POLITICAL SCIENCE

Program Review

University of Arkansas at Monticello

School of Social and Behavioral Sciences

2023-2024

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Goals, Objectives, and Activities

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

The Political Science program is part of the School of Social and Behavioral Sciences (SSBS) at the University of Arkansas at Monticello (UAM). The program shares many goals with the SSBS and with the university at large. These goals include the development and dissemination of knowledge to improve society and the intellectual and social development of individual students.

These objectives are addressed through the following specific goals:

- To provide support courses to students in other fields that utilize Political Science knowledge and perspectives. This is accomplished by offering coursework to fulfil the university's general education requirements (as directed by the policies put forth by the State of Arkansas) and/or to earn a major or a minor in Political Science, and to allow for student participation in honor society activities;
- 2. To provide accurate, up-to-date content knowledge of the field of Political Science through continual updates to the knowledge base and through faculty research and development;
- 3. To prepare students for careers chosen from among the diverse options available to Political Science graduates, including the pursuit of graduate or professional post-baccalaureate education; and/or
- 4. To serve as the foundation for students planning to enter law school by providing coursework for the pre-law curriculum. Although a specific curriculum for "pre-law" students is not required, the American Bar Association reports that Political Science is the most common undergraduate degree for admission to law schools across the United States.

An additional element of program goals is the development of skills to help students succeed in the workforce. In addition to learning specific topical areas of knowledge, they hone their critical thinking skills by critically evaluating different and competing interpretations (and dominant narratives) of current events and learning that every action brings about a series of consequences – some good, some bad, but many unforeseen. They moreover strengthen their research, writing, public speaking, and debate skills, all while gaining a sense of media literacy. By working both independently and in groups, students further strengthen their ability to articulate views rationally in written, oral and technological formats.

These goals and student learning outcomes are met through the activities of the Political Science faculty as follows:

- 1. The Political Science program impacts student development beginning at the level of general education. By providing foundational knowledge about the American democratic experience and associated responsibilities, students are better able to develop media literacy skills, which in turn helps them discover how they, as individual citizens, can impact their community.
- Political Science majors are further required to take three additional core classes: PSCI 2283 Research Methods, PSCI 3313 Statistics for the Social Sciences, and PSCI 4683 Western Political Theory. In Research Methods and Statistics, Political Science majors are

introduced to research and analysis using qualitative, quantitative, and mixed-methods methodologies. Here they develop their research, writing, and analytical skills, while writing substantive research projects. These skills help ensure their success in PSCI upper-division seminars. In Western Political Theory, majors gain a working knowledge of the concepts and methods of reasoning that characterize western political thought, including a better understanding of key political terms and theories that underpin the American political system by reading the original works of philosophers ranging from Aristotle through Rawls. They are also required to deliver a thoughtful and well-articulated presentation of research findings, thereby improving their public-speaking skills.

- 3. In upper-division seminars, students are expected to hone their critical thinking skills to evaluate different and competing interpretations about politics both domestically and in the world. They are expected to read scholarly sources and compare these against what they hear in the news. They are required to write longer essays, more in-depth exam responses, and talk more in class. Rather than sitting and listening to lectures that take up the entire class period, students hear shorter, more targeted lectures, after which time they are to do independent research and analysis, which in turn underpins what they discuss in class, their essays, and exam responses. In addition, students read articles, featured news and/or online resources featuring a wide variety of authors and perspectives. Together, these sources and practices allow students to draw their own conclusions about what they think is important.
- 4. Independent Studies in the UAM Political Science department are offered as self-directed, advanced examinations of topics of a student's choice. Students are involved in every aspect of the negotiation process, from helping to visualize the syllabus to being involved in the process of finding suitable, scholarly sources. Students participate in the weekly one-on-one sessions with the supervising faculty and the course culminates in the writing of a comprehensive research paper or equivalent intellectual task. The expectation is that the completed work will be of a sufficient quality that it can be presented at an academic conference. The intention is to provide undergraduate students with experience to prepare them better for graduate and/or law school.
- 5. Every UAM student, especially those intent on going to graduate and/or law school are encouraged to pursue an internship. Previous student internships have ranged from working in legislative offices (including the state governor's office, the Office of the Arkansas Attorney General's office), working for a local newspaper, the local chapter of the NAACP, and for regional economic development agencies.

Embedded within the curriculum and running through all UAM Political Science classes are the following instructional concepts:

- 1. Undergraduate Research: such research engages students in "scholarship that makes an original contribution to a discipline" and prepares them for their future careers by developing skills in debate, writing, thinking and public speaking (Rowlett, Blockus, and Larson, *Characteristics of Excellence in UR*, Council on Undergraduate Research Publications, 2012). In Political Science, this can include:
 - Intensive independent studies/capstone courses involving faculty mentors and comprehensive research projects.

- Systematic archival/database research of statistical data and/or historical/primary documents.
- Presentation of individual research at regional, national and/or international conferences.
- Community projects to test what students learn in the classroom to empirical events.
- Competitive / interactive research opportunities, i.e. summer research symposiums, Model United Nations, Mock Trial, Student Congresses, etc.
- Experiential research opportunities, i.e. field studies, internships, work for Non-Profit Organizations, clerking in a law office, etc.

Each of these initiatives is available to UAM Political Science students. (Strong, "Undergraduate Research in Political Science: Engaging the Theory and Statistical Significance of Empirical Evidence," Harald Mieg, ed. *Cambridge Handbook for Undergraduate Research*, 2022.)

- 2: Presentation of Independent Research at Conference: Any UAM Political Science major can request to go to conference. They are then paired with a conference that meets their specific academic prowess and experience. At conference, UAM students strengthen their written and oral presentation skills by comparing their work against that of peers and faculty advisor presentations and develop their analytical skills of current events at both the national and international levels. Then, to expand on the concept of "learning outside the classroom" further, students are encouraged to keep in contact with the people that they meet at conferences and/or competitive (collegiate) simulation events. In the last 10 years over 95 UAM Political Science students have presented their independent research at 34 state (Arkansas, Louisiana), regional (SPSA, MPSA), national (NCUR, Pi Sigma Alpha, Alpha Chi), and/or international conferences (in Puerto Rico; Berlin & Oldenburg, Germany; and Doha, Qatar). In addition, 5 UAM Political Science majors secured Student Undergraduate Research Fund (SURF) grant awards from the Arkansas Department of Higher Education (ADHE).
- 3. Use of the Socratic Method: While not a new approach to teaching, the Political Science program is perfectly situated to utilize the Socratic method to its fullest potential. This method involves the presentation of shorter lectures paired with strategic questions that prompt discussion and "empower students to self-link the facts/figures of a topic with critical analysis" (see Strong, "Undergraduate Research in Political Science: Engaging the Theory and Statistical Significance of Empirical Evidence," Harald Mieg, ed. *Cambridge Handbook for Undergraduate Research*, 2022). Provided that the questioning process does not shift into a way to intimidate the students, the Socratic Method consists of a "dialogue between teacher and students, instigated by the continual probing questions of the teacher, in a concerted effort to explore the underlying beliefs that shape the students' views and opinions." The intention is to shift the students' focus from memorizing facts/figures to critical analysis by making them active participants in the learning process (Rob Reich cited by Peter Conor, "Teaching Tips, The Socratic Method: Fostering Critical Thinking," 2023; www.tilt.colostate.edu/the-socratic-method/; accessed 9/21/23).

The Political Science program also achieves its educational goals through the use of honor societies and other extracurricular opportunities. Dr. Carol Strong has been the faculty sponsor

for the Pi Sigma Alpha Political Science honor society since 2011 and the co-sponsor of Alpha Chi since 2015.

In service to Alpha Chi, Dr. Strong has accompanied students to every annual Alpha Chi convention since 2015. Alpha Chi is an interdisciplinary organization with a high G.P.A. requirement for membership (3.75 or higher). Even with such rigorous membership requirements, 8 UAM PSCI majors were inducted into Alpha Chi. Dr. Strong also served on the Alpha Chi National Honor Society Regional Board in the following roles:

President, Region II, Apr 2018- April 2020 Vice-President, April 2016 - April 2018 Reviewer, *Aletheia*, 2018, File: AX 0171

In line with the activities of Pi Sigma Alpha, UAM Political Science majors are given the opportunity to participate in extracurricular activities targeted at the development of leadership skills through experiential learning. These skills include teamwork, networking, articulating ideas effectively in both written and oral formats, and public speaking skills.

- Conference Presentations: UAM Political Science majors are highly encouraged to present their work at state, regional, national, and even international conferences. Former UAM political science students have presented papers at the Arkansas Political Science Association's annual state conference, the Pi Sigma Alpha annual conference in Washington D.C., the Southern Political Science Association's annual regional conferences held in New Orleans, Louisiana and San Juan, Puerto Rico; the Midwest Political Science Association's annual national conferences held in Chicago, Illinois, as well as international conferences held at the Institute for Cultural Diplomacy in Berlin, Germany (as well as two CUR World Congresses in Doha, Qatar and Oldenburg, Germany). Travel to these conferences was interrupted by COVID-19, but plans are underway to resume travelling to this conference in 2024.
- 2. Field Study Trips: While the Pi Sigma Alpha conference are highly competitive, Dr. Strong took several additional students to the conferences in Washington, D.C. to learn from being in the nation's capital. Between 2018-2020, 14 UAM Political Science majors took advantage of this opportunity; again, these were interrupted by COVID-19 but are set to resume in 2024.
- 3. Networking with Professionals: In addition to having the opportunity to meet and network with academics and professors presenting their work at conferences, Political Science majors are encouraged to have face-to-face meetings with elected representatives. Since 2018—which coincides with when UAM began participating in annual Pi Sigma Alpha conferences—UAM Political Science majors have had meetings in Washington D.C. with Senators John Boozman and Tom Cotton as well as Representative Bruce Westerman. At these times, the meetings lasted up to 30 minutes, during which time the students talked candidly with their representatives about the importance of higher education and the value of doing undergraduate research. During the Covid-19 pandemic, faculty worked with the Consortium of Social Science Associations (COSSA), to arrange a series of three virtual meetings with Senator Boozman, Representative Westerman, and the staffers of Senator Cotton. Virtual meetings allowed for greater student participation: students have met with their state's elected representatives since 2018.

- 4. Public Lectures: Whenever programs are held in the region/state or are livestreamed by credible institutions that relate to the topics covered in class, faculty strive to organize public events for students to attend. If financially feasible, UAM students can attend Pi Sigma Alpha initiated events by travelling to events in Little Rock or the state. In 2019, 10 UAM students travelled to Little Rock to hear Supreme Court Justice Ruth Bader Ginsberg's last public lecture in Arkansas. Since COVID-19, many institutions (including the Clinton School of Public Service in Little Rock) have begun live-streaming events, such as former Governor Asa Hutchinson speaking at the 2022 Arkansas Political Science Association conference, which allow students to remain on campus and still engage in topically relevant events.
- 5: Participating in Simulations: UAM students also have the option of requesting that a team compete in Arkansas simulation events such as Student Congress and Model United Nations. In the past 10 years, UAM has had teams that won awards for "best bill" and held officer positions in the simulation event. They have also participated in regional Arab League simulations in Houston, Texas.

The Political Science faculty at UAM engages in peer-reviewed research that is passed onto the students through lectures and/or the provision of academic written texts. Recent faculty publications include:

- Strong, Carol. 2023. *The Dissident Politics in Václav Havel's* Vaněk Plays. Washington D.C.: Lexington Press.
- Davis, John C. 2023. "A Unique Arkansas Tradition: The Southeast Arkansas Political Animals Club." *Drew County Historical Journal*, vol. 26.
- Davis, John C. 2022. "Turning the Natural State Red: The Rise of the GOP in Arkansas" in *The State of the Parties*, eds. John C. Green and Daniel J. Coffey, Rowman and Littlefield.
- Davis, John C., Andrew J. Dowdle, and Joseph D. Giammo. 2021. "Arkansas: Should We Color the State Red with a Permanent Marker?" in *The New Politics of the Old South: An Introductory to Southern Politics*, eds. Charles S. Bullock III and Mark J. Rozell. Lanham, MD: Rowman and Littlefield.
- Davis, John C. 2020. "The Natural State in a Time of Change: A Survey-Based Analysis of State Party Organizations in Arkansas, 1999-2013" in *Readings in Arkansas Politics and Government* eds. Kim U. Hoffman, Janine A. Parry, and Catherine C. Reese. University of Arkansas Press (reprint).
- Strong, Carol. 2020. "Undergraduate Research in Undergraduate Research," in eds. Harald Mieg, *et al*, *The Cambridge Handbook of Undergraduate Research*. Cambridge: Cambridge UP.

Program faculty are active participants in university service and governance, sitting on both SSBS and University-wide committees. Service to the program, School of Social and Behavioral Sciences and UAM over the past five years are summarized below.

School of Social and Behavioral Sciences Committees			
Committee Faculty Term			
Search Committee – SSBS Dean	Strong	2022	

SSBS Promotional Material Committee	Strong	2021-2022
SSBS Policies and Procedure Committee	Davis	2021-2022
SSBS Scholarship Selection Committee	Strong, Davis	Annual

University Committees				
Committee	Faculty	Term		
UAM Faculty Dismissal Board	Strong	2021-2022		
Chancellor's Focus Group for Racial Equity,	Davis	2020-2022		
Diversity, and Inclusion				
UAM Faculty Equity and Grievance Committee	Davis	2019-2022		
UAM Promotion and Tenure Committee	Strong	2018-Present		
Search Committee – Director of Athletics	Davis	2018		
Search Committee – Vice Chancellor Student	Davis	2018		
Engagement				
Search Committee – Vice Chancellor Finance	Strong	2018		
and Administration				
UA Funding Model "Watchdog" Committee	Davis	2017-2021		
UA Monticello Tree Campus USA Committee	Davis	2017-2020		
Ad Hoc Committee to Create a UAM Faculty	Strong	2017-2019		
Senate, Chair				
UAM Graduate Council (Voting Member)	Strong	2017-Present		
UAM Hornaday Outstanding Faculty Award	Strong	2017-Present		
Nomination Committee				
UAM Faculty Assembly Committee (Chair)	Strong	2016-2018		
Winthrop Rockefeller Distinguished Lecture	Davis	2015-2021		
Series				

Program faculty are members of and have provided service to numerous professional organizations; in addition, faculty also serve as panel discussants and participants in professional development seminars with professional organizations (full details of which may be found on faculty curricula vitae in Appendix C).

Professional Organizations				
Organization	Faculty	Offices/Positions Held	Years	
Arkansas Political Science	Davis	At-Large Member –	2016-2023	
Association		Executive Committee		
Arkansas Political Science	Strong	At Large Board Member,	2016-2018	
Association		Conference Program Chair,		
		Vice-President, President		
Diversity in Organizations,	Strong		2019-2021	
Communities, & Nations Research				
Community				
Arkansas Department of Higher	Strong	ADHE Student	2011-2019	
Education (ADHE)		Undergraduate Research		

		Fund Grant Review / Selection Committee	
Council on Undergraduate Research (CUR)	Strong	Social Sciences Division Secretary, SSD Chair, Outstanding Mentor Selection Committee	Since 2011
Southern Political Science Association	Strong		Since 2011
Midwest Political Science Association	Strong		Since 2010
Arkansas Political Science Association	Strong	At Large Board Member, Conference Program Chair, Vice-President, President	Since 2009

Program faculty are active in community service, especially related to their field of study.

Community Service				
Organization	Faculty	Offices Held	Years	
Monticello Strategic Doing	Strong		2022-2023	
Committee				
League of Women Voters of Arkansas	Davis		2021-2023	
Monticello Planning Commission	Davis		2021-2022	
NAACP	Davis		2020-2023	
Arkansas Rural Development	Davis		2018-2023	
Commission				
Monticello Rotary Club	Davis		2017-2023	
City of Monticello Parks and	Davis	Chair	2019	
Recreation Committee				
Monticello Tree Board	Strong	Secretary, Chair	2009-2023	

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

The first channel is the inclusion of Political Science courses in the General Education requirements that must be met by all students earning a college degree from UAM or elsewhere in the State of Arkansas's higher education institutions. These requirements apply to both associate and baccalaureate degree programs. The complete General Education requirements can be found in Appendix A. Students can use the Political Science courses indicated to fulfill the following General Education requirement:

Social Sciences: 9 Credit Hours Choose one of the following (3 hours): PSCI 2213 American National Government Choose two courses from two different disciplines from the following (6 hours): PSCI 2223 State and Local Government PSCI 2233 Comparative Politics PSCI 2293 Law and Society

PSCI 2353 World Politics

In addition, several degree programs require students to take PSCI 2213 American National Government in their general education curriculum. These programs are:

Associate of Science in Criminal Justice Bachelor of Arts in History Bachelor of Arts in Elementary Education K-6 Bachelor of Arts in Middle Childhood Education Bachelor of Social Work

The second channel is the inclusion of Political Science courses in the Criminal Justice program, where the following courses are either cross-listed or used as supportive requirements:

PSCI 2213 American National Government PSCI 2283 Research Methods in the Social Sciences PSCI 2293 Law and Society PSCI 3313 Statistical Methods in the Social Sciences PSCI 3413 Constitutional Criminal Procedure PSCI 4493 Civil Liberties and Civil Rights PSCI 4663 American Constitutional Law

In addition, Political Science courses are sometimes used as substitutions for courses in Communications, Criminal Justice, History, and Social Work depending upon the student's degree plan and the appropriateness of the course for the student's workforce preparation.

The third channel is through classes that fulfill the History emphasis for the Bachelor of Interdisciplinary Studies (B.I.S.) degree offered by the Division of General Studies. The B.I.S. degree requires students to select a primary and secondary theme of study. The primary theme consists of 36 hours with 15 hours of courses from the same prefix, at least 9 hours of which must be upper-level (3000-4000) courses. The secondary theme consists of 18 hours of coursework with at least 9 hours of upper-level (3000-4000) courses. Political Science is one of the disciplines in the Social Sciences theme.

In the current political climate, Political Science courses play a crucial role in preparing students for their duties as citizens of the nation and of the world. These courses are also crucial for training students in the soft skills needed for workforce preparedness. For a more detailed discussion of the role UAM Political Science courses and their student learning outcomes play in the general education curriculum, see Appendix E.

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

A degree in Political Science prepares students for careers in business, law, education, government, think tanks, labor organizations and the non-profit sector, as well as any job desiring a workforce composed of graduates in the liberal arts. Many of the jobs cross sectors

including work as a fund-raiser which can be found within both the non-profit and the government arenas. The following list presents the various fields and specific jobs that benefit from hiring graduates of Political Science:

- 1. Government: Elected Official, Campaign Manager, Staff Member, Communications Manager, Political Consultant, Pollster, Media Strategist
- 2. Law, Advocacy, and Corrections: Lawyer, Judge, Legal Assistant, Paralegal Assistant, Probation Officer, Correctional Officer
- 3. Education: High School Teacher, Professor, Debate Coach, College Student Leadership and Activities Director
- 4. Military: Officer in the U.S. military, JAG Officer, Military Intelligence
- 5. Non-Profit Sector: NGO Professional and/or Program Director, Conservationist, Urban Planner, Public Service Worker, Think Tank Fellow, Policy Analyst, Public Relations Specialist, Peace Corp, Volunteer, Community Resource Manager
- 6. Media: Journalist, Broadcaster, Blogger, Social Media Manager, Broadcast News Analyst
- Business: Broker, Advertising Executive, Real Estate Agent, Human Resources (HR) Generalist, Insurance Agent, Marketing Coordinator, Research Analyst, and Labor/Public Relations Specialists.

The US Bureau of Labor Statistics' "Occupational Outlook Handbook" for Political Science predicts that "employment of political scientists is projected to grow 7 percent from 2022 to 2032, faster than the average for all occupations" (www.bls.gov/ooh/life-physical-and-social-science/political-scientists.htm; accessed 9/15/23). This can be broken down into various categories, all served by a Bachelor of Arts in Political Science. Entry-level jobs suited to a degree in Political Science include:

Social Media Assistant Legislative Assistant Junior Research Analyst Public Relations Assistant Political Consultant Paralegal Market Researcher Management Consultant Policy Analyst Law Associate

Approximately 15% of the U.S. population serves in the military or does public service at all levels of government (Fiona Hill, "Public Service and the Federal Government," *Brookings Institute*, 5/27/20). Political Science degrees equip graduates for many of these jobs, including Military Intelligence, Public Relations/Fundraising Managers, Urban Planners, Research Assistance, and Educators. *Urban.org* expands this list further by highlighting that non-profit employment has grown faster over the past decade than almost any sector of the economy and is projected to continue growing in the next decade (http://www.urban.org/nonprofits/).

A Political Science degree is compatible with students intending to pursue a career in the military, especially in the areas of military intelligence. Additionally, the skills gained by completing a Political Science degree are attractive to agencies requiring intelligence analysts including the FBI, the CIA, and CACI International. Political Science graduates are able to monitor domestic and international threats, create databases and reports that underpin intelligence policy, and liaise effectively with local, state, and federal law enforcement bodies.

The most obvious jobs for Political Science graduates interested in impacting the political process would be to hold political office. Entering the process, many Political Science graduates will work as interns at different levels of government, then work their way up to employment as staffers (clerks, staff directors, staff assistants, legal counsel, researchers, policy analysts, press assistants and archivists). Admittedly, there has been a trend to downsize employment in the federal government. Nevertheless, these positions remain and must be filled by qualified applicants. At the same time, state and local government employment has risen for years and is predicted to continue this trend (U.S. Census Bureau, Annual Survey of Public Employment & Payroll: 2019).

Other employment opportunities for Political Science graduates are found in the area of Legal Occupations. In addition to lawyers, the field also employs law clerks, arbitrators, mediators, paralegals, and legal assistants. The US Bureau of Labor Statistics' "Occupational Outlook Handbook" page for "Legal Occupations" indeed predicts that "overall employment in legal occupations is projected to grow faster than the average for all occupations from 2022 to 2032" (www.bls.gov/ooh/legal/home.htm; accessed 9/15/23). Several of these jobs require only a bachelor's degree. For example, arbitrators, mediators, and conciliators—a job market predicted to grow by 5% by 2032—requires only a bachelor's degree (www.bls.gov/ooh/legal/arbitrators-mediators-and-conciliators.htm; accessed 9/15/23). Paralegal positions, which are predicted to grow by about 4% by 2032, require an associate or bachelor's degree. On average there are projected to be 38,000 jobs open annually for paralegals and legal assistants in the next ten years (www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm; accessed 9/15/23).

4. Document student demand for the program.

The table below charts the number of students who have had a declared major of Political Science over the past ten years.

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Majors	16	21	22	22	21	32	32	24	12	11

Between 2020 and 2022, there was a decline in students declaring a Political Science major. The shift from in-person to largely online instruction during this period also impacted recruitment, as many Political Science graduates are recruited from general education courses: after taking classes where students interact with Political Science faculty, select students change majors to pursue a Political Science degree. Nor was there the visibility of students attending conferences, taking field trips, or engaging in other extra-curricular activities to recruit students into the major. There is, moreover, the chronic problem that many people in southeast Arkansas (one of

the most impoverished areas in the state) believe that a degree in Political Science only prepares graduates to be politicians in Washington, D. C. This presents a challenge to recruitment, especially given that UAM is an open enrollment university and has a higher percentage of first-generation college students than usual.

The small numbers of the Political Science program belie its active and vibrant nature. As the COVID-19 bubble has started to dissipate, the Political Science program currently has 18 declared majors. There has also been a concerted push to revise the recruitment material to be more appealing to the new generation of students. Part of this push has been to find ways to educate students in the area about what they can do with a Political Science degree. Currently a networking page is under construction on LinkedIn to give current students the chance to see what past graduates have done to give them the confidence to complete a degree in Political Science knowing they will have credible employment opportunities.

Curriculum

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

The Political Science program's incorporation of current thinking and trends within the field begins with faculty research. By continuing to research, publish, and present their work in public forums, UAM Political Science faculty ensure that their work is current and relevant to the students. In class, students are given a variety of different sources (ranging from current media through to original sources written by experts in the field) to help them understand that Political Science study is multidimensional: it covers a wide range of political perspectives, not to mention that when put into practice, political theory (and the practices it inspires) impacts communities in different ways.

Faculty research also serves as the foundation for seminar courses, where students are purposely exposed to many different perspectives to the political process and the role of government therein. In these courses, students are presented with sources (written and verbal) from diverse perspectives and authors, both domestically and from abroad. These can include:

- 1. Lectures from prominent universities offering different philosophical perspectives.
- 2. Roundtables hosted by (inter)national Think Tanks and Institutes.
- 3. Ted Ex Lectures by academics, experts in the field under discussion, and/or from citizens from the countries researched in class.
- 4. Short documentaries by international news agencies ranging from the BBC in England to Al Jazeera in the Middle East.

Students are challenged to process information from a variety of different sources to enhance their critical thinking skills. By choosing pieces offering a range of perspectives and political orientations, students are given the opportunity to develop their critical thinking skills to involve more than just what they would normally read in domestic newspapers, journals, articles, and books.

Students are simultaneously challenged to understand the intersection of different academic disciplines. When considering strong and weak states in the international community, for example, students discuss economic theory and its interdependent relationship with the political system found in individual countries around the world. Western Political Theory intersects with philosophical reasoning. Studies of political violence prompt considerations of the psychological motivations for action. Likewise, when engaging in legal studies, students are required to synthesize the different approaches to crime taken by those in criminal justice, as opposed to those destined to go into a legal practice.

Political Science majors are then challenged to make even more of what they learn in class by engaging in critical reflection. According to Deakin University in Australia, critical reflection is an "extension of critical thinking" that involves the pursuit of "active personal learning." Here students must not only listen to lectures and read/watch scholarly sources; they must allow material to germinate within their minds so that they can gain perspective and apply rational

analysis to the information gained ("Critical Reflection for Assessments and Practice," Deakin University Library, 2023). In Political Science classes at UAM, traditional and newer approaches to information delivery are used ranging from the presentation of conference-length lectures to engaging in material offered through the student's Blackboard shell before coming to class. By studying scholarly content online before coming to class, students can discuss the topics covered with their fellow students and thereby see the issues covered from different perspectives.

Students are moreover encouraged to develop their research projects over the course of the entire semester – and incorporate the material they access in class in their papers – to ensure that their final output is more than merely superficial. Some classes even include Discussion Notebook Entries, where students are expected to take 15-20 minutes every few days and write about their impressions of the material covered in class – what surprised them, what confused them, what connections did they make to knowledge they already had. The intention is for the insight gained and/or questions formulated by students (while writing these entries) to inform in-class discussions and allow students to take ownership of the learning process by participating in activities specifically crafted (often through their own design and input) to demonstrate their mastery of the information gained via the assigned articles.

The field of Political Science encourages the use of simulations and role-play exercises into the classroom. The purpose of these exercises is to help students understand real-world situations and the decision-making processes involved both domestically and internationally. The latter also touches on the recent emphasis of internationalizing Political Science given the level of globalization experienced within the world today. Examples of this type of learning include the use of oral final examinations that have been incorporated into all of the international relations-based upper-division seminars. These oral finals, held in conjunction with a written final completed on the last day of class, require the student to research carefully crafted questions meant to underpin an in-class activity where the student engages in a mock simulation related to the particular class taken during that semester. Past simulations have included mock trials, European summits, Arab Leagues, and United Nations sessions.

All of these tactics are particularly useful for preparing students for graduate school and/or law school. Students are expected to read original sources rather than textbooks and to dig deeper into the topics under discussion. One tactic used is to designate one class period a week to lecture and response. Here, faculty give conference-length lectures, ask for questions, and lead a discussion based on what the students say, and deliver shorter informational 'lecture bites' to fill in any contextual information the students might need to analyze the subjects more effectively and comprehensively. Another lecture period is dedicated to doing case studies that correspond with the lecture material covered. For example, if the topic was political violence, the case study will cover an example where political violence was used either domestically or internationally, depending on the focus of the class. All of this prepares students for the deeper and more nuanced discussions they will have in postgraduate education.

Political Science also requires students to undertake extensive research projects. This approach is part of an overarching commitment to having students do undergraduate research culminating in final products that adhere to the standards of high-quality research. By pursuing research,

students develop their skills in argumentation/debate, writing, critical thought, and public speaking. Such proficiencies are fostered through "broad learning and education initiatives" and/or service-learning projects, each embedded throughout the curriculum (from lower-division, general education courses to upper-division seminars) and leading to scholarly student deliverables (publishing their work or presenting it at conference) (Rowlett, Blockus, and Larson, *Characteristics of Excellence in UR*, Council on Undergraduate Research Publications, 2012).

As further explained by Strong (Chapter 9) the pursuit of Undergraduate Research in Political Science, whether domestic or internationally focused and/or are focused on qualitative theory, quantitative databases and manipulation, law reviews, and/or a mixed-method project, UR prompt students to "develop critical thinking skills and tools, whereby they can apply what they learn in class to the real world, rather than just memorizing facts and figures that are forgotten after they take each semester exam." Most importantly, these tactics "invigorate student learning outcomes by transforming how students think and perform academically. Whether the student works as part of a group exploring quantitative data, responds to qualitative supervision or experiences the real world from the perspective of a researcher" (Carol Strong, "Undergraduate Research in Political Science: Engaging the Theory and Statistical Significance of Empirical Evidence," Harald Mieg, ed. *Cambridge Handbook for Undergraduate Research*, 2022).

Students planning on going to graduate school and/or law school also have the option to work with the professor to create a purposeful independent student organized around the research that they have done in preceding classes. This process involves the students working with the professor to craft the syllabus and find suitable resources to explore during the semester, to develop an overarching hypothesis/purpose statement for the semester, which the professor can underpin with targeted weekly subthemes. Finally, students in independent studies are required to write more comprehensive research projects that they are then expected to present at a conference.

Every Political Science major is encouraged to do an internship, which Van Vechten, Gentry and Berg argue offer "integrative power ... [which] help[s] undergraduate student learn by doing" (*Political Science Internships: Towards Best Practices*, American Political Science Association Educate Publications, 2019). Jenkins, McQueen and Wiley (in Chapter 4) not only address the value of the internship experience, they highlight how to prepare students for it. Data derived from a review of feedback from internship supervisors show that the qualities making a good intern include "dependability, work ethic, attendance, usefulness to the organization, and level of initiative" ("Ancillary Resources for: 'Integral or Irrelevant: What Makes a Desirable Political Science Intern?," *Political Science Internships: Towards Best Practices*, American Political Science Association Educate Publications, 2019).

In the past three years, Political Science majors in their last semester have secured internships at the local Monticello newspaper, the local chapter of the NAACP, the Democratic Caucus' in Little Rock, local law offices, and the political offices of Senator John Boozman, Representative Bruce Westerman, and currently with Governor Sarah Huckabee-Sanders. Previously, UAM Political Science majors interned with the Cornerstone Coalition in Drew County, Arkansas, which focuses on economic development initiatives in the region. Other students worked with

non-profit organizations such as the Iraq and Afghanistan Veterans of America (IAVA), a national organization focused on improving services to veterans of recent wars.

2. Provide an outline for each program curriculum, including the sequence of courses.

Political Science curriculum is outlined in the eight-semester plan which comprises a recommended sequence of courses by semester for the usual eight semesters required to complete the degree. This suggested sequence of courses fulfills the requirements of Act 1014 of the 85th Arkansas General Assembly and is outlined below.

First Semester (16 hours)C.ENGL 1013 Composition I (ACTS Equivalent # ENGL 1013)3PSCI 2213 American National Government (ACTS Equivalent # PLSC 2003)3HIST 2213 American History I (ACTS Equivalent # HIST 1113)orHIST 2223 American History II (ACTS Equivalent # HIST 1113)3MATH 1003 Survey of Mathematics (ACTS Equivalent # MATH 1003)orMATH 1043 College Algebra (ACTS Equivalent # MATH 1043)3	3
PSCI 2213 American National Government (ACTS Equivalent # PLSC 2003)3HIST 2213 American History I (ACTS Equivalent # HIST 1113)orHIST 2223 American History II (ACTS Equivalent # HIST 1113)3MATH 1003 Survey of Mathematics (ACTS Equivalent # MATH 1003)or	3
HIST 2213 American History I (ACTS Equivalent # HIST 1113)orHIST 2223 American History II (ACTS Equivalent # HIST 1113)3MATH 1003 Survey of Mathematics (ACTS Equivalent # MATH 1003)or	3
HIST 2223 American History II (ACTS Equivalent # HIST 1113)3MATH 1003 Survey of Mathematics (ACTS Equivalent # MATH 1003)or	
MATH 1003 Survey of Mathematics (ACTS Equivalent # MATH 1003) or	
MATH 1043 College Algebra (ACTS Equivalent # MATH 1043) 3	
	,
UST 1001 Pathway to Success 1	
General Education Social Science 3	
Second Semester (15 hours)	Credit Hrs.
ENGL 1023 Composition II (ACTS Equivalent # ENGL 1023)3	5
PSCI 2233 Comparative Politics 3	5
General Education Communications 3	
Course towards Minor 3	3
Third Semester (16 hours) C	Credit Hrs.
PSCI 2283 Research Methods in Social Sciences 3	5
PSCI 4683 Western Political Theory 3	3
General Education Humanities 3	5
General Education Science Course with Lab 4	Ļ
Course towards Minor 3	3
Fourth Semester (16 hours)	Credit Hrs.
General Education Fine Arts 3	3
General Education Science Course with Lab 4	Ļ
Course Towards Minor 3	3
General Elective Courses 6	5
Fifth Semester (15 hours)	Credit Hrs.
PSCI 3313 Statistics for the Social Sciences 3	3
PSCI Elective (3000-4000 Level) 3	3
Foreign Language 3	
Courses Towards Minor 6	5
	Credit Hrs.
PSCI Elective (3000-4000 Level) 3	3
Foreign Language 3	
General Elective 3	
Courses Towards Minor (3000-4000 Level) 6	

Seventh Semester (15 hours)	Credit Hrs.
PSCI Electives (3000-4000 Level)	6
General Elective	3
General Elective (3000-4000 Level)	3
Course Towards Minor (3000-4000 Level)	3
Eighth Semester (12 hours)	Credit Hrs.
PSCI Electives (3000-4000 level)	6
General Elective	3
General Elective (3000-4000 level)	3

*Note: Transfer students are not required to take UST 1001 Pathway to Success

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

The Bachelor of Arts degree in Political Science requires satisfactory completion of 120 semester hours of course work. All 120 hours must be in courses numbered 1000 or above. Included in these 120 hours is a 35-hour General Education Requirement. The courses which satisfy this General Education Requirement are found in Appendix A.

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

- PSCI 2233 Comparative Politics
- PSCI 2283 Research Methods in the Social Sciences
- PSCI 3313 Statistics for the Social Sciences
- PSCI 4683 Western Political Theory

18 hours of electives in Political Science (15 hours must be 3000-4000 level)

The minor in Political Science requires 18 semester hours. Required course are:

PSCI 2213 American National Government

PSCI 2233 Comparative Politics

12 hours of electives in Political Science (9 hours must be 3000-4000 level)

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

Course Number	Course Name	Last Offered
PSCI 2233	Comparative Politics	Fall 2023
PSCI 2283	Research Methods in the Social Sciences	Fall 2023
PSCI 2293	Law and Society	Over Five Years
		Ago
PSCI 3313	Statistics for Social Sciences	Fall 2023

PSCI 3403	Campaigns and Elections	Fall 2020
	(Offered as PSCI 462V Elections)	
PSCI 3413	Constitutional Criminal Procedure	Spring 2022
	(Cross-listed as CJ 3243 Procedural Law)	
PSCI 3423	US Congress	Spring 2021
PSCI 3433	Public Administration	Fall 2021
PSCI 3443	Middle East Politics	Over Five Years
		Ago
PSCI 3453	Arkansas Politics and Government	Spring 2020
PSCI 3463	International Relations	Fall 2022
PSCI 3573	Contemporary Political Ideologies	Spring 2021
PSCI 3583	European Politics	Fall 2018
	(Offered as European Culture and Politics)	
PSCI 3593	World Conflict and Terrorism	Fall 2020
PSCI 4493	Civil Liberties and Civil Rights	Over Five Years
	(Cross-Listed with CJ 4493 Civil Liberties and	Ago
	Civil Rights)	
PSCI 4553	Southern Politics	Fall 2022
PSCI 4603	The American Presidency	Spring 2022
PSCI 4613	Public Management	Over Five Years
		Ago
PSCI 4643	American Foreign Policy	Spring 2020
PSCI 4663	American Constitutional Law	Over Five Years
		Ago
PSCI 4673	Global Studies	Spring 2022
PSCI 4683	Western Political Theory	Spring 2023
PSCI 4693	Developing Nations	Over Five Years
		Ago

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

Syllabi for Political Science required and elective courses are found in Appendix B.

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

The Political Science faculty continually reviews the curriculum to ensure that course offerings are reflective of the current knowledge base and interests of the students, all while maintaining a rigorous commitment to the teaching of core Political Science principles. This involves informal internal reviews and changes, which often lead to formal curriculum changes at the university level. Currently, faculty are beginning to offer some courses with newer updated titles to attract the interest of the current student population and continue to meet best practices in the field. This includes shifting from regional based studies (European/Middle Eastern North Africa/African/South American Politics) to more thematic course titles and content.

Once curriculum changes are decided on by the Political Science faculty, they develop course proposals which include syllabi and catalogue language. These proposals are reviewed by the Dean of Social and Behavioral Sciences. When approved, the Dean submits the proposal to the Deans Council, which includes the Deans of all UAM academic units, the Registrar, and the Provost and Vice Chancellor of Academic Affairs. After a ten-day review period, the proposal is presented at an Academic Council meeting for Council approval. Proposals receiving the Deans Council's approval are forwarded to the Curriculum and Standards (C&S) Committee. The C&S representative from the SSBS presents the proposal is forwarded to the UAM Assembly where it is brought to a vote. After receiving Assembly approval, the proposal is sent to the Chancellor of the University for final approval and then to the Registrar's Office for inclusion in the official University catalog. A proposal that involves significant changes to any one program must be reviewed by the Arkansas Department of Higher Education prior to inclusion in the University catalog.

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

Political Science courses currently offered through distance learning are:

PSCI 2213 American National Government PSCI 2223 State Government of Arkansas PSCI 2233 Comparative Politics PSCI 2353 World Politics PSCI 2283 Research Methods PSCI 3313 Statistics for the Social Sciences PSCI 4683 Western Political Theory

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

Instructors interact with students through online content delivery, assessment, discussion boards, and email. With the recent technological advances, however, online/hybrid classes have become more interactive. For one, the ability to stream recorded lectures and recorded PowerPoint lecture notes in ways that are easy for students to download means that online students can see and hear their professor discussing the topics covered in the online class. Students are also encouraged to attend office hours in person or via Zoom for further interaction with faculty.

Responses to online work come in various forms. If the work is objective, student results are available upon submission. Written responses are graded through Blackboard and made available to students when all student submissions have been received (or whenever is stipulated by the professor in the Blackboard shell). Students can message professors through Blackboard, email professors through Outlook, or call professors by phone.

Instructor expectations, learning outcomes, and goals are clearly defined in their syllabi and each individual content Learning Module. Testing procedures come in various forms ranging from online, open-book quizzes to open-ended blue book responses to qualitative prompts. Closed-book exams can be achieved by announcing to students at the beginning of the semester that they will have to take a comprehensive, proctored final on campus in the Testing Center. Alternatively, they can have professors proctor their exams by having students access Zoom on their phones and set it on the desk where they are taking the exam in clear view of their monitors.

Program Faculty (Full-time/Adjunct/Part-time)

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

Faculty	Degree	Rank	Specialization
John Davis*	Ph.D.	Associate Professor	US & Arkansas Politics
Carol Strong	Ph.D.	Professor	European & World Politics

*Note: Dr. Davis left the program at the end of the Fall 2022 semester.

See Appendix C for faculty vitae.

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

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

The Political Science program currently does not employ part-time faculty, but will be using two part-time faculty in Spring 2024: LeeAnne Burch will teach PSCI 3453 Arkansas Politics and Government, and Dylan McClain will teach PSCI 2213 American National Government.

3. Describe the orientation and evaluation processes for faculty, including adjunct and parttime faculty.

During Professional Development Week, which occurs prior to the beginning of the fall semester, there is an official orientation program for full-time faculty providing information and training related to advising, regulations, available resources, and teaching facilities. Throughout the week there are a number of workshops on topics including academic advising, learning institutional software, and on-line teaching.

All full-time faculty members write an annual self-evaluation in accordance with UAM Faculty Handbook policies and procedures. They reflect upon efforts, accomplishments, and areas for improvement in the areas of teaching, service, scholarship, and professional development; the self-evaluation concludes with a plan for improvement over the coming year. These selfevaluations are used as part of the peer evaluation discussed in the next paragraph. Part-time faculty do not necessarily do the annual self-evaluation, but may be observed by the Dean or a representative chosen by the Dean at any time. Part-time faculty may also be requested to supply syllabi, exams, assignments, or graded papers to the Dean at any time.

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

For an instructor who is not having a full evaluation, one peer evaluator will be chosen by the Dean. Full-time faculty members are evaluated by students in every class. Once this process is complete, the Dean reviews all of the combined evaluations to assess faculty performance. The Dean then uses the totality of the evaluations by the faculty peer, students, self-evaluation, and observation data to complete a review of each faculty member. The Dean schedules a meeting with the faculty member to discuss their accomplishments and make suggestions for possible improvements. After this review, the evaluation and all supporting material are sent to the Provost and Vice Chancellor for Academic Affairs for review and comments. If a faculty member disagrees with the Dean's evaluation, he or she may send information to the Provost for additional consideration. The Provost and Vice Chancellor for Academic Affairs then sends a recommendation to each faculty member and the Dean.

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

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

Program Resources

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

In the area of teaching, faculty are encouraged to seek areas of special interest and, when possible, teach in those specific areas. Faculty members are encouraged to develop special topics courses, which may later become part of the regular curriculum if appropriate. The University supplies a Blackboard shell for each class to facilitate classroom instruction, and also provides technical support for those using Blackboard in their courses. Through support provided by Social and Behavioral Sciences and institutional expenditures, several classrooms in the Memorial Classroom Building (MCB) are equipped with a computer and a projector.

The School of Social and Behavioral Sciences supports faculty research and scholarly activity through financial support of research activities including attendance at professional meetings for presenting scholarly papers and other research findings. Faculty are also encouraged to further their research, including through publication. Faculty research grants (currently \$1500 per year) are available through the University on a competitive basis for funding basic research.

In the past ten years, UAM Political Science faculty have secured two full \$1500 grants and two half (\$750) grants resulting in two coauthored papers with undergraduate student, Joshua Gillum, multiple conference presentations, an article in draft, and Dr. Strong's 2023 book manuscript. The table below summarizes the grants secured.

Research Location	Grant	Faculty	Project Title	Year
Prague, Czech Republic	\$750	Strong	Havel and his Vaněk Character:	2018
			Exploring the Role of Literature in	
			Politics	
Washington D.C./New	\$750	Strong /	Psycho-Social Perceptions of a	2017
York City		Braswell	Woman Wearing a Hijab (project	
5			with Dr. Jeanette Braswell,	
			Psychology)	
Czech Republic, Prague	\$1500	Strong	The Havelian Conception of Power	2016
, <u>8</u>			Politics as Expressed in Absurdist	
			Theater	
South Africa	\$1500	Strong	Violent Oppositional Power	2013
			Transformed; The South African	
			Transition from Chaos to Calm	

In addition to the School of Social and Behavioral Sciences (SSBS) support of research and travel using faculty development funds, the UAM administration has been very supportive of faculty participating in academic conferences during the year, provided that costs don't exceed SSBS resources. The administration has also helped fund student travel to many of the conferences frequented by UAM Political Science faculty.

UAM faculty have actively presented their work over the last ten years. They have also paired the conference they received funding for with conferences that UAM Policial Science majors also presented work. Specifically, Professors Davis and Strong have taken multiple students to annual Arkansas Political Science Association conferences, where they too have presented work. Professor Strong has further taken students to present work at successive Southern Political Science Association conferences (in New Orleans, LA; Austin, TX; and San Juan, Puerto Rico), Midwest Political Science Association conferences (in Chicago, IL); an Institute for Diplomacy Professional Conference (Berlin, Germany), and two Council on Undergraduate Research World Congresses (in Doha, Qatar; and Oldenburg, Germany).

In addition, faculty members are encouraged to serve on the university committees and the UAM Political Science faculty are very active in this regard. Faculty members use their experience and specific skills serving on committees. This provides a growth opportunity for faculty members and the university appreciates their service and expertise/experience.

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

Faculty	Description	Location	Date	Financial
Member				Support
Strong	Georgia Political Science Association—	Atlanta, GA	2023	\$950
	Paper Presentation			
Strong	Midwestern Political Science Association-	Chicago, IL	2023	\$1200
	Panelist and Undergraduate Research			
	Mentor			
Davis	Arkansas Political Science Association—	Magnolia, AR	2022	\$250
	Discussant			
Strong	Arkansas Political Science Association	Virtual	2022	\$75
	Annual Meeting—Discussant			
Davis	Breaking Barriers to Entry Pre-Graduate	Virtual	2022	
	Workshop—Faculty Mentor			
Davis	Arkansas Political Science Association—	Fort Smith, AR	2021	\$400
	Discussant			
Strong	Arkansas Political Science Association—	Fort Smith, AR	2021	\$400
	Roundtable Panelist			
Strong	Midwestern Political Science	Chicago, IL	2021	\$1000
	Association—Paper Presentation			

Program faculty have pursued a number of professional development activities over the past two years, including the activities summarized in the chart below.

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

Each academic unit, along with library liaisons, recommends library purchases of materials.

The Taylor Library's budget for FY2023-24 includes \$22,597 for books (including e-books) and \$160,000 for online resources, including journals and databases. The Library does not apportion its budget by department, especially since databases tend to be so multidisciplinary. Instead, purchase policies are made in consultation with the Library Committee, which comprises representatives from all schools. Each school has a liaison in the Library who works closely with that school in developing the Library's collection. The liaison for the School of Social and Behavioral Sciences is Beth Stewart. Ms. Stewart will regularly check with individual faculty about book purchases, trying to assure that the Library meets both curricular and research needs. Faculty members have access to Interlibrary Loan services, of course, and are encouraged to recommend books for purchase.

The budget is spent on books, e-books, journals, e-journals, and databases. Electronic databases are upgraded regularly giving faculty access to new publications. The library also offers a very liberal inter-library loan policy allowing each faculty multiple inter-library loan requests.

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

The School of Social and Behavioral Sciences provides "Smart Rooms" to integrate technology in order to enhance the classroom experience. Each room in the Memorial Classroom Building is equipped with a computer connected to the internet, a projector, and an audio system.

UAM provides financial support for faculty research in the form of offering a competitive UAM Faculty Research Grant; faculty may annual apply for grants up to \$1500. Successful grant applicants have a year to spend the funds acquired. The School of Social and Behavioral Sciences further offers financial support for faculty to present at one regional or national conference per year, contingent upon the unit's operating budget.

The UAM Library features a large volume of content for faculty research and development. Library resources in the area of social sciences and Political Science in particular include the following electronic databases and subscriptions. Many of the following individual databases are included in either the larger packages of ProQuest Centra, JSTOR, EBSCO, or some through the Arkansas State Library Traveler Databases.

UAM Library Databases and Resources		
Academic Search Complete		
ArticleFirst		
Credo Reference Online		
FirstSearch Databases		
JStore		
LexisNexis Academic		
MasterFILE Premier		
Political Science Database		

ProQuest Research Library	
Social Science Database	
Worldcat	

In addition to the printed and electronic resources, a professor may contact the library staff liaison to schedule a class period in which the librarian teaches students about resources that will be most useful in completing assignments. Students and faculty consult with Ms. Stewart and Mr. Boice about particular research projects or general concerns. Annually, the Library hosts a celebration of faculty scholarship. The books and articles published by the Political Science faculty, along with the other UAM faculty, are displayed for the community's benefit, and students can see that their teachers are scholars, also.

Within the limitations of current budget constraints, library resources are adequate. Nevertheless, UAM has a valuable resource in the library staff, who work very hard to purchase as many of the materials that faculty request as they can. The space constraints of the Special Collections Room and budgetary challenges moreover require the library to be sure that database purchases, especially, benefit the greatest number for the price. The library is hoping to expand its access to the entire JSTOR collection, as well as newspaper resources.

Nevertheless, when COVID-19 forced many academic tasks online, the UAM library made sure that they were keeping up with the changed environment in ways that allow them to support UAM faculty in their research and teaching endeavors. In addition to the printed and electronic resources, a professor may contact the library staff liaison to schedule a class period in which the librarian teaches students about resources that will be most useful in completing assignments. Library staff and their resident reference librarian are always more than ready to host student/faculty research consultations to help them pursue productive research agendas.

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

The following chart is a list of equipment purchases for the School of Social and Behavioral Sciences as a whole. All programs housed in SSBS use these items, including Political Science.

Item Description	Cost	Funding Source
MCB 226 & 204 Classroom Furniture	\$12, 264	One-Time Funding
MCB 306 Classroom Furniture	\$9,179	One-Time Funding
MCB 310 Classroom Furniture	\$12, 117	Centennial Fund Grant
(1) 65' Smart Board	\$2,642	Centennial Fund Grant
(1) Mobile Stand for Smart Board	\$468	Centennial Fund Grant
(3) Faculty Dell Computers	\$3,600	SSBS M&O Budget
(1) 92' Projector Screen	\$447	SSBS M&O Budget
(4) Classroom Webcams	\$208	SSBS M&O Budget
(4) Classroom Laser Projectors	\$7,327	Information Technology
(13) Classroom Computers	\$9,220	Information Technology
(10) 70" Flat Panel Monitors	\$14,170	Information Technology
(10) 35' Active HDMI cables	\$400	Information Technology

(2) Dell laptops	\$5,786	SSBS M&O Budget
(2) Faculty Dell Monitors	\$550	SSBS M&O Budget
Total	\$78,378	

Instruction via Distance Technology

Note: ADHE Guidelines state that "This section should be completed if at least 50% of any program/major course is delivered electronically." While the Political Science program does not meet this guideline for evaluation, general information on distance technology at UAM is included to assist in contextualizing the academic resources available to the program.

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

The UAM campus governance and academic approval processes are followed for any new course added to the curriculum. Any new degree program, regardless of the method of delivery (distance technology or not) must be reviewed by the faculty, approved by the academic unit dean, the Academic Council, Assembly, Chancellor, the University of Arkansas Board of Trustees, and the Arkansas Department of Higher Education Coordinating Board prior to implementation.

For an existing course to be offered via distance delivery, a Course Shell is automatically created when the online course is added to the schedule. Each faculty member who teaches an online course must offer the course in Blackboard, the campus learning management system. Training sessions for faculty are offered by the UAM Office of Instructional Technology prior to each fall semester, or as the need arises. Technical assistance is provided by the Office of Instructional Technology as needed/required throughout the semester and/or term.

The UAM Office of Instructional Technology is responsible for the management and maintenance of the learning management system and other administrative concerns. Additionally, the Office of Instructional Technology is responsible for providing technical assistance to the faculty who teach online courses.

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

University of Arkansas at Monticello faculty and students have access to infrastructure and technology that includes intranet, Blackboard, Compressed Interactive Video, broadband Internet, and access to the online catalog, electronic books, and journals available in the Fred J. Taylor Library and Technology Center, as well as web-based mediums. Regular funding is part of an ongoing process that includes technology upgrades, software licensing, and technical support. UAM recently completed an eight-year plan to provide a technology infrastructure that increased the University's academic competitiveness. This plan included Level One technology certification for all buildings on all three campuses.

In the summer of 2010, UAM, a founding member of the Arkansas Research and Education Optical Network (ARE-ON), connected to the ARE-ON Network allowing

access to two highspeed 24 national networks, the Internet2 and National Lambda Rail. Completion of this project allowed UAM to collaborate with all universities and colleges that share the network as well as access to the Internet at a much faster rate.

UAM has also purchased a financial and student information software system, PeopleSoft, updating the institution's 25-year-old software system, which will make secure access to campus educational and planning resources available to students via the Internet. UAM began offering distance education courses in 1999 with WebCT, and utilized various versions of WebCT until summer 2010, when UAM changed over to Blackboard as its distance learning course management product of choice. In 2022, UAM migrated to Blackboard Ultra for all of its distance learning courses and provides support to all students and faculty as they adjust to the modern learning management system.

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

The UAM Information Technology Department sets forth guidelines for the protection of personal information following the information security policies regulated by the State of Arkansas security recommendations. These guidelines state that UAM can only collect personal information through a secure link and with prior approval from that individual.

Personal information cannot be stored on the course management system by the students and/or faculty. The Office of Academic Computing regularly scans web sites for the presence of personal information. The removal of personal information found on the course management system is immediate. The Learning Management system (Blackboard Ultra, in this case) is subject to the same security measures as all other Information Systems on the UAM campus and meets the State of Arkansas security guidelines for protecting personal information.

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

- Advising: MFA students are advised by the MFA program director. The director (or another faculty member who may be appointed as a particular student's advisor) works with each student from the time the student applies for admittance into the program to work in a specific genre. The advisor typically talks by phone or email with the student about goals and aspirations, personal interests, and background. Working closely with the student, the advisor may suggest a particular combination or sequence of courses. The advisor meets by phone, Zoom, or email at least once a semester to discuss the student's progress and goals.
- Course registration: The student's advisor, after talking with the student well before the beginning of the next semester, registers the student for courses. Students are usually not given the option of registering for the courses themselves. However, the student's advisor works closely with the student to ensure that the desired courses are added. The advisor is also able to provide information on when particular courses will be offered as part of the program's course rotation.

- Financial aid: The UAM Financial Aid department works closely with all students, including graduate students and students taking online programs, to apply for various sources of financial aid, including loans, grants, and scholarships. Financial aid staff are skilled in working with online students and may provide counsel and support through phone, email, or Zoom.
- Course withdrawal: In the event that a student needs to withdraw from a course, the student's advisor submits and manages the appropriate withdrawal forms.
- E-mail account: All UAM students including graduate students are provided with a university email account. Support services are available online and by phone.
- Access to library resources: All of the resources at UAM Taylor Library are available to UAM students who are studying online. The library databases provide online access to a wide variety of resources, the library maintains an extensive eBook collection, and the library's online LibGuides provide subjectspecific research and resource information and assistance. The Interlibrary Loan service provides access to materials not available via the UAM library's system, and UAM's online students have 24/7 access to Ask-a-Librarian for research assistance. In addition, Librarians provide Information Literacy sessions to all online classes. The UAM library is also an ARKLink participating library, which allows our online students to borrow materials from other statewide participating institutions.
- Help Desk: The UAM Office of Informational Technology assists both faculty and students with technical issues.

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

The Office of Information Technology provides technical support for online students. If a student needs help with Blackboard, the student should visit https://www.uamont.edu/it/index.html. Support is also available by phone (870-460-1036) or in person on the second floor of the Student Center suite 207.

The Office of Information Technology also offers an online knowledge base and chatbot support.

For more information about technology support services, please see the UAM Student Handbook for Distance Education, which can be viewed on the UAM website: https://www.uamont.edu/academics/distance-education.html

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

Regular orientation opportunities are offered at the beginning of each semester to orient students to the use of the learning management system and related student technology resources such as email.

7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

Institutional policy regarding faculty course load, number of credit hours taught, and compensation for full-time employees is outlined the UAM Faculty Handbook, pages 49-50:

The basic element of faculty workload is a work unit, which is equivalent to one class hour (50 minutes) per week for a semester or which is equivalent to three and one-third non- classroom laboratory hours of work per week for a semester. Included for each of these class hours is time for class preparation, grading, office hours, and other work with students outside class.

The minimum course load for full-time faculty at the assistant professor level or above is 12 semester credit hours. The minimum course load for faculty at the instructor level is 15 semester credit hours. For faculty teaching non-dual listed graduate level courses, a 1.33 multiplier will be used to determine graduate faculty course load, i.e. a 3-hour graduate level course will be considered 4 hours (3 x 1.33= 4.00). For dual-listed courses, no multiplier will be used. The course load for faculty teaching both undergraduate and graduate level courses in the same semester will be determined on an individual basis. Faculty course loads are normally assigned based on course coverage need and faculty research/scholarship and service productivity. Multi-interdisciplinary teaching assignments or other University duties may be assigned as a portion of the 15-hour course load. Such assignments must be recommended by the unit head and approved by the Vice Chancellor for Academic Affairs. (See UAM Operating Procedure 420.1 Teaching Load for Faculty.)

Individual academic units can recommend for approval by the Vice Chancellor for Academic Affairs equivalent assignments for calculating workload. It should be understood that the typical workload will vary considerably.

Faculty may be assigned to daytime or nighttime teaching and on-campus or offcampus teaching.

Full-time faculty members are expected, as part of their University service, to advise students, serve on committees, and perform academically-related public service. Duties for full-time faculty also include individual research, scholarly or creative endeavors, and professional travel and development, as well as the usual instructional, research, service, and administrative duties for which work units can be assigned.

Professional staff with academic qualifications may be assigned teaching duties. In such cases, the individual will receive a split appointment of Instructor/Staff. The workload for these split appointments will be prorated.

Institutional policy for part-time employees is outlined in UAM Operating Procedure 435.1, which may be found at https://www.uamont.edu/Fin-Admin/operating-procedures.html.

The University of Arkansas at Monticello may employ individuals for temporary appointments on a part-time basis to teach courses due to faculty shortages and/or emerging needs. An individual employed on a part-time basis will not normally teach more than two courses, or sections thereof, or 50% of the normal full time load during any term.

Exceptions to this policy require prior approval from the appropriate Vice Chancellor or Chancellor. Academic Unit Heads may request salary exceptions related to teaching experience, academic degree, subject area qualifications, market value and other factors. The following provisions shall apply:

- Offers of employment are issued in writing by the appropriate Academic Unit Head and approved by the Vice Chancellor.
- Part-time faculty hired to teach a specific course in order to meet a temporary institutions need are designated as adjunct faculty.
- Employment must be in the name of an individual.
- When employed more than halftime for an extended period, the individual may be placed in a benefits eligible instructor slot on a 50%, 75% or 100% appointment.
- Part-time faculty is a non-benefit eligible position. UAM pays only the mandatory employee contributions.
- Privileges normally extended:
 - University I.D. Card; admission to university activities; library use; temporary parking permit.
- Privileges normally excluded:
 - Assigned office; catalog recognition; inclusion in commencement.

1. Part-time faculty salary for teaching a three-hour course will be based upon teaching experience at UAM. See scale below.

2. Courses Taught	3 credit/hour	Lab/1 credit
1-5	\$1800	\$1200
6-10	\$2100	\$1400
11 or more	\$2400	\$1600

3. Academic Unit Heads are responsible for maintaining historical records to determine rate of pay.

4. Salary for one-credit hour laboratories will be 2/3 the salary of a three-hour credit course.

5. Retired UAM faculty will be paid at the overload rate of \$2,500 for a three-hour course.

6. The University reserves the right to prorate the salary of part-time instructors should the adjunct instructor not meet with the students the required class time.

7. Prior to employment the Academic Unit Heads will submit a request to hire to the appropriate Vice Chancellor and obtain a transcript of the highest degree attained along with any other data necessary for internal and external data reporting.

Majors/Declared Students

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

The table below shows the number of UAM Political Science majors over the last three years. All majors are undergraduate students; the UAM Political Science program does not offer graduate coursework.

Declared Majors				
Fall 2020 Fall 2021 Fall 2022				
24 12 11				

The last three years reflect the unfortunate impact of Covid-19 on higher education. During this time, many students made different decisions about what they wanted to do or simply could not afford to continue their education at this time. As a result, student demand was impacted and many disciplines suffered, including Political Science.

There are moreover signs that this trend is reversing. The table above shows that the number of majors dropped by half between 2020 and 2021; again reflecting (in part) the impact of Covid-19. This semester, by contrast, there are 18 declared majors in Political Science. This reflects in part the new recruitment material and approach now employed by the SSBS, but also a sense of normalization in student numbers.

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

Recruitment begins even before students enroll at UAM with flyers and eight-semester plans handed out to potential students at all high school recruitment days hosted at UAM. Following up on these chance meetings, the potential students that sign the register are sent emails by the Political Science faculty describing the Political Science program at UAM, as well as the opportunities open to Political Science graduates.

Flyers are likewise distributed to new UAM students at orientation and Weevil Welcome days. In the past year, the recruitment brochures have been updated to appeal more to the current student. Rather than having a sheet that merely lists the information that students need to know, the current brochure is colorful and has a Boll Weevil holding either an Arkansas flag or a briefcase, depending on the version received. On one side is a listing of the different categories of employment (as well as the jobs associated with each) that prefer Political Science graduates. The other side outlines the 8-Semester Plan for Political Science at UAM to show them that they can finish their degree in four years. These recruits account for approximately 25-35% of all UAM Political Science majors and most of them come in as pre-law students.

One of the challenges of recruiting students in southeast Arkansas to pursue Political Science is that they think that to do this means that they want to be a politician elected to office. Many students are not aware of the skills developed in Political Science classes and/or the broad range

of employment that is open to Political Science graduates. By taking a Political Science general education course, they interact with political science faculty and are introduced to the different issues and thematic areas covered in Political Science classes. At the end of a class like PSCI 2213 American National Government, many students gain an interest in Political Science courses and want to take more. To foster this interest, flyers advertising the classes to be offered in Political Science during the next semester are handed out in classes just prior to UAMs pre-registration period. In addition, those students doing well in the class and/or expressing interest in a career in Political Science are invited to make an appointment during office hours to talk about what that would entail and what careers they can pursue after graduation.

Indirect recruitment comes from news releases of the activities of current Political Science majors, many of whom participate in such high-profile activities as Student Congress and Model United Nations as well as regional, national, and international academic conferences. Discussions are underway to implement film festivals focusing on current political issues and/or roundtable discussions of current events in politics.

Once students join the program, they not only rarely leave the program, but they graduate. This is due to what is offered as a Political Science major and the fact that fulfilling the requirements of the Political Science program is flexible, there are only five required (core) classes – American National Government, Comparative Politics, Research Methods, Statistics and Western Political Theory – and they are each offered every year, if not every semester. These classes are moreover offered online as required. All Political Science majors are also assigned to an advisor, who meets with them whenever they need advice or help with course substitutions. Each semester, they meet with their advisor during pre-registration at which time they both review their progress in the program and sign them up for classes for the following semester. A folder and/or file is kept for each student to help ensure that they are on track to graduate when expected. And if problems arise, they can seek academic advice from their advisor, who will work to help them work everything out and get back on track.

The six required (admittedly mostly upper division) seminars are furthermore non-specified electives, which means that students have a variety of choices about what they can take to fulfil these program requirements. In addition to the offering of upper-division (Political Science specific) seminars – which every semester involves both domestic and international focused courses – students can work with their advisor to see if any other comparable SSBS discipline seminars (law seminars in criminal justice, topical history classes, political psychology, etc.) might be of interest to meet one of these required electives.

Since 2020, Political Science faculty have been experimenting with hybrid, live-streamed, and/or high-flex seminars to provide students with more opportunity to participate and develop skills. In some Political Science courses, students have the option of attending class by Zoom. Other classes follow a high-flex model, where students can choose to attend in person or meet weekly by Zoom for discussion. In these classes, all class material, assignments, and exam instructions (if not the exam itself) are posted in the students' Blackboard shell. Additionally, some Political Science courses are fully hybrid, where students attend lecture classes once or twice a week and then have assignments that require them to engage with their local community (i.e., as in

Campaigns and Elections, where students are required to spend time working for a local campaign).

UAM Political Science majors (who meet the membership criteria) are also able to be active in Pi Sigma Alpha, the national Political Science honor society. As part of their membership, students have many opportunities for engagement, including the chance to be office holders and serve as student leaders. Often the students decide to do volunteer work. Past events have included, pruning trees in the local community, volunteering for Special Olympics, walking dogs at the local shelter, reading to children in preschools, or preparing supply bags for the children housed in local group homes. One of the more popular events is when Pi Sigma Alpha members are able to meet their local elected representatives and discuss their research.

Upon graduation, Political Science students also distinguish themselves as competitive candidates for state/regional/national graduate and/or law programs. The following strategies aimed at ensuring a better success rate of UAM graduates in gaining admission to and succeeding in graduate and/or law school are offered in the SSBS:

- 1. Information sessions for students planning to attend graduate school in Political Science and/or law school. These sessions include informal informational talks by SSBS faculty on themes ranging from preparing for and taking the GRE, preparing graduate school applications, preparing for interviews, surviving your first year of graduate/law school, etc.
- 2. Advanced Political Science majors are mentored upon request to engage in advanced research methods techniques in order to write papers that are sophisticated enough to be presented in state, national and/or international conferences. These experiences help students to improve their research, critical thinking and public speaking skills simultaneously.

A feature of the UAM Political Science program that will tie recruitment, retention, and graduation together is the Pi Sigma Alpha LinkedIn page currently under construction. The intention for this website is to post current student and/or alumni success on the main notification page. In this way, this page promises to help advertise the quality of the UAM Political Science program and thereby attract future students. The most important aspect of this site, however, is that all UAM alumni are invited to follow the page so that current UAM Political Science graduates not only see what previous students have done, they are provided the opportunity to reach out to those former students working in the field they intend to work. This will help students synthesize what they are doing in class with what they want to do based on the experiences of UAM alumni. In this way, the former alumni help with retention by being role models for current students as they strive to succeed and prepare themselves for the workforce. By accessing the LinkedIn webpage, current students are encouraged to create a LinkedIn page, which will help them when they start looking for jobs.

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

The following table shows the number of graduates in the UAM Political Science program over the last three years.

Year	2020-2021	2021-2022	2022-2023	Total	Three Year Mean
Graduates	10	3	5	18	6

The UAM Political Science program is small but dynamic. It moreover has adhered to the ADHE standards for viability, which dictates that programs graduate at least 6 students on average over any given 3-year period.

Program Assessment

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

The primary tool for assessing the Political Science program over the last 10 years has been individual faculty assessment of Student Learning Outcomes (SLOs) created for each course. (Attempts at using standardized testing tools have failed as the number of examinees is too small to draw statistically valid conclusions.) Faculty members have created a curriculum that leads students through a series of specific classes that sequentially develops information bases and skills needed to meet SLOs. Political Science majors develop SLOs through a range of activities both inside and outside of the classroom. Skills related to the development of the student's research, writing and critical thinking capabilities come with experience and the completion of writing assignments adhering to strict referencing policies, analytical research encompassing the most recent findings, and comprehensive exams. The essential vocabulary and basic concepts of history are gained in the required history courses.

Beginning in the 2021-2022 academic year, several Political Science courses have been integral components to measuring UAM's Institutional Learning Outcomes (ILOs). Political Science courses are evaluated to determine how students are performing in the areas of Critical Thinking and Global Learning. Students in selected classes are assessed on a scale of 1-4, where 4 demonstrates a complete mastery of the competency at hand. (A full explanation of each ILO may be found in Appendix D.) Given that it is assumed that most students in freshmen and sophomore level courses should be scoring a benchmark level of 2 on their assessed skills, it is clear the Political Science program is adequately training its students in the required competencies. As the School of Social and Behavioral Sciences develops more data, it will be used to make adjustments and improvement to course SLOs and instruction. As the aggregate data for each ILO includes students from across the disciplines in Social and Behavioral Sciences, non-Political Science students are included in this data; there is no reason to believe that Political Science students are demonstrating mastery of ILO competencies any differently from their peers.

Dimension	Average score for unit	Total # of students assessed in unit
Evidence	2.5	43
Conclusion and Related Outcomes (Implications and Consequences)	2.0	76

Critical Thinking (2021-2022)

Courses Assessed: CJ 2153/PSCI 2283/SWK 3243, HIST 3513 (Fall 2021), and PSY 2203.

<u> </u>	inking (2022-23)	
Dimension	Average score for unit	Total # of students assessed in unit
Evidence	1.8	13
Influence of Context and Assumptions	2.4	8

Courses Assessed: CJ 2153/PSCI 2283, HIST 3513 (Fall 2022—Evidence); CJ 3313/PSCI 3313/SWK 3243 (Fall 2022—Influence of Context and Assumptions)

Global Lea	rning (2021-22)	
Dimension	Average score for unit	Total # of students assessed in unit
Cultural Diversity	3.1	87

Courses Assessed: HIST 1013, HIST 1023, PSCI 2233 (Spring 2022), PSY 3443 (Fall 2021), and SWK 3123 (Spring 2022).

2. Describe program/major exit or capstone requirements.

While the Political Science program does not have a formal capstone requirement, students are required to complete three core classes that prepare them for graduate school, law school and/or the workplace. These are PSCI 2283 Research Methods, PSCI 3313 Statistics for the Social Sciences, and PSCI 4683 Western Political Theory. Beginning in PSCI 2283 Research Methods and PSCI 3313 Statistical Methods, UAM Political Science students are taught the basics of quantitative, qualitative, and mixed-method research methodological approaches to research and analysis. They are then asked to write a research paper that employs what they have learned in these foundational classes. These skills are meant to underpin their work as they progress through the UAM Political Science curriculum.

PSCI 4683 Western Political Theory is purposefully designed to be an advanced, qualitative research methods class meant to complement what students learned in their research methods and statistics classes. Each week the students read a new primary source from western political philosophy with the intention to help students understand how to use rigorous political theory to expand their understanding of political processes in America and throughout the world. Additionally, students improve their public speaking, instructional and argumentation skills through the requirement that they give a 20-minute presentation based on their independent research of one of the philosophers covered during the semester. They are then to formulate questions to prompt class discussion amongst their fellow students at the conclusion of their formal presentation. This serves as one of the most significant markers of student success in the UAM Political Science program in that it exercises all of the skills needed to have strong critical thinking skills, as well as success in graduate/law school or the workforce.

Upper-division seminars have elements that serve as advance research methods classes focusing on how to write quality research projects, whatever methodological approach is taken. In these classes, students have a wide latitude regarding the topic(s) they choose when researching and writing their papers, which trains students in long-term project planning and working independently. Collectively, the Political Science curriculum is designed to provide students the skills they need to be successful in graduate school and/or the workforce.

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

Student evaluation of teaching is conducted through the Blackboard shell that is created for each course. The students complete the survey online and outside of class; participation is voluntary. The survey consists of five basic questions, with an opportunity to include individual written comments at the end of the survey. In the survey, the student responds to statements with Strongly Disagree (1) to Strongly Agree (5). The data from these surveys indicate a high degree of satisfaction with the curriculum. The survey statements used in evaluations for the last four semesters are tabulated below.

Aggregated Student Evaluation Statements: Political Science				
	Mean Fall 21	Mean Spring 22	Mean Fall 22	Mean Spring 23
I have more knowledge and a deeper understanding of the subject matter as a result of this course.	4.52	4.53	4.53	4.44
The instructor is willing to help the students learn.	4.62	4.60	4.71	4.50
The instructor shows interest in and knowledge of the subject.	4.74	4.77	4.68	4.89
The instructor demonstrates effective oral and written communication skills.	4.56	4.67	4.65	4.39
I would recommend this instructor to other students.	4.58	4.70	No Data	4.50

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

Political Science faculty are also evaluated through a series of peer evaluations that make up part of the annual faculty evaluation process. (See "Program Faculty," section 3.) These evaluations consist of classroom observation and written comments that are submitted to the Dean of Social and Behavioral Sciences which are then made available to the faculty member for review. Peer reviews are valuable as they contain advice from experienced classroom teachers and do not suffer from the documented tendency of student evaluations to reflect the expected grade of the student reviewer.

The feedback from both students and faculty can be quite helpful when considering pedagogical adjustments and changes. Department changes prompted by student and/or peer evaluations/feedback include the following steps, among others. Student evaluations are also used to gauge student interest and develop course offerings: recently Russian Politics has come back into the rotation as students again gain interest in the region. Student evaluations are also used to gauge interest and demand for alternative modes of instruction such as online, hybrid or flipped class options.

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

Per the UAM catalogue: "In addition to an application for admission and proof of immunizations, any student who has attended other colleges/universities must assure that official transcripts of all work attempted from all schools attended be sent from those institutions directly to the UAM Office of Admissions.

"Transfer students must be eligible to return to the institution previously attended. If either the cumulative or previous semester's grade point is less than a 2.00 (on a 4.00 scale), the student will be admitted on Academic probation as described in the Academic Regulations section in this catalog. Transfer students are also subject to the Transfer Policy in the Academic Regulations section."

Incoming transfer students are easily assimilated into the Political Science program if they are transferring from another University in the state of Arkansas. This is partly due to the course compatibility transfer requirements established by the Arkansas legislature.

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

5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.

The Political Science program in the School of Social and Behavioral Sciences regularly sends program graduates to graduate and/or law school. On average, about 50% or more of UAM Political Science graduates continue their education after graduation. The strength of the UAM Political Science department is demonstrated by the successes of its alumni who have completed graduate level work in areas ranging from political communication and law to Public Administration and Public Service. Other areas of achievement have been in health care, administrative management, the health care industry, accounting, and political economy.

The table below presents the specifics of each UAM Political Science graduate to have pursued post-Baccalaureate education in the past five years. The data included in this chart was gathered from LinkedIn postings and/or direct correspondence with UAM Political Science graduates.

Graduated from UAM	Graduate School	Degree/Program	Completed Degree
2022	UAM	M.A.T.	Ongoing
2021	UA Fayetteville	Law Degree	Ongoing

2021	Lindenwood University	Master of Counseling Ongoing / Clinical Mental		
		Health Counseling		
2021	University of Texas	M.S., Political Ongoing		
	at Dallas	Economy		
2021	Liberty University	M.P.A.	Accepted	
2021	UAM	M.A.T.	2022	
2020	UA Little Rock	Law Degree	Ongoing	
2020	University of	M.S., Political	2023	
	Houston	Science		
2020	American University	M.A., Political	2022	
		Communication		
2020	The University of	M.S., Accounting	2022	
	Texas at Dallas			
2020	UAM	M.A.T.	2021	
2019	Arkansas State	M.P.A.	2022	
	University			
2018	Arkansas State	M.P.A.	2021	
	University		-	
2017	University of	Ph.D., Political	2022	
	California – Merced	Science		
2017	UA Little Rock	M.S.W.	2023	
2017	Norwich University,	M.A., Diplomacy	2022	
2017	Northfield Vermont	inin in, Diptoiniaey	2022	
2017	University of	M.A. in Political	2020	
2017	California – Merced	Science	2020	
2017	UA Little Rock	M.A., Second	2020	
2017	ON Little Rock	Language	2020	
		Acquisition		
2017	Norwich University,	M.A., International	2020	
2017	Northfield Vermont	Relations and Affairs	2020	
	Northineld Vermont	Relations and Arrans		
2016	University of	Law Degree	2019	
2010	Mississippi	Law Degree	2017	
2016	Southern Arkansas	M.Ed.	2018	
2010	University	IVI.LAI.	2010	
2015	University of	M.P.A.	2017	
2013	Louisiana	101.1 .7 1.	2017	
2015	Wayne State	M.B.A.	Ongoing	
2013	University	1 11.D. A.	Ongoing	
2015	UAM	M.A.T.	2021	
2015	UAM	M.A.T.	2018	
2013	UA Fayetteville	J.D.	2018	
2014	Ohio University	M.S., Health Care	2019	
		Administration		

2014	UAMS School of Nursing	R.N., B.S.N.	2019
2013	University of Mississippi	J.D.	2021
2011	Army Command and General Staff College	Master's Degree	Ongoing
2008	UA Little Rock	Law Degree	2022
2008	UA Clinton School of Public Service	M.P.S.	2020

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

UAM sends all graduating seniors a survey to solicit feedback on their academic career. Traditionally, the response rate to these surveys has been exceedingly low leading to a consequent inability to generate meaningful statistical data. The charts below summarize the data collected for both History and Political Science majors since the Spring of 2019.

History and Political Science, Sprin	ig 2019-Sj	pring 202	3	
As a result of your experience at UAM, how much	None	Little	Some	A lot
progress do you feel you made in:				
Improving your written communication skills.			2	12
Improving your oral communication skills	1		4	9
Improving your ability to think critically		1	3	10
Improving your ability to understand viewpoints,			5	9
values, or customs different from your own				
Improving your ability to see how your actions affect		2	6	6
the local and global communities				
Improving your ability to work collaboratively with	1	3	4	5
others				

UAM Senior Survey Aggregate Results History and Political Science, Spring 2019-Spring 2023

N=7 majors in Political Science, 7 majors in History

Although this data should be treated cautiously (as it is likely that only highly motivated or highly disgruntled students would complete such a voluntary survey), it is clear that most History and Political Science students feel that a UAM education has improved their larger skills significantly. In particular, the number of students who felt that their writing and critical thinking skills had been improved demonstrates that UAM is meeting the goals of a traditional liberal arts education.

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

A Political Science degree offers valuable skills and knowledge that are well-aligned with the current job market needs in the state of Arkansas, especially when combined with internships, co-op programs, and networking opportunities (all of which are a core part of the UAM Political Science degree):

- 1. Public Administration and Government: Graduates with a Political Science degree can pursue careers in state and local government, working as policy analysts, legislative aides, public affairs specialists, and city planners.
- 2. Law: Lawyers, paralegals, legal assistants, and legal researchers are in demand in law firms, government agencies, and corporate legal departments.
- 3. Nonprofit Sector: Political Science graduates often find opportunities in nonprofit organizations, including positions in advocacy, fundraising, program management, and public relations.
- 4. Business and Corporate Sector: Political Science graduates can find roles in corporate communication, public relations, market research, and human resources, leveraging their abilities to analyze data and understand societal trends.
- 5. Campaign Management and Political Consulting: Political Science frequently work on political campaigns or as political consultants, helping candidates and parties strategize and communicate effectively with voters.
- 6. Data Analysis and Research: Political Science students often develop strong data analysis and research skills, which are highly sought after in fields like market research and polling.
- 7. Public Policy Analysis: Public and private organizations need professionals who can analyze policy issues, assess their impact, and recommend solutions.

The chart below is drawn on data from the Projections Managing Partnership (which is funded by the US Department of Labor); it indicates wages and projected job growth in several job categories that students with Political Science degrees typically enter. Average job growth rate across all sectors is 4-7%.

Job Classification	Arkansas Average Annual Job Openings	Arkansas Projected Job Openings, 2020-2030	Arkansas Job Growth Percentage, 2020-2030	Arkansas Average Annual Wage
Data & Management Analysts	780	7,970	17%	\$95,290
Legislative Analysts & Assistants	120	1,540	11.6%	\$48,090
Lawyers	220	4,080	8.8%	\$135,740
Legal Assistants/Paralegals	280	2,530	11.9%	\$59,200
Statisticians	60	3900	31.4%	\$98,920

In short, students with a Political Science degree will be highly employable over the next decade—especially given that their skills will also allow them to easily transfer between jobs and career fields.

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

UAM Political Science graduates have success in gaining employment. The table below charts employment for approximately 75% of those graduating from the UAM Political Science program in the last ten years.

Current Employment
Physical Security Analyst, Violnia, Arkansas
Manager, Flip Flop Deli Shop, Gulf Shores, Alabama
Crossett Superintendent of Schools
Pro Bono Program Director Veterans Legal Services Clinic at the University of Arkansas at Little Rock, William H. Bowen School
of Law.
Financial Advisor for Edward Jones, Merced, California
Associate Research Director at YouGov Research Institute,
California
Teacher, Louisiana School System
Data Analysts / BI Administrator, Decker Trucking Line Inc,
Texarkana, Texas
Senior Communications Coordinator, Fairfax Virginia
Real Estate Agent / Broker at 5 th Avenue Realty, Troy, Michigan
High School Social Studies Teacher, Magnolia High School,
Referee at the United States Soccer Federation, Frisco, Texas
Administrative Specialist II at Southeast Arkansas Human
Development Center, Little Rock, Arkansas
US Army Intelligence
Teacher at SEABEC in the Warren School District
Central Arkansas Veterans Healthcare System
Associate Director, Academic Affairs Retention Office, University of Arkansas at Little Rock
Alumni Development Office at UAM
Career and Technical Education Instructor at eStern Public Charter
Schools, Little Rock, Arkansas
High School Social Studies Teacher, LISA Academic, Little Rock,
Arkansas
RN, Labor and Delivery at UAMS.
Student Recruitment Specialist, UAM
Director of Student Programs and Activities / Project Manager for
Student Engagement at UAM
Marketing Coordinator at Simmons Bank, Little Rock, Arkansas
Assistant Baseball Coach / Teacher, McGehee High School
Teacher Assistant, Katy Texas
Attorney at YoungWilliams, Tupelo, Mississippi

Resident Life Coordinator, Northwest Mississippi Community
College, Senatobia, Mississippi
Senior Project Manager, Enterprise Learning Services, Pluralsight,
Denver Colorado
Digital Lab Supervisor at Monticello High School, Monticello,
Arkansas
Co-Founder, Java Bombs
Teacher, Louisiana School System
Field Representative for U.S. Congressman Bruce Westerman in
Arkansas
Field Sergeant at Arkansas Department of Corrections
Dean of Students at Arkansas State University – Beebe
Debate Coach, Cabot High School, Cabot, Arkansas
BSA Officer, Deposit Compliance Officer, Training Coordinator
at Union Bank & Trust Co., Monticello, Arkansas.
Law Enforcement Officer, Little Rock, Arkansas.
Human Resources Generalist, Drew Memorial Hospital,
Monticello, Arkansas

Of the 39 students on the list, at least 23 could be said to be working in a field related to Political Science. However, as this report as stressed, earning a traditional liberal arts degree such as Political Science leads to any number of jobs due to the emphasis such curriculum places on soft skills, critical thinking, research, and planning. Therefore, all 39 students we were able to track are gainfully employed in a field that uses those skills.

Program Effectiveness (Strengths, Opportunities)

1. List the strengths of the program.

The core strength of any program is its faculty, and the Political Science faculty is one of the strongest in SSBS. UAM Political Science professors have a tradition of high quality, innovative instruction, sound scholarship, and active public service. Dr. Davis and Dr. Strong have published in leading peer-reviewed journals and authored notable academic monographs. They have participated in and led regional and national professional organizations; both have been active in the Monticello community, enriching the civic life of the region. And their teaching has been exemplary, even in the face of the challenges raised by the Covid-19 pandemic and recent changes to the academic landscape. Dr. Davis was able to use his dual role as professor and as Director of Government Relations to give his students unique access and insight into the legislative process. Dr. Strong has been a powerful proponent of experiential learning by taking students to conferences, supervising and promoting internships, and making use of the rich online environment that has developed in the last few years to expose students to people and ideas they would not have otherwise encountered. Sadly, as often happens, such quality gave Dr. Davis the opportunity to be recruited away from UAM, but Dr. Strong has done yeoperson's work in making sure his departure has minimally impacted students.

One core strength of the Political Science curriculum is its emphasis on undergraduate research. After receiving basic training in Research Methods and Statistics, virtually every upper-division Political Science course requires students to engage in research. Undergraduate research is crucial to any social science field, as it not only allows students to explore discipline-specific content but also helps them to develop crucial workforce skills: the ability to conceive of, develop, and execute long-term projects; to synthesize material from multiple sources into a coherent narrative; to develop qualitative and quantitative analytical skills; to write, edit, and revise narrative prose; and to present work before a public audience. Students are evaluated through a qualitative process that considers each student's individual strengths and weaknesses to determine their success, rather than stretching them on the rack of universal quantitative metrics. Dr. Strong has a particularly strong record (no pun intended) in mentoring student research, with a track record of students who have presented at national and international conferences; five students in the last decade have also won highly competitive SURF Grants from the Arkansas Division of Higher Education.

Such emphasis on research and conferences also helps to explain the uniquely strong track record of placing UAM students in post-baccalaureate degree programs. Political Science can prepare students for a wide swath of graduate work. While law school is a top destination for many graduates, UAM has also sent students into Master of Public Administration programs; master's degrees in Political Science, Political Economy, Diplomacy, International Relations, and Health Care Administrations; and Master of Arts in Teaching programs. UAM graduates have thrived in top-ranked programs at schools like the University of Mississippi, the University of Houston, the University of California, and American University. UAM Political Science graduates also do well in the workforce, both regionally and nationally. Among recent graduates, Political Science can boast of a Dean of Students, a Field Representative for an Arkansas congressman, academic program directors, several teachers, an US Army intelligence analyst, and a school district superintendent. In terms of the value its graduates bring to Arkansas and to the U.S., the

Political Science program punches well above its weight.

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

The single biggest threat to the Political Science program is the fact it currently relies on a single full-time, tenured faculty member. The departure of Dr. John Davis in December 2022 means that the program will have difficulty offering courses in American politics and government, and it limits the ideas students encounter in the classroom—a necessity in a field whose very basis is in debate and the synthesis of multiple viewpoints. While Dr. Carol Strong is one of UAM's most accomplished and talented instructors (indeed, she is a recipient of the Hornaday Outstanding Faculty Award, UAM's highest honor), one faculty member alone cannot do the necessary recruitment and retention work to maintain and grow a thriving program. While the program can use adjuncts to fill gaps in the curriculum and bring fresh insights to students, contingent faculty cannot replace the role of a full-time faculty member in advising and mentoring students, building the connections to bring students unique learning experiences, or focus on the long-term development of student skills. Not being able to replace Dr. Davis puts the program in a paradoxical bind: program numbers are not large enough to currently justify hiring another faculty member, but to grow a program requires multiple faculty members.

An equally existential threat is one largely outside of the program's control: the socio-political changes of the past decade have not been kind to higher education, the liberal arts and social sciences, or the realm of political discourse. The rise of extreme political partisanship makes discussing controversial matters in the classroom that much more difficult. The explosion of partisan news outlets makes it more difficult to find the nuanced information necessary in instructional materials or student research sources. The necessary focus on workforce development can often focus on the development of technical skills but neglect the critical role that liberal arts education has in building soft skills and the long-term critical thinking skills that will allow graduates to transition into many different jobs and roles over their career. The rise of artificial intelligence tools like ChatGPT and the difficulty of engaging online students in the types of vibrant and valuable discussions easily created in the classroom present new pedagogical challenges.

All of the above factors make recruiting new majors and building the program a much more difficult task. Traditionally, the students that UAM recruits from its catchment area view college as a path towards specific jobs; convincing prospective students and their parents of the value of the social sciences is a much harder sell. University-wide recruitment materials tend to focus on easily promotable marquee programs, while the social sciences languish. In the past few years, UAM has seen an increase in the number of transfer students; this cuts down on the ability to recruit students out of general education courses where faculty can demonstrate the vibrancy and value of a Political Science degree. Developing new methods and pathways of recruiting will be a top priority in the next few years.

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

During the 2021-2022 academic year, Dr. Strong chaired the SSBS Recruitment Committee,

which was charged with overhauling many of the promotional materials used by the unit to recruit students; many previous materials had consisted solely of multiple pages of black-and white text. Under her direction, the committee developed new handouts that were attractively designed and contained clear information about courses taught, extra-curricular activities, workforce skills developed by each discipline. Political Science has been able to use these at recruiting opportunities like the Southeastern Arkansas College Fair to attract potential new majors to the discipline.

In the wake of the Covid-19 pandemic, Political Science has been a leader in pivoting to remote and hybrid instruction in order to make learning accessible to as many students as possible. Dr. Davis used hybrid-flex class schedules creatively to pivot around multiple instances where upwards of 30% of classes were quarantined, alternating in-class sessions with out-of-class independent work and research. Dr. Strong has pioneered simultaneous in-class and Zoom instruction in her courses, allowing students to attend and participate remotely when they cannot come to campus. She is also one of the strongest advocates for office hours via Zoom ("Zoomice Hours") in order to maintain connections with students and enhance their potential for success.

The past two years have also been focused on the rebuilding of conference-going, the Pi Sigma Alpha honor society, and other extra-curricular activities. These activities had to be curtailed during 2020 and 2021 due to the Covid-19 pandemic. During this pause, faculty continued to engage students through the use of online conferences and lectures; but in-person activities have a dynamic value that often cannot be replicated online. Pi Sigma Alpha has resumed in-person initiation ceremonies. This past spring, several students presented work at the Arkansas Political Science Association, and one student travelled with Dr. Strong to the Midwest Political Science Association in Chicago. Several more student activities are being planned for the 2023-2024 academic year.

During the summer of 2022, UAM Information Technology replaced all classroom computers in the Memorial Classroom Building with wall mounted mini-computers as part of a general technology upgrade. At the same time, classrooms were outfitted with 70-inch high-definition television displays which have higher quality images and are easier to maintain than the AV projectors and screens previously used. (Digital laser projectors were kept in the three largest lecture halls, which need larger-sized displays.)

The classroom furniture in the MCB mostly consists of individual student desks that were presumably designed for secondary schools; they do not seat adults comfortably. The SSBS Dean has identified a long-term plan to replace these desks with college-appropriate tables and chairs, creating more flexible classroom spaces that are more conducive to student learning and success. In the fall of 2022, SSBS was able to outfit MCB 306 with new furniture and use existing tables and chairs to re-outfit MCB 218 and 318 (which are used by Political Science and History as seminar rooms), thus gaining three newly furnished spaces for the price of one. During the summer of 2023, the unit was allocated funds to refurbish MCB 204 and 226.

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

Given that both Political Science and History are facing viability issues that will continue to be a problem for the foreseeable future, the decision has been made to merge the two programs into a combined major. Our current projections are that a combined Political Science/History degree will have a sufficient number of majors to exceed ADHE viability metrics for the foreseeable future. While this might seem to be primarily a defensive strategy, a combined major provides many advantages for future students: by taking classes from two different disciplines, students will learn complementary skills that they can take into the job market. (For example, Political Science students can often benefit from more detailed discussions of the historical record, which underlie many basic Political Science theories and arguments.) A combined major also provides greater opportunities for Internships as students can now more easily work across fields, as well as more effectively prepare potential teachers for social science Praxis exams since they will be working with a broader range of ideas. The revised major has no new projected costs. The History and Political Science faculty will present their new program to the Dean of SSBS no later than 1 December 2023; it will go through Curriculum & Standards approval during Spring of 2024 with a projected implementation date of 1 July 2024.

In addition to a merged major, Political Science majors will also benefit from the creation of a new Social Science Research Methods course that is being developed by a School of Social and Behavioral Sciences committee. This course will replace the multiple research methods courses offered in the School of Social and Behavioral Sciences. All students will be given a grounding in social science research and exposed to how research works in multiple disciplines; the course will then have discipline specific course materials, project instructions, and rubrics to ensure all students are being trained according to best practices in their fields. By giving students broader exposure to general research, they will be better prepared for the various types of projects they will need in the workforce and will allow them to be viable applicants for a broader number of potential post-baccalaureate programs. The creation of this course will cost \$1,500 in incentive pay for faculty members to develop discipline-specific materials; \$300 of that cost will be towards Political Science materials. The committee developing the course will present a syllabus to the Dean of SSBS no later than 15 November 2023; it will go through Curriculum & Standards approval during Spring of 2024 with a projected implementation date of 1 July 2024.

The Political Science program is also in the process of identifying several potential adjunct instructors to help maintain program instruction until a new full-time faculty member can be hired. For Spring 2024, the program will hire LeeAnn Burch, a former Arkansas State Representative to teach Arkansas Politics and Government; she hopes to be able to take students to legislative sessions and possibly to oral arguments at the Arkansas Supreme Court. We will also be hiring Dylan McClain to teach American National Government online; Mr. McClain is a UAM alumnus who holds an M.P.A. degree from Arkansas State and who has worked for AmeriCorps. We have identified several other potential adjuncts as well. This project will be ongoing with no fixed deadline; the cost to accomplish this will range from \$1800 to \$2500 per instructor per semester.

The Dean of SSBS will continue the long-term project of requesting one-time budget allocations to outfit the remaining 2nd and 3rd floor classrooms of the MCB with new furniture. This furniture will match the new tables and chairs purchased over the last two years. There are five rooms remaining: three large lecture rooms seating approximately 50 students and two medium

classrooms that seat 25-30 students. The Dean anticipates this taking 2-3 successful budget cycles to accomplish at a cost of approximately \$90,000. While this is expensive, it will benefit all SSBS programs, not just Political Science.

Finally, the Dean of SSBS is working on a plan to outfit an unused faculty office as a virtual teaching space where faculty (or students working under faculty supervision) can record audio and video lectures for online coursework, edit recordings or videos, teach fully synchronous class sessions requiring whiteboards or large displays, and do other tech-intensive work unsuited to faculty office space. This will involve outfitting the office with editing software, high quality cameras and microphones, a green screen, a white board, and other equipment. We hope to accomplish this in the next 18 months at a cost of approximately \$3,000. Again, this will benefit not only Political Science, but all SSBS programs.

Institutional Review Team

Dr. John Henris, History Dr. Carol Strong (Chair), Political Science Dr. Clinton D. Young, Dean of Social and Behavioral Sciences

APPENDICES

to the

POLITICAL SCIENCE

Program Review

University of Arkansas at Monticello

School of Social and Behavioral Sciences

2023-2024

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APPENDIX A

UAM General Education Requirements

UAM General Education Requirements

ACTS = Arkansas Course Transfer System. This course number indicates that this course transfers to any other public higher education institution in Arkansas effortlessly.

Composition (6 Hours):

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

Communication (3 Hours): Choose one of the following:

COMM 1023 Public Speaking (ACTS Equivalent # SPCH 1003) COMM 2283 Business & Professional Speech COMM 2203 Interpersonal Communication NRM 2062 Natural Resources Communication

Fine Arts (3 Hours): Choose <u>one</u> of the following:

ART 1053 Art Appreciation (ACTS Equivalent # ART 1003) FA 1013 Fine Arts Appreciation FA 1023 Film Appreciation MUS 1113 Music Appreciation (ACTS Equivalent # MUS 1003)

Humanities (3 Hours):

Any literature courses. Any philosophy courses. Any foreign language courses.

Mathematics (3 Hours):

Any MATH 1000-level or above course

Social Sciences (9 hours):

Choose one of the following (3 hours):

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

Choose two courses from two different disciplines from the following (6 hours):

ANTH 2203 Cultural Anthropology (ACTS Equivalent # ANTH 2013) ANTH 2213 North American Indians ANTH 2223 World Prehistory ANTH 2233 Arkansas Regional Archeology ANTH 2243 Sex, Gender, and Culture ANTH 2253 Introduction to Archeology CJ 1013 Introduction to Criminal Justice (ACTS Equivalent # CRJU 1023) CJ 2293 Law and Society ECON 2203Principles of Macroeconomics (ACTS Equivalent # ECON 2103) ECON 2213 Principles of Microeconomics (ACTS Equivalent # ECON 2203) GEOG 2213 Geography I (ACTS Equivalent # GEOG 1103) GEOG 2223 Geography II HIST 1013 World History to 1500 (ACTS Equivalent # HIST 1113) HIST 1023 World History Since 1500 (ACTS Equivalent # HIST 1123) PSCI 2223 State and Local Government **PSCI 2233 Comparative Politics** PSCI 2293 Law and Society **PSCI 2353 World Politics** PSY 1013 Introduction to Psychology (ACTS Equivalent # PSYC 1103) SOC 2213 Introduction to Sociology (ACTS Equivalent # SOCI 1013) SWK 2123 Introduction to Social Work

Science with labs (8 Credit Hours): Choose two 3-hour lecture courses with associated 1-hour labs or two 4-hour courses with integrated labs from the following disciplines:

- Biological Science
- Earth Science
- Chemistry
- Physics

TOTAL: 35 Hours

Restrictions: The following restrictions apply to the General Education program:

- 1. Courses from the major of a student will be counted toward General Education elective credit only in the Communications, Fine Arts, and the Mathematics categories. When supportive requirements exist for a given major but are drawn from a discipline other than the major, they may be used to meet the general education requirements.
- 2. In addition to the courses in the major curriculum and its supportive requirements, a major may require specific courses within the General Education elective options.

APPENDIX B

Syllabi

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES (FACE TO FACE) COURSE SYLLABUS Fall 2023 – TUESDAYS & THURSDAYS 11:10 a.m. - 12:30 p.m.

Instructor Name: Dr. Carol Strong

Instructor Location of Office: MCB 309

Instructor Phone: 870-460-1687

Instructor Email Address: strong@uamont.edu

Office Hours: Monday 9:45-11:00 & 2:30-3:30; Tuesday 9:45-11:00 & 3:00-4:00; Wednesday 9:45-11:00 & 2:30-3:30; Thursday 9:45-11:00 & 3:00-4:00; and Friday 10:00-11:00.

* Office Hours can be arranged at other times BY Appointment ONLY, but they must be made 24 hours in advance.

**** Virtual Hours:** Virtual Hours can be scheduled at times that fit your schedule (during the day, in the evening, on the weekend) provided you make an appointment at least 48 hours in advance.

Course Title and Credit Hours:

UAM PSCI 2213 American National Government, 3 credit hours.

(ACTS Equivalent #PLSC 2003)

Prerequisites: NONE

Required textbooks, workbooks, supplementary materials:

Required Resources:

Resource Title & ISBN Numbers

• U.S. Government Chart, Quickstudy / Barcharts, Inc. CRDS Edition Hardcopy: 978-1-4232-1849-4 (9781423218494), \$6.95

• Sparkcharts, United States Constitution

Hardcopy: 978-1-5866-3652-4 (978-1-586636524), \$4.95

Recommended Textbook: Charles Turner *et al. Introduction to American National Government*. (Redding, CA: BVT Publishing). For ISBN numbers, see your BB Shell.

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Please note that this is an in-person class, so most of your work will be done in-class, rather than through the blackboard shell. The exceptions are:

- A Media Literacy Learning Module, which must be completed as part of our final grade.
- Short quizzes (not the exams), which must be completed as part of our final grade.
- Short reading/listening comprehension assignments, which must be completed as part of our final grade.
- A series of review exercises to help you study for exams.

Each of these will be accessed through (and submitted in) your blackboard shell, as per the instructions given.

If you don't have access to Blackboard, please talk to the professor early enough in the semester to make alternative arrangements.

Course Description:

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

Student Learning Outcomes:

Students who complete this course should:

- Have a basic knowledge of the structure and organization of the American Government, including its main institutions, its primary political actors and the concept of federalism.
 - This will come from reading the textbook and from in-class discussions.
- Gain a better understanding of the US Constitution and how it has been amended over time and how this relates to the way that the American government operates now and how this process impacts both majority and minority audiences in America.
 - These topics will be covered in in-class lectures and recorded lectures in the student's Blackboard Shell. It will be tested in four exams through objective questions (including Multiple Choice and/or True/False Questions). Students will be able to prepare for exams by taking practice tests and/or quizzes throughout the semester.
- Come to understand that the American political process requires cooperation from all American citizens (regardless of their party) and that politics is not a conflict between rival gangs.

- This will be addressed in short additional assignments through the semester, in particular when discussing Civil Rights and Liberties, Political Parties and Political Participation.
- Develop media literacy skills when reading current events.
 - This is covered in a purposeful (separate) Learning Module dedicated to helping students learn how to discern what media sources are credible and which are not. There is a short assignment and quiz for this Learning Module.
- **Skills Gained or Improved**: Critical thinking and analytic skills, writing skills (position paper), working in groups, problem solving skills, presentation skills (i.e. the group project that involves creating a digital information sheet that must be defended orally by the members of the group).
- Workforce Skills: the ability to work to a deadline, the ability to see issues from different perspectives, the ability to interpret media releases, government documents and opinion polls, experience manipulating Word and PowerPoint, and the ability to articulate views rationally in written, oral and technological formats.

Course Assignments/Assessments:

1. Attendance:

Attendance is calculated as part of your semester grade. To be counted as present, you must attend (and be attentive) during class. You can attend in person (or by Zoom, when available). If you are only present in body (meaning that you are very late and/or not paying any attention at all), you will marked 'late' in the Blackboard Attendance Shell, which will count your attendance at 50%). Specific attendance policies are included in the 'UAM Attendance Policy' Section below.

2. Participation/Quizzes:

Throughout the semester, students are expected to complete a series of short quizzes that test the students understanding of the material discussed in class, which will (in turn) help them to assess their preparedness for the successive exams in this class. The following information is related to these quizzes:

- Regular quizzes will be anywhere from 4-15 questions in length; exam preparation exercises can be longer.
- They will each directly relate to the information covered in class and correspond to the exams given.
- All quizzes for each exam will be announced in class after the relevant material has been covered and will be due on the day of the exam. Once the associated exam has been taken, those quizzes will be closed and you will not be able to access them later.
- The points gained with each of these quizzes/exercises will be added up at the end of the semester, thus giving the student their 'quizzes' grade component. Each student can earn 115/100 points for the semester, if they do all the tasks in the

NOTE: The extra credit/quizzes WILL BE ADMINISTERED ONLINE. If you cannot access your blackboard account, please notify Dr. Strong ASAP, so that alternative arrangements can be made. The timing and topic of 'class forums' will be announced in class and will consist of a class period where students are given reading assignments outside of class and expected to participate in all activities associated with the forum.

3. Position Paper:

Each student will write a position paper adhering to the following basic requirements:

- It must be 3-4 pages in length (about 1500 words)
- It must be typed on a computer and use standard formatting settings (i.e. 11.5/12 pt. font)
- It must be 1.5 (minimum)/double spaced (maximum)
- It must be based on the topic announced in class and include quotations from the required article and website.
- It must include references both within the text and in the bibliography; this means that it is not enough to just have a bibliography/works cited page listing the sources at the end.

Please note:

- If you do not use scholarly references at all, you will not make above a 50 for the paper.
- If there is no referencing used in the body of the paper, you will not make above a 50 for this paper.
- If you do not use the article handed out in class, you will not make above a 72 for the paper.

You will have the opportunity to turn in a draft version of the paper to make sure that you are doing what you are supposed to do for this project. If you intend to do this, please note the amended deadlines announced in class.

(**Please note**: If you choose not to do the essay, the highest you can make in this class is an 84. While this might seem like a good grade, this would only be the case if you had made 100% on everything else. So, think of it this way, not doing this means that you lose 15 points from your final grade.)

4. Interactive Project:

Each student will be expected to work in groups throughout the semester to create up to 3 informational flyers. For each project:

- Each group must create a SINGLE, multifaceted Powerpoint slide that constitutes an informational flyer for frequently misunderstood topics related to how the U.S. Government works.
- The informational flyer can include data and photos from existing flyers (provided references are given), but the flyer itself must be original, as created by the group.

• The flyer must include the following: photos, quantitative data and/or qualitative text, and conclusions drawn by the group.

(**Please note:** If you decide to not participate in the group project, the highest you can get in this class is an 89. While this might seem like a good grade, this would only be the case if you had made 100% on everything else. So, think of it this way, not doing this means that you lose 10 points from your final grade.)

5. Examinations:

Four examinations (three 'midterms' and a final) will be given *only* during the weeks indicated in the class schedule. The exact days will be announced no later than 10 before the exam, so that students have time to prepare. Examinations will cover the readings, lectures and discussions covered prior to the exam. The exams will consist primarily of multiple-choice questions; with limited opportunities for qualitative based extra credit (for those that don't take multiple tests well). Any other sections to the test will be announced in class in plenty of time prior to the exam to give you enough time to prepare your notes and organize your study habits. *Be aware that you will be required to sit with at least one chair in between each person, your bags are to be out of sight and if I see your cell phone, your exam is OVER.*

Here are the policies for each exam:

- **Midterm 1** Taken in class. Closed book. Section Specific Topics covered in class are included. A pencil and a scantron are needed. Study Guide provided. It includes both quantitative and qualitative elements. The week(s) that this exam can be assigned are noted in the class schedule. The exact date (within the timeframe indicated in the class schedule) will be announced at least 10 days before the exam. Study Guide provided.
- Midterm 2 Taken in class. Closed book. Section Specific Topics covered in class are included. A pencil and a scantron are needed. It includes both quantitative and qualitative elements. The week(s) that this exam can be assigned are noted in the class schedule. The exact date (within the timeframe indicated in the class schedule) will be announced at least 10 days before the exam. Study Guide provided.
- Midterm 3 Taken in class. Closed book. Section Specific Topics covered in class are included. A pencil and a scantron are needed. It includes both quantitative and qualitative elements. The week(s) that this exam can be assigned are noted in the class schedule. The exact date (within the timeframe indicated in the class schedule) will be announced at least 10 days before the exam. Study Guide provided.
- **Final Exam** Taken in class. Comprehensive. A pencil and a scantron are needed. It includes both quantitative and qualitative elements. The week(s) that this exam can be assigned are noted in the class schedule. The exact date (within the timeframe indicated in the class schedule) will be announced at least 10 days before the exam. Study Guide provided.

Make-up exams will be given under extreme circumstances and proof must be provided for the absence (i.e. a doctor's note) before the make-up exam is scheduled and given. They will moreover be considered only if

you have contacted the professor within 48 hours of the absence and have established (in writing) a definite time for the make-up, which must be finished within a week of the original date of the exam. *Be aware that the content of the make-up exam will be at the discretion of the instructor and that even a good excuse does not mean that you will automatically get to do a make-up.*

Also note: The make-up exam will not be given in the MCB Auditorium, but rather Dr. Strong's office, MCB 309.

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

Discussion Board Assignments and Grading:

There are no Discussion Board Assignments for this class. If this policy changes, the students will be informed in writing through their BlackBoard Shell of what is expected of them (as well as all due dates) at least 14 days before the task is due.

Special Dates of Concern:

SESSION	FIRST CLASS DAY	LAST CLASS DAY	LAST DAY TO DROP WITH A "W"	
<mark>Full Term (1)</mark>	August 16	December 1 (all non-final related work due)	October 25	
Finals Week: December 4-7, 2023				

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

August 16 (Wed) - First day of classes for sessions l, 8Wl, and M2.

August 18 (Fri) - Last day to register or add classes.

August 28 (Mon) - Tuition and fees due by 3:30 p.m. for all registered students. Students who have not finalized their

bill with the Cashier's Office will be dropped from classes at the end of the day.

September 4 (Mon) - Labor Day Holiday. Offices and classes closed.

September 13 (Wed) – Midterm grades posted for session 1 classes.

October 25 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

October 30- November 10 (Mon-Fri) - Registration for 2024 Spring Semester.

November 10 (Fri) - Deadline to apply for May graduation.

November 20-24 (Mon-Fri) - Fall Break (which includes the Thanksgiving Holiday). Classes closed. Offices closed. December 1 (Fri) - Last day of classes.

December 4-7 (Mon-Thurs.) - Final exam period.

Note about Finals Week: Finals week is different than the regular semester. Here are a few things you should know:

- All work related to the class must be turned in by the last day of class, unless it is related to the final and/or prior arrangements have been made with the professor.
- This means that NO WORK will be accepted after the last day of class, unless it is related to the final and/or prior arrangements have been made with the professor.
 - Even when negotiated with the professor, you will only be able to get half credit on the assignments turned in late, unless there are very, very, very serious extenuating circumstances.
- All discussions of grades, especially if you are trying to improve your final grade with extra credit (if any is available) must be negotiated BEFORE FINALS WEEK.
- No discussions of grades will be made during finals week. If you have missing work, the issues involved must be resolved before the last day of class, or you will have to wait and appeal the grade the following semester. Be aware that grades will only be changed, if there is a legitimate problem or if you grade was entered incorrectly.
- Only issues related to the final exam and/or final projects will be entertained during finals week, all
 other issues related to work due during the semester must be resolved before the last day of class.

December 11 (Mon) - Grades due by 10:00 a.m.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility to make satisfactory arrangements with their instructors regarding all absences, whatever the reason. They are also responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and have made plans to make up all materials covered.

(Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation

<u>Requirements</u>:

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert, in addition to instructor consultation, unless the instructor agrees that the reason for the absences is justifiable and plans have been made to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as a risk at any time.) Faculty members may establish additional attendance requirements, which will be stated in the course syllabus.

This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. A sign-in sheet will be passed around at the beginning of most class periods. All students present must sign this sheet before the instructor leaves the class, if they want their attendance recorded and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances.

Please note, however that penalties will apply if it is discovered that you have been signing for people who are not actually present on the day, as this constitutes cheating and will be dealt with accordingly. Also note that if you miss more than 40% of the total number of classes for the semester, the date of last attendance that will be turned into the registrar will be the date of the last exam that you took, provided you have taken all exams to that point for the semester.

If you miss class, in addition to receiving an academic alert after two consecutive or chronic absences, the following chart shows you exactly how many points you will lose towards your final grade in this course:

Number of absences	Your attendance grade at the end of the semester
1	95
2	90
3	85
4	80
5	78
6	75
7	70
8	60
9	55
10	50

11	25
12	0
13	Loss of 10 points off your FINAL grade for the class
14	Loss of 25 points off your FINAL grade for the class
15	You will fail this class

Please note that this policy can be revised if extraordinary circumstances emerge, i.e. because of disruptions caused by pandemics (i.e. COVID-19) and/or emergency situations. Any changes will be clearly articulated to you in written form (available through your blackboard shell.)

Zoom Alternative (for Infrequent Attendance): If you are unable to attend class in person, you have the option of attending using Zoom. You are expected to have a working computer and microphone, if you choose to attend using Zoom. Many students choose to download Zoom on their phone (as opposed to their computer), so that they can easily access their blackboard shell during class.

Note: If you choose to attend using Zoom, but you don't turn your camera on, you will be marked as 'Late' in the Attendance feature of Blackboard. This will not impact your grade UNLESS there is a question about whether (or not) you are 'PRESENT and ATTENTIVE.'

Disclaimer: It is very tempting to be distracted and/or to multi-task while using Zoom. Remember that you are Zooming a class and are expected to remain as attentive as you would be in class.

Suggestion: The easiest way to stay focused is to turn your camera on. Also realize that you may have to access the PowerPoint Lecture Notes with Professor Commentary in your Blackboard Shell to catch the information that you may have missed while engaging in "Distracted Zooming."

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw,

award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required:

Academic Engagement: 3 hours per week throughout the semester, equaling 45 hours in total

Preparation: A minimum of 6.5 hours of work per week are needed to pass this class, with another 2.5 hours allocated to prepare for the final. (Please note that this estimate will vary according to the student and is calculated to complete the class with a C/D grade. Hence, to make a higher grade, this work estimate is likely to increase.) The class paper will take 6 hours overall to complete and the Group Project 4 hours to complete – at minimum.

Minimum Total Work Obligation: 145 hours

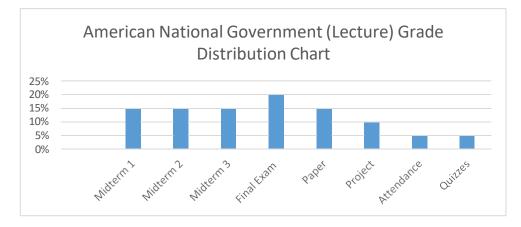
Grading Policy:

The course grade is divided into the following components:

•	Attendance	5%
•	Participation/Quizzes	5%
•	Interactive Project	10%
•	Position Paper for project	15 %
•	3 Mid-term Exams	45% (15% each; 45% combined)
•	Final Exam	20 %

100 %

Grade Distribution Chart



What does the chart mean? The most important assignments are the 3 midterms, in particular Midterm 3. If you do not pass any of the exams (which are the largest parts of the pie above), you cannot pass the class,

regardless of how well you do on all of the other assignments. The essay is the next more important assignment. If you do not turn in a paper, you will get a C or below for the class. If you do not do the project, you will make a B or below.

Grading Scale:

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

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES ONLINE COURSE SYLLABUS Fall 2023 Instructor Name: Dr. Carol Strong Instructor Location of Office: MCB 309 Instructor Phone: 870-460-1687 Instructor Email Address: strong@uamont.edu

Office Hours: Monday 9:45-11:00 & 2:30-3:30; Tuesday 9:45-11:00 & 3:00-4:00; Wednesday 9:45-11:00 & 2:30-3:30; Thursday 9:45-11:00 & 3:00-4:00; and Friday 10:00-11:00.

* Office Hours can be arranged at other times BY Appointment ONLY, but they must be made 24 hours in advance.

**** Virtual Hours:** Virtual Hours can be scheduled at times that fit your schedule (during the day, in the evening, on the weekend) provided you make an appointment at least 48 hours in advance.

Course Title and Credit Hours:

UAM PSCI 2213 American National Government Online, 3 credit hours. (ACTS Equivalent #PLSC 2003) <u>Prerequisites</u>: NONE

Required textbooks, workbooks, supplementary materials:

*****MUST BUY*****

As this is an ONLINE course, you are REQUIRED to have this book. All of the quizzes are taken from this book. You will not be able to pass without it. (I am not just saying this, you must buy and use the book.) If you are unable to purchase the book, contact me as soon as possible to figure out how to allow you access to a book.

Charles Turner *et al. Introduction to American National Government*. (Redding, CA: BVT Publishing). 10th edition. 2021. *ISBN Numbers*: Bound Soft Cover Textbook: 978-1-5178-0793-1 (9781517807931), \$157.25 Looseleaf: 978-1-5178-1107-5 (9781517811075), \$62 Online bookstore: UAM Bookstore

Course Description:

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

Student Learning Outcomes:

Students who complete this course should:

- Have a basic knowledge of the structure and organization of the American Government, including its main institutions, its primary political actors and the concept of federalism.
 - This knowledge is gained by reading the textbook and listening to recorded short lectures by the professor. It is then tested with the weekly (open-book) quizzes and the (closed-book) midterm and final exams.
- Gain a better understanding of how our country was founded and how this influenced the democratic system that has developed over time, including an in-depth consideration of the U.S. Constitution and how it has been amended over time.
 - The first two Learning Modules cover the founding of the United States of America. The remaining Learning Modules consider the different parts of the system and how it has developed over time.
- Develop media literacy skills when reading current events.
 - This is covered in a purposeful (separate) Learning Module dedicated to helping students learn how to discern what media sources are credible and which are not. There is a short assignment and quiz for this Learning Module.
- Engage Critical Thinking Skills by learning to synthesize what is learned in class with current events.
 - Every week's Learning Module has an Additional Assignment geared to developing critical thinking skills.
- **Skills Gained or Improved**: Critical thinking and analytic skills (analysing media releases, YouTube videos and opinion polls as part of weekly quizzes and additional assignments), writing skills (bi-weekly assignments and short responses), presentation skills (i.e. the creation of schematic depictions of information learned), and working in groups (discussion boards and group tasks embedded in weekly assignments).
- Workforce Skills: the ability to work to a deadline, the ability to process information independently, follow directions and perform tasks based on this knowledge, the ability to see issues from different perspectives, the ability to interpret media releases, government documents and opinion polls, experience manipulating Word and PowerPoint, and the ability to articulate views rationally in written, oral and technological formats.

Course Assignments/Assessments:

Grading Component 1 - Short Weekly Assignments

You have Short Weekly Assignments due each week (except those weeks, when you are taking exams).

These assignments are found in the Blocks (which contain 2 Topical Learning Modules) / Topical Learning Modules (which contain material from 3-4 Chapters from your Textbook). All work (whether required or optional) is housed in your BB Shell, so check it frequently.

Please note that this is an online class, which means that you will need to be both self-motivated and to designate more time per chapter to process what you would normally discuss face-to-face in lecture classes. It is suggested that you designate at least 2-3 hours per chapter to organizing, thinking about and comprehending the concepts covered.

Weekly Due Dates:



Exceptions: The TLM Comprehensive Exams, and the Midterm and Final, all of which have Individual Deadlines.

Every Chapter included in each Topical Learning Module will include 1-3 short Additional Assignments, including but not but are not limited to:

- Supplemental readings and chapter summaries;
- Recorded Mini-Lectures by the Professor to complement your readings;
- Informational Charts, when appropriate; and ...
 - Optional matching exercises covering the vocabulary from the chapter(s) covered.
 - AND ...
- Required Exercises (i.e. matching, open end responses) to make sure that you understand the material for the week.
 - Some of these will be graded and some will be pass-fail (as long as you complete the exercise, you will be fine). ALL OF THESE EXERCISES ARE FOUND IN THE WEEKLY LEARNING MODULES. Almost all of the AAs are not optional, so be careful. If it doesn't say optional in the LM, then it is not optional ... it is mandatory.
 - All instructions for each of these exercises can be found in the respective learning modules. If you have any questions about any of these exercises, contact me directly via my UAM email; and/or
- Critical Thinking Exercises that test your critical thinking skills (i.e. longer writing assignments). These will require more time and will require you to watch YouTube videos (and/or read political articles) and then respond to question prompts by writing a 500-1500 word statements for each. Clear instructions and due dates are found in the respective Learning Module in Blackboard.

(If this doesn't reflect what you see in the TLMs that you open, contact the professor IMMEDIATELY! There might have been a BB glitch.)

Together, these Short Additional Assignments (SAAs) collectively count as 20% of your overall grade. (To see how this grade is calculated, visit your 'Keeping Up With Your Grade' Folder in your BB Shell.)

If you keep up with these assignments, you should have an easy A for this component. However, if you don't do them regularly, you will be surprised at how low your SAA grade can be at the end of the semester.

Grading Component 2 - TLM Quizzes and Syllabus Quiz:

Each TLM ends with a Comprehensive Exam, consisting of 60 Objective Questions (Multiple Choice & True/False Questions).

The four TLM Exams are ...

• Comprehensive

- Based on the chapter's readings/vocabulary and short assignment (as covered in the three textbook chapters covered therein).
- Open-book quizzes and timed.

You are expected to have read all of the posted chapters and associated exercises in the full TLM before attempting the comprehensive TLM Quiz. Then, once you've taken each quiz and it has been graded, print out a copy of it. These questions will act as a study guide for the midterm and final exams.

Together, these four TLM Exams (and the Syllabus Quiz in the 'Orientation Learning Module') collectively count as 40% of your overall grade. (To see how this grade is calculated, visit your 'Keeping Up With Your Grade' Folder in your BB Shell.)

What if I Miss a Deadline? (See Below)



If you miss the weekly deadlines for the week's when a TLM Comprehensive Exam is due, you should contact the professor immediately to see if you can make it up. Understand that you must have extenuating circumstances for the deadline to be extended. Also, you are more likely to be successful in your appeal, if you only ask once or twice during the semester.

What does this mean? You need to plan to do your work more than 24 hours before the due date. That way, if you have problems with your internet or something unexpected happens, you have time to take care of the problem *before the due date*.

If, by some strange coincidence, a weekly quiz is available after the due date, this means that you can take it, but there will be time penalties. If it is more than a week after the quiz has closed, you will not be able to make more than a 50% on the quiz, again unless you are working with the professor because of very, very, very convincing extenuating circumstances.

End of Semester Adjustments to TLM Quizzes:



Points can be added to TLM Quizzes, if you can show proof of the following:

- Being registered to vote.
- Having voted.
- Having engaged in civic engagement and/or volunteer work
- Attended a City Council Meeting and/or Served in Office

More detailed information about how this works is found in your BB Shell,

Grading Components 3 & 4 – Comprehensive / Collective Exams

In addition to the chapter quizzes, you will have two comprehensive exams – a midterm and a Final.

• Midterm Exam

At midterm (watch for more specific details around Week 5) will be administered to help you know what to expect on the final. While the midterm grade will count as 15% of your final grade.

It will consist of 52 Objective Questions (True/False and Multiple Choice).

The Midterm Exam grade counts as 15% of your grade and cannot be replaced or supplemented with bonus / replacement points of any kind (i.e., for political participation).

• Final Exam

The Final Exam (which is worth 30% of your grade – think 30 cents to the dollar)

- Is Closed-Book
- Must be taken during finals week.

- Must also be proctored, meaning that you can either take it at the UAM Testing Center, or you can have it proctored by me using the Zoom App. Either way you choose to have the exam proctored will require you to make an appointment (made either with me and/or the Testing Center).
- Consists of 52 Questions.
- Will involve a locked screen
- Is based on questions taken from the Weekly Quizzes.

These exams are meant to test how well you have learned about the American National Government and its processes. So, the questions will be on the major themes of the government. Any questions that ask about specific dates or events will be about major transition points (i.e. the dates that the U.S. Constitution and the Bill of Rights were ratified, etc.).

The Final Exam grade counts as 25% of your grade and cannot be replaced or supplemented with bonus / replacement points of any kind (i.e., for political participation).

Additional Component 4 - Attendance

You are expected to do work weekly. There are deadlines each week, which when completed count as attendance in online classes. So, keep up with your work. You can't just stop working for a few weeks and expect everything to be available to make up. Your future place of employment will not work that way, so neither does this class.

Attendance will be taken weekly. At Noon on Tuesdays, which is the deadline for all work in a particular weekly folder, attendance will be assessed. If you did work that week, you will be marked present. If you didn't, you will be marked absent. Even if you arrange to make up the work later, you will still be counted 'absent' for the time that you were not active in the class.

Please note that this is not an official grading component. It will only impact your grade, if you stop attending. If this happens, your last date of attendance will be the Tuesday of the last week that you completed work.

Discussion Board Assignments and Grading:

There are no Discussion Board Assignments for this class. If this policy changes, the students will be informed in writing through their BlackBoard Shell of what is expected of them (as well as all due dates) at least 14 days before the task is due.

Special Dates of Concern:

SESSION	FIRST CLASS	LAST CLASS DAY	LAST DAY TO DROP WITH A	

LAST DAY TO DROP WITH A "W"

Full Term	August 16	December 1	October 25
(1)		(all non-final related work	
		due)	

Finals Week: December 4-7, 2023

DAY

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

August 16 (Wed) - First day of classes for sessions l, 8Wl, and M2.

August 18 (Fri) - Last day to register or add classes.

August 28 (Mon) - Tuition and fees due by 3:30 p.m. for all registered students. Students who have not finalized their bill with the Cashier's Office will be dropped from classes at the end of the day. September 4 (Mon) - Labor Day Holiday. Offices and classes closed.

September 13 (Wed) – Midterm grades posted for session 1 classes.

October 25 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

October 30- November 10 (Mon-Fri) - Registration for 2024 Spring Semester.

November 10 (Fri) - Deadline to apply for May graduation.

November 20-24 (Mon-Fri) - Fall Break (which includes the Thanksgiving Holiday). Classes closed. Offices closed.

December 1 (Fri) - Last day of classes.

December 4-7 (Mon-Thurs.) - Final exam period.

Note about Finals Week: Finals week is different than the regular semester. Here are a few things you should know:

- All work related to the class must be turned in by the last day of class, unless it is related to the final and/or prior arrangements have been made with the professor.
- This means that NO WORK will be accepted after the last day of class, unless it is related to the final and/or prior arrangements have been made with the professor.
 - Even when negotiated with the professor, you will only be able to get half credit on the assignments turned in late, unless there are very, very, very serious extenuating circumstances.
- All discussions of grades, especially if you are trying to improve your final grade with extra credit (if any is available) must be negotiated BEFORE FINALS WEEK.
- No discussions of grades will be made during finals week. If you have missing work, the issues involved must be resolved before the last day of class, or you will have to wait and appeal the grade the following semester. Be aware that grades will only be changed, if there is a legitimate problem or if you grade was entered incorrectly.
- Only issues related to the final exam and/or final projects will be entertained during finals week, all other issues related to work due during the semester must be resolved before the last day of class.

December 11 (Mon) - Grades due by 10:00 a.m. December 13 (Wed) - Fall conferral of degrees **UAM Attendance Policy:**

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility to make satisfactory arrangements with their instructors regarding all absences, whatever the reason. They are also responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and have made plans to make up all materials covered.

(Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

The University does not allow for unexcused absences. Each faculty member will determine his/her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty handbook. Please note, however, that while school sponsored events allow for flexibility on completion dates, they do not exempt you from having to complete all course assignments. Regardless of the reasons for a student

missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at the end of term) or, if warranted, assign the student an incomplete.

<u>Course-specific Attendance Policy/Participation Requirements</u>:

In this course, the completion of the work found in your blackboard weekly Learning Modules will be counted as attendance. If you fail to take your quizzes and/or do the short assignments, you will be counted as absent for that week; you will also receive no points for the assignment. To make sure that you make a perfect score for this component of your final grade, simply set time aside EVERY WEEK and finish the successive Learning Modules by the following Tuesday at NOON.

If you have trouble completing your weekly work, and there is a compelling reason why you didn't get it done, contact your professor within 48 hours to make alternative arrangements.

If you do no work for (an) entire week(s), in addition to receiving an academic alert after two consecutive or chronic absences, the following chart shows you exactly how many points you will lose towards your final grade in this course:

Number of absences	Your attendance grade at the end of the
	semester
1 Week	95
2 Weeks	90
3 Weeks	80
4 Weeks	70
5 Weeks	60
6 Weeks	50
7-8 Weeks	40
9-10 Weeks	25
11-12 Weeks	0
13	Loss of 10 points off your FINAL
	grade for the class
14	Loss of 25 points off your FINAL
	grade for the class
15	You will fail this class

Please note that this policy can be revised if extraordinary circumstances emerge, i.e. because of disruptions caused by pandemics (i.e. COVID-19) and/or emergency situations. Any changes will be clearly articulated to you in written form (available through your blackboard shell.)

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades. Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert. Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

<u>Hybrid Course Information</u>: Not Applicable <u>**Discussion Boards</u>: Not Applicable**</u>

Team Project: Not Applicable

Feedback Schedule:

Since the majority of the grades for this class are online quizzes, you can expect your results as soon as everyone has taken the quiz. Numerical grades will be seen immediately upon completing the test and feedback about what you missed will be available once the entire class has completed the test. All other communication should come via email. Emails about account problems, provided they should not be directed to the IT department, will be addressed within 24 hours. Enquiry emails will also be answered within 24 hours, unless I am out of the office or there is an emergency.

Other enquiries about grades will be answered when the grades for the entire class can be made available. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message. In addition, if you have more serious questions about your test taking skills and/or grades, you are always able to visit me IN PERSON during my office hours. If these do not work for you, you can also make an appointment to meet with me at a time that fits both of our schedules. If you send an email, you can expect a response within 48 hours Monday through Friday. However, not every email reaches my inbox (especially if you are not using your UAM email account). If you haven't received a response in the expected timeframe, please reach out again and/or call me at 870-460-1687.

Please note that if you ask questions that are CLEARLY in the syllabus, I will reply (very politely) that you should look at your syllabus. That way, I will have more time to respond to more pressing issues.

Method of Delivering Assignments:

Students should strive to communicate with the professor via BlackBoard. This includes that ...

- The majority of student submissions are automatic when they use the links found in individual tasks in their Blackboard shell.
- Correspondence directly to the professor should be sent via the Messager page in the student's BlackBoard Shell. These enquiries will be answered promptly, usually within 48 hours or less. (If it is an emergency, call the professor at 8704601687 and leave a message including your name, the course title, the issue, and the urgency of the request.
- Additionally, students can contact the professor by her email: strong@uamont.edu. All emailed submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). Be advised: the response time will most likely be extended.

Be sure to have anti-virus software installed on your computer and update it regularly.

Work Required:

Academic Engagement

- Reading and watching recorded lectures (& YouTube Explanatory Videos) will take 3 hours per week, equaling 45 hours;
- The Required (and Optional) Weekly Tasks will take approximately 1.5 hours to complete; equaling 21 hours;
- Each of the four Topical Learning Module (Comprehensive) Exam will take approximately 2 hours each, equaling 8 hours; and
- The midterm and final exams are allotted 2 hours each, equaling 4 hours.

When these are combined, your academic engagement totals 78 hours.

Preparation:

• Since this is an online class, you have to be self-motivated to put in the preparation time needed to

master the material and do well on the exams. Since there is no in-class time, you must be prepared to put in approximately 75 additional hours of preparation, equaling 5 hours per week.

Overall Total Obligation: 145 hours.

Explanation of Grading Policy:

The majority of your grade will come in the form of 4 Topical Learning (Comprehensive) Exams, a Midterm Exam, and a proctored, closed-book final. In addition, there are weekly Short Assignments to test your mastery of the material covered in each respective Learning Module / Folder. Specific instructions for each assignment will be included in your course shell and via email.

For information about available EXTRA CREDIT, take a look at the 'Class Policies and Helpful Hints' section of this syllabus.

Task	Percentage
TLM Quizzes	40 %
and Short Weekly Assignments	20 %
Midterm Exam	15 %
Final Exam	25 %
Total	100 %

12 Required 'Basic Knowledge Mastery' Exercises; and

12 Required 'Critical Thinking' Exercises - 20% in Total

4 Topical Learning Module (Comprehensive) Exams – 40% in Total

1 Midterm Exam – 15% in Total

1 Comprehensive Final – 25% in Total

Total = 100%

This means that your grade WILL NOT BE FINAL until you have completed the final. At 25% of the grade, you can drop a full letter grade if you fail the exam. So, take it seriously.

What does this mean? If you do not pass the in-person, closed-book, comprehensive, final exam, your grade will be significantly and/or negatively impacted.

- If you make A-s on all the weekly assignments / TLM Exams / Midterm and an A on the final, you will get an A for the class.
- If you make A-s on all the weekly assignments / TLM Exams / Midterm and a B, C and even possibly a D on the final, you will most likely get a B (or lower) for the class.
- If you fail the final, you will most likely get a C or below for the class.

Please see the final exam section of the 'Class Policies and Helpful Hints' for more information about the final and calculating your final grade for this class.

Grade Assignment:

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

UPDATED 08/07/2023

University of Arkansas at Monticello Political Science 2223 (Online): State Government of Arkansas (ACTS Equivalent # PLSC 2003) Spring 2021 (2nd 8 Weeks)

Professor: Dr. Davis E-mail: davisjc@uamont.edu Office Location: 216 MCB Phone: 870-460-1189

Additional Contact Information: Dr. Rick Club, Dean, School of Social and Behavioral Sciences (870) 460-1147 Martha Henris, Administrative Specialist, School of Social and Behavioral Sciences (870) 460-1047

Virtual Office Hours

I enjoy meeting with my students. However, in order to do everything, we can to mitigate risk of spreading or contracting COVID-19, we are going to have virtual office hours. I will be available to chat on the phone on Mondays--Friday: 8 am-9 am; 1:00 pm-2pm. I am also happy to set up a virtual appointment, via email, to chat on the phone at other times if these conflict with your class schedule.

<u>Course Information</u> 3 credit hours; no prerequisite

<u>Course Description</u> PSCI 2223 is an analysis of state and local government with an emphasis on Arkansas.

Anticipated Workload

Academic Engagement: (80 Hours) Online engagement (creating, reading, and responding to blog posts): 55 Hours Take quizzes and exams: 5 Hours Research and writing: 20 Hours Preparation: (70 Hours) Read required materials for class: 35 Hours Review notes and study for chapter quizzes: 35 Hours Overall Total Obligation: 150 Hours

Student Learning Outcomes

The successful student will be able to explain, discuss, recognize, and/or apply knowledge of the following topics:

- State government institutions
- Intergovernmental relations
- Political parties and interest groups

- Campaigns and elections at the state and local levels
- Policymaking at the state and local levels

Required Readings

This class uses a book Government in Arkansas available to the student to download for free here: <u>https://my.lwv.org/arkansas/government-arkansas</u>. To access additional required readings, log on to the course Blackboard site. Readings are available for viewing, downloading, and/or printing (UAM printing fees apply).

Additional references that will prove useful throughout the term are provided below:

Stateline (<u>https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline</u>) *Governing* (<u>https://www.governing.com/</u>) National Conference of State Legislators (<u>http://www.ncsl.org</u>) The Council of State Governments (<u>http://www.csg.org/</u>)

Communication

This being an online course, our primary means of communication will be by email. I will contact you through your UAM email account. Please check your UAM student email regularly. If you need to contact me/meet with me, please email me at davisjc@uamont.edu or visit my office during office hours. I will check my email regularly and typically reply within 24 hours during the work week. However, no emails will be answered after 5 p.m. on Friday until the following Monday.

Course Evaluation and Grading

Discussion Posts (10)	 150 points
State Reports (3)	 150 points
Quizzes (5)	 400 points
State Legislative Profile	
	1000 points

 Grade Scale

 90-100
 A

 80-89
 B

 70-79
 C

 60-69
 D

 59 & Below F

Course Organization

Online courses require students to be organized and disciplined in different ways from classes taken inperson. To aid you in this process, I will organize the course into week modules. On Mondays in which we begin a new topic (beginning at 8 a.m.), a folder will be made available to you on Blackboard under the "Content" folder. This folder will provide you with the overview for the next week, a detailed list of assignments, a brief outline of the readings, and additional information.

Discussion Posts

Students enrolled in online courses stand to gain a great deal by actively engaging with their classmates and instructor. While we will not be meeting in the same room, at the same time, we can discuss topics relevant to the course. Most weeks, on Mondays at 8 a.m., I will post prompts for discussion posts. The posts can be

found in the weekly folder under "Content" on Blackboard. To earn credit for your posts, you must respond to the prompt and reply to one or more of your classmates' prompts. A total of 10 discussion posts will be assigned. Discussion posts will be worth a total of 150 points (15% of the overall course grade). <u>To receive</u> <u>full credit, most responses will require at least 3-4 full paragraphs to adequately respond to the</u> <u>question</u>. In addition, to submitting your original posts in each discussion topic, you are expected to respond to two other students by 11:59 p.m. Sunday each week—or by the due date for that week. Responses to other students should be substantive. You will not earn credit for your week's discussion posts if you simply agree or disagree with what someone else has posted. Share your own ideas about their post or bring in additional information. Since the summer term is condensed, you will regularly have more than one post due in the same week.

Any posts using inappropriate and/or discourteous/disrespectful language will be deleted and the author will receive a blog score of zero for the week.

Posts must be made on the discussion post prompt and not be presented in the form of an attached document. If this is not done correctly, the "post" will result in a zero.

Quizzes

Over the course of the term, 5 quizzes will be administered. When taking a quiz, you are allowed to use your textbook, additional assigned readings, and/or notes. Each quiz will be timed and you may only take each quiz once. The quizzes are worth a combined 400 points (40% of the overall course grade).

To avoid being rushed, I strongly recommend you carefully read the week's assigned readings—taking notes—before beginning each quiz. I am careful to ensure each student has a reasonable amount of time to take the quiz, but students will not have time to read the entire chapter while taking the quiz.

State Legislative Profile

Background into your state House and Senate districts. Describe the district, using census data, and other relevant demographic information. Name the legislators in your district and provide—in your own words—a profile of each (background, education level, job experience, political party, election history, committees on which they serve, major legislation, etc.) by exploring news stories, legislative biographies, and personal/campaign website and social media profiles. The profile will be in research paper form (double-spaced, 12-point font, Times New Roman, traditional margins), you will cite all sources in-text and on a separate reference/works cited page at the end of the paper. Any citation style will be OK as long as it is consistently applied throughout the paper. The paper is to be between 4-5 pages in length.

The Profile is to be uploaded to Blackboard by no later than 11:59 pm April 26th. Failure to turn the assignment in by the due date will result in a failing grade for the assignment. The paper is worth 300 points (30% overall course grade).

Late Work

Online courses rely on the timely and active exchange between students and their instructor on a week to week basis. Due to the nature of the course, I will not accept any late work (discussion posts, discussion post responses, quizzes, or exams). Work submitted after the due date will receive a score of zero. Assignments, quizzes, and the final exam each allow for some flexibility in regards to scheduling. If you anticipate any scheduling conflicts with an assignment, quiz, or examination, I strongly recommend you work ahead. Online courses are more self-paced than in-person courses and require each student possess a

considerable amount of time management skills and self-discipline. <u>Technical difficulties such as</u> computer failure, internet loss, etc. will not be accepted as excuses for late or missing work.

Weekly Schedule

Week 1

Syllabus; Introduction to State Politics; Federalism

Readings: Reed & Reed Chapters 1 & 6; Federalist Papers #45; American Government Chapter 3 Assignments:

Quiz #1 due 11:59 p.m., Sunday Post #1 due 11:59 p.m., Sunday Post #2 due 11:59 p.m., Sunday

Weeks 2 & 3

Participation, Elections, Interest Groups; Political Parties

Readings: Reed & Reed Chapters 7 and 8; Davis and Kurlowski Assignments:

Quiz #2 due 11:59 p.m., Sunday of Week 2 Post #3 due 11:59 p.m., Sunday of Week 2 Post #4 due 11:59 p.m., Sunday of Week 3 Post #5 due 11:59 p.m., Sunday of Week 3 Quiz #3 due 11:59 p.m., Sunday of Week 3

Week 4, 5, 6

State Government Institutions

Readings: Reed & Reed Chapters 2, 3, and 5; Other handouts/documents posted Assignments:

Quiz #4 due 11:59 p.m., Sunday of Week 4 Quiz #5 due 11:59 p.m., Sunday of Week 5 Post #6 due 11:59 p.m., Sunday of Week 4 Post #7 due 11:59 p.m., Sunday of Week 4 Post #8 due 11:59 p.m., Sunday of Week 6 Post #9 due 11:59 p.m., Sunday of Week 6

Weeks 7 & 8

Policy-making; State Fiscal Systems

Readings: Reed & Reed Chapters 4, 9, and 10; Other handouts/documents posted Assignments:

State Legislative Profile due 11:59 p.m., April 26 Post #10 due 11:59 p.m., April 26

Technical Support Information

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1663.

Open Monday-Friday, 8 a.m.-4:30 p.m.

Help Desk at fendley@uamont.edu or phone 870-460-1663.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <u>http://www.uamont.edu/library/</u>

Issues with Email: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. -4:30 p.m.

The Student Handbook for Distance Education is available at the following link: <u>http://www.uamont.edu/AcademicComputing/</u>

Minimum Technology Requirements

For minimum technology requirements, visit:

http://www.uamont.edu/pages/resources/academic-computing/

Accommodations

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 121; Telephone: 870 460-1026; TDD: 870 460-1626; Fax: 870 460-1926;

E-mail: whitingm@uamont.edu.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus;

Telephone: 870 222-5360; Fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus;

Telephone: 870 364-6414; Fax 870 364-5707.

Inclement Weather

UAM will announce any closures.

<u>E-mail</u>

Please check your student e-mail regularly. Throughout the semester, I will send e-mails to your UAM account. I will promptly answer e-mails that you send to me (within 48 hours).

Midterm Grade Policy

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

<u>Technical Support Information</u> Blackboard Assistance: Contact the Office of Instructional Technology during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1063. Help Link: <u>http://www.uamont.edu/blackboard</u>

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: http://www.uamont.edu/pages/resources/information-technology/it-for-students/

Student Support Services

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can

learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <u>http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/</u>

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>http://www.uamont.edu/pages/library/</u>Student Special Services: Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 201F Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926 Mailing Address: P.O. Box 3600, Monticello, AR 71656 Email: whitingm@uamont.edu

<u>McGehee Campus</u> Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105 Mailing Address: P.O. Box 747, McGehee, AR 71654 Email: <u>anderson-allen@uamont.edu</u>

<u>Crossett Campus</u> Location: UAM College of Technology at Crossett Telephone: (870) 364-6414 Mailing Address: 1326 Highway 52 West, Crossett, AR 71635 Email: <u>paschall@uamont.edu</u>

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454 All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

<u>https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10</u> or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

Important Policies

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Emergency or Interruption in Computer Service Policy

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

Academic Alert

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert System.

Accommodations

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 121; Telephone: 870 460-1026; TDD: 870 460-1626; Fax: 870 460-1926; E-mail: whitingm@uamont.edu.

For assistance on a College of Technology campus contact: McGehee: Office of Special Student Services representative on campus; Telephone: 870 222-5360; Fax 870 222-1105.

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

Student Conduct Statement

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty

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

- a. Copying from another student's paper;
- b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
- c. Collaboration with another student during the examination;
- d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
- e. Substituting for another person during an examination or allowing such substitutions for oneself.
- 2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
- 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
- 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero from the assignment, and possible termination from the course. The student(s) will also be referred to the administration to determine if any additional action is needed.

Changes to Syllabus

I reserve the right to make changes to this syllabus at any time. Changes will be announced in class and emailed to you. It is the responsibility of the student to take note of any changes.

Office Hours

Please feel free to ask questions that are relevant to the course and utilize my office hours. I am happy to help you and I want you to succeed in the course.

University Policy on Concealed Weapons

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES (FACE TO FACE) COURSE SYLLABUS Fall 2023 – TUESDAYS & THURSDAYS 1:40-3:00 p.m.

Instructor Name: Dr. Carol Strong Instructor Location of Office: MCB 309 Instructor Phone: 870-460-1687 Instructor Email Address: strong@uamont.edu

<u>Office Hours</u>: Monday 9:45-11:00 & 2:30-3:30; Tuesday 9:45-11:00 & 3:00-4:00; Wednesday 9:45-11:00 & 2:30-3:30; Thursday 9:45-11:00 & 3:00-4:00; and Friday 10:00-11:00.

* Office Hours can be arranged at other times BY Appointment ONLY, but they must be made 24 hours in advance.

**** Virtual Hours:** Virtual Hours can be scheduled at times that fit your schedule (during the day, in the evening, on the weekend) provided you make an appointment at least 48 hours in advance.

Course Title and Credit Hours:

UAM PSCI 2233 Comparative Politics Online, 3 credit hours.

Prerequisites: PSCI 2213 American National Government

Required textbooks, workbooks, supplementary materials: David Samuels.

Comparative Politics. (Boston: Pearson Publishing). 2012.

Bound Soft Cover Textbook ISBN Number: 978-0-3214-4974-0 (9780321449740), \$149.50

The edition/publication year is not as important as making sure that you have purchased the right author and textbook. You can purchase this either at the UAM bookstore or online.

Course Description:

This course is designed to provide students with an introductory knowledge and understanding of comparative political analysis, as applied to the international community. The primary purpose of the field of comparative politics is to compare and contrast the domestic politics, institutions, actors and/or values of the United States to those of different countries around the world to better understand how they each operate and thereby gain more insight about the American political process. This course begins with an introduction to the fundamental debates in comparative politics, including the various methods and models associated with comparative political analysis. This is followed by a comparative introduction to the various political ideologies that dominated political analysis during the twentieth century, then leading into

the twenty-first, including: democracy, authoritarianism and totalitarianism, communism, post-communism and religiously based governments. The class culminates with an analytical discussion of globalism and how political violence has changed because of the increased interconnectedness of the world.

Student Learning Outcomes:

Students who complete this course should:

- Have an appreciation of how the sub-field of comparative analysis has developed over time and why it is critical to gaining a better understanding of an increasingly globalized world.
 - $\circ~$ This knowledge will be gained by reading the textbook and watching recorded lectures / YouTube videos.
- Be able to define and critically analyse key political terms including: nation, state, legitimacy, democracy, modernization, globalization, revolution, mass movement and political violence.
 - The definitions for these terms are found in the textbook and assigned online sources. Critical Analysis will be prompted in the exercises found in the 'Notebook of Short Assignments.' It will also be practiced during the bi-weekly Zoom discussion sessions. This knowledge will be tested in the Weekly Quizzes and the Midterm (Objective/Short Answer) Exam.
- Gain historical perspective of why there are such differentiated developmental levels found throughout the various regions of the world and the countries that comprise them.
 - Historical Perspective is given in recorded lectures and additional readings assigned in Blackboard. This will be tested in the qualitative (blue-book) final exam.
- Develop a more holistic understanding of the modernization process, western development and democratization, which in turn will allow a more comprehensive understanding the benefits and challenges of promoting international democratic consolidation.
 - This will be addressed in purposefully chosen YouTube and TedEx videos uploaded into the student's Blackboard shell. Being able to draw such conclusions are also key to doing well on the Comparative Essay. This knowledge will be tested in the qualitative (blue-book) final exam.
- Improve their knowledge of the world and be able to locate more countries on the map.
 - 45% of the assignments in the 'Notebook of Short Assignments' are focused on increasing map skills. This knowledge will be tested in the Midterm (Objective/Short Answer) Exam.
- **Skills Gained or Improved**: Critical thinking and analytic skills and writing skills (written essay and notebook of short assignments), working in groups (simulations), problem solving skills and verbal articulation skills (the investigation and presentation in class of 'ripped from the headlines' exercises and the comparison and presentation of statistical data from different countries), and diversity (examining multiple issues related to the international community).
- Workforce Skills: the ability to work to a deadline, the ability to see issues from different perspectives, the ability to interpret media releases, government documents and opinion polls, experience manipulating Word and PowerPoint, and the ability to articulate views rationally in written, oral and technological formats.

Course Assignments/Assessments:

1. Attendance and Participation:

Attendance Policy for Online Classes: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance

and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to the absence, if possible.

As this course is an online course, participation constitutes the completion of all weekly assignments, readings and tasks in your blackboard shell *and* frequent Zoom sessions (to be worked around your schedule) throughout the semester.

If you fail to complete any task in a given week, you will counted absent for the entire week and receive no points for that week's tasks, unless you have made prior arrangements with the professor to make up the work missed.

The University does not allow for unexcused absences. Each faculty member will determine his/her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty handbook. Please note, however, that while school sponsored events allow for flexibility on completion dates, they do not exempt you from having to complete all course assignments.

Regardless of the reasons for a student missing, class, it may be recommended that they drop the class, if they fail to keep up with their work in a timely manner. The faculty member may even recommend that the student withdraw, award the student a failing grade (at the end of term) or, if warranted, assign the student an incomplete.

Zoom Discussion Sessions: Please note that you are expected to attend an 'End-of-Week' Zoom Discussion Session at least every other week. There are 15 weeks, which means that I will expect to see you for at least 7 zoom sessions (which will be worked around your schedule) throughout the semester.

This means that you will need to download the Zoom App, but you do not need a Zoom subscription.

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

Throughout the semester, you will work on a 'Notebook of Short Assignments.' There will be a learning module with readings and short assignments each week. Instructions for specific entries will be outlined in class prior to their due date. They will include a series of assignment including but not necessarily limited to: 1) 'Ripped from the Headlines' Exercises, where you will have to analyze current events from the media; 2) short discussion papers on topics related to the discussions in class; 3) map skills tests, where you will be asked to locate various countries and/or regions discussed in class on a blank map; and 4) free-flow thought pieces where you have the chance to write about your thoughts on any topic related to this course.

3. Comparative Essay:

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

4. Examinations:

Three-Quarters Exam

You will be expected to master the material on a '3/4'-s Exam in (or around) week 9 of the semester.

It will consist of 75 objective questions (Multiple Choice, True/False, Which Doesn't Belong, etc.) and a series of analytical short answers.

Final Exam

Your final exam will be a 'Blue Book' Essay (Open-Ended) Analytical Exam. You will be given the exam prompt a week before the exam and will be expected to write a comprehensive response that demonstrates what you have learned this semester *and* an ability to analyze what it 'all means.' You will be expected to write for most of the 2-hour Final Exam period, which will be proctored via Zoom.

Examinations will cover the readings, lectures and discussions covered prior to the exam. It is expected that your understanding of the course material will build as the semester progresses.

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

Discussion Board Assignments and Grading:

There are no Discussion Board Assignments for this class. If this policy changes, the students will be informed in writing through their BlackBoard Shell of what is expected of them (as well as all due dates) at least 14 days before the task is due.

Special Dates of Concern:

SESSION	FIRST CLASS DAY	LAST CLASS DAY	LAST DAY TO DROP WITH A "W"
<mark>Full Term (1)</mark>	August 16	December 1 (all non-final related work due)	<mark>October 25</mark>

Finals Week: December 4-7, 2023

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

August 16 (Wed) - First day of classes for sessions 1, 8Wl, and M2.

August 18 (Fri) - Last day to register or add classes.

August 28 (Mon) - Tuition and fees due by 3:30 p.m. for all registered students. Students who have not finalized their

bill with the Cashier's Office will be dropped from classes at the end of the day.

September 4 (Mon) - Labor Day Holiday. Offices and classes closed.

September 13 (Wed) – Midterm grades posted for session 1 classes.

October 25 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions).

Grade(s) will be W.

October 30- November 10 (Mon-Fri) - Registration for 2024 Spring Semester.

November 10 (Fri) - Deadline to apply for May graduation.

November 20-24 (Mon-Fri) - Fall Break (which includes the Thanksgiving Holiday). Classes closed. Offices closed.

December 1 (Fri) - Last day of classes.

December 4-7 (Mon-Thurs.) - Final exam period.

Note about Finals Week: Finals week is different than the regular semester. Here are a few things you should know:

• All work related to the class must be turned in by the last day of class, unless it is related to the final and/or prior arrangements have been made with the professor.

- This means that NO WORK will be accepted after the last day of class, unless it is related to the final and/or prior arrangements have been made with the professor.
 - Even when negotiated with the professor, you will only be able to get half credit on the assignments turned in late, unless there are very, very, very serious extenuating circumstances.
- All discussions of grades, especially if you are trying to improve your final grade with extra credit (if any is available) must be negotiated BEFORE FINALS WEEK.
- No discussions of grades will be made during finals week. If you have missing work, the issues involved must be resolved before the last day of class, or you will have to wait and appeal the grade the following semester. Be aware that grades will only be changed, if there is a legitimate problem or if you grade was entered incorrectly.
- Only issues related to the final exam and/or final projects will be entertained during finals week, all other issues related to work due during the semester must be resolved before the last day of class.

December 11 (Mon) - Grades due by 10:00 a.m.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences,

whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert, in addition to instructor consultation, unless the instructor agrees that the reason for the absences is justifiable and plans have been made to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as a risk at any time.) Faculty members may establish additional attendance requirements, which will be stated in the course syllabus.

This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. A sign-in sheet will be passed around at the beginning of most class periods. All students present must sign this sheet before the instructor leaves the class, if they want their attendance recorded and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances.

Please note, however that penalties will apply if it is discovered that you have been signing for people who

are not actually present on the day, as this constitutes cheating and will be dealt with accordingly. Also note that if you miss more than 40% of the total number of classes for the semester, the date of last attendance that will be turned into the registrar will be the date of the last exam that you took, provided you have taken all exams to that point for the semester.

If you miss class, in addition to receiving an academic alert after two consecutive or chronic absences, the following chart shows you exactly how many points you will lose towards your final grade in this course:

Number of absences	Your attendance grade at the end of the semester
1	95
2	90
3	85
4	80
5	78
6	75
7	70
8	60
9	55
10	50
11	25
12	0
13	Loss of 10 points off your FINAL grade for the class
14	Loss of 25 points off your FINAL grade for the class
15	You will fail this class

Please note that this policy can be revised if extraordinary circumstances emerge, i.e. because of disruptions caused by pandemics (i.e. COVID-19) and/or emergency situations. Any changes will be clearly articulated to you in written form (available through your blackboard shell.)

Zoom Alternative (for Infrequent Attendance): If you are unable to attend class in person, you have the option of attending using Zoom. You are expected to have a working computer and microphone, if you choose to attend using Zoom. Many students choose to download Zoom on their phone (as opposed to their computer), so that they can easily access their blackboard shell during class.

Note: If you choose to attend using Zoom, but you don't turn your camera on, you will be marked as 'Late' in the Attendance feature of Blackboard. This will not impact your grade UNLESS there is a question about whether (or not) you are 'PRESENT and ATTENTIVE.'

Disclaimer: It is very tempting to be distracted and/or to multi-task while using Zoom. Remember that you are Zooming a class and are expected to remain as attentive as you would be in class.

Suggestion: The easiest way to stay focused is to turn your camera on. Also realize that you may have to access the PowerPoint Lecture Notes with Professor Commentary in your Blackboard Shell to catch the information that you may have missed while engaging in "Distracted Zooming."

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Hybrid Course Information: Not Applicable

Discussion Boards: Not Applicable

Team Project: Not Applicable

The Instructor reserves the right to add these components to the syllabus as needed throughout the semester to better account for the needs of this particular class. Written notification will be provided of any such changes.

Feedback Schedule:

Since the majority of the grades for this class are online quizzes, you can expect your results as soon as everyone has taken the quiz. Numerical grades will be seen immediately upon completing the test and feedback about what you missed will be available once the entire class has completed the test. All other communication should come via email. Emails about account problems, provided they should not be directed to the IT department, will be addressed within 24 hours. Enquiry emails will also be answered within 24 hours, unless I am out of the office or there is an emergency.

Other enquiries about grades will be answered when the grades for the entire class can be made available. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message. In addition, if you have more serious questions about your test taking skills and/or grades, you are always able to visit me IN PERSON during my office hours. If these do not work for you, you can also make an appointment to meet with me at a time that fits both of our schedules. If you send an email, you can expect a response within 48 hours Monday through Friday. However, not every email reaches my inbox (especially if you are not using your UAM email account). If you haven't received a response in the expected timeframe, please reach out again and/or call me at 870-460-1687.

Method of Delivering Assignments:

The majority of student submissions will be automatic through the students Blackboard shell. The exceptions are the short answer Additional Assignments, which are to be submitted to the professor's email: <u>strong@uamont.edu</u>. All emailed submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). The bi-weekly Zoom Discussion sessions will be done through the Zoom App. Be sure to have anti-virus software installed on your computer and update it regularly.

Work Required:

Academic Engagement: 3 hours per week throughout the semester, equaling 45 hours. The midterm and final are allotted 2 hours each, equaling 4 hours.

Preparation: A minimum of 6.5 hours of work per week are needed to pass this class, equaling 97.5 hours.

Another 2.5 hours are allotted to preparing for the Midterm and Final Exams, equaling 5 hours. Another 8 hours are required to research for and complete the Essay.

(Please note that these estimates are calculated to complete the class with a C/D grade and will vary according to the student. Hence, to make a higher grade, this work estimate is likely to increase.) **Minimum Total Work Obligation**: 145 hours

Explanation of Grading Policy:

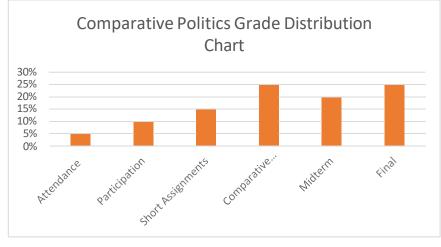
Grading Components:

The course grade is divided into the following components:

- Attendance and Participation 15 % (in Total)
- Notebook of Short Assignments 15 % (in Total)
- Mid-term Exam 20 %
- Comparative Essay 25 %
- Final Exam 25 %



Grade Distribution Chart



What does the chart mean? The most important assignments in this class are the comparative essay, the mid-term and the final exam. If you do not do well on these components, you will most likely get a C or below for this class. This does not mean, however, that the other components are not important. If you do not do the short assignments and/or come to class regularly and participate, for example, you will make a B or below.

Grade Assignment:

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

F: Below 60 % (failing)

UPDATED 08/07/2023

University of Arkansas at Monticello Political Science 2283 /Criminal Justice 2283/Sociology 2283 Research Methods in the Social Sciences Fall 2022 Mondays, Wednesdays, and Fridays 9:10 a.m.-10:00 a.m. MCB 202

****Special Note for this class****

1.) <u>This is a hybrid course</u>. We will plan to meet face to face on our regular class days, but—from time to time— may temporarily pivot to online coursework and interaction via Blackboard.

Professor: Dr. Davis E-mail: davisjc@uamont.edu Phone: 870-460-1189 Office Location: 216 MCB

Additional Contact Information: Dr. Clint Young, Dean, School of Social and Behavioral Sciences (870) 460-1147 Martha Henris, Administrative Specialist, School of Social and Behavioral Sciences (870) 460-1047

Office Hours

My office hours are below. If these times do not fit your schedule, we can always schedule an appointment to meet virtually or in-person, if necessary. When you would like to visit during these times, I ask that you consider whether or not the meeting can take place via email, phone, or Zoom so that we can better protect those not old enough or otherwise unable to get the COVID-19 vaccine (my two children, for example).

Mondays—Thursdays: 8-9 a.m.; 1-2 p.m. Fridays—8-9 a.m. (afternoons are reserved for independent studies or by appointment)

<u>Course Information</u> 3 credit hours; prerequisite: PSCI 2213

Course Description

Political Science 2283 /Criminal Justice 2283/Sociology 2283 is an overview of social science research methodology focusing on creating research designs, developing appropriate measures, creating testable hypotheses, and developing research skills. Students will be introduced to the fundamental concepts and methods employed in social science research. Students will learn how to investigate existing literature in social science research, develop a theory, test hypotheses, produce a research design, and analyze data. Effective communications skills not only enhance the impact of social science research; they are also vital tools for individuals in the workforce. Therefore, writing will play important role in the class. In addition to traditional examinations on the readings and course discussions, each student will be required to review the existing literature on a social science topic and produce a research design explaining in detail how s/he would advance our collective knowledge on the topic. Since writing is only part of the process of learning how to successfully report research, students will also present their work, in class, at the end of the semester.

Anticipated Workload Academic Engagement: (85 Hours) Attend Class and actively participate in discussion: 45 Hours Take quizzes and exams: 5 Hours Research and writing: 35 Hours Preparation: (70 Hours) Read required materials for class: 35 Hours Review notes and study for test: 35 Hours Overall Total Obligation: 155 Hours

Student Learning Outcomes

After completing this course students will:

- 1. Demonstrate a working knowledge of the scientific method as employed in social science research (Units 1 and 2)
- 2. Be able to prepare a research design (Unit 2)
- 3. Be able to write a literature review in APA format (Unit 1)
- 4. Demonstrate enhanced written communication skills (Units 1 and 2)

Required Readings

1. McKee, A.J. Fundamentals of Social Research [available on Blackboard and on Amazon]

2. Assigned readings on Blackboard

Course Evaluation and Grading

APA Citation Assignment	100 points
Research Proposal	
Midterm	150 points
Final Exam	150 points
Paper #1	
<u>Paper #2</u>	
	1000 points

Grade Scale

 90-100
 A

 80-89
 B

 70-79
 C

 60-69
 D

 59 & Below F

APA Citation Assignment

It is very important to give credit to sources. Proper citation technique will be taught in this class and is expected to be present in both paper assignments (absent or incorrect citation formatting will result in significant point reductions on papers #1 and #2). I will post examples of social science research on Blackboard for students to review and properly cite in APA citation style. The APA citation assignment is worth 100 points (10% of the overall course grade) is due Friday, September 9th.

Mid Term Examination

This class will have a midterm examination at the conclusion of material covered in unit one. The exam will be worth a maximum of 150 points (15% of the overall course grade). The exam will be administered promptly at the beginning of class on the date announced.

Final Examination

The final examination will be worth 150 points (150% of the overall course grade) and will primarily focus on material covered within the second unit of course content. The exam will be due on Blackboard by no later than 12:30 p.m., Wednesday, December 7th.

Make-up Examinations

Make-up examinations are only permitted in the case of documented emergencies. In the case of a documented absence (illness, family emergency, etc..), the date and time for a make-up examination will be set by the instructor. The make-up exam format may not be the same as the original exam. *In order to qualify for a make-up examination, you must notify me within 24 hours after missing an exam and provide me with the necessary documentation in a timely manner.*

Late Assignments

Unexcused late assignments will result in a zero for that grade. However, in the case of a documented excuse (illness, family emergency, etc.), an alternative due date may be assigned by the instructor. If the approved due date passes without the assignment being submitted, a grade of zero will be recorded for that assignment.

Research Proposal

Each student will submit a proposal for the topic they will research and write on over the course of the semester. The proposal will 2-3 pages, double-spaced, draw from no fewer than five academic sources, and explain the topic. The topic proposal is due in class on Friday, September 16th. The paper is worth a maximum 100 points.

Paper #1

Each student will write a 10-page paper that presents a research question (on a pre-approved topic), reviews existing scholarly literature, and proposes a theory. An initial draft of the paper will be due on Blackboard by Friday, September 30th. I will provide detailed feedback on this first version of Paper #1. To ensure each student's best efforts in this first draft, this version of the paper is worth 125 points. The revised draft of Paper #1 is due on Blackboard by Friday, October 28th and is also worth 125 points. Overall, the paper is worth 250 points (25% of the overall course grade).

Paper #2

Each student will write an 10 page paper that presents a research design for the topic addressed in Paper #1. The research design will propose and defend the method in which the research question would be addressed, the data used, variables, and their respective level of measurement. The paper also will present hypotheses. Finally, Paper #2 will identify the potential limitations of the proposed methodology. **An initial draft of the paper will be due on Blackboard by Friday, November 11th.** I will provide detailed feedback on this first version of Paper #2. To ensure each student's best efforts in this first draft, this version of the paper is worth 125 points. The revised draft of Paper #2 is due on Blackboard by Monday, November 28th and is also worth 125 points. Overall, the paper is worth 250 points (25% of the overall course grade).

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Midterm Grade Policy

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of

term) or, if warranted, assign the student an Incomplete.

Recording Devices and Note Sharing

The use of recording devices by students without my consent is not allowed. Furthermore, the dissemination of class materials (on-line or otherwise) with anyone not currently enrolled in the course is strictly prohibited.

Student Conduct Statement

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty

- 1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
- 2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
- 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
- 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero from the assignment, and possible termination from the course. The student(s) will also be referred to the administration to determine if any additional action is needed.

Blackboard

There is a Black Board component to this class. This means that periodically throughout the semester some assignments and/or activities will be conducted and/or submitted through the Black Board system. Students will be required to create a Black Board account and add this class to that account. *In addition, students will be required and expected to check both Black Board and UAM E-Mail on a daily basis.*

Weekly Schedule **I reserve the right to alter any aspects of the course, as needed**

Weeks 1 & 2 (August 17—August 28)

- Topic(s): Introduction: The Role of Social Science Research
- Writing in the Social Sciences
- Readings: McKee Chapter 1 (pp. 7-24)

Week 3 & 4 (August 29-September 11)

Topic(s):The (Social) Scientific MethodDeveloping a Research QuestionThe Characteristics of a Theory

	APA Citation Assignment due on Blackboard by Friday, September 9th
<u>Weeks 5 & 6</u> Topic(s):	(September 12—September 25) Investigating Existing Research Writing a Literature Review
Readings:	McKee Chapter 2 (pp. 25-42) ***Research Proposal due on Blackboard by Friday, September 14 th ***
Week 7 (Sept	tember 26—October 2)
Topic(s):	Research Ethics ***Paper #1 (1) due on Blackboard on Friday, September 30th***
Weeks 8 & 9	(October 3—October 16)
Topic(s):	Operationalization Variables/Levels of Measurement
Readings:	Hypotheses McKee Chapter 3 (pp. 43-56)
Readings.	***Mid Term/Unit 1 Examination is due on Blackboard by no later than Friday, October 7 th ***
Week 10 &1	<u>1 (October 17—30)</u>
Topic:	Research Design
Readings:	McKee Chapter 5 (pp. 70-84) ***Paper #1 (2) due Friday, October 28th***
Weeks 12 (O	ctober 31—November 6)
Topic:	Experimental Design
	Quasi-Experimental Design
Week 13 (No	ovember 7—November 13)
Topic:	Qualitative Methodologies
	Quantitative Methodologies
	***Paper #2 (1) due Friday, November 11 th ***
<u>Week 14 (No</u> Topic: TBA	vember 14—November 20)
	wember 21—November 27) hanksgiving No Class
Fall Dieak/11	hanksgiving no class
	ovember 28-December 2)
Topic: TBA ***P	Paper #2 (2) due Monday, November 28***
The final/	unit 2 exam will be due by no later than 12:30 p.m., Wednesday, December 7th
See Adden	dum Course Syllabus in Blackboard For Additional Information

University of Arkansas at Monticello

School of Social and Behavioral Sciences

Online Course Syllabus

Fall 2023

CJ 3313 and PSCI 3313 Statistics and

SWK 3243 Methods of SWK Research I

Course Information

Credit Hours: 3 ACTS Equivalent: NONE Prerequisites: NONE Course Description: An introduction to using and interpreting statistics in the social sciences.

Student Learning Outcomes

By the conclusion of the course, you should be able to:

SLO 1: Define and understand the role of statistics in the social sciences and its relevance in analyzing societal phenomena. (Chapter 1: Section 1.1)

SLO 2: Apply foundational math concepts, ranging from basic arithmetic to statistical symbols, in the context of social science research. (Chapter 1: Section 1.2)

SLO 3: Utilize Excel for effective data processing, visualization, and statistical analysis relevant to social science research. (Chapter 1: Section 1.3)

SLO 4: Distinguish between various types of variables, such as independent, dependent, discrete, and continuous. (Chapter 1: Section 1.4)

SLO 5: Comprehend and apply various scales of measurement, differentiating between latent and observable variables. (Chapter 1: Section 1.5)

SLO 6: Implement appropriate data collection methods, understanding the nuances of probability, and nonprobability sampling techniques. (Chapter 2: Sections 2.1, 2.2)

SLO 7: Analyze and describe datasets using measures of central tendency, variability, and Excel functionalities. (Chapter 3: Sections 3.1, 3.2)

SLO 8: Explore and quantify relationships in data, understanding correlation, regression, and the significance of effect size. (Chapter 4: Sections 4.1, 4.2, 4.4)

SLO 9: Understand the core principles of hypothesis testing, including the logic, assumptions, and types of tests involved. (Chapter 5: Sections 5.1, 5.4, 5.5)

SLO 10: Apply various statistical tests such as t-tests, chi-square, and ANOVA, understanding their context and computation in Excel. (Chapter 6: Sections 6.2, 6.3, 6.5)

Instructor Information

Instructor: Professor Adam J. McKee Instructor email: <u>McKee@uamont.edu</u> Office Phone: 870.460.1279

Instructor Office Hours

Monday: 01:00 PM - 03:00 PM Tuesday: 09:00 AM - 11:00 AM and 02:00 PM - 03:00 PM Wednesday: 01:00 PM - 03:00 PM Thursday: 09:00 AM - 11:00 AM and 02:00 PM - 03:00 PM Friday: Internships / Independent Studies / By Appointment

Feedback Schedule

I will usually provide feedback on graded work within a couple of business days of the submission deadline. Please allow more time for me to grade longer assignments.

Required Materials

There are no textbooks to buy for this class. All course materials are OER (meaning free, online textbooks are used). You are required to read the assigned text sections prior to attempting graded work based on those sections.

In addition, you will need access to an internet-connected device for reading and access to Microsoft's Word and Excel software to complete required assignments. If you don't have these installed on your device, locate computer labs on campus early on.

Course Assignments, Assessments, and Grading

This course is divided into six Modules. These Modules will be divided into several Sections and Subsections for organizational purposes. For each module, we will have a quiz and several assignments.

Quizzes

We will have a Module quiz for each Module. These will be composed of multiple-choice questions and true-false questions. I consider these to be formative assessments. They are designed to reinforce your knowledge of the material you have read for the module. They will also cover multimedia content that you may find in each module.

Method of Delivery

Quizzes will be taken in Blackboard. You will find links to them at the end of each content section.

Grading

Quizzes in this course are formative and objective. That means they will use multiple-choice and true-false formats. Blackboard automatically grades these quizzes so that you will have immediate feedback. There will be Six module quizzes worth 50 points each, for a total of 300 points.

Examinations

This course does not have any long-form, comprehensive exams.

Papers

This course doesn't have any formal paper assignments. We will use discussions and several "homework" assignments instead.

Assignments

We will be doing several assignments for each module. These will be in the form of Microsoft Word documents that you will download and add text to without altering the formatting. Other assignments will instruct you to create an Excel spreadsheet and use various statistical functions to describe data in a meaningful way. Expect a total of twenty assignments worth approximately 10 points each, for a total of 200 points.

Method of Delivery

I will assign these tasks in class as we cover the corresponding course material. The assignments for this course are highly variable, but all of the will require you to save and submit Microsoft Word files and to create and save Microsoft Excel files. The key to doing well on these assignments is to read and carefully follow the instructions for each.

Grading

The assignments will be graded on two major criteria: Completeness means that there are no missing elements in your submitted file. Accuracy means you've provided all of the necessary elements and that they reflect the right content. Accuracy also means that you have carefully followed the directions.

Work Required

While the amount of time it will take to complete the required tasks for this course will vary from student to student, the following estimates may be helpful in helping you manage your time. On average, it will take you approximately 135 hours to successfully complete the requirements for this course.

Academic Engagement

Participate in lectures and discussions: 45 Hours Take quizzes and exams: 6 Hours

Preparation

Reading/Watching Required Materials: 44 Hours Preparing Assignments: 20 Hours Studying for Quizzes: 20 Hours

Grading Policies

This course will grade assignments on a scale that will convert your total points earned, expressed as a percentage, to a letter grade. As assignments are graded, you will be able to see your progress in Blackboard. Note that ungraded assessments will not be incorporated into that grade yet. The grading scale ranges as follows: A represents the highest level of achievement, ranging from 90 to 100. B indicates a strong performance, covering scores from 80 to 89. C represents a satisfactory or average performance, encompassing scores between 70 and 79. D indicates a passing grade but with performance below average, ranging from 60 to 69. F is assigned for scores 59 and below, indicating a failing grade.

Late Work Policy

Understanding that unforeseen circumstances can arise, the following policy governs the submission of late work:

Submission Window: Late work will be accepted up until the due date of the subsequent module. No assignments will be accepted past this window.

Penalty: For each 24-hour period that passes after the original due date and time, a 10% penalty will be applied to the possible score for that assignment. This penalty will accumulate for every subsequent 24-hour period. For instance:

Timestamp: The submission time stamped on the platform will be used to determine the elapsed time and the associated penalty.

It is always recommended to plan ahead and aim to submit assignments before the due date. However, if you anticipate challenges in meeting a deadline, please communicate in advance to explore potential solutions.

UAM Attendance Policy

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences,

whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation Requirements

I will accept late work during the term until the next module's due date, except for the last week of class. All work is due and will not be graded after the last deadline for the last module, which is the official end of the course. Late work will be assessed a late penalty of 10% per 24-hour period that elapses after the due date. All work is due before midnight on the specified due date.

Mid-term Grade Policy

Mid-semester grades are considered unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular sessions and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student's lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at the end of the term), or assign the student an Incomplete if warranted.

Important Online Resources

You can obtain the required and recommended course materials from the <u>UAM Bookstore</u>. You can access UAM's important online resources on the <u>Student Portal</u> page.

Dates of Concern

Admission Application Deadline: August 2 (Wed) Week 1 (Short Week): August 16 - August 18 First Day of Classes for Session 1: August 16 (Wed) Quiz 1 (MWF): August 28 (Mon) Labor Day Holiday (No Classes): September 4 (Mon) Quiz 2 (MWF): September 11 (Mon) Midterm Grades Posted for Session 1: September 13 (Wed) Quiz 3 (MWF): October 16 (Mon) Last Day to Drop a Session 1 Class: October 25 (Wed) Quiz 4 (MWF): October 30 (Mon) Quiz 5 (MWF): November 13 (Mon) Fall Break (No Classes): November 20-24 (Mon-Fri) Thanksgiving Holiday (Offices Closed): November 23-24 (Thurs-Fri) Last Day of Classes for Session 1: December 1 (Fri) Final Exam Period: December 4-7 (Mon-Thurs) Commencement: December 8 (Fri) Grades Due: December 11 (Mon) Fall Conferral of Degrees: December 13 (Wed)

Content Summary

Module 1: Basic Concepts

- Introduction to statistics in the realm of social sciences.
- A refresher on foundational math concepts from basic arithmetic to statistical symbols and their significance.
- Using Excel for data processing and visualization.
- Understanding different types of variables and their properties.
- Diving deep into the scales of measurement, and differentiating between latent and observable variables.

Module 2: Collecting and Organizing Data

- Introduction to probability concepts and sampling methods.
- Distinction between probability and nonprobability sampling techniques and their applications.
- Techniques for data description: From understanding variables to using Excel for data statistics.
- Concepts of rates, percentages, and their implications in data.
- Creation and interpretation of frequency distributions, using Excel for computation and visualization.

Module 3: Describing Variables

- Comprehending measures of central tendency and their calculation using Excel.
- Analyzing measures of variability and understanding their implications.
- An in-depth look at standard deviation and variance.
- Exploring the characteristics of the normal curve and its rules.
- Understanding percentiles, standard scores, and their computation using Excel.

Module 4: Exploring Relation ships

- Introduction to the significance of effect size in statistical analysis.
- Delving into correlation, its visualization, and its computation.
- Multiple correlations and their relevance.
- Linear regression: Its principles, predicting outcomes, and its distinction from causation.
- Advanced regression models: From logistic regression to structural equation modeling.

Module 5: Hypothesis Testing

- The foundational logic behind hypothesis testing and its components.
- Understanding decision errors and the power of a statistical test.
- Familiarizing with the assumptions in hypothesis testing.
- Distinguishing between one-tailed and two-tailed tests.

Module 6: Testing Null Hypotheses

- Delving into the concepts of error, confidence intervals, and their implications.
- Comprehensive guide to t-tests: Their types, computing it using Excel, and understanding effect size.
- Introduction to non-parametric tests, primarily chi-square.
- Significance in correlation and its importance.
- Understanding ANOVA tests, their computation, and types.

University of Arkansas at Monticello Political Science 462V Election 2020 Fall 2020 Tuesdays and Thursdays 9:40 a.m.-11:00 a.m. MCB 201

****Special Notes for this class****

1.) Our health and safety is important to me. A face mask must be worn correctly (covering both your nose and mouth simultaneously) by every student, at all times, while meeting face to face in the classroom. This also applies to any face to face interaction in my office.

2.) While a face to face course, this class has a strong online/Blackboard component. Reliable access to a PC and internet are required for this course.

Professor: Dr. Davis E-mail: davisjc@uamont.edu Phone: 870-460-1189 Office Location: 216 MCB

Additional Contact Information: Dr. Rick Club, Dean, School of Social and Behavioral Sciences (870) 460-1147 Martha Henris, Administrative Specialist, School of Social and Behavioral Sciences (870) 460-1047

Virtual Office Hours

I enjoy meeting with my students. However, in order to do everything, we can to mitigate risk of spreading or contracting COVID-19, we are going to have virtual office hours. I will be available to chat on the phone on Mondays--Friday: 8 am-9 am; 1:00 pm-2pm. I am also happy to set up an appointment, via email or to chat on the phone at other times if these conflict with your class schedule. Course Information 3 credit hours; prerequisite: PSCI 2213 **Course Description** In this course, students will gain an in-depth understanding of the practices and strategies of American political campaigns as they are employed by actors influenced by institutional and behavioral factors. Anticipated Workload Academic Engagement: (80 Hours) Attend Class and actively participate in discussion: 45 Hours Take exams: 5 Hours Research and writing: 30 Hours Preparation: (75 Hours) Read required materials for class: 35 Hours Review and prepare notes/study for test: 40 Hours **Overall Total Obligation: 155 Hours Student Outcomes** After completing this course students will be able to: 1. Better understand the strategies and practices employed in American political campaigns at the national, state, and local levels of government.

2. Demonstrate knowledge regarding the U.S. democratic process

3. Exhibit an understanding of election laws and their roles in U.S. campaigns and elections

4. Apply political science research in analyzing the behaviors of the American electorate as well as political elites.

5. Think critically about the role of media in U.S. political campaigns

6. Be able to demonstrate an understanding of the importance and limitations of campaign effects on the American public

Required Readings

1. Sides, John, Daron Shaw, Matt Grossman, and Keena Lipsitz. 2018. *Campaigns and Elections: Rules, Reality, Strategy, and Choice*. Norton. ISBN:97880393640533

2. Students should commit to reading a newspaper such as the Arkansas Democratic-Gazette and/or Washington Post and/or New York Times. Also, programs such as Arkansas Week by Arkansas PBS (also available on podcast) and PBS News Hour are succinct reviews of current events at the state and national levels of government and politics.

4. Additional readings assigned will be posted on the course Blackboard page.

Course Evaluation and Grading

Exam #1	
Exam #2	
State Legislative Race Report	
Campaign Advertisement	
U.S. Senate Race Wrap-up	
<u></u>	<u>====</u>

1000 points

Grade Scale

90-100 A 80-89 B 70-79 C 60-69 D 59 & Below F

Examinations

Exam #1 due on Blackboard by no later than 11:59 p.m., September 27th Exam #2 due on Blackboard by no later than 11:59 p.m., November 22nd

Make-up Examinations

Make-up examinations are only permitted in the case of documented emergencies. In the case of a documented absence (illness, family emergency, etc..), the date and time for a make-up examination will be set by the instructor. The make-up exam format may not be the same as the original exam. *In order to qualify for a make-up examination, you must notify me within 24 hours after missing an exam and provide me with the necessary documentation in a timely manner.*

State Legislative Race Report

Each student will select a state legislative race to study. The race is due to be emailed to me by no later than Friday of Week 2. The report will address background information of the race, its candidates, the legislative district, political history, demographics, fundraising, and new coverage. The report will be worth a maximum 150 points. The state legislative race report is due on Blackboard by no later than 11:59 p.m., in class on September 20th.

U.S. Senate Race Wrap-up

In Week 2, each student will be assigned a U.S. Senate race to follow until Election Day. The Wrap-up will consist of the culmination of weeks of tracking the events on the campaign trail, a recap of the election results, strategies employed and evaluated (what worked what did not), the messages communicated by all candidates, tones, polls, and the effects—if any—on the race from the top of ticket. The assignment is worth a maximum of 125 points

possible. The U.S. Senate Race Wrap-up due in class on November 18th. Additional details will be provided in class.

Campaign Advertisement

Drawing from what we cover in class—along with your readings and independent research—on the effects and strategies for campaign advertisements, each student will describe an advertisement they would create. The advertisement may be intended for radio or television. In the paper, the student will refer to readings, course material, and research to explain their elements of the advertisement—its theme, tone, music, voice, content, theme, target audience, etc. The assignment is worth a maximum 100 points and is due November 1st.

Late Assignments

Unexcused late assignments will result in a zero for that grade. However, in the case of a documented excuse (illness, family emergency, etc.), an alternative due date may be assigned by the instructor. If the approved due date passes without the assignment being submitted, a grade of zero will be recorded for that assignment.

Online/Blackboard Component

There is a significant online/Blackboard component to this class. The class will be split into two sections (groups A and B). The instructor will assign the groups and once assigned, the student must stay in the original group. Group A will meet for face to face class on Tuesdays. Group B will meet for face to face class on Thursdays. All lectures will be recorded and posted on Blackboard. To clarify, you will only meet face to face on your assigned group day. You must have access to reliable internet and a PC. This means that periodically throughout the semester some assignments and/or activities will be conducted and/or submitted through the Black Board system. Students will be required to create a Black Board account and add this class to that account. *In addition, students will be required and expected to check both Black Board and UAM E-Mail on a daily basis*.

<u>Weekly Schedule</u> **Notes: (BB) refers to Blackboard; assigned readings are subject to change

<u>Week 1 (August 19-23)</u> Topic(s): Review Syllabus and course introduction Readings: Syllabus; Sides et al. Chapter 1

<u>Week 2 (August 24-30)</u> Topic(s): Background and context Readings: Federalist #59 (BB); "Running Scared," (BB)

<u>Week 3 (August 31-Septebmer 6)</u> Topic(s): The American Electoral Process Readings: Sides et al. Chapter 2; Tocqueville: Book I Chapter 13 (BB)

<u>Week 4 (September 7-13)</u> Topic(s): The Transformation of American Campaigns Readings: Sides et al. Chapter 3; "Voting in Early America"

<u>Week 5 (September 14-20)</u> Topic(s): Campaign Debates Readings: Benoit et al. (BB) ; McKinney and Carlin (BB) **State legislative report due on Blackboard by no later than 11:59 p.m., September 20th**

<u>Week 6 (September 21-27)</u> Topic(s): Modern Campaign Strategies Readings: Sides et al. Chapter 5; TBA (BB) **Exam #1 due on Blackboard by no later than 11:59 p.m., September 27th** <u>Week 7 (September 28-October 4)</u> Topic(s): Political Parties and Interest Groups Readings: Sides et al. Chapter 6; TBA (BB)

<u>Week 8 (October 5-11)</u> Topic(s): Campaign Finance Readings: Sides et al. Chapter 4

<u>Week 9 (October 12-18)</u> Topic(s): Media Readings: Sides et al. Chapter 8; TBA (BB)

<u>Week 10 (October 19-25)</u> Topic(s): Presidential Campaigns Reading: Sides et al. Chapter 9; TBA (BB)

<u>Week 11 (October 26-November 1)</u> Topic(s): Congressional Campaigns Readings: Sides et al. Chapter 10; TBA (BB) Campaign Advertisement due no later than 11:59 p.m., Sunday, November 1st

<u>Week 12 (November 2-8)</u> Topic(s): Election 2020: Expectations and Reflections Readings: TBD (BB)

<u>Week 13 (November 9-15)</u> Topic(s): State and Local Campaigns Readings: Sides et al. Chapter 11; TBD (BB)

Week 14 (November 16-22) U.S. Senate Race Wrap-up due on Blackboard no later than 11:59 p.m., Wednesday, November 18th

Exam #2 due on Blackboard by no later than 11:59 p.m., November 22nd

Weeks 15 (November 23-29) Thanksgiving Break—No Class

<u>Weeks 16 (November 30-December 4)</u> Topic(s): Semester wrap-up discussion (online)

Additional Important Dates August 19 (Wed) –First day of classes August 21 (Fri) – Last day to register or add classes August 25 (Tues) - Tuition and fees due by 3:30 pm for all registered students September 7 (Mon) - Labor Day Holiday. Offices and classes closed October 28 (Wed) - Last day to drop a class or withdraw from the term November 2 (Mon) - Preregistration for Spring begins November 23-27 (Wed) – No classes December 4 (Fri) - Last day of classes for session December 7-10 (Mon -Thurs) – Final exams

Student Conduct Statement

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately,

keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty

- 1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
- 2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
- 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
- 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero from the assignment, and possible termination from the course. The student(s) will also be referred to the administration to determine if any additional action is needed.

Changes to the Syllabus

I reserve the right to make changes to this syllabus at any time. Changes will be announced in class and e-mailed to you. It is the responsibility of the student to take note of any changes.

Technical Support Information

Issues with Blackboard: Contact Office of Academic Computing; phone 870-460-1663. Open Monday-Friday, 8 a.m.-4:30 p.m. Help Desk at <u>fendley@uamont.edu</u> or phone 870-460-1663.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <u>http://www.uamont.edu/library/</u>

Issues with Email: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link: http://www.uamont.edu/AcademicComputing/

<u>Minimum Technology Requirements</u> For minimum technology requirements, visit:

http://www.uamont.edu/pages/resources/academic-computing/

Accommodations

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 121; Telephone: 870 460-1026; TDD: 870 460-1626; Fax: 870 460-1926; E-mail: whitingm@uamont.edu.

For assistance on a College of Technology campus contact: McGehee: Office of Special Student Services representative on campus; Telephone: 870 222-5360; Fax 870 222-1105.

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

Inclement Weather UAM will announce any closures.

<u>E-mail</u>

Please check your student e-mail regularly. Throughout the semester, I will send e-mails to your UAM account. I will promptly answer e-mails that you send to me (within 48 hours). Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

Midterm Grade Policy

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

<u>Technical Support Information</u> Blackboard Assistance: Contact the Office of Instructional Technology during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1063. Help Link: <u>http://www.uamont.edu/blackboard</u>

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-

Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: http://www.uamont.edu/pages/resources/information-technology/it-for-students/

Student Support Services

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <u>http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/</u>

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>http://www.uamont.edu/pages/library/</u>Student Special Services: Any student with a documented disability should contact the Office of Student Special Services.

<u>Monticello Campus</u> Location: Student Success Center, Room 201F Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926 Mailing Address: P.O. Box 3600, Monticello, AR 71656 Email: <u>whitingm@uamont.edu</u>

<u>McGehee Campus</u> Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105 Mailing Address: P.O. Box 747, McGehee, AR 71654 Email: anderson-allen@uamont.edu

<u>Crossett Campus</u> Location: UAM College of Technology at Crossett Telephone: (870) 364-6414 Mailing Address: 1326 Highway 52 West, Crossett, AR 71635 Email: <u>paschall@uamont.edu</u>

Tutoring Center: Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at <u>https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10</u> or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

Important Policies

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: <u>http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf</u>

Classroom Behavior/Disruption Policy

Students will not disturb normal classroom procedures and instruction. Disruptive conduct includes but is not limited to violent, noisy actions, profane or obscene language, intoxication, verbal abuse/slander, quarreling, fighting, threats to safety to oneself or others and failure to comply with the directions of a university official (reference UAM Student Handbook). A faculty member may, at his or her discretion, dismiss a disruptive student from the classroom for the balance of the class period and, at the faculty member's discretion, consider the missed class time as an unexcused absence.

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

UNIVERSITY OF ARKANSAS AT MONTICELLO Social and Behavioral Sciences ONLINE/HYBRID COURSE SYLLABUS Spring 2022

Instructor Name: Dr. Adam J. McKee Instructor Phone: 870-460-1279 Instructor Email Address: McKee@uamont.edu

Office Hours:

Monday	9:30 to 11:00	and	1:00 to 2:30
Tuesday	9:30 to 11:00	and	12:30 to 1:30
Wednesday	9:30 to 11:00	and	1:00 to 2:30
Thursday	9:30 to 11:00	and	12:30 to 1:30
Friday	Internships / Independent Studies / by Appointment		

CJ 3243 / PSCI 3413 Constitutional Criminal Procedure (3 Semester Hours)

Prerequisites: NONE. Introduction to Criminal Justice and American National Government *strongly* recommended.

Required textbooks, workbooks, supplementary materials: All required readings will be imbedded into Blackboard, or links will be provided in Blackboard to resources on the internet. We will be responsible for a lot of court cases in this class. If you prefer to read paper books rather than online, you can buy the two case readers at a very low price:

Fundamental Cases in Procedural Law by Adam J. McKee (ISBN: 978-1718006164)

Fundamental Cases on the Fourth Amendment by Adam J. McKee (ISBN: 978-1717994301)

All of the required readings from these resources can be found in Blackboard. If you wish to use a web based version that does not require logging into Blackboard (such as on a mobile device that is

not Blackboard compatible), they are available free of charge on the author's website: http://www.docmckee.com/OER/index.html

Both books are available at the UAM bookstore. Online bookstore: UAM Bookstore

Course Description: The primary course objective is to provide students with a foundation in procedural law and the impact of the Constitution on criminal justice practice.

Student Learning Outcomes:

After completing this course, you will be able to:

- Understand a criminal defendant's fundamental constitutional rights during the investigatory stage of criminal proceedings and explain the content of these rights with reference to specific constitutional Amendments and clauses, court cases, and legal doctrines.
- Provide, verbatim, the text of the elements of the Bill of Rights that pertain to the law of criminal procedure.
- Master the fundamentals of constitutional criminal procedure by learning the relevant constitutional provisions and judicial doctrines, and applying the rules to determine whether there is a constitutional violation in a hypothetical case.
- Explain the fundamental principles of criminal procedure topics, including "arrest, search and seizure," "confessions and privilege against self-incrimination," and "lineups and other forms of identification."
- Explain an understanding of how legal doctrine develops over time through a line of precedents, and how doctrine may change with changes in the composition of the Supreme Court.
- Demonstrate the ability to analyze, summarize, and provide legal rules developed by the High Courts in the form of a well-written case brief.
- Understand and explain how the doctrines covered in the course can affect tactics used by police and investigators in investigating crime, and how police and investigators attempt to work with and around those doctrines.

Course Assignments/Assessments:

Knowledge Checks: As you will note the in the course outline below, this course will be divided into six "modules" that are the equivalent of a textbook chapter (the readings are also organized that way in Blackboard. After each module, we will have a short quiz. Each quiz will be worth 100 points, for a total of 600 possible points. Questions from the Material posted/linked in Blackboard will be "fair game" on each module quiz.

Learning Checks: These are very short quizzes that are designed to make sure you have mastered a block of information before you move on.

Final Exam: The final exam for the course will cover all of the information presented in all weeks. The format of the exam will be approximately 50 multiple-choice questions. The final exam will be worth 200 points.

Law Review Paper: You will write a 10-page paper citing a minimum of 10 Supreme Court cases in the APA style. This paper will summarize a particular area of law regarding police procedure. Detailed instructions will be provided in Blackboard. Example: *Drug Detection Dogs and the Fourth Amendment*. Only court cases may be cited!

Grading Scale: Graded work will receive a numeric score reflecting the quality of performance as given above in evaluation methods. Your overall course grade will be determined according to the following scale:

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

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences,

whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Course-specific Attendance Policy/Participation

Requirements:

All work is due on the DUE DATE, also called the DEADLINE. For every twenty-four hour period that lapses after the due date, a 10% penalty will be assessed. Late work may no longer be submitted after 10 days have passed from the deadline.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students

with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

Method of Delivering Assignments:

Please submit all work *per the instructions* for the assignment. Formal writing assignments (e.g., case briefs) <u>must</u> be submitted as Microsoft Word files. Discussion posts should be submitted directly into Blackboard and NOT as attached files.

Module	Begins	Deadline	Work Can No Longer Be Submitted
Welcome	Wednesday, Jan. 12	Sunday, Jan. 16	Sunday, Jan. 16
Module 1	Wednesday, Jan. 12	Sunday, Jan. 23	Sunday, Feb. 6
Module 2	Monday, Jan. 24	Sunday, Feb. 6	Sunday, Feb. 20
Module 3	Monday, Feb. 7	Sunday, Feb. 20	Sunday, Mar. 6
Module 4	Monday, Feb. 21	Sunday, Mar. 6	Sunday, Mar. 20
Module 5	Monday, Mar. 7	Sunday, Mar. 20	Sunday, Apr. 10
Module 6	Monday, Mar. 28	Sunday, Apr. 10	Monday, Apr. 25
Wrap-up	Monday, Apr. 11	Sunday, Apr. 24	Monday, Apr. 25

Module Due Dates

Anticipated Workload:

Academic Engagement (45 hours per semester):

- Participation in discussions and activities (e.g., video content)
- Take quizzes and exams

Preparation (90 hours per semester):

- Read required materials for class
- Prepare assignments
- Review notes and study for tests

Overall Total Obligation totals 135 hours per semester.

University of Arkansas at Monticello Political Science 3423 (Section 01): U.S. Congress Spring 2021 Mondays, Wednesday (Blackboard), and Fridays 10:10 a.m. to 11:00 a.m. MCB 201

****Special Notes for this class****

1.) Our health and safety is important to me. A face mask must be worn correctly (covering both your nose and mouth simultaneously) by every student, at all times, while meeting face to face in the classroom. This also applies to any face to face interaction in my office.

2.) While a face to face course, this class has a strong online/Blackboard component. Reliable access to a PC and internet are required for this course.

3.) I will conduct virtual office hours. Please see note below for additional details.

4.) This is a hybrid course. We will plan to meet face to face on Mondays and Fridays. Wednesdays are intended for online coursework and interaction via Blackboard.

Professor: Dr. Davis E-mail: davisjc@uamont.edu Phone: 870-460-1189 Office Location: 216 MCB

Additional Contact Information:

Dr. Rick Club, Dean, School of Social and Behavioral Sciences (870) 460-1147 Martha Henris, Administrative Specialist, School of Social and Behavioral Sciences (870) 460-1047

Virtual Office Hours

I enjoy meeting with my students. However, in order to do everything, we can to mitigate risk of spreading or contracting COVID-19, we are going to have virtual office hours. I will be available to chat on the phone on Mondays--Friday: 8 am-9 am; 1:00 pm-2pm. I am also happy to set up an appointment, via email or to chat on the phone at other times if these conflict with your class schedule.

Course Information

3 credit hours; Political Science 2213 is a course prerequisite

Course Description

PSCI 3223 is an upper division political science course focused on the institution, processes, and practitioners of the U.S. Congress. This class is arranged in a hybrid format and will meet on Mondays and Fridays with a weekly interactive Blackboard component on Wednesdays.

Anticipated Workload

Academic Engagement: (50 Hours)

Attend Class and participate in discussion—including Blackboard activities: 45 Hours Take quizzes and exams: 5 Hours

Preparation: (100 Hours)

Read required materials for class: 45 Hours

Review notes and study for tests and prepare for congressional simulation: 55 Hours Overall Total Obligation: 150 Hours

Student Learning Outcomes

After completing this course students will:

- 1. Understand the legislative process of the United States Congress
- 2. Recognize the major players, and roles of the political institution
- 3. Think critically about the role of enacted legislation in their lives
- 4. Read and analyze legislation

Required Readings

1. Smith, Steven S., Jason M. Roberts, and Ryan J. Vander Wielen. 2020. The American Congress, 10th ed. New York: Cambridge. ISBN 9781538125830

2. Additional readings may be assigned and will be announced in class and posted on the course Blackboard page.

Course Evaluation and Grading	
Simulation Contribution	200 points
Bill Report #1	
Exam $\hat{\#}1$	
Exam #2	
Bill Report #2	
-	1000 points

Grade Scale

90-100	А
80-89	В
70-79	С
60-69	D
59 & Below	F F

Attendance

Success in this class will require you attend regularly and actively participate. I expect all students to regularly attend class and conduct themselves in a respectful manner.

Simulation Contribution

A significant portion of the class is devoted to students gaining hands on experience of the legislative process via congressional simulation. Active engagement in the simulation is required to succeed in this course. To earn points in this category, a student must: 1.) Attend simulation days and 2.) Actively participate in all aspects of each simulation day.

Bill Report #1

The first bill report will be an essay style report including the following components: introduction of bill topic, motivation for the bill, problem the bill addresses, a research report the student has compiled in preparation of drafting the bill, arguments in favor and opposition of the bill, estimated costs of the bill, and the bill itself. ****Bill Report #1 due no later than 11:59 p.m., Sunday, March 5th****

Examinations

Exam #1 is due no later than 11:59 p.m., Friday, February 26^h) ** **Exam #2** is due no later than 11:59 p.m. on Sunday, April 23rd)**

Make-up Examinations

In order to qualify for a make-up examination, you must notify me within 24 hours after missing an exam and provide me with the necessary documentation in a timely manner. Excused absences from exams (as with class) include illness, family emergency, recognized university events, etc.

Bill Report #2

The second bill report is an account of the legislative history of your bill in the simulation. The second bill report should include details such as: basic information and dates of when the bill was introduced, insights gained from committee work and authorship testimony, the political story of your bill, who was for it/against it?, did you receive support for your bill from your party caucus?, did you attempt to build a bipartisan coalition?, was your bill passed or defeated?, was the bill amended?, etc. ****Bill Report #2 Due no later than 3:00 p.m., Thursday, April 29th****

Late Assignments

Unexcused late assignments will result in a zero for that grade. However, in the case of a documented excuse (illness, family emergency, etc.), an alternative due date may be assigned at the distraction of the instructor. If the approved due date passes without the assignment being submitted, a grade of zero will be recorded for that assignment.

Recording Devices and Note Sharing

The use of recording devices by students without my consent is not allowed. Furthermore, the dissemination of class materials (on-line or otherwise) with anyone not currently enrolled in the course is strictly prohibited.

Student Conduct Statement

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty

- 5. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
- 6. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
- 7. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
- 8. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero from the assignment, and possible termination from the

course. The student(s) will also be referred to the administration to determine if any additional action is needed.

Blackboard

There is a Black Board component to this class. This means that weekly throughout the semester assignments and/or activities will be conducted and/or submitted through the Black Board system. Students will be required to create a Black Board account and add this class to that account. *In addition, students will be required and expected to check both Black Board and UAM E-Mail on a daily basis.*

<u>Technical Support Information</u> Issues with Blackboard: Contact Office of Academic Computing; phone 870-460-1663. Open Monday-Friday, 8 a.m.-4:30 p.m. Help Desk at <u>fendley@uamont.edu</u> or phone 870-460-1663.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <u>http://www.uamont.edu/library/</u>

Issues with Email: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link: http://www.uamont.edu/AcademicComputing/

Minimum Technology Requirements

For minimum technology requirements, visit:

http://www.uamont.edu/pages/resources/academic-computing/

Accommodations

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 121; Telephone: 870 460-1026; TDD: 870 460-1626; Fax: 870 460-1926; E-mail: whitingm@uamont.edu.

For assistance on a College of Technology campus contact: McGehee: Office of Special Student Services representative on campus; Telephone: 870 222-5360; Fax 870 222-1105.

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

Inclement Weather UAM will announce any closures.

<u>E-mail</u>

Please check your student e-mail regularly. Throughout the semester, I will send e-mails to your UAM account. I will promptly answer e-mails that you send to me (within 48 hours).

Academic Alert

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in

your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert System.

Changes to the Syllabus

I reserve the right to make changes to this syllabus at any time. Changes will be announced in class and e-mailed to you. It is the responsibility of the student to take note of any changes.

Weekly Schedule

<u>Week 1(January 13 (BB), January 15)</u> Readings: Syllabus/Introductory Reading On Blackboard

<u>Weeks 2 (January 20th (BB), 22nd)</u> Readings: Chapter 1; United States Constitution (Article I) **** January 18 (Mon) – Martin Luther King Jr. Holiday. Offices and classes closed. ****

<u>Week 3 (January 25th, 27th(BB), and 29th)</u> Readings: Chapter 1 (continued); Simulation Packet Simulation Day #1 (1/29) <u>Week 4 (February 1st, 3rd (BB), and February 5th)</u> Readings: Chapter 2 Simulation Day #2 (2/5)

Week 5 (February 8th, 10th (BB), 12th) Readings: Chapter 3 Simulation Day #3 (2/12)

Week 6 (February 15th, 17th (BB), and 19th) Readings: Chapter 4 Simulation Day #4 (2/19)

Week 7 (February 22nd, 24th (BB), and 26th) ****Exam #1**** is due no later than 11:59 p.m., Friday, February 26^h)** Simulation Day #5 (2/26)

<u>Week 8 (March 1st, 3rd (BB), and 5th)</u> Readings: Chapter 5 Simulation Day #6 (3/5) ****Bill Report #1 due no later than 11:59 p.m., Sunday, March 5th****

Week 9 (March 8^{th,} 10th (BB), and 12th) Readings: Chapter 6 Simulation Day #7 (3/12)

Week 10 (March 15th, 17th (BB), and 19th) Readings: Chapter 7 Simulation Day #8 (3/19)

<u>Week 11 (March 22th, 24th (BB), and 26th)</u> Simulation Day #9 (3/26)

Week 12 (March 29th, 31st (BB), and April 2nd) Readings: Chapter 9 Simulation Day #10 (4/2)

Week 13 (April 5th, 7th (BB), and 9th) Readings: Chapter 10 Simulation Days #11 (4/9)

Week 14 (April 12th, 14th (BB), and 16th) Readings: Chapter 11 Simulation Day #12 (4/16)

<u>Week 15 (April 19th, 21st (BB), and 23rd)</u> Readings: Chapter 12 Simulation Day #13 (4/23) ****Exam #2** is due no later than 11:59 p.m. on Sunday, April 23rd)****

Week 16 (April 26th) Simulation Day #14 (4/26)

Bill Report #2 Due no later than 3:00 p.m., Thursday, April 29th

Important Dates January 13---First day of classes January 15—Last day to register for classes January 18—Dr. Martin Luther King Jr. Holiday. Campus closed January 26—Tuition and fees due by 3:30 p.m. for all registered students University of Arkansas at Monticello Political Science 3433: Public Administration Fall 2021 Tuesdays and Thursdays 9:40 am—11:00 am MCB 204

****Special Note for this class****

Our health and safety are important to me. A face mask must be worn correctly (covering both your nose and mouth simultaneously) by every student, at all times, while meeting face to face in the classroom. This also applies to any face to face interaction in my office.

Professor: Dr. Davis E-mail: davisjc@uamont.edu Phone: 870-460-1189 Office Location: 216 MCB

Course Information

3 credit hours; prerequisite: PSCI 2213

This course is a hybrid with a strong Blackboard component. The class will meet regularly on Mondays and Fridays and interact and otherwise engage with course material online via Blackboard during the middle of the week.

Additional Contact Information:

Dr. Clint Young, Dean, School of Social and Behavioral Sciences (870) 460-1147 Martha Henris, Administrative Specialist, School of Social and Behavioral Sciences (870) 460-1047

Office Hours

My office hours are below. If these times do not fit your schedule, we can always schedule an appointment to meet virtually or in-person, if necessary. When you would like to visit during these times, I ask that you consider whether or not the meeting can take place via email, phone, or Zoom so that we can better protect those not old enough to get the COVID-19 vaccine (my two children, for example).

Mondays—Thursdays: 8-9 a.m.; 1-2 p.m. Fridays—8-9 a.m. (afternoons are reserved for independent studies or by appointment)

Course Description

In PSCI 3433, students explore the trends and organization of public administration; administrative powers and responsibilities; policy making and intergovernmental relations; and the regulatory commissions.

Anticipated Workload

Academic Engagement: (50 Hours) Attend Class and participate in discussion: 45 Hours Take quizzes and exams: 5 Hours Preparation: (90 Hours) Read required materials for class/ research topics: 45 Hours Review notes and study for tests/ write a literature review: 45 Hours Overall Total Obligation: 140 Hours

Student Learning Outcomes

After completing this course, successful students will:

- 1. Understand the interaction between intergovernmental actors as well within the U.S. federal system.
- 3. Think critically about the role of bureaucracy in their lives
- 4. Be able to comprehend and analyze quantitative and qualitative social science research
- 5. Know how to conduct a professional presentation to a business-oriented audience.

Required Readings

1. In order to be engaged in class discussion, students will stay up to date with national political news/events. I recommend reading the Arkansas Democratic-Gazette, Washington Post (free access online), and/or New York Times (free access online).

2. Additional readings will be assigned and posted on Blackboard.

Course Evaluation and Grading

Project #1	
Project #2	
Project #3	
Exam #1	
<u>Exam #2</u>	
	1000 points

Grade Scale

90-100	A
80-89	В
70-79	С
60-69	D
59 & Belo	w F

Project #1: Grant Memo

Each student will research a grant from a city, county, state, or federal governmental agency available for public use (likely through a grant application from a city, county, or state agency. The memo will outline the history (legislative origin) of the grant, its purpose, and the process involved in applying. Project #1 is worth 200 points.

Project #2: Intergovernmental Relations Memo

Each student will interview an agency administrator at the city, county, or state level and learn more about their role, the mission of their organization, and how they interact with other levels of government to provide their public services. Each memo will also outline the organization and its history. Project #2 is worth 200 points.

Project #3: TBA

Project #3 is worth 200 points. Details of this project will be announced in class.

Examinations

There will be two exams in this course. Examinations may cover in class discussions, readings, or events related to the course material. Each exam is worth 200 points.

Make-up Examinations

Make-up examinations are only offered for documented and excused absences. In the case of a documented and excused absence (illness, family emergency, etc..) or recognized University activity, a make-up exam will be permitted. *In order to qualify for a make-up examination, you must notify me within 24 hours after missing an exam and provide me with the necessary documentation in a timely manner.*

Late Assignments

Unexcused late assignments will result in a zero for that grade. However, in the case of a documented excuse (illness, family emergency, etc.), an alternative due date may be assigned by the instructor. If the approved due date passes without the assignment being submitted, a grade of zero will be recorded for that assignment. *Technical difficulties such as computer malfunction, loss of internet, etc. will not be accepted as excuses*.

Recording Devices and Note Sharing

The use of recording devices by students without my consent is not allowed. Furthermore, the dissemination of class materials (on-line or otherwise) with anyone not currently enrolled in the course is strictly prohibited.

Student Conduct Statement

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty

- 1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
- 2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
- 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
- 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero from the assignment, and possible termination from the course. The student(s) will also be referred to the administration to determine if any additional action is needed.

Blackboard

There is a Black Board component to this class. This means that periodically throughout the semester some assignments and/or activities will be conducted and/or submitted through the Black Board system. Students will be required to create a Black Board account and add this class to that account. *In addition, students will be required and expected to check both Black Board and UAM E-Mail on a daily basis.*

All readings will be posted on Blackboard

Semester Schedule

assignment due dates will be posted in Blackboard and announced in class

Unit 1Introduction to Public Administration

Students will be introduced to the sub discipline of Public Administration, review its foundational readings, and discuss P.A. theories.

Exam #1

Unit 2 Federalism and Intergovernmental Relations

Students will review the concept of federalism in the governmental context, read and discuss the role of federalism in intergovernmental relations within the United States, and examine the interdependent operations of governmental agencies.

Project #1

Exam #2

Unit 3 Bureaucracy and Bureaucrats

Students will consider the role of bureaucracy in a representative democracy, the players making policy and enforcing laws, and consider questions regarding the oversight of these agents.

Project #2

Project #3

Changes to the Syllabus

I reserve the right to make changes to this syllabus at any time. Changes will be announced in class and emailed to you. It is the responsibility of the student to take note of any changes.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials

covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation Requirements:

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. Help Link: https://www.uamont.edu/it/blackboard.html

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-

Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions. Website: https://www.uamont.edu/it/

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert

system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will

receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are

available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at https://www.uamont.edu/life/counseling/index.html

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: https://www.uamont.edu/academics/arts-humanities/writing-center.html

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: https://www.uamont.edu/academics/library/index.html

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 101G

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656 Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee

Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654 Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635 Email: paschall@uamont.edu

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-

Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and

MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning,

living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call

(870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies

regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: https://www.uamont.edu/life/pdfs/student-handbook.pdf

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of

any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has

completed enhanced certification training in accordance with Ark. Code A

University of Arkansas at Monticello Political Science 462V Arkansas Politics Spring 2020 Tuesdays & Thursdays 9:40 a.m.-11:00 a.m.

MCB 317

Professor: Dr. Davis E-mail: davisjc@uamont.edu Phone: 870-460-1189 Office Location: 206 MCB Office Hours: Please see the last page of this syllabus

<u>Course Information</u> 3 credit hours; prerequisite: PSCI 2213

Course Description

In this course, students will learn about the political institutions of state government, explore the political culture of Arkansas politics, and analyze the state politics and policy of Arkansas.

Anticipated Workload Academic Engagement: (80 Hours) Attend Class and actively participate in discussion: 45 Hours Take exams: 5 Hours Research and writing: 30 Hours Preparation: (75 Hours) Read required materials for class: 35 Hours Review and prepare notes/study for test: 40 Hours Overall Total Obligation: 155 Hours

Student Outcomes

The successful student will better understand the political institutions of Arkansas state government, appreciate the political culture of the Natural State and that culture's role in the politics and policymaking at the state level, and appreciate the changing electoral environment in which they find themselves. Students will also have the opportunity to enhance their writing, analytical, and speaking skills by conducting and presenting their own research.

Required Readings

1. Blair, Diane, B., Barth, J. 2005. Arkansas Politics and Government, 2nd ed. University of Nebraska Press. ISBN: 0-8032-6198-5

2. Students should commit to reading the Arkansas Democratic-Gazette and viewing *Arkansas Week* (PBS).

3. The first four weeks' readings will be available on Blackboard.

Course	Evaluation	and	Grading
Attendance.			
Mid Term E	xam		
Reaction Pa	pers		
			1000 points

 Grade Scale

 90-100
 A

 80-89
 B

 70-79
 C

 60-69
 D

 59 & Below F

Attendance

Success in this class will require you attend regularly and actively participate. Examination questions are derived from the required readings, class lectures, and in-class discussion. **In short, you will not do well in this course if you do not regularly attend and actively participate.** I expect all students to regularly attend class and conduct themselves in a respectful manner. Attendance will be taken at the start of each class and will be worth a total 100 points overall.

Mid Term Examination

This class will have a midterm examination. The exam will be worth a maximum of 250 points (25% of the overall course grade). The exam will be administered promptly at the beginning of class on the date announced.

Midterm Exam Thursday, February 20th

Final Examination

The final examination is scheduled for Monday, May 4th, at 8 a.m. The details of the exam will be discussed in class.

Make-up Examinations

Make-up examinations are only permitted in the case of documented emergencies. In the case of a documented absence (illness, family emergency, etc..), the date and time for a make-up examination will be set by the instructor. The make-up exam format may not be the same as the original exam. *In order to qualify for a make-up examination, you must notify me within 24 hours after missing an exam and provide me with the necessary documentation in a timely manner.*

Late Assignments

Unexcused late assignments will result in a zero for that grade. However, in the case of a documented excuse (illness, family emergency, etc.), an alternative due date may be assigned by the instructor. If the approved due date passes without the assignment being submitted, a grade of zero will be recorded for that assignment.

Reaction Papers

Over the course of the semester, students will summarize and critique the week's readings in the form of reaction papers. Each reaction paper must address each reading assigned. Each paper is to be written independently (no group work permitted). The papers will be 2 pages in length (single-spaced). A total of ten reaction papers will be assigned. These assignments will not only enhance the student's critical reading and thinking skills, but improve classroom discussion. Each paper will be worth a maximum of 40 points (400 points total).

Research Paper

Each student will write a 15-20-page paper (typed, 12-point font, double-spaced, traditional margins, Times New Roman font) on an Arkansas political event, policy issue, or campaign. The

paper will present a research question or topic, review existing scholarly literature on the topic, and analyze key findings found from the student's research on the topic. The paper must use no fewer than 12 sources which will be cited in-text and presented in a reference page attached to the research paper. The research paper is worth a total of 200 points. Over the semester, I invite students to provide me with drafts for review and feedback. The paper is due in class on Thursday, April 23rd

Changes to the Syllabus

I reserve the right to make changes to this syllabus at any time. Changes will be announced in class and e-mailed to you. It is the responsibility of the student to take note of any changes.

Weekly Schedule

[M & S = Moncrief and Squire, B & B = Blair and Barth, P & W = Parry and Wang]

Weeks 1, 2, 3, & 4 (January 8th—February 2nd) Topic: Introduction to State Government Readings: M & S [Blackboard], Chapters 1, 2, 3, & 6 ***Reaction Paper #1 on M & S Chapters 1 & 2 due Tuesday, January 14th*** ***Reaction Paper #2 on M & S Chapters 3 & 6 due Tuesday, January 30th***

Week 5 (February 3rd—9th)

Topic: Arkansas Government and Politics in Context

Readings: B& B, Chapter 1

P & W, "Political Culture, Political Attitudes, and Aggregated Demographic

Effects:

Regionalism and Political Ideology in Arkansas ***Reaction Paper #3 due Tuesday, February 4th***

Weeks 6 & 7 (February 10th-23rd)

Topic: Arkansas Constitutions

Readings: B & B, Chapter 7 P & W, "The Proposed Arkansas Constitution of 1970" ***Reaction Paper #4 due Tuesday, February 18th*** ***Midterm Exam on Thursday, February 20th***

Weeks 8 & 9 (February 24th — March 8th)

Topics: Continuity and Change in Arkansas Politics

Readings: B & B, Chapter 3 & 4

P & W, "A Place at the Table: Hot Springs and the GI Revolt"

Weeks 10 & 11 (March 9th—March 22nd)

Topics: The Arkansas Legislature Readings: B & B, Chapter 9

P & W, "Term Limits in Arkansas: Opportunities and Consequences"

P & W, "Outsiders and the Amateur Legislature: A Case Study of Legislative

Politics"

Reaction Paper #5 due Tuesday, March 10th

Weeks 12 (March 23—29th) Spring Break: No class

Week 13 (March 30th—April 5th)

Topic(s): The Arkansas Executive Branch Readings: B & B, Chapter 8 P & W, "Arkansas Governors in the Twentieth Century: A Ranking and Analysis" ***Reaction Paper #6 due Tuesday, March 31st***

Week 14 (April 6th—12th)

Topics: The Arkansas Judiciary Readings: B & B, Chapter 10

P & W, "A Practitioner's Guide to Arkansas' New Judicial Article" ***Reaction Paper #7 due Tuesday, April 7th***

Weeks 15 (April 13th—19th)

Topic: State Services

Readings: B & B, Chapter 13 ***Reaction Paper #8 due Tuesday, April 12th***

Weeks 16 (April 20th-26th)

Topics: The Future of Politics and Policy in ArkansasReadings:B & B, Chapter 14***Reaction Paper #9 due Tuesday, April 21st******Paper due in class on Thursday, April 23rd***

Final Examination: Monday, May 4th, at 8 a.m.

Important Dates

January 8 (Wed) –First day of classes January 10 (Fri) – Last day to register or add classes January 14 (Tues) - Tuition and fees due by 3:30 pm for all registered students January 20 (Mon)- Martin Luther King Jr. Holiday. No classes. Offices closed February 21(Fri) - Deadline to apply for August and December graduation March 18 (Wed) - Last day to drop a class or withdraw from the term March 23-27 – Spring Break April 6 (Mon) - Preregistration for Spring begins April 27 (Mon) – Last day of classes April 29-May 4 – Final Exams

<u>Technical Support Information</u> Issues with Blackboard: Contact Office of Academic Computing; phone 870-460-1663. Open Monday-Friday, 8 a.m.-4:30 p.m. Help Desk at <u>fendley@uamont.edu</u> or phone 870-460-1663.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <u>http://www.uamont.edu/library/</u>

Issues with Email: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. -4:30 p.m.

The Student Handbook for Distance Education is available at the following link: http://www.uamont.edu/AcademicComputing/

<u>Minimum Technology Requirements</u> For minimum technology requirements, visit: <u>http://www.uamont.edu/pages/resources/academic-computing/</u>

Accommodations

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 121; Telephone: 870 460-1026; TDD: 870 460-1626; Fax: 870 460-1926; E-mail: whitingm@uamont.edu.

For assistance on a College of Technology campus contact: McGehee: Office of Special Student Services representative on campus; Telephone: 870 222-5360; Fax 870 222-1105.

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

<u>Inclement Weather</u> UAM will announce any closures.

<u>E-mail</u>

Please check your student e-mail regularly. Throughout the semester, I will send e-mails to your UAM account. I will promptly answer e-mails that you send to me (within 48 hours). Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

Midterm Grade Policy

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the

student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Technical Support Information

Blackboard Assistance:

Contact the Office of Instructional Technology during regular business hours, Monday-Friday from

8:00 a.m. to 4:30 p.m., at (870) 460-1063.

Help Link: http://www.uamont.edu/blackboard

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: http://www.uamont.edu/pages/resources/information-technology/it-for-students/

Student Support Services

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at <u>http://www.uamont.edu/pages/student-affairs/counseling/</u>

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <u>http://www.uamont.edu/pages/school-of-arts-</u>

humanities/writing-center/

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>http://www.uamont.edu/pages/library/</u>Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

<u>Monticello Campus</u> Location: Student Success Center, Room 201F Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926 Mailing Address: P.O. Box 3600, Monticello, AR 71656 Email: <u>whitingm@uamont.edu</u>

<u>McGehee Campus</u> Location: UAM College of Technology at McGehee

Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

<u>Crossett Campus</u> Location: UAM College of Technology at Crossett Telephone: (870) 364-6414 Mailing Address: 1326 Highway 52 West, Crossett, AR 71635 Email: <u>paschall@uamont.edu</u>

Tutoring Center: Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

<u>https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10</u> or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

Important Policies

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: <u>http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf</u>

Classroom Behavior/Disruption Policy

Students will not disturb normal classroom procedures and instruction. Disruptive conduct includes but is not limited to violent, noisy actions, profane or obscene language, intoxication, verbal abuse/slander, quarreling, fighting, threats to safety to oneself or others and failure to comply with the directions of a university official (reference UAM Student Handbook). A faculty member may, at his or her discretion, dismiss a disruptive student from the classroom for the balance of the class period and, at the faculty member's discretion, consider the missed class time as an unexcused absence.

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES (FACE TO FACE) COURSE SYLLABUS Fall 2022 – MONDAYS & WEDNESDAYS 1:10 p.m.

Instructor Name: Dr. Carol Strong

Instructor Location of Office: MCB 309

Instructor Phone: 870-460-1687.

Instructor Email Address: strong@uamont.edu

Office Hours: Monday 9:30-11:30 & 2:30-3:30; Tuesday 10:00-12:00 & 3:00-3:30; Wednesday 10:00-11:30 & 2:30-3:30; Thursday 10:00-12:00 & 3:00-3:30; and Friday 9:00-10:30 & Afternoon Appointments by Appointment.

<u>Course Title and Credit Hours</u>:

UAM PSCI 3463 International Relations, 3 credit hours.

Prerequisites: PSCI 2213 American National Government

Required textbooks, workbooks, supplementary materials:

Resource Titles and ISBN Numbers

1. Paul Wilkinson, *International Relations: A Very Short Introduction*, (Oxford: Oxford University Press). 1st Ed. 2007.

Soft Cover: 978-0-1928-0157-9 (9780192801579), \$11.95

2. Andrew Preston, *American Foreign Policy: A Very Short Introduction* (Oxford: Oxford University Press). 2st Ed. 2005.

Soft Cover: 978-0-1998-9939-5 (9780199899395), \$11.95

Digital: 978-0-1909-4602-9 (9780190946029)

The editions/publication years of these books are not as important as making sure that you have purchased the right author and textbook. You can purchase this either at the UAM bookstore or online.

Online bookstore: **<u>UAM Bookstore</u>**

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description:

This course examines the changing political conceptions of international conflict and cooperation. It begins with an examination of globalization, which underpins discussions about the main trends of thought in international relations and allows for the empirical application of theoretical ideals to contemporary case studies. Included in this discussion are the debates over what constitutes cooperation in contemporary politics, how the search for peace and international security has changed over the course of the last few decades, and how the nature of war has changed in response to contemporary world events. These discussions close with the debate of how even these concepts have changed since 9/11 and prompt the discussion of alternative approaches to world politics in the twenty-first century. To enhance your understanding of world events, each student will undertake a case study related to contemporary international relations.

Student Learning Outcomes:

Students who complete this course should:

- Identify and Understand key concepts related to global governance and the role that the United States plays in the global community.
 - This knowledge is gained through reading the textbook and listening to lectures, as well as by accessing additional scholarly resources in the blackboard shell specifically chosen to help explain global concepts.
- Be able to critically evaluate different and competing interpretations about the changing nature of cooperation, conflict and threats to security.
 - This will be fostered during in-class discussions, as well as when they write entries into the 'Discussion Notebook.' This understanding will then underpin the writing of the critical essay.
- Be able to evaluate critically contemporary case studies related to international relations and present the information learned competently in both written and oral formats.
 - This knowledge will be gained through purposefully chosen Learning Modules in the student's Blackboard Shell, which will underpin in-class lectures and discussions every other week.
- Develop globalized critical (and reflective) thinking skills by reading articles written by regional experts in the international community, as well as gaining international perceptions and theories of democracy.
 - Students are also asked to read articles (in addition to what they find in the textbook), which will be included in their blackboard shell.

- Improve their media literacy of international media sources.
 - Purposeful exercises using international media sources will be included in the Learning Modules presenting current case studies in the international community.
- Improve their research and writing skills, as well as their public speaking skills.
 - These skills will be strengthened through the writing of a critical research paper, as well as through weekly in-person class discussions and the short presentation(s) that students will be asked to do throughout the semester.
- Have a greater appreciation of current events around the world in order to gain a better understanding of the American role in the world and how it is shaped by the choices and preferences of other countries.
 - The entire course is geared to fostered this type of critical thought.
- Workforce Skills Gained: The ability to work to deadlines, the ability to read directions and put them into action, the ability to formulate theories and knowledge both independently and during group discussions, experience manipulating Word and Powerpoint programs, the ability to articulate views rationally in written, oral and technological formats, the ability to make focused presentations, and exposure to constructive criticism.

Course Assignments/Assessments:

1. Attendance, Participation and Quizzes:

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

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

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

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

2. Discussion Notebook and Open Discussions

Over the course of the semester, students will be expected to turn in short free-style essays approximately every two weeks covering their thoughts over the various themes and issues discussed throughout the semester. Additional readings and YouTube/TedEx videos will be frequently uploaded in the student's blackboard shell to help facilitate the thought needed to complete this exercise.

Students can choose their own topics to write about, as long as they are directly (or at least easily) tied to the discussions held during class. Throughout the semester, they will be required to write at least five (5) entries —with a possible of eight (8) in total. These are not meant to be formal essays, although they are still expected to do their own work (and not cut and paste or copy other people's work) and quotations always get them 'brownie points.' The idea is for them to put their thoughts onto paper in their own words to see how their world view is changed throughout the semester.

To avoid a situation where you write all 5 entries 48 hours before they are due at the end of the semester, you will be asked to turn a single entry in at different points during the semester, as noted in this syllabus. You will not receive full credit for each entry, if you write them all at the end of the semester, so plan your time effectively.

Each entry should be about a page (if hand-written) and a page and a half (normal margins and font size, if typed).

3. Major Project:

Each student will prepare a major project during the semester and present their findings to the class in an oral presentation. The basic requirements for this essay: 1) they must find and use at least 6-10 credible, scholarly sources related to their topic; 2) they will write between 8-10 pages of a regularly formatted essay; 3) they will use consistent and correct referencing practices throughout the essay or lose significant points; 4) they should strive to include statistical information from the *Fund for Peace/Foreign Affairs*' Failed State Index *and* find at least one article on the US Army War College's website; and 5) they will absolutely not plagiarize any information in the final version of this paper.

Formal Presentation: Each student will be required to do a conference length (20 minute) presentation as part of their major project. Students will be assigned to different regions and will be expected to research topics related to democratization efforts/successes/failures in their region and present a succinct analysis of their findings in class. The objective of these presentations is firstly to demonstrate the students analytical capabilities and their knowledge of the region selected and secondly, to prompt discussion in class amongst their fellow students. Projects may include whatever prompts are needed to illustrate the argument/main points/findings of their research.

Impromptu Presentations: Throughout the semester, students can volunteer to give short summaries of what they read, heard in the news, or watched a TedEx video about while preparing for class. These are not required, however, students will get extra credit, if they do.

4. Examinations:

One mid-term examination and a final will be given *only* on the days listed on the class schedule. Examinations will cover the readings, lectures and discussions covered prior to the exam. The exams will consist of a combination of true/false questions, multiple-choice questions, matching/

listing questions and short answer questions, as well as a 'not-so-short' essay. Map skills tests and a verbal component (in particular related to the final exam) are also possible options. Alternatively, depending on the participation of the class, the mid-term and final could be entirely essay-based.

Please note that the final exam will be split into two sections: the written and the verbal/oral. The written exam will be given on the last day of class and the verbal panel will be held during the finals period. Instructions for the verbal panel will be handed out a week beforehand so that students have a chance to prepare adequately for the upcoming discussions.

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

Special Dates of Concern:

August 17 (Wed) - First day of class

August 19 (Fri) - Last day to register or add classes.

August 23 (Tues) - Tuition and fees due by 3:30 p.m. for all registered students. Students will be dropped at the end of the day unless payment or other payment arrangements have been made (tentative dates).

September 5 (Mon) - Labor Day Holiday. Offices and classes closed.

October 26 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

October 31-November 11 (Mon-Fri for 2 Weeks) - Registration for Spring 2023.

November 11 (Fri) - Deadline to apply for May graduation.

November 21-25 (Mon-Fri) - Fall Break. [November 24-25 - Thanksgiving Holiday]. Offices closed.

December 2 (Fri) - Last day of class.

December 5-8 (Mon-Thurs.) - Final exam period.

Note about Finals Week: Finals week is different than the regular semester. Here are a few things you should know:

• All work related to the class must be turned in by the last day of class, unless it is related to the final or prior arrangements have been made with the professor.

- This means that NO WORK will be accepted after the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- All discussions of grades, especially if you are trying to improve your final grade with extra credit (if any is available) must be negotiated BEFORE FINALS WEEK.
- No discussions of grades will be made during finals week. If you have missing work, the issues involved must be resolved before the last day of class, or you will have to wait and appeal the grade the following semester. Be aware that grades will only be changed, if there is a legitimate problem or if you grade was entered incorrectly.
- Only issues related to the final exam and/or final projects will be entertained during finals week, all other issues related to work due during the semester must be resolved before the last day of class.

December 12 (Mon) Grades Due by 10:00 a.m.

December 14 (Wed) Fall Commencement

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation

<u>Requirements</u>:

Students absent from two consecutive or a total of three class meetings will be reported to Academic

Alert, in addition to instructor consultation, unless the instructor agrees that the reason for the absences is justifiable and plans have been made to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as a risk at any time.) Faculty members may establish additional attendance requirements, which will be stated in the course syllabus.

This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. A sign-in sheet will be passed around at the beginning of most class periods. All students present must sign this sheet before the instructor leaves the class, if they want their attendance recorded and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances.

Please note, however that penalties will apply if it is discovered that you have been signing for people who are not actually present on the day, as this constitutes cheating and will be dealt with accordingly. Also note that if you miss more than 40% of the total number of classes for the semester, the date of last attendance that will be turned into the registrar will be the date of the last exam that you took, provided you have taken all exams to that point for the semester.

If you miss class, in addition to receiving an academic alert after two consecutive or chronic absences, the following chart shows you exactly how many points you will lose towards your final grade in this course:

Number of absences	Your attendance grade at the end of the semester
1	95
2	90
3	85
4	80
5	78
6	75
7	70
8	60
9	55

10	50
11	25
12	0
13	Loss of 10 points off your FINAL grade for the class
14	Loss of 25 points off your FINAL grade for the class
15	You will fail this class

Please note that this policy can be revised if extraordinary circumstances emerge, i.e. because of disruptions caused by pandemics (i.e. COVID-19) and/or emergency situations. Any changes will be clearly articulated to you in written form (available through your blackboard shell.)

Zoom Alternative:

If you are unable to attend class in person, you have the option of attending using Zoom.

You are expected to have a working computer and microphone, if you choose to attend using Zoom. Many students choose to download Zoom on their phone (as opposed to their computer), so that they can easily access their blackboard shell during class.

Note: If you choose to attend using Zoom, but you don't turn your camera on, you will be marked as 'Late' in the Attendance feature of Blackboard. This will not impact your grade UNLESS there is a question about whether or not you are actually 'PRESENT and ATTENTIVE' while using Zoom.

Disclaimer: It is very tempting to be distracted and/or to multi-task while using Zoom. Remember that you are Zooming a class and are expected to remain as attentive as you would be in class.

Suggestion: The easiest way to stay focused is to turn your camera on. Also realize that you may have to access the PowerPoint Lecture Notes with Professor Commentary in your Blackboard Shell to catch the information that you may have missed while engaging in "Distracted Zooming."

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required:

Academic Engagement: 3 hours per week throughout the semester, equaling 45 hours in total

Preparation: A minimum of 6.5 hours of work per week are needed to pass this class, with another 5 hours allocated to prepare for the midterm and final exams. (Please note that this estimate will vary according to the student and is calculated to complete the class with a C/D grade. Hence, to make a higher grade, this work estimate is likely to increase.) The discussion notebook should take approximately 45 minutes every week and the class paper will take 6 hours overall.

Minimum Total Work Obligation: 145 hours

Grading Policy:

The course grade is divided into five components:

Participation	5 %
Discussion Notebook	10 %
Mid-term Examination	20 %
Research Project/Presentation	35 %
• Final (written and oral)	30 %
	100 %
Grading Scale:	
A: 90 % to 100 % (exceptional work)	B: 80 % to 89 % (good work)
C: 70 % to 79 % (average work)	D: 60 % to 69 % (below average)
F: Below 60 % (failing)	

Contemporary Political Ideologies PSCI 3573

University of Arkansas – Monticello Spring 2021

Professor: Dr. Strong Class Info: T/TH, 11:10-12:30 Office: MCB 309 Contact Phone: 1-870-460-1687

Contact Email: strong@uamont.edu

Course Info: 3 credit hours, general education course, lecture; no prerequisites. **Office Hours: See Appendix III, found on the last page of this syllabus.**

COVID-19 Requirements and Contingency Plan

Because of COVID-19, the following practices are expected of students:

- You must wear a face mask during class and at those times that you cannot social distance.
- You are encouraged to social distance whenever possible
- If you are absent, you are expected to contact the professor to let them know if your absence is COVID-19 related (or not).
- Wash your hands often and use hand sanitizer whenever you touch/use university furniture and/or equipment.

Please note that these procedures are not meant to infringe on your rights, rather they are meant to ensure that we are able to have in-person classes for the duration of the fall semester.

In the event that the university campus is closed for health concerns, please have a contingency plan ready. This includes making sure that you have regular access to a working computer with Internet capability.

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 recommended

Connection to the Internet: (broadband connection, such as RoadRunner, Satellite

Internet or DSL, is preferred).

Broadband connections are recommended for assessments.

Please contact your professor, if you have any questions about these protocol points. Also note that attendance requirements will be altered accordingly and will be assessed according to your continued participation in blackboard, regular submissions of assignments and contact with the professor either by phone or email.

Course Description:

The 20th century was described as the time of Ideologies, meaning that International Politics was organized according to the guiding ideology that underpinned the various countries throughout the world. Such was the influence of ideologies during the Cold War that Francis Fukuyama proclaimed the 'end of history' following the collapse of Communism in 1989-1991. His prediction is that international politics would henceforth be arranged according to other factors and variables. However, while he effectively demonstrated the dramatic nature of the events associated with the velvet revolutions in Central and Eastern Europe and Russia during this period, his proclamation failed to predict the divisions found throughout the world leading into the 21st century, with political objectives often tied to religious ideals. The purpose of this course is to provide students with a

comprehensive understanding of the main ideologies of the 20th century – i.e. Liberalism, Democracy, Socialism, Communism and Fascism – in order to give them a better analytical framework to assess the radical religiously-based political programs of the 21st century.

A key focus of this course will be on the ideological foundations of the various political systems found throughout the world. The course begins with a comprehensive discussion of liberalism and democracy and how these two concepts differ in many of the advanced democracies of the world. The class then turns its focus to specific manifestations of socialism, communism and fascism witnessed in the 20th century, finally to culminate in a discussion of the ways in which religion can be used to underpin political ideologies, including a discussion of radical Islamism.

The goal is to help students learn more about the globalized community that now exists, but more importantly how it shapes international politics. Students will be asked to evaluate critically the basic principles of the dominate political ideologies in the world, how they influence not only the institutional development of the various countries, but also the political interaction forged between these countries, and why the inherent similarities and differences found in the different countries can lead to political violence.

Students who complete this course should:

- Be able to define and evaluate the similarities and differences between the various types of political systems and ideologies and how they developed during the twentieth century.
- Have an appreciation of the role of ideologies during the 20th century in order to better understand current events in international politics.
- Be able to evaluate the similarities and differences between the different groupings of countries in a globalized world and how this has been used to justify political violence.
- Have a greater appreciation of current events around the world in order to gain a better understanding of the American role in the world and how it is shaped by the choices and preferences of other countries.

10 %
25 %
10 %
30 % (Combined)
25 % (Oral and Written Final Combined)
100 %

The course grade is divided into the following components:

1. Attendance and Participation:

Attendance and Participation are calculated as part of your semester grade. This means that you are required: 1) to attend class on a regular basis; 2) to keep up with your readings; and 3) to participate in class. A sign-in sheet will be passed around at the beginning of each class period taking attendance and all students present must sign this sheet *before the instructor leaves the class*, if their attendance for that day is to be recorded. For the exact details of the attendance policy for this course, please read the corresponding entries found in the 'class policies and helpful hints' section of this syllabus. Participation points will be earned through in class activities, ranging from informal presentations of the readings, mock simulations, question and answer periods, etc. Failure to participate will result in you losing participation points at the end of the semester.

Blackboard Supplemental Student Success Support: This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

COVID-19 Contingency Plan: If we are unable to social distance in the classroom, this course will gain a significant computer component, whereby students will be expected to attend one lecture a week and the second lecture will be uploaded to their blackboard shell. Exams will be in-person, unless the university closes for reasons of public safety and health.

Quarantine Protocol: If you are required to quarantine or have some other certifiable reason to miss long periods of class, you will need to make arrangements with administration.

2. Comprehensive Essay:

Each student will prepare a comprehensive essay on one (or a combination of 2) of the topics discussed in class. Further into the semester, we will have a discussion about possible topics, so that each of you can craft your own topic and be happy with what you are writing. Then, we will periodically discuss your topic at the beginning of class to see how everyone is progressing.

The basic requirements for this essay: 1) it must be 8-10 pages in length; 2) it must include research from scholarly sources totaling 8-10 sources; 3) you must use standard margins, font and font size, 4) you should use comparative analysis of your findings, 5) you must use good grammar and sentence structure; 6) you should include statistical information in your text if possible; and 7) you will absolutely not plagiarize any information in the final version of this paper.

Please note that if you use the textbook for this course (or any textbook for that matter), you will not be in the running to get an A for the paper. It is expected that you do additional research for your paper, outside of the textbook. The exception to this is if you invest in the Love Reader for the class, as this is a collection of scholarly articles related to the course. Additionally, the following journals are found online via the UAM Library Website: *International Journal of Humanities and Peace, International Journal of Political Cultural and Society, International Political Science Review, The Journal for the Study of Peace and Conflict, Georgetown Journal of International Affairs, Foreign Affairs, International Journal of Developmental Issues, The Journal of conflict Resolution, Economic Development and Cultural Change, European Journal of International Relations). Statistical information from the following websites should also be consulted: <i>Failed State Index, The Economist World Index, The Center for Global Development, Commitment to Democracy Index,* the Human Development Index, the SBS World Guide.

3. Discussion Notebook and Open Discussions

Over the course of the semester, students will be expected to turn in short free-style essays about their thoughts over the various themes and issues discussed throughout the semester. You will receive a list of articles related to the countries and issues under discussion in class, from which you will be required to choose five (5) –with a possible of eight (8) – and write a brief summary of your thoughts regarding what you have read. These are not meant to be formal essays, although you are still expected to do your own work (do not cut and paste or copy other people's work) and quotations always get you 'brownie points.' The idea is for you to put your thoughts onto paper in your own words so that you can see how they transform throughout the semester. To avoid a situation where you write all 5 entries 48 hours before they are due at the end of the semester, you will be asked to turn a single entry in at different points during the semester, as noted in this syllabus. **Each entry should be about a page (if hand-written) and a page and a half (normal margins and font size, if typed).**

4. Examinations:

There will be two mid-term examinations a final examination administered throughout the semester. These examinations will be given **only** on the days listed on the class schedule. Examinations will cover the readings, lectures and discussions covered prior to the exam. The exact make-up of the exam will be announced beforehand in class.

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

Required Book:

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

• Nancy S. Love (ed.): *Dogmas and Dreams: A Reader in Modern Political Ideologies*, 4th edition, (Washington D.C., CQ Press, 2010).

Specific readings will be assigned in class. You will be expected to read and understand all assigned readings. Any additional readings will be posted in your blackboard shell, in addition to the articles you are expected to access through the UAM Library website.

Please note that there is a textbook for Political Ideologies available in my office, which can be checked out for reference throughout the semester.

Grading Scale:		
A: 90 % to 100 % (exceptional work)	B: 80 % to 89 % (goo	d work)
C: 70 % to 79 % (average work)	D: 60 % to 69 % (be	low average)
F: Below 60 % (failing)		

Work Required:

Academic Engagement: 3 hours per week throughout the semester, equaling 45 hours in total **Preparation**: A *minimum* of 5.5 hours of work per week (which includes reading the required text[s] and taking notes) are needed to pass this class, with another 3.5 hours allocated to prepare for each exam, totaling three exams, and another 7 hours to prepare and practice for your in-class presentation. (Please note that this estimate will vary according to the student and is calculated to complete the class with a C/D grade. Hence, to make a higher grade, this work estimate is likely to increase.)

Minimum Total Work Obligation: 145 hours

Schedule of Classes:

Wk 2 Discussion: What are Ideologies

Wks 3-4 Discussion of Liberalism (Readings found in *Dogmas and Dreams*, Love)

- Everyone must read: Locke, *Treatise of Civil Government*.
- Students are expected to have read: Smith, *The Wealth of Nations*; Madison, Hamilton and Jay, *Federalist Papers* 10 & 51; and Mills, *On Liberty*.
- Students should choose one contemporary reading on Liberalism.

Wks 5-6 Discussion of Conservatism (Readings found in *Dogmas and Dreams*, Love)

- Everyone must read: Oakeshott, 'On Being Conservative'; and Burke, *Reflections on the Revolution in France*
- Students should choose one contemporary reading on Conservatism.

Exam 1 (Take-Home Handed Out)

Wks 7-8 Discussion of Marxism, Socialism and Communism

(Readings found in *Dogmas and Dreams*, Love)

- Everyone must read: Bobbio, 'Democracy as it Relates to Socialism.'
- Students are expected to have read: Marx, Estranged Labor
- Students should choose one of the other readings from this section.

Wk 9 Discussion of Anarchism (Readings found in *Dogmas and Dreams*, Love)

• Everyone must read: Goldman, 'Anarchism: What it really Stands For'; and Thoreau, 'Essay on Civil Disobedience.'

Exam 2 (Take-Home Handed Out)

Wks 10-13 Discussion of Fascism (Readings found in Dogmas and Dreams, Love)

- Everyone must read: Mussolini, 'Fascism: Doctrine and Institutions'; and Hitler, Mein Kampf.
- Students should choose one of the other readings from this section.

Spring Break, March 19-23 (No Classes)

Wk 13 Discussion of Feminism (Readings found in *Dogmas and Dreams*, Love)

- Everyone must read: Baumgardner and Richards, 'What is Feminism.'
- Students should choose one of the other readings from this section.

Wks 14-15 Discussion of Nationalism and Globalism

(Readings found in *Dogmas and Dreams*, Love)

- Everyone must read: Anderson, Imagined Communities; and Said, 'Origins of Terrorism.'
- Students should choose one of the other readings from this section.

Written Final Exam (Take-Home handed out and due the last day of class)

Wk 16 Final Discussions

Finals Week: April 28th - May 3, 2021

The Final for this class is scheduled for Friday, April 30, 2021,1:00-3:00.

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

Important Dates, Spring 2021

SESSIONFIRST CLASS DAYLAST CLASS DAYLAST DAY TO DROP WITH A "W"Full Term (1)January 6April 26 (all non-final related work due)March 17

Finals Week: April 28-May 3

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

Other Important Dates

January 6 (Wed) - First day of class for sessions 1, 8W1, M2, and M4.

January 8 (Fri) - Last day to register or add classes.

January 12 (Tues) -Tuition and fees due by 3:30 p.m. for all registered students. Students will be dropped at the end of the day unless payment or other payment arrangements have been made.

January 18 (Mon) - Martin Luther King Holiday. Offices and classes closed.

March 17 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

March 22-26 (Mon-Fri) - Spring Break

April 5 (Mon) - Registration for Summer and Fall begins.

April 8 (Thurs) - Last day of session C2 classes.

April 16 (Fri) - Registration for Summer and Fall ends. Deadline to apply for August and December graduation.

April 26 (Mon) - Last day of sessions 1 and 8W2 classes.

April 27 (Tues) - Study day (no classes).

April 28- May 3 (Wed-Mon) - Final Exams.

Note about Finals Week: Finals week is different than the regular semester. Here are a few things you should know:

- All work related to the class must be turned in by the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- This means that NO WORK will be accepted after the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- All discussions of grades, especially if you are trying to improve your final grade with extra credit (if any is available) must be negotiated BEFORE FINALS WEEK.
- No discussions of grades will be made during finals week. If you have missing work, the issues involved must be resolved before the last day of class, or you will have to wait and appeal the grade the following semester. Be aware that grades will only be changed, if there is a legitimate problem or if you grade was entered incorrectly.
- Only issues related to the final exam and/or final projects will be entertained during finals week, all other issues related to work due during the semester must be resolved before the last day of class.

May 5 (Wed) - Grades due by 10:00 a.m. May 7 (Fri) - Commencement. Spring conferral of degrees

Class Policies and Helpful Hints:

Student Conduct Statement: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

- Academic Alert: The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through this system
- Academic (Dis)Honesty: Academic honesty is expected of all students. I expect that each student will do his/her own research and write his/her own papers. It is also expected that you will not peek at your neighbor's exams, use other unauthorized forms of help during exams, or allow other students to cheat off of them. Cheating on exams and essays, as well as allowing other students to cheat off of you, will result in a '0' for the exam or assignment in question. More serious penalties apply to more serious offences.

Academi	c dishonesty consists of the following:
Cheatin	g: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc.
Che	eating includes but is not limited to the following classes of dishonesty:
a.	Copying from another student's paper;
b.	Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
C.	Collaboration with another student during examination;

d. Buying, selling, stealing, soliciting or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material; and

e. Substituting for another person during an examination or allowing such substitutions for oneself.

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

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

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

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

Plagiarism is more specifically defined as:

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

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

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

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

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

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

Be very careful and vigilant about this, as I do check referencing in papers and adjust the mark accordingly. Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best, and Academic Dishonesty, at worst.

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

Academic Resources: The following resources are available to all UAM students.

----The Center for Writing and Communication: MCB, Room 113, (870) 460-1378

Home Page: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/

Mailing Address: P. O. Box 3460, Monticello, AR 71656

----The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines/majors.

---General Education Tutorial Lab: Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

Attendance Policy: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert, in addition to instructor consultation, unless the instructor agrees that the reason for the absences is justifiable and plans have been made to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as a risk at any time.) Faculty members may establish additional attendance requirements, which will be stated in the course syllabus.

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

Number of absences	Your attendance grade at the end of the semester
1	95
2	90
3	85
4	80
5	78
6	75
7	70
8	60
9	65
10	50
11	25
12	0
13	Loss of 10 points off your FINAL grade for the class
14	Loss of 25 points off your FINAL grade for the class
15	You will fail this class

If you miss class, the following chart shows you exactly how many points you will lose:

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

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

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

- **Disorderly Conduct**: Disorderly conduct will not be tolerated in class. Disorderly conduct is defined as any behavior which disrupts the regular or normal functions of the University community, including the behavior which breaches the peace or violates the rights of others. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.
- **Electronic Devices**: While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn you phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated. Also, if your electronic device is even seen on exam days, you will be asked to leave and your test will be over at the moment and you will not be able to make-up the rest of the test. Also, headphones will not be allowed at any point while in class.

Electronic Submission of Work: You are discouraged from submitting work electronically, but if you do then you should CC yourself so that you have a record of your submission. Since there are instances where your email might not actually reach my inbox, this ensures that you have proof that you legitimately attempted to submit your work on the date recorded on the original email.

- **Feedback Schedule:** I will check my email every day and will respond to student emails as soon as possible, but definitely within 48 hours, unless it is a weekend/holiday. Please note that if you do not correspond with me via the UAM email system or Weevilnet, I may not receive your email in a timely fashion, if at all. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.
- Late Work and Make-Ups: Late research projects and discussion booklets will not be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation.

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

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

On or before the deadline	No penalty
1 class period late	Minus 5 points
2 class periods late	Minus 10 points
3 class periods late	Minus 15 points (meaning that you can get no more than a B on the assignment without prior permission)
4 class periods late	Minus 20 points

More than 5 class periods late	Minus 25 points (which means that you can get nothing higher than a C on the assignment without prior permission)
After the last day of class	Late work will not be accepted, meaning that you will get a 'O' for that assignment. The only exception is any work related to the final exam.

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

Midterm Grade Policy: Mid-semester grades are considered to be unofficial progress reports, in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-term grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in a regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" at mid-term are expected to meet with their instructor for consultation and will automatically be reported to Academic Alert.

- Navigating your Blackboard Shell: Each student has a blackboard shell for this course, even though it is in lecture format. Throughout the semester, one of your midterms, as well as occasional quizzes, extra credit and/or additional assignments will be administered via blackboard. When you enter this course's blackboard shell, you will see any current emails or announcements on the home page. To access assignments, quizzes and/or exam, you will need to click the 'Learning Modules' tab on the left hand side of the screen. You will then find individual learning modules for each assigned activity, which will include detailed instructions to help you complete the assignment activity with confidence. Note that other important documents are included in your blackboard shell, including your class syllabus, instructions for all activities required to pass this class, study habits, a sheet to help you monitor how well you are doing in this class, among others. You are not required to access all of these documents, but you might be surprised with how much you can learn about doing well in this class, if you do.
- **Office Hours**: I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

Contact by Email or Voice Mail: In addition to my office hours, you may also contact me by email or through my voice mail. (Please note that I prefer you to contact me via email.) My email address is strong@uamont.edu

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

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

on the day that the additional reading packet is distributed, you must collect your copy during the instructor's office hours.

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

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

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

Technical Support Information: Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <u>http://www.uamont.edu/pages/resources/academic-computing/</u> *Email Assistance*: Contact the Office of Information Technology; phone 870-460-1036; open Monday-

Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>http://www.uamont.edu/pages/library/</u> The *Writing Center* is on the second floor of the library.

Appendix I: Evaluation Criteria for Essays and Participation

When I evaluate your **essays**, I will look at whether your message is: 1) an interesting contribution to our discussion, 2) expressed clearly and without clutter, 3) well-organized to accomplish its purpose, 4) persuasively argued, and 3) well-referenced and avoids plagiarism.

	Essay Qualities
А	Essay is meticulously crafted and presents an interesting yet defensible thesis. It is moreover
	clear, engaging and easy to read. It is carefully organized, clutter-free and is persuasively argued.
	Additionally, the text used in the essay is properly referenced and avoids plagiarism, even unintentional forms thereof.
В	Makes a reasonably compelling case for a fairly interesting thesis. It is organized, well-edited and
	uses correct punctuation and referencing practices. It is not difficult to read or follow the
	argument presented, even if the argument is somewhat unsubstantiated.
С	The essay has some merit but is confusing and/or difficult to read in sections. It makes claims but
	doesn't defend them properly. It uses sources but the referencing thereof is problematic. It gives
	mere historical and/or biographical information and does not use critical analysis throughout.
Other	The essay includes sloppy work showing insufficient effort. It is uninteresting, makes an
	indefensible argument, if it has one at all. It is poorly organized and argued and includes
	grammatical, referencing and editing errors. It is seriously lacking in clarity.
Fifty	The essay shows promise through the use of an interesting argument, but it has no reference
	citations in the body of the paper.
Zero	The essay includes intentionally plagiarized passages.

When I evaluate your **participation**, I will look at four things: 1) energy/enthusiasm for learning, 2) preparedness for class, 3) focus and attentiveness, and 4) clarity and insight.

	Class Participation
A	The student brings energy and enthusiasm for learning every day. He/she is consistently well- prepared and has done the reading before class. He/she makes especially insightful and interesting contributions (which can include asking relevant questions) to class discussions on a regular basis.
В	The student shows energy and enthusiasm for learning, but intermittently. He/she is usually prepared and is reasonably focused, but could be more consistent. He/she makes helpful but unspectacular contributions to class discussions.
С	The student shows little enthusiasm for learning but still pays attention in class. He/she does the reading intermittently but needs to spend more time on the comprehension and understanding of the texts read. He/she contributes to class, but what is said tends to lack focus, does not advance the discussion in fruitful ways and often focuses on details rather than critical analysis.
Other	Little apparent interest in learning. He/she is unfamiliar with the readings and frequently inattentive in class. He/she contributes no clarity or insight to in-class discussions, if they are made at all. He/she often spends time trying to hide the fact that they are texting in class.

Should there be a time when I would evaluate your **presentation skills**, I would consider various verbal factors (vocal clarity, adequate volume, fluency and tone), but also various physical factors (presence, openness to the audience, eye contact and effective non-verbal communication) and psychological factors (confidence, connection and audience centeredness). The following rubric will help you understand the way your presentation will be graded:

	Presentation – Content and Delivery
A	The student has a well-organized and argument that is grounded in scholarly theory. He/she clearly states the purpose of the presentation and uses relevant examples and/or stories that engage the reader. He/she uses rhetorical tools to ensure the audience remembers the main points. He/she speaks clearly, can be heard easily and demonstrates a fluid knowledge of the material. He/she uses different oratorical tools to keep the audience's attention, has clearly practiced the speech, uses little to no fillers (umm, like) and makes constant eye-contact with the audience. He/she maintains good posture throughout, does not fidget and uses appropriate arm gestures. He/she moves through the speech at an appropriate pace and is repetitive enough for the audience to know what is important but not be distracted.
В	The student has an argument that uses good sources and is, for the most part, organized in a logical fashion, although some points would be more convincing with a different ordering of ideas. He/she makes good points and shows an understanding of the meaning of the topic. He she is generally familiar with the speech and has practiced, but at times the tempo drags or the ideas are not fully articulated, leaving the audience to imply the meaning. He/she uses some filler words and seemed to hesitate at times. He/she uses good arm gestures and oratorical tools to make the points, but there is some assumed knowledge. He/she speaks well, but some parts may have been too loud/too soft, but points not integral to the argument are repeated. He/she makes eye contact, but perhaps with only parts of the room.
C	The student shows a good understanding of the topic but could make a stronger argument. He/she is fairly familiar with the speech and topic, but there are some gaps in the logic at different points. He/she has a good speech, but it includes noticeable grammatical and/or theoretical mistakes. He/she often focuses on details rather than critical analysis. He/she has decent posture in some sections of the speech but often fidgets, slouches and looks nervous. He/she can be understood, but there are awkward pauses, noticeable gaps and some parts are clearly too loud/soft. He/she made eye contact in some parts of the speech, but often avoided looking at the audience.
Other	The student is obviously not familiar with the speech or the topic. He/she pronounces few words correctly and uses many fillers, inappropriate arm gestures and often gets lost in the text. He/she

is unfamiliar with the readings and many logic gaps are found in the discussion. He/she does not speak professionally and is often hard to understand. He/she simply reads the information with no differentiation of tone or volume. He/she rarely looks at the people in the audience and appears so nervous that the speech becomes difficult to understand. He/she regurgitates information that lacks clarity and/or insight. He/she often are well short of the time requirement.
(Sources: www/missouristate.edu/criteria_for_evaluating_speeches; <u>http://www.tusculum.edu/research/documents/PublicSpeakingCompetencyRubric.pdf</u> ; and <u>https://www.edutopia.org/pdfs/stw/edutopia-kipp-criticalthinking-lessonplansrubric-rubric-forspeech.pdf</u> .)

Appendix II: Example of Grading Sheet for your Comparative Analytical Literature Review

Name: Title of Paper: Grade:

Bibliography and Sources Used Thesis Statement of Main Argument Comparative Aspect Organization Grammar and Referencing Style Originality Analytical Component General Comments

Appendix III. Spring 2021 Schedule of Office Hours for Dr. Scholig	Appendix III:	Spring 2021 Schedule of Office Hours for Dr. Strong
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	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	OFFICE HOURS (8:30-9:00)	OFFICE Hours	OFFICE HOURS (8:30-9:00)	OFFICE Hours	
9:10 - 10:00	German II	(from 9:40) American	German II	(from 9:40) American	German II
10:10 - 11:00	Office Hours	National Government	OFFICE HOURS	National Government	OFFICE HOURS
11:10 - 12:00		Contemporary Political		Contemporary Political	
12:10 - 1:00	Lunch	Ideologies (till 12:30)	Lunch	Ideologies (till 12:30)	Afternoon Office Hours, by appt.
1:10 - 2:00	Comparative Politics		Comparative Politics		
2:10 - 3:00	(class runs until 2:30)	OFFICE Hours	(class runs until 2:30)	OFFICE Hours	
3:10 - 4:00	OFFICE HOURS (2:30- 3:30)		OFFICE HOURS (2:30- 3:30)		

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

** Please note that if you cannot come during these office hours, you can make an appointment with me for a time that works with your schedule.

PSCI 3583: European Culture and Politics

(To be run concurrently with MODL 399V: European Culture and Politics) Fall 2018

Professor: Dr. StrongOffice: 216 MCBClass Times: 1:40-3:00 THContact Phone: 1-870-460-1687Email: strong@uamont.eduCourse Info: 3 credit hours, upper-division PSCI Elective, lecture.Prerequisites: PSCI 2213 American National GovernmentOffice Hours: See the last page of this syllabus for a schedule of office hours.

Course Description:

Where and what is Europe and who constitutes a European? What exactly is the European Union and what is its role in the international community? The idea of 'Europe' (as well as a European culture and/or political identity) has been something debated by historians, political and economic elite and academics for centuries. This interdisciplinary course addresses the fundamental questions of geography, society and identity from a European perspective and assesses how this impacts the identification and functioning of the European Union in the world today. By examining the various processes that have forged a burgeoning European identity from the multitude of diverse nation-states found in the region, students will encounter many competing ideas of Europe, in an exploration of the role of landscape, memory and nationhood in forging – and undermining – a cohesive understanding of what it means to be European.

This course is designed to provide students with an introductory knowledge and understanding of contemporary European culture and politics, which will include discussions of key elements of the national politics of its constituent countries and the creation/operation of the European Union. To do this, the course will explore the development of the European Union, beginning with an analysis of how World Wars I and II prompted the creation of an ever closer union between the independent European countries and ending with a discussion of the future of the EU now, which currently has 28 member states. It further considers the political culture that has developed from these events, which will in turn better explain the political realities found throughout the region when EU policies are negotiated. Moreover, since most European countries are staunch allies of the United States, it is important to understand what makes European politics unique in order to truly comprehend the role that the EU plays in the international community and assess what the desired relationship is between the US and the EU.

Students who complete this course should:

- Have an introductory understanding of how the European Union was created and how it works, which includes insight into the benefits and challenges involved.
- Be able to draw informed conclusions about the role of Europe in the world, as well as the importance, benefits and challenges of the relationship between the U.S. and the E.U.
- Gain insight into the experience and role of the individual member-states by examining and writing a comprehensive analysis of a country of your choice.
- Gain confidence to engage in critical commentary on current affairs through active class discussion.
- Develop interpretation and analysis skills of a wide range of primary sources related to the European Union, as well as with regard to the application of concepts, theories and methodologies from political science history, social and cultural studies.
- Develop research skills and independent initiative in preparing and presenting new knowledge in oral and written formats.

Grading Components:

The course grade is divided into the following components:

- Attendance and Participation 10 % (combined)
 Chart Assignments
- Short Assignments 10%

40 % (combined)
10%
30%
100 %

1. Attendance and Participation:

Attendance and Participation are calculated as part of your semester grade. This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. Attendance will be taken at the beginning of each class period. If you are late, it is YOUR responsibility to make sure that your attendance has been recorded BEFORE you leave the lecture theater. For the exact details of the attendance policy for this course, please read the corresponding entries found in the 'class policies and helpful hints' section of this syllabus. In addition, you will find the exact number of points that you will receive at the end of the semester, as calculated by the number of lectures that you miss during the semester.

With regard to participation, students, while gaining an understanding of how the EU works as a whole, will be asked to choose a country that they will research throughout the semester, which will then be used as the basis for their final project. The reason behind this approach: by understanding a single country and considering its national interests in relation to those of the EU as a collective whole, students will be able to truly grasp the importance and scope of this endeavour. Included in this will be a consideration of the interests of selected member states – ranging from the United Kingdom (England) to Poland (and even Turkey) – to help demonstrate the benefits and challenges of European integration both within the EU and internationally.

Points lost for each unexcused absence are outlined in the helpful hints section of this syllabus.

2. Written Components for Course:

Short Assignments:

A series of short assignments will be assigned and due every two weeks. Specific directions for these assignments will be discussed in class. Deliverables range from short speculative papers to short presentations and/or simulations of topics discussed during class. Written instructions will be handed out in class and available via email.

Country Profile

Each of you will be asked to pick a country that you will follow and learn about during the semester. You will be expected to do a short country profile to be discussed in class and to locate an English version of that country's news, which you will keep the rest of the class up to date about throughout the semester.

Major Project:

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

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

Research for this project will include:

- Books and scholarly articles, the more the better!!
- Information from a collection of sources ranging from the SBS World Guide, the CIA Factbook, the Fund for Peace website
- Websites created (and provided) by the European Union Commission
- At least 1 article from the US Army War College website
- Articles from current media sources (i.e. *The Economist* which I have or the *New York Times* which UAM receives free EVERYDAY) about the country you are researching throughout the semester. If you find special reports about your country that are considerably longer than the average media article, there is a possibility that you may count that as 2 sources, but I will be the judge of whether or not it counts as such.

Essay Due Date:

3. Examinations:

Written Exams:

One (and perhaps two, if needed) written examinations (a 'midterm' and a final) will be given during the semester. The midterm will have two parts: 1) an objective test conducted during class; and 2) a written essay response, which will be take-home. The final will be held on the last day of class. Examinations will cover the readings, lectures and discussions covered prior to the exam. They can include empirical questions (true/false, multiple choice, etc.) and/or open ended questions to be answered in narrative form. Map skills tests and a verbal component (in particular related to the final exam) are also possible options.

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

Oral Exam:

An oral final will be held during the final exam period only on the day listed in the University Catalogue for this class time. Specific instructions will be covered in class for the simulation to be held on the day. Possible formats include simulations of mock trials, judicial hearings and/or parliament/congressional/international organization deliberative sessions. In these sessions, students will be assigned a specific role to play, whether as representatives of a particular country or political party, the defendant or litigant in a trial, historical figures, etc. To be successful, students must do research before attending the exam so that they can address a series of questions and/or debates as if they are the person/country/party in question. Grades come from how often they speak on the day during debate, but more importantly how relevant the statements and arguments made are to the overarching discussions held during the exam period. No make-up is available for these simulations. If you are unable to attend, and you have a valid (university recognized) excused absence, alternative arrangements will be made BEFORE the last day of class.

Grading Scale:

The grading scale is as follows:

A: 90 % to 100 % D: 60 % to 69 % B: 80 % to 89 %F: Below 60 % (failing)

C: 70 % to 79 % (average work)

Work Required:

Academic Engagement: 3 hours per week throughout the semester, equaling 45 hours in total **Preparation**: A *minimum* of 5.5 hours of work per week (which includes reading the required text[s] and taking notes) are needed to pass this class, with another 3.5 hours allocated to prepare for each exam, totaling three

exams, and another 7 hours to prepare and practice for your in-class presentation. (Please note that this estimate will vary according to the student and is calculated to complete the class with a C/D grade. Hence, to make a higher grade, this work estimate is likely to increase.) **Minimum Total Work Obligation**: 145 hours

Required Books:

You will need to purchase the following book this semester:

• Christopher Allen *et al*: *European Politics in Transition*, 6th edition, (Boston/New York: Houghton Mifflin Company, 2009).

You are also expected to buy or consult the following book this semester:

• John Pinder, Simon Usherwood, *The European Union: A Very Short Introduction* (Oxford:Oxford University Press, 2007).

Additional supplementary readings will be distributed in class throughout the semester.

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

Schedule of Classes:

Wk 1	Introduction to Course Readings: Intro, Kesselman, Krieger in Allen <i>et al</i> (pp. 1-34)
Wk 2	Introducing the European Union? Readings: Intro, Kesselman, Krieger in Allen <i>et al</i> , continued. What Makes Europe Europe? The Framework: Four Themes European Politics in Transition: Critical Junctions The European Union, the Failed Constitution, and Prospects
	Short Assignment Due
Wk 3	The European Union and the Future of European Politcs Readings: Part 8, Chapter 31-32, Ross in Allen <i>et al</i> (pp. 471-490)
	Short Assignment Due
Wks 4-5	The Institutions of the European Union and its Policies Readings: Part 8, Chapter 33-34, Ross in Allen <i>et al</i> (pp. 491-505)
	2 Short Assignments Due, one per week
Wks 6-8	Post 1989, the Fall of Communism and Changes in the CEE
	Short Assignment Due and Discussion of Essay Topics
Wks 9-12	Case Studies: To Be Voted On and Decided in Class (One CS per Week will be chosen) Readings: Readings will correspond with the case studies chosen and will be found in Allen <i>et al.</i>

Wks 13-14The EU and the World, Contemporary Events
Readings: Independent Research Expected of Students

Major Essay Due

Wks 15-16 Final Discussions

Final (Written) Exam to be held on the LAST DAY OF CLASS

Final Exam Period: December 10-13, 2018; Final (ORAL) exam for this class, December 10, 2018, 3:30-5:30.

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

Other Important Dates			
Fall 2018			
SESSION Full Term (1)	FIRST CLASS DAY August 22	<i>LAST CLASS DAY December 6</i>	LAST DAY TO DROP WITH A "W" October 31
August 22 (Wee	d) – First day of class	es for sessions 1, 8V	V1, C2, and M2.
August 24 (Fri)	- Last day to registe	r or add classes. Aug	gust 27
August 28 (Tue	es) - Tuition and fees	due by 3:30 pm for a	all registered students. Students will be dropped at the end of
the day unless p	payment or other pay	nent arrangements h	nave been made.
September 3 (M	lon) - Labor Day Hol	iday. Offices and cla	asses closed.
September 28 (Fri) - Deadline to app	ly for May graduati	on.
October 25 (Tu	rs) – Last day to drop	a session M1 class.	Grade will be W.
October 31 (We	ed) - Last day to drop	a session 1 class or	withdraw from the term (not applicable to other sessions).
Grade(s) will be	e W.		
November 5-16	- Preregistration for	Spring 2019.	
November 21 (Wed) - Classes closed	1.	
November 22-2	3 (Turs-Fri) - Thanks	giving Holiday. Off	ices and classes closed.
December 6 (Tu	urs) - Last day of clas	ses.	
December 7 (Fr	ri) – Study day (no cla	asses).	
D 1 10 1			

December 10-13 (Mon-Thurs) - Final exam period.

Class Policies and Helpful Hints:

Student Conduct Statement: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

- Academic Alert: The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through this system
- Academic (Dis)Honesty: Academic honesty is expected of all students. I expect that each student will do his/her own research and write his/her own papers. It is also expected that you will not peek at your neighbor's exams, use other unauthorized forms of help during exams, or allow other students to cheat off of them. Cheating on exams and essays, as well as allowing other students to cheat off of you, will result in a '0' for the exam or assignment in question. More serious penalties apply to more serious offences.

Academic dishonesty consists of the following:

Cheating: Students shall not g	ve, receive, offer	, or solicit information oi	n examinations, quizzes, etc.

Cheating includes but is not limited to the following classes of dishonesty:

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

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

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

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

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

Plagiarism is more specifically defined as:

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

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

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

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

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

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

Be very careful and vigilant about this, as I do check referencing in papers and adjust the mark accordingly. Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best, and Academic Dishonesty, at worst.

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

Academic Resources: The following resources are available to all UAM students.

---The Center for Writing and Communication: MCB, Room 113, (870) 460-1378 Home Page: <u>http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/</u> Mailing Address: P. O. Box 3460, Monticello, AR 71656

----The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines/majors.

---General Education Tutorial Lab: Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

Appealing Grades: If you feel that you have gotten a grade that does not reflect your work, or has been entered incorrectly, there are certain protocols to follow. If your query is about a single grade, then make an appointment with me and visit me about it during office hours. I HIGHLY RECOMMEND that you keep all of your graded work until the end of the semester. DO NOT THROW ANYTHING AWAY until grades have been posted and you believe you got the grade that you earned. If you have the assignment/exam that has been entered incorrectly, simply bring it to me and the grade will be replaced in the gradebook. It is like a receipt at a store. If you don't have one, then there is no proof that you earned that grade. So keep all your graded work to ensure that appealing your grade is simple, easy and quick.

If you are unhappy with the final grade you get in the class, as posted through Weevilnet, you will have to go through the formal appeal process the following semester. Instructions can be found on the UAM website.

Attendance Policy: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert, in addition to instructor consultation, unless the instructor agrees that the reason for the absences is justifiable and plans have been made to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as a risk at any time.) Faculty members may establish additional attendance requirements, which will be stated in the course syllabus.

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

If you miss class, the following chart shows you exactly how many points you will lose:

Number of absences	Your attendance grade at the end of the semester
1	95
2	90
3	85
4	80
5	78
6	75
7	70
8	60
9	65
10	50
11	25
12	0
13	Loss of 10 points off your FINAL grade for the class
14	Loss of 25 points off your FINAL grade for the class
15	You will fail this class

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

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

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

- **Disorderly Conduct**: Disorderly conduct will not be tolerated in class. Disorderly conduct is defined as any behavior which disrupts the regular or normal functions of the University community, including the behavior which breaches the peace or violates the rights of others. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.
- **Electronic Devices**: While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn you phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated. Also, if your electronic device is even seen on exam days, you will be asked to leave and your test will be over at the moment and you will not be able to make-up the rest of the test. Also, headphones will not be allowed at any point while in class.

Electronic Submission of Work: You are discouraged from submitting work electronically, but if you do then you should CC yourself so that you have a record of your submission. Since there are instances where your email might not actually reach my inbox, this ensures that you have proof that you legitimately attempted to submit your work on the date recorded on the original email.

Email Protocol: If you have to email the professor, please use the following examples:

- If you have missed an exam: Within 24 hours (but preferably BEFORE the exam has been given), email the professor making sure to do the following:
 - Address the email to Dr. Carol Strong
 - Use complete sentences to tell her that you missed an exam/assignment and need to make-it up.
 - Use complete sentence(s) to tell her why you missed the exam/assignment deadline to show that you didn't just decide to not take it/turn it in because you didn't feel like doing it.
- If you want to make an appointment to talk to her:
 - Send an email addressed to Dr. Carol Strong.
 - Use complete sentences to ask if you can come by her office to talk about whatever it is you need to talk to her about.
 - If you cannot meet during office hours, offer 2-3 times that you are available and she will accommodate your visit.
- **Feedback Schedule:** I will check my email every day and will respond to student emails as soon as possible, but definitely within 48 hours, unless it is a weekend/holiday. Please note that if you do not correspond with me via the UAM email system or Weevilnet, I may not receive your email in a timely fashion, if at all. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.
- Late Work and Make-Ups: Late research projects and discussion booklets will not be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation.

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

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

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

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

- Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>http://www.uamont.edu/pages/library/</u>
- Midterm Grade Policy: Mid-semester grades are considered to be unofficial progress reports, in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-term grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in a regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" at mid-term are expected to meet with their instructor for consultation and will automatically be reported to Academic Alert.

- Navigating your Blackboard Shell: Each student has a blackboard shell for this course, even though it is in lecture format. Throughout the semester, one of your midterms, as well as occasional quizzes, extra credit and/or additional assignments will be administered via blackboard. When you enter this course's blackboard shell, you will see any current emails or announcements on the home page. To access assignments, quizzes and/or exam, you will need to click the 'Learning Modules' tab on the left hand side of the screen. You will then find individual learning modules for each assigned activity, which will include detailed instructions to help you complete the assignment activity with confidence. Note that other important documents are included in your blackboard shell, including your class syllabus, instructions for all activities required to pass this class, study habits, a sheet to help you monitor how well you are doing in this class, among others. You are not required to access all of these documents, but you might be surprised with how much you can learn about doing well in this class, if you do.
- **Office Hours**: I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

Contact by Email or Voice Mail: In addition to my office hours, you may also contact me by email or through my voice mail. (Please note that I prefer you to contact me via email.) My email address is strong@uamont.edu

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

- Participation: Please be aware that participation is a part of your overall grade for the semester. All students are expected to have read and be prepared for class, which might include reciting or discussing the assigned material. Failure to be fully prepared and participate will affect both your participation grade and your ability to do well on your exams. This means that attendance is important and is counted toward the participation component of your grade. If you miss class, there is also the strong chance that this choice will adversely impact on your examination grades because *information presented in class may not always be covered in the text*, but you are still responsible for it. Suggestion: Come to class on a regular basis!
- **Reading**: Read each assigned text *prior* to the class for which it has been assigned. This will make the lecture that much easier to follow and will allow you to participate in class discussions of the materials. If you are absent on the day that the additional reading packet is distributed, you must collect your copy during the instructor's office hours.

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

Student Special Services: Any student with a documented disability should contact the Office of Student Special Services.

- <u>Monticello Campus</u> Location: Student Success Center, Room 201F Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926 Mailing Address: P.O. Box 3600, Monticello, AR 71656 Email: <u>whitingm@uamont.edu</u>
- <u>McGehee Campus</u>

Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105 Mailing Address: P.O. Box 747, McGehee, AR 71654 Email: <u>anderson-allen@uamont.edu</u>

• <u>Crossett Campus</u> Location: UAM College of Technology at Crossett Telephone: (870) 364-6414 Mailing Address: 1326 Highway 52 West, Crossett, AR 71635 Email: paschall@uamont.edu

Remember: It is the responsibility of the student TO INFORM the instructor of any necessary accommodations AT THE BEGINNING of the semester.

Student Support Information: The following student support services are available to students:

• Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

• Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

• Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/

• The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <u>http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/</u>

• Technical Support Information: The following services are available to students:

• Blackboard Assistance:

Contact the Office of Instructional Technology during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1063.

Help Link: http://www.uamont.edu/blackboard

• Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: http://www.uamont.edu/pages/resources/information-technology/it-for-students/

Tutoring Services: The following tutoring services are available to students:

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

• Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team: The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours. In case of emergency or after office hours please call 911.

University Policies: Please be aware of the following university policies:

• Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf

• University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Appendix I: Evaluation Criteria for Essays and Participation

When I evaluate your **essays**, I will look at whether your message is: 1) an interesting contribution to our discussion, 2) expressed clearly and without clutter, 3) well-organized to accomplish its purpose, 4) persuasively argued, and 3) well-referenced and avoids plagiarism.

	Essay Qualities
A	Essay is meticulously crafted and presents an interesting yet defensible thesis. It is moreover clear, engaging and easy to read. It is carefully organized, clutter-free and is persuasively argued. Additionally, the text used in the essay is properly referenced and avoids plagiarism, even unintentional forms thereof.
В	Makes a reasonably compelling case for a fairly interesting thesis. It is organized, well-edited and uses correct punctuation and referencing practices. It is not difficult to read or follow the argument presented, even if the argument is somewhat unsubstantiated.
С	The essay has some merit but is confusing and/or difficult to read in sections. It makes claims but doesn't defend them properly. It uses sources but the referencing thereof is problematic. It gives mere historical and/or biographical information and does not use critical analysis throughout.
Other	The essay includes sloppy work showing insufficient effort. It is uninteresting, makes an indefensible argument, if it has one at all. It is poorly organized and argued and includes grammatical, referencing and editing errors. It is seriously lacking in clarity.
Fifty	The essay shows promise through the use of an interesting argument, but it has no reference citations in the body of the paper.
Zero	The essay includes intentionally plagiarized passages.

When I evaluate your **participation**, I will look at four things: 1) energy/enthusiasm for learning, 2) preparedness for class, 3) focus and attentiveness, and 4) clarity and insight.

	Class Participation
A	The student brings energy and enthusiasm for learning every day. He/she is consistently well- prepared and has done the reading before class. He/she makes especially insightful and interesting contributions (which can include asking relevant questions) to class discussions on a regular basis.
В	The student shows energy and enthusiasm for learning, but intermittently. He/she is usually prepared and is reasonably focused, but could be more consistent. He/she makes helpful but unspectacular contributions to class discussions.
C	The student shows little enthusiasm for learning but still pays attention in class. He/she does the reading intermittently but needs to spend more time on the comprehension and understanding of the texts read. He/she contributes to class, but what is said tends to lack focus, does not advance the discussion in fruitful ways and often focuses on details rather than critical analysis.
Other	Little apparent interest in learning. He/she is unfamiliar with the readings and frequently inattentive in class. He/she contributes no clarity or insight to in-class discussions, if they are made at all. He/she often spends time trying to hide the fact that they are texting in class.

When I evaluate your **presentation**, I will consider various verbal factors (vocal clarity, adequate volume, fluency and tone), but also various physical factors (presence, openness to the audience, eye contact and effective non-verbal communication) and psychological factors (confidence, connection and audience centeredness). The following rubric will help you understand the way your presentation will be graded:

	Presentation – Content and Delivery
A	The student has a well-organized and argument that is grounded in scholarly theory. He/she clearly states the purpose of the presentation and uses relevant examples and/or stories that engage the reader. He/she uses rhetorical tools to ensure the audience remembers the main points. He/she speaks clearly, can be heard easily and demonstrates a fluid knowledge of the material. He/she uses different oratorical tools to keep the audience's attention, has clearly practiced the speech, uses little to no fillers (umm, like) and makes constant eye-contact with the audience. He/she maintains good posture throughout, does not fidget and uses appropriate arm gestures. He/she moves through the speech at an appropriate pace and is repetitive enough for the audience to know what is important but not be distracted.
В	The student has an argument that uses good sources and is, for the most part, organized in a logical fashion, although some points would be more convincing with a different ordering of ideas. He/she makes good points and shows an understanding of the meaning of the topic. He she is generally familiar with the speech and has practiced, but at times the tempo drags or the ideas are not fully articulated, leaving the audience to imply the meaning. He/she uses some filler words and seemed to hesitate at times. He/she uses good arm gestures and oratorical tools to make the points, but there is some assumed knowledge. He/she speaks well, but some parts may have been too loud/too soft, but points not integral to the argument are repeated. He/she makes eye contact, but perhaps with only parts of the room.
С	The student shows a good understanding of the topic but could make a stronger argument. He/she is fairly familiar with the speech and topic, but there are some gaps in the logic at different points. He/she has a good speech, but it includes noticeable grammatical and/or theoretical mistakes. He/she often focuses on details rather than critical analysis. He/she has decent posture in some sections of the speech but often fidgets, slouches and looks nervous. He/she can be understood, but there are awkward pauses, noticeable gaps and some parts are clearly too loud/soft. He/she made eye contact in some parts of the speech, but often avoided looking at the audience.
Other	The student is obviously not familiar with the speech or the topic. He/she pronounces few words correctly and uses many fillers, inappropriate arm gestures and often gets lost in the text. He/she is unfamiliar with the readings and many logic gaps are found in the discussion. He/she does not speak professionally and is often hard to understand. He/she simply reads the information with no differentiation of tone or volume. He/she rarely looks at the people in the audience and

appears so nervous that the speech becomes difficult to understand. He/she regurgitates information that lacks clarity and/or insight. He/she often are well short of the time requirement.
(Sources: www/missouristate.edu/criteria_for_evaluating_speeches;
http://www.tusculum.edu/research/documents/PublicSpeakingCompetencyRubric.pdf; and
https://www.edutopia.org/pdfs/stw/edutopia-kipp-criticalthinking-lessonplansrubric-rubric-forspeech.pdf.)

Appendix II: Fall 2018 Schedule of Office Hours for Dr. Strong

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	OFFICE HOURS (8:30-9:00)	OFFICE HOURS (9-9:00)	OFFICE HOURS (8:30-9:00)	OFFICE HOURS (9-9:00)	
9:10 - 10:00	<mark>German II</mark>	(from 9:40) <mark>American</mark>	German II	(from 9:40) <mark>American</mark>	<mark>German II</mark>
10:10 - 11:00	Office Hours	National Government	Office Hours	National Government	Office Hours
11:10 - 12:00		<mark>Western</mark> Political		Western Political	
12:10 - 1:00	Lunch	Theory (till 12:30)	Lunch	Theory (till 12:30)	Afternoon Office Hours, by appt.
1:10 - 2:00	<mark>European</mark> Politics		<mark>European</mark> Politics		
2:10 - 3:00	(class runs until 2:30)	(from 2:30)	(class runs until 2:30)	(from 2:30)	
	OFFICE	OFFICE	OFFICE	OFFICE	+
3:10 - 4:00	Hours (2:30- 3:30)	Hours (till 3:30)	Hours (2:30- 3:30)	Hours (till 3:30)	

 * Office Hours subject to change; students will be advised of any changes in writing.
 ** Office Hours after 3:30 Monday-Thursday available by appointment only.
 *** Students unable to attend scheduled office hours can make an appointment with the professor at a time that is more convenient.

World Conflict and Terrorism **PSCI 3593**

University of Arkansas - Monticello Fall 2020

Professor: Dr. Strong Class Times: 11:10-12:30 MW Office: 216 MCB Contact Phone: 1-870-460-1687

Contact Email: strong@uamont.edu

Course Info: 3 credit hours, upper division Political Science Elective course, lecture. Prerequisite: PSCI 2213 American National Government. Office Hours: See the last page of this syllabus.

COVID-19 Requirements and Contingency Plan

Because of COVID-19, the following practices are expected of students:

- You must wear a face mask during class and at those times that you cannot social distance. •
- You are encouraged to social distance whenever possible
- If you are absent, you are expected to contact the professor to let them know if your absence is COVID-19 related (or not).
- Wash your hands often and use hand sanitizer whenever you touch/use university furniture and/or equipment.

Please note that these procedures are not meant to infringe on your rights, rather they are meant to ensure that we are able to have in-person classes for the duration of the fall semester.

In the event that the university campus is closed for health concerns, please have a contingency plan ready. This includes making sure that you have regular access to a working computer with Internet capability.

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 recommended

Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred).

Broadband connections are recommended for assessments.

Please contact your professor, if you have any questions about these protocol points. Also note that attendance requirements will be altered accordingly and will be assessed according to your continued participation in blackboard, regular submissions of assignments and contact with the professor either by phone or email.

Course Description:

This course is designed to provide students with a comprehensive understanding of world conflict in the international community, with a particular focus on terrorism. As International Politics is dominated with stories of terrorism, but little distinction is made between the various forms of terrorism that now exist in the world, this course is designed to provide students with the skills to be able to analyse world events and reports of

international acts of political violence critically and objectively. The course begins by providing students with definitions for the basic forms of world conflict that exist in order to draw clear distinctions between the more conventional forms of warfare that are associated with the two World Wars at the beginning of the 20th century, as contrasted with the various manifestations of irregular warfare (which encompasses different forms of terrorism) that have been a part of International Politics since even before the French Revolution.

The primary purpose of this course is to demonstrate how world conflict/ terrorism has changed over time, beginning with the state terrorism associated with the French Revolution, as well as Nazi Germany, and ending with an in-depth examination of the transnational terrorism associated with Al Qaeda, the ongoing War on Terror and the role of the United States in these matters. In order to make clear distinctions between old and new forms of terrorism, this course will also consider the various forms of terrorism that emerged in Europe and Asia during the 1980s and compare them with the groups that still exist, but are distinct from Al Qaeda. This course will also examine home-grown examples of terrorism in America, as well as the types of responses available to countries engaged in counterterrorism exercises in the 21st century.

The goal is to help students learn more about the globalized community that now exists, but more importantly how it shapes international politics, especially with regard to how globalism has spawned the newer transnational forms of terrorism.

Students who complete this course should:

- Have an appreciation of how world conflict has changed over time and why this knowledge is critical to understanding the increasingly globalized world.
- Be able to evaluate the similarities and differences between the various forms of terrorism that exist (have existed) in the world, ranging from state terrorism and ideological motivated terrorism, to transnational terrorism.
- Gain a better understanding of the things that motivate the different terrorist groups that exist in the world to better appreciate the complexity of the ongoing War on Terror.
- Have a greater appreciation of current events around the world in order to gain a better understanding of the American role in the world and how it is shaped by the choices and preferences of other countries.

Grading Components:

The course grade is divided into the following components:

٠	Attendance and Participation	10 %
•	Discussion Notebook & Panels	15 %
•	Essay	25 %
•	Mid-term Examination	20 %
•	Written Final Exam	20 %
•	Oral Final Exam	10%
		100 %

1. Attendance and Participation:

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

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

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

Four discussion panels will be held throughout the semester that are related to the readings and topics discussed in class leading up to the panel. The exact questions to be prepared will be announced in class, after which time, you are expected to do research and be able to participate actively in a student-led discussion of relevant arguments related to that topic. Your participation grade will come from these discussions, as well as your participation more generally throughout the semester.

Blackboard Supplemental Student Success Support: This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

COVID-19 Contingency Plan: If we are unable to social distance in the classroom, this course will gain a significant computer component, whereby students will be expected to attend one lecture a week and the second lecture will be uploaded to their blackboard shell. Exams will be in-person, unless the university closes for reasons of public safety and health.

2. Discussion Notebook and Panels

Throughout the semester, each student will prepare a discussion notebook that covers various topics discussed in class. The entries must include, among others topics selected by you, the following:

- A discussion of how terrorism is portrayed in a popular movie, as approved by me. You can either choose to see them on your own time, or we can arrange to have class viewings of a couple of the films. They include:
 - The Dark Knight, Eagle Eye, Shooter, Ned Kelly, Blown Away and Traitor

In the discussion notebook, you will be asked to critique 1 to 2 of these films by presenting a page to a page-and-a-half discussion of how they relate to the course, i.e. the perspective that they give to the discussion of insurgencies or irregular conflicts.

- You will also be given a selection of articles throughout the semester that give insight into specific topics. In the discussion notebook, you will be asked to give a literature review entry of 3 of these scholarly articles. Directions will be given in class.
- You will be given a listing of terrorist groups/networks at the beginning of the semester. In your discussion notebook, you must give a page-long profile of 2 groups EXCLUDING AI Qaeda.
- Your final entry will be a longer entry discussing Al Qaeda.

Portions of the discussion notebook will be collected and graded throughout the semester to ensure that you do not wait until the very last minute to complete this assignment.

3. Essay:

Each student will prepare a comprehensive essay that is at least 8-10 pages in length and uses at least 10 *scholarly* sources. Possible essay topics will be discussed in class, but I will consider alternative topics provided they have been discussed with me prior to submission. All papers must focus on some form of terrorism or issues related to terrorism and/or counterterrorism. All papers must include an analysis of scholarly sources related to your topic (meaning that it cannot be based solely on internet sources) and have an analytical argument that draws logically to your conclusion. APA or Chicago style referencing formats are acceptable.

4. Examinations:

Two examinations (a 'midterm' and a final) will be given **only** during the weeks listed on the class schedule. The exact date for the mid-term will be announced in class at least a week before the exam and either the question and/or a study guide will be provided to help you prepare for the exam. The written component of the final

exam will be held on the last day of class. Examinations will cover the readings, lectures and discussions covered prior to the exam and will be primarily short answer/essay. A combination of true/false questions, multiple-choice questions, matching/ listing questions, short answer questions and/or map skills tests are also a possibility, if it appears that the class is not preparing adequately for class.

Please note that the final exam will be split into two sections: the written and the verbal/oral. The written exam will be given on the last day of class and the verbal panel will be held during the finals period. Instructions for the verbal panel will be handed out a week beforehand so that students have a chance to prepare adequately for the upcoming discussions.

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

Combined, these examinations will count as 45% of your overall grade for the semester.

5. Extra Credit Opportunity:

You will have the opportunity to gain extra credit by doing a formal presentation of one of the insurgency/terrorist groups discussed during the semester, or alternatively a perspective of one of the topics under discussion. This must be based on scholarly sources.

Work Required:

Academic Engagement: 3 hours per week throughout the semester, equaling 45 hours in total **Preparation**: A minimum of 6.5 hours of work per week are needed to pass this class, with another 2.5 hours allocated to prepare for the final. (Please note that this estimate will vary according to the student and is calculated to complete the class with a C/D grade. Hence, to make a higher grade, this work estimate is likely to increase.)

Minimum Total Work Obligation: 145 hours

Grading Scale:

The grading scale is as follows:

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

Required Book:

There is not required book for you to purchase for this class. However, you will be given weekly reading assignments, all of which can be found in JSTOR on the UAM Library Website. Any additional readings will be made available through the UAM Blackboard at least one week prior to any respective classroom discussions of that source.

Please note that relevant textbooks are available to check out from the professor, should you want more generalized information than is found in the weekly readings.

Schedule of Classes:

Wk 1:Defining World Conflict, Introducing Terrorism

Readings:

- Yitzhak Benbaji, "A Defense of the Traditional War Convention," Ethics, Vol. 118, No. 3, Symposium on Agency (April 2008), pp. 464-495.
- Martha Crenshaw, "Civil War, Transnational Terrorism, and Military Intervention," Rethinking Transnational Terrorism: An Integrated Approach, US Institute of Peace (Feb 1, 2020)

Questions to Consider:

- What are the different types of warfare, regular and irregular?
- When is it acceptable to wage war / take human life?
- *Is terrorism a distinct form of warfare?*
- Wks 2 & 3: Conflict in the International Community, State and Non-State Actors

Readings:

- Andrew Kydd, "A Failure to Communicate: Uncertainty, Information, and Unsuccessful Negotiation," Unfinished Business: Why International Negotiations Fail, University of Georgia Press (2012)
- Shiping Tang & Evan Braden Montgomery, "Uncertainty and Reassurance in International Politics," International Security, Vol. 32, No. 1 (Summer, 2007), pp. 193-200.

Questions to Consider:

- What is the interaction between state and non-state actors in terrorism and counterterrorism dichotomies?
- What is the difference between domestic, transnational and international forms of terrorism?

Discussion Panel 1

Wks 4-6: What Exactly is Terrorism?

Consider the two following definitions of terrorism -

- The **FBI** Definitions of Terrorism
 - **International Terrorism**: Violent, criminal acts committed by individuals and/or groups who are inspired by, or associated with, designated foreign terrorist organizations or nations (state-sponsored).
 - **Domestic Terrorism**: Violent, criminal acts committed by individuals and/or groups to further ideological goals stemming from domestic influences, such as those of a political, religious, social, racial, or environmental nature.
- The **U.S. Army Manual** definition terrorism is the "calculated use of unlawful violence or threat of unlawful violence to inculcate fear. It is intended to coerce or intimidate governments or societies ... [to attain] political, religious, or ideological goals." U.S. Army Field Manual No. FM 3-0, Chapter 9, 37 (14 June 2001).

Readings:

- Martha Crenshaw, "The Causes of Terrorism," Comparative Politics, Vol. 13, No. 4 (July 1981), pp. 379-399.
- Azmi Bishara, "On Islamist Terrorism," What Defines Terrorism? The Identity of the Victim or the Victimizer?, Arab Center for Research & Policy Studies (Dec. 1, 2017)

Questions to Consider:

- When is political violence considered terrorism?
- What factors are unique to terrorism?
- Does it matter how terrorism is defined as to how it is perceived and fought?
- Wk 7-9: Terrorism, Historical Perspective

Readings:

- Douglas Johnson & John R. Martin, "Terrorism Viewed Historically," Defeating Terrorism: Strategic Issue Analyses, Strategic Studies Institute, US Army War College (Jan. 1, 2002)
- Verena Erlenbusch-Anderson, "State Terrorism Revisited," Genealogies of Terrorism: Revolution, State Violence, Empire, Columbia University Press (2018), pp. 53-90

Questions to Consider:

- What was the definition/conception of terrorism prior to 9-11?
- *Has Terrorism fully shifted from the state to the individual actor(s)?*
- What accounts for this change?

Discussion Panel 2

Mid-Term 1 Examination

Wks 10 & 11: Differing Motivations for Terrorism

Readings:

- Ayse Zarakol, "What Makes Terrorism Modern? Terrorism, Legitimacy and the International System," *Review of International Studies*, 37/5, December 2011:2311-2336.
- Sebastian Wojciechowski, "Reasons of Contemporary Terrorism: An Analysis of Main Determinants," Radicalism and Terrorism in the 21st Century: Implications for Security, Peter Lang AG (2017)
- M. Merrick Yamamoto, "Terrorism Against Democracy: Based in Part on Stansfield Turner's University of Maryland Course, "Terrorism and Democracy," Center for International & Security Studies, University of Maryland (Sept. 1, 2017)

Questions to Consider:

- How does terrorism differ according to the different existing political regimes?
- *Is any given political structure or philosophy more prone to terrorist opposition and/or attack?*

Discussion Panel 3

Wks 12 -15: Islam and Terrorism

Readings:

- Andreas Gofas, "'Old' vs. 'New' Terrorism: What's in a Name?," Uluslararası İlişkiler / International Relations, Vol. 8, No. 32, Özel Sayı: 11 Eylül'den 10 Yıl Sonra Terörizmi Tartışmak / Special Issue: Debating Terrorism 10 Years after 9/11 (Kış / Winter 2012), pp. 17-32.
- Reid Hutchins, "Islam and Suicide Terrorism: Separating Fact from Fiction," Counter Terrorist Trends and Analyses, Vol. 9, No. 11 (November 2017), pp. 7-11.

Questions to Consider:

- Is terrorism more violent when enacted by Islamic individuals/groups?
- Is Islamic terrorism unique and definitionally different to what has come before?
- Is religious terrorism a new form of political ideology?

Week 15 Fall Break (including the Thanksgiving Holiday), No Classes

Wk 16 & 17 Responses to Terrorism

***All classes for the last two weeks of class will be held online.

Readings:

- Jason Rineheart, "Countererrorism and Counterinsurgency, "Perspectives on Terrorism, Vol. 4, No. 5 (November 2010), pp. 31-47.
- James Dobbins et al., "Counterterrorism," Choices for America in a Turbulent World: Strategic Rethink, RAND Corporation (2015).

Questions to Consider:

- What is the difference between Counterinsurgency and Counterterrorism?
- Is there a more effective defense against terrorism?
- What is the role of the United States in combating terrorism in the international community?

Online Discussion Panel 4

Finals Week: December 7-10, 2020

Important Dates, Fall 2020

Other Important Dates

August 19 (Wed) – First day of classes for sessions 1, 8W1, C2, and M2.

August 21 (Fri) – Last day to register or add classes.

August 25 (Tues) - Tuition and fees due by 3:30 pm for all registered students.

Students will be dropped at the end of the day unless payment or other payment arrangements have been made.

September 7 (Mon) - Labor Day Holiday. Offices and classes closed.

October 28 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

November 2-13 (Mon-Fri 2 weeks) - Preregistration for Spring.

November 13 (Fri) – Deadline to apply for May graduation.

November 23-27 (Mon-Fri) – Fall Break (including Thanksgiving Holiday); Offices and classes closed.

November 30-December 10 – All instruction and work will be done online via Blackboard.

December 7-10 (Mon - Thurs) – Final exams.

Note about Finals Week: Finals week is different than the regular semester. Here are a few things you should know:

- All work related to the class must be turned in by the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- This means that NO WORK will be accepted after the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- All discussions of grades, especially if you are trying to improve your final grade with extra credit (if any is available) must be negotiated BEFORE FINALS WEEK.
- No discussions of grades will be made during finals week. If you have missing work, the issues involved must be resolved before the last day of class, or you will have to wait and appeal the grade the following semester. Be aware that grades will only be changed, if there is a legitimate problem or if you grade was entered incorrectly.
- Only issues related to the final exam and/or final projects will be entertained during finals week, all other issues related to work due during the semester must be resolved before the last day of class.

December 11 (Fri) – Commencement. December 14 (Mon) – Grades due by 10:00 am

Class Policies and Helpful Hints:

Student Conduct Statement: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Alert: The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through this system

Please note that Academic Alerts are not permanently on your student record. They are just a way to keep the university updated about your participation in your classes. When you get an academic alert, you can expect to be contacted by the professor, a professional university advisor and/or the academic dean of the respective division on campus. If your participation improves, your Academic Alert case will be closed and no further action will be taken.

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

Academic dishonesty consists of the following:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc.

Cheating includes but is not limited to the following classes of dishonesty:

k. Copying from another student's paper;

- 1. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
- m. Collaboration with another student during examination;
- n. Buying, selling, stealing, soliciting or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material; and
- o. Substituting for another person during an examination or allowing such substitutions for oneself.

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Resources: The following resources are available to all UAM students to help them improve their academic performance.

 The Center for Writing and Communication: Taylor Library, Room 203, (870) 460-1378
 The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the

writing process. Website: <u>http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/</u> Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>http://www.uamont.edu/pages/library/</u>

- *Tutoring Center:* Student Success Center, Suite 203, (870) 460-1454 All Tutoring Appointments for any given semester will be held by appointment only. Please contact the office for more information.
- Math Tutorial Lab:
 - Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

Attendance: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert, in addition to instructor consultation, unless the instructor agrees that the reason for the absences is justifiable and plans have been made to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as a risk at any time.) Faculty members may establish additional attendance requirements, which will be stated in the course syllabus.

This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. A sign-in sheet will be passed around at the beginning of most class periods. All students present must sign this sheet before the instructor leaves the class, if they want their attendance recorded and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances.

Please note, however that penalties will apply if it is discovered that you have been signing for people who are not actually present on the day, as this constitutes cheating and will be dealt with accordingly. Also note that if you miss more than 40% of the total number of classes for the semester, the date of last attendance that will be turned into the registrar will be the date of the last exam that you took, provided you have taken all exams to that point for the semester.

If you miss class, in addition to receiving an academic alert after two consecutive or chronic absences, the following chart shows you exactly how many points you will lose towards your final grade in this course:

Number of absences	Your attendance grade at the end of the semester
1	95
2	90

3	85
4	80
5	78
6	75
7	70
8	60
9	55
10	50
11	25
12	0
13	Loss of 10 points off your FINAL grade for the class
14	Loss of 25 points off your FINAL grade for the class
15	You will fail this class

Please note that this policy can be revised if extraordinary circumstances emerge, i.e. because of disruptions caused by pandemics (i.e. COVID-19) and/or emergency situations. Any changes will be clearly articulated to you in written form (available through your blackboard shell.)

Cell Phone/In Class Computer Policy: As I often have you make use of your technology during class for academic purposes, I do not ban cell phones in class. I also encourage students to take notes on their computer, provided the key strokes are on silent.

However, if you are not actively participating in the class and/or are distracting others, you will be asked to put it in your backpack. If you do not comply, you will be asked to leave, after which time a meeting will be made with the Dean to discuss appropriate classroom etiquette and you coming back to class.

Note: If your electronic device is even seen on exam days, you will be asked to leave and your test will be over at the moment and you will not be able to make-up the rest of the test.

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

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

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

Classroom Disruption Policy: Students will not disturb normal classroom procedures and instruction. Disruptive conduct includes but is not limited to violent, noisy actions, profane or obscene language, intoxication, verbal abuse/slander, quarreling, fighting, threats to safety to oneself or others and failure to comply with the directions of a university official (reference UAM Student Handbook). A faculty member may, at his or her discretion, dismiss a disruptive student from the classroom for the balance of the class period and, at the faculty member's discretion, consider the missed class time as an unexcused absence.

Please note that if the disruption is severe enough, the **University Behavior Intervention Team** will become involved. The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

Computer Access: If you do not own a computer that can process information fast enough to do your blackboard assignments, visit the library. They have both in-person computers that you can use in the library and computers that you can check out of the library to complete your work.

This means that you need to have access to a working computer with Internet capability.

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 (or later) recommended.

Connection to the Internet: (broadband connection, such as RoadRunner, Satellite

Internet or DSL, is preferred). Broadband connections are recommended for assessments.

Contesting/Discussing Grades: You are always welcome to come by and talk to me about your grades, prior to the last day of class. If you feel that you your grade has been calculated or entered incorrectly, COME AND SEE ME. If there is a problem, the grade will be fixed. If there is not a problem, I will discuss with you what happened and we will discuss ways to get better grades in the future. No discussions about your semester grade will be entertained during finals week, so make sure to come see me during the semester, or (if there is a legitimate problem with your final grade) come and see me during the first week of the next semester and we will work it out.

ATTENTION ANG ONLINE STUDENTS: Your final grade is not the same as the weekly quizzes. It is held on campus and is worth 30% of your grade. That means it is worth *at least* 3x that of the weekly quizzes. The way to calculate your grade is to add up all of your weekly quizzes and then divide them by the number of weeks and then multiple by .7. Then take your final grade and multiple it by .3. Then add the two numbers together. That will give you your final grade.

Electronic Devices: While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn you phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated. Also, if your electronic device is even seen on exam days, you will be asked to leave and your test will be over at the moment and you will not be able to make-up the rest of the test. Also, headphones will not be allowed at any point while in class.

Electronic Submission of Work: You are discouraged from submitting work electronically, but if you do then you should CC yourself so that you have a record of your submission. Since there are instances where your email might not actually reach my inbox, this ensures that you have proof that you legitimately attempted to submit your work on the date recorded on the original email.

Email Assistance: If you are having trouble with your email, please contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 am – 4:30 pm. (Remember that all correspondence with me MUST be through your valid UAM account, or it may not be accepted.

Email Protocol: If you have to email the professor, please use the following examples:

- If you have missed an exam: Within 24 hours (but preferably BEFORE the exam has been given), email the professor making sure to do the following:
 - Address the email to Dr. Carol Strong
 - Use complete sentences to tell her that you missed an exam/assignment and need to make-it up.
 - Use complete sentence(s) to tell her why you missed the exam/assignment deadline to show that you didn't just decide to not take it/turn it in because you didn't feel like doing it.
- If you want to make an appointment to talk to her:
 - Send an email addressed to Dr. Carol Strong.
 - Use complete sentences to ask if you can come by her office to talk about whatever it is you need to talk to her about.
 - If you cannot meet during office hours, offer 2-3 times that you are available and she will accommodate your visit.

Feedback Schedule: I will check my email every day and will respond to student emails as soon as possible, but definitely within 48 hours, unless it is a weekend/holiday. Please note that if you do not correspond with me via the UAM email system or Weevilnet, I may not receive your email in a timely fashion, if at all. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.

Finals Week: Finals week is different than the regular semester. Here are a few things you should know:

- All work related to the class must be turned in by the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- This means that NO WORK will be accepted after the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- All discussions of grades, especially if you are trying to improve your final grade with extra credit (if any is available) must be negotiated BEFORE FINALS WEEK.
- No discussions of grades will be made during finals week. If you have missing work, the issues involved must be resolved before the last day of class, or you will have to wait and appeal the grade during the semester following the one when the class was taken. Be aware that grades will only be changed, if there is a legitimate problem or if you grade was entered incorrectly.
- Only issues related to the final exam and/or final projects will be entertained during finals week, all other issues related to work due during the semester must be resolved before the last day of class.
- Last Day of Class: The last day of class is the day BEFORE the official study day for UAM (in the Fall, this will be on a Friday; in the Spring, this will be on a Monday). IT IS NOT WHEN YOU TAKE THE FINAL, SO PLAN YOUR WORK ACCORDINGLY.
- Late Work and Make-Ups: Late research projects and discussion booklets will not be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation.

Late Work: If there are extenuating circumstances and you are unable to submit required components of the class, i.e. the comparative analytical literature review, short assignments, essay, etc. by the due date, you must come and talk to me and make arrangements to do a suitable make-up assignment with me prior to the relevant due date. There must be a legitimate excuse and a suitable compromise must be made at least 24 hours before the due date of the assignment. Failure to do this will result in a zero for that component of your grade.

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

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

Other Make-up Work – **Exams and Panel Presentations**: If you are absent on an exam day or your designated panel discussion day, you must be able to prove that it was an excused absence, i.e. an illness with evidence from a physician, university-sponsored activity, religious observances. You must also then arrange

to make up the exam within two class days, unless there are extenuating circumstances, i.e. an extended illness. Failure to do this will result in a '0' for the assignment in question.

Final Exam Week: No work, of any kind, will be accepted after the final class period, unless it is related to the final exam, or you have made prior arrangements with the professor.

Library Services: The library can be a very useful tool for academic success. When doing research for a research paper / essay, a librarian can jump-start your research. Visit the library to get help with finding information, choosing books, evaluating sources, and selecting appropriate article research databases. Alternatively, you can speak with a librarian at 870-460-1880 or send an email to <u>askalibrarian@uamont.edu</u> for all reference questions. The librarian will respond to your request within 24 hours, Monday – Friday. If you are having trouble finding sources on the UAM website, UAM librarians can also help you with intra-library loans from any library in the University of Arkansas chain.

Also note that the computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>http://www.uamont.edu/pages/library/</u>.

Midterm Grade Policy: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

- Navigating your Blackboard Shell: Each student has a blackboard shell for this course, even though it is in lecture format. Throughout the semester, one of your midterms, as well as occasional quizzes, extra credit and/or additional assignments will be administered via blackboard. When you enter this course's blackboard shell, you will see any current emails or announcements on the home page. To access assignments, quizzes and/or exam, you will need to click the 'Learning Modules' tab on the left hand side of the screen. You will then find individual learning modules for each assigned activity, which will include detailed instructions to help you complete the assignment activity with confidence. Note that other important documents are included in your blackboard shell, including your class syllabus, instructions for all activities required to pass this class, study habits, a sheet to help you monitor how well you are doing in this class, among others. You are not required to access all of these documents, but you might be surprised with how much you can learn about doing well in this class, if you do.
- **Office Hours**: I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

Contact by Email or Voice Mail: In addition to my office hours, you may also contact me by email or through my voice mail. (Please note that I prefer you to contact me via email.) My email address is <u>strong@uamont.edu</u>. *Please do not abuse the available electronic communication devices*. This means that you should make sure to contact me with any questions or problems that might arise *at the time that they arise* ... not hours before an exam or an assignment deadline. Also, be aware that **any serious issues** *must be dealt with during office hours*. Only minor issues will be addressed by email or over the phone.

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

Please note that attendance requirements will be altered accordingly and will be assessed according to your continued participation in blackboard, regular submissions of assignments and contact with the professor either by phone or email.

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

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

Student Special Services: Any student with a documented disability should contact the Office of Student Special Services.

• Monticello Campus:

Location: Student Success Center, Room 201F Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926 Mailing Address: P.O. Box 3600, Monticello, AR 71656 Email: whitingm@uamont.edu

• McGehee Campus:

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Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105 Mailing Address: P.O. Box 747, McGehee, AR 71654 Email: <u>anderson-allen@uamont.edu</u>

Crossett Campus: Location: UAM College of Technology at Crossett Telephone: (870) 364-6414 Mailing Address: 1326 Highway 52 West, Crossett, AR 71635 Email: <u>paschall@uamont.edu</u>

Remember: It is the responsibility of the student TO INFORM the instructor of any necessary accommodations AT THE BEGINNING of the semester.

Student Support Information: The following student support services are available to students:

- Academic Alert System: UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.
- **Career Services:** Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Contact Details: Student Success Center, Suite 201, (870) 460-1454.

• **Counseling Services:** As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/

Contact Details: Student Success Center, Room 204D, (870) 460-1554.

• The Center for Writing and Communication: The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all

disciplines and genres, and at all stages of the writing process. Website: <u>http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/</u>

Contact Details: Taylor Library, Room 203, (870) 460-1378.

• **Library Services:** The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>http://www.uamont.edu/pages/library/</u>

Technical Support Information: The following services are available to students:

- **Blackboard Assistance**: Contact the Office of Instructional Technology during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1663. Help Link: http://www.uamont.edu/blackboard
- **Computer Access:** You can gain access to computers at the UAM library, which has computers that you can use in person in the library, as well as computers that can be checked out and used at home. More information can be found on the UAM library website or in person at the main desk.
- Email Assistance: Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: http://www.uamont.edu/pages/resources/information-technology/it-for-students/

Tutoring Services: The following tutoring services are available to students:

• **Tutoring Center:** All Tutoring Appointments for any given semester will be held by appointment only. Please contact the office for more information.

Contact Details: Student Success Center, Suite 203, (870) 460-1454

• Math Tutorial Lab: Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

Contact Details: Math and Science Center, (870) 460-1016

University Behavior Intervention Team: The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours. In case of emergency or after office hours please call 911.

University Policies: Please be aware of the following university policies:

- Student Handbook: Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf
- Classroom Behavior/Disruption Policy: Students will not disturb normal classroom procedures and instruction. Disruptive conduct includes but is not limited to violent, noisy actions, profane or obscene language, intoxication, verbal abuse/slander, quarreling, fighting, threats to safety to oneself or others and failure to comply with the directions of a university official (reference UAM Student Handbook). A faculty member may, at his or her discretion, dismiss a disruptive student from the classroom for the balance of the class period and, at the faculty member's discretion, consider the missed class time as an unexcused absence.
- University Policy on Concealed Weapons: Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Appendix I: Evaluation Criteria for Essays and Participation

When I evaluate your **essays**, I will look at whether your message is: 1) an interesting contribution to our discussion, 2) expressed clearly and without clutter, 3) well-organized to accomplish its purpose, 4) persuasively argued, and 3) well-referenced and avoids plagiarism.

	Essay Qualities		
А	Essay is meticulously crafted and presents an interesting yet defensible thesis. It is		
	moreover clear, engaging and easy to read. It is carefully organized, clutter-free and is		
	persuasively argued. Additionally, the text used in the essay is properly referenced and		
	avoids plagiarism, even unintentional forms thereof.		
В	Makes a reasonably compelling case for a fairly interesting thesis. It is organized, well-		
	edited and uses correct punctuation and referencing practices. It is not difficult to read		
	or follow the argument presented, even if the argument is somewhat unsubstantiated.		
С	The essay has some merit but is confusing and/or difficult to read in sections. It makes		
	claims but doesn't defend them properly. It uses sources but the referencing thereof is		
	problematic. It gives mere historical and/or biographical information and does not use		
	critical analysis throughout.		
Other	The essay includes sloppy work showing insufficient effort. It is uninteresting, makes an		
	indefensible argument, if it has one at all. It is poorly organized and argued and includes		
	grammatical, referencing and editing errors. It is seriously lacking in clarity.		
Fifty	The essay shows promise through the use of an interesting argument, but it has no		
	reference citations in the body of the paper.		
Zero	The essay includes intentionally plagiarized passages.		

When I evaluate your **participation**, I will look at four things: 1) energy/enthusiasm for learning, 2) preparedness for class, 3) focus and attentiveness, and 4) clarity and insight.

	Class Participation
A	The student brings energy and enthusiasm for learning every day. He/she is consistently well-prepared and has done the reading before class. He/she makes especially insightful and interesting contributions (which can include asking relevant questions) to class discussions on a regular basis.
В	The student shows energy and enthusiasm for learning, but intermittently. He/she is usually prepared and is reasonably focused, but could be more consistent. He/she makes helpful but unspectacular contributions to class discussions.
C	The student shows little enthusiasm for learning but still pays attention in class. He/she does the reading intermittently but needs to spend more time on the comprehension and understanding of the texts read. He/she contributes to class, but what is said tends to lack focus, does not advance the discussion in fruitful ways and often focuses on details rather than critical analysis.
Other	Little apparent interest in learning. He/she is unfamiliar with the readings and frequently inattentive in class. He/she contributes no clarity or insight to in-class discussions, if they are made at all. He/she often spends time trying to hide the fact that they are texting in class.

Name: Title of Paper: Grade:

Bibliography and Sources Used

Thesis Statement of Main Argument

Comparative Aspect

Organization

Grammar and Referencing Style

Originality Analytical Component General Comments

Appendix III:

Fall 2020 Schedule of Office Hours for Dr. Strong

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00		OFFICE HOURS (8:30- 9:30)	OFFICE HOURS	OFFICE Hours (8:30- 9:30)	OFFICE Hours
9:10 - 10:00	German I	(from 9:40) American	German I	(from 9:40) American	German I
10:10 - 11:00	OFFICE	National Government	OFFICE	National Government	OFFICE Hours
11:10 - 12:00	Hours (until 11:30)	World Conflict &	Hours (until 11:30)	World Conflict &	
12:10 - 1:00	Lunch	Terrorism (until 12:30)	Lunch	Terrorism (until 12:30)	Afternoon Office Hours, by appt.
1:10 - 2:00	Western Political		Western Political		
2:10 - 3:00	Theory (until 2:30)	OFFICE Hours	Theory (until 2:30) OFFICE HOURS	OFFICE Hours	
	<i>Hours</i> (2:30-3:30)		(2:30-3:30)		+
3:10 - 4:00	By Appt Only	By Appt Only	By Appt Only	By Appt Only	

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

** Please note that if you cannot come during these office hours, you can make an appointment with me for a time that works with your schedule.

University of Arkansas at Monticello Political Science 462V: Southern Politics Fall 2022 Tuesdays and Thursdays 9:40 am—11:00 am MCB 207

Professor: Dr. Davis E-mail: davisjc@uamont.edu Phone: 870-460-1189 Office Location: 216 MCB

Additional Contact Information: Dr. Clinton Young, Dean, School of Social and Behavioral Sciences (870) 460-1147 Martha Henris, Administrative Specialist, School of Social and Behavioral Sciences (870) 460-1047

<u>Office Hours</u> Monday-Friday: 8-9 a.m.; 1-2 p.m. (or by appointment)

<u>Course Information</u> 3 credit hours; no prerequisites

<u>Course Description</u> This course is an effort to introduce students to southern politics, its historical context, and its influence on contemporary national politics.

Anticipated Workload Academic Engagement: (50 Hours) Attend Class and participate in discussion: 45 Hours Exams: 5 Hours Preparation: (90 Hours) Read required materials for class: 45 Hours Review notes and study for test: 45 Hours Overall Total Obligation: 140 Hours

<u>Student Learning Outcomes</u> The successful student will be able to explain, discuss, recognize, and/or apply knowledge of the following topics:

The regional variations in the political cultures in the U.S. (Unit 1)

How the intersectionality of race, class, has shaped the contemporary politics in the Southern U.S. (Units 1 and 2) The patterns of partisanship among U.S. Southern states (Unit 2)

The influence of the Southern political environment on national U.S. politics (Unit 2)

Required Readings

Bullock, Charles S., and Mark J. Rozell (eds.). 2022. *The New Politics of the Old South: An Introduction to Southern Politics*, 7th Edition. New York: Rowman and Littlefield.

Course	Evaluation	and	Grading	
Attendance				. 100 points
Essay				100 points
Exam #1				. 200 points
-				850 points

Grade Scale

90-100	A
80-89	В
70-79	С
60-69	D
59 & Below	F

Attendance

Success in this class will require you attend regularly and actively participate. Examination questions are derived from the required readings, class lectures, and in-class discussion. I expect all students to regularly attend class and conduct themselves in a respectful manner. Attendance will be taken at the beginning of each class.

Essay

At the end of the second week of class, students will submit, on Blackboard, a reflective essay on a reading assigned by the instructor. The essay must summarize the assigned reading, address how the piece might relate to the experience of the student (or not), posit expectations for the course, and pose three questions the students would like to be able to address by the end of the semester. The essay must be no fewer than 4 pages, double-spaced, Times New Roman, 12-point font. The assignment will be worth a maximum 100 points.

Paper

Each student will be assigned a state for a research paper. At the end of the semester, each student will submit a paper in which he/she compares V.O. Key's assessments in 1949 with the essays collected by Bullock and Rozzell on the state you have been assigned. In addition to these two essential sources, students will seek out additional research to assess the changes and similarities of their assigned state's politics over the 70-year span between Key's *Southern Politics* and *The New Politics of the Old South*. The paper is due by November 20th.

Examinations

This class will have two examinations. The first exam will occur at the approximate midway point in the semester and at the close of covering unit 1 course material. The second exam will take place on the assigned final exam date and time and cover material related to unit 2.

Make-up Examinations

Make-up examinations are only offered for documented and excused absences. In the case of a documented and excused absence (illness, family emergency, etc..) or recognized University activity, a make-up exam will be permitted. *In order to qualify for a make-up examination, you must notify me within 24 hours after missing an exam and provide me with the necessary documentation in a timely manner.*

Late Assignments

Unexcused late assignments will result in a zero for that grade. However, in the case of a documented excuse (illness, family emergency, etc.), an alternative due date may be assigned by the instructor. If the approved due date passes without the assignment being submitted, a grade of zero will be recorded for that assignment. Technological difficulties such as computer failure, internet loss, etc. will not be

Recording Devices and Note Sharing

The use of recording devices by students without my consent is not allowed. Furthermore, the dissemination of class materials (on-line or otherwise) with anyone not currently enrolled in the course is strictly prohibited.

Student Conduct Statement

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty

- 1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
- 2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
- 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
- 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the

student(s) involved will be a zero from the assignment, and possible termination from the course. The student(s) will also be referred to the administration to determine if any additional action is needed.

Blackboard

There is a Black Board component to this class. This means that periodically throughout the semester some assignments and/or activities will be conducted and/or submitted through the Black Board system. Students will be required to create a Black Board account and add this class to that account. *In addition, students will be required and expected to check both Black Board and UAM E-Mail on a daily basis.*

<u>Weekly Schedule</u> Note: NPOS is used in place of *The New Politics of the Old South*

Week 1(August 18-21) Topic: Introduction Reading(s): Syllabus

<u>Week 2 (August 22-28)</u> Topic: What is the South? Why Study Southern Politics? Reading(s): Maxwell, "The Duality of the Southern Thing" (Blackboard) Essay on the Maxwell piece is due by Sunday, September 1, 11:59 pm on Blackboard.

<u>Week 3 (August 29-September 4)</u> Topic: Southern Economics in the Antebellum South Reading(s): NPOS, Chapter 3

<u>Week 4 (September 5-11)</u> Topic: Agriculture and Industry Readings: NPOS, Chapter 4

<u>Week 5 (September 12-18)</u> Topic: Agriculture and Industry (continued) Readings: NPOS, Chapter 5

<u>Week 6 (September 19-25)</u> Topic: Politics of the Old South Readings: NPOS, Chapter 6

<u>Week 7 (September 26-October 2)</u> Topic: 2nd Wave of Disenfranchisement Readings: NPOS, Chapter 7

<u>Week 8 (October 3-9)</u> Topic: WW I era and Post-WWI era Readings: *Gibons v Ogden (1824)* (Blackboard)

<u>Week 9 (October 10-16)</u> Topic: New Deal & WWII era Readings: NPOS, Chapter 8"The History of Russian Involvement in America's Race Wars" (Blackboard)

<u>Week 10 (October 17-23)</u> Topic: New Deal & WWII era_ Readings: NPOS, Chapter 9

Week 11 (October 24-October 30) Topic: New Deal & WWII era_ Readings: NPOS, Chapter 10

<u>Week 12 (October 31-November 6)</u> Topic: Transition of Southern Partisanship Readings: NPOS, Chapter 11

<u>Week 13 (November 7-13)</u> Topic: Transition of Southern Partisanship Readings: NPOS, Chapter 12

Week 14 (November 14-20) Topic: Transition of Southern Partisanship Readings: NPOS, Chapter 13 ****Paper due November 20th****

Fall/Thanksgiving Break November 21-27

<u>Week 16 (November 28-December 2)</u> Readings: NPOS, Chapter 14 ****Examination #2, Due no later than 10:00 a.m., Thursday, December 8th****

Additional Important Dates

August 23 (Tues) - Tuition and fees due by 3:30 p.m. for all registered students. Students will be dropped at the end of the day unless payment or other payment arrangements have been made (tentative dates).

September 5 (Mon) - Labor Day Holiday. Offices and classes closed.

September 19 (Mon) - Last day to drop a session 6W1 class. Grade will be W.

September 21 (Wed) - Last day to drop a session 8Wl class. Grade will be W.

October 6 (Thurs) - Last day of session 8W1 classes.

October 10 (Mon) - First day of sessions 8W2 and M1 classes.

October 11 (Tues) - Last day to drop a session M2 class. Grade will be W.

October 14 (Fri) - Last day to drop a session C2 class. Grade will be W.

October 20 (Thurs) - Last day to drop a session Ml class. Grade will be W.

October 21 (Fri) - Last day of session M1 classes.

October 26 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

October 31 (Mon) - Registration for Spring begins. November 3 (Thurs) - Last day of session M2 classes. November 4 (Fri) - First class day for session M3 classes. November 10 (Thurs) - Last day of session C2 classes. November 11 (Fri) - Registration for Spring ends. Last day to drop session 8W2 classes. Grade will be W. Deadline to apply for May graduation. November 21-25 (Mon-Fri) - Fall Break. Classes closed. November 24-25 (Thurs-Fri) - Thanksgiving Holiday. Offices closed. November 30 (Wed) - Last day to drop a session M3 class. Grade will be W. December 2 (Fri) - Last day of classes for sessions 1 and 8W2

Changes to the Syllabus

I reserve the right to make changes to this syllabus at any time. Changes will be announced in class and e-mailed to you. It is the responsibility of the student to take note of any changes.

Review Addendum Course Syllabus in Blackboard for Additional Information

University of Arkansas at Monticello Political Science 4603: American Presidency Spring 2022 Mondays, Wednesdays, and Fridays 10:10 am—11:00 am MCB 318

Special Notes for this class

Our health and safety is important to me. A face mask must be worn correctly (covering both your nose and mouth simultaneously) by every student, at all times, while meeting face to face in the classroom. This also applies to any face to face interaction in my office.
 This is a hybrid course. We will plan to meet face to face on Mondays and Fridays. Wednesdays are intended for online coursework and interaction via Blackboard.

Professor: Dr. Davis E-mail: davisjc@uamont.edu Phone: 870-460-1189 Office Location: 216 MCB

Additional Contact Information: Dr. Clinton Young, Interim Dean, School of Social and Behavioral Sciences (870) 460-1147 Martha Henris, Administrative Specialist, School of Social and Behavioral Sciences (870) 460-1047

Virtual Office Hours

I enjoy meeting with my students. However, in order to do everything, we can to mitigate risk of spreading or contracting COVID-19, we are going to have virtual office hours. I will be available via email on Mondays--Friday: 8 am-9 am; 1:00 pm-2pm. I am also happy to set up an appointment, via email or to chat on the phone at other times if these conflict with your class schedule.

<u>Course Information</u> 3 credit hours; no prerequisites

Course Description

PSCI 4603 is an upper division political science course covering topics related to the Executive Branch of the United States government.

Anticipated Workload Academic Engagement: (50 Hours) Attend Class and participate in discussion: 45 Hours Take quizzes and exams: 5 Hours Preparation: (90 Hours) Read required materials for class/ research topics: 45 Hours Review notes and study for tests/ write a literature review: 45 Hours Overall Total Obligation: 140 Hours

Student Learning Outcomes

After completing this course students will:

1. Understand the interaction between the legislative process of the United States Congress and the Presidency.

- 2. Recognize the major players, and roles of the political institution
- 3. Think critically about the role of the executive branch in their lives
- 4. Read and analyze quantitative and qualitative social science research

Required Readings

1. Skowronek, Stephen. 2008. Presidential Leadership in Political Time: Reprise and Reappraisal. University Press of Kansas. ISBN: 978-0-7006-1575-9

2. In order to be engaged in class discussion, students will stay up to date with national political news/events.

3. Additional readings will be assigned and posted on Blackboard.

Course Evaluation and Grading

Article Presentation	50 points
Research Proposal	
Literature Review	
Research Presentation	100 points
Exam #1	
<u>Exam #2</u>	
	1000 points

Grade Scale

90-100	А
80-89	В
70-79	С
60-69	D
59 & Below	F

Article Presentation/ Participation

Success in this class will require you attend regularly and actively participate. Examination questions are derived from the required readings, class lectures, and class discussion. Additionally, students will be asked to present academic works relevant to the course. I expect all students to regularly attend class and conduct themselves in a respectful manner. Attendance will be taken at the beginning of each class.

Research Proposal

Each student will submit a written proposal for research on an appropriate topic related to the American Presidency that will serve as the first step in the larger literature review project due later in the semester. This proposal will be due to be uploaded by no later than 4:30 p.m., Friday, February 11th. Additional information will be provided in class.

Literature Review

Each student will complete a 8-10 page literature review on a pre-approved topic related to the American Presidency. The literature review must be in APA format and use no fewer than 15

academic sources. More details on the assignment will be provided in class. The paper will be due to be uploaded on Blackboard by 4:30 pm, Monday, April 25th.

<u>Exams</u>

There will be to take-home exams. Each exam is worth 250 points.

Make-up Examinations

Make-up examinations are only offered for documented and excused absences. In the case of a documented and excused absence (illness, family emergency, etc..) or recognized University activity, a make-up exam will be permitted. *In order to qualify for a make-up examination, you must notify me within 24 hours after missing an exam and provide me with the necessary documentation in a timely manner.*

Late Assignments

Unexcused late assignments will result in a zero for that grade. However, in the case of a documented excuse (illness, family emergency, etc.), an alternative due date may be assigned by the instructor. If the approved due date passes without the assignment being submitted, a grade of zero will be recorded for that assignment.

A Note on the Use of Laptops/Tablets in Class

Laptops are not necessary for this course. In addition to being a potential distraction, research suggests that—compared to taking notes by hand—taking notes on laptops results in lower academic performance. Therefore, the use of laptops and tablets are not permitted in this class.

Recording Devices and Note Sharing

The use of recording devices by students without my consent is not allowed. Furthermore, the dissemination of class materials (on-line or otherwise) with anyone not currently enrolled in the course is strictly prohibited.

Student Conduct Statement

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty

- 1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.

- 2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
- 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
- 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero from the assignment, and possible termination from the course. The student(s) will also be referred to the administration to determine if any additional action is needed.

Blackboard

This is a hybrid class, which will meets in person on Mondays and Fridays with an online component midweek. There is a significant Black Board component to this class. This means that periodically throughout the semester some assignments and/or activities will be conducted and/or submitted through the Black Board system. Students will be required to create a Black Board account and add this class to that account. *In addition, students will be required and expected to check both Black Board and UAM E-Mail on a daily basis.*

Inclement Weather

UAM will announce any closures.

<u>E-mail</u>

Please check your student e-mail regularly. Throughout the semester, I will send e-mails to your UAM account. I will promptly answer e-mails that you send to me (within 48 hours).

Academic Alert

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert System.

Midterm Grade Policy

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

UAM Attendance Policy:

Regular class attendance/participation is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials

covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Changes to the Syllabus

I reserve the right to make changes to this syllabus at any time. Changes will be announced in class and e-mailed to you. It is the responsibility of the student to take note of any changes.

Weekly Schedule

Week 1(January 12—16) Syllabus & Introduction

<u>Weeks 2, 3, & 4 (January 17—February 6)</u> Development of the Presidency (I) : Constitutional Powers and Responsibilities of Article II

** January 17 (Mon) – Martin Luther King Jr. Holiday. Offices and classes closed**

<u>Weeks 5, 6, & 7 (February 7—27)</u> Development of the Presidency (II): Historical Evolution of the Office and Those Holding the Position **Research Proposal due Friday February 11th** Review for Exam #1 **Exam #1 Due February 25th**

Week 8, 9, 10, & 11 (February 28—March 27) The Presidency in Action: foreign and domestic policy

March 21-27 (Mon-Fri) – Spring Break—No Class

Weeks 13, 14, 15 & 16 (March 28—May 2) Administrative Politics Review for Exam #2 Exam #2 Due April 18th How to Present Political Science Research Research Presentations Literature Review due April 25th Wrap-Up

Important Dates January 12---First day of classes January 14—Last day to register for classes January 17—Dr. Martin Luther King Jr. Holiday. Campus closed January 18—Tuition and fees due by 3:30 p.m. for all registered students March 21-25 Spring Break May 2—Last Day of Regular Classes

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. Help Link: <u>https://www.uamont.edu/it/blackboard.html</u>

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: https://www.uamont.edu/it/

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at https://www.uamont.edu/life/counseling/index.html

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <u>https://www.uamont.edu/academics/arts-humanities/writing-center.html</u>

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>https://www.uamont.edu/academics/library/index.html</u>

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus Location: Student Success Center, Room 101G Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926 Mailing Address: P.O. Box 3600, Monticello, AR 71656 Email: whitingm@uamont.edu

<u>McGehee Campus</u> Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105 Mailing Address: P.O. Box 747, McGehee, AR 71654 Email: <u>anderson-allen@uamont.edu</u>

<u>Crossett Campus</u> Location: UAM College of Technology at Crossett Telephone: (870) 364-6414 Mailing Address: 1326 Highway 52 West, Crossett, AR 71635 Email: <u>paschall@uamont.edu</u>

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454 All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016 Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning,

living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at <u>https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10</u> or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

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In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: <u>https://www.uamont.edu/life/pdfs/student-handbook2021.pdf</u>

Academic Conduct Code Violation (page 14) Classroom Behavior/Disruption Policy (page 14) Academic Standing & Suspension (page 16)

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g)

American Foreign Policy PSCI 4643

Professor: Dr. Strong Class Info: T/TH, 11:10-12:30 Contact Email: <u>strong@uamont.edu</u> Spring 2020 Office: MCB 309 Contact Phone: 1-870-460-1687

Course Info: 3 credit hours, general education course, lecture; no prerequisites. **Office Hours: See Appendix III, found on the last page of this syllabus.**

Course Description:

This course is designed to provide students with a knowledge and understanding of American foreign policy (AFP), which can seem confusing and even contradictory at times, especially when compared over time. American foreign policy encompasses many different issues: homeland security, the economic well-being of the US, human rights, and the use of military force overseas. It also has an impact on how the international community responds to different opportunities (and threats), since the decisions taken by the American government have an impact on people and governments throughout the world, not just on the American public. This class will begin with an introduction to the fundamental debates and perspectives of AFP and whether or not particular approaches are in the country's national interest. The course will culminate with an analysis of the most recent debates associated with the formation of AFP, ranging from the defence of the homeland (against terrorism among other things), the role of economics in foreign policy, deploying military forces abroad, the role of human rights and the push for democratization in the world. Included within this course will be interrelated discussions of international relations theory, contemporary international historical events and the series of military conflicts enacted by the United States during the twentieth century leading into the twenty-first.

With this approach, this course includes an analysis of how the democrats and republicans differ in their approach to AFP, the varying approaches of those individuals that promote an international perspective to foreign policy development and those that do not, the leadership and visions of five consecutive US presidents (former republican president George H.W. Bush Sr., former democrat president Bill Clinton, former republican president George W. Bush Jr., former democratic president Barack Obama and current republican president Donald Trump), as well as an examination of the role assumed by Congress in the enactment of foreign policy decisions. Students will be responsible for creating briefings for different AFP cases in order to understand the multi-layered, interrelated dimensions of policy making at the international level.

Students who complete this course should:

- Gain an understanding and knowledge of the various debates and theories that currently dominate AFP *and* an ability to apply said theories to actual AFP case studies, thereby gaining an understanding of why the American public should have at least a rudimentary understanding of how AFP is formulated and how it impacts the world around us.
- Be able to critically evaluate the basic principles of AFP within the context of international relations theory by doing in-depth research, which will culminate in the writing of a series of policy briefs and an advanced undergraduate research project.
- Be able to critically evaluate the competing interpretations of how American foreign policy should be conducted and the consequences involved with each approach.
- Improve their research and writing skills, as well as their public speaking skills.
- Develop globalized critical thinking skills by reading articles written by regional experts in the United States and the international community, thereby gaining a more holistic understanding of the role of American in the world.
- Have a greater appreciation of current events around the world in order to gain a better understanding of the American role in the world and how it is shaped by the choices and preferences of other countries.
- Workforce Skills Gained: The ability to work to deadlines, the ability to read directions and put them into action, the ability to formulate theories and knowledge both independently and during group discussions, experience manipulating Word and Powerpoint programs, the ability to articulate views rationally in written, oral and technological formats, the ability to make focused presentations, and exposure to constructive criticism.

Grading Components:

The course grade is divided into six components:

•	Attendance/Participation	10 %
•	Mid-term Examination	15 %
•	Group Projects/Simulation Creation	5 %
•	Policy Briefing based Presentation	10 %
•	Research Project	35 %
•	Final Exams (written and verbal combined)	25 %
		100 %

1. Attendance, Participation and Possible Quizzes:

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

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

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

Students are required to keep up with their reading during the semester. Without this base knowledge, it will be difficult for students to acquire the knowledge to ensure that they will be able to participate fully in class discussions. Students are expected to participate regularly in class discussions and in the creation of innovative simulations based in AFP theory.

There are no set quizzes for the semester, but if it becomes clear that the students are not reading, a series of pop-quizzes will be implements. They will not be difficult or involved but will cover the information covered in your readings and will show whether or not you attempted to read the assigned chapters for that week.

2. Group Projects/Simulations:

A significant part of the course is related to the lectures given by the students and the creation of workshops meant to complement the readings for that week(s). These sessions are designed to make students think more critically about current events and international relations and how they have been shaped by/how they relate to the historic evolution of American Foreign Policy. Each workshop is tied to a particular historical event that was significant in shaping the way that the United States conducts itself in the international community. Students will be expected to engage in discussions about what led to these events, what actually happened and the consequences of these activities during class. For example, in-class simulations might require students will be asked to participate actively in discussions where they are asked to represent either the State Department or the Pentagon, as they discuss why certain actions were taken, while others were not. These sessions will begin with a discussion of what actually happened, but are then expected to include alternative outcomes and consequences of the same event, if other actions were taken.

3. Lecture/Conference Style Presentations and/or Reports:

The class is divided into 5 divisional sections: Intervention, Nuclear Security, Diplomacy, Economic and Trade and National and International Law. Each section includes three case studies related to actual AFP events in recent history.

Each student will be responsible for researching up to two of the sections more deeply, depending on the number of students in the class. On the first class period of that section's week, the designated student will be required to lecture/ lead class discussions on that week's readings. This lecture is to be at a minimum 30 minutes long and should use prompters (powerpoint, the chalkboard, handouts, simulations). Students are expected to do a policy brief (instructions are found in Appendix I) that is to be handed out to the other students in the class and to be followed during the presentation. Please note: whoever is presenting will need to do further background reading than the rest of the class and make sure they know just what the author really means. Be prepared to answer tough questions!

4. Research Project:

Each student will prepare a major project that will be due during the pre-finals week of the semester. It is to be between 10-15 pages in length, 1½ to double spaced, using normal margins and font. The essay can be an expansion of the policy brief you use for your presentation or another policy brief created for another case study. Please note that the policy brief is considered part of the page limit and that it is to be 2-3 pages maximum.

The basic requirements for this essay: 1) it must be based on an actual AFP case study; 2) it must incorporate on of the levels of analysis, principles and/or competing themes discussed during the first five weeks of class; 3) it must include sources found from the UAM library electronic databases and at least one source from the Strategic Studies Institute publications found on the U.S. Army War College's website and/or the Publications found on the U.S. Department of State website; 4) ideally it should include statistical information from the *Fund for Peace/Foreign Affairs*' Failed State Index; 5) it must include analysis and a credible argument about the costs/benefits of the different possible approaches used; and 6) you will absolutely not plagiarize any information in the final version of this paper. The focus of the paper must be related to American Foreign Policy and must have a comparative element to it, i.e. the student can compare two different historical events, the actions of two presidents, or the interaction by the United States with two comparable countries. You will be expected to construct a thesis statement of your argument early in the semester to ensure that your topic is manageable.

5. Examinations:

Written Exams:

Two written examinations (a 'midterms' and a final) will be given during the semester. The midterm will be take-home and the final will be held on the last day of class. Examinations will cover the readings, lectures and discussions covered prior to the exam. They can include empirical questions (true/false, multiple choice, etc.) and/or open ended questions to be answered in narrative form. Map skills tests and a verbal component (in particular related to the final exam) are also possible options.

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

Oral Exam:

An oral final will be held during the final exam period only on the day listed in the University Catalogue for this class time. Specific instructions will be covered in class for the simulation to be held on the day. Possible formats include simulations of mock trials, judicial hearings and/or parliament/congressional/international organization deliberative sessions. In these sessions, students will be assigned a specific role to play, whether as representatives of a particular country or political party, the defendant or litigant in a trial, historical figures, etc. To be successful, students must do research before attending the exam so that they can address a series of questions and/or debates as if they are the person/country/party in question. Grades come from how often they speak on the day during debate, but more importantly how relevant the statements and arguments made are to the overarching discussions held during the exam period. No make-up is available for these simulations. If you are unable to attend, and you have a valid (university recognized) excused absence, alternative arrangements will be made BEFORE the last day of class.

Grading Scale:

The grading scale is as follows:

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

Required Books:

You will need to purchase the following book:

• Ralph G. Carter: *Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade*, 5th edition (Washington D.C.: CQ Press, 2013).

You will be expected to read and understand all of the chapters in these two books. There may be additional readings for various weeks. If there are, you will be notified both verbally and by email with enough time for you to collect them and read them before you will be tested on them, provided you respond in a timely fashion and attend class on a regular basis.

Schedule of Classes:

Wk 1: Outlining Expectations of the Course and Introductory Remarks

Wks 2-5: Key Dimensions of Foreign Policy Analysis

& Introducing the State Department and the Pentagon, Hard and Soft Power Readings to be found from the UAM Library Website: Each Person must find at least 1, read it and be ready to report to the class about it.

Levels of Analysis: The International Setting, the National Setting, the Individual Decision Maker

Principles: Isolationism, Moralism, Pragmatism, Unilateralism

Competing Themes: Idealism v. Realism, Isolationism v. Involvement, Unilateralism v. Multilateralism

Wks 6-8: Historical Context of American Foreign Policy Trends

Readings will be posted to your blackboard shell.

Midterm Examination

 Wks 9-11:
 Contemporary Trends in American Foreign Policy

 Comparing the AFP approaches of former presidents Bush Sr., Clinton, Bush Jr.,

 Obama and Donald Trump

Readings: Students will be able to access readings through their blackboard shell and/or the UAM library. A list of acceptable articles will be handed out in class.

Spring Break, March 23-25 March, No Classes

Wks 12-15: 'Ripped from the Headlines'

Considering current AFP Initiatives and their Benefits / Consequences

Readings: Students will be asked to pick 2-3 current AFP headline stories, follow them and gather evidence to underpin oral presentations of findings and analysis in class.

Pre-Finals Week: Closing Discussions, Written Final and Preparations for AFP Oral Final Simulation

Finals Period: April 29-May 4, 2020

The Final for this class is scheduled for Friday, May 1, 2020, 1:00-3:00.

(Note: If you make travel plans that take you out of town before this date, you will not automatically be excused from the final. In order to miss it and not get a 0-zero for the final, you will have to get written, formally approved permission from UAM administration well before finals week.)

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

Important Dates, Spring 2020

SESSION	FIRST CLASS DAY	LAST CLASS DAY	LAST DAY TO DROP WITH A "W"
Full Term (1)	January 8	April 27	March 18

Other Important Dates

January 8(Wed) – First day of class

January 10(Fri) – Last day to register or add classes.

January 14 (Tues) -Tuition and fees due by 3:30 pm for all registered students. Students will be dropped at the end of the day unless payment or other payment arrangements have been made.

January 20(Mon) – Martin Luther King Holiday. Offices and classes closed.

February 21(Fri) –Deadline to apply for August and December graduation.

March 18(Wed) –Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

March 23-27 (Mon-Fri) – Spring Break

April 6-17(Mon-Fri) – Preregistration for Summer and Fall begins.

April 28(Tues) – Study day (no classes)

April 29-May 4 (Wed-May) - Final Exams

Note about Finals Week: Finals week is different than the regular semester. Here are a few things you should know:

- All work related to the class must be turned in by the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- This means that NO WORK will be accepted after the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- All discussions of grades, especially if you are trying to improve your final grade with extra credit (if any is available) must be negotiated BEFORE FINALS WEEK.
- No discussions of grades will be made during finals week. If you have missing work, the issues involved must be resolved before the last day of class, or you will have to wait and appeal the grade the following semester. Be aware that grades will only be changed, if there is a legitimate problem or if you grade was entered incorrectly.
- Only issues related to the final exam and/or final projects will be entertained during finals week, all other issues related to work due during the semester must be resolved before the last day of class.

May 8(Fri) - Commencement

Class Policies and Helpful Hints:

Student Conduct Statement: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

- Academic Alert: The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through this system
- Academic (Dis)Honesty: Academic honesty is expected of all students. I expect that each student will do his/her own research and write his/her own papers. It is also expected that you will not peek at your neighbor's exams, use other unauthorized forms of help during exams, or allow other students to cheat off of them. Cheating on exams and essays, as well as allowing other students to cheat off of you, will result in a '0' for the exam or assignment in question. More serious penalties apply to more serious offences.

Academic dishonesty consists of the following:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc.

Cheating includes but is not limited to the following classes of dishonesty:

p. Copying from another student's paper;

- q. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
- r. Collaboration with another student during examination;

s. Buying, selling, stealing, soliciting or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material; and

t. Substituting for another person during an examination or allowing such substitutions for oneself.

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

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

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

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

Plagiarism is more specifically defined as:

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

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

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

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

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

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

Be very careful and vigilant about this, as I do check referencing in papers and adjust the mark accordingly. Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best, and Academic Dishonesty, at worst.

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

Academic Resources: The following resources are available to all UAM students.

--- The Center for Writing and Communication: MCB, Room 113, (870) 460-1378

Home Page: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/

Mailing Address: P. O. Box 3460, Monticello, AR 71656

----The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines/majors.

---General Education Tutorial Lab: Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

Attendance Policy: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert, in addition to instructor consultation, unless the instructor agrees that the reason for the absences is justifiable and plans have been made to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as a risk at any time.) Faculty members may establish additional attendance requirements, which will be stated in the course syllabus.

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

Number of absences	Your attendance grade at the end of the semester
1	95
2	90
3	85
4	80
5	78
6	75
7	70
8	60
9	65
10	50
11	25
12	0
13	Loss of 10 points off your FINAL grade for the class
14	Loss of 25 points off your FINAL grade for the class
15	You will fail this class

If you miss class, the following chart shows you exactly how many points you will lose:

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

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

Also, I have a strict policy that there are no stupid questions. Every student is allowed to ask questions about whatever part of the curriculum they might not understand. In order to foster this environment, there will be no laughing, ridicule

or even giggling by other students, when a question is asked. Just remember that there might be situations where you do not know the answer, but someone else in the class does. You would want to be treated with respect, so make sure that you treat other students with respect.

- **Disorderly Conduct**: Disorderly conduct will not be tolerated in class. Disorderly conduct is defined as any behavior which disrupts the regular or normal functions of the University community, including the behavior which breaches the peace or violates the rights of others. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.
- **Electronic Devices**: While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn you phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated. Also, if your electronic device is even seen on exam days, you will be asked to leave and your test will be over at the moment and you will not be able to make-up the rest of the test. Also, headphones will not be allowed at any point while in class.

Electronic Submission of Work: You are discouraged from submitting work electronically, but if you do then you should CC yourself so that you have a record of your submission. Since there are instances where your email might not actually reach my inbox, this ensures that you have proof that you legitimately attempted to submit your work on the date recorded on the original email.

- **Feedback Schedule:** I will check my email every day and will respond to student emails as soon as possible, but definitely within 48 hours, unless it is a weekend/holiday. Please note that if you do not correspond with me via the UAM email system or Weevilnet, I may not receive your email in a timely fashion, if at all. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.
- Late Work and Make-Ups: Late research projects and discussion booklets will not be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation.

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

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

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

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

Midterm Grade Policy: Mid-semester grades are considered to be unofficial progress reports, in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-term grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in a regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week

sessions. All students with a "D" or "F" at mid-term are expected to meet with their instructor for consultation and will automatically be reported to Academic Alert.

- Navigating your Blackboard Shell: Each student has a blackboard shell for this course, even though it is in lecture format. Throughout the semester, one of your midterms, as well as occasional quizzes, extra credit and/or additional assignments will be administered via blackboard. When you enter this course's blackboard shell, you will see any current emails or announcements on the home page. To access assignments, quizzes and/or exam, you will need to click the 'Learning Modules' tab on the left hand side of the screen. You will then find individual learning modules for each assigned activity, which will include detailed instructions to help you complete the assignment activity with confidence. Note that other important documents are included in your blackboard shell, including your class syllabus, instructions for all activities required to pass this class, study habits, a sheet to help you monitor how well you are doing in this class, among others. You are not required to access all of these documents, but you might be surprised with how much you can learn about doing well in this class, if you do.
- **Office Hours**: I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

Contact by Email or Voice Mail: In addition to my office hours, you may also contact me by email or through my voice mail. (**Please note that I prefer you to contact me via email**.) My email address is <u>strong@uamont.edu</u>

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

- **Participation**: Please be aware that participation is a part of your overall grade for the semester. All students are expected to have read and be prepared for class, which might include reciting or discussing the assigned material. Failure to be fully prepared and participate will affect both your participation grade and your ability to do well on your exams. This means that attendance is important and is counted toward the participation component of your grade. If you miss class, there is also the strong chance that this choice will adversely impact on your examination grades because *information presented in class may not always be covered in the text*, but you are still responsible for it. Suggestion: Come to class on a regular basis!
- **Reading**: Read each assigned text *prior* to the class for which it has been assigned. This will make the lecture that much easier to follow and will allow you to participate in class discussions of the materials. If you are absent on the day that the additional reading packet is distributed, you must collect your copy during the instructor's office hours.

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

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

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

Technical Support Information: Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: http://www.uamont.edu/pages/resources/academic-computing/

Email Assistance: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>http://www.uamont.edu/pages/library/</u>

The Writing Center is on the second floor of the library.

Appendix I: Evaluation Criteria for Essays and Participation

When I evaluate your **essays**, I will look at whether your message is: 1) an interesting contribution to our discussion, 2) expressed clearly and without clutter, 3) well-organized to accomplish its purpose, 4) persuasively argued, and 3) well-referenced and avoids plagiarism.

	Essay Qualities	
A	Essay is meticulously crafted and presents an interesting yet defensible thesis. It is moreover clear, engaging and easy to read. It is carefully organized, clutter-free and is persuasively argued. Additionally, the text used in the essay is properly referenced and avoids plagiarism, even unintentional forms thereof.	
В	Makes a reasonably compelling case for a fairly interesting thesis. It is organized, well-edited and uses correct punctuation and referencing practices. It is not difficult to read or follow the argument presented, even if the argument is somewhat unsubstantiated.	
С	The essay has some merit but is confusing and/or difficult to read in sections. It makes claims but doesn't defend them properly. It uses sources but the referencing thereof is problematic. It gives mere historical and/or biographical information and does not use critical analysis throughout.	
Other		
Fifty	The essay shows promise through the use of an interesting argument, but it has no reference citations in the body of the paper.	
Zero	The essay includes intentionally plagiarized passages.	

When I evaluate your **participation**, I will look at four things: 1) energy/enthusiasm for learning, 2) preparedness for class, 3) focus and attentiveness, and 4) clarity and insight.

	Class Participation			
А	e student brings energy and enthusiasm for learning every day. He/she is consistently well-			
	repared and has done the reading before class. He/she makes especially insightful and interesting			
	contributions (which can include asking relevant questions) to class discussions on a regular basis.			
В	The student shows energy and enthusiasm for learning, but intermittently. He/she is usually			
	prepared and is reasonably focused, but could be more consistent. He/she makes helpful but			
	unspectacular contributions to class discussions.			
С	The student shows little enthusiasm for learning but still pays attention in class. He/she does the			
	reading intermittently but needs to spend more time on the comprehension and understanding of			
	the texts read. He/she contributes to class, but what is said tends to lack focus, does not advance			
	the discussion in fruitful ways and often focuses on details rather than critical analysis.			
Other	r Little apparent interest in learning. He/she is unfamiliar with the readings and frequently			
	inattentive in class. He/she contributes no clarity or insight to in-class discussions, if they are made			
	at all. He/she often spends time trying to hide the fact that they are texting in class.			

Should there be a time when I would evaluate your **presentation skills**, I would consider various verbal factors (vocal clarity, adequate volume, fluency and tone), but also various physical factors (presence, openness to the audience, eye contact and effective non-verbal communication) and psychological factors (confidence, connection and audience centeredness). The following rubric will help you understand the way your presentation will be graded:

	Presentation – Content and Delivery	
А	The student has a well-organized and argument that is grounded in scholarly theory. He/she clearly	
	states the purpose of the presentation and uses relevant examples and/or stories that engage the	
	reader. He/she uses rhetorical tools to ensure the audience remembers the main points. He/she	
	speaks clearly, can be heard easily and demonstrates a fluid knowledge of the material. He/she	
	uses different oratorical tools to keep the audience's attention, has clearly practiced the speech,	
	uses little to no fillers (umm, like) and makes constant eye-contact with the audience. He/she	
	maintains good posture throughout, does not fidget and uses appropriate arm gestures. He/she	
	moves through the speech at an appropriate pace and is repetitive enough for the audience to know	
	what is important but not be distracted.	

В	The student has an argument that uses good sources and is, for the most part, organized in a logical fashion, although some points would be more convincing with a different ordering of ideas. He/she makes good points and shows an understanding of the meaning of the topic. He she is generally familiar with the speech and has practiced, but at times the tempo drags or the ideas are not fully articulated, leaving the audience to imply the meaning. He/she uses some filler words and seemed to hesitate at times. He/she uses good arm gestures and oratorical tools to make the points, but there is some assumed knowledge. He/she speaks well, but some parts may have been too loud/too soft, but points not integral to the argument are repeated. He/she makes eye contact, but perhaps with only parts of the room.
С	The student shows a good understanding of the topic but could make a stronger argument. He/she is fairly familiar with the speech and topic, but there are some gaps in the logic at different points. He/she has a good speech, but it includes noticeable grammatical and/or theoretical mistakes. He/she often focuses on details rather than critical analysis. He/she has decent posture in some sections of the speech but often fidgets, slouches and looks nervous. He/she can be understood, but there are awkward pauses, noticeable gaps and some parts are clearly too loud/soft. He/she made eye contact in some parts of the speech, but often avoided looking at the audience.
Other	The student is obviously not familiar with the speech or the topic. He/she pronounces few words correctly and uses many fillers, inappropriate arm gestures and often gets lost in the text. He/she is unfamiliar with the readings and many logic gaps are found in the discussion. He/she does not speak professionally and is often hard to understand. He/she simply reads the information with no differentiation of tone or volume. He/she rarely looks at the people in the audience and appears so nervous that the speech becomes difficult to understand. He/she regurgitates information that lacks clarity and/or insight. He/she often are well short of the time requirement.
	(Sources: www/missouristate.edu/criteria_for_evaluating_speeches; http://www.tusculum.edu/research/documents/PublicSpeakingCompetencyRubric.pdf; and https://www.edutopia.org/pdfs/stw/edutopia-kipp-criticalthinking-lessonplansrubric-rubric-forspeech.pdf.)

Appendix II: Example of Grading Sheet for your Comparative Analytical Literature Review

Name: Title of Paper: Grade:

Bibliography and Sources Used Thesis Statement of Main Argument Comparative Aspect Organization Grammar and Referencing Style Originality Analytical Component General Comments

Appendix III: Spring 2020 Schedule of Office Hours for Dr. Strong

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	OFFICE HOURS (8:30-9:00)	Office Hours	OFFICE HOURS (8:30-9:00)	OFFICE Hours	
9:10 - 10:00	German II	(from 9:40) American	German II	(from 9:40) American	German II
10:10 - 11:00	OFFICE HOURS	National Government	Office Hours	National Government	Office Hours

11:10 - 12:00		American Foreign		American Foreign	
12:10 - 1:00	Lunch	Policy (till 12:30)	Lunch	Policy (till 12:30)	Afternoon Office Hours, by appt.
1:10 - 2:00	Comparative Politics	(from 1:40) German	Comparative Politics		
2:10 - 3:00	(class runs until 2:30)		(class runs until 2:30)		
3:10 - 4:00	OFFICE HOURS (2:30- 3:30)	Office Hours	OFFICE HOURS (2:30- 3:30)	Office Hours	•

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



Spring 2022

Professor: Dr. Strong Class Times: 9:40-11:00 TH Contact Email: <u>strong@uamont.edu</u> Office: 309 MCB Contact Phone: 1-870-460-1687

Course Info: 3 credit hours, upper-division Political Science Elective (can also be used for B.A. Identity Requirement for B.A. degrees), lecture.

Prerequisite: PSCI 2213 American National Government.

Office Hours: See Appendix II on the last page of this syllabus. It is also a good idea to email me and let me know that you are coming to avoid scheduling changes/conflicts.

Course Description:

This course examines global concerns that transcend boundaries of local and national communities. In particular, this seminar emphasizes global perspectives and approaches to democracy and democratization, with a specific focus on whether or not democratization and globalization are forces for positive democratic change in the global community. Beginning with definitional concerns, this course will explore broad theories of democracy and then apply them regionally to specific instances of democratizing processes throughout the world in the last 150 years. Through a comparative analysis of regional democratization experiences - ranging from Europe to the contemporary Middle East – this course will provide students with a better understanding of existing best practices of democratic consolidation in recent history and thereby help them differentiate between the benefits and challenges of the promotion of democracy in transitioning societies.

Students who complete this course should:

- Understand key concepts related to global governance and the role that the United States plays in the global community.
- Be able to evaluate critically different and competing interpretations about the changing nature of cooperation, conflict and threats to security, including changing trends of terrorism.
- Develop globalized critical (and reflective) thinking skills by reading articles written by regional experts in the international community, as well as gaining international perceptions and theories of democracy.
- Improve their media literacy of international media sources.
- Improve their research and writing skills, as well as their public speaking skills.
- Have a greater appreciation of current events around the world in order to gain a better understanding of the American role in the world and how it is shaped by the choices and preferences of other countries.
- Workforce Skills Gained: The ability to work to deadlines, the ability to read directions and put them into action, the ability to formulate theories and knowledge both independently and during group discussions, experience manipulating Word and Powerpoint programs, the ability to articulate views rationally in written, oral and technological formats, the ability to make focused presentations, and exposure to constructive criticism.

Grading Components:

The course grade is divided into the following components:

Attendance and Participation
Discussion Notebook & Workshops
Major Project (and short presentation)
30 %
350 pts.

Mid-term ExaminationFinal Exam (Verbal and Written)	20 % 25 %	15 pts. 30 pts.	
	100 %	 1000 pts.	

1. Attendance, Participation and Quizzes:

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

- 10) To attend class on a regular basis,
- 11) To keep up with your readings, and
- 12) To participate in class.

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

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

If you are impacted by COVID-19 (or the university goes remote), please check your emails for contingency plan instructions from your professor. You should also visit the official COVID-19 UAM website (at <u>https://www.uamont.edu/covid-19/index.html</u>) and read the COVID-19 Policies & Contingency Plans section of the alphabetized "Class Policies & Helpful Hints' section below.

2. Discussion Notebook and Open Discussions

Over the course of the semester, students will be expected to turn in short free-style essays approximately every two weeks covering their thoughts over the various themes and issues discussed throughout the semester. You will receive a packet articles related to the topics covered during the semester, to help facilitate the writing of these discussion notebook entries. Alternatively, you can choose your own topics to write about, as long as they are directly (or at least easily) tied to the discussions held during class. Throughout the semester, you will be required to write at least five (5) entries –with a possible of eight (8) in total. These are not meant to be formal essays, although you are still expected to do your own work (do not cut and paste or copy other people's work) and quotations always get you 'brownie points.' The idea is for you to put your thoughts onto paper in your own words so that you can see how they transform throughout the semester. To avoid a situation where you write all 5 entries 48 hours before they are due at the end of the semester, you will be asked to turn a single entry in at different points during the semester, as noted in this syllabus. You will not receive full credit for each entry, if you write them all at the end of the semester, so plan your time effectively.

Each entry should be about a page (if hand-written) and a page and a half (normal margins and font size, if typed).

3. Major Project:

Each student will prepare a major project during the semester and present their findings to the class in an oral presentation. The basic requirements for this essay: 1) you must find and use at least 6-10 credible, scholarly sources related to your topic; 2) you will write between 8-10 pages of a regularly formatted essay; 3) you will use consistent and correct referencing practices throughout the essay or you will lose significant points; 4) you should strive to include statistical information from the *Fund for Peace/Foreign Affairs*' Failed State Index; and 5) you will absolutely not plagiarize any information in the final version of this paper.

Presentation: Each student will be required to do a conference length (20 minute) presentation as part of their major project. Students will be assigned to different regions and will be expected to research topics related to democratization efforts/successes/failures in their region and present a succinct analysis of their findings in class. The objective of these presentations is firstly to demonstrate the students analytical capabilities and their knowledge of the region selected and secondly, to prompt discussion in class amongst their fellow students. Projects may include whatever prompts are needed to illustrate the argument/main points/findings of their research.

4. Examinations:

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

Please note that the final exam will be split into two sections: the written and the verbal/oral. The written exam will be given on the last day of class and the verbal panel will be held during the finals period. Instructions for the verbal panel will be handed out a week beforehand so that students have a chance to prepare adequately for the upcoming discussions.

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

Work Required:

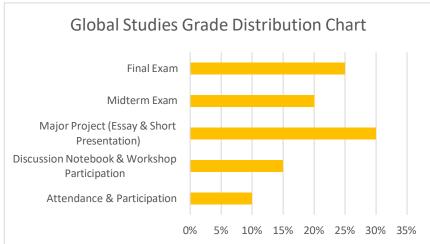
Academic Engagement: 3 hours per week throughout the semester, equaling 45 hours in total **Preparation**: A *minimum* of 5.5 hours of work per week (which includes reading the required text[s] and taking notes) are needed to pass this class, with another 3.5 hours allocated to prepare for each exam, totaling three exams, and another 7 hours to prepare and practice for your in-class presentation. (Please note that this estimate will vary according to the student and is calculated to complete the class with a C/D grade. Hence, to make a higher grade, this work estimate is likely to increase.)

Minimum Total Work Obligation: 145 hours

Late Work Policy: Please refer to the 'Classroom and Helpful Hints' section of the syllabus (which is in alphabetical order) to find my specific policy about missed work and missed exams.

Last Day of Class: The last day of class is the day BEFORE the official study day for UAM (in the Fall, this will be on a Friday; in the Spring, this will be on a Monday). IT IS NOT WHEN YOU TAKE THE FINAL, SO PLAN YOUR WORK ACCORDINGLY.

Grade Distribution Chart



Grading Scale:

The grading scale is as follows:

A: 90 % to 100 % (exceptional work)

B: 80 % to 89 % (good work)

F: Below 60 % (failing)

C: 70 % to 79 % (average work) D: 60 % to 69 % (below average)

Grading Criteria: For information about how papers and submitted work are graded in this class, please refer to Appendix I, below.

(Note: UAM will inform students of how they are doing after they take their midterms. For information about UAM's midterm grade policy, see the 'class policies and helpful hints' section below.)

Required Book:

There is not required book for you to purchase for this class. However, you will be given reading assignments throughout the semester that you will be expected to complete. Some will be copied handouts and others will be available through the UAM Library and/or other online databases.

Recommended Texts:

- * Manfred Steger. Globalization: A Very Short Introduction. (Oxford: Oxford University Press: 2003).
- * Jussi Hanhimäki. The United Nations: A Very Short Introduction. (Oxford: Oxford University Press: 2008).
- * Christopher S. Browning. International Security: A Very Short Introduction. (Oxford: Oxford University Press: 2013).
- * Andrew Clapham. *Human Rights: A Very Short Introduction*. (Oxford: Oxford University Press: 2016).

Required Readings/Scholarly Sources:

Please be aware that the schedule of readings/scholarly content will be updated regularly in your blackboard shell. It will include selections from scholarly articles in journals/books to scholarly ted talks, podcasts and roundtable discussions.

Students will also be required to follow international media sources throughout the semester to find current events stories related to what is being discussed in class.

Schedule of Classes:

Part I: The Foundations of Global Politics

- Wk 1 Introduction to Course and Opening Discussions
- Wk 2 What is Globalization?
- Wks 3-4 The History and Theories of Global Politics
- Wk 5 In-Class Workshop

Part II: Global Actors

•	Wk 6	States and Foreign Policy
		Major Project Proposal and Annotated Bibliography Due
•	Wks 7-8	International Law and Regional/International Organizations
•	Wk 9	In-Class Workshop / Simulation

Part III: Global Issues

- Wks 10-11 Global Security, Military Power & Terrorism
- Wks 12-13 Human Rights & Human Security

Working Draft/ Progress Report of Major Project Due

Part IV: Individual / Group Projects

- Wks 14-15 Presentation of Individual Projects & Workshops
- Wk 16 Final Discussions & Paper Submission Deadline

Finals Period: May 4-9 (See note below about doing business during finals period.)

The Final for this class is scheduled for Friday, May 6, 2022, 1:00-3:00.

(Note: This is an interactive, oral final. You cannot miss it. So plan your break travel plans accordingly.)

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

Spring 2022

SESSIONFIRST CLASS DAYLAST CLASS DAYLAST DAY TO DROP WITH A "W"Full Term (1)January 12May 2
(All semester assignments due by this date.)March 30

Other Important Dates

January 12 (Wed) - First day of class for Session 1.

January 14 (Fri) - Last day to register or add/drop classes.

January 17 (Mon) - Martin Luther King Holiday. Offices and classes closed.

January 18 (Tues) - Tuition and fees due by 3:30 p.m. for all registered students.

Students will be dropped at the end of the day unless payment or other payment arrangements have been made (tentative dates).

March 21-25 (Mon-Fri) - Spring Break.

March 30 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

April 4-15 (Mon-Fri for 2 weeks) - Registration for Summer 2022 sessions and Fall 2022.

May 2 (Mon) - Last day of class.

May 3 (Tues) - Study day (no classes).

May 4-9 (Wed-Mon) - Final Exams.

Note about Finals Week: Finals week is different than the regular semester. Here are a few things you should know:

- All work related to the class must be turned in by the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- This means that NO WORK will be accepted after the last day of class, unless it is related to the final or prior arrangements have been made with the professor.
- All discussions of grades, especially if you are trying to improve your final grade with extra credit (if any is available) must be negotiated BEFORE FINALS WEEK.
- No discussions of grades will be made during finals week. If you have missing work, the issues involved must be resolved before the last day of class, or you will have to wait and appeal the grade the following semester. Be aware that grades will only be changed, if there is a legitimate problem or if you grade was entered incorrectly.
- Only issues related to the final exam and/or final projects will be entertained during finals week, all other issues related to work due during the semester must be resolved before the last day of class.

May 13 (Fri) - Commencement and Conferral of degrees

Student Conduct Statement: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

- Academic Alert: The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through this system
- Academic (Dis)Honesty: Academic honesty is expected of all students. I expect that each student will do his/her own research and write his/her own papers. It is also expected that you will not peek at your neighbor's exams, use other unauthorized forms of help during exams, or allow other students to cheat off of them. Cheating on exams and essays, as well as allowing other students to cheat off of you, will result in a '0' for the exam or assignment in question. More serious penalties apply to more serious offences.

Academic dishonesty consists of the following:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc.

Cheating includes but is not limited to the following classes of dishonesty:

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

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

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

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

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

Plagiarism is more specifically defined as:

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

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

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

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

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

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

Be very careful and vigilant about this, as I do check referencing in papers and adjust the mark accordingly. Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best, and Academic Dishonesty, at worst.

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

Academic Resources: The following resources are available to all UAM students.

---The Center for Writing and Communication: MCB, Room 113, (870) 460-1378 Home Page: <u>http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/</u>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

----The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines/majors.

---General Education Tutorial Lab: Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

Attendance Policy: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert, in addition to instructor consultation, unless the instructor agrees that the reason for the absences is justifiable and plans have been made to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as a risk at any time.) Faculty members may establish additional attendance requirements, which will be stated in the course syllabus.

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

Number of absences	Your attendance grade at the end of the semester	
1	95	
2	90	
3	85	

4	80
5	78
6	75
7	70
8	60
9	65
10	50
11	25
12	0
13	Loss of 10 points off your FINAL grade for the class
14	Loss of 25 points off your FINAL grade for the class
15	You will fail this class

Cell Phone/In Class Computer Policy: As I often have you make use of your technology during class for academic purposes, I do not ban cell phones in class. I also encourage students to take notes on their computer, provided the key strokes are on silent.

However, if you are not actively participating in the class and/or are distracting others, you will be asked to put it in your backpack. If you do not comply, you will be asked to leave, after which time a meeting will be made with the Dean to discuss appropriate classroom etiquette and you coming back to class.

Note: If your electronic device is even seen on exam days, you will be asked to leave and your test will be over at the moment and you will not be able to make-up the rest of the test.

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

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

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

COVID-19 (All Variants) Policies & Contingency Plans:

For Spring 2022: You are required to wear a Mask (over your mouth and nose) and to practice social distancing. If you insist on not wearing a mask, I will first issue an Academic Alert on you. I will then set up a meeting with the Dean. If neither of these work, I will be referring you to the UBIT Behavioral Team here on UAM. This is not meant to infringe on your rights, rather they are meant to help ensure that we will stay in person.

Free Masks are available in the SSBS Office, MCB 224.

If we go remote: In the event that the university campus is closed for health concerns, please have a contingency plan ready. This includes that you have regular access to a working computer with internet compatibility and capacity. You will most likely NOT BE ABLE to do everything on your phone.

If you suspect that you have COVID: Get tested, then depending on the results, visit <u>https://www.uamont.edu/covid-19/index.html</u> and submit a COVID reporting form. This will make you eligible to make alternative arrangements with me regarding when work is due.

If you choose to (or are required to) Quarantine: I hold Zoom sessions of all of my lectures. Some lectures (but not all) are even recorded and posted in your blackboard shell so that you can access them when you can. Extra effort will be made to upload all lectures, if you have to be hospitalized and/or are extremely sick and not able to attend class even by Zoom. Just make sure to keep me posted.

- **Disorderly Conduct**: Disorderly conduct will not be tolerated in class. Disorderly conduct is defined as any behavior which disrupts the regular or normal functions of the University community, including the behavior which breaches the peace or violates the rights of others. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.
- **Electronic Devices**: While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn you phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated.

Note: If any electronic device is even seen on exam days, you will be asked to leave and your test will be over at the moment and you will not be able to make-up the rest of the test.

Note: No headphones will not be allowed at any point while in class, especially during exams.

Email Protocol: If you have to email the professor, please use the following examples:

- If you have missed an exam: Within 24 hours (but preferably BEFORE the exam has been given), email the professor making sure to do the following:
 - Address the email to Dr. Carol Strong
 - Use complete sentences to tell her that you missed an exam/assignment and need to make-it up.
 - Use complete sentence(s) to tell her why you missed the exam/assignment deadline to show that you didn't just decide to not take it/turn it in because you didn't feel like doing it.
- If you want to make an appointment to talk to her:
 - Send an email addressed to Dr. Carol Strong.
 - Use complete sentences to ask if you can come by her office to talk about whatever it is you need to talk to her about.
 - If you cannot meet during office hours, offer 2-3 times that you are available and she will accommodate your visit.
- **Electronic Submission of Work**: You are discouraged from submitting work electronically, but if you do then you should CC yourself so that you have a record of your submission. Since there are instances where your email might not actually reach my inbox, this ensures that you have proof that you legitimately attempted to submit your work on the date recorded on the original email.
- **Feedback Schedule:** I will check my email every day and will respond to student emails as soon as possible, but definitely within 48 hours, unless it is a weekend/holiday. Please note that if you do not correspond with me via the UAM email system or Weevilnet, I may not receive your email in a timely fashion, if at all. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.
- Last Day of Class: The last day of class is the day BEFORE the official study day for UAM (in the Fall, this will be on a Friday; in the Spring, this will be on a Monday). IT IS NOT WHEN YOU TAKE THE FINAL, SO PLAN YOUR WORK ACCORDINGLY.
- Late Work and Make-Ups: Late research projects and discussion booklets will not be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation.

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

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

On or before the deadline	No penalty
1 class period late	Minus 5 points
2 class periods late	Minus 10 points
3 class periods late	Minus 15 points (meaning that you can get no more than a B on the assignment without prior permission)

4 class periods late	Minus 20 points
More than 5 class periods late	Minus 25 points (which means that you can get nothing higher than a C on the assignment without prior permission)
After the last day of class	Late work will not be accepted, meaning that you will get a 'O' for that assignment. The only exception is any work related to the final exam.

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

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <u>http://www.uamont.edu/pages/library/</u>

Midterm Grade Policy: Mid-semester grades are considered to be unofficial progress reports, in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-term grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in a regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" at mid-term are expected to meet with their instructor for consultation and will automatically be reported to Academic Alert.

- Navigating your Blackboard Shell: Each student has a blackboard shell for this course, even though it is in lecture format. Throughout the semester, one of your midterms, as well as occasional quizzes, extra credit and/or additional assignments will be administered via blackboard. When you enter this course's blackboard shell, you will see any current emails or announcements on the home page. To access assignments, quizzes and/or exam, you will need to click the 'Learning Modules' tab on the left hand side of the screen. You will then find individual learning modules for each assigned activity, which will include detailed instructions to help you complete the assignment activity with confidence. Note that other important documents are included in your blackboard shell, including your class syllabus, instructions for all activities required to pass this class, study habits, a sheet to help you monitor how well you are doing in this class, among others. You are not required to access all of these documents, but you might be surprised with how much you can learn about doing well in this class, if you do.
- **Office Hours**: I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

Contact by Email or Voice Mail: In addition to my office hours, you may also contact me by email or through my voice mail. (Please note that I prefer you to contact me via email.) My email address is <u>strong@uamont.edu</u>

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

- **Participation**: Please be aware that participation is a part of your overall grade for the semester. All students are expected to have read and be prepared for class, which might include reciting or discussing the assigned material. Failure to be fully prepared and participate will affect both your participation grade and your ability to do well on your exams. This means that attendance is important and is counted toward the participation component of your grade. If you miss class, there is also the strong chance that this choice will adversely impact on your examination grades because *information presented in class may not always be covered in the text*, but you are still responsible for it. Suggestion: Come to class on a regular basis!
- **Reading**: Read each assigned text *prior* to the class for which it has been assigned. This will make the lecture that much easier to follow and will allow you to participate in class discussions of the materials. If you are absent on the day that the additional reading packet is distributed, you must collect your copy during the instructor's office hours.

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

Student Special Services: Any student with a documented disability should contact the Office of Student Special Services.

<u>Monticello Campus</u>

Location: Student Success Center, Room 201F Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926 Mailing Address: P.O. Box 3600, Monticello, AR 71656 Email: whitingm@uamont.edu

<u>McGehee Campus</u>

Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105 Mailing Address: P.O. Box 747, McGehee, AR 71654 Email: <u>anderson-allen@uamont.edu</u>

<u>Crossett Campus</u> Location: UAM College of Technology at Crossett Telephone: (870) 364-6414 Mailing Address: 1326 Highway 52 West, Crossett, AR 71635 Email: <u>paschall@uamont.edu</u>

Remember: It is the responsibility of the student TO INFORM the instructor of any necessary accommodations AT THE BEGINNING of the semester.

Student Support Information: The following student support services are available to students:

• Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

• Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/

• The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <u>http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/</u>

Technical Support Information: The following services are available to students:

• Blackboard Assistance:

Contact the Office of Instructional Technology during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1063.

Help Link: http://www.uamont.edu/blackboard

• Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions. Website: http://www.uamont.edu/pages/resources/information-technology/it-for-students/

Tutoring Services: The following tutoring services are available to students:

• Tutoring Center: Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

• Math Tutorial Lab: Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team: The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at <u>https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10</u> or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

University Policies: Please be aware of the following university policies:

• Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf

• University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).



ARE YOU STRUGGLING EMOTIONALLY AND/OR FINCIALLY?

Ask about available one-time student hardship grants, resources available at the library, 'Enhanced Mental Health' from Mainline Health available to UAM students and enhanced mentoring opportunities.

Appendix I: Evaluation Criteria for Essays and Participation

When I evaluate your **essays**, I will look at whether your message is: 1) an interesting contribution to our discussion, 2) expressed clearly and without clutter, 3) well-organized to accomplish its purpose, 4) persuasively argued, and 3) well-referenced and avoids plagiarism.

	Essay Qualities
А	Essay is meticulously crafted and presents an interesting yet defensible thesis. It is moreover
	clear, engaging and easy to read. It is carefully organized, clutter-free and is persuasively argued.
	Additionally, the text used in the essay is properly referenced and avoids plagiarism, even
	unintentional forms thereof.

В	Makes a reasonably compelling case for a fairly interesting thesis. It is organized, well-edited and uses correct punctuation and referencing practices. It is not difficult to read or follow the argument presented, even if the argument is somewhat unsubstantiated.
С	The essay has some merit but is confusing and/or difficult to read in sections. It makes claims but doesn't defend them properly. It uses sources but the referencing thereof is problematic. It gives mere historical and/or biographical information and does not use critical analysis throughout.
Other	The essay includes sloppy work showing insufficient effort. It is uninteresting, makes an indefensible argument, if it has one at all. It is poorly organized and argued and includes grammatical, referencing and editing errors. It is seriously lacking in clarity.
Fifty	The essay shows promise through the use of an interesting argument, but it has no reference citations in the body of the paper.
Zero	The essay includes intentionally plagiarized passages.

When I evaluate your **participation**, I will look at four things: 1) energy/enthusiasm for learning, 2) preparedness for class, 3) focus and attentiveness, and 4) clarity and insight.

	Class Participation
A	The student brings energy and enthusiasm for learning every day. He/she is consistently well- prepared and has done the reading before class. He/she makes especially insightful and interesting contributions (which can include asking relevant questions) to class discussions on a regular basis.
В	The student shows energy and enthusiasm for learning, but intermittently. He/she is usually prepared and is reasonably focused, but could be more consistent. He/she makes helpful but unspectacular contributions to class discussions.
С	The student shows little enthusiasm for learning but still pays attention in class. He/she does the reading intermittently but needs to spend more time on the comprehension and understanding of the texts read. He/she contributes to class, but what is said tends to lack focus, does not advance the discussion in fruitful ways and often focuses on details rather than critical analysis.
Other	Little apparent interest in learning. He/she is unfamiliar with the readings and frequently inattentive in class. He/she contributes no clarity or insight to in-class discussions, if they are made at all. He/she often spends time trying to hide the fact that they are texting in class.

When I evaluate your **presentation**, I will consider various verbal factors (vocal clarity, adequate volume, fluency and tone), but also various physical factors (presence, openness to the audience, eye contact and effective non-verbal communication) and psychological factors (confidence, connection and audience centeredness). The following rubric will help you understand the way your presentation will be graded:

	Presentation – Content and Delivery
A	The student has a well-organized and argument that is grounded in scholarly theory. He/she clearly states the purpose of the presentation and uses relevant examples and/or stories that engage the reader. He/she uses rhetorical tools to ensure the audience remembers the main points. He/she speaks clearly, can be heard easily and demonstrates a fluid knowledge of the material. He/she uses different oratorical tools to keep the audience's attention, has clearly practiced the speech, uses little to no fillers (umm, like) and makes constant eye-contact with the audience. He/she maintains good posture throughout, does not fidget and uses appropriate arm gestures. He/she moves through the speech at an appropriate pace and is repetitive enough for the audience to know what is important but not be distracted.
В	The student has an argument that uses good sources and is, for the most part, organized in a logical fashion, although some points would be more convincing with a different ordering of ideas. He/she makes good points and shows an understanding of the meaning of the topic. He she is generally familiar with the speech and has practiced, but at times the tempo drags or the ideas are not fully articulated, leaving the audience to imply the meaning. He/she uses some filler words and seemed to hesitate at times. He/she uses good arm gestures and oratorical tools to make the points, but there is some assumed knowledge. He/she speaks well, but some parts may

	nave been too loud/too soft, but points not integral to the argument are repeated. He/she makes
۵	
C	eye contact, but perhaps with only parts of the room.
С Т	The student shows a good understanding of the topic but could make a stronger argument.
Н	e/she is fairly familiar with the speech and topic, but there are some gaps in the logic at
d	lifferent points. He/she has a good speech, but it includes noticeable grammatical and/or
ti	heoretical mistakes. He/she often focuses on details rather than critical analysis. He/she has
d	lecent posture in some sections of the speech but often fidgets, slouches and looks nervous.
Н	le/she can be understood, but there are awkward pauses, noticeable gaps and some parts are
с	learly too loud/soft. He/she made eye contact in some parts of the speech, but often avoided
lo	ooking at the audience.
Other T	The student is obviously not familiar with the speech or the topic. He/she pronounces few words
C	correctly and uses many fillers, inappropriate arm gestures and often gets lost in the text. He/she
is	s unfamiliar with the readings and many logic gaps are found in the discussion. He/she does not
S	peak professionally and is often hard to understand. He/she simply reads the information with
n	no differentiation of tone or volume. He/she rarely looks at the people in the audience and
а	appears so nervous that the speech becomes difficult to understand. He/she regurgitates
ir	nformation that lacks clarity and/or insight. He/she often are well short of the time requirement.
(5	Sources: www/missouristate.edu/criteria_for_evaluating_speeches;
<u>h</u>	http://www.tusculum.edu/research/documents/PublicSpeakingCompetencyRubric.pdf; and https://www.edutopia.org/pdfs/stw/edutopia-kipp-criticalthinking-lessonplansrubric-rubric-forspeech.pdf.)

Appendix II:

Spring 2022 Schedule (including Office Hours) for Dr. Strong

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00		OFFICE Hours (8:30-9:30)	Office Hours	OFFICE <mark>Hours</mark> (8:30- 9:30)	OFFICE Hours
9:10 - 10:00	German I	(from 9:40) American	German I	(from 9:40) American	German I
10:10 - 11:00	OFFICE	National Government	OFFICE	National Government	OFFICE Hours
11:10 - 12:00	HOURS (until 11:30)	<u>Seminar</u> : Global	HOURS (until 11:30)	<u>Seminar</u> : Global	
12:10 - 1:00	Lunch	Studies (until 12:30)	Lunch	Studies (until 12:30)	Afternoon Office Hours, by appt.
1:10 - 2:00	Comparative		Comparative		
2:10 - 3:00	Politics (until 2:30)	OFFICE Hours	Politics (until 2:30)	OFFICE Hours	
	OFFICE HOURS (2:30-3:30)		OFFICE HOURS (2:30-3:30)		
3:10 - 4:00	By Appt Only	By Appt Only	By Appt Only	By Appt Only	

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

** Please note that if you cannot come during these office hours, you can make an appointment with me for a time that works with your schedule.

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES (FACE TO FACE) COURSE SYLLABUS Spring 2023 – MONDAYS & WEDNESDAYS 1:10 p.m.

Instructor Name: Dr. Carol Strong

Instructor Location of Office: MCB 309

Instructor Phone: 870-460-1687

Instructor Email Address: strong@uamont.edu

Office Hours: Monday 9:30-11:30 & 2:30-3:30; Tuesday 10:00-12:00 & 3:00-3:30; Wednesday 10:00-11:30 & 2:30-3:30; Thursday 10:00-12:00 & 3:00-3:30; and Friday 9:00-10:30 & Afternoon Appointments by Appointment.

Course Title and Credit Hours:

UAM PSCI 4683 Western Political Theory, 3 credit hours.

Prerequisites: PSCI 2213 American National Government

Required textbooks, workbooks, supplementary materials:

Resource Titles and ISBN Numbers

There is no book to be purchased for this class, but this does not mean that there is not extensive reading required for this class. *All readings can be found in your blackboard shell or through the library website.* Some readings may have additional scholarly videos attached to the weekly discussion. These will be available in your blackboard shell, so check it often.

Weekly readings will be assigned and available via blackboard. You must read what is posted on blackboard. You can read additional writings from the different philosophers, if you wish, BUT ONLY AFTER you read what is assigned in class. You will be expected to read and understand all course materials such that you can discuss them competently in class. These readings are also to be cited in all the semesters exams, as well as serving as the basis for your comprehensive essay. So, make sure to keep up with your readings.

If you are unable to access your blackboard shell, you must talk to the professor to make sure you can secure hard-copy versions of the readings, in order to remain current in the class.

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description:

This course is designed to develop within students an appreciation of the fundamental questions of political theory by considering the evolution of modern conceptions of democracy. This course will survey selected texts of Western political philosophy ranging from antiquity (Plato, Thucydides, Aquinas) through the Enlightenment (Machiavelli, Hobbes, Locke, Rousseau, Burke) – with a specific attention to the development and dynamics of American democratic ideals (Adams, Madison, de Tocqueville) to modernity (Marx & Engels, Mill, Rawls, Thoreau). The intention is to engage students in a critical analysis of the strengths and weaknesses of the development of western political thought, as it underpins modern political structures and actions. Embedded within this course will be a comparative analysis of how deeply American political thought was impacted by the history of western civilizational thought. Attention is paid to a range of arguments related to some of the fundamental moral and practical themes of political philosophy, such as authority, justice, obligation, liberty, equality, property, revolution, order, progress and rights.

Student Learning Outcomes:

Students who complete this course should:

- Gain a working knowledge of the concepts and methods of reasoning that characterize western political thought, including a better understanding of key political terms and theories that underpin the American political system.
 - \circ This knowledge is gained through reading a series of primary sources weekly throughout the semester.
- Gain an understanding of primary works of western political theory (i.e. by reading and analysing Aristotle through Rawls) and developing a critical understanding of how these theories underpin the development of the American political system, as well as how these processes impact both majority and minority audiences in American society.
 - This knowledge is gained through reading a series of primary sources weekly throughout the semester, listening to lectures and engaging in class discussions. There are also additional scholarly resources in the blackboard shell specifically chosen to help explain key theoretical concepts in depth.
- Demonstrate critical thinking, including the ability to form an argument, detect fallacies and martial evidence about key issue of western political thought.
 - This skill will be honed through in class discussions and virtual critical thinking exercises, as well as writing entries in their 'Discussion Notebook.'
- Develop stronger analytical skills when interpreting tradition political-theoretical texts and applying the overarching concepts to contemporary political thought.
 - This skill will be strengthened when preparing for (and presenting) student presentations and the writing of the major project for the semester.
- Deliver a thoughtful and well-articulated presentation of research findings, thereby improving their public speaking skills.

- This skill will be practiced when they prepare for and present their conference length class presentation.
- Improve their research and writing skills.
 - These skills will be practiced as they complete the semesters written 'Blue Book' Exams/Major Project, as well as when they write their 'Discussion Notebook' entries.
- Workforce Skills Gained: The ability to work to deadlines, the ability to read directions and put them into action, the ability to formulate theories and knowledge both independently and during group discussions, experience manipulating Word and Powerpoint programs, the ability to articulate views rationally in written, oral and technological formats, the ability to make focused presentations, and exposure to constructive criticism.

Course Assignments/Assessments:

1. Attendance and Preparation/Participation:

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

- 13) To attend class on a regular basis,
- 14) To keep up with your readings, and
- 15) To participate in class.

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

Preparation and Participation go hand-in-hand. Hence, students are required to keep up with their reading during the semester and demonstrate that knowledge in class. Without this base knowledge, it will be difficult for students to acquire the knowledge to ensure that they will be able to participate fully in class discussions. While reading, students should make note of interesting points that could be discussed in class and/or questions that will enhance student success in the class. And while students are not required to speak every class, they are expected to contribute to ongoing discussions regularly in a confident and respectful manner.

2. Discussion Notebook and Open Discussions

Over the course of the semester, students will be expected to turn in short free-style essays approximately every two weeks covering their thoughts over the various themes and issues discussed throughout the semester. Additional readings and YouTube/TedEx videos will be frequently uploaded in the student's blackboard shell to help facilitate the thought needed to complete this exercise.

Students can choose their own topics to write about, as long as they are directly (or at least easily) tied to the discussions held during class. Throughout the semester, they will be required to write at least five (5) entries –with a possible of eight (8) in total. These are not meant to be formal essays, although they are still expected to do their own work (and not cut and paste or copy other people's work) and quotations always get them 'brownie points.' The idea is for them to put their thoughts onto paper in their own words to see how their world view is changed throughout the semester.

To avoid a situation where you write all 5 entries 48 hours before they are due at the end of the semester, you will be asked to turn a single entry in at different points during the semester, as noted in this syllabus. You

will not receive full credit for each entry, if you write them all at the end of the semester, so plan your time effectively.

Each entry should be about a page (if hand-written) and a page and a half (normal margins and font size, if typed).

3. Lecture/Conference Style Presentation:

The class is divided into 14 sections. Each student will be responsible for researching up to two of the sections more deeply, depending on the number of students in the class. One of the two topics will be presented as a conference-style presentation. The following points apply:

- The student must present a lecture/ lead class discussions on that week's readings.
- The lecture MUST be on the readings assigned to the entire class; other readings/information can be used, but only to supplement what is said about the assigned readings.
- The presentation is to be a minimum of 20 minutes in length and adhere to the following criteria:
 - The student MUST be present on the day of their presentation, whether in person or via Zoom.
 - Ten minutes must consists of the content of the presentation. This can be recorded, done as a documentary, etc.
 - The addition time (which must be a minimum of 10 minutes) can include background information on the philosopher, relevant (and scholarly) YouTube and/or TedEx clips, class participation activities, etc.
- The presentation MUST include 3 questions (based on different quotations) for the class to consider.

Be prepared to answer tough questions and have ideas to lead discussion, if you intend on getting an A for this assignment.

4. Major Project

Each student will prepare a major project that will be due during the pre-finals week of the semester. It is to be between 8-10 pages in length, 1½ to double spaced, using normal margins and font. The basic requirements for this essay: 1) it is to be grounded in the primary readings discussed throughout the semester; 2) it must incorporate additional scholarly sources to support the arguments/analysis made; 3) it should be comparative in scope and address the different perspectives of social contract theory and the body politic associated with the different philosophers; and 4) it is to include correct references but absolutely no plagiarism. Additionally, a selection of the following themes should be used to direct the narrative/argument presented: Body Politic, Capital/Competition, Citizen/the Individual, Common Good, Community, Equality, Happiness/Peace, Human Nature, Individualism, Justice, Law, Leadership, Polity/State, Poverty, Power/Authority, Private Property, Reason and Virtue/Ethics. If you have trouble thinking of possible questions to be addressed in your essay, consult other university websites dedicated to western political theory/thought. The possible exam questions provided should prompt ideas about you could write about and discuss.

5. Examinations:

Three examinations (2 'midterms' and a comprehensive final) will be given *only* on the days listed on the class schedule. Examinations will cover the readings, lectures and class discussions covered prior to the exam. Expect short answer and essays on exams.

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

Please note that your final exam is scheduled according to UAM's final exam schedule. It is not held during class time. Make sure to note down the times of all of your final exams.

Special Dates of Concern:

SESSION	FIRST CLASS DAY	LAST CLASS DAY	LAST DAY TO DROP WITH A "W"
<mark>Full Term (1)</mark>	January 11	May 1 (all non-final related work due)	March 29

Finals Week: May 3-8, 2023

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

January 11 (Wed) - First day of class

January 13 (Fri) - Last day to register or add classes.

January 16 (Mond) – Martin Luther King Day (no classes)

August 18 (Wed) - Tuition and fees due by 3:30 p.m. for all registered students. Students will be dropped at the end of the day unless payment or other payment arrangements have been made (tentative dates).

March 20-24 (Mon-Fri) – Spring Break (no classes)

March 29 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

April 3- April 14 (Mon-Fri for 2 Weeks) - Registration for Spring 2023.

April 14 (Fri) - Deadline to apply for May graduation.

Mary 1 (Mon) - Last day of class.

May 2 (Tue) – Study Day (no classes)

May 3-8 (Mon-Thurs.) - Final exam period.

Note about Finals Week: Finals week is different than the regular semester. Here are a few things you should know:

• All work related to the class must be turned in by the last day of class, unless it is related to the final and/or prior arrangements have been made with the professor.

- This means that NO WORK will be accepted after the last day of class, unless it is related to the final and/or prior arrangements have been made with the professor.
 - Even when negotiated with the professor, you will only be able to get half credit on the assignments turned in late, unless there are very, very, very serious extenuating circumstances.
- All discussions of grades, especially if you are trying to improve your final grade with extra credit (if any is available) must be negotiated BEFORE FINALS WEEK.
- No discussions of grades will be made during finals week. If you have missing work, the issues involved must be resolved before the last day of class, or you will have to wait and appeal the grade the following semester. Be aware that grades will only be changed, if there is a legitimate problem or if you grade was entered incorrectly.
- Only issues related to the final exam and/or final projects will be entertained during finals week, all other issues related to work due during the semester must be resolved before the last day of class.

May 9 (Tue) Grades Due by 10:00 a.m.

May 12 (Fri) Fall Commencement

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility to make satisfactory arrangements with their instructors regarding all absences, whatever the reason. They are also responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and have made plans to make up all materials covered.

(Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

The University does not allow for unexcused absences. Each faculty member will determine his/her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty handbook. Please note, however, that while school sponsored events allow for flexibility on completion dates, they do not exempt you from having to complete all course assignments. Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student a failing grade (at the end of term) or, if warranted, assign the student an

incomplete.

Course Specific Attendance Policy/Participation Requirements

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert, in addition to instructor consultation, unless the instructor agrees that the reason for the absences is justifiable and plans have been made to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as a risk at any time.) Faculty members may establish additional attendance requirements, which will be stated in the course syllabus.

This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. A sign-in sheet will be passed around at the beginning of most class periods. All students present must sign this sheet before the instructor leaves the class, if they want their attendance recorded and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances.

Please note, however that penalties will apply if it is discovered that you have been signing for people who are not actually present on the day, as this constitutes cheating and will be dealt with accordingly. Also note that if you miss more than 40% of the total number of classes for the semester, the date of last attendance that will be turned into the registrar will be the date of the last exam that you took, provided you have taken all exams to that point for the semester.

If you miss class, in addition to receiving an academic alert after two consecutive or chronic absences, the following chart shows you exactly how many points you will lose towards your final grade in this course:

Number of absences	Your attendance grade at the end of the semester
1	95
2	90
3	85
4	80
5	78
6	75
7	70
8	60
9	55
10	50

11	25
12	0
13	Loss of 10 points off your FINAL grade for the class
14	Loss of 25 points off your FINAL grade for the class
15	You will fail this class

Please note that this policy can be revised if extraordinary circumstances emerge, i.e. because of disruptions caused by pandemics (i.e. COVID-19) and/or emergency situations. Any changes will be clearly articulated to you in written form (available through your blackboard shell.)

Zoom Alternative:

If you are unable to attend class in person, you have the option of attending using Zoom. Please note: You are expected to have a working computer and microphone, if you choose to attend using Zoom. Many students choose to download Zoom on their phone (as opposed to their computer), so that they can easily access their blackboard shell during class.

Note: If you choose to attend using Zoom, but you don't turn your camera on, you will be marked as 'Late' in the Attendance feature of Blackboard. This will not impact your grade UNLESS there is a question about whether or not you are actually 'PRESENT and ATTENTIVE' while using Zoom.

Disclaimer: It is very tempting to be distracted and/or to multi-task while using Zoom. Remember that you are Zooming a class and are expected to remain as attentive as you would be in class.

Suggestion: The easiest way to stay focused is to turn your camera on. But remember: you have to access the PowerPoint Lecture Notes with Professor Commentary in your Blackboard Shell to catch the information that you may have missed while engaging in "Distracted Zooming."

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required:

Academic Engagement: 3 hours per week throughout the semester, equaling 45 hours in total

Preparation: A minimum of 6.5 hours of work per week are needed to pass this class, with another 5 hours allocated to prepare for the midterm and final exams. (Please note that this estimate will vary according to the student and is calculated to complete the class with a C/D grade. Hence, to make a higher grade, this work estimate is likely to increase.) The discussion notebook should take approximately 45 minutes every week and the class paper will take 6 hours overall.

Minimum Total Work Obligation: 145 hours

Grading Policy:

The course grade is divided into five components:

• Attendance/Participation	10 %
Discussion Notebook	5 %
Mid-term Examinations	25 % (combined)
Research Project/Presentation	40 %
• Final Exam	20 %
	100 %
Grading Scale:	
A: 90 % to 100 % (exceptional work)	B: 80 % to 89 % (good work)
C: 70 % to 79 % (average work)	D: 60 % to 69 % (below average)

F: Below 60 % (failing)

APPENDIX C

Faculty Vitae

John C. Davis, Ph.D.

University of Arkansas Department of Political Science Email: jcd09@uark.edu Cell: (469) 831-7768

Education

Ph.D. Political Science, University of Missouri Fields: American Politics and Public Policy	2015
M.A. Political Science, University of Arkansas Fields: American Politics and Public Administration	2011
B.A. Political Science, University of Arkansas	2008

Major: Political Science

Continuing Education and Professional Development

Graduate, Harvard University Kennedy School of Government, Authentic Leadership: Delta Leadership Institute, 2019

Graduate, Delta Regional Authority Executive Academy Institute, 2017

Administrative Appointments

Executive Director, David and Barbara Pryor Center for Arkansas Oral and Visual History January 2023-Present

Director, Governmental Relations, University of Arkansas at Monticello July 2016-January 2023

As director of governmental relations, I coordinate University of Arkansas at Monticello legislative initiatives at the local, state, and federal government levels and serve as institutional liaison to members of the Arkansas General Assembly, Governor's office, and state agencies.

Interim Director, University Advancement, University of Arkansas at Monticello July 2017-July 2018

As interim director of university advancement, I coordinated university fundraising initiatives, including: annual giving, planned giving, and donor outreach. I also managed the Office of Advancement and its staff. During my tenure, UAM secured one of its largest planned gifts in the history of the institution, reintroduced the university's annual campaign, added several endowments, developed the UAM Student Success Fund, and recorded a 25% overall increase in gifts from the previous fiscal year.

Academic Appointments

Teaching Associate Professor, University of Arkansas at Fayetteville Spring 2023-Present

Associate Professor, University of Arkansas at Monticello Fall 2020-Present Assistant Professor, University of Arkansas at Monticello Fall 2015-Spring 2020

Publications

Book

Davis, John C. *From Blue to Red: The Rise of the GOP in Arkansas*, University of Arkansas Press (to be published February 2024).

Peer-Reviewed Articles

- Davis, John C. 2023 "A Unique Arkansas Tradition: The Southeast Arkansas Political Animals Club" *Drew County Historical Journal*.
- Davis, John C. and Drew Kurlowski. 2017. "Campaign Inc.: Data From a Field Survey of State Party Organizations" *Midsouth Political Science Review*. 18 (1): 1-26.
- Davis, John C. 2016. "A New Test of Issue Ownership Theory: U.S. Senate Campaign Debates" Speaker and Gavel. 53 (2) 7-18.
- Davis, John C. and Sean Nicholson-Crotty. 2016. "Partisanship and Tax Competition in the American States" *Journal of Public Policy*. 36 (3): 437-458.
- Davis, John C. 2014 "The Natural State in a Time of Change: A Survey-Based Analysis of State Party Organizations in Arkansas, 1999-2013" *Midsouth Political Science Review*. 15(2): 81-102.

Book Chapters

- Davis, John C. 2022. "Turning the Natural State Red: The Rise of the GOP in Arkansas" in *The State of the Parties*, eds. John C. Green and Daniel J. Coffey, Rowman and Littlefield.
- Davis, John C., Andrew J. Dowdle, and Joseph D. Giammo. 2021. "Arkansas: Should We Color the State Red with a Permanent Marker?" in *The New Politics of the Old South: An Introductory to Southern Politics*, edited by Charles S. Bullock III and Mark J. Rozell. Lanham, MD: Rowman and Littlefield.
- Davis, John C. 2020. "The Natural State in a Time of Change: A Survey-Based Analysis of State Party Organizations in Arkansas, 1999-2013" in *Readings in Arkansas Politics and Government* edited by Hoffman, Kim, U., Janine A. Parry, and Catherine C. Reese. University of Arkansas Press. (reprint of article).
- Davis, John C., Andrew J. Dowdle, and Joseph D. Giammo. 2017. "The 2016 Elections in Arkansas: Did Playing on Hillary's "Home Court" Make a Difference?" in *The New Politics in the Old South: An Introduction to Southern Politics*, ed. Charles S. Bullock III and Mark J. Rozell. Lanham, MD: Rowman and Littlefield.

Other Publications, Public Scholarship & Media Analysis

"The Future of the Republican Party in Arkansas." July 17 2023. 4029 News "On the Record." <u>https://www.4029tv.com/article/the-future-of-the-republican-party-in-arkansas/44521260</u> Thompson, Doug. "Presidential Hopeful Hutchinson Has a History of Fighting Uphill Battles." April 23, 2023. Arkansas Democrat-Gazzette <u>https://www.arkansasonline.com/news/2023/apr/23/presidential-hopeful-hutchinson-has-a-history-of/</u>

From Blue to Red: The Rise of the Republican Party of Arkansas

Since 2020, I have interviewed twenty elected officials, journalists, scholars, political consultants, and party officials on behalf of the David and Barbara Pryor Center for Oral and Visual History at the University of Arkansas. The project documents the stories and insights of this historic partian shift in the state from those interviewed on the topic. Interviews will be transcribed for scholarly research, and interview footage will be available on the Pryor Center website.

- "U.S. Representative Victor "Vic" F. Snyder." 2022. Center for Arkansas History and Culture at the University of Arkansas at Little Rock. https://ualrexhibits.org/snyder/home/
- "Beginning the Process," Arkansas Constitutional Convention 1979-1980, 2021. Center for Arkansas History and Culture at the University of Arkansas at Little Rock. <u>https://ualrexhibits.org/convention/beginning-the-process/</u>
- "1994: A Blue Arkansas Hints at Turning Red," *Ozarks at Large*, November 8, 2021. https://www.kuaf.com/post/1994-blue-arkansas-hints-turning-red#stream/0
- Panelist, NPR/KUAR Election 2020 Election Night Coverage, November 4, 2020.
- "Voting Absentee? Request Ballot Now." Advance-Monticellonian, 5 August 2020.
- "What's In A Poll?" Advance-Monticellonian, 8 July 2020.
- "Poll Reveals Early Frustration." Advance-Monticellonian, 24 June 2020.
- "Six Years Later: Senator Cotton's Re-election." Advance-Monticellonian, 17 June 2020.
- "Justification for Absentee Voting." Arkansas Democrat-Gazette, 5 April 2020.

https://www.arkansasonline.com/news/2020/apr/05/justification-for-absentee-voting-20200/?fbclid=IwAR0w8Oh_2IFtHXb-Bcfg-hVJ9qRLrE4E9kmmCTQct-M2X5qEkXsCmqcqn-W

- "Third Parties: The Third Wheels of U.S. Politics." *SEARK Today*, 25 May 2016. <u>http://searktoday.com/third-parties-third-wheels-u-s-politics/</u> (September 27, 2019). [Article also appeared in other regional media outlets]
- "In Defense of Political Parties." *SEARK Today*, 10 May 2016. <u>http://searktoday.com/defense-political-parties/</u>. [Article also appeared in other regional media outlets]
- "The Arkansas Delta Still Matters." *SEARK Today*, 20 April 2016. <u>http://searktoday.com/arkansas-delta-still-matters/</u> [Article also appeared in other regional media outlets]
- "Southeast Arkansas Political Animals Up and Running." *SEARK Today*, 29 March 2016. <u>http://searktoday.com/southeast-arkansas-political-animals-running/[</u>Article also appeared in other regional media outlets]

- "Is It Time to Rethink Judicial Selection in Arkansas?" *SEARK Today*, 8 March 2016. <u>http://searktoday.com/time-rethink-judicial-selection-arkansas/</u> [Article also appeared in other regional media outlets]
- "Need for SCOTUS Justice Outweighs Partisan Politics." *SEARK Today*, 23 February 2016. <u>http://searktoday.com/need-scotus-justice-outweighs-partisan-politics/</u> [Article also appeared in other regional media outlets]
- "Much at Stake in March 1st Primary." *SEARK Today*, 9 February 2016. <u>http://searktoday.com/much-stake-march-1st-primary/</u> [Article also appeared in other regional media outlets]
- "What to Expect (and Not)." *SEARK Today*, 27 January 2016. <u>http://searktoday.com/john-davis-1/</u> [Article also appeared in other regional media outlets]

Courses Taught

PSCI 2213: Introduction to American National Government (face to face and online) PSCI 2283: Research Methods in the Social Sciences PSCI 3403: U.S. Political Parties PSCI 3453: Arkansas Politics and Government (face to face; online for UALR) PSCI: 3423 U.S. Congress PSCI 4493: Civil Rights and Civil Liberties PSCI 3403: Campaigns and Elections PSCI 462v: Politics and Media PSCI 4603: American Presidency PSCI 3433: Public Administration PSCI 462v: Southern Politics PSCI 2223: State and Local Government (online) POLS 3303: State and Local Government (online for the University of Arkansas at Little Rock) Introduction to Leadership Intergovernmental Relations (Graduate level MPA course for the University of Louisiana at Monroe, online) CSPS 7314: Advocacy (online for the Clinton School of Public Service)

Conference Presentations/Roundtables

- "The Arkansas Election Roundtable" Discussant, 2023 Annual Meeting of the Arkansas Political Science Association, Conway, AR.
- "The Arkansas Election Roundtable" Discussant, 2022 Annual Meeting of the Arkansas Political Science Association, Magnolia, AR.
- "From Blue to Red: The Rise of the Republican Party in Arkansas" 2021 State of the Parties: 2020 and Beyond Conference.
- "Rural-Serving Institution Virtual Convening" Participant, 2021 Alliance for Research on Regional Colleges, June 24.
- "The Arkansas Election Roundtable" Discussant, 2021 Annual Meeting of the Arkansas Political Science Association, Fort Smith, AR.

- "Open Education Resources" Roundtable Discussant, 2020 Annual Meeting of the Arkansas Political Science Association, Arkadelphia, AR.
- "Second In Line: An Analysis of the Office of Lieutenant Governor" 2019 Annual Meeting of the Arkansas Political Science Association, Fayetteville, AR. (with Hunter Hall)
- "The Arkansas Politics Roundtable" Discussant, 2019 Annual Meeting of the Arkansas Political Science Association, Fayetteville, AR.
- "Self-Publishing in the OER Paradigm: A Critique of Some Options" Open Ed. Southern Symposium. 2018. University of Arkansas at Fayetteville. (with Adam McKee)
- "The Politics of Poverty" 4^a Symposium of the Department of Social Work: Rural and Urban Poverty and Its Effects on Health and Mental Health. 2016. University of Memphis. (with Andre Lewis)
 "Campaign Inc.: Data From a Field Survey of State Party Organizations" 2016 Annual Meeting of the Arkansas Political Science Association, Monticello, AR.
- "The 2016 Elections in Arkansas" Roundtable Discussant, 2016 Annual Meeting of the Arkansas Political Science Association, Monticello, AR.
- "The Nature and Effects of Political Party Culture on Political Careers" 2015 Annual Meeting of the Arkansas Political Science Association, Conway, AR.
- "The Natural State in a Time of Change: A Survey-Based Analysis of State Party Organizations in Arkansas, 1999-2013" 2014 Annual Meeting of the Arkansas Political Science Association, Searcy AR. (awarded Best Graduate Paper)
- "Reassessing State Party Organizations in a Candidate-Centered Environment" 2014 Annual Meeting of the Southern Political Science Association, New Orleans LA. (with Drew Kurlowski)
- "A Study of U.S. Senators with Presidential Aspirations" 2013 Annual Meeting of the Arkansas Political Science Association, Arkadelphia AR. (awarded Best Graduate Paper)
- "Issue Ownership in U.S. Senate Debates" 2013 Annual Meeting of the Arkansas Political Science Association, Arkadelphia AR.
- "Voter Turnout and Roll-Off in US Presidential Elections: A District Level Analysis" 2012 Annual Meeting of the Midwestern Political Science Association, Chicago IL.
- "Campaigning with Roll-Call Votes: The Voting Behavior of Senators with Presidential Aspirations." 2011 Annual Meeting of the Southern Political Science Association, New Orleans, LA.
- "Back to the Future?: The Role of Partisan Elites and Masses in Presidential Elections, 1976-2008." 2009 Annual Meeting of the American Political Science Association, Toronto, ON. (with Andrew J. Dowdle and Randall E. Adkins)

Invited Talks

"Arkansas Government and Politics," Leadership Benton County, Little Rock, AR (remote), June 21, 2022.

- "Washington, D.C. Preparation" Panel moderator and presenter, Delta Regional Authority Delta Leadership Institute, New Orleans, LA, April 28, 2022.
- "From Blue to Red: The Rise of the GOP In Arkansas," Guest Lecture, *Arkansas History* course taught by Dr. John Kyle Day, University of Arkansas at Monticello, November 30, 2021.
- "From Blue to Red: The Rise of the GOP In Arkansas," The David and Barbara Pryor Center for Arkansas Oral and Visual History, September 29, 2021.
- "Congress and Re-districting," Featured Speaker, University of Central Arkansas Pi Sigma Alpha Spring Speaker Series, March 11, 2021.
- "Fostering Civil Debate with a Political Animals Club," Delta Regional Authority Leadership Institute, January 27, 2021.

"Voter Information and Civic Engagement," Great American Conference, Presentation to all college student athletes in the conference, September 28, 2020.

- "Arkansas Politics: From Blue to Red," Warren Rotary Club, September 24, 2019, Warren, AR.
- "Self-Publishing in the OER Paradigm: A Critique of Some Options." University of Arkansas at Monticello, December 2018 (with Adam McKee).
- "Southern Politics, The Great Depression, and O Brother Where Art Thou?" University of Arkansas at Monticello Chapter of Phi Alpha Theta, October 15, 2018.
- "Establishing a Political Animals Chapter in Your Community," Delta Regional Authority Leadership Institute, June 6, 2018, Jonesboro, AR.
- "In Defense of Political Parties," P.E.O. May 22, 2018, Monticello, AR.
- Drew County Central Democratic Committee, January 9, 2017, Monticello, AR.
- "What is the Southeast Arkansas Political Animals Club?" Monticello Rotary Club, Monticello, AR. May 19th, 2016.

Professional Recognition, Honors, and Grants

Nominated for the University of Arkansas Hornaday Outstanding Faculty Award, 2020-2021.

Invited by the Delta Regional Authority to attend the *Authentic Leadership* executive education course at the John F. Kennedy School of Government at Harvard University in Cambridge, MA, on December 3-6, 2019.

Alpha Chi National College Honor Scholarship Society (UA Monticello Chapter) 'Rookie of the Year'' (Awarded to pre-tenured faculty), 2019.

Nominated. Alpha Chi National College Honor Scholarship Society (UA Monticello Chapter) 'Rookie of the Year" (Awarded to pre-tenured faculty), 2018.

First Place News/Political Column, Arkansas Press Association, 2017.

Nominated. Alpha Chi National College Honor Scholarship Society (UA Monticello Chapter) 'Rookie of the Year" (Awarded to pre-tenured faculty), 2017.

"Educator of the Week." Advance-Monticellonian. March 22, 2017.

Nominated. Alpha Chi National College Honor Scholarship Society (UA Monticello Chapter) 'Rookie of the Year'' (Awarded to pre-tenured faculty), 2016.

Most Outstanding Graduate Student, University of Missouri Political Science Department, 2015.

Kinder Dissertation Fellowship, Forum on Constitutional Democracy, University of Missouri, 2015. Missouri Excellence in Political Science Teaching, University of Missouri Department of Political Science, 2014.

Best Graduate Student Paper for "The Natural State in a Time of Change: A Survey-Based Analysis of State Party Organizations in Arkansas, 1999-2013" 2014 Annual Meeting of the Arkansas Political Science Association, Searcy AR.

Forum on Constitutional Democracy Dissertation Research and Travel Grant, 2014-2015, \$3,277.

Best Graduate Student Paper for "A Study of U.S. Senators with Presidential Aspirations" 2013 Annual Meeting of the Arkansas Political Science Association, Arkadelphia AR.

The Jeffrey D. Byrne Scholarship awarded by The University of Missouri Political Science Department, April 2013.

University of Missouri Department of Political Science, 2014. Travel grant provided to present at the Southern Political Science Association Annual Meeting.

University of Arkansas, Graduate School, 2011. Travel grant provided to present at the Southern Political Science Association annual meeting.

University of Arkansas, Graduate School, 2009. Funding provided to attend the American Political Science Association annual meeting.

Service

Service to the University

Vice Chair, Chancellor's Focus Group for Racial Equity, Diversity, and Inclusion, 2020-Present

Chair, University of Arkansas at Monticello Winthrop Rockefeller Distinguished Lecture Series, June 2019-2021

Committee Member, UAM Faculty Equity and Grievance Committee, Fall 2019-Present

Co-chair, UA Monticello Productivity Funding Model "Watchdog" Committee, Fall 2017-Present

Search Committee Member, UA Monticello Director of Athletics, Fall 2018

Chair, Search Committee, Vice Chancellor for Student Engagement, Spring 2018

Search Committee Member, Vice Chancellor for Finance and Administration, Spring 2018

Chair, UA Monticello Tree Committee, Spring 2017-Present

Committee Member, UA Monticello Inaugural Work Group, Fall 2016

Committee Member, University of Arkansas at Monticello Pan-African Day Planning Committee, Spring 2016

Pre-Law Advisor, University of Arkansas at Monticello, Fall 2015-Present

Committee Member, University of Arkansas at Monticello Winthrop Rockefeller Distinguished Lecture Series, Fall 2015-Present

Committee Member, University of Arkansas at Monticello Social and Behavioral Sciences Horizons Committee, Fall 2015-Spring 2016

Committee Member, University of Arkansas at Monticello Social and Behavioral Sciences Assessment Committee, Fall 2015-Present

Faculty Co-Advisor, University of Arkansas at Monticello Ducks Unlimited, Spring 2016-May 2017

Search Committee Member, Assistant Professor of Social Work, Spring 2016

Member, Who's Who Among Students in American Universities and College UA Monticello Selection Committee, Spring 2016

Committee Member, UAM Athletic Committee, Fall 2016-Spring 2018

Faculty Advisor, University of Arkansas at Monticello Student Congress, Fall 2015-Fall 2018

Faculty Advisor, University of Arkansas at Monticello Law and Justice Society, Fall 2015-Summer 2019

Alternate Herald, Spring 2019 UAM Commencement

Alternate Herald, Spring 2018 UAM Commencement

Alternate Herald, Fall 2017 UAM Commencement

Alternate Herald, Spring 2017 UAM Commencement

Alternate Herald, Fall 2016 UAM Commencement

Alternate Herald, Spring 2016 UAM Commencement

Service to the Public

Member, City of Monticello Planning Commission, 2021-2022

Member, League of Women Voters of Arkansas, 2021-Present

Member, NAACP (Drew County Chapter), 2020-Present

Vice-Chair, Arkansas Rural Development Commission, 2019-Present

Gubernatorial Appointee, Arkansas Rural Development Commission, 2018-Present

Master of Ceremonies, 2019 Monticello-Drew County Chamber of Commerce Annual Banquet

Chair, City of Monticello Parks and Recreation Commission, 2019

Master of Ceremonies, 2018 Monticello-Drew County Chamber of Commerce Annual Banquet

Master of Ceremonies, 2017 Monticello-Drew County Chamber of Commerce Annual Banquet

Member, Rotary Club of Monticello, Arkansas, Summer 2017-Present

Committee Member, City of Monticello Parks and Recreation Commission, 2016-Present

Member, Monticello Armory Task Force, Fall 2016

Founder and Chair, Southeast Arkansas Political Animals, Spring 2016-Present

Service to the Discipline

Faculty Mentor, *Breaking Barriers to Entry Pre-Graduate Workshop*, George Washington University (virtual), summer 2022.

Section Chair, *Undergraduate Research*, 2022 Arkansas Political Science Association Annual Conference, Magnolia, AR.

Member, Ad hoc Professional Conduct Committee, 2020-2021, Arkansas Political Science Association

Section Chair, *Arkansas and State Politics*, 2020 Arkansas Political Science Association Annual Conference, March, Arkadelphia, AR.

Discussant, US National Politics and Policy, 2020 Arkansas Political Science Association Annual Conference, March, Arkadelphia, AR.

Section Chair, *Arkansas and State Politics*, 2019 Arkansas Political Science Association Annual Conference, March, Fayetteville, AR.

At-Large Member, Arkansas Political Science Association Executive Committee, March 2018-March 2020

Panel Chair and Discussant, *Congress and the Executive*, 2016 Midwestern Political Science Association Annual Meeting, April, Chicago

Reviewer, MidSouth Political Science Review

Reviewer, Choice Magazine

Member, Arkansas Political Science Association

Member, American Political Science Association

Blogger, Natural State Politics, I write about state politics and policy for a general audience, 2019-present

Resume

Dr. Carol Strong

I. Current Employment

Jan 2008 to Present University of Arkansas at Monticello Professor, Political Science (July 2021)

II. Formal Qualifications

Doctor of Philosophy, Political Science, University of Melbourne (Melbourne, Australia), conferred 2004 *Master of Arts*, Contemporary European Studies, Monash University (Melbourne, Australia), conferred December 1997

Bachelor of Arts (Cum Laude), German Studies, University of Tennessee - Knoxville, conferred June 1992

Titles of Thesis and Dissertation

Ph.D. Dissertation Title: "Charismatic Authority During Periods of Radical Societal Change: A Modified Weberian Approach to the Revolutionary Leadership of Boris Yeltsin, Václav Havel and Helmut Kohl"; University of Melbourne (Australia), Research Supervisor: Professor Leslie Holmes.

Masters Thesis Title: "The Political, Economic and Cultural Aspects of the Unification of the former Federal Republic (FRG) and German Democratic Republic (GDR) and the Consolidation of Civil Society"; Monash University (Australia), Research Supervisor: Associate Professor Walter Veit

III. Employment Experience

Professor, Political Science	7/2021 - Present
Associate Professor, Political Science	7/2012 - 7/2021
Assistant to the Dean, SSBS	8/2010 - 5/2014
Assistant Professor, Political Science	1/2008 - 7/2012
Visiting Adjunct Lecturer	8/2012 - 12/2012
Interim Dean, SSBS	10/2009 - 8/2010
Postdoctoral Honorary Fellow	7/2004 - 1/2010
Visiting Assistant Professor, Pol. Sci.	1/2007 - 5/2007
Research Fellow	6/2004 - 5/2006
Adjunct Graduate Lecturer	7/2005 - 10/2005
	Associate Professor, Political Science Assistant to the Dean, SSBS Assistant Professor, Political Science Visiting Adjunct Lecturer Interim Dean, SSBS Postdoctoral Honorary Fellow Visiting Assistant Professor, Pol. Sci. Research Fellow

IV. Research and Publications

Books:

Strong, Carol, The Role of Charismatic Leadership in Ending the Cold War: The Presidencies of Boris Yeltsin, Vaclav Havel and Helmut Kohl, Edwin Mellon Press, New York, 2009.

Chapter in an Edited Book:

Strong, Carol, (2022), 'Undergraduate Research in Political Science,' in Mieg, Harald *et al* (eds.) *The Cambridge Handbook of Undergraduate Research*, (London: Cambridge University Press).

Articles:

- Strong, Carol & Killingsworth, Matt, (2011), "Stalin the Charismatic Leader? Explaining the 'Cult of Personality' as a Legitimation Technique, '*Politics, Religion and Ideology*, 12/4, Nov. 2011, pp. 391-411.
- Mansouri, Fethi, Kenny, Sue & Strong, Carol (2006), *Promoting Intercultural Understanding in Australia: An evaluation of Local Government Initiatives in Victoria*, (Geelong: Deakin University Press).
- Strong, Carol, (2005), 'Be Safe, but Don't Forget about Human Rights and Civil Liberties', Forum, no. 43 [September]:4-5.
- Strong, Carol, (2004), 'An Evolving Sense of Legitimacy for an Expanding Union', CESAA Review, no. 32 [May]:21-44.

Internet Publications with a Student

- Strong, Carol & Gillum, Joshua, (2011) "Unraveling the Gordian Knot of Strategic U.S. Military Engagement: Asymmetrical Relationships, Unconventional Means and International Conflict," (Berlin, Institute for Cultural Diplomacy).
- Strong, Carol & Gillum, Joshua, (2010), "Overcoming Asymmetry in U.S. Relations with the Middle East: A Strategic Paradigm of Engagement," Semantic Scholar: Allen Institute for AI, Corpus ID: 212715938.

(International) Dissertation Examination

- Monash University (Australia), Ph.D. Dissertation Examination Report, Dec. 2018; Dissertation Submission by Alexandra Rachel Phelan entitled: "Paving the Way to Legitimacy in Insurgency: The Process of 'legitimation' and Government Response to FARC in Colombia."
- Monash University (Australia), Ph.D. Dissertation Examination Report, Dec. 2010; Dissertation Submission by Haroro John Ingram entitled: "The Transformative Charisma Phenomenon in Islamist Radicalism and Militancy: A Micro- and Macro-Level Analysis."

Reviews:

- Strong, Carol, Book Review: J Chester Johnson. Damaged Heritage: The Elaine Massacre and A Story of Reconciliation. Green Mountain Press. (forthcoming).
- Strong, Carol, Book Review, Honorarium: December Green and Laura Leuhrmann, *Contentious Politics in Brazil and China*, Westview Press, March 2015.
- Strong, Carol, Textbook Proposal Review, Honorarium: Understanding Our Political World, Political Ideology and Its Importance, Rowman & Littlefield Publishers, December 2014.
- Strong, Carol, Peer Review: "When Compulsory Voting Isn't: Evidence from Mixed Legislative Systems," (*Midwest Political Science Review*, 2014).
- Strong, Carol, Peer Review: "Pursuing Research through Focus Groups: A Capstone Experience that Meets Disciplinary and General Education Goals" by Susan Hirsch, Ned Lazarus, Andria Wisler, Julie Minde, and Gina Cerasani (CUR Quarterly, 2013).
- Strong, Carol, Peer Review: "Winnable Struggles: The Value of Activist Approaches to Frame Rights Issues" by Rachel Stonecipher (*CUR Quarterly*, 2013).
- Strong, Carol, Article Review of Anonymous: "Détente '2.0'? The Meaning of Russia's 'Reset' with the United States" (*International Studies Perspective*, New Zealand, 2011).
- Strong, Carol, Review Honorarium of Dautrich/Yalof: American Government: Historical, Popular and Global Perspectives (New York: Wadsworth/Cengage Learning, 2011).
- Strong, Carol, Review Honorarium of Anonymous: *Comparative Politics: Core Concepts and Applications* (New York: Wadsworth/Cengage Learning, 2010) for Wadsworth/Cengage.

Photography

- Strong Carol '(South African) Sunbird on a Pin Cushion,' Weevil Pond, UAM Student-Run Publication, 2022.
- Strong Carol, 'The First Bold Step,' Weevil Pond, UAM Student-Run Publication, 2022.
- Strong Carol, 'Gecko and a Coke,' Weevil Pond, UAM Student-Run Publication, 2020.

Experience with Grant Writing

- Awarded \$1500 EngageAR (which is incorporated into the ADHE) (2020) to create a campus-wide memorial event for 9-11 replete with a service project involving students.
- Awarded \$1000 EngageAR (which is incorporated into the ADHE) (2019) to create a campus-wide memorial event for 9-11 replete with a service project involving students.

- Awarded \$750 University of Arkansas at Monticello (UAM) Faculty Research Grant (FRG) (2018) to travel to Prague and do further research on my book manuscript analyzing V. Havel's use of the Theater of the Absurd to disseminate his clarion call for change.
 - Project Title: 'Havel and his Vaňek Character: Exploring the Role of Literature in Politics'
- Awarded \$1500 **UAM FRG** (2017) to do joint research with Dr. Jeanette Walters on Social Psychological-Political Perceptions of the Choice to wear headwear. The grant will fund survey work in New York and/or Washington D.C.
- Awarded \$1500 UAM FRG (2016) to do research in the Czech Republic about V. Havel, the focus of my current manuscript.
 Project Title: 'The Havelian Conception of Power Politics as Expressed in Absurdist Theater'.
- Awarded a \$450 co-authored faculty grant by **Pi Sigma Alpha** to take a group of honor's students to the Clinton Paper Archives, March 2015.
- Submitted a grant application to the **National Endowment of the Arts** (March 2014) to lead a Summer Institute to South Africa, where 25 middle and high school teachers from United States that teach about Africa in the classroom are afforded time in Africa.
- Awarded \$1500 UAM FRG (2013) to do research in South Africa.
 - Project Title: 'Violent Oppositional Power Transformed; The South African Transition from Chaos to Calm'
- Submitted a grant application to the **National Endowment of the Arts** (March 2013) to lead a Summer Institute to South Africa, where 25 middle and high school teachers from United States that teach about Africa in the classroom are afforded time in Africa.
- Awarded \$1500 **UAM Faculty Research Grant** (2011) to expand work done last year on paper co-authored with Joshua Gillum. This year's grant is to fund archival research at the National Archives in Washington D.C., at the National Defense University and at other archival sites in New York and Boston.
 - Project Title: 'Overcoming Asymmetry in International Military Conflicts Involving the U.S. Military: A Strategic Paradigm of Engagement.'
- Awarded \$1500 **UAM Faculty Research Grant** (2010) to build on the work done for a paper entitled "Overcoming Asymmetry in U.S. Relations with the Middle East: A Strategic Paradigm of Engagement," written collaboratively with an advanced undergraduate student, Joshua Gillum. The grant funded archival research at the National Archives in Washington D.C. and at the Strategic Studies Institute at the U.S. Army War College in Carlyle, Pennsylvania.
 - Project Title: 'Towards an International Agenda of Strategic Engagement: Combating Terrorism and Insurgency Effectively.'

V. Academic Distinctions and Scholarships

April 2020, 2020 Distinguished Service Award, Alpha Chi, National College Honor Scholarship Society Award.

Sep 2018, Educator of the Week, Advance Monticellonian, Monticello, Arkansas

May 2018, Processional Leaders Marshal, UAM Commencement Ceremony

Apr 2017, Teacher of the Year; Arkansas Zeta Chapter, Alpha Chi, National College Honor Scholarship Society, UAM.

Dec 2017, Processional Leaders Marshal, UAM Commencement Ceremony

May 2017, Processional Leaders Marshal, UAM Commencement Ceremony

Oct 2016, Outstanding Academic Advisor, UAM

Apr 2016, Teacher of the Year, Finalist, Alpha Chi, UAM

Apr 2015, Teacher of the Year; Finalist, Arkansas Zeta Chapter, Alpha Chi, National College Honor Scholarship Society, UAM.

Oct. 2014, Outstanding Academic Advisor, UAM

Sept. 2013, Educator of the Year, Monticello Economic Development Commission and Monticello-Drew County Chamber of Commerce.

Dec 2013, Graduate, Cornerstone Leadership Development Institute's (CLDI) 2013 Southern Leadership Academy (SLA).

May 2013, Hornaday Outstanding Faculty Award, UAM

Apr. 2012, Teacher of the Year; Finalist/Runner Up, Alpha Chi, UAM.

VI. Conferences, Seminars, Conference Chairs and Media Interviews

Featured Speaker

Mar 2020, *TedxUAMonticello* Talk, talk entitled: 'The Value of Undergraduate Research. Mar 2016, *African American History Program*, Monticello, talk entitled: 'Nelson Mandela and Community Solidarity.' Apr 2015, **Who's Who Among Students**, Recognition Banquet, UAM

Public Readings of Original Work

Apr 2021, Mocha Madness, read piece entitled: 'The Dying Tales of Apartheid.'

Sept. 2020, 2020 9-11 Remembrance Event, UAM, read piece entitled: 'New York, New York, A City of Noise.'

Dec. 2019, Mocha Madness UAM, read piece entitled: 'Know Abductee, Unknown Captor.'

Apr 2019, Tuesday Night Reading Series, 'Unrequested (Supernatural) Transformation.'

Oct 2018, Tuesday Night Reading Series, 'Within and Without the Ring of Insanity.'

Conference Presentations

- Apr 2021, **Midwest Political Science Association** (MPSA) annual conference, *Chicago, IL Virtual*; paper entitled: Politics as Theatre of the Absurd: Václav Havel's Anti-Political Theory Embodied by his Vaněk Character."
- Jan 2020, **Southern Political Science Association** (SPSA) annual conference, *San Juan Puerto Rico*; paper entitled: "The Dialectical Decision of How to Deal with Former Terrorist/Patriot Actors in New Democracies.'
- June 2019, Nineteenth International Conference on **Diversity in Organizations, Communities & Nations** annual conference, *Patras, Greece*; paper entitled: "The Dialectical Decision of How to Deal with Former Terrorist/Patriot Actors in a Newly Democratized State."
- Jan 2018, **SPSA** annual conference, *New Orleans*; paper entitled: "Politics as Theatre of the Absurd: Václav Havel's Anti-Political Theory Embodied in Vaněk character."
- Jan 2016, **SPSA** annual conference, *San Juan Puerto Rico*; paper entitled: "A Herculean Semi-Fictional Dissident: A Political Analysis of Václav Havel's Unconventionally Powerful Dramatic Literature."
- Jan 2015, **SPSA** annual conference, *New Orleans*, *LA*; paper entitled: "Patriot or Terrorist: Assessing the Potential to Transition from Former Combatants to Political Actors."
- Apr. 2012, Midwest Political Science Association (MPSA) annual conference, Chicago, IL; paper entitled: "The Obsessive Compulsive Disorder Approach to Leadership: A Weberian Assessment of the Impact of Removing Charismatic Leaders from Power."
- Jan. 2012, **SPSA** annual conference, *New Orleans*, *LA*; paper entitled: "The Obsessive Compulsive Disorder Approach to Leadership: A Weberian Assessment of the Impact of Removing Charismatic Leaders from Power."
- Nov. 2011, **Institute for Cultural Diplomacy** (ICD) International Conference, Berlin Germany; paper entitled: "Unravelling the Gordian Knot of Strategic U.S. Military Engagement: Asymmetrical Relationships, Unconventional Means and International Conflict," written with advanced undergraduate student Joshua Gillum.
- Jan. 2011, **SPSA** annual conference, *New Orleans, LA*; paper entitled: "America and the Middle East: Reformulating Power Imbalances into Strategic Commitment," written with advanced undergraduate student Joshua Gillum.
- Nov. 2010, **ICD** International Conference, Berlin, Germany; paper entitled: "Overcoming Asymmetry, US Relations with the Middle East: A Strategic Paradigm of Engagement," written with advanced undergraduate student Joshua Gillum.
- Apr. 2010, **MPSA** annual conference, *Chicago, IL*; paper entitled: "Overcoming Asymmetry, US Relations with the Middle East: A Strategic Paradigm of Engagement," written with advanced undergraduate student Joshua Gillum.
- Feb. 2010, **Arkansas Political Science Association** (ArkPSA) annual conference, *Jonesboro, AR*; paper entitled: "Overcoming Asymmetry, US Relations with the Middle East: A Strategic Paradigm of Engagement," written with advanced undergraduate student Joshua Gillum.

Formal Theory Roundtable Discussions

- March 2022, Arkansas Political Science Association (ArkPSA) Annual Conference, Fort Smith, AR-Virtual; participant, Political Theory Roundtable: Discussion of Wendy Brown's "In the Ruins of Neoliberalism: The Rise of Anti-Democratic Politics in the West."
- March 2021, **ArkPSA** Annual Conference, Fort Smith, AR-Virtual; participant, Political Theory Roundtable: Discussion of Thomas West's "The Political Theory of the American Founding: Natural Rights, Public Policy, and the Moral Conditions of Freedom."
- March 2019, ArkPSA Annual Conference, Fayetteville, Arkansas; participant, Political Theory Roundtable: Discussion of Sheldon Wolin's "Democracy Incorporated: Managed Democracy and the Spector of Inverted Totalitarianism: A Discussion."
- March 2018, **ArkPSA Annual Conference**, Jonesboro, Arkansas; moderator/participant, Political Theory Roundtable: "Applying Insight from Václav Havel's 'Power of the Powerless' to Current Trends in Minority Politics."
- Feb. 2016, Louisiana Political Science Association (LPSA) annual conference, Monroe, LA; participant of roundtable discussing current political developments in the Middle East, with a focus on ISIS.

Feb. 2015, **ArkPSA** annual conference, Conway, *Arkansas*, participant of roundtable discussing current political developments in Ukraine.

Professional Development Panel Participation

- Apr 2021, **Midwest Political Science Association** (MPSA) Virtual Professional Development Session, "TEACHING: Experiential Learning in the Classroom."
- Apr 2021, MPSA Virtual Professional Development Session, "TEACHING: Innovative Teaching Methods and Techniques."
- Apr 2021, MPSA Virtual Professional Development Session, "CAREER: The Path to Full Professor."
- Mar 2020, MPSA Virtual Professional Development Session, "Gender Challenges in Higher Education,"
- May. 2019, **Council on Undergraduate Research** (CUR) **World Congress**, *Oldenburg, Germany*; participant: "Challenges and Opportunities for Mentoring Undergraduate Research: A Faculty Perspective.
- Jan. 2019, **Southern Political Science Association** (SPSA) annual conference, *Austin, Texas*; participant, "Challenges and Opportunities for Mentoring Undergraduate Research: A Faculty Perspective."
- Jan. 2019, SPSA annual conference, Austin, Texas; participant, "In Roundtable: Mentoring Women to Communicate Effectively across All Levels of the Profession."
- July 2018, **CUR Biennial Conference**, *Washington D.C.*, participant on panel entitled: "Raising the Profile of CUR through Advocacy and Outreach."
- June 2018, CUR Annual Business Meeting, *Washington D.C.*, participant on panel entitled: "Raising the Profile of CUR through Advocacy and Outreach."
- March 2018, ArkPSA Annual Conference, Jonesboro, Arkansas, In Roundtable: "Civic Education: Models and Practices."
- Jan. 2018, SPSA annual conference, *New Orleans, Louisiana*; participant on CUR panel about how to develop undergraduate research programs at the undergraduate level.
- Jan. 2018, SPSA annual conference, *New Orleans, Louisiana*; participant on SPSA Women conference within a conference panel entitled: Service, Not Servants.
- Feb. 2017, CUR Dialogues, Washington D.C.; presenter, promoting submission of MINA Grants
- Jan. 2017, SPSA annual conference, *New Orleans, Louisiana*; participant on CUR panel about how to develop undergraduate research programs at the undergraduate level.
- Jan. 2017, SPSA annual conference, *New Orleans, Louisiana*; participant on SPSA Women conference within a conference panel entitled: Roundtable on Academic Self-Promotion: Problems and Strategies.
- Nov. 2016, **CUR World Congress**, *Doha, Qatar*; participant on CUR panel about using undergraduate research as a bridge for addressing global issues in a more comprehensive way.
- Feb. 2016, National Postdoctoral Association (NPA), Grand Rapids, MI, participant on Council on Undergraduate Research (CUR) panel giving advice to postdoctoral students about applying and interviewing for jobs.
- Jan. 2016, **SPSA** annual conference, *San Juan, Puerto Rico*; participant on CUR panel about how to develop undergraduate research programs at the undergraduate level.
- Jan. 2015, SPSA annual conference, *New Orleans, Louisiana*; participant on CUR panel about how to develop undergraduate research programs at the undergraduate level.
- Jan. 2014, **SPSA** annual conference, *New Orleans, Louisiana*; participant on CUR panel about how to develop undergraduate research programs at the undergraduate level.
- Jan. 2013, **SPSA** annual conference, *Orlando*, *FL*; participant on CUR panel about how to develop undergraduate research programs at the undergraduate level.

Panel Chair and Discussant Experience

- Feb. 2017, **Arkansas Political Science Association** (ArkPSA) annual conference, *Russellville, AR*: *Chair/Discussant*, 'Undergraduate Research'
- Feb 2016, LPSA annual conference, *Monroe*, *LA*;
 - Chair/Discussant, 'Undergraduate Research'
- Jan 2015, SPSA annual conference, New Orleans, LA;
 - Discussant, 'Undergraduate Research in International Relations and Comparative Politics'
 - Discussant, 'Immigration, Migration & Gender: Undergraduate Research in CP'
- Jan. 2014, SPSA annual conference, New Orleans, LA;
 - Chair, 'Undergraduate Research: U.S. Government' Panel.
 - Chair, 'Undergraduate Research with an International Focus' Panel.
 - Chair/Discussant, 'Graduate Student Research in International and Comparative Politics' Panel.

Jan. 2012, SPSA annual conference, New Orleans, LA;

Discussant, 'Political Theory: Graduate Student Research and Career Development' Panel. *Chair*, 'Undergraduate Research in Global Affairs' Panel.

- Mar. 2011, **MPSA** annual conference, *Chicago, IL; Chair/*Discussant, 'Political Violence' panel; and *Discussant*, 'Foreign Policy Formation in the Greater Middle East' panel.
- Apr. 2010, **MPSA** annual conference, *Chicago IL*; Chair/Discussant, 'Authoritarianism, Governance and Civil Society in the Middle East' panel.

Media Interviews

25 April 2006: Interview with **Danuta Kozaki from ABC National News Agency in Australia** on the Impact of European Diaspora on Australia, with a focus on Islam, intercultural harmony and patterns and effects of transmigration, as well as the Contemporary Australia Studies Association of Australia conference on these issues.

VII. Involvement with Students

Courses Taught

Undergraduate Courses

General Education Classes: American National Government, American National Government Online

Core PSCI Classes: Comparative Politics, Research Methods for the Social Sciences, Western Political Theory

Regional Specific Courses: European Politics, Mideast Politics, Russian Politics

Upper-Division Seminars: American Foreign Policy, Democratization, Developing Nations, Global Politics, International Relations, Political Ideologies, Superheroes and Justice, as well as World Conflict and Terrorism

Field Studies: Hawaii, Philadelphia/New York City, San Francisco, Washington D.C./New York City

Modern Language Courses: German I, II & III, Conversational German, German Film, German History and Politics, German Literature, German Media.

Independent Studies Taught involving Advanced Research Components

Adv. International Relations; Adv. Leadership Studies: Military and Political; Applied Practicum on Political Parties; Controversies of the Islamic Veil; Counterinsurgency; Political Elites; International Law; The Power of Language in Foucault; Modern Slavery, Human-Sex Trafficking in a Global World; Revolution and Political Violence; Social Justice and Theology: A Look at the Theology of Peanuts; Social Movements and Other Political Phenomena; Teaching PTSD in the Classroom; Women's Rights: Domestic/International Perspectives.

Graduate Courses

5000-level **Global Studies** (taught at UAM in conjunction with 4,000 level Global Politics); and Political Behavior. 5000-level **Middle East in Global Politics** (taught at UAM in conjunction with 3000-level Mideast Politics)

5000-level **Political Behavior** (taught at Henderson State University in conjunction with 3000-level Political Behavior)

Student Mentoring Experience

Student Undergraduate Research Grant(s), Arkansas Department of Higher Education

- **Primary Supervisor:** *Leah* Sparkman, awarded 2020 SURF grant to work on project entitled: "Rethinking Domestic Terrorism in the United States: A Comparative Regional Framework for Counterterrorism using European Union Standards."
- **Primary Supervisor**, *Dylan McClain*, awarded 2018 SURF grant to work on project entitled: "A Plan to Develop Sustainable Political, Economic and Social institutions within the Middle East and North African Region."
- **Primary Supervisor,** *Cody Bijou* awarded 2017 SURF grant to work on project entitled: "Internet as Recruitment Tool: Using Social Exchange and Symbolic Convergence Theories to Analyse the Appeal of ISIS."
- Secondary Supervisor, Daniel Degges, awarded 2013 SURF grant to work on project entitled: "America's Failed Revolution: The Mexican Association and the Aaron Burr Conspiracy."
- **Primary Supervisor**, Nicholas Provencher, awarded 2012 SURF Grant to work on project entitled: "Liberalizing Authoritarian Government: The Potential of the Political Party Format to Legitimate Democratic Consolidation."

Social Sciences Division Student Travel Grant Recipients, Council on Undergraduate Research

- Belle Tan, 2019
- Dylan McClain, 2018
- Zachary Birdsong,2017
- Tyler Harrison, 2016
- Hunter Fowler, 2014

Supervision of Award Winning Papers

CUR World Congress, University of Oldenburg, Oldenburg, Germany

• Dylan McClain, finalist for best political science paper, 2019.

Alpha Chi National Scholarship Competition

- Dylan McClain, finalist in Alpha Chi national scholarship competition, 2018
- Cody Bijou, finalist in Alpha Chi national scholarship competition, 2017
- April Wright, winner of Alpha Chi national scholarship competition, 2015
- Daniel Degges, finalist in Alpha Chi national scholarship competition, 2014
- Nicholas Provencher; finalist in Alpha Chi national scholarship competition, 2013
- Kelly Reed, winner of Alpha Chi national scholarship competition, 2012

Arkansas Political Science Association Undergraduate Paper Competitions

- Courtney Thrower, Finalist, Best Undergraduate Paper, 2013
- Kelly Reed, Recipient, Best Undergraduate Paper, 2012
- Joshua Gillum, Recipient, Best Undergraduate Paper, 2009.
- Zack Tucker, Finalist, Best Undergraduate Paper, 2009.

Archival Research involving Undergraduate Student as Research Assistant

- Nicholas Provencher, (Summer 2012), as part of 2011 UAM Faculty Research Grant and involving archival research in the Library of Congress, the National Archives, the Conflict Records Research Center at the National Defense University and holdings at New York Public Library.
- Joshua Gillum, (Summer 2011), as part of 2010 UAM Faculty Research Grant and involving archival research in the National Archives, the Conflict Records Research Center at the National Defense University and holdings at the U.S. Army War College, Carlisle (PA).

Conference Paper/Article written with Undergraduate Research Assistant

- America and the Middle East: Reformulating Power Imbalances into Strategic Commitment: Conference paper written with advanced undergraduate student Joshua Gillum (research assistant) and presented at the 2011 Annual Regional Conference of the Southern Political Science Association.
- Overcoming Asymmetry, US Relations with the Middle East: A Strategic Paradigm of Engagement: Conference paper written with advanced undergraduate student Joshua Gillum working as research assistant, presented at the November 2010 International Conference (*World without Walls*), Institute for Cultural Diplomacy, Berlin Germany; the 2010 Midwest Political Science Association annual conference; and the 2010 Arkansas Political Science Association annual conference.

Mentoring of Students Speaking at International Conferences

May 2019, CUR World Congress, University of Oldenburg, Oldenburg, Germany

- Daniela Delgado, "The Evolution of the U.S. Presidency and its Approach to Foreign and Domestic Affairs."
- Dylan McClain, "A Plan to Develop Sustainable Political, Economic and Social Institutions within the Middle East and North Africa Region."
- Leah Sparkman, "Creating a Hybrid System to Address Sexual Assault: A Comparative Study of the United States and European Criminal Justice Systems."

Apr. 2017, Institute for Cultural Diplomacy (ICD) workshop and conference, Berlin, Germany:

- Cody Bijou, "A Disenfranchised Response to Globalism: The Communicative Practices of ISIS for Recruitment and Power."
- Nov. 2016, International Conference, CUR World Congress, Doha, Qatar:
 - Gauge Adkins, "Is Socialism Really Evil?: Examining the Balancing Potential of Socialized Health and Education Programs."
 - Cody Bijou, "The Internet as Recruitment Tool: Using Social Exchange Theories and Symbolic Convergence to Evaluate How ISIS Manipulates and Maintains Membership Support."
 - Reagan Dobbs, ": Terrorism, Core Global Problem or Symptom of Recurrent Global Issues: Re-Conceptualizing the War on Terror as a Cooperative."
- June 2012, International Conference on Law and Society, Honolulu, Hawaii:
 - Christopher Brown, "Death by Any Other Name: Definitionalism's Impact on America's Response to Genocide."
 - Micah Perry, "The Great Disconnect: The Moral Divide between International and Domestic Criminal Law."
 - Nicholas Provencher, "Liberalizing Authoritarian Government: The Potential of the Political Party Format."
 - Kelly Reed, "Uncle Sam Wants YOU ... To Do Whatever He Says: Propaganda and Public Perception."

Dec. 2011, ICD workshop and conference, Berlin, Germany:

- Nicholas Provencher, "Is Islam Compatible with Democracy: A Critical Re-examination of Existing Theory to Establish Renewed Potential."
- Tiffany Reed, "Modern Middle Eastern Women and their Rising Impact on Society."
- Nov. 2010, ICD workshop and conference, Berlin, Germany:
 - Joshua Gillum, "Is Islam Peaceful or Violent: Comparing Islam and Christianity to Reveal the Propaganda of Terrorism."
 - Zack Tucker, "United in Progress: A Proposal to Reform the United Nations' Organizational Structure."

National Conferences

Feb 2020, Pi Sigma Alpha National (annual) Convention, Washington D.C.

- Jakee Smith, "Modern Applications of Machiavellian Thought to Contemporary Leadership Theory."
- Jan 2020, Southern Political Science Association (SPSA) annual conference, San Juan, Puerto Rico:
 - Daniela Delgado, "Evolving Presidential Powers: The US President's Role in Domestic and Foreign Affairs."

- Rachel Langley, "Is the US Electoral College Relevant or Simply Comfortable?"
- Bree Lanthrip, "Addressing the Physical, Addictive and Mental Health Problems on Native American Reservations using Native American Cultural Norms."
- Jakee Smith, "Modern Applications of Machiavellian Thought to Contemporary Leadership Theory."
- Leah Sparkman & Rigoberto Ruiz, "Perceptions of Monetary Governmental Spending: How Much is Too Much to the American People?"
- Belle Tan, "Re-Evaluating the Social Contract in Singapore."
- Ty Young, "A Gentle Introduction to Neo-Reactionism."

Feb 2019, Pi Sigma Alpha National (annual) Convention, Washington D.C.

- Dylan McClain, "A Plan to Develop Sustainable Political, Economic and Social Institutions within the Middle East North African Region."
- Belle Tan, "Defining Terrorism and the Motivations Surrounding It."
- Apr 2018, Alpha Chi National (annual) Convention, Cleveland, OH:
 - Dylan McClain, "A Plan to Develop Sustainable Political, Economic and Social Institutions within the Middle East North African Region."
 - Belle Tan, "Defining Terrorism and the Motivations Surrounding It."
- Feb 2018, Pi Sigma Alpha National (annual) Convention, Washington D.C.
 - Hunter Hall, "The Application of Leadership and the Critical Role of the Advisor."
- Jan 2019, SPSA annual conference, Austin, TX:
 - Daniela Delgado, "The Evolution of the American Presidency."
 - Rachel Langley, "Security, Honor and Sacrifice: Comparing Military Service in Turkey and the U.S."
 - Dylan McClain, "A Plan to Develop Sustainable Political, Economic and Social Institutions within the Middle East North African Region."
 - Leah Sparkman, "Texas State Policy and Opportunity Gaps: Funding Disparity in HISD."
 - Belle Tan, "Defining Terrorism and the Motivations Surrounding It."

Apr 2018, Alpha Chi National (annual) Convention, Portland, OR:

- Dylan McClain, "A Sustainable Plan for Economic Development in Developing Nations."
- Feb 2018, Pi Sigma Alpha National Student Research Conference, Washington D.C.:
 - Hunter Hall, "The Application of Leadership and the Critical Role of the Advisor."
- Jan 2018, SPSA annual conference, New Orleans, LA:
 - Zachary Birdsong, "The Role of Logic and Ethics in Government Laws."
 - Dylan McClain, "A Sustainable Plan for Economic Development in Developing Nations."
- Apr 2017, Alpha Chi National (annual) Convention, Louisville, KY:
 - Cody Bijou, "The Internet as Recruitment Tool: Using Social Exchange Theories and Symbolic Convergence to Evaluate How ISIS Manipulates and Maintains Membership Support."
 - Reagan Dobbs, "A Search for Justice: An Exploration of the Nature and Role of Women."
- Apr 2016, Alpha Chi National (annual) Convention, Alexandria, VA:
- Jimmy 'Tyler' Harrison, "The War on Drugs in Black and White: An Exploration of its Disparate Effects on the African American Community." Jan 2016, SPSA annual conference, *San Juan, Puerto Rico*:
 - Gauge Adkins, "Is Socialism Really Evil: Examining the Balancing Potential of Socialized Health and Education Programs."
 - Leslie Beard, "Who's really in Control at the Top: A Comparative Examination of Oligarchical Tendencies in Russia and the United States."
 - Tyler Harrison, "All Tea, All Shade: How the Tea Party effects the American Political Process."
 - Ashley Lawrence, "It Takes a Village: Community Sustainability and the Effects of Hidden Rules."

Jan 2015, SPSA annual conference, New Orleans, LA:

- Leslie Beard, "Welfare in America: Humanity's Obligation to Help the Helpless."
 - Tyler Harrison, "Campaigns 'Gone Viral': A Cost Benefit Analysis of Social Media Advertising in Political Campaigns."
 - Ashley Lawrence, "Falling into Quicksand: Social Welfare Policy's Fight against the Inequalities of Poverty."
- James Trigleth, "'Reaping What Someone Else Has Sown': A Regional Assessment of the Impact of Western Influence on the Middle East."

Mar 2014, National Council on Undergraduate Research (NCUR) conference, Lexington, KY:

Courtney Thrower, "The Competing Interests of International Law and State Sovereignty: A Legal Conundrum."

- Jan 2014, SPSA annual conference, New Orleans, LA:
 - Willie 'Rex' Davis, "Veterans Storming the Hill for their Rights: The Innovative IAVA Approach to Lobbying."
 - Dan Degges, "The Recipe for Revolution: A Study of Success and Failure in Revolutionary Movements."
 - Hunter Fowler, "Legitimate or not Legitimate? That is the Question: Legitimacy in Authoritarian Regimes."
 - Reva Humphries, "The Silent Screams of a Forbidden Trade: A Theoretical Exploration of the Power (or Lack Thereof) in the Sex Trade."
 - Amanda Thompson, "Should Countries 'Go It Alone': Comparing Unilateral Efforts of Counterterrorism and United Nations Initiatives."
 - Courtney Thrower, "The Competing Interests of International Law and State Sovereignty: A Legal Conundrum."
 - Reba Worthen, "Something's Gotta Give: Recidivism versus Rehabilitation in the Criminal Justice System."

Mar 2013, NCUR annual conference, LaCrosse, WI:

- Reva Humphries, "The Silent Screams of a Forbidden Trade: A Theoretical Exploration of the Power (or Lack Thereof) in the Sex Trade."
- Micah Perry, "The Double Edged Sword of Recognizing Emergent Parties Internationally: Oppositional Binaries in American Foreign Policy." Jan 2013, SPSA annual conference, *Orlando, FL*:

• Micah Perry, "The Double Edged Sword of Recognizing Emergent Parties Internationally: Oppositional Binaries in American Foreign Policy." Nov 2012, Georgia Political Science Association (GPSA) annual conference, *Savannah*, *GA*:

- Reva Humphries, "The Silent Screams of a Forbidden Trade: Power (or Lack Thereof) in the Sex Trade."
- Micah Perry, "The Double Edged Sword of Recognizing Emergent Parties Internationally: Oppositional Binaries in American Foreign Policy."

Apr 2012, Midwest Political Science Association (MPSA) annual conference, Chicago, IL:

Nicholas Provencher, "Liberalizing Authoritarian Government: The Potential of the Political Party Format." Poster Presentation.

State and Regional Conferences

Feb. 2022 Arkansas Political Science Association (ArkPSA) annual conference, Arkadelphia, AR:

- Chase Marra, "Political Violence in America."
- Vanessa Rangel, "Human Nature, the State and Power: Assessing the Critiques of Modernity by Rousseau, Marx and Havel."
- Angela Smith, "The Impact of the 14th Amendment and the Injustice."

Feb. 2018, ArkPSA annual conference, Jonesboro, AR:

- Zachary Birdsong, "The Role of Logic and Ethics in Government Laws."
- Dylan McClain, "A Sustainable Plan for Economic Development in Developing Nations."

Feb. 2016, ArkPSA annual conference, *Monticello, AR*:

- Leslie Beard, "Who's really in Control at the Top: A Comparative Examination of Oligarchical Tendencies in Russia and the United States."
- Robert Fletcher, "Cycling through New Urbanism: Pedestrian-Oriented Opportunities and Innovations in Southeast Arkansas."
- Tyler Harrison, "All Tea, All Shade: How the Tea Party effects the American Political Process."
- Emily Mendiola, "The Power of the Indigenous: Indigenous Autonomy in Mexico."
- Sarah Phillips, "The People vs. the State: A Comparative Analysis of Power Relations in the Development of Spanish Democracy."

Feb. 2016, Louisiana Political Science Association (LPSA) annual conference, Monroe,, LA:

- Robert Fletcher, "Cycling through New Urbanism: Pedestrian-Oriented Opportunities and Innovations in Southeast Arkansas."
- Tyler Harrison, "All Tea, All Shade: How the Tea Party effects the American Political Process."
- Feb. 2015, LPSA annual conference, LaFayette, LA:
 - Leslie Beard, "Welfare in America: Humanity's Obligation to Help the Helpless."
 - Tyler Harrison, "Campaigns 'Gone Viral': A Cost Benefit Analysis of Social Media Advertising."
 - Jessica Herrington, "Legalism versus Social Discourse: Legal Dictates on Social Change & Vice Versa."
 - Ruby Kaur, "A 'Look Inside' Global Surveillance: The Constitutionality of Monitoring Citizens on the Internet."
 - Ashley Lawrence, "Falling into Quicksand: Social Welfare Policy's Fight Against the Inequalities of Poverty."
 - Sarah Phillips, "Regulating Animal Welfare in Comparative Perspective."

Feb. 2014, ArkPSA annual conference, Searcy, AR:

- Jimmy 'Tyler' Harrison, "The War on Drugs in Black and White: An Exploration of its Disparate Effects on the African American Community."
- Reva Humphries, "The Silent Screams of a Forbidden Trade: A Theoretical Exploration of the Power (or Lack Thereof) in the Sex Trade."
- \Sarah Phillips, "Animal Testing Laws in the United States: An Analytical Critique Relevancy (or Lack Thereof) of Existing Legislation."
- Amanda Thompson, "Should Countries 'Go It Alone': Comparing Unilateral Efforts of Counterterrorism and United Nations Initiatives."
- James Trigleth, "Reaping What Someone Else Has Sown: A Regional Assessment of the Impact of Western Influence on the Middle East."

Feb. 2014, LPSA annual conference, *Monroe, LA*:

- Willie 'Rex' Davis, "Veterans Storming the Hill for their Rights: The Innovative IAVA Approach to Lobbying."
- Hunter Fowler, "Intervention in the Name of Peace: Assessing Alternatives to Current United Nation's Operations."
- James Trigleth, "Reaping What Someone Else Has Sown: A Regional Assessment of the Impact of Western Influence on the Middle East."
- Reba Worthen, "Something's Gotta Give: Recidivism versus Rehabilitation in the Criminal Justice System."

Feb. 2013, ArkPSA annual conference, Arkadelphia, AR:

- Hunter Fowler, "Legitimate or Not Legitimate? That Is the Question: A Reappraisal of Legitimacy in Authoritarian Regimes."
- Courtney Thrower, "The International Eugenics Movement: A Comparative Policy Analysis of Eugenic Programs in the United States and Nazi Germany."
- Reba Worthen, "Something's Got to Give: Recidivism Rates and Rehabilitations (or lack thereof) in the Criminal Justice System."
- Feb. 2012, ArkPSA annual conference, Conway, AR:
 - Jonathan Hoskins, "The Nation-Building Process: Why the United States Struggles."
 - Micah Perry, "The Great Disconnect: The Moral Divide between International and Domestic Criminal Law."
 - Kelly Reed, "The Rise of Opposition: A Theoretical Appraisal of the Recent Arab Spring."
 - Zachary Wisenor, "Balancing Hard and Soft Power in a Global Spectrum: American Dominance in International Relations."

Feb. 2010, ArkPSA annual conference, Jonesboro, AR:

- Diana Bailey, "The Decade of Explosion: The Economic Effects of Immigration between 1990 and 2000."
- Anthony Boykin, "The Expansion of the Executive Branch despite the Framer's Intent."
- Joshua Gillum, "Is Islam Peaceful or Violent: Comparing Islam and Christianity to Reveal the Propaganda of Terrorism."
- Jessica Goodman, "Modern Secession: Violent and Non-Violent Secession Movements in Europe."
- Yvonne Hinshaw, "An Analysis of Conservatism and Liberalism using the HAT Model of Political Ideologies."
- Errin James, "The Sweetest Perversion: Leninism Explored."
- Zack Tucker, "Reforming the United Nations."

Apr. 2009, Henderson State hosted Arkansas Undergraduate Research Conference, Arkadelphia, AR:

- Ladale Collins, "Winning the Peace: A Comparison of the Peace Process Following WWI and WWII."
- Joshua Gillum, "Al Qaeda: The New Generation of Terror."
- Yvonne Hinshaw, "The Path to Europe: Two Opposing Views of How to Get There by Vaclav Havel and Vaclav Klaus."

- Lauren Raynor, "Compare and Contrast: Denmark and Northern Ireland."
- Zack Tucker, "Political Elites and their Influence on the American Political Process."
- Nikita Walker, "A Sociological Profile of an American Serial Killer."
- Apr. 2009, Phi Alpha Theta (History Honor Society) Undergraduate Conference, Monticello, AR:
 - Ladale Collins, "Winning the Peace: A Comparison of the Peace Process following World Wars I & II."

Feb. 2009, ArkPSA annual conference, Russellville, AR:

- Joshua Gillum, "Al Qaeda: A New Generation of Terror."
- Zack Tucker, "Political Elites and Their Influence on the American Political Process."
- Nikita Walker, "Ted Bundy: A Sociological Profile of an American Serial Killer."

(Non-Conference) Events attended by UAM Students

Feb 2020, UAM Students meet with U.S. Senator Boozman (and the staff of U.S Senatory Tom Cotton and U.S. Representative Bruce Westerman) to talk about the value of undergraduate research.

- Participating Students: Angel Quiroga, Bree Lanthrip, Jakee Smith, Brendan Spaulding and Jake Tomboli.
- Sept. 2019, UAM Students attend Kumpuris Lecture with the Honorable Ruth Bader Ginsberg hosted by the Clinton School of Public Service.
 - Participating Students: Leah Sparkman, Rigoberto Ruiz and Ty Young.

Feb 2019, UAM Students meet with U.S. Senator Boozman (and the staff of U.S. Senator Cotton) to talk about the value of undergraduate research.
 Participating Students: Daniela Delgado, Rachel Langley, Dylan McClain, Jakee Smith, Dwaylen Spain and Belle Tan.

Feb 2018, UAM Students meet with U.S. Senator Boozman (and the staff of U.S. Senator Cotton) to talk about the value of undergraduate research.
Participating Students: Zachary Birdsong, Hunter Hall and Dylan McClain.

Oct 2016, 25th Annual Arab-U.S. Policymakers Conference, *The Next U.S. Presidency & U.S.-Arab Relations*, at the Ronald Reagan Building and International Trade Center in Washington D.C.

- Participating Students: Reagan Dobbs and Cody Bijou
- Sept 2015, UAM Students attend Clinton School of Public Service Speaker Series featuring Chelsey Clinton.

Sept 2014, UAM Students attend an event at the Clinton Gubernatorial Papers at the Center for Arkansas Studies.

October 2013, UAM Students tour the Clinton Library and attend Clinton School of Public Service Speaker Series featuring David Orentlicher.

Oct. 2009, Common Word Conference, Georgetown University

Joshua Gillum, guest at conference; participant in John Esposito Freshman Seminar.

Involvement in Student Affairs and Activities

Faculty Sponsorship of Student Groups

- Faculty Sponsor, Alpha Chi National Honor Society, since 2015
- Faculty Sponsor, Student Veterans of America (SVU) student organization, since 2012.
- Faculty Sponsor, Pi Sigma Alpha National Political Science Honor Society, UAM, since 2011.
- Faculty Sponsor, American Association of University Women (AAUW), 2014-2016.

VIII. Board and Leadership Experience & Committee Service

Current Regional/National Board Involvement

Social Sciences Division, Council on Undergraduate Research (CUR), member since 2012

• **Councilor**, Social Sciences Division, since 2012

Monticello Tree Board

- Chair, Sept 2022 Present
- General Member since September 2017.
 - **Duties**: To plan, organize and execute annual Arbor Day Celebrations, Keep Monticello's 'Tree City USA' status active, prune and do basic upkeep on the trees in local parks, sports complexes and public squares, and promote community understanding of the importance of trees.

Previous State/Regional/National Board Experience

Alpha Chi National Honor Society Regional Board

- President, Region II, Apr 2018- Apr. 2020
- Vice-President, Apr. 2016 Apr. 2018
- Reviewer, Aletheia, 2018, File: AX 0171

Arkansas Political Science Association (ArkPSA) Executive Council

- **President Emeritus**, Feb 2018
- **President**, elected Feb. 2017
- Vice-President, elected Feb. 2016

- Chair, Best Paper Awards Committee from 2016 ArkPSA conference
- **Program Chair**, 2016 ArkPSA Conference, 2015-2016
- Section Chair, 2014, Graduate/Undergraduate Student Research
- At-Large Councilor, Executive Board, 2013-2015

Contemporary European Studies Association of Australia (CESAA)

- Member, January 1996 to January 2008
- Executive Committee Member, July 2002 to January 2007
- Designer and Editor of the electronic version of the CESAA E-News Bulletin, March 2004 to January 2007
- **Treasurer/Vice-President**, May 2005 to 28 April 2006 Duties included conference organization, grant proposal writing, financial organization and advice, final editing of the *CESAA Review*, and public presentations
- Vice-President, March 2004 to May 2005
- CESAA Essay Contest Judge, Undergraduate/Graduate Categories, November 2005
- CESAA Essay Contest Judge, Graduate Category, November 2004
- CESAA Essay Contest Judge, Undergraduate/Graduate Categories, November 2003
- Joint Membership Secretary, June 2003 to January 2004
- Administrative Assistant to CESAA president, March 1996 to July 1996

Council on Undergraduate Research (CUR), member since 2012

- **Co-Chair**, Posters on the Hill Selection Committee, Jan-Mar 2022
- Member, CUR Social Science Division Outstanding Mentor Selection Committee, Spring 2022
- Chair, Social Sciences Division, July 2017-July 2020
- Secretary, Social Sciences Division, Oct 2012-July 2017
- Faculty Mentor Award Committee, Jan-June 2020

University of Arkansas at Monticello Faculty Assembly

• Chair, July 2016-July 2018.

Committee Membership

- UAM Faculty Dismissal Board, 2021-2022
- Advocacy Committee, Council on Undergraduate Research, since 2013
- Graduate Council, UAM, voting member since August 2010
- Graduate Faculty, UAM, general member since August 2010.
- Endowed Scholarship Selection Committee, SSBS, UAM, since 2008.
 - **Duties:** to choose recipients for the: the *Dr. Claude Babin*, the *K. Michael Baker Memorial*, the *G. William and Verna Hobson Cahoon*, the *Benjamin and Jerri Whitten Hobson* and the *James A. & Mabel (Molly) H. Rose Endowed Scholarships*.

Previous Committee Membership

Monticello (AR) Strategic Doing Committee, Festival Task Force, Spring 2022

UAM Search Committee, SSBS Dean, Spring 2022

SSBS Promotional Material Committee, UAM, Chair, August 2021-May 2022

Ad Hoc Committee to Create a UAM Faculty Senate, UAM, Chair, November 2018-May 2019

Council on Assessment of Student Academic Achievement (CASAA), UAM, 2008-2015.

Internationalization of Undergraduate Research Taskforce, CUR

Honors College Creation Task Force, member, Fall 2015-Spring 2016.

Centennial Opportunity Fund Committee, general members, Fall 2013-Spring 2016.

First Four Weeks Committee (charged with to naming, coalescing and expanding new and existing efforts to improve student engagement, interest and succe3ss during the first four weeks of each semester), appointed, Aug 2014-Dec 2015.

Higher Learning Commission Accreditation Committee, UAM Self Study, since November 2012-May 2014.

Service Learning and Community Engagement Initiative Committee, general member, Fall 2013

Executive Committee, UAM, October 2009-August 2010.

SSBS Search Committees, UAM, appointed 2008, 2009, 2010, 2015 and 2016, charged with finding faculty for the Criminal Justice, Political Science and Social Work departments.

University Search Committees, 2010 and 2014, charged with finding SSBS Dean Candidates.

UAM Promotion and Tenure Committees: (Dr. Michael Alexander, Mr. Justin Anders, Dr. Brandy Haley, and Dr. Jessica Hylton, 2022; Dr. Craig Olsen, 2020; Dr. Mohammad Bataineh, 2019; Ms. Becky Phillips, 2018; Dr. Jared Gavin, 2017; Dr. Andrew Williams, 2015; and Dr. Gregory Borse, 2013).

IX. Professional Affiliations

Current Memberships

- Arkansas Political Science Association, general member since February 2009.
- Council on Undergraduate Research, general member since October 2011.
- Midwest Political Science Association (MPSA), general member since January 2010.
- Southern Political Science Association (SPSA), general member since January 2011.

Previous Associational Memberships

- American Political Science Association (APSA), general member, August 2006 August 2010.
- Diversity in Organizations, Communities & Nations Research Community, member Jun 2019-Jun 2021
- Louisiana Political Science Association (LPSA), general member, March 2014 March 2016.
- Georgia Political Science Association (GPSA), general member since November 2011.
- Contemporary European Studies Association of Australia (CESAA) Member, January 1996 to January 2008
 - Executive Committee Member, July 2002 to January 2007
 - **Designer and Editor** of the electronic version of the **CESAA E-News Bulletin**, March 2004 to January 2007
 - Treasurer/Vice-President, May 2005 to 28 April 2006
 Duties included conference organization, grant proposal writing, financial organization and advice, final editing of the CESAA Review, and public presentations
 - Vice-President, March 2004 to May 2005
 - o CESAA Essay Contest Judge, Undergraduate/Graduate Categories, November 2005
 - CESAA Essay Contest Judge, Graduate Category, November 2004
 - o CESAA Essay Contest Judge, Undergraduate/Graduate Categories, November 2003
 - Joint **Membership Secretary**, June 2003 to January 2004
 - Administrative Assistant to CESAA president, March 1996 to July 1996
- European Union Studies Association (EUSA), general member, 2005-2008.

XI. Public Service and Service to the Profession Arkansas Department of Higher Education

- **Reader/Judge**, Arkansas Department of Higher Education (ADHE), Student Undergraduate Research Fund (SURF) grant Applications, December 2019.
- **Reader/Judge**, ADHE, SURF grant Applications, December 2018
- Reviewer, Aletheia (the Alpha Chi Undergraduate Journal), File: AX 0171, 2018
- **Reader/Judge**, ADHE, SURF grant Applications, December 2017
- Evaluator/Reviewer, AP United States Government and Politics Course Material, ADHE, 2017
- **Reader/Judge**, ADHE, SURF grant Applications, December 2015.
- **Reader/Judge**, ADHE, SURF grant Applications, December 2014.
- **Reader/Judge**, ADHE, SURF grant Applications, December 2012.
- Reader/Judge, ADHE, SURF grant Applications, December 2011.

Council on Undergraduate Research

- **Reader/Judge**, Council on Undergraduate Research (CUR), Student Undergraduate Posters on the Hill (SUPoH) Competition submissions, December 2014.
- Reader/Judge, CUR, SUPoH Competition submissions, December 2013.
- **Reader/Judge**, CUR, SUPoH Competition submissions, December 2012.

Events at UAM

- **Organizer**, 2020 9-11 Remembrance Event; the Event included the following:
 - 5 Day Virtual Program of Events including:
 - Health Advice Website: Dealing with COVID-19
 - Community First interviews by Dr. John Davis with. Monticello Mayor Paige Chase, Arkansas State Representative LeAnne Burch, Arkansas State Senator Eddie Cheatum, U.S. Congressional Representative from Arkansas Bruce Westerman
 - Featured Speech by UAM alumni and nationally recognized poet and author J. Chester Johnson.
 - Greeting from U.S. Congressional Senator from Arkansas John Boozman.
 - Presentation of Winners of the Community Empowerment Creative Competition.
 - A Public Event where UAM Faculty and students played instruments, read original work, recited the work of others related to 9-11 and/or gave oral histories of their experiences on 9-11-2001.
 - Service Project where students prepared and delivered COVID-19 Response Packages of food to local families in need and duffel bags with toiletries for the children at the Vera Lloyd Presbyterian Family Services Foster Home and the Arkansas Baptist Home for Children in Monticello, Arkansas.
- Organizer, 2019 9-11 Remembrance Event; the Event included the following:
 - Breakfast around the UAM Clock tower and a display of firetrucks and paramedic vehicles.
 - *Moments of Silence* for first responders to correspond with the impact times on 9-11.
 - Talks to students by different first responder groups.
 - o Lunchtime Lectures by U.S. Veteran Terry Clausen and UAM Professor Sarah Bloom.
 - Service Project (in conjunction with the Monticello Tree Board) where students help to prune and take care of trees at a local park.
 - Panelist, Sep 2015, Roundtable Faculty Discussion of the UAM First-Four Week's Initiative.
- **Panelist**, (Aug 2015), Faculty Panel Discussion on 'Teaching Excellence,' Professional Development Week, UAM.
- Moderator, (2012), *Foreign Film Festival*, Roundtable Discussion of Iranian Film: "Ambient Sound in Bashu, The Little Stranger," SSBS, UAM.
- Facilitator, (Jan 2011), Memories (by Dr. Edison K. Strong) of World War II Display, UAM Library
- Facilitator, (2009), Repeat Lecture by Dr. Edison K. Strong (my father) about his WWII experiences
- Facilitator, (2008), Lecture by Dr. Edison K. Strong (my father) about his World War II experiences

Events in Monticello / Drew County

Monticello Public Campaign Forums / Town Halls

- Moderator, Oct 2022, Drew County Sheriff Candidate Town Hall Meeting; held on the UAM Campus.
- Moderator, May 2022, Drew County Judge Candidate Debate; Held on the UAM Campus.

Monticello Tree Board

- Arbor Day Ceremony and Celebration, (2021) Monticello Library, Monticello, AR.
- Arbor Day Ceremony and Celebration, (2020) Jordan Park, Monticello, AR.
- Arbor Day Ceremony and Celebration, (2019) Jordan Park, Monticello, AR.
- *Arkansas World War I Commemorative Ceremony* (2018) and Tree Planting / Arbor Day Ceremony and Celebration with Tree City USA presentation, Monticello Branch Library.
- Arbor Day Ceremony and Celebration, (2017) Monticello Fire Station #1.

UAM 9-11 Remembrance Day

Service Day Projects

- **Organizer, Participant**, 2020 9-11 Remembrance Day Service Project where students/faculty and members of the community prepared COVID Care Packages for local families in need and for the children at the Vera Lloyd Presbyterian Family Services Foster Home and the Arkansas Baptist Home for Children in Monticello, AR.
- **Organizer, Participant**, *2019 9-11 Remembrance Day Service Project* (in conjunction with the Monticello Tree Board) where students helped to prune and take care of trees at a local park.

Veteran Events

- Co-Speaker, 2019, 'What is a Veteran' Talk to First Graders at Drew Central Elementary School.
- Organizer, 2019, 'Coffee for Veterans' on Veterans Day at the Monticello Coffee Company.
- Organizer, 2018, 'Coffee for Veterans' on Veterans Day at the Monticello Coffee Company.

Volunteering / Community Service Events

- Participant, 2019, Monticello Library, Around the World in 80 Bites Event.
- Volunteer, 2015, Special Olympics, Monticello Arkansas
- Participant, 2015, Pan-African Day, held at the Revival Center COGIC, Monticello, AR
- Judge, Apr 2015, Star City Women's League, Scholarship Award Process.

Personal Details, valid as of February 2023

Current Address:

Dr. Carol Strong 418 E Bolling Avenue Monticello, AR 71655 Telephone: 1-870-460-1687 Email address: strong@uamont.edu

Languages: English (native), German (fluent), and Spanish (Conversational) Citizenship: US

APPENDIX D

UAM Institutional Learning Outcomes

CRITICAL THINKING VALUE RUBRIC

for more information, please contact walue@aacu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark I	Not Met 0
Explanation of issues	Issue/problem to beconsidered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be: considered critically is stated without clarification or description.	Not meeting dimensional requirement for Benchmark 1.
Evidence Selecting and using information to investigate a point of view or conclusion.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpointsof experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Not meeting dimensional requirement for Benchmark 1.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Not meeting dimensional requirement for Benchmark 1.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Not meeting dimensional requirement for Benchmark 1.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed, related outcomes (consequences and implications) are oversimplified.	Not meeting dimensional requirement for Benchmark 1.

GLOBAL LEARNING VALUE RUBRIC



for more information, please contact vaulee@aacu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 2	Milestones 2	Benchmark 1	AA Anterestation
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.	Ne rev Be
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.	Not meeting dimensional requirements for Benchmark 1.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent, yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster

individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (Levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

Global Systems: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems s (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) arc influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

APPENDIX E

The Role of Political Science in General

Education Curriculum

The Role of Political Science in General Education Curriculum

General Education classes, to cite Kara Silvers (www.herzig.edu/blog/why-general-educatoin-classes-are-moreimportant-than-you-think; accessed September 2023) "provide background and core skills" that will become increasingly useful as students pursue whatever specialty they choose. More than that, all students are expected to "tackle a wide range of work" once in the workplace, while conducting themselves in a professional manner. Hence, general education classes "help discipline ... [students] for the rigors of more challenging specialized coursework" in a balanced way. By exposing students to a wide range of topics, they are better able to decide what they want to specialize in (as adults), not to mention that they will come to see how the work that they do fits into the overarching fabric of society.

More specifically, *Innovative Solutions* outlines the following reasons to take general education coursework more seriously:

- 1. They increase a student's knowledge base.
- 2. They make students "ready for change."
- 3. They improve a student's communication skills.
- 4. They enhance critical thinking.
- 5. They teach the 'soft (interpersonal) skills' required in the workforce.
- 6. They change a student's "outlook on learning."
- 7. They enhance a student's "civic preparation."

Discussing Point 7 further, *Innovative Solutions* argue that general education classes exist as a "bridge between the core academic requirements and the broader relevance in the real world" (<u>https://inclusive-solutions.com/blog/why-are-general-education-courses-important/</u>). Political Science is particularly important, when general education classes are viewed from this perspective, as it teaches them about government, democracy, and civic engagement.

Role of Political Science as a General Education Class

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

According to Ilana Kowarski (writing for *US News*, 2019; accessed at <u>https://www.usnews.com/education/best-graduate-schools/articles/2019-04-22what-can-you-do-with-a-poltiical-science-degree</u>), the study of political science challenges students to gain insight into the following:

- "How leaders acquire and maintain power. ...
- How social movements start and gain momentum. ...
- How government and other institutions can be run with efficiency and transparency. ...
- Why voters might favor one political candidate over another. ...
- Enable students to make informed predictions about the outcomes of democratic elections."

The student of PSCI 2213 American National Government does all of this and more. It further connects the two sources cited above by pairing knowledge about the dynamics of the democratic process with such important topics as media literacy and the civic role and responsibility of the citizen. PSCI 2233 Comparative Politics and PSCI 2353 World Politics then help students reconcile how domestic politics in the United States and influenced by (and influence) world political processes. In this way, it provides students with knowledge grounded in analysis and contextualized within the broader scope of how society works both domestically and internationally.

It does this, to cite Wake Forest University's 'Why Major in Political Science' webpage (accessed at

<u>https://politics.wfu.edu/why-major-in-political-science</u>) by pairing "humanistic perspectives and scientific skills to examine" political trends (both domestically and abroad), while prompting students to "hone the writing, communications, analytical, and computer skills that re critical to a liberal arts education," both independently and as part of a group of students in class. This, in turn, fosters a sense of "tolerance for others and [a] concern for current affairs" that allows students from between different ideological perspectives to see how they can work together to find workable solutions to social issues.

Political Science and the Overarching General Education Curriculum

Political science serves the University of Arkansas at Monticello through several primary channels. One is the inclusion of a political science course among the general education requirements that must be met by all students earning a baccalaureate degree from UAM or elsewhere among the State of Arkansas' higher education institutions.

Specifically, each student pursuing either an associate and baccalaureate degree program has the option of taking PSCI 2213 American National Government to fulfill the general education requirement: 'American History or government' Category. PSCI 2233 Comparative Politics and 2353 World Politics can be taken to fulfil one of the State Minimum Core Curriculum from the Social Sciences Category.

• PSCI 2213 American National Government (both lecture and online) is an option for every student to fulfill their primary Social Sciences category.

Course	SLOs
PSCI 2213 American	Gain a better understanding of how our country was founded and how this influenced the democratic system that has developed over time.
National Government	Gain a better understanding of the US Constitution and how it has been amended over time and how this relates to the way that the American government operates now and how this process impacts both majority and minority audiences in America.
General Education Course	Have a basic knowledge of the structure and organization of the American Government, including its main institutions, its primary political actors and the concept of federalism.
Pre-Requisite for all upper-division PSCI courses and required for many university-wide degrees.	Gain a grounded knowledge of the American political process through the examination of the U.S. Constitution and consideration of the main philosophical underpinnings of American politics (i.e. James Madison, Thomas Jefferson, Aristotle, etc./strict interpretation or a founder's intent reading of the Constitution)
	Skills Gained or Improved : Critical thinking and analytic skills, writing skills (position paper), working in groups, problem solving skills, presentation skills (i.e. the group project that involves creating a digital information sheet that must be defended orally by the members of the group).
	Workforce Skills : the ability to work to a deadline, the ability to see issues from different perspectives, the ability to interpret media releases, government documents and opinion polls, experience manipulating Word and PowerPoint, and the ability to articulate views rationally in written, oral and technological formats.

The grading component of this course includes three exams (two mid-terms and one final) that include MC/TF questions consisting of definitional and basic analytical questions and limited qualitative questions, as well as a 1500-word position paper and an interactive group project on overcoming poverty in the local community. A passing grade for this course means that the student has at least a general mastery of many different skills and is adequately prepared to progress to next level classes.

Course	SLOs
PSCI 2213 American	Have a basic knowledge of the structure and organization of the American Government, including its main institutions, its primary political actors and the concept of federalism.
National Government	Gain a better understanding of how our country was founded and how this influenced the democratic system that has developed over time.
Online General	Gain a better understanding of the US Constitution and how it has been amended over time and how this relates to the way that the American government operates now.
Education Course	Gain a grounded knowledge of the American political process through the examination of the U.S. Constitution and consideration of the main philosophical underpinnings of American politics (i.e. James Madison, Thomas Jefferson, Aristotle, etc./strict interpretation or a founder's intent reading of the Constitution)
Pre-Requisite for all upper-division PSCI courses and required for many university- wide degrees.	Skills Gained or Improved : Critical thinking and analytic skills (analysing media releases, youtube videos and opinion polls as part of weekly quizzes and additional assignments), writing skills (bi-weekly assignments and short responses), presentation skills (i.e. the creation of schematic depictions of information learned), and working in groups (discussion boards and group tasks embedded in weekly assignments).
	Workforce Skills : the ability to work to a deadline, the ability to process information independently, follow directions and perform tasks based on this knowledge, the ability to see issues from different perspectives, the ability to interpret media releases, government documents and opinion polls, experience manipulating Word and PowerPoint, and the ability to articulate views rationally in written, oral and technological formats.

The grading component of this course includes weekly online quizzes, a closed-book, in-person midterm and final and a series of additional assignments meant to prompt critical thinking, including pre-tests and exercises to help the students learn that week's material in multifaceted and inventive ways. These include but are not limited to the following: 1) creating charts and typologies comparing the different branches of the government; 2) watching politically motivated advertisement and analyzing their impact; 3) analyzing hypothetical situations according to the political theory learned in that chapter; etc. A passing grade for this course means that the student has at least a general mastery of many different skills and is adequately prepared to progress to next level classes.

• PSCI 2223 Comparative Politics and PSCI 2353 World Politics are options to fulfill one of two required classes from each students 'other' Social Sciences category.

Course	SLOs
PSCI 2223 Comparative	Have an appreciation of how the sub-field of comparative analysis has developed over time and why it is critical to gaining a better understanding of an increasingly globalized world.
Politics	Be able to critically analyse key political terms including: nation, state, legitimacy, democracy, modernization, globalization, revolution, mass movement and political violence.
Core Requirement for a PSCI degree and a recommended pre-requisite for all non-US upper-division seminars.	Gain historical perspective of why there are such differentiated developmental levels found throughout the various regions of the world and the countries that comprise them.
	Develop a more holistic understanding of the modernization process, western development and democratization, which in turn will allow a more comprehensive understanding the benefits and challenges of promoting international democratic consolidation.
	Improve their written/verbal skills when analysing issues related to comparative politics.
	Improve their knowledge of the world and be able to locate more countries on the map.