Political Science 170 Section 002
Introduction to World Politics
Fall Semester 2012
M-W 4:00 pm - 5:15 pm
262 SWKT

Instructor: Professor Brian Champion
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Office hours: 2:00 pm-4:00 pm Mondays (and/or by appointment)

First day of class: Monday 27 August 2012
Last day of class: Wednesday 5 December 2012
Final Exam: Wednesday 12 December 2012, 5:45-7:45 pm, in the classroom. This will be a cumulative exam.

Syllabus:
Lord Palmerston (1784-1865), former Foreign Secretary and two-time Prime Minister under Queen Victoria. (1855-1858, 1859-1865), is reputedly once to have said of Great Britain:

We have no permanent allies,
we have no permanent enemies,
we only have permanent interests.

(What he actually said was [concerning apparent British apathy regarding Polish struggles in the 19th century against Russian hegemony, which Palmerston did not believe met the threshold of justifiable war], “He concluded with the famous peroration that Britain had no eternal allies and no perpetual enemies, only interest that were eternal and perpetual . . .”--quoted in David Brown, Palmerston and the Politics of Foreign Policy, 1846-1855 (Manchester: Manchester University Press, 2002), pp. 82-83.)

Thus, every country in the world has permanent interests—how do we handle conflicting interests?

And, former US Secretary of State Madeline Albright has written on the importance of knowing the past:

History never repeats itself exactly,
but we ignore its lessons at our peril.

(Madeline Albright, “The Role of the United States in Central Europe”, Proceedings of the Academy of Political Science 38(1): 71-84. (The exact quote, found on page 72, is: “History is a strange teacher. It never repeats itself exactly, but you ignore its lessons at your peril”. The bolded version above is the more common iteration.))
This class will give you “information”, at times, lots of it, some of it historical, sometimes it’s legal, social cultural and/or economic. Why “collect” information?

“... Part of what I do is collect information. When I have collected enough I sometimes know something.”


After we have collected enough information, perhaps we, too, will know something, and we may know how similar some historical situations are so we do not repeat very expensive lessons.

Hopefully, by taking this class, we will become sophisticated and critical consumers of information.

“The important thing to know about an assassination or an attempted assassination is not who fired the shot, but who paid for the bullet.”


We need to be interested in finding out things, going beyond the surface appearance, to find out “who paid for the bullet”.

We will cover some dark aspects of human nature in this class, of “man’s inhumanity to man”. Our times require all of us, not just political science or world politics majors, to be aware of what is occurring in the world; thus we should use, or acquire, a robust sense of moral outrage at the evidence of evil around us:

As a teacher of young college students, I see now that I must teach a most important truth: ... that in dark times, there are always men and women who will confront evil, even in its most absolute form, and reaffirm our humanity. In the depths of the abyss, moral courage survives, and at times even prevails.


This class is also intended to provide students with a basic understanding of forces, dynamics and theories of the international politics such that:

a). students may begin to understand and appreciate global events of which they are aware; and
b). students become familiar with an intellectual foundation for advanced study in additional classes in international relations, world politics, ethics, development, international law, and political theory.

This class also intends to help students cultivate an discerning attitude of interested observation concerning world events, an

“Isn’t that INTERESTING.” or
“Isn’t THAT interesting.”

response to global issues that permits a less-than-emotional evaluation of what’s going on.

Thus, this course has five main objectives:
1. to provide students, irrespective of major, with an exposure to world politics such that they are enriched and fulfilled as individuals, so that we can become wiser and more understanding, that we look for who is buying which bullets;
2. to prepare future mothers and fathers with an understanding of world events so that they can teach and contextualize world happenings for their children and to their families, and thus be better parents;
3. to prepare students for additional work in political science and/or international relations to introduce students to the subdiscipline within political science of international politics, sometimes called international relations or world politics. This subdiscipline complements other political science subdisciplines such as comparative government, international studies, and political theory in that it surveys world events for points of commonality and of divergence, and analyzes political theories (such as democracy, realism, liberalism, neorealism/neoliberalism, and civil society, to mention just a few) found in the academic study of international relations;
4. to better understand the historical antecedents of contemporary world politics, by understanding the flow of human and/or secular history which precedes us, relying heavily on political, social, economic and military history to help explain manifestations and behaviors of current political activity. Thus, in the modern, contemporary world of which we are a part, we are free to assume that the United States has no permanent allies, has no permanent enemies, but only has permanent interests, which interests we must learn from lessons of history or else pay a dear price for not learning them; and, lastly
5. to acquire or to bolster moral courage, so that, in the worlds of John Stoessinger, we are equipped to recognize, to confront, and to remediate evil or injustice inflicted upon “the least of these my brethren [and sisters]” (Matt. 25:40, text added).

The study of world politics is an honorable and a very profitable way to spend scarce time. Very few subjects taught at modern American universities are mentioned specifically in scripture, but consider this invitation from the Lord: “... Be instructed ... [in] things which have been, things which are, and things which must shortly come to pass; things which are at home, things which are abroad, the wars and perplexities of the nations, ... [obtain] a knowledge of countries and of kingdoms ...” (Doctrine and Covenants 88: 78-79, emphasis added.)

The best way to do well in this course is to work hard and to consistently and daily do the texts’ and required readings, and to memorize the significant concepts, phrases, “buzz words”, acronyms,
dates, names of people and places, and events in the history of world politics. Only by memorizing the specifics can they be used in intelligent political discourse.

Required texts for this class are:


Grades: There may be a slight grading curve in this class which will look (roughly) like this, which is a fairly normal distribution:

- Approximately the top 20% of the class will earn A’s.
- The next 35% of the class will earn B’s.
- The next 25% of the class will earn C’s.
- The next 5% of the class will earn D’s.
- The last 5% of the class will earn E’s.

I reserve the right to make adjustments to this proposed grading curve. I keep two sets of grades: one, on a paper grade roll in my office, and the other, on Gradebook. In cases of alleged discrepancy between the paper and the Gradebook grades, the paper grade will be considered most authentic and authoritative. Grades will be considered along these guidelines:

- 99-93 = A
- 92-86 = A-
- 85-79 = B+
- 78-72 = B
- 71-65 = B-
- 64-58 = C+
- 57-51 = C
- 50-44 = C-
- 43-38 = D
- 0-39 = E

Grading: There are 6 grading points in this class: the quizzes, the Parsons paper, the lessons of history quizzes, the mid-term and the final exams; as follows:

1. **Quizzes** 10%. 11 short (5-8 minute) multiple choice, true/false, matching, map, fill-in-the blank, or crossword noncumulative quizzes, (taken from the readings and from the lectures) constitute 10% of the final grade. I will drop the lowest score, then average the 10 scores and take 10% of that for calculation in the final grade. Dates for the quizzes are:
   - Quiz #1 Wednesday 12 September; Quiz #2 Wednesday 18 September;
   - Quiz #3 Wednesday 26 September; Quiz #4 Wednesday 3 October; Quiz #5 Wednesday 10 October; Quiz #6 Wednesday 17 October; Quiz #7
Wednesday 31 October; Quiz #8 Wednesday 7 November; Quiz #9 Wednesday 14 November; Quiz #10 Wednesday 28 November; Quiz #11 Wednesday 5 December.

And please note: there will be no “automatic make-up” quizzes.
You must ask me if you can “make up” a quiz, and I will adjudicate each request on its own merits—some cases I will approve and some I will not. I reserve the right to change these quiz dates with one week’s notice.

2. Parsons paper 10%. This is a 1000 word paper (250 words per page – 1000 words, plus cover sheet, so five pages total). Tim Parsons is Professor of African History at Washington University in St Louis. Defenders of empires suggest that they are comparatively benevolent and civilizing forms of rule; critics argue that they are inhumane and are not sustainable. Your assignment is this: using AT LEAST 5 examples, answer this question: On whose side does the weight of history fall? Top grades on this assignment will be awarded for both the depth and the breadth of your analysis (within the constraints of 4 pages). This paper is due before prayer in class on Monday 26 November 2012. Parsons is also eligible for testing on the final exam.


4. Briefing paper 10%

The premise of this assignment is that on Wednesday 5 December 2012 (last day of class) you will have to make a succinct briefing—a summary or snap-shot— to a very busy senior government official or to a time-pressed corporate decision-maker who is interested in the recent relevant events in a particular part of the world. In order for you to make a coherent and understandable brief, you must consistently monitor events, much as officials at the State Department or at CIA or at a corporate intelligence unit would. To do this, you need to compile a minimum collection of 15 news stories (essentially, one per week) from one of the world’s great newspapers and news sources, The New York Times. The reason I stipulate using The New York Times and only The New York Times is that it makes it fair for everyone if we all use the same news source (it seems unfair if someone were assigned Asia and selected all his/her articles from Pakistani newspapers, while someone else, also assigned Asia, selected their articles from the Provo Daily Herald. Thus, to keep everything on as level a playing field as possible, we will all use the same news source, namely, The New York Times.

a). The world, for this assignment, will be divided alphabetically by the first letter of your surname, except in the rare instances where someone is assigned their “home” region, by which we mean the region you come from:

A-D will cover Europe/Russia, by which we mean all of Turkey, along the western shore of the Caspian Sea, all of Russia (including the contested region of Chechnya) and the independent states of Azerbaijan, and Georgia, east to the Bering Strait, west to the Azores and north from the Mediterranean to the North Pole, and north west to Greenland (which is actually a Danish colony), and Iceland.
E-I will cover Asia, by which we mean all of Iran north along eastern shore of Caspian Sea to northern border of Kazakhstan, east along the northern border of Mongolia and the northern border of China, to the Pacific Ocean, including Mongolia, China, North Korea, Japan, south to Australia and New Zealand, west to, but not including, Madagascar;

J-N will cover Middle East and north Africa, by which we mean all along southern border of Senegal, southern border of Mali, southern border of Niger, southern border of Chad, southern border of Sudan, southern border of Ethiopia, south to the south-western border of Somalia, to the Arabian Sea, including Madagascar, all of the Arabian Peninsula, to the eastern Iraq/Iran border, west along the northern border of Syria to the Mediterranean Sea, along the southern shore of the Mediterranean Sea (including Cyprus, Syria and Israel) but not Turkey, back to Senegal;

O-U will cover the Western Hemisphere by which we mean from North to South Poles but not, which is to say, excluding the USA and all its territories.

V-Z will cover sub-Saharan Africa, by which we mean south of the line mentioned above in J-N (essentially south of the Sahara).

b). Cut or copy/print a minimum of 15 (no maximum) significant political, social or public policy articles from The New York Times important to whomever you have chosen to read your briefing paper. Political articles cover domestic or foreign policy or war topics, international trade, intelligence, diplomacy, etc. Social or public policy articles cover things like education policy, human rights, health and welfare policies, the environment, the economy, things related to women’s issues, taxation or governmental finance, etc.

c). Write a minimum and maximum 2 full pages briefing paper and mention the risks, events, policies, personalities, issues, concerns, wars, plagues, famines, floods, etc., from the articles you have collected. You must attach the 15 articles (or as many as you have) to the briefing paper you write. Your briefing paper could be arranged by country, alphabetically. Do not focus on only one country; but by the same token not every country in your assigned region needs to be mentioned. Mention the major players. More details about this assignment closer to when it is due.

d). Each entry in the briefing paper must have a footnote to one or more of the printed articles which you will attach to your briefing paper. There must be a citation page at the end.

e). The briefing paper will have a cover sheet (no special covers or binders, please) with your name, the date, and you must identify who your intended audience or reader is at the top of page 2 (page 1 is the cover sheet).

f). The briefing paper will be due before prayer on Wednesday 5 December 2012.

g). No late papers will be accepted, for any reason. Mail it in, Fed Ex it, have a friend, fiancé(e), or a complete stranger hand it in or deliver it to my office before
class, but it must be to me anytime before prayer on Wednesday 5 December 2012, and only on that day.
h). Highest grades will be awarded for:
   1). Comprehensive coverage;
   2). Concision of writing;
   3). Meeting the required minimum and not exceeding the required maximum; and
   4). Conforming to expected standards.
i). I will deduct 1 point for each instance of the following egregious academic errors:
   1). Not capitalizing the “f” in French, or the “g” in German, or the “r” in Russian, etc. All national pronouns must be capitalized—this applies to all written work, including exams.
   2). The use of any email and/or text messaging slang words or shorthand, such as “w/” for “with”, or “w/o” for “without”, or “b/c” for “because”, etc. This also applies to all written work, including exams.
j). I will also deduct five points for each article fewer than 15 from the NYT.

5. Lessons of History/Stoessinger (LOH) Quizzes: 10%. “National security” is THE big issue in world politics, and armed conflicts matter very much. Stoessinger covers 10 important wars of the 20th century, and while no two historical examples exactly duplicate each other, we, as former Secretary of State Madeline Albright correctly asserts, ignore history’s lessons at our collective and respective national perils. We will have 5 quizzes on those 10 wars. These will be held similarly to the other 6 quizzes, which is to say, 8-10 minutes at the beginning of class, and each quiz will be based on 2 sequential chapters in Stoessinger. I recommend that you start reading Stoessinger immediately. These quizzes will be as follows:
   LOH1 Monday 17 September (Chapters 1 and 2); LOH2 Monday 8 October (Chapters 3 and 4); LOH3 Monday 29 October (Chapters 5 and 6); LOH4 Monday 12 November (Chapters 7 and 8); and LOH5 Monday 3 December (Chapters 9 and 10).

6. Final Exam: Wednesday 12 December 2012 5:45 pm – 7:45 pm, in the classroom, 25%. The Final Exam is worth more than the Mid-term Exam because it is comprehensive and/or you have 2 hours for the exam instead of just one.

Exams: A few more details about the exams will be shared as we get closer to them, but the final will be comprehensive. The mid-term exam will be held in the class during class time.

To reiterate:
Mid-term Exam: Wednesday 24 October 2012 in the classroom, for one hour.

Final Exam: Wednesday 12 December 2012 5:45 pm – 7:45 pm, in the classroom. This will be a cumulative exam.

Please note: Students whose first language is not English will be permitted to bring a language dictionary to the quizzes and both the Mid-term and Final Exams.
Proposed schedule of classes and Spiegel (et al) readings (a rough, noncontractual outline; each Tuesday/Thursday lecture period is equivalent to a week’s-worth of lectures in a regular semester):

**Week 1** Syllabus, Intro to world politics, chapter 1 (World Politics: Complexity and Competing Processes); Chapter 2 (Theory and World Politics);

**Week 2** Chapter 3 (World Politics and Economics, 1648-1945); Chapter 4 (World Politics and Economics: The Cold War).

**Week 3** Chapter 4 (World Politics and Economics: The Cold War); Chapter 5 (Imperialism and its Victims).

**Week 4** Chapter 5 (Imperialism and its Victims); Chapter 6 (Globalization and Fragmentation in a new World Order: 1991-Present).

**Mid-term Exam:** Wednesday 24 October 2012, in the classroom, for one hour.

**Week 5** Chapter 6 (Globalization and Fragmentation in a new World Order: 1991-Present); Chapter 7 (Security Theory and Practice).

**Week 6** Chapter 8 (Contemporary Security Issues); Chapter 13 (Global Governance: International Law and Organizations).

**Week 7** Chapter 13 continued; Chapter 10 (World Politics: Development).

**Week 8** Chapter 9 (World Politics: Trade and Investment); Chapter 12 (Resource Issues): Chapter 14 (World Politics in Context).

**Final Exam:** Wednesday 12 December 2012 5:45 pm – 7:45 pm, in the classroom. This will be a cumulative exam.

Please note: the lectures do not exactly replicate the weekly reading schedule, meaning that things will be mentioned in lecture that are not in the texts but which augment and substantiate the readings and are equally eligible for testing on the quizzes and/or either exam.

*Important Fall Semester dates:*

- Monday 27 August—First day of class
- Wednesday 29 August—NO CLASS (attending American Political Science Association conference in New Orleans)
- Monday 3 September—NO CLASS (Labor Day)
- Wednesday 12 September—Quiz #1
- Monday 17 September—LOH1
- Wednesday 19 September—Quiz #2
- Wednesday 26 September—Quiz #3
- Wednesday 3 October—Quiz #4
- Monday 8 October—LOH2
- Wednesday 10 October—Quiz #5
- Wednesday 17 October—Quiz #6
- Wednesday 24 October—Mid-term Exam
- Monday 29 October—LOH3
- Wednesday 31 October—Quiz #7
- Wednesday 7 November—Quiz #8
- Monday 12 November—LOH4
- Wednesday 14 November—Quiz #9
- Wednesday 21 November—NO CLASS (Thanksgiving break)
- Monday 26 November—Parsons paper due
- Wednesday 28 November—Quiz #10
- Monday 3 December—LOH5
- Wednesday 5 December—Last day of class, Quiz #11, Briefing Paper due
- Wednesday 12 December—Final exam
For your information, all professors are prohibited by University regulation from giving any exam earlier than scheduled—please do not schedule weddings, plane flights, job interviews, etc., until after the exam as there will be NO exceptions to University policy. Final exams and briefing papers will be kept in my office until noon 7 January 2013. If you wish me to mail your final exam you must provide a self-addressed 9" x 12" stamped envelope.

Academic dishonesty in any form, including cheating on quizzes or exams and/or intentional plagiarism, is considered a serious violation of the Honor Code. Any instance of academic dishonesty in this class will be penalized with a summary failing grade and a referral to the Honor Code Office (HCO, 4440 WSC). See http://www.byu.edu/honorcode for specific examples of fabrication, falsification, cheating, intentional and inadvertent plagiarism. It is always a struggle to balance encouragement, compassion and support for students in their intellectual and career pursuits with the necessary rigorous evaluation of their work and intellectual honesty. As a professor, I always feel the pressure to grant inflate grades and often students seek exceptions to the stated grading policy on the grounds that they need a high grade to graduate, or to continue a scholarship, or for admission into graduate or law school. I strive mightily to be fair, but at the same time I am firmly committed to rigorous educational and intellectual standards. Your final grade in this class is based upon your academic performance according to the grades stipulated in this syllabus.

Title IX of the Education Amendments Act of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds (which, contrary to what some people think, includes BYU). The act is intended to eliminate sex discrimination in all aspects of higher education. Title IX covers discrimination in programs, admissions, activities, and include prohibitions on student-to-student sexual harassment; in fact, BYU’s policy against sexual harassment extends not only to employees of the University but to students as well. If you encounter any form of sexual harassment or gender-based discrimination, please talk to your professor; or contact the Equal Opportunity Office at 422-5895 or visit D-282 ASB, or call 24 hours hotline 888-238-1062; or contact the HCO at 422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (2170 WSC) at 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Opportunity Office.

Disclosure of political affiliation: I am a registered Utah voter, commonly called elsewhere in America an “independent” but in Utah designated as “unaffiliated”, which means I am neither a registered Republican nor a registered Democrat. On certain issues I am liberal and on other certain issues I am conservative. My purpose as a political science instructor is to help you decide for yourself the reasons for choosing whichever political or social philosophy you choose. I do not expect nor demand that you see things my way or a particular way, nor am I interested in “converting” “liberals” into “conservatives” or “conservatives” into “liberals”. By asking questions—many questions, and sometimes tough questions—I would like to provoke you into thinking seriously about important issues and concepts, so that you can decide for yourself which worldview you will have. You should not adopt a political or social worldview just because a college professor has one, or because your father or religious leader has one; you should choose a worldview for your own reasons, and if it is the same as a professor’s, or father’s, or religious leader’s, that’s okay, but if it isn’t, that’s okay, too. The important thing is that you figure it out for yourself, and not blindly accept what
others tell you. In this class, at the very least, you are be permitted to ask all sorts of questions and view
issues from a variety of perspectives and angles (some you might not have thought of before), as a process of
*making up your own mind*. If you have any concerns about me “foisting” my worldview on any student,
please see me.

There is no provision in this class for any extra credit work by any student.

The onus for managing your grade in this class (making-up quizzes, quiz or exam question reconsiderations,
grade questions, etc.) is exclusively yours, and should you bring me a question about the early part of the
semester in the last week of class I feel no obligation to provide either sympathy or mercy; usually, I would
expect queries about a quiz or an exam to come to me within a week of you receiving back the quiz or
exam. In addition, if you and I agree to a make-up quiz, and the appointment is for, say, 3 pm on a given
day, and you fail to show at that day and time, that will be your only opportunity to make the quiz up, unless
you have a reason that nearly cost you or someone close to you your/their life.

Anyone (including parents, wives, fiancé(e)s, visiting friends, et al) may attend any lecture at any time
without prior permission.

As a courtesy to your fellow classmates, please turn off all cell phones while in class and/or in exam
situations; at the very least, never, ever take a call in class.

I realize that this class is late in the day and some of us will just be coming from or just going to work or
other classes. Learning is best facilitated by high protein levels, so I will permit the consumption of snack or
other *non-odiferous foods* during class, at least until such time as there is an infraction of this rule or a
complaint is made by one of us that some foods and/or their associated odors are distracting or offensive;
then I will revise the above policy.

If at any time you have a problem with the class—the lectures, the quizzes, the exams, the grades, anything—
please, please make an appointment to see me and we will discuss it.

The use of laptops in class is permitted until such time as one of us complains about fellow-students not
using laptops for class-related work. If even 1 laptop in class become a distraction for others, all laptops will
be summarily banned from class for all students.

Informally, I will operate on the “ten-minute rule”, which is, if I haven’t shown up for class by 4:10 pm you
can assume I am not coming and class is canceled that day.

**FHSS Writing Lab:** To get help with your paper’s organization, structure, focus, tone, and documentation
style, you can go to the FHSS Writing Lab in 1049 JFSB to meet one-on-one with a peer advisor. All
advisors are students from our college and are trained in APA, Turabian, AMA, and ASA styles.
To prepare for a tutorial, take:
   a). A copy of the assignment; and/or
   b). A hard copy of your draft, whatever stage it may be in; and/or
   c). A list of questions and concerns you have about your paper.

Walk in Monday through Friday 9:00 a.m. – 5:00 p.m. or make an appointment
online:  [http://fhsswriting.byu.edu](http://fhsswriting.byu.edu)
The Department of Political Science, like all other departments at BYU, has distilled “learning outcomes” and measures by which these outcomes can be determined, as outlined below:

**Expected Learning Outcomes**

We have distilled the following expected learning outcomes from our mission statement and organized them under the four "Aims of a BYU Education." Successful graduates of the political science major will:

1. **be spiritually strengthened.** In particular, they will
   - possess a command of sacred texts and doctrines gained by completing the University's religion course requirements
   - be able to articulate principles of faith in political analysis

2. **be intellectually enlarged.** In particular, they will
   - demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy
   - possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought
   - use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions
   - write professional grade research papers on political science questions
   - communicate effectively by presenting ideas in a high quality oral presentation
   - think critically, analytically, and synthetically

3. **have stronger character.** In particular they will:
   - bring honesty and integrity to daily life, public affairs, and professional activities
   - properly cite sources using a recognized citation style
4. have a lifelong desire to learn and to serve. In particular they will:

   - participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought
   - want to serve the communities and organizations to which they belong

Not every one of these goals can be easily measured with direct assessment techniques. Nevertheless, our list of goals is inclusive because we believe that goals should not be chosen or given priority because a certain goal is easily measurable in contrast to a different, perhaps more appropriate goal, that is more difficult to measure.

Evidence of Learning

Direct Measures

'Possess a command of sacred texts and doctrines gained by completing the University's religion course requirements' The number of majors who complete the University core religion requirements.

'Be able to articulate principles of faith in political analysis' No direct measure available

'Demonstrate a familiarity with each of the four major subfields of political science, American politics, comparative politics, international relations, and political philosophy' and 'Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought' Scores on the senior exam for political science, comparing BYU student scores against scores of comparable seniors at universities across the nation. Improvement in these exam scores comparing 1st year BYU students with graduating seniors.

'Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions' Improvement on the quantitative exam given before and after the Department's methodological sequence of courses. Student participation in publishing and conferences.

'Write professional grade research papers on political science questions' Evaluations of selected capstone papers using nationally normed writing evaluation software. Improvement in writing from first year papers to capstone papers using nationally normed writing evaluation software. Student participation in publishing and conferences.

'Communicate effectively by presenting ideas in a high quality oral presentation' The number completing the oral presentation requirement in capstone courses. Student participation in conference and thesis defenses.
"Think critically, analytically, and synthetically" Student performance on the Law School Admissions Test. Comparative data on student admissions to professional and academic graduate degree programs.

"Bring honesty and integrity to daily life, public affairs, and professional activities" No direct measure available.

"Properly cite sources using a recognized citation style" The number of majors who complete the Political Science 200 writing course.

"Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought" Scores on the senior exam for political science, comparing BYU student scores against scores of comparable seniors at universities across the nation. Improvement in these exam scores comparing 1st year BYU students with graduating seniors.

"Want to serve the communities and organizations to which they belong" Membership in discipline related service organizations.

**Indirect Measures**

"Possess a command of sacred texts and doctrines gained by completing the University's religion course requirements" Department teaching evaluation scores on religious components of classroom instruction. Senior and alumni surveys on the religious components of classroom instruction.

"Be able to articulate principles of faith in political analysis" Department teaching evaluation scores on religious components of classroom instruction. Senior and alumni surveys on the religious components of classroom instruction.

"Demonstrate a familiarity with each of the four major subfields of political science, American politics, comparative politics, international relations, and political philosophy" and "Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought" Senior and alumni surveys on the political science knowledge learned in the major. Faculty evaluation through the annual stewardship process of the quality of course syllabi used in Department courses.

"Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions" Student performance on the Law School Admissions Test. Comparative data on student admissions to professional and academic graduate degree programs. Senior and alumni surveys on methodological education in the major. Feedback from alumni through the national advisory council.

"Write professional grade research papers on political science questions" Feedback from students and alumni on writing in the major through surveys, the national advisory council, and informal professor-student discussions. Number of courses that meet the Department minimum standards for writing in a course.
"Communicate effectively by presenting ideas in a high quality oral presentation" Feedback from students and alumni on presentation skills through surveys and the national advisory council.

"Think critically, analytically, and synthetically" Feedback from students and alumni on thinking skills through surveys, the national advisory council, and informal professor-student discussions.

"Bring honesty and integrity to daily life, public affairs, and professional activities" Student and alumni responses to survey questions on honesty and integrity.

"Properly cite sources using a recognized citation style" Number of faculty who require a recognized citation style in writing for their courses.

"Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought" Senior and alumni surveys on the political science knowledge learned in the major. Faculty evaluation through the annual stewardship process of the quality of course syllabi used in Department courses.

"Want to serve the communities and organizations to which they belong" Senior and alumni survey responses on attitudes towards service. You may also find this at https://learningoutcomes.byu.edu/wiki/index.php/Political_Science_BA.

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**The New York Times**

*September 6, 2010*


**Forget What You Know About Good Study Habits**

*By BENEDICT CAREY*

Every September, millions of parents try a kind of psychological witchcraft, to transform their summer-glazed campers into fall students, their video-bugs into bookworms. Advice is cheap and all too familiar: Clear a quiet work space. Stick to a homework schedule. Set goals. Set boundaries. Do not bribe (except in emergencies).

And check out the classroom. Does Junior’s learning style match the new teacher’s approach? Or the school’s philosophy? Maybe the child isn’t “a good fit” for the school.

Such theories have developed in part because of sketchy education research that doesn’t offer clear guidance. Student traits and teaching styles surely interact; so do personalities and at-home rules. The trouble is, no one can predict how.

Yet there are effective approaches to learning, at least for those who are motivated. In recent years, cognitive scientists have shown that a few simple techniques can reliably improve what matters most: how much a student learns from studying.
The findings can help anyone, from a fourth grader doing long division to a retiree taking on a new language. But they directly contradict much of the common wisdom about good study habits, and they have not caught on.

For instance, instead of sticking to one study location, simply alternating the room where a person studies improves retention. So does studying distinct but related skills or concepts in one sitting, rather than focusing intensely on a single thing.

“We have known these principles for some time, and it’s intriguing that schools don’t pick them up, or that people don’t learn them by trial and error,” said Robert A. Bjork, a psychologist at the University of California, Los Angeles. “Instead, we walk around with all sorts of unexamined beliefs about what works that are mistaken.”

Take the notion that children have specific learning styles, that some are “visual learners” and others are auditory; some are “left-brain” students, others “right-brain.” In a recent review of the relevant research, published in the journal Psychological Science in the Public Interest, a team of psychologists found almost zero support for such ideas. “The contrast between the enormous popularity of the learning-styles approach within education and the lack of credible evidence for its utility is, in our opinion, striking and disturbing,” the researchers concluded.

Ditto for teaching styles, researchers say. Some excellent instructors caper in front of the blackboard like summer-theater Falstaffs; others are reserved to the point of shyness. “We have yet to identify the common threads between teachers who create a constructive learning atmosphere,” said Daniel T. Willingham, a psychologist at the University of Virginia and author of the book “Why Don’t Students Like School?”

But individual learning is another matter, and psychologists have discovered that some of the most hallowed advice on study habits is flat wrong. For instance, many study skills courses insist that students find a specific place, a study room or a quiet corner of the library, to take their work. The research finds just the opposite. In one classic 1978 experiment, psychologists found that college students who studied a list of 40 vocabulary words in two different rooms — one windowless and cluttered, the other modern, with a view on a courtyard — did far better on a test than students who studied the words twice, in the same room. Later studies have confirmed the finding, for a variety of topics.

The brain makes subtle associations between what it is studying and the background sensations it has at the time, the authors say, regardless of whether those perceptions are conscious. It colors the terms of the Versailles Treaty with the wasted fluorescent glow of the dorm study room, say; or the elements of the Marshall Plan with the jade-curtain shade of the willow tree in the backyard. Forcing the brain to make multiple associations with the same material may, in effect, give that information more neural scaffolding.

“What we think is happening here is that, when the outside context is varied, the information is enriched, and this slows down forgetting,” said Dr. Bjork, the senior author of the two-room experiment.

Varying the type of material studied in a single sitting — alternating, for example, among vocabulary, reading and speaking in a new language — seems to leave a deeper impression on the brain than does concentrating on just one skill at a time. Musicians
have known this for years, and their practice sessions often include a mix of scales, musical pieces and rhythmic work. Many athletes, too, routinely mix their workouts with strength, speed and skill drills.

The advantages of this approach to studying can be striking, in some topic areas. In a study recently posted online by the journal Applied Cognitive Psychology, Doug Rohrer and Kelli Taylor of the University of South Florida taught a group of fourth graders four equations, each to calculate a different dimension of a prism. Half of the children learned by studying repeated examples of one equation, say, calculating the number of prism faces when given the number of sides at the base, then moving on to the next type of calculation, studying repeated examples of that. The other half studied mixed problem sets, which included examples of all four types of calculations grouped together. Both groups solved sample problems along the way, as they studied.

A day later, the researchers gave all of the students a test on the material, presenting new problems of the same type. The children who had studied mixed sets did twice as well as the others, outscoring them 77 percent to 38 percent. The researchers have found the same in experiments involving adults and younger children.

“When students see a list of problems, all of the same kind, they know the strategy to use before they even read the problem,” said Dr. Rohrer. “That’s like riding a bike with training wheels.” With mixed practice, he added, “each problem is different from the last one, which means kids must learn how to choose the appropriate procedure — just like they had to do on the test.”

These findings extend well beyond math, even to aesthetic intuitive learning. In an experiment published last month in the journal Psychology and Aging, researchers found that college students and adults of retirement age were better able to distinguish the painting styles of 12 unfamiliar artists after viewing mixed collections (assortments, including works from all 12) than after viewing a dozen works from one artist, all together, then moving on to the next painter.

The finding undermines the common assumption that intensive immersion is the best way to really master a particular genre, or type of creative work, said Nate Kornell, a psychologist at Williams College and the lead author of the study. “What seems to be happening in this case is that the brain is picking up deeper patterns when seeing assortments of paintings; it’s picking up what’s similar and what’s different about them,” often subconsciously.

Cognitive scientists do not deny that honest-to goodness cramming can lead to a better grade on a given exam. But hurriedly jam-packing a brain is akin to speed-packing a cheap suitcase, as most students quickly learn — it holds its new load for a while, then most everything falls out.

“When many students, it’s not like they can’t remember the material” when they move to a more advanced class, said Henry L. Roediger III, a psychologist at Washington University in St. Louis. “It’s like they’ve never seen it before.”

When the neural suitcase is packed carefully and gradually, it holds its contents for far, far longer. An hour of study tonight, an hour on the weekend, another session a week from now: such so-called spacing improves later recall, without requiring students to put in more overall study effort or pay more attention, dozens of studies have found.
No one knows for sure why. It may be that the brain, when it revisits material at a later time, has to relearn some of what it has absorbed before adding new stuff — and that that process is itself self-reinforcing.

“The idea is that forgetting is the friend of learning,” said Dr. Kornell. “When you forget something, it allows you to relearn, and do so effectively, the next time you see it.”

That’s one reason cognitive scientists see testing itself — or practice tests and quizzes — as a powerful tool of learning, rather than merely assessment. The process of retrieving an idea is not like pulling a book from a shelf; it seems to fundamentally alter the way the information is subsequently stored, making it far more accessible in the future.

Dr. Roediger uses the analogy of the Heisenberg uncertainty principle in physics, which holds that the act of measuring a property of a particle (position, for example) reduces the accuracy with which you can know another property (momentum, for example): “Testing not only measures knowledge but changes it,” he says — and, happily, in the direction of more certainty, not less.

In one of his own experiments, Dr. Roediger and Jeffrey Karpicke, who is now at Purdue University, had college students study science passages from a reading comprehension test, in short study periods. When students studied the same material twice, in back-to-back sessions, they did very well on a test given immediately afterward, then began to forget the material.

But if they studied the passage just once and did a practice test in the second session, they did very well on one test two days later, and another given a week later.

“Testing has such bad connotation; people think of standardized testing or teaching to the test,” Dr. Roediger said. “Maybe we need to call it something else, but this is one of the most powerful learning tools we have.”

Of course, one reason the thought of testing tightens people’s stomachs is that tests are so often hard. Paradoxically, it is just this difficulty that makes them such effective study tools, research suggests. The harder it is to remember something, the harder it is to later forget. This effect, which researchers call “desirable difficulty,” is evident in daily life. The name of the actor who played Linc in “The Mod Squad”? Francie’s brother in “A Tree Grows in Brooklyn”? The name of the co-discoverer, with Newton, of calculus?

The more mental sweat it takes to dig it out, the more securely it will be subsequently anchored.

None of which is to suggest that these techniques — alternating study environments, mixing content, spacing study sessions, self-testing or all the above — will turn a grade-A slacker into a grade-A student. Motivation matters. So do impressing friends, making the hockey team and finding the nerve to text the cute student in social studies.

“In lab experiments, you’re able to control for all factors except the one you’re studying,” said Dr. Willingham. “Not true in the classroom, in real life. All of these things are interacting at the same time.”
But at the very least, the cognitive techniques give parents and students, young and old, something many did not have before: a study plan based on evidence, not schoolyard folk wisdom, or empty theorizing.

This article has been revised to reflect the following correction:

**Correction: September 8, 2010**

An article on Tuesday about the effectiveness of various study habits described incorrectly the Heisenberg uncertainty principle in physics. The principle holds that the act of measuring one property of a particle (position, for example) reduces the accuracy with which you can know another property (momentum, for example) — not that the act of measuring a property of the particle alters that property.