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 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 Blackboard. In cases of alleged discrepancy between the paper and the Blackboard grades, the paper grade will be considered most authentic. Grades will be considered along these guidelines:

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

1. **Quizzes** 10%
   - 6 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 5 scores and take 10% of that for calculation in the final grade.
   - Dates for the quizzes are:
     - Quiz #1 Tuesday 1 May 2012; Quiz #2 Tuesday 8 May 2012; Quiz #3 Tuesday 15 May 2012; Quiz #4 Tuesday 22 May 2012; Quiz #5 Tuesday 29 May 2012; Quiz #6 Tuesday 5 June 2012.
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. **Chua paper** 10%. Amy Chua is a law professor at Yale Law School and has written a very thorough survey of how political and/or economic hyper powers (such as is the US today) have emerged at other times in human history. She asserts that for the empires which lasted longest or which had the greatest influence, one particular socio-cultural trait stands out the most. You must write a 1000 word paper identifying this trait, and using examples from the book evaluate the correctness of her vision. 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 Tuesday 29 May 2012.* Chua is also eligible for testing on the final exam.

3. Mid-term Exam: **Thursday 17 May 2012;** 25%. For the first hour; there will also be class lecture after the exam.

4. **Briefing paper** 10%

The premise of this assignment is that on **Thursday 7 June 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, 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 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 Thursday 7 June 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 Thursday 7 June 2012, and only on that day.

h). Highest grades will be awarded for:
   1). Comprehensive coverage;
   2). Conciseness 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 peril. 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 Thursday 3 May 2012 (Chapters 1 and 2); LOH2 Thursday 10 May 2012 (Chapters 3 and 4); LOH3 Thursday 24 May 2012 (Chapters 5 and 6); LOH4 Thursday 31 May 2012 (Chapters 7 and 8); and LOH5 Thursday 7 June 2012 (Chapters 9 and 10, last day of class).

6. Final Exam: Thursday 14 June 2012, 1:00 pm – 3:00 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: Thursday 17 May 2012 in the classroom, for the first hour. There will also be class following the exam.

Final Exam: Thursday 14 June 2012, 1:00 pm – 3:00 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:** **Thursday 17 May 2012**, *in the classroom, first 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:** **Thursday 14 June 2012, 1:00 – 3:00 pm, in the classroom**

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 Spring Term dates:**

**Tuesday 24 April—class begin**

**Tuesday 1 May—Quiz #1**

**Thursday 3 May—LOH1 Quiz**

**Tuesday 8 May—Quiz #2**

**Thursday 10 May LOH2 Quiz**

**Tuesday 15 May—Quiz #3**

**Thursday 17 May—mid-term exam**

**Tuesday 22 May—Quiz #4**

**Thursday 24 May—LOH3**

**Tuesday 29 May—Quiz #5**

**Tuesday 29 May—Chua paper due**

**Thursday 31 May—LOH4**

**Tuesday 5 June—Quiz #6**

**Thursday 7 June—last day of class**

**Thursday 7 June—LOH5**

**Thursday 7 June—Briefing paper due**

**Thursday 14 June—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 July 2012. 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
   For more information, go to our website at fhsswriting.byu.edu or email us at fhss-writinglab@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.