The Role of Charismatic Leadership in Ending the Cold War: The Presidencies of Boris Yeltsin, Vaclav Havel and Helmut Kohl*, Edwin Mellon Press, New York, 2009.

### Articles:

Strong, Carol & Killingsworth, Matt, (2011), "Stalin the Charismatic Leader? Explaining the 'Cult of Personality' as a Legitimation Technique, *Politics, Religion and Ideology*, 12/4, November 2011, pp. 391-411.

Strong, Carol, (2005), 'Be Safe, but Don't Forget about Human Rights and Civil Liberties', *Forum*, no. 43 [September]:4-5.

Strong, Carol, (2004), 'An Evolving Sense of Legitimacy for an Expanding Union', *CESAA Review*, no. 32 [May]:21-44.

### Comprehensive Study Guides:

Strong, Carol and Hancock, Linda, (2007), ***Introduction to the European Union: Comprehensive Study Guide***, Faculty of Arts, Deakin University, 150 pages.

Hancock, Linda, O'Brien, Carolyn and Strong, Carol, (2006), ***Contemporary Perspectives on European Integration: Comprehensive Study Guide***, Faculty of Arts, Deakin University, 160 pages.

### Book/Article Reviews:

Strong, Carol, Article Review of Anonymous: "Détente '2.0'? The Meaning of Russia's 'Reset' with the United States" (*International Studies Perspective*, New Zealand, 2011).

Strong, Carol, Review Honorarium of Dautrich/Yalof: ***American Government: Historical, Popular and Global Perspectives*** (New York: Wadsworth/Cengage Learning, 2011).

Strong, Carol, Review Honorarium of Anonymous: ***Comparative Politics: Core Concepts and Applications*** (New York: Wadsworth/Cengage Learning, 2010) for Wadsworth/Cengage.

Strong, Carol, Review Honorarium of Cindy Combs: ***Terrorism in the Twenty-First Century***, 5<sup>th</sup> edition, (New York: Pearson Longman, 2009) for Pearson Longman.

Strong, Carol, (2006), Review of Balmaceda (Margarita), Clem (James) and Tarlow (Lisbeth) (eds.), ***Independent Belarus: Domestic Determinants, Regional Dynamics, and Implications for the West***, Harvard University Press, Harvard University, Harvard, 2002, for the *Australian Slavonic and East European Studies*, 20/1-2.

Strong, Carol, (2005), Review of Carey, Henry (ed.), ***National Reconciliation in Eastern Europe***, East European Monographs (Boulder)/ Columbia University Press, New York, 2003, for the *Australian Slavonic and East European Studies*, 19/1-2, 186-189.

Strong, Carol, (2004), Review of Gregory, Stephen (editor), ***The Wall and After: Australasian Perspectives on Europe***, Southern Highlands Publishers, Berrima, 2002, for the *Australian Slavonic and East European Studies*, 18/1-2, 193-195.

Strong, Carol, (1995), Review of Oswald, Franz, "The 'Culture of Bitterness': Elite Replacement and the Limits of Reconciliation in United Germany", for the *CESAA Occasional Papers Series, Contemporary European Studies Association of Australia* (now *CESAA Review*).

## **Experience with Grant Writing**

Submitted a grant application to the National Endowment of the Arts (March 2013) to lead a Summer Institute to South Africa, where 25 middle and high school teachers from United States that teach about Africa in the classroom are afforded time in Africa.

Awarded \$1500 **University of Arkansas at Monticello Faculty Research Grant** (2011) to expand work done last year, which was co-authored with Joshua Gillum and submitted as an article manuscript for publication consideration by *Strategic Studies Quarterly*, Dec. 2011. This year's grant is to fund archival research at the National Archives in Washington D.C., at the National Defense University and at other archival sites in New York and Boston. It again provides travel funding for an advanced undergraduate research assistant.

Awarded \$1500 **University of Arkansas at Monticello Faculty Research Grant** (2010) to build on the work done for a paper entitled "Overcoming Asymmetry in U.S. Relations with the Middle East: A Strategic Paradigm of Engagement," written collaboratively with an advanced undergraduate student, Joshua Gillum. The grant funded archival research at the National Archives in Washington D.C. and at the Strategic Studies Institute at the U.S. Army War College in Carlisle, Pennsylvania.

Funding proposal (2006) for a **three-year grant from the Jean Monnet Action Program from the European Union Commission** to the Contemporary European Studies Association of Australia (CESAA) to conduct a seminar/conference series on the European Union. I was the primary author of this funding proposal as the Vice-President of CESAA, but cooperated with the CESAA President Bruno Mascetelli.

Funding proposal (2006) for a **six-month grant from the Municipal Association of Victoria (MAV) in Australia** awarded to the Centre for Citizenship and Human Rights (CCHR) at Deakin University to examine the optimal role for local government in facilitating, supporting and maintaining volunteering networks; prepared in cooperation with the Centre Director Sue Kenny and Centre Manager Robert Budd.

Tender response (2005) for a **two-year Central Research Grant from Deakin University** to CCHR to examine the rise of racism against Islamic minorities in western society following 9/11 and Madrid; prepared under the direction of CCHR Deputy Director Fethi Mansouri.

Tender response (2005) for a **four-month grant from the Communication Aid Users Society (CAUS) of Australia** to CCHR to construct a tool to protect the human rights of people with disabilities; prepared under the supervision of Centre Director Professor Sue Kenny.

Awarded **Overseas Research Scheme Grant** (2000) by the Department of Arts at the University of Melbourne (Melbourne, Australia) to do international fieldwork in Russia as part of doctoral dissertation research.

Awarded **Postgraduate Fieldwork Fund Grant** (1999) by the Department of Political Science at the University of Melbourne (Melbourne, Australia) to do international fieldwork in Central Europe and Russia as part of doctoral dissertation research.

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## IV. Conferences, Seminars, Conference Chairs and Media Interviews

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### Seminar Participation

Fall 2013, Participant, Cornerstone Leadership Development Institute's (CLDI) 2013 Southern Leadership Academy (SLA).

### Conference and Seminar Presentations

Apr. 2012, **Midwest Political Science Association** (MPSA) annual conference, *Chicago, IL*; paper entitled: "The Obsessive Compulsive Disorder Approach to Leadership: A Weberian Assessment of the Impact of Removing Charismatic Leaders from Power."

Jan. 2012, **Southern Political Science Association** (SPSA) annual conference, *New Orleans, LA*; paper entitled: "The Obsessive Compulsive Disorder Approach to Leadership: A Weberian Assessment of the Impact of Removing Charismatic Leaders from Power."

Nov. 2011, **Institute for Cultural Diplomacy** (ICD) International Conference, Berlin Germany; paper entitled: "Unravelling the Gordian Knot of Strategic U.S. Military Engagement: Asymmetrical Relationships, Unconventional Means and International Conflict," written with advanced undergraduate student Joshua Gillum.

Jan. 2011, **Southern Political Science Association** (SPSA) annual conference, *New Orleans, LA*; paper entitled: "America and the Middle East: Reformulating Power Imbalances into Strategic Commitment," written with advanced undergraduate student Joshua Gillum.

Nov. 2010, **Institute for Cultural Diplomacy** (ICD) International Conference, Berlin, Germany; paper entitled: "Overcoming Asymmetry, US Relations with the Middle East: A Strategic Paradigm of Engagement," written with advanced undergraduate student Joshua Gillum.

Apr. 2010, **Midwest Political Science Association** (MPSA) annual conference, *Chicago, IL*; paper entitled: "Overcoming Asymmetry, US Relations with the Middle East: A Strategic Paradigm of Engagement," written with advanced undergraduate student Joshua Gillum.

Feb. 2010, **Arkansas Political Science Association** (ArkPSA) annual conference, *Jonesboro, AR*; paper entitled: "Overcoming Asymmetry, US Relations with the Middle East: A Strategic Paradigm of Engagement," written with advanced undergraduate student Joshua Gillum.

Mar. 2009, **University of Arkansas at Monticello** (UAM) faculty seminar, *Monticello, AR*; presentation discussing forthcoming book entitled: *The Role of Charismatic Leadership in Ending the Cold War: The Presidencies of Boris Yeltsin, Vaclav Havel and Helmut Kohl*.

Feb. 2009, **ArkPSA** annual conference, *Russellville, AR*; paper entitled: "Political Charisma and Revolutionary Leadership."

Apr. 2007, **John Hopkins University** (JHU) international conference, *Washington D.C.*; paper entitled: "Václav Klaus – 'Town Crier' or Village Idiot? The Impact of the European Union on Czech Policymaking."

Mar. 2007, **Oklahoma State University** (OSU) faculty seminar, *Stillwater, OK*; paper entitled: “Demystifying Contemporary Weberian Myths: The Contentious Role of Charisma in Political Dialogue.”

Apr. 2006, **Deakin University** faculty seminar, *Melbourne, Australia*; paper entitled: “Demystifying Contemporary Myths: The Weberian Conception of Charismatic Authority.”

Feb. 2006, **British Academy of Sciences and Academic of Sciences of the Czech Republic** international conference, *Prague, Czech Republic*; paper entitled: “Václav Klaus, Lech Kaczynski, and the Future of the European Union.”

Dec. 2005, **Royal Melbourne Institute of Technology** (RMIT) international conference, *Melbourne, Australia*; paper entitled: “Cultural Diversity: Global Developments Reflected at the Local Level.”

Dec. 2005, **Contemporary Europe Research Centre** (CERC) national conference, *Melbourne, Australia*; paper entitled: “Václav Havel: Opinions on the Ensuing Crisis in the European Union.”

Aug. 2005, **CERC** national conference, *Melbourne, Australia*; paper entitled: “The Response of the EU to Globalism: A Case of Supranational Governance or Dominance by the EuroRegions?.”

May 2005, **University of Bremen** international workshop and conference, *Bremen, Germany*; paper entitled: “European Expansion, the Burgeoning Democratic Deficit and Questions of Legitimacy.”

Dec. 2004, **CERC** international conference, *Melbourne, Australia*; paper entitled: “The Islamic Community’s Acceptance of Stigma after September 11: A Catalyst for Peace or Ammunition for Ultrationalists?.”

May 2004, **CERC** postgraduate seminar, *Melbourne, Australia*; paper entitled: “Kohl and German Unification: Lessons from the Past for the Most Recent Round of European Enlargement.”

May 2002, **CERC** national workshop and conference, *Melbourne, Australia*; paper entitled: “Vladimir Putin and the Political Legacy Left by Boris Yeltsin.”

Apr. 2000, **University of Melbourne** postgraduate workshop and seminar, *Melbourne, Australia*; paper entitled: “A Comparative Analysis of the Charismatic Authority of Boris Yeltsin, Václav Havel and Helmut Kohl.”

### **Panel Presentations**

Jan. 2013, **Southern Political Science Association** (SPSA) annual conference, *Orlando, FL*; participant on Council for Undergraduate Research (CUR) panel about how to develop undergraduate research programs at the undergraduate level.

### **Conference Chairs and Discussant Positions**

Jan. 2012, **SPSA** annual conference, *New Orleans, LA*; Discussant, ‘Topics in Political Theory: Graduate Student Research and Career Development’ Panel.

Jan. 2012, **SPSA** annual conference, *New Orleans, LA*; Chair, ‘Undergraduate Research in Global Affairs: Undergraduate Student Research and Training’ Panel.

Mar. 2011, **MPSA** annual conference, *Chicago, IL*; Chair/Discussant, ‘Political Violence’ panel.

Mar. 2011, **MPSA** annual conference, *Chicago, IL*; Discussant, ‘Foreign Policy Formation in the Greater Middle East’ panel.

Apr. 2010, **MPSA** annual conference, *Chicago IL*; Chair/Discussant, ‘Authoritarianism, Governance and Civil Society in the Middle East’ panel.

Apr. 2009, **Phi Alpha Theta National Honor Society** (UAM) undergraduate conference, *Monticello, AR*; Chair, ‘Student’ panel.

Feb. 2009, **ArkPSA** annual conference, *Russellville, AR*; Chair, ‘Student’ panel.

Apr. 2006, **Centre for Citizenship and Human Rights** (CCHR) conference, *Melbourne Australia*; Chair, ‘Global Risk and Community Development’ panel.

Mar. 2006, **Volunteering Australia** national conference, *Melbourne Australia*; Chair, ‘Volunteering in Australia’ panel.

Dec. 2005, **Postgraduate Summer School on the European Union** hosted by the European Diaspora Research Network in Australia and the Contemporary European Studies Association of Australia (CESAA) at the National Europe Centre at the Australia National University (ANU), *Canberra, Australia*; Chair, ‘European Union Leadership’ panel.

Nov. 2005, **CESAA** postgraduate conference held at CERC, University of Melbourne, *Melbourne, Australia*; Chair, “Citizenship, Migration and Ethnic Conflict in Europe” panel.

### **Media Interviews**

**25 April 2006:** Interview with **Danuta Kozaki from ABC National News Agency in Australia** on the Impact of European Diaspora on Australia, with a focus on Islam, intercultural harmony and patterns and effects of transmigration, as well as the Contemporary Australia Studies Association of Australia conference on these issues.

## **V. Involvement with Students**

### **Undergraduate Courses Taught**

American National Government, Comparative Politics, Research Methods for the Social Sciences, International Relations, Middle Eastern Politics, Global Politics, World Conflict and Terrorism, American Foreign Policy, Political Ideologies, Developing Nations, Contemporary European Politics, Superheroes and Justice, Washington D.C./New York City-Philadelphia/Hawaii/San Francisco Field Study Programs, German Film, German Literature and German I and II.

### **Graduate Components of or Courses Taught**

5000-level *Middle East in Global Politics* (taught in conjunction with 3000-level Mideast Politics) and 5000-level *Global Studies* (taught in conjunction with 4,000 level Global Politics).

## **Student Mentoring Experience**

### **Independent Studies involving Advanced Research Components**

- Willie ‘Rex’ Davis, (Spring 2013), Independent Study, “Teaching about PTSD in the classroom.”
- Reva Humphries, (Fall 2012), Independent Study, “Modern Slavery, Human-Sex Trafficking in a Global World.”
- Nicholas Provencher, (Spring 2012), Advanced Research Methods, ‘Applied Practicum on Political Parties.’
- Nicholas Provencher, (Fall 2011), Advanced Research Methods, ‘Political Parties, Social Movements and Other Political Phenomena.’
- Caleb Keslar, (Summer II 2011), Independent Study, ‘World Conflict and Terrorism.’
- Joshua Gillum, (Spring 2011), Advanced Research Methods, ‘Advanced Leadership Studies: Military and Political.
- Tiffany Reed, (Spring 2011), Advanced Research Methods, ‘The Controversies of the Islamic Veil.’
- Kristi Gardner, (Summer II 2010), Independent Study, World Conflict and Terrorism.’
- Joshua Gillum, (Spring 2010), Advanced Research Methods, ‘Counterinsurgency.’
- Jessica Goodman, (Spring 2010), Independent Study, ‘Advanced International Relations.’
- Pamela Blissitt, (Fall 2009, Advanced Research Methods, ‘International Law.’
- Joshua Gillum, (Fall 2009), Advanced Research Methods, ‘Advanced Arabic Studies.’
- Zack Tucker, (Fall 2009), Advanced Research Methods, ‘Political Elites.’
- Leslie Cockrell, (Spring 2007), Honors Contract, Oklahoma State University; paper completed: ‘Analysis of the IMF’s Response to the East Asian Financial Crisis.’
- Stacy Pickett, (Spring 2007), Honors Contract, Oklahoma State University; paper completed: ‘Islam and Democracy.’
- J. Kevin O’Connor, (Spring 2007), Honors Contract, Oklahoma State University; paper completed: ‘Islamic Turkey and the Christian West: Comparative Analysis of Liberal Democracies and Concurrent Evolution with Religion.’

### **Student Undergraduate Research Grant(s), Arkansas Department of Higher Education**

- Daniel Degges, awarded 2013 SURF grant to work on project entitled: “America’s Failed Revolution: The Mexican Association and the Aaron Burr Conspiracy.” (Project Co-Supervisor)
- Nicholas Provencher, awarded 2012 SURF Grant to work on project entitled: “Liberalizing Authoritarian Government: The Potential of the Political Party Format to Legitimate Democratic Consolidation.” (Primary Supervisor)

### **Archival Research involving Undergraduate Student as Research Assistant**

- Nicholas Provencher, (Summer 2012), as part of 2011 UAM Faculty Research Grant and involving archival research in the Library of Congress, the National Archives, the Conflict Records Research Center at the National Defense University and holdings at

New York Public Library for a project entitled: *America and the Middle East: Reformulating Power Imbalances into Strategic Commitment*.

- Joshua Gillum, (Summer 2011), as part of 2010 UAM Faculty Research Grant and involving archival research in the National Archives, the Conflict Records Research Center at the National Defense University and holdings at the U.S. Army War College, Carlisle (PA) for project entitled: *America and the Middle East: Reformulating Power Imbalances into Strategic Commitment*.

#### **Conference Paper/Article written with Undergraduate Research Assistant**

- ***America and the Middle East: Reformulating Power Imbalances into Strategic Commitment***: Conference paper written with advanced undergraduate student Joshua Gillum (research assistant) and presented at the 2011 Annual Regional Conference of the Southern Political Science Association.
- ***Overcoming Asymmetry, US Relations with the Middle East: A Strategic Paradigm of Engagement***: Conference paper written with advanced undergraduate student Joshua Gillum working as research assistant, presented at the November 2010 International Conference (*World without Walls*), Institute for Cultural Diplomacy, Berlin Germany; the 2010 Midwest Political Science Association annual conference; and the 2010 Arkansas Political Science Association annual conference.

#### **International Conferences**

- June 2012, International Conference on **Law and Society**, *Honolulu, Hawaii*:
  - Christopher Brown, “Death by Any Other Name: Definitionalism’s Impact on America’s Response to Genocide.”
  - Micah Perry, “The Great Disconnect: The Moral Divide between International and Domestic Criminal Law.”
  - Nicholas Provencher, “Liberalizing Authoritarian Government: The Potential of the Political Party Format.”
  - Kelly Reed, “Uncle Sam Wants YOU ... To Do Whatever He Says: Propaganda and Public Perception.”
- Dec. 2011, **Institute for Cultural Diplomacy** workshop and conference, *Berlin, Germany*:
  - Nicholas Provencher, “Is Islam Compatible with Democracy: A Critical Re-examination of Existing Theory to Establish Renewed Potential.”
  - Tiffany Reed, “Modern Middle Eastern Women and their Rising Impact on Society.”
- Nov. 2010, **Institute for Cultural Diplomacy** workshop and conference, *Berlin, Germany*:
  - Joshua Gillum, “Is Islam Peaceful or Violent: Comparing Islam and Christianity to Reveal the Propaganda of Terrorism.”
  - Zack Tucker, “United in Progress: A Proposal to Reform the United Nations’ Organizational Structure.”

#### **National Conferences**

- Mar 2013, National Council for Undergraduate Research (NCUR) annual conference, *LaCrosse, WI*:

- Reva Humphries, “The Silent Screams of a Forbidden Trade: A Theoretical Exploration of the Power (or Lack Thereof) in the Sex Trade.”
  - Micah Perry, “The Double Edged Sword of Recognizing Emergent Parties Internationally: Oppositional Binaries in American Foreign Policy.”
- Jan 2013, **Southern Political Science Association** (SPSA) annual conference, *Orlando, FL*:
  - Micah Perry, “The Double Edged Sword of Recognizing Emergent Parties Internationally: Oppositional Binaries in American Foreign Policy.”
- Nov 2012, **Georgia Political Science Association** (GPSA) annual conference, *Savannah, GA*:
  - Reva Humphries, “The Silent Screams of a Forbidden Trade: A Theoretical Exploration of the Power (or Lack Thereof) in the Sex Trade.”
  - Micah Perry, “The Double Edged Sword of Recognizing Emergent Parties Internationally: Oppositional Binaries in American Foreign Policy.”
- Apr 2012, **Midwest Political Science Association** (MPSA) annual conference, *Chicago, IL*:
  - Nicholas Provencher, “Liberalizing Authoritarian Government: The Potential of the Political Party Format.”
- Nov 2011, **Georgia Political Science Association** (GPSA) annual conference, *Savannah, GA*:
  - Joshua Gillum, “Winning the Unwinnable War: The Myths and Realities of Combating Insurgency Campaigns.”
  - Nicholas Provencher, “Is Islam Compatible with Democracy: A Critical Re-examination of Existing Theory to Establish Renewed Potential.”
- Apr 2011, **Midwest Political Science Association** (MPSA) annual conference, *Chicago, IL*:
  - Nicholas Provencher, “Liberalizing Authoritarian Government: The Potential of the Political Party Format.”
- Jan. 2011, **Southern Political Science Association** (SPSA) annual conference, *New Orleans, LA*:
  - Joshua Gillum, “Winning the Unwinnable War: The Myths and Realities of Combating Insurgency Campaigns.”
- Apr. 2010, **MPSA** annual conference, *Chicago, IL*:
  - Joshua Gillum, “Is Islam Peaceful or Violent: Comparing Islam and Christianity to Reveal the Propaganda of Terrorism.”
  - Joshua Gillum, (October 2009), *guest/Common Word Conference, participant/John Esposito Freshman Seminar, Georgetown University.*

### **State Conferences**

- Feb. 2013, **Arkansas Political Science Association** annual conference, *Arkadelphia, AR*:
  - Hunter Fowler, “Legitimate or Not Legitimate? That Is the Question: A Reappraisal of Legitimacy in Authoritarian Regimes.”
  - Courtney Thrower, “The International Eugenics Movement: A Comparative Policy Analysis of Eugenic Programs in the United States and Nazi Germany.”

- This paper was a finalist for ‘Best Undergraduate Paper.’
  - Reba Worthen, “Something’s Got to Give: Recidivism Rates and Rehabilitations (or lack thereof) in the Criminal Justice System.”
- Feb. 2012, **Arkansas Political Science Association** annual conference, *Conway, AR*:
  - Jonathan Hoskins, “The Nation-Building Process: Why the United States Struggles.”
  - Micah Perry, “The Great Disconnect: The Moral Divide between International and Domestic Criminal Law.”
  - Kelly Reed, “The Rise of Opposition: A Theoretical Appraisal of the Recent Arab Spring.”
    - This paper received the award for ‘Best Undergraduate Paper.’
  - Zachary Wisenor, “Balancing Hard and Soft Power in a Global Spectrum: American Dominance in International Relations.”
- Feb. 2010, **Arkansas Political Science Association** annual conference, *Jonesboro, AR*:
  - Diana Bailey, “The Decade of Explosion: The Economic Effects of Immigration between 1990 and 2000.”
  - Anthony Boykin, “The Expansion of the Executive Branch despite the Framer’s Intent.”
  - Joshua Gillum, “Is Islam Peaceful or Violent: Comparing Islam and Christianity to Reveal the Propaganda of Terrorism.”
  - Jessica Goodman, “Modern Secession: Violent and Non-Violent Secession Movements in Europe.”
  - Yvonne Hinshaw, “An Analysis of Conservatism and Liberalism using the HAT Model of Political Ideologies.”
  - Errin James, “The Sweetest Perversion: Leninism Explored.”
  - Zack Tucker, “Reforming the United Nations.”
- Oct. 2009, **UAM Undergraduate Student Research Forum**, *Monticello, AR*:
  - Joshua Gillum, “Is Islam Peaceful or Violent: Comparing Islam and Christianity to Reveal the Propaganda of Terrorism.”
  - Zack Tucker, “Political Elites and their Influence on the American Political Process.”
- Apr. 2009, Henderson State hosted **Arkansas Undergraduate Research Conference**, *Arkadelphia, AR*:
  - Ladale Collins, “Winning the Peace: A Comparison of the Peace Process Following WWI and WWII.”
  - Joshua Gillum, “Al Qaeda: The New Generation of Terror.”
  - Yvonne Hinshaw, “The Path to Europe: Two Opposing Views of How to Get There by Vaclav Havel and Vaclav Klaus.”
  - Lauren Raynor, “Compare and Contrast: Denmark and Northern Ireland.”
  - Zack Tucker, “Political Elites and their Influence on the American Political Process.”
  - Nikita Walker, “A Sociological Profile of an American Serial Killer.”
- Apr. 2009, **Phi Alpha Theta (History Honor Society)** Undergraduate Conference, *Monticello, AR*:

- Ladale Collins, “Winning the Peace: A Comparison of the Peace Process following World Wars I & II.”
- Feb. 2009, **ArkPSA** annual conference, *Russellville, AR*:
  - Joshua Gillum, “Al Qaeda: A New Generation of Terror”; winner, ‘Best Undergraduate Paper.’
  - Zack Tucker, “Political Elites and Their Influence on the American Political Process”; finalist, ‘Best Undergraduate Paper.’
  - Nikita Walker, “Ted Bundy: A Sociological Profile of an American Serial Killer.”

### **Involvement in Student Affairs and Activities**

- ***Faculty Sponsor***, Student Veterans of America student organization, founded Spring 2012.
- ***Faculty Co-Sponsor***, Pi Sigma Alpha National Political Science Honor Society, UAM, created March 2011.
- ***Faculty Mentor***, Student Congress, Little Rock, November 2013
- ***Faculty Mentor***, Mock United Nations, Russellville, Arkansas, November 2013
- ***Reader / Judge***, Council for Undergraduate Research (CUR), Student Undergraduate Posters on the Hill Competition submissions, December 2012/January 2013.
- ***Reader / Judge***, Arkansas Department of Higher Education, Student Undergraduate Research Fund grant Applications, December 2012.
- ***Reader / Judge***, Arkansas Department of Higher Education, Student Undergraduate Research Fund grant Applications, December 2011.
- ***Faculty Mentor***, Student Congress, Little Rock, November 2010
- ***Convener***, Student Undergraduate Research Forum, (introduced Fall 2009), School of Social and Behavioral Sciences, UAM
- ***Supreme Court Judge***, (Fall 2009), Student Government Association, UAM
- ***Faculty Presenter***, (Fall 2009), SSBS Graduate School Forum
- ***Faculty Mentor***, (Spring 2009), Ad Hoc Student Committee, UAM Student Government Association (SGA), to rewrite the UAM SGA Constitution.
- ***Faculty Mentor***, (Spring 2008), *Young Democrats* organization, UAM.
- ***Faculty Presenter***, (Fall 2008), SSBS Graduate School Forum

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## VI. Committee Service

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### Current Committee Membership

**Arkansas Political Science Association (ArkPSA) Executive Council**

**At-Large Councilor, elected March 2013**

**Responsibilities: Student Panel Coordinator, 2013 ArkPSA Conference**

**Council for Undergraduate Research (CUR)**

**Offices Held:** Secretary, Social Sciences Division

**Committees Served:**

- **CUR Advocacy Committee**
- **CUR Internationalization of Undergraduate Research Committee**

**University of Arkansas Monticello (UAM)**

- **Higher Learning Commission Accreditation Committee**, UAM Self Study, since Spring 2013.
- **Service Learning and Community Engagement Initiative Committee**, general member, since Fall 2013
- **Centennial Opportunity Fund Committee**, general members, since Fall 2013.
- **Graduate Council**, UAM, general member since August 2010.
- **Council on Assessment of Student Academic Achievement (CASAA)**, UAM, member since November 2008.
- **Senior Survey Working Committee**, SSBS, UAM, general member, April 2010 to present.
- **Student Retention Committee**, SSBS, UAM, co-chair, since October 2009.

### Previous Committee Membership

- **Promotion and Tenure Committee** for Dr. Gregory Borse, UAM, 12/2012- 01/2013
- **Executive Committee**, UAM, October 2009-August 2010.
- **Social and Behavioral Science (SSBS) Scholarship Committee**, UAM, appointed Spring 2008, 2009 and 2010, to choose recipients for the: the *Dr. Claude Babin*, the *K. Michael Baker Memorial*, the *G. William and Verna Hobson Cahoon*, the *Benjamin and Jerri Whitten Hobson* and the *James A. & Mabel (Molly) H. Rose Endowed Scholarships*.
- **SSBS Search Committees**, UAM, appointed Spring/Summer 2008, Fall 2009 and Spring/Summer 2010 for positions in the Criminal Justice and Social Work departments, as well as to find a permanent Dean for the School.
- **Executive Committee Member**, Contemporary European Studies Association of Australia (CESAA), appointed and served: July 2002 to January 2007.

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## VII. Professional Affiliations

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### *Current Memberships*

- **American Political Science Association (APSA)**, general member since August 2006.
- **Arkansas Political Science Association**, general member since February 2009.
- **Council for Undergraduate Research**, general member since October 2011; Social Sciences Division Secretary, since October 2012.
- **Georgia Political Science Association (GPSA)**, general member since November 2011.
- **Midwest Political Science Association (MPSA)**, general member since January 2010.
- **Southern Political Science Association (SPSA)**, general member since January 2011.

### *Previous Associational Memberships*

- **Contemporary European Studies Association of Australia (CESAA)**  
**Member**, January 1996 to January 2008
  - **Executive Committee Member**, July 2002 to January 2007
  - **Designer and Editor** of the electronic version of the **CESAA E-News Bulletin**, March 2004 to January 2007
  - **Treasurer/ Vice-President**, May 2005 to 28 April 2006

Duties included conference organization, grant proposal writing, financial organization and advice, final editing of the *CESAA Review*, and public presentations

- **Vice-President**, March 2004 to May 2005
  - **CESAA Essay Contest Judge**, Undergraduate/Graduate Categories, November 2005
  - **CESAA Essay Contest Judge**, Graduate Category, November 2004
  - **CESAA Essay Contest Judge**, Undergraduate/Graduate Categories, November 2003
  - **Joint Membership Secretary**, June 2003 to January 2004
  - **Administrative Assistant** to CESAA president, March 1996 to July 1996
- **European Union Studies Association (EUSA)**, general member, 2005-2008.

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## VIII. Academic Distinctions and Scholarships

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May 2013, **Hornaday Outstanding Faculty Award**, UAM

Apr. 2012, **Teacher of the Year**; Finalist/Runner Up, Arkansas Zeta Chapter, Alpha Chi, National College Honor Scholarship Society, UAM.

May 2011, **Trey Berry Outstanding Faculty Award**; Recipient, Social and Behavioral Sciences Department, UAM.

May 2011, **Pi Kappa Delta**; Honorary Member, UAM Debate Team.

Oct. 2010, **Erika Fairchild Award**; Nominee, Southern Political Science Association.

Apr. 2010, **Administrator of the Year**; Finalist, Arkansas Zeta Chapter, Alpha Chi, National College Honor Scholarship Society, UAM.

Feb. 2010, **Who's Who in Collegiate Faculty** registry; Included, 2010/2011 edition.

Apr. 2009, **Rookie of the Year**; Finalist, Arkansas Zeta Chapter, Alpha Chi, National College Honor Scholarship Society, UAM.

Jul. 2004, **Contemporary Europe Research Centre**; Honorary Fellow, CERC, University of Melbourne (Melbourne, Australia).

May 1996, **Australian Golden Key National Honour Society**; Member, Monash University (Melbourne, Australia).

Aug. 1992, **Rotary International**; Rotary Ambassadorial Scholar, Rotary District 6760, Tennessee (US), used at Monash University (Melbourne, Australia) from July 1994-October 1996.

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## **IX. Previous Employment**

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### ***August 2012 to December 2012***

***Adjunct Faculty***, Political Science Department, Henderson State University, Arkadelphia (AR)  
I co-taught *Political Behavior* (Fourth Year, 9 students / Postgraduate, 5 students) and was responsible teaching and evaluating all student work for Dr. Charles Dunn's Political Behavior course, due to unexpected illness of primary professor.

### ***October 2009 to August 2010***

***Interim Dean***, School of Social and Behavioral Sciences, University of Arkansas at Monticello  
I was responsible for/served on Academic Council; Faculty Supervision, including annual faculty evaluations of teaching and service; Student/Faculty Mediation; Organizing and Conducting Faculty Meetings; Management of SSBS Budget; Hiring of New Faculty; Annual Reports (faculty affairs, budget, late textbook adoption, student recruitment, enrolment and retention, and program viability); Revising Senior Survey and Student Letters (i.e. congratulations on making Dean's/Chancellor's Lists, What to do if on Academic Probation, etc.); and Annual Faculty Banquet and Student/Faculty Awards.

### ***July 2004 to January 2010***

***Postdoctoral Honorary Fellow***, Contemporary Europe Research Centre, University of Melbourne (Melbourne, Australia)

### ***January - May 2007***

***Visiting Assistant Professor***, Oklahoma State University (Stillwater, Oklahoma)

I taught *Introduction to Comparative Politics* (Second Year, 28 students) and *International Conflict and Cooperation* (Upper Division, 31 students) and was responsible for Designing and Conducting Course Content; Selecting Course Texts and Reading Materials; Preparing and Delivering Lectures, which included traditional lecturing styles, discussion workshops, DVD excerpts and power-point presentations to complement lecture topics and enhance student understanding; Engaging student participation by facilitating student discussion, when appropriate and fielding student questions; Student Consultation; Supervising Honors Contracts, which in this case included three students who researched and wrote expanded essay topics; Preparing, Administering and Evaluating student assignments and exams; Compiling final grades for each student; and evaluating Master's level Comprehensive Exams: *Women in Politics*.

#### ***June 2004 to May 2006***

***Research Fellow*** (Project Manager/ Research Scientist), Deakin University (Melbourne, Australia)

I managed multiple projects in various stages simultaneously and worked independently as well as part of a team at the *Centre for Citizenship and Human Rights*. This position included the following responsibilities and skills: Designing and Conducting Scientific Research, (which included preparing quantitative survey text for public usage; assessing key issues and questions to be included in surveys; formulating clear, concise questions for questionnaires; preparing qualitative interview texts; and conducting qualitative interviews with individual respondents/focus groups); Preparing Grant Proposals (which included assessing key components of Requests for Tender (RFT); writing concise responses to RFT criteria; compiling comprehensive literature reviews; formatting final RFT submissions); Updating and editing electronic Data Bases; Compiling Best Practice Models; Writing final reports and technical reports; Submitting results to benefactors and interested parties, including presentations to audiences and/or clients and moderating political forums; and Attending conferences, presenting papers and chairing panels related to ongoing projects

#### ***July - September 2005***

***Graduate Level Lecturing***, Deakin University (Melbourne, Australia)

I was the graduate assistant for the course *Contemporary Perspectives on European Integration* (Graduate Level, 15 students) under the supervision of Associate Professor Linda Hancock and was responsible for presenting four two-hour graduate seminars on European Integration; preparing and delivering on-line lectures and lecture notes for both on and off campus students' facilitating discussion as integral part of active learning process; facilitating a cross-discipline (and comparative) understanding of the development of the European Union and relevant theories; revising comprehensive study guide for the course to ensure that it was relevant to the changing political environment in the European Union; and advising students when preparing assignments and essays.

#### ***December 2005***

***Guest Lecturer***, Australia National University (Canberra, Australia)

I gave a lecture entitled "Central and Eastern Europe and the European Union" for the annual Summer School for Graduate Students hosted by the National Europe Centre.

#### ***August - November 2004***

***Adjunct Faculty***, Victoria University (Melbourne, Australia)

I taught *European Business Environment* (Second Year, 25 students) with co-convenor Dr. Muhammad Mahmoud and was responsible for Presenting six (weekly) two-hour lectures;

Conducting six (weekly) student tutorials to compliment lectures; Explaining key concepts of conducting business in the European Union; Facilitating discussion as integral part of active learning process; Preparing student final exam (sole author); Facilitating student assignments for the second half of the course; Assessing student exams and marking student assignments; and Compiling final marks for students with co-convenor of course.

***October - November 2003***

***Research Assistant*** (Research Officer), Swinburne University (Melbourne, Australia)  
I conducted research for a project entitled “Business Links between Australia and Italy” under the supervision of Dr. Bruno Mascitelli.

***March 1999 to July 2002***

***Undergraduate Tutor*** (Teaching Assistant), University of Melbourne (Melbourne, Australia)  
I was the graduate assistant for a course entitled: *Transitions in Central and Eastern Europe* and taught by Professor Leslie Holmes. I was responsible for Conducting weekly seminars to complement course lectures; Facilitating discussion as integral part of active learning process; Explaining key theoretical and methodological concepts to students; Marking of all student essays and exams; Finalizing student Marks; and Student consultation during the semester.

***July 2001 to March 2002***

***Research Assistant*** (Research Officer), University of Melbourne (Melbourne Australia)  
I conducted research for a project entitled “Secession between 1880 and 1940 in Central and Eastern Europe and Russia” under the supervision of Associate Professor Alesandar Pavković.

***March to July 1996***

***Undergraduate Tutor*** (Teaching Assistant), University of Melbourne (Melbourne, Australia)  
I was the graduate assistant for a course entitled *Introduction to Contemporary Europe: Politics, Identity and Culture* taught by Associate Professor Philomena Murray and Professor Leslie Holmes. I was responsible for Conducting weekly seminars to complement course lectures; Facilitating discussion as integral part of active learning process; Explaining key theoretical and methodological concepts to students; Marking of all student essays and exams; Finalizing student Marks; and Student consultation during the semester.

***March 1996***

***Guest Lecturer***, University of Melbourne (Melbourne, Australia)  
I gave a lecture entitled “Germany History and its Effect on German Identity” for a course entitled: *Introduction to Contemporary Europe: Politics, Identity and Culture*, taught by by Associate Professor Philomena Murray and Professor Leslie Holmes.

***August 1992 to May 1994***

***High School Band Director and Spanish Teacher***, Little Creek Academy (Knoxville, TN, USA)

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**X. Personal Details**, valid as of September 2013

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**Languages:** English (native), German (fluent), and Spanish (Conversational)

**Citizenship:** US

*Christopher J. Wright*  
**CURRICULUM VITAE**  
Sep 2013

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**EDUCATION**

Ph.D. – Political Science, University of Southern California (Dec. 2008)

Dissertation: “Assessing the Implementation of the RECLAIM Cap-and-Trade Market for Pollution: Measurement Issues in Counterfactuals, Goal Attainment, and Command-and-Control Alternatives.”

Fields: American Politics, Public Policy/Administration, Law and Courts

M.A. – Political Science, University of Southern California (May 1999)

Field: American Politics

B.A. *Cum Laude* - Southern Utah University (June 1997)

Major: Political Science      Minor: Economics

Certificate of Russian Language and Cultural Studies -Moscow International University (1995-1996)

**TEACHING FIELDS**

American Politics  
Public Administration  
Public Policy

State & Local Government  
Domestic Terrorism  
Environmental Policy

**TEACHING EXPERIENCE**

**University of Arkansas, Monticello**

(Fall 2002-Present) Assistant Professor/Instructor of Political Science and Pre-Law Advisor  
*American National Government (PSCI 2213), Western Political Theory (PSCI 4683), Homeland Security and Domestic Terrorism (PSCI 462V), State Government of Arkansas (PSCI 2223), Public Administration (PSCI 3433), Constitutional Law (PSCI 4663), Law and Society (PSCI 2293), The American Presidency (PSCI 4603), Campaigns & Elections (PSCI 462V)*

**University of Southern California:**

(Fall 1997-Summer 2002) Teaching Assistant/Discussion Section Instructor:  
*Introduction to Law, Politics, and Public Policy; Stigma and Society: Physical Disability in America; Principles, Institutions, and Great Issues of American Democracy; Urban Politics; Presidents and the Presidency; Introduction to Environmental Studies*

## **ALTERNATIVE PEDAGOGY**

\*Online courses \*Video distance learning \*Designed department's first compressed Saturday and inter-semester courses \*Integrated community civic engagement projects \*Integrated web based content \*Washington, D.C. Field Study \*Designed the first undergraduate international field study, now a yearly program to London, England; Dublin, Ireland; and Edinburgh, Scotland. \*Team teaching

## **CAMPUS & COMMUNITY SERVICE**

\*Campus Co-Chair for the *American Democracy Project* \*Academic Appeals Committee  
\*Faculty Assembly Parliamentarian \*Internship coordination  
\*Curriculum & Standards Committee \*Pre-Law Advisor  
\*Pi Sigma Alpha Honors Society Advisor \*Intermodal Mock Congress Advisor

## **PUBLICATIONS**

“Coyle v. Smith” in the *Encyclopedia of the Supreme Court* (2005), David Shultz, ed. New York: Facts on File.

## **RESEARCH, INVITED LECTURES, & CONSULTANCIES**

2010 – 2011: Instructor for FBI new agent training at Quantico, VA on “Terror Groups and the Internet” on behalf of the Combating Terrorism Center at the US Military Academy, West Point.

2010 –Present: Member of the Board of Directors of The Society for Internet Research (SOFIR), analysis of online terrorism.

2005 – 2010 Independent online terrorism analyst.

2001 Research Assistant to Dr. Janelle Wong – Research on the political mobilization and socialization of recent immigrant groups.

1999-2001 Independent environmental policy consultant – Extensive primary field research done to assess political, legal, and environmental impacts of the Endangered Species Act on California's Inland Empire.

2000-2001 Biographical consultant to the Awards Review Committee of the Tyler Environmental Prize.

## **GRANTS AND AWARDS**

2001/2002 The Humane Studies Fellowship – The Institute for Humane Studies

2000/2001 The Tyler Environmental Fellowship – The Graduate School, University of Southern California

### **CONFERENCE PAPERS**

“America as Exporter of Transnational Islamist Terror in the Post 9/11 Era.” Paper to be presented at the 2014 Annual Meeting of the Arkansas Political Science Association.

“A Comparison of Visual Motifs in Violent Islamist, Street Gang, and Right-Wing Racist Videos on YouTube.” Paper presented at the 2012 Annual Meeting of the Arkansas Political Science Association.

Panel Chair: “Domestic policies and politics,” the Annual Meeting of the Arkansas Political Science Association, Feb. 2012.

“Assessing the Impact of Cap-and-Trade Markets for Pollution vs. Command-and-Control: The Case of RECLAIM.” Paper delivered at the Annual Meeting of the Arkansas Political Science Association, Feb. 2009.

“Some Comments on Implementation of Environmental Markets Under Conditions of Uncertainty.” Paper delivered at the Annual Meeting of the Midwestern Political Science Association. Chicago, IL, April 2006.

Invited Discussant, “Blogs, Bloggers, and the Study of Politics.” Annual meeting of the Southern Political Science Association, Atlanta, Ga. January 2006.

“Assessing Cap-and-Trade Markets in Environmental Regulation: An Implementation Approach.” Paper delivered at the Annual Meeting of the Southwest Political Science Association. March 2004.

“Market Failures and Failed Markets: The RECLAIM Initiative and the Limits of Markets for Pollution.” Paper delivered to the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 2002.

“Beyond Market Failure in the Environmental Problematic: The RECLAIM Initiative and Causal Theories of Excess Pollution.” Paper delivered at the Annual Meeting of the Western Political Science Association, Long Beach, CA, March 2002.

“After Collaboration: Evaluating the Implementation of Habitat Conservation Plans.” Paper delivered at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 2001.

“Using the ‘Multi-Method Framework’ for Evaluating the Implementation of Habitat Conservation Plans: The Case of the Riverside County Stephen’s Kangaroo Rat Habitat Conservation Plan.” Paper delivered at the Annual Meeting of the Western Political Science Association, Las Vegas, NV, March 2001.

“Transaction Costs and the Environment: The Riverside County, California, Multiple-Species Habitat Conservation Planning Process.” Paper delivered at the Annual Meeting of the Western Political Science Association, San Jose, CA, March 2000.

### **MEMBERSHIP ASSOCIATIONS**

American Political Science Association  
Arkansas Political Science Organization  
Policy Studies Organization

### **REFERENCES**

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