Political Science 470

Winter Semester 2012

Section 1: 793 SWKT on W at 03:00 pm - 05:30 pm

Instructor Information

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Course Information

**Description**

The Asia-Pacific region is vitally important to America’s long-term prosperity and security. The world’s most dynamic economies, the largest U.S. export markets, and the largest U.S. trade deficits are in East Asia. Three times during the 20th Century the U.S. went to war in the region. In the post-Cold War era, the U.S. is widely viewed as an essential balancing force in East Asia and a guarantor of stability in a region where territorial disputes, nuclear proliferation, civil war, terrorism and other concerns warrant our attention.

There is a fundamental, even if artificial and unnecessary, divide between international relations scholars and practitioners. This is probably the case because “in theory, theory and practice are the same thing, but in practice they are not.” Therefore, academics are often uninterested in policy-relevant questions and research; policy-makers rarely take the time to examine complex theories of international relations before making decisions. One goal of this course is to bridge this scholar/practitioner gap. A good theoretical foundation will help practitioners formulate sound policy; careful analysis of real-world case studies will help academics refine theory. Hopefully, the gap between theory and practice will be narrowed. Therefore, this course is designed with three objectives in mind: to help advanced students develop problem solving and analytic skills necessary in making and managing foreign policy; to help students integrate knowledge of specific cases with general theoretical concepts; and to develop good writing skills.

A number of cases of American policy toward Asian countries will be carefully studied in order to identify generic problems in U.S. foreign policy analysis, formulation, and implementation. The cases illustrate chronic dilemmas inherent in U.S. foreign policy “engineering” and are intended to provide in depth examples of the types of problems confronted by policy makers.

**Prerequisites**

Students must have completed PlSc 200 and upper-division theory requirements. Having taken PlSc 376 US Foreign Policy will be helpful and familiarity with the IR of Asia (PlSc 385) will be helpful.
Learning Outcomes

- Effective and Professional Writing

In this course, you will learn how to complete an article-length research project using appropriate methods of analysis and a professional standard of writing. In doing so, you will draw heavily from your learning in previous courses.

- Political Process, Theory, and Thought

You will accomplish these first objectives by studying a specialized topic in political science together with your classmates, under the guidance of the professor.

- Politics, International Relations, and Political Philosophy

Thus, you will deepen your familiarity with the subfield of ______ and of political science more broadly.

- Effective Oral Communication

You will also learn how to present your findings in a high-quality oral presentation, and how to give and receive appropriate feedback in a community of scholars.

Texts & Materials

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<th>Price (used)</th>
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Attendance Policy

Attendance is required and any absence will be counted against your grade.

Grading Policies

The course grade will be based 50 percent on your final paper, 25 percent on participation (both student and teacher assessment), and 25 percent on other written work. A weekly self-assessment of participation should be reported to the teacher and periodic class assessments will be made. The teacher will also assess student participation. Attendance is required and any absence will be counted against your grade. *Successful completion of this course (along with PlSc 200) with a final paper grade of C- or better fulfills the GE Advanced Writing requirements.*
Computer or printer error is not an acceptable excuse for late or poorly presented work.

Essays are evaluated on the basis of both substance and style. (Should you grammar inhibits my ability to get what you are saying, you gotta pwblem!) Therefore, use good organization, clear and coherent sentences, and paragraphs, and follow the common canons of good grammar (complete sentences, agreement between subject and verb, appropriate use of commas, etc.). Always carefully proofread your work before handing it in; simply “spellchecking” is not the same as carefully proofreading.

Participation Policy

PREPARING FOR CASE DISCUSSIONS

We will be using case studies as the basis for class discussions. As noted in the syllabus, participation represents a significant portion of your final grade. The following guidelines and suggestions will help you achieve your best performance.

1. Read the assigned case meticulously.
2. Skim the entire case without underlining or highlighting. You will become familiar with the basic structure of the case and where the main information is.
3. Make a brief outline. Who is involved in the case? What problems do they face? What is their situation?
4. What issues does the case raise?
5. Reread the case. Focus on the important information located while skimming. Highlight, underline, or make marginal notes to organize the details and record new thoughts or questions generated as you reread.
6. Reformulate the problem. What is the case really about? What issues are central to the problem? What conflicts between ideas, perspectives, or values are involved in deciding what action to take? Whose interests are really at stake? What are the alternatives?
7. Form a study group or participate in an on-line discussion to help you prepare for class discussions. Experience and research both show that preparing cases alone is not as productive (nor as interesting) as doing it in groups. Not only do study groups help to improve your own skills, you also can learn from other students’ analysis and problem-solving styles. Use the study group to present your analysis to others, to practice articulating your ideas, to get feedback on both the ideas and presentation, to compare different views, to refine and rethink positions, and to build confidence for making contributions to the case discussion with the whole class.
SUGGESTIONS FOR CLASS DISCUSSIONS

(Rules of Engagement)

1. If you are a quiet person, understand that good listening is as important as talking, but that contributing your ideas is critical to your learning as well as to that of your classmates. Take “freefall” risks by expressing your views without prejudging them. We want to hear what you have to say because you may have that golden perspective that helps break through confusion and ignorance.

2. If you are a talkative person, understand that active listening is as important as talking, and that rambling speeches, clever comments, and raw opinions can inhibit your learning and that of your classmates. In other words, stay in tune and think before you speak, but do speak!

3. Try to make comments that connect course material with knowledge you have acquired from other sources and that connect ideas from one case to another.

4. Understand that your right to an opinion does not include the right to have it taken seriously by others. Nor is having an opinion necessarily laudable. An opinion is only as good as the evidence and logic that it is based upon.

5. The fact that an “expert” says something does not necessarily make it true! Experts can and often do make mistakes and are subject to bias. They often disagree with other experts. All this is true of your professors and case authors as well.

6. Beware of the tendency to view questions in either-or/all-or-none terms. The world is a complex, messy place where absolute answers are hard to find, where gray is more common than black and white, and contradictory things are often in the same package.

7. Realize that when our emotions are aroused our brain wants to take orders from them. It is essential, therefore, to be willing to disconnect one’s brain from one’s gut and heart long enough to render due process to ideas, particularly those that are unpopular or personally distasteful. Try not to offend others intentionally, but (more importantly) do not take offence.

Value tentativeness. It is OK to admit that you are unsure. It is OK to change your mind. As in life, for many questions there are often no right answers. Credit is given for answers that demonstrate thoughtfulness, careful reading, originality, and good analysis.

Understand that learning through discussion a process that takes time. It is different for each of us just as writing skills are different for each of us, and it requires us to depend on others for ideas, not just on ourselves or on a teacher. Yet what you learn in this way you will remember far longer. Also, the interactive skills you learn in this process will be more valuable to you than the skills of memorization and passive listening which most of you have already mastered.
Especially prepared case studies will be used. Students are expected to carefully study the cases and be prepared to engage in an intensive discussion of the material. Consideration of the assigned cases will proceed along both realistic and theoretical lines. This course will be an intensive “active learning” experience—students will “digest” information about a particular case and then think through the rationale behind a particular policy. Each student has a responsibility to other members of the class to be prepared and participate in the analysis of the case. On occasion, students will be divided into teams and assigned a specific “role” to play. This will enhance understanding of the “politics” of foreign policy making.

**Weekly Reading and Participation**

- Students are required to complete the assigned reading before class and prepare to discuss the reading in the assigned textbook—Valerie M. Hudson, Foreign Policy Analysis: Classic and Contemporary Theory
- Students are required to complete their study of each case before class and actively participate in discussions.
- Students are required to send me a weekly E-mail report assessing the case discussed in class and evaluating their own preparation on a scale from a low of 1 to a high of 5.

The “General Supplementary Reading” listed under each Issue Area and the “Supplementary Reading” listed under each topic is recommended background reading and will be useful in preparing written assignments. Students should do supplementary reading if they are unfamiliar with the background of a particular case, and use the supplementary reading in preparing written work.
Commenting on Maya Angelo’s poetry someone once said, “that is good reading!” She responded, “good reading is hard writing!” Writing well is not easy for most of us, but by being conscientious we can nurture “good writing” if we follow some basic principles. Good writing is not a “product,” it is a “process” that is painful for most people. However, if we follow some basic guidelines, we can ease the pain and learn to be better writers, and to enjoy it.

Suggested Writing Strategy

Following a four-stage process of Plan, Draft, Revise, and Edit will help you write better. Too often, students adopt a two-step process: draft and proofread (if they have time). On the other hand, good writers focus their energy on planning and revising, but go through the other steps of drafting and editing. You should begin with the end in mind. Such an approach will help you shift from a draft/proofread mode to a plan/revise mode.

Orientation and perspective are keys to good writing. Clearly identifying your orientation and perspective in the planning stage will help you think in an orderly way that will be reflected in your writing. I recommend you follow the SOAP formula: identify the Subject, the Occasion, the Audience, and determine the Purpose. This will set your rhetorical stance. Getting this right will make a big difference as you write, moving you from “writer-based writing” to “reader-based writing.”

Especially when writing memoranda, you must be direct and clearly express what you want the reader to KNOW, what you want the reader to THINK, and what you want the reader to DO. But, this is a good thing to keep in mind in most writing.

Students who are the best writers generally share some common traits. All of them “liked their topic,” relied heavily on peer critiques, revised their papers several times, and, let the paper “sit” for a significant period before revising each draft.

Style and Grammar
A well written thesis statement, or overview statement is probably the most common problem for students. A thesis, or overview statement, should show the central purpose of the essay and indicate the line of argument the writer will follow. Do not leave the reader to discover your argument as she reads through the entire essay.

Good grammar is a very important part of writing. Grammar and writing were a major focus of PISc 200. This focus will continue during this course.

Good grammar helps establish a writer’s credibility. Poor grammar not only is distracting, but it reduces the writer’s credibility in the eyes of the reader. At the university level we assume that everybody has mastered the fundamentals of grammar. This is frequently not so. Often, if writers are conscientious about the most common problems, they can avoid errors. Following is a list of the twenty most common errors: missing comma after an introductory element; missing comma in a compound sentence; missing comma(s) with a nonrestrictive element; unnecessary comma(s) with a restrictive element; comma splice; missing comma in a series; vague pronoun reference; dangling or misplaced modifier; wrong word; wrong or missing verb ending; wrong or missing preposition; missing or misplaced possessive apostrophe (e.g. its/it’s confusion); unnecessary shift in tense; wrong tense or verb form; lack of agreement between pronoun and antecedent; unnecessary shift in pronoun; sentence fragment; and fused sentence. Watch carefully for grammatical errors as you edit your work.

Punctuation is the single most important thing in making things easier to read. The correct punctuation helps the reader follow your argument and not have to go back and reread a sentence to find out what you mean. Correct use of commas is one of the most common problems. For example, can you make sense of the following sentence with misplaced commas? “The Panda, a large black and white mammal native to China, eats, shoots, and leaves.” (see Lynn Truss, *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*) Following are six comma rules: put a comma before and, but, for, or, nor, yet, so, when they connect two independent clauses; put a comma between items in a series; put a comma after an introductory expression or afterthought that does not flow smoothly into the sentence; put commas around the name of a person spoken to; put commas around an interrupter, like however, moreover, etc.; put commas around nonessential material. The apostrophe is also a common problem. What do you make of this sentence? “Those things over there are my husbands.” (see Lynn Truss) Be careful to distinguish between the possessive “its” and the contraction “it’s”. I recommend two style guides: Lynn Quitman Troyka, *Handbook for Writers*, or *The Merriam-Webster Dictionary of English Usage*.

Finally, as you draft, revise, and edit your papers, keep the following advice in mind. Don Norton (BYU English faculty) recommends: “One should always choose the common, familiar word, unless the ‘big’ word clearly is more precise in meaning” because “the best writing is
simple, concise, and direct.” Another writer argues that “clear simple writing is a reflection of depth of thought.” People expend mental energy reading things and you need to write to minimize their effort to understand or they will not read what you write. As you edit your drafts you may discover that some words or phrases you used do not really say anything and the meaning is unchanged by just deleting them.

Writing is important. One major objective of this course is to help students improve their writing. Your writing will make a difference in your grade for this course, but more important, it will affect your career after graduation more than you may now imagine.

(Little in this short essay on writing represents my original thinking. I am indebted to Gary Hatch, English Composition Coordinator, Deirdre Paulsen, Writing Fellows Director, and all of the participants in the summer 1997 Advanced Writing Seminar for faculty.)

PREPARING WRITING ASSIGNMENTS

1. Prepare writing assignments very carefully. This will require you to know the case well.
2. Follow the Guide to Writing Memoranda or the Guidelines for Case Writing.
3. Writing assignments are individual projects. You should not cooperate with other students while writing the assignment. However, you are encouraged to explore ideas and discuss your thoughts with others or your study group before writing your first draft. Seeking peer criticism of your work before you write the final draft is strongly recommended. Peer review of your capstone paper is required.
4. Computer or printer error is not an acceptable excuse for late or poorly presented work.
5. Essays are evaluated on the basis of both substance and style. (Should you grammar inhibits my ability to get what you are saying, you gotta pwablem!) Therefore, use good organization, clear and coherent sentences, and paragraphs, and follow the common canons of good grammar (complete sentences, agreement between subject and verb, appropriate use of commas, etc.). Always carefully proofread your work before handing it in; simply “spellchecking” is not the same as carefully proofreading.

Assignments

Assignment Descriptions

Major Writing Assignments:
Students are required to complete five major writing assignments: two 5 page memoranda (that cannot exceed five double-spaced pages using 1 inch margins and 12 font type); a 2-page proposal of your case that briefly characterizes the case’s contents and emphasizes the heuristic utility of the case; a 5-page theoretical analysis of your case that links the case study to the theoretical literature in the social sciences; and an 15-page case study. The guidelines for the memos and writing a case are given below.

**Major Writing Assignment Due Dates**

Jan. 11, Korean War memorandum; Feb. 1, Case proposal; Feb. 22, Theoretical Analysis; March 7, China Human Rights memorandum; March 28, Case Study first draft; April 4, Peer Review; April 19, Case Study Final Draft.

**GUIDE TO WRITING MEMORANDA:**

I. **FORMAT**

Usually options memoranda should include the following seven parts, in the order listed:

1. **Issue**: What is the policy question to be answered, and why must it be answered now? A few sentences will suffice.

2. **Background**: What is the setting for this issue? State the relevant facts of history necessary to understand the present milieu (but don’t write a long historical narrative).

3. **Objectives**: What are the objectives? Avoid enumeration of vague or tangential goals. This list should not be unwieldy. Usually some objectives will conflict with others.
4. **Analysis**: What is the nature of the problem? Go beyond the background facts to state and justify assumptions, and lay the analytical groundwork for delineation of the options and their pros and cons.

5. **Options**: What are the major alternatives for action? List the pros and cons of each?

6. **Recommendation**: Which option should be adopted? A short statement is adequate.

7. **Rationale**: Why this recommendation? Why do the pros outweigh the cons? This is the major section and should clearly justify the recommended option.

**II. GUIDELINES**

1. **Incentive**: Let the decisionmaker know why he should be concerned with this issue now. Why is it an important issue? Why can’t it wait?

2. **Assumptions**: Specify broad assumptions that frame and limit the memo. Why are some things in or out of the memo? (E.g., “Assuming Congress would not . . .”)

3. **Options**: Present a clear choice of options. Make sure all major options are considered. Omit options (1) that are irrelevant; (2) that are unrealistic; (3) that no reasonable policymaker would support; (4) that no reasonable policymaker would oppose. If necessary, justify why some options are not included, or not elaborated. The presentation of options should be pointed enough to confront the decisionmaker with the hard choices that the issue demands. Identify sub-options, if any. Make sure the decisionmaker can quickly observe how options differ from one another.
4. **Fallback**: Remember Murphy’s Law and prepare the decisionmaker for the worst. Identify the costs if a preferred option fails. What are the fallbacks? Beware of recommending an option that is most attractive, but that is probably infeasible or that carries a high risk of failure.

5. **The Big Picture**: How does this issue relate to other issues under consideration? Will the development of this issue and the consequences of action taken be importantly affected by developments on other fronts? Keep in mind the Big Picture to avoid getting bogged down in irrelevant or trivial details. Place the immediate issue in a longer-term timeframe.

6. **Brevity**: Be brief. Don’t tell the decisionmaker what he already knows. Don’t tell him everything you know about the issue. Put yourself in his place: what is the minimum amount of information he needs to decide? Avoid overly elaborate analysis and temptations to show off technical skill (use appendices if necessary).

7. **Bias**: You cannot avoid having a personal point of view, but you can avoid slanting the assumptions or options. Your expression of your preferences will be more credible if it is openly disclosed, and if you have fully and fairly presented alternative views. And remember your audience. Tell him what he needs to hear, but tailor it to his sensitivities.

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Adopted from The Crisis Game Video Case, Study Guide (Harvard University, 1986).

**Schedule**

**Course Schedule**

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<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tr>
<td>W - Jan 4</td>
<td>Course Introduction and Writing Across the Curriculum</td>
<td>Read George Orwell (Blackboard under Course Materials); Hudson, Ch. 1</td>
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<tr>
<td>W - Jan 11</td>
<td>The U.S. Involvement in the Korean Conflict--The decision to go to war.</td>
<td>Due Memorandum on U.S. Options in the Korean War (only parts 1-5). Prepare “Korea and the Thirties”</td>
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<td>W - Jan 18</td>
<td>The U.S. Involvement in the Korean Conflict --ending the war.</td>
<td>Prepare “Korean War Aims”</td>
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<td>W - Jan 25</td>
<td>U.S. Involvement in the Vietnam Conflict --escalation</td>
<td>Read Hudson, Ch. 2</td>
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<td>Prepare “Americanization of the Vietnam War”</td>
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<td>Read Hudson, Ch. 7</td>
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<td>W - Feb 1</td>
<td>U.S. Involvement in the Vietnam Conflict --war termination</td>
<td>Prepare “Nixon Administration and Vietnam: A Case Study in Negotiation and War Termination”</td>
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<td><strong>Due</strong> Case Proposal</td>
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<td>W - Feb 8</td>
<td>U.S.-China Rapprochement --systemic considerations</td>
<td>Prepare “The Negotiations to Normalize U.S.-China Relations”</td>
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<td>Read Hudson, Ch. 6</td>
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<tr>
<td>W - Feb 15</td>
<td>U.S.-China Rapprochement --negotiating compromise</td>
<td>“The Negotiations to Normalize U.S.-China Relations”</td>
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<td>W - Feb 22</td>
<td>U.S.-Japan Security Cooperation</td>
<td>Prepare “U.S.-Japan FSX Fighter Agreement”</td>
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<td>Read Hudson, Ch. 3</td>
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<td><strong>Due</strong> Theoretical Analysis</td>
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<td>Read Hudson, Ch. 5</td>
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<td>W - Mar 7</td>
<td>Sanctions against China following the Tiananmen Square Massacre, 1989</td>
<td>Prepare “Values versus Interests: The United States’ Response to the Tiananmen Massacre”</td>
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<td>Read Hudson, Ch. 4</td>
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<td>W - Mar 14</td>
<td>Review Case Study Progress</td>
<td><strong>Due</strong> Memorandum on U.S. China Human Rights policy</td>
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<td>Read Hudson, Ch 8.</td>
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<td>W - Mar 21</td>
<td>Schedule individual consultations with each student</td>
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<td>W - Mar</td>
<td>Schedule individual consultations with each student</td>
<td><strong>Due</strong> Case Study draft</td>
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<td>W - Apr 4</td>
<td>Student Case Presentations</td>
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<td>W - Apr 11</td>
<td>Student Case Presentations</td>
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<td>W - Apr 18</td>
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<td>April 19 Case Study Final Draft</td>
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**University Policies**

**BYU Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Preventing Sexual Discrimination and Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (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 SSD 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 Employment Office at 422-5895, D-285 ASB.
**Academic Honesty Policy**

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Plagiarism Policy**

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

**Respectful Environment Policy**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." *President Cecil O. Samuelson, Annual University Conference, August 24, 2010*

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." *Vice President John S. Tanner, Annual University Conference, August 24, 2010*