

Department of History and Political Science

Department Review
2005 - 2006 Academic Year

Department Chair: Dr. Richard Gelm
Department Review Chair: Dr. Jason Neidleman

Executive Summary

The Department of History and Political Science offers majors in history, political science, international studies, and social studies and minors in history, political science, and international studies. With few exceptions, all courses for the majors are taught by full-time faculty. The majors can be completed in 41 units for Political Science, 41-42 for History, 41 for International Studies and 54-56 for Social studies. The number of graduates among the on-campus traditional students has remained relatively stable at around 18 for Political Science and seven for History. All majors are advised by full-time faculty. The average class size is around .

The learning outcomes for the Department's majors include *the development of critical thinking and research skills, preparation for graduate study and careers in the public and private sector, demonstrated understanding of the theory and application of students' respective fields, and application of a comparative international or cross-cultural perspective.*

The assessment procedures included a senior exit survey, alumni survey, grade distributions, faculty interviews, analysis of syllabi, a senior exit exam, and senior project evaluations. The findings suggest the following:

1. Students appear to be acquiring a solid foundation in critical thinking, writing, analytical, and research skills. Overall, the data is not as tailored to the learning outcome as it could be if the surveys were altered to directly solicit information about this learning outcome.
2. While there is also a need for better data, preliminary evidence indicates that graduates are well-prepared for graduate study, as well as for careers in the public and private sector.
3. Students are developing a critical understanding of the historical and political context within which they can meaningfully understand their life experiences. However, the data must be more narrowly tailored to this outcome, and certain concrete steps could be taken to connect faculty to students and students to one another.
4. Students are developing an understanding of the theory and application of their respective fields.
5. The breadth and character of courses in the Department reflect attention to a comparative international or cross-cultural perspective. However, more data must be collected to determine whether students are acquiring this perspective and whether they are satisfied with their exposure to this perspective.

Recommendations for action include:

1. Consider the incorporation of specific outcomes for both History and Political Science.

2. Each faculty member should review all his or her syllabi and file a report indicating which courses could benefit from an increased international perspective and how syllabi will be altered to achieve that goal.
3. Tools used for collecting data must be revised to elicit information specific to the learning outcomes.
4. Formalize the process of developing, researching and writing senior projects, and tie the senior project to the methods courses.
5. Ensure that recent versions of all syllabi are available in a central file.
6. Add an essay component to the exit exam in order to measure critical analysis.

I. Mission Statement

The mission of the Department of History and Political Science is to give students a rigorous, challenging, and interdisciplinary education. An understanding of historical and political movements and ideas, skills in analysis and logic, and an appreciation for life-long learning provide a foundation for students to take a role in contemporary affairs.

The rich and diverse education we aim to provide our students fundamentally contributes to the liberal arts vision of the university. The Department's programs will thus prepare students for a variety of careers, including law, business, government, politics, journalism, administration, and research.

II. Learning Outcomes

Outcome 1: Students will develop critical thinking, writing, analytical and research skills.

Outcome 2: Students will be prepared for graduate study, as well as for careers in the public and private sectors.

Outcome 3: Students will develop a critical understanding of the historical and political context within which they can meaningfully understand their life experiences.

Outcome 4: Students will demonstrate an understanding of the theory and application of their respective fields.

Outcome 5: Students will make use of a comparative international or cross-cultural perspective.

III. Program Description

A. Organization

The Department of History and Political Science offers majors in history, political science, international studies, and social science and minors in history, political science, and international studies. The Department is part of the Social Sciences Division.

B. Faculty

The Department of History and Political Science has 6 full-time faculty. During the 2004-2005 academic year, 50 courses were taught in History, 33 by full-time faculty and 17 by part-time faculty.

Thirty-three courses were taught in Political Science, 31 by full-time faculty and two by part-time faculty.

C. Courses

A major in History comprises 41-42 units, while Political Science requires 41 units, International Studies requires 41 units, and Social Science requires 54-56 units. For all majors, completion of a senior project is required, consisting of original research in the student's major field.

Courses recently added include:

HIST 317 Los Angeles: The Study of a City
HIST 338 Nineteenth Century Europe
HIST 412 Great Depression and WWII
HIST 410 The American West
PLSC 375 Contemporary Political Theory
PLSC 420 Peace and War
PLSC 389 The Study of Politics
PLSC/HIST 378 American Political Thought
PLSC/HIST 469 Government and Politics in the Middle East

Learning Outcomes covered in Course Syllabi

All course syllabi were determined to fully meet outcomes 1-4. Table 1 indicates how well all course syllabi met outcome 5.

Table 1

Course number	Course title	Outcome 5: International Perspective
PLSC 301	American Government and Politics	1
PLSC 304	Contemporary Legal Issues	2
PLSC 320	Political Behavior	0
PLSC 321	Political Parties and Interest Groups	1
PLSC/HIST 351	International Relations	1
PLSC 363	Politics of Developing Nations	3
PLSC 371	Classical Political Philosophies	1
PLSC 373	Modern Political Theory	1
PLSC/HIST 407	Constitutional Law	0
PLSC 410	Congress and the Presidency	1
PLSC 416	State and Local Politics	1
PLSC 420	Peace and War	2
PLSC 451	International Law and Organizations	3
PLSC 452	Comparative Government and Politics	3
PLSC/HIST 469	Government and Politics in the Middle East	3
GEOG 201	Introduction to Geography	3
HIST 101	World Civilization I	3
HIST 102	World Civilization II	3
HIST 110	United States History and Cultures	2
HIST/PLSC 311	Development of American Democracy I	2
HIST/PLSC 312	Development of American Democracy II	2

HIST 316	California History	2
HIST 332	Medieval and Renaissance Europe	1
HIST 333	Early Modern Europe	1
HIST 336	French Revolution and Napoleon	1
HIST 351	History of Latin America	3
HIST 353	History of Mexico	3
HIST 389	Approaches to History	2
HIST 410	The American West	1
HIST 411	Civil War and Reconstruction	2
HIST 412	Great Depression and WWII	2
HIST 413	United States Since WWII	1
HIST 439	Modern Europe, 1900-present	2
HIST 464	Modern China and Japan	2

Legend	
Score	Extent to which competency is satisfied
0	Not at all
1	Somewhat
2	Moderately
3	Thoroughly
	N/A

Analysis of Data

With respect to outcome 5, the conclusion of the Department was that some courses in both History and Political Science should be updated to reflect the Department's Mission Statement. In some cases, courses receiving low scores need not be altered. In others courses could be improved and updated by incorporating an international perspective.

D. Majors

Table 2

Department of History and Political Science Graduation Statistics by Term					
Term Graduated	History	International Studies	Political Science	Social Science	Totals by Term
Spring 2003	8	1	7	4	20
Summer 2003	2				2
Fall 2003			5	2	7
Interterm 2004		1			1
Spring 2004			6	6	12
Summer 2004			3		3
Fall 2004			10	4	14
Winter 2004-5			4		4
Spring 2005	7		10	3	20
Fall 2005			1		1
Summer 2005			1	1	2
Spring 2006	5	1	7	1	
Totals	22	3	54	21	86

Majors have remained steady in each field. Going back further, we have seen increased enrollments in History and Social Science (although Social Science enrollments dipped in 2005-6).

E. Course Enrollments

Course enrollments are given in Appendix I. Occasionally, courses have enrollments under 10. This occurs in elective courses not specifically required for the major. These courses are necessary for majors to round out their major requirements.

F. Advising

Only full-time faculty advise traditional age undergraduate students. Appendix II shows the faculty advisors and their advisees. The number of advisees assigned to faculty range from 4 to 42.

In 2004, the Department began to offer an annual seminar on career opportunities for students majoring in History and Political Science.

IV. Assessment Procedures

The following procedures were used to assess learning outcomes.

A. Grade Distributions

Grade distributions of courses during the 2004 - 2005 academic year were examined (See Appendix III). Grade distributions indicate exemplary performance by students, tempered by the Department's high standards and strong stance against grade inflation.

B. Alumni Survey

Alumni who graduated from ULV with a major in the Department of History and Political Science were surveyed. Surveys were sent out by mail and were returned by 19 students. Appendix IV includes the specific answers given by respondents as well as a table aggregating their responses.

C. Syllabus review

Recent syllabi and course outlines were reviewed for each of Department's courses to identify different areas of competency and the degree to which they were covered. Table 1 displays the results of that review.

D. SWOT analysis

A SWOT analysis was prepared by Aghop Der-Karabetian. It appears in Appendix V.

E. Senior Exit Survey

Exit surveys were administered to graduating students in the senior seminar course in the spring 2006 semester. They are collected in Appendix VI.

F. Exit Exam

Exit exams were given in the spring 2006 senior seminar course. Different exams were designed for History and Political Science graduates and were tailored to their selection of courses. Examples of the exit exams appear in Appendix VII. Unfortunately, the multiple choice framework of the exam is not representative of the types of questions asked within the Department's majors. Nonetheless, questions were written to elicit the kind of knowledge emphasized in those majors.

G. Senior Project Evaluations

i. Evaluation of Written Project

Beginning in the fall semester of 2005, instructors began to complete standardized evaluations of written senior projects. This will allow the Department to assess its progress with respect to the quality of senior projects.

ii. Evaluation of Oral Presentation

Beginning in the fall semester of 2005, instructors began to complete standardized evaluations of oral presentations of senior projects. This will allow the Department to assess its progress with respect to the quality of oral presentations of senior projects.

Examples of senior project evaluations appear in Appendix VIII

V. Findings

A. General Outcomes

Outcome 1: Students will develop critical thinking, writing, analytical and research skills.

The **senior exit survey** (Appendix VI) did not solicit an explicit evaluation of this learning outcome. However, the survey does indicate that 79% of seniors felt they received the appropriate exposure to theory, information and facts in their major, and 77% felt they received appropriate exposure to the application of theory in practical settings.

Among the 19 alumni who responded to the **alumni survey**, 94% felt that they improved their writing skills and analytical skills, while 100% felt they improved their research skills.

The **syllabus analysis** indicated that the Department's courses did a good job of emphasizing these skills.

Inspecting the **distribution of grades** (Appendix III) across all courses showed that 24% of all grades are A's and 37% are B's (excluding one outlier). Generally speaking, grade distributions are often used to monitor grade inflation, and fairly so. However, they can also be looked at as performance measures and indicators of mastery of content, as faculty prefers to see them. Philosophically, the Department of History and Political Science takes a strong stance against grade inflation. Within that context, the percentage of students performing at a high level is encouraging.

The **senior project evaluations** show strong performance with respect to those critical thinking and research skills (Appendix VIII.i, section A)

The multiple choice format of the **exit exam** made it difficult to measure critical thinking and research skills. However, questions were designed to measure these skills to the extent possible. Students answered 53% of the questions accurately, on average.

The **SWOT interviews** indicate confidence in the faculty's ability to build these skills in students.

In summary, by almost all of these measures, students appear to be acquiring a solid foundation in critical thinking, writing, analytical, and research skills. The exit exam is the sole exception. Overall, the data is not as tailored to the learning outcome as it could be if the surveys were altered to directly solicit information about this learning outcome.

Outcome 2: Students will be prepared for graduate study, as well as for careers in the public and private sectors.

The **senior exit survey** (Appendix VI) did not ask about graduate study or career preparation, in part because graduating seniors are generally not yet in a position to evaluate this question. The Department does require a senior project, which directly prepares students for graduate-level research. Eighty-three percent of graduating seniors were either satisfied or very satisfied with their senior project experience.

The **alumni survey** did not ask about graduate study or career preparation. However, it did ask about the application of theory in practical settings. Seventy-seven percent of alumni were satisfied with the practical application of theory, while 23% would have preferred to have more.

The **SWOT interviews** indicate that faculty are confident the Department is effectively preparing students for graduate study and professional careers.

In summary, while there is a need for better data in this area, the preliminary evidence indicates that graduates are well-prepared for graduate study, as well as for careers in the public and private sector.

Outcome 3: Students will develop a critical understanding of the historical and political context within which they can meaningfully understand their life experiences.

The **senior exit survey** (Appendix VI) did not solicit an explicit evaluation of this learning outcome, however it did ask students whether they were satisfied the Department's emphasis on the ethical and historical contexts of the majors. Seventy-seven percent were satisfied with the attention paid to ethical issues, while 81% were satisfied with the attention paid to historical context. Nineteen percent would like more attention paid to ethical and historical context.

The **alumni survey** did not emphasize this outcome. However, when asked about the greatest strength of the major, the most frequent answer referred to the development of skills such as analytical, writing, research, process and verbal communication.

The **SWOT interviews** indicate that faculty are confident in their ability to facilitate this understanding. However, overuse of part-time faculty, reliance on the lecture format, and the absence of a common space for students and faculty all undermine the Department's ability to relate the majors to students' life experiences.

In summary, students appear to be achieving this outcome, however, the data must be more narrowly tailored to this outcome, and certain concrete steps could be taken to connect faculty to students and students to one another.

Outcome 4: Students will demonstrate an understanding of the theory and application of their respective fields.

In the **senior exit survey** (Appendix VI), 79% of seniors felt they received the appropriate exposure to theory, information and facts in their major, and 77% felt they received appropriate exposure to the application of theory in practical settings. Thirteen percent felt they received too much exposure to theory, information and facts, while eight percent would have liked more. There were zero responses indicating that there was too much exposure to the application of theory in practical settings, while 23% would have liked more exposure.

The **alumni survey** did not ask about this outcome directly, but respondents indicated satisfaction with faculty expertise in their respective fields. They also expressed satisfaction with their exposure to their respective fields.

The **syllabus analysis** indicated that the Department's courses did a good job of emphasizing these skills.

The **distribution of grades** (Appendix III) across all courses showed that 24% of all grades are A's and 37% are B's (excluding one outlier). The Department of History and Political Science takes a strong stance against grade inflation. Within that context, the percentage of students performing at a high level is encouraging.

The **senior project evaluations** do not refer specifically to this outcome. However, the overall performance of students suggests strong understanding of the theory and application of their respective fields.

The **exit exam** indicates room for improvement with respect to this outcome. As is frequently the case, it was difficult to tailor multiple choice questions to this broad, complicated outcome. However, overall performance on the exam can be seen as an indicator of student achievement with respect to this outcome. Students answered 53% of the exam questions accurately, on average.

The **SWOT interviews** indicate confidence that this knowledge is being effectively communicated to students.

In summary, by almost all of these measures, students appear to be developing an understanding of the theory and application of their respective fields. The exit exam is again the exception.

Outcome 5: Students will make use of a comparative international or cross-cultural perspective.

The **senior exit survey** (Appendix VI) did not solicit an explicit evaluation of this learning outcome. Seventy-seven percent were satisfied with the attention paid to ethical issues, while 81% were satisfied with the attention paid to historical context. Nineteen percent would like more attention paid to ethical and historical context.

The **alumni survey** did not ask specifically about this learning outcome. Alumni were asked for their favorite and least favorite aspects of their major. Two of 19 students emphasized and criticized the Department for its lack of emphasis on diversity issues. No respondents indicated that diversity was a strength of the Department.

The **syllabus analysis** (Table 1, column A) indicated that many of the Department's courses adopted a comparative international or cross-cultural perspective.

The **exit exam** was not designed to test competence with respect to this outcome.

The **SWOT interviews** indicate faculty satisfaction with the breadth of courses offered in Political Science. However, one of the challenges referred to a lack of coverage of Latin America, Middle East, Asia and Africa.

In summary, the breadth and character of courses in the department reflect attention to a comparative international or cross-cultural perspective. However, more data must be collected to determine whether students are acquiring this perspective and whether they are satisfied with their exposure to this perspective.

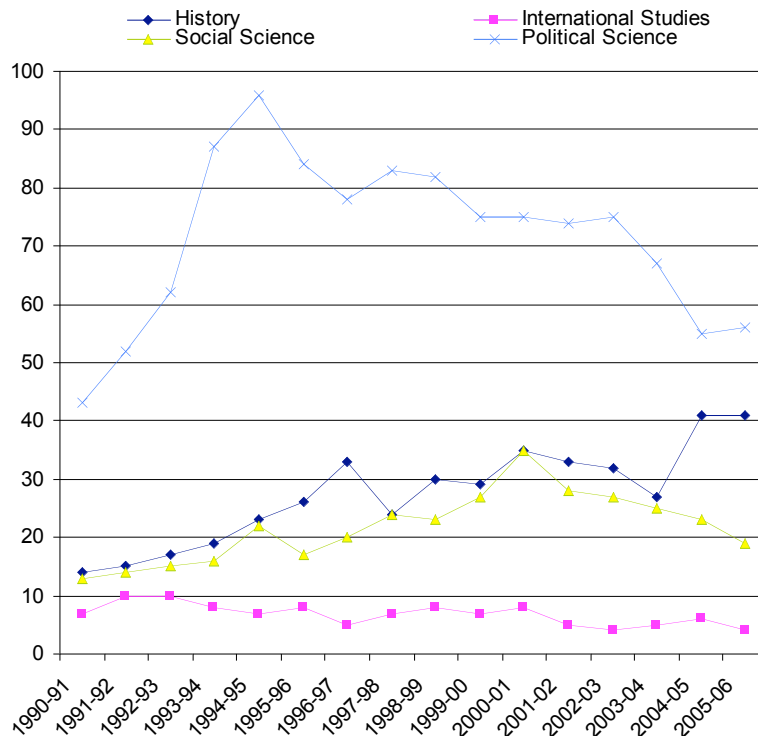
VI. Recommendations for Action

1. Consider the incorporation of specific outcomes for both History and Political Science.
2. Each faculty member should review all his or her syllabi and file a report indicating which courses could benefit from an increased international perspective and how syllabi will be altered to achieve that goal.
3. Tools used for collecting data must be revised to elicit information specific to the learning outcomes.
4. Formalize the process of developing, researching and writing senior projects, and tie the senior project to the methods courses.
5. Ensure that recent versions of all syllabi are available in a central file.
6. Add an essay component to the exit exam in order to measure critical analysis.

Appendix I

Enrollment of History, International Studies, Social Science, and Political Science (1990-2006)

ACADEMIC_YEAR	History	International Studies	Social Science	Political Science
1990-91	14	7	13	43
1991-92	15	10	14	52
1992-93	17	10	15	62
1993-94	19	8	16	87
1994-95	23	7	22	96
1995-96	26	8	17	84
1996-97	24	5	20	78
1997-98	24	7	24	83
1998-99	30	8	23	82
1999-00	29	7	27	75
2000-01	35	8	35	75
2001-02	33	5	28	74
2002-03	32	4	27	75
2003-04	27	5	25	67
2004-05	41	6	23	55
2005-06	41	4	19	56



Note: The total number of students enrolled in a Academic Year includes all unduplicated enrolled students (with a "Y" for its registration status) of all terms from Fall to Summer. Should you have any questions or concerns regarding this file, please contact Yingxia Cao, Office of Institutional Research, at ycao@ulv.edu or ext 4235.

Appendix II

Advising record, provided by the Student Advising Office

ID	Name	Campus	Last Reg	Advisor	Primary Major
10849216	Tigerino, Adolfo Antonio	Main	Spring 2006	Adongo, Patricia	Political Science
10928959	Cacchione, Samantha M.	Main	Fall 2006	Amini, Gitty	Political Science
10928965	Castillo, Laura Y.	Main	Fall 2006	Amini, Gitty	Political Science
10924191	Coniglio, Jeret L.	Main	Fall 2006	Amini, Gitty	History
10135723	Fullwood, Faridah	CAPA	Spring 2005	Amini, Gitty	Political Science
10889068	Guevara, Vania J.	Main	Fall 2006	Amini, Gitty	Political Science
10249588	Kerr, Lara Christine	Main	Spring 2006	Amini, Gitty	Political Science
10945422	Lamb, Megen M.	Main	Fall 2006	Amini, Gitty	History
10886929	Lumbreras, Alejandra	Main	Spring 2006	Amini, Gitty	Political Science
10824740	Moon, Lauren Marie	Main	Fall 2006	Amini, Gitty	Political Science
10238045	Nadjaryan, Alisa	Main	Fall 2006	Amini, Gitty	Political Science
10926075	Padron, Naomi Leilani	Main	Fall 2006	Amini, Gitty	Political Science
10904755	Patterson, Jala L.	Main	Fall 2006	Amini, Gitty	Political Science
10926081	Quesada, Michael Matthew	Main	Fall 2006	Amini, Gitty	Political Science
10924499	Ramirez, Diana B.	Main	Fall 2006	Amini, Gitty	Political Science
10929882	Rodriguez, Felicia Renee	Main	Fall 2006	Amini, Gitty	Political Science
10278883	Rohn, Steven	Main	Fall 2006	Amini, Gitty	International Studies
10256047	Rothmeyer, Scott J.	Main	Spring 2006	Amini, Gitty	Political Science
10824690	Khardin, Shaun Morgan	Main	Fall 2005	Barrett, Robert	Social Science
10930066	Nakai, Tsukasa Richard	Main	Fall 2006	Bishop, Eric	History
10928703	Baca, Jennifer Ann	Main	Fall 2006	Gelm, Richard	Political Science
10272645	Bacher, Blaine M.	Main	Spring 2006	Gelm, Richard	History
10927962	Baldrige, Jodi	Main	Fall 2006	Gelm, Richard	History
10870854	Bolster, Brian H.	CAPA	Fall 2006	Gelm, Richard	Political Science
10285739	Boone, Robert	Main	Fall 2006	Gelm, Richard	Political Science
10272867	Charoonratana, Victor V.	Main	Fall 2006	Gelm, Richard	International Studies
10850024	Connair, Jeremy T.	Main	Fall 2006	Gelm, Richard	Political Science
10165860	Courneya, Scott James	CAPA	Spring 2006	Gelm, Richard	Political Science
10849388	Cunningham, Jack Robert	Main	Fall 2006	Gelm, Richard	Political Science
10824537	Daniel, Janelle E.	Main	Spring 2005	Gelm, Richard	Political Science
10285135	Diaz, Dana Marie	Main	Spring 2006	Gelm, Richard	Political Science
10953030	Dugan, Lyndsey M.	Main	Fall 2006	Gelm, Richard	Political Science
10278063	Escalona, Kristin L.	Main	Fall 2006	Gelm, Richard	Political Science
10244899	Gonzalez, Noreen Regina	Main	Fall 2006	Gelm, Richard	Political Science
10928025	Gutierrez, Maribel A.	Main	Fall 2006	Gelm, Richard	Political Science
10943059	Jordan, Ryan Patrick	Main	Fall 2006	Gelm, Richard	History

10857296	Kera, John	CAPA	Summer 2006	Gelm, Richard	Political Science
10923009	Kimble, Katherine Rose	Main	Fall 2006	Gelm, Richard	Political Science
10889687	Martinez, Ramon B.	Main	Fall 2006	Gelm, Richard	Political Science
10893274	McLaughlin, Jessica Leigh	Main	Fall 2006	Gelm, Richard	Political Science
10285602	McPartland, Andrew J.	Main	Fall 2006	Gelm, Richard	Political Science
10952199	Moorehead, Beau Robert	Main	Fall 2006	Gelm, Richard	Social Science
10846895	Moreno, Sabdy S.	Main	Fall 2006	Gelm, Richard	Political Science
10871399	Nitta, Lindsey K.	Main	Spring 2006	Gelm, Richard	Political Science
10269491	Oden, Kristy Maria Elisa	CAPA	Fall 2004	Gelm, Richard	Political Science
10929754	Quezada, Monique Marquez	Main	Fall 2006	Gelm, Richard	Political Science
10270704	Rodriguez, Erma Yaneth	Main	Fall 2006	Gelm, Richard	Political Science
10883917	Savage, Drew Allan	Main	Fall 2006	Gelm, Richard	Political Science
10848480	Snapp, Amanda C.	Main	Fall 2006	Gelm, Richard	Political Science
10924442	Van Dran, Megan E.	Main	Fall 2006	Gelm, Richard	History
10868195	Venegas, Matthew P.	CAPA	Fall 2006	Gelm, Richard	Political Science
10212393	Nguyen, Steven Duc	Main	Spring 2006	Good, Harvey	Political Science
10887011	Llanos, Fernando	Main	Fall 2006	Kinzie, Stephen	History
10882925	Loya, Jacqueline Ann	Main	Fall 2006	Labinger, Andrea	History
10850055	Steff, Madison Taylor	Main	Fall 2006	Lising, Adrian	Social Science
10888339	Ausman, John T.	Main	Fall 2006	Marcus, Kenneth	History
10901430	Chiaromonte, Francesca M.	Main	Fall 2006	Marcus, Kenneth	History
10889423	Garcia, Jorge A.	Main	Fall 2006	Marcus, Kenneth	History
10262924	Gomez, Wendy Elena	CAPA	Spring 2006	Marcus, Kenneth	History
10864375	Keating, Jacob D.	Main	Fall 2006	Marcus, Kenneth	History
10826972	Partida, Efrain	Main	Fall 2006	Marcus, Kenneth	History
10829631	Turner, II, Charles Edward	Main	Fall 2005	Marcus, Kenneth	History
10275424	Aceves, Jonathan Christo	Main	Spring 2006	Neidleman, Jason	Political Science
10888879	Alvarez, Mariela Isabel	Main	Fall 2006	Neidleman, Jason	Political Science
10887812	Angeliyan, Edith	Main	Fall 2006	Neidleman, Jason	Political Science
10850119	Carrillo, Alfred A.	Main	Fall 2006	Neidleman, Jason	History
10850661	Coleman, Kathryn Jane	Main	Fall 2006	Neidleman, Jason	Political Science
10277303	Elsasser, Amanda Michelle	Main	Spring 2006	Neidleman, Jason	Political Science
10312904	Fatima, Rida	Main	Spring 2006	Neidleman, Jason	Political Science
10847514	Fuentes, Alfredo	Main	Fall 2006	Neidleman, Jason	History
10847040	Lester, Alex David	Main	Fall 2006	Neidleman, Jason	Political Science
10108497	Lopez, Cynthia M.	Main	Fall 2006	Neidleman, Jason	Political Science
10221250	Lucas, Adriana Alicia	Main	Spring 2006	Neidleman, Jason	Political Science
10887584	Martinez, Krystle	Main	Fall 2006	Neidleman, Jason	Political Science
10901274	Quach, Ana	Main	Fall 2006	Neidleman, Jason	Political Science
10850464	Smith, Tiffani Jonelle	Main	Fall 2006	Neidleman, Jason	History
10882834	Smith, Tyler D.	Main	Fall 2006	Neidleman, Jason	Political Science
10287126	Valderrama, Xasha Jenise	Main	Fall 2006	Neidleman, Jason	Political Science
10887713	Wilson, Jr., Kenneth Edward	Main	Fall 2006	Neidleman, Jason	Political Science

10317494	Koullias, Steven	Athens	Spring 2003	Nonemaker, Patti	Political Science
10318957	Orth, Renata	Athens	Spring 2004	Nonemaker, Patti	Political Science
10318678	Peppers, Joanna Paola	Athens	Spring 2004	Nonemaker, Patti	Political Science
10278370	Sokos, Athanasios	Athens	Spring 2004	Nonemaker, Patti	Political Science
10318968	Spyropoulos, Alexandros	Athens	Spring 2004	Nonemaker, Patti	Political Science
10105177	Stafford, Thomas	Athens	Spring 2004	Nonemaker, Patti	Political Science
10317990	Tsopela, Mayia	Athens	Spring 2003	Nonemaker, Patti	Political Science
10318426	Varsos, Margaret	Athens	Spring 2004	Nonemaker, Patti	Political Science
10318724	Villanueva, John Andrew	Athens	Summer 2004	Nonemaker, Patti	Political Science
10882114	Gordon, Guy T.	CAPA	Spring 2006	Ramirez, Elizabeth	History
10228802	Harrison, Blake Gardiner	Main	Fall 2006	Reed, Jonathan	History
10928966	Castro, Evelyn M.	Main	Fall 2006	Roberts, Deborah	History
10928966	Castro, Evelyn M.	Main	Fall 2006	Roberts, Deborah	Political Science
10927830	Pride, Briana Colleen	Main	Fall 2006	Roberts, Deborah	Political Science
10923077	Sankey, Benjamin Alan	Main	Fall 2006	Roberts, Deborah	History
10930041	Austin, Joanne D	CAPA	Fall 2006	Sayles, Stephen	History
10818383	Beshore, Alexander	CAPA	Spring 2006	Sayles, Stephen	History
10891715	Carrasco, Daniel M.	Main	Fall 2006	Sayles, Stephen	History
10822589	Chacon, Derek Anthony	Main	Spring 2006	Sayles, Stephen	History
10817121	Collier, Anne Elizabeth	CAPA	Fall 2006	Sayles, Stephen	History
10844546	Cooper, Gail Beth	CAPA	Spring 2005	Sayles, Stephen	Social Science
10200668	Cooper, Robert Sean	CAPA	Fall 2005	Sayles, Stephen	History
10882887	Cornejo, Crystal Lorraine	Main	Fall 2006	Sayles, Stephen	Political Science
10840048	Cota, Johnny	CAPA	Fall 2005	Sayles, Stephen	Social Science
10850606	DelRio, Jimmy	Main	Fall 2006	Sayles, Stephen	History
10850606	DelRio, Jimmy	Main	Fall 2006	Sayles, Stephen	Political Science
10885664	DeSouza, Cerina A.	Main	Fall 2006	Sayles, Stephen	Social Science
10906102	Duran, Kenneth Andrew	CAPA	Fall 2006	Sayles, Stephen	Social Science
10104687	Ferreira, Gustavo Antonio	Main	Fall 2006	Sayles, Stephen	Social Science
10238223	Fleischhacker, Amanda Gayle	Main	Fall 2006	Sayles, Stephen	Social Science
10824592	Flores, Leslie Ann	Main	Fall 2006	Sayles, Stephen	Social Science
10143106	Gutierrez, Frank J.	CAPA	Spring 2005	Sayles, Stephen	Social Science
10263347	Haldeman, Jason Edward	Main	Fall 2006	Sayles, Stephen	History
10148085	Hendison, Laura Leigh	CAPA		Sayles, Stephen	Social Science
10815350	Holmes, Dameon Adam	CAPA	Spring 2006	Sayles, Stephen	History
10839202	Joanis, Brandon	CAPA	Spring 2006	Sayles, Stephen	Social Science
10922356	Johnson, Gina S	CAPA	Fall 2006	Sayles, Stephen	Social Science
10913940	Lerma, Luis E	CAPA	Fall 2006	Sayles, Stephen	History
10173424	Miraldi, Paul Walter	CAPA	Spring 2006	Sayles, Stephen	Social Science
10824742	Moore, Lenny Martell	Main	Fall 2006	Sayles, Stephen	Social Science
10822697	Mulchin, Benjamin Nicholas	Main	Fall 2006	Sayles, Stephen	Social Science
10914285	Neal, Shalmar Howard	CAPA		Sayles, Stephen	History
10843263	Niewiarowski, Michael James	Main	Fall 2006	Sayles, Stephen	Social Science

10312875	Ochoa, Alma	CAPA	Spring 2006	Sayles, Stephen	History
10889694	Palacios, Marcie D.	Main	Fall 2006	Sayles, Stephen	Social Science
10850038	Pamplona, Mario S.	Main	Fall 2006	Sayles, Stephen	History
10893496	Rawson, Brent	Main	Fall 2006	Sayles, Stephen	History
10909178	Recendez, Manuel	CAPA	Fall 2006	Sayles, Stephen	Social Science
10191258	Richardson, Jimmy Donald	Main	Fall 2006	Sayles, Stephen	Social Science
10838768	Robles, Thomas M.	CAPA	Spring 2006	Sayles, Stephen	History
10862579	Rodriguez, Andrew C.	Main	Fall 2006	Sayles, Stephen	Social Science
10884031	Roelle, Joseph M.	Main	Fall 2006	Sayles, Stephen	History
10881233	Salcedo, Jovannie V.	Main	Fall 2006	Sayles, Stephen	History
10872691	Terrones, Michael R.	Main	Fall 2006	Sayles, Stephen	History
10864545	Tillehkooh, Andrew Arian	Main	Fall 2006	Sayles, Stephen	History
10258126	Toscano, Roxana Elizabet	Main	Fall 2006	Sayles, Stephen	History
10843278	Watkins, Kathryn E.	Main	Fall 2006	Sayles, Stephen	Social Science
10875821	Catchings, David L.	Main	Spring 2005	Smith, Bailey	Social Science
10905723	Anderson, Taylor D.	Main	Fall 2005	Somvichian, Kamol	Political Science
10883798	Diaz, Shanae Marie	Main	Fall 2006	Somvichian, Kamol	Political Science
10849398	Ferreira, Juan	Main	Fall 2006	Somvichian, Kamol	History
10901045	Waddell, Dean P.	Main	Fall 2006	Somvichian, Kamol	Political Science
10946081	Prioleau, Kelly A.	Main	Fall 2006	Wagoner, Zandra	Political Science

Appendix III

History and Political Science Grade Distribution for Fall 2004 to Summer 2005																				
Subject	Course #	A	A-	AUD	B	B-	B+	C	C-	C+	CRD	D	D+	F	INC	IP	NCR	NG	WF	Totals
HIST	311	1	1		1	4	1	7		1		1		3						20
HIST	312	1	1		1	1	1	1		1		2	1	2	2					14
HIST	316	6	7	1	7	6	4	5		2		1		2			2			43
HIST	333	1																		1
HIST	336	1			8	2	2	1				1		1						16
HIST	351	21	3		4		1	1							1				3	34
HIST	389	1	4		3				2					1						11
HIST	399	1																		1
HIST	407				2		1													3
HIST	409	9	5		12	2		2		4		2		3						39
HIST	411													1						1
HIST	413	3	1		3	2	1	1		4		1		3	1					20
HIST	433		1																	1
HIST	439	4			4	2	1	5				2		1						19
HIST	469		1		2			1											1	5
HIST	471		1		2	1	2													6
HIST	499	5	1		1	1	1							2						11
PLSC	301	15	13		14	11	8	22	11	12	11	2		13	1		6		2	141
PLSC	311	1					1	1												3
PLSC	312		1					2		1		2								6
PLSC	320	2			2	1	1	1	1	3				2						13
PLSC	332	2	1			2				3				1						9
PLSC	351		2		3	11	7	2	1	4	1		1	5					1	38
PLSC	352	1														1				2
PLSC	371	1	1		4	2	3			1								1	1	14
PLSC	373		1		3	2	1			1										8
PLSC	389		4		1	5	2			3				2						17
PLSC	399				1															1
PLSC	407	2	1		1	2	2													8
PLSC	409	1	1		2			3		1			1	2						11
PLSC	410		1		4	3	2	2	1	1									1	15
PLSC	416	5	1		3	4		1											1	15
PLSC	451	1	1				2												1	5
PLSC	452	1	2		1	1	3													8
PLSC	469	1	2		3	2	2		1		1						1		2	15
PLSC	471	1	4		4	3	1	1		3					1				1	19
PLSC	497	1																		1
PLSC	499	11	1				1		1					2	2	1				19
Grade Totals:		100	63	1	96	70	51	59	18	45	13	14	3	46	8	2	9	1	14	613

Appendix IV

Alumni Survey Report

Prepared by: Aisha Dixon-Peters and Brooke Bombola, Psy. D. research assistants

December, 2005

The following is the report of the content analysis of responses to the open-ended questions of 19 alumni surveys from the Department of History and Political Science. The summary is followed by tables detailing the themes present in responses to the individual items in the survey.

Summary

Strengths

1. The majors facilitate improvement in skills such as analysis, writing, research and verbal communication.
2. Courses and assignments are challenging
3. Faculty-student interactions are appreciated
4. Favored courses were of high variety in both history and political science
5. Graduates work in very diverse employment settings

Weaknesses

1. Advisement efforts lacked career orientation
2. There is much focus on memorization and lecture format
3. There is lack of exposure to Africa and Latin America in the curriculum
4. There is lack of preparation in statistical/quantitative skills

Opportunities and recommendations

1. Provide internship experiences regularly
2. Offer courses specifically focused on quantitative and research skills
3. Offer courses covering Africa and Latin America
4. Provide career based advisement

Question 13. The greatest strength of your major was:

Response	Frequency (N=26)	Percentage
Facilitated improvement in student skills	12	46.2%
Writing skills	5	
Analytical skills	3	
Research skills	2	
Process skills	1	
Verbal communication skills	1	
Curriculum	9	34.6%
Rigor	2	
Variety of subjects	1	
American History	1	
American Government	1	
Thesis	1	
Reading material	1	
Small class sizes	1	
Focus on international relations	1	
Faculty	4	15.4%
Faculty-student relations	2	
Advisement providing students with direction	1	
Faculty (general positive response)	1	
Department (general positive response)	1	3.8%

Among the 19 alumni who submitted responses for the inquiry about the greatest strength of their major, the most frequent response indicated that the major facilitated improvement in various skills such as analytical, writing, research, process, and verbal communication (N=26). For example, one of these alumni stated, "The ability to research information and analyze the material and relax the information back orally and written. This is a life long strength that will make me an effective employee in any position that my career takes me." The second most frequent response referred courses or assignments within the curriculum as the greatest strength of the major (n=9). One respondent stated, "The thesis experience I found to be the greatest strength...I feel it gives a challenging opportunity for students to put their research in writing skills into practice." Approximately 15.4% of the responses credited faculty as the greatest strength in the major (n=4). Some of these respondents explained that it was the advising (n=1) and faculty-student relations (n=2) that were particular strengths among faculty. One respondent reported that the greatest strength of the major was the department (n=1) and stated, "The major was great -My experience at ULV and within the department was very helpful."

Question 14. The greatest weakness in your major:

Themes	Total # of Themes (N=17)	Percentage of total themes
Faculty/Advisement	9	52.9%
Professional development	2	
Poor advisement	2	
Subjective evaluation standards	1	
Lack of current terminology	1	
Lack of empathy	1	
Too much emphasis on memorization	1	

	Too lecture-oriented	1	
Curriculum		8	47.1%
	Lack of diversity in ethnic studies courses/major	2	
	Lack of analytical/statistical training	2	
	European History course	1	
	Lack of field experience	1	
	Variety of courses offered	1	
	International relations	1	

The responses regarding the greatest weakness of the major fell nearly equally into one of two groups: faculty/advisement (n=9) or curriculum (n=8). Responses regarding the faculty concerned the amount of professional development (2), poor advisement (2), subjective evaluation standards (1), lack of empathy for students (1), lack of the use of current terminology (1), and too much emphasis on memorizing the material (1) and lecture (1). One response regarding faculty stated, "The greatest weakness was the program's lack of guidance in orienting students to possible career opportunities. I wish professors would've mentioned more about where our degree could lead us in the future." In regards to lack of empathy as a weakness, an alumnus stated, "One instructor's inability to look at life from the students' point of view". The response concerning subjective evaluation standards as a weakness was, "The way that the professors taught the classes differently. They used different materials and different types of exams. It appeared sometimes to be very subjective grading." The alumnus' response regarding the lack of current terminology was, "weaknesses of development of current terminology used in the field, 'paradigms' and other terms were discussed, but in more basic phrasings".

In regards to weaknesses in the curriculum of the program, responses concerned lack of diversity in ethnic studies courses (2), lack of analytical and statistical training (2), the European History course (1), lack of field experience (1), the variety of courses offered (1), and international relations (1). One of the responses concerning the lack of diversity in ethnic studies was that "Not enough multicultural classes were offered. I basically learned about Europe, Asia, and America." In regards to analytical/statistical training, one alumni stated that they felt the weakness was the need for "more analytical experience – provide some statistical courses – this would have better prepared me for graduate school."

Question 15: What jobs/positions have you held since graduation?

Positions/Fields	Total # of Responses (N=31)	Percentage of total themes
Education	10	32.2%
	Teacher or Professor	9
	Instructional Assistant	1
Customer Services/Sales	5	16.1%
	Field representative	1
	Insurance agent	1
	Leasing Associate	1
	Bank Teller	1
	Account Manager	1
Law	4	12.9%
	Attorney	2
	File Clerk	1
	Legal Assistant	1

Graduate School	4	12.9%
Law	2	
Screen writing	1	
Unspecified	1	
Politics	3	9.7%
Campaigner	2	
Research in politics & policy	1	
Restaurant & Retail Management	3	9.7%
Other	2	6.4%
Administrative Assistant	1	
Technical Writing	1	

These alumni reported having several positions since they graduated (N=31). Among these responses, the most frequent field was education (32.2%, n=10) including some form of teaching. The second most frequent field was in customer services/sales including positions such as field representative, account manager, and leasing associate (16.1%, n=5). Several alumni (n=4) reported having held positions in the legal field including file clerk, legal assistant, and attorney. Approximately 12.9% reported attending graduate school (n=4). Other alumni reported holding positions in the political arena (n=3), in restaurant or retail management (n=3), as an administrative assistant (n=1), and as a technical writer (n=1).

Question 16. Recommendations:

Themes	Total # of Themes (N=9)	Percentage of total themes
Curriculum	6	66.7%
Offer internships	2	
Increase variety of courses & ethnic studies majors	1	
Require a more demanding reading load	1	
More major choices	1	
Quantitative research/statistics	1	
Faculty/Advisement	3	33.3%
Attention to professional development of students	1	
Ensure advisors stay current with course requirements	1	
Have adjuncts teach lower division courses to allow for full-time professors to teach upper division courses	1	

Among the nine recommendations made by these alumni, the most frequent recommendation involved curriculum changes (66.7%) which included offering internships (2), offering more major choices (1), offering training in quantitative research or statistics (1), increasing the variety of courses and ethnic studies courses offered (1), and requiring a more demanding reading load (1). One individual offered specific recommendations in regards to offering a variety of courses, stating, "it would be great if you added several classes – Russian history, Latin American history, History of the Middle East and Islam and a history of Africa." In regards to adding opportunities for internship, one of these alumni stated, "I think it would be a good idea to implement an internship as a part of the program. It should be required so that students can get hands-on experience working in politics."

The second most frequent recommendation involved faculty/advisement (33.3%) which included focusing attention toward professional development (1), ensuring advisors stay current with course

and major requirements (1), and having adjunct professors teach lower-division courses while full-time professors teach upper-division courses (1).

Question 17. Favorite course:

Courses	Total # of Responses (N=22)	Percentage of total themes
Politics	10	45.4%
Modern Political Theory	3	
Political Parties & Interest Groups	2	
Classical Political Philosophies	2	
Political Behaviors	1	
Political Ethics	1	
Contemporary Legal Issues	1	
History	9	40.9%
Intellectual History of the U.S.	1	
History of the American West	1	
History of Civil War	1	
History of the Middle East	1	
Western Film	1	
US History of Reconstruction of the 20 th Century	1	
Early Modern Europe	1	
History of Latin America	1	
Topics in History & Political Science	1	
Courses taught by specific professors	3	13.6%
Gelms'	2	
Herb's	1	

In response to the inquiry about their favorite course, the majority of responses (45.4%) referred to specific courses within the politics major, while the second most frequent responses referred to specific courses within the history major (40.9%). The most frequently reported politics course was modern political theory (n=3). One alumni reported History of Civil War was her/his most favorite courses because "I never had much interest in the American Civil War until I took that class now it is one of my favorite subjects." Some alumni reported that their favorite courses were those taught by specific professors including Professor Gelms (n=2) and Professor Herb (n=1). One of these alumni stated, "Any of Dr. Gelm's classes."

Question 18. Least Favorite Courses:

Themes	Total # of Themes (N=12)	Percentage of total themes
History	7	58.3%
World Civilizations	2	
Western Civilizations	1	
French Revolution & Napoleon	1	
History of Music	1	
Approaches to History	1	
Modern China & Japan	1	
Politics	5	41.7%
International Relations	2	
Modern Political Theory	1	

Classic Political Philosophies	1	
Politics of Developing Nations	1	

Of the twelve responses regarding least favorite courses, International Relations and World Civilizations were the most frequently noted (n=2), followed by Western Civilizations, Modern Political Theory, French Revolution & Napoleon, Classic Political Philosophies, History of Music, Approaches to History, Modern China & Japan, and Politics of Developing Nations. One individual felt World Civilizations was “too broad,” while another thought the “team” approach to teaching Western Civilizations did not work well because “one instructor read the textbook to us”.

Appendix V

History and Political Science Department

Summary of SWOT Interviews of Faculty and Staff

Prepared by: Aghop Der-Karabetian
February 28, 2006

Purpose

To identify the strength, weaknesses, opportunities and threats of the department of History and Political Science as perceived by the faculty and the staff.

Method

During the months of November and December, 2005, 6 faculty and 1 staff member were interviewed one-on-one by the Associate Dean of the Arts and Science. The interview addressed issues related to faculty, curriculum and resources. Altogether 145 individual responses were identified across all interviews. The following summaries represent the salient themes and issues.

Summary of Strengths

Faculty

- Faculty is well qualified and is up to date in their fields
- Faculty has strong commitment to research and is professionally active through publications and attendance at conferences
- Faculty is welcoming to students and is available for advising
- Faculty is cohesive and is supportive of each other
- Faculty is perceived to be fair and challenging in the classroom
- Part-time faculty feel welcomed

Curriculum

- Courses require high levels and significant amounts of writing
- Students learn strong analytical and research skills
- Students learn how to be intelligent consumers of information
- History curriculum is strong in U.S. History
- Senior project and research methods courses provide a challenging and integrative experience in scholarship
- Curriculum blends theory and facts well and promotes life-long learning
- Political Science program has good breath and depth
- Curriculum is rigorous and provides a good survey of the subfields
- Department contributes to the General Education program
- Students are well prepared for graduate school and job opportunities
- Pre-law program and advising is valued

- Various activities in the department such as Model U.N., Hot Spots and the International Institute broaden learning experiences and opportunities

Resources

- Electronic databases are very good
- Link+ is a great asset to access resources
- Smart classrooms are well used and well supported
- Maps are well used and need updating
- Computer hardware and software are appropriate and are well supported

Summary of Challenges

Faculty

- Too many part-timers teach in the department
- Some part-time faculty do not relate well to students
- Lecturing in some courses is too extensive with not much interaction
- Department has a difficult time holding on to new faculty
- Morale among new faculty is low because of low pay
- Faculty teaching load clarification
- Faculty advising load is not equitable

Curriculum

- Lack of coverage of Latin America, Middle East, Asia and Africa
- Electives are too few
- Senior project course has problems: does not meet often enough to give students proper guidance, topics are not specific enough, research methods course is not coordinated with senior project, topic approval process is not formalized
- Internship is not required while there are many good opportunities - few students do it
- International Institute is underutilized, and does not seem to promote the International Studies Program
- GE offerings in the Department need rethinking
- Turf issues exist with the Public Administration department

Resources

- Department does not have dedicated DVD for spontaneous use
- Fee payment process for make-ups does not work well
- Majors do not have a place to hang out

Summary of Threats

- Low salary resulting in low morale, especially among new faculty
- High teaching workload of faculty
- Too many part-time faculty teaching courses
- Lack of space for students to socialize and interact
- Lack of resources for expansion and growth

Summary of Opportunities for Action

- Availability of internships at presidential libraries, offices of public officials, museums, and law offices
- In-depth coverage of third world history and politics
- Revamping and expansion of the Model U.N. program
- Creation of a model house of representatives
- Integration of the methods course and senior project
- Rethinking of the way the senior project seminar is conducted
- Development of a system for more equitable distribution of faculty workloads
- Better utilization of the opportunities presented by the International Institute and Hot Spots
- Creation of a masters degree in social science for teachers - interdisciplinary
- Improvement and nurturing of relations with alumni

Appendix VI

Senior Exit Survey

Table 1
Responses of History/Political Science Students to the Senior Exit Questionnaire: **Satisfaction Items** (n=28)

Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not
	%	%	%	%	%	%
1. Variety of courses in your major	18	64	7	11	0	0
2. Scheduling of class times in your major	11	50	18	14	7	0
3. Senior project or senior seminar process	43	40	14	4	0	0
4. Access to equipment, instruments, or facilities	32	43	18	4	0	4

Note:

- Overall, approximately 82% of the students are either very satisfied or satisfied with the variety of courses in their major.
- About 61% students were either very satisfied or satisfied with the scheduling of class time, but 21% were either dissatisfied or very dissatisfied.
- Approximately 83% of the students experiences satisfaction with the senior project or senior seminar process, and only 4% experienced dissatisfaction.
- About 75% of the students reported satisfaction with access to equipment, instruments, of facilities, while only 4% experienced dissatisfaction.

Table 2
 Responses of History/Political Science Students to Senior Exit Questionnaire: **Content Received in Major** (n=28)

	Too Much %	Enough %	Too Little %	Does Not Apply %
1. Theory, information and facts	13	79	8	0
2. Application of theory in practical settings	0	77	23	0
3. Hands-on experiences	0	35	46	19
4. Opportunity for research	8	77	15	0
5. Ethical issues in your field or major	0	77	19	4
6. Historical context of major	0	81	19	0

Note:

- Approximately 80% of students reported receiving enough theory, information, and facts.
- While 77% of students receiving enough application of theory in practical setting, 23% reported receiving too little.
- Nearly 50% of students indicated receiving too little hands-on experiences.
- About 80% of students reported enough opportunities for research.
- While nearly 80% reported receiving enough ethical issues within their major, about 19% indicated receiving too little.
- Overall, 81% of students received enough historical context within major, while 19% reported receiving too little.

Appendix VII

Exit Exams

Results of Exit Exam, spring 2006

	History	Political Science	Aggregate Results
Average Score	15.1 of 25	9.1 of 20	
Percentages	60%	46%	53%

The exams were administered to eight History majors and nine Political Science majors. Poor performance could have been affected by the absence of institutional incentives for students taking the exam or by the fact that most courses emphasize the construction of arguments and ability to think critically, over the more informational material tested for in the exit exam.

Exit Exam

History 311, 312, 333, 389, 337 (A)

Date _____

1. Alexander Hamilton's economic program was designed primarily to
 - a. prepare the United States for war in the event Britain failed to vacate its posts in the Northwest.
 - b. provide a platform for the fledging Federalist Party's 1792 campaign.
 - c. Establish the financial stability and credit of the new government.
 - d. ensure northern dominance over the southern states in order to abolish slavery.
 - e. win broad support for his own candidacy for the presidency in 1792.

2. The presidential election of 1840 is often considered the first "modern" election because
 - a. the slavery issue was first raised in this campaign.
 - b. there was a very low turnout of eligible voters.
 - c. voting patterns were similar to those later established in the 1890s.
 - d. both parties for the first widely campaigned among all eligible voters.
 - e. a second era of good feeling had just come to a close, marking a new departure in politics.

3. Frederick Jackson Turner's "frontier thesis" focused on the importance of
 - a. the traditions of western European culture.
 - b. the absence of a feudal aristocracy.
 - c. African Americans and slavery.

- d. the conflict between capitalism and workers.
- e. the existence of cheap unsettled land.

4. The Kansas-Nebraska Act of 1854

- a. repealed the Missouri Compromise of 1820.
- b. split the Democratic Party into northern and southern factions.
- c. included the doctrine of “popular sovereignty.”
- d. sought to improve chances for a northern terminus of a proposed transcontinental railroad.
- e. all of the above.

5. The idea of “manifest destiny” included all of the following beliefs except:

- a. Westward expansion was both inevitable and beneficial.
- b. The use of land for settled agriculture was preferable to its use for nomadic hunting.
- c. Commerce and industry would decline as the nation expanded its agricultural base.
- d. God had selected America as a chosen land and people.
- e. The ultimate extent of the American nation was to be from the tropics to the Arctic.

6. The Roosevelt Corollary to the Monroe Doctrine (1904) did which of the following?

- a. Prohibited United States intervention in the Caribbean.
- b. Warned against European seizure of the Panama Canal.
- c. Sought to end the wave of nationalization of American-owned property in the Caribbean.
- d. Declared the United States to be the “policeman” of the Western Hemisphere.
- e. Provided United States military support for democratic revolutions in Latin America.

7. All of the following concerns were addressed during the “hundred days” of the New Deal except

- a. banking regulation.
- b. unemployment relief.
- c. agricultural adjustment programs.
- d. homeowner mortgage support.
- e. court restructuring.

8. The Truman administration did all of the following except:

- a. establish a new loyalty program for federal employees.
- b. abolish the Tennessee Valley Authority.
- c. extend Social Security benefits.
- d. order the desegregation of the armed forces.
- e. veto the Taft-Hartley Act.

9. Conscription policies in World War I and World War II differed significantly in that in the latter conflict

- a. African Americans were drafted into integrated units.
- b. conscientious objectors were not officially recognized.

- c. the draft began before the United States entered the conflict.
- d. the draft was administered at the regional and federal levels by the armed forces.
- e. exemptions were offered for a range of war-related occupations.

10. During the 1880s and 1890s, farmers complained about all of the following except

- a. rising commodity prices.
- b. high interest rates.
- c. high freight rates.
- d. high storage costs.
- e. large middleman profits.

11. How was the early modern peasant economy organized?

- a. Most peasants owned and operated their own farms.
- b. The majority of peasants rented lands or worked as sharecroppers.
- c. All peasants were serfs and thus had no rights.
- d. The peasantry no longer existed; peasants had moved into the middle class.

12. What relation did humanism have to the Protestant Reformation?

- a. Many preachers had a humanistic education in addition to a theological background.
- b. The Reformation was about humanity first, religion second.
- c. Medieval scholarship flourished in the monasteries.
- d. Protestant followers declared themselves above to be humanists.

13. How did the Council of Trent respond to challenges facing the Catholic church?

- a. It agreed with all criticisms by the Protestants and called for immediate change.
- b. It denied Protestant claims and ordered armies to immediately attack the Protestants.
- c. It issued a series of reforms to affect all levels of the church.
- d. It did nothing—its members could come to no agreement.

14. Why was the Ottoman Empire able to expand into Eastern Europe and the Mediterranean?

- a. It took advantage of weak governments in these areas.
- b. It had a powerful and devoted military.
- c. a and b.
- d. None of the above.

15. Why did the Dutch Republic become a global trading empire?

- a. It stole ships from England and France for its own economic ends.
- b. It combined an extensive banking system with a large shipping network.
- c. It had no religious disputes with other countries.
- d. The size of the Republic was large enough to dominate first Europe and then the world.

16. What was the purpose of historical narratives in many ancient societies?

- a. They maintained the power of the elite and gave a sense of place.
- b. They served primarily as forms of entertainment that had no other use.
- c. They supported the notion that all citizens should read and write.

d. They upheld the creation of democratic societies.

17. What limitations did medieval historians have in their writing and research?

- a. They often had few sources to draw on and upheld the power of their patrons.
- b. They labored with a constant abundance of sources that always conflicted.
- c. They lost the ability to read earlier texts.
- d. They had no limitations; historiography was a thriving science.

18. What impact did the Industrial Revolution have on new approaches to history?

- a. Histories increasingly dealt with the lives of the common people.
- b. All histories served to uphold the power of the state.
- c. Historians focused their attention solely on the creation of capitalist economies.
- d. Historians rejected the world in which they lived to praise uncritically earlier eras.

19. Why did social history become popular after World War II?

- a. Many historians wanted to focus their efforts on those who had little voice.
- b. Histories about parties and other social functions suddenly came in vogue.
- c. Capitalist enterprise funded most historical writing.
- d. Historians increasingly got along.

20. What role did postmodernism have in changing the ways historians viewed the past?

- a. It encouraged historians to look at the nature of power in new ways.
- b. It focused most of its energies on art.
- c. It demanded historians to view the world in a uniform manner.
- d. It supported the rise of the narrative of the state.

21. How did industrialization affect common citizens?

- a. Workers were forced to adapt their schedules to a time clock.
- b. Many children as well as adults worked in factories.
- c. Discipline and punishment for infringements, such as tardiness, were common.
- d. All of the above.

22. How was the artist depicted during the Romantic era?

- a. As a lone genius, struggling against the forces of society.
- b. As a compliant worker who abided by the wishes of his/her patron.
- c. As a joyful presence in a world of gloom.
- d. None of the above.

23. How successful were the 1848 Revolutions?

- a. They established limited representation in some states.
- b. They were completely unsuccessful.
- c. They achieved some of their aims, although conservative governments often followed.
- d. a and c.

24. Why was there an increase in political and social tensions in late nineteenth century Europe?

- a. Industrialization and nationalism increased expectations and rivalries among countries.
- b. There was no demonstrable increase in tensions.

- c. Most farmers wanted to return to the protection of the feudal era.
- d. The United States was becoming a colonial power in Europe.

25. What is a fundamental idea in Nietzsche's philosophy?

- a. The will is a formidable source of power.
- b. Joyful innocence is the best approach to solving problems.
- c. All men and women are created equal.
- d. None of the above.

Exit Exam

Political Science 301, 351, 389, 371 (A)

Date _____

1. According to proponents of supply-side economics,
 - a. increasing the supply of goods available for consumption lowers prices and reduces the inflation rate.
 - b. increasing government spending provides an incentive to invest in business expansion.
 - c. decreasing the supply of money reduces the federal deficit.
 - d. borrowing money decreases the risk of unemployment and recession.
 - e. cutting taxes leads to more incentive to save, work harder, and create more jobs.

2. The view that judges should play a minimal role in policymaking is called judicial
 - a. precedent.
 - b. restraint.
 - c. neutrality.
 - d. objectivity.
 - e. jurisprudence.

3. Today, most delegates to each major party's national convention are chosen by
 - a. state presidential caucuses.
 - b. state party chairpersons prior to any caucus or presidential primary.
 - c. state presidential primaries.
 - d. the previous national convention.
 - e. a lottery system

4. Monetary policy is directly regulated by
 - a. the Federal Reserve System.
 - b. Congress and the President.
 - c. the Department of Commerce.
 - d. the Treasury Department.
 - e. the United States Mint.

5. In most congressional elections, challengers
 - a. lose.
 - b. are better known than incumbents.
 - c. win.
 - d. outspend an incumbent.
 - e. spend roughly as much money as incumbents.

6. Realism has all of the following traits, EXCEPT:

- a. acceptance of economics as important
 - b. zero-sum view of the international system
 - c. assumption of the rationality of nation-states
 - d. looking at world politics from a systemic level of analysis.
7. Deterrence theory does NOT include which of the following traits?
- a. communication
 - b. capability
 - c. credibility
 - d. time limit
 - e. none of the above
8. What did Neo-realism add to Realism?
- a. a dog-eat-dog view of the world
 - b. the notion of the distribution of power in the international system
 - c. a belief in the importance of world government
 - d. the assumption of anarchy in the system
9. The Treaty of Versailles
- a. set up the United Nations
 - b. ended the Korean War
 - c. helped rebuild Germany
 - d. blamed Germany for the war
10. Interdependence has taken international cooperation to new heights in which two particular areas?
- a. trade & environment
 - b. environment & immigration
 - c. military & trade
 - d. immigration & military
 - e. third-world aid & trade
11. A hypothesis is
- a. a miniature version of a theory
 - b. a definitive finding of correlation between the independent and dependent variables
 - c. a definitive finding of causation between the independent and dependent variables
 - d. an educated guess about the phenomena that one is trying to explain
12. Induction is the method of reasoning that
- a. starts with a general theory and then finds specifics that back it

- b. starts with specific cases and then finds generalizations to form a theory
- c. emphasizes empiricism
- d. is not scientific
- e. b & c

13. Making the study of politics truly scientific is impossible because

- a. one cannot run experiments with political matters
- b. human behavior is too complex to ever be scientifically studied
- c. it is impossible to measure phenomena in politics
- d. all of the above
- e. none of the above

14. A representative sample is

- a. random
- b. double-blind
- c. the control group
- d. when the sample contains proportionately similar traits to the larger population
- e. all of the above

15. All of the following are examples of game theory EXCEPT

- a. Prisoner's Dilemma
- b. Chicken
- c. French Laundry
- d. Stag Hunt

16. At his trial, Socrates was charged with all of the following EXCEPT...

- a. making the weaker argument the stronger.
- b. cowardice.
- c. impiety.
- d. corrupting the youth.

17. In Plato's Republic, Thrasymachus defines justice as...

- a. the advantage of the stronger.
- b. paying one's debts.
- c. harmony within the soul.
- c. giving each his due.
- d. one person, one job.

18. Which of the following is NOT a faculty of Plato's tripartite soul?

- a. emotion
- b. reason
- c. appetite
- d. spirit

19. According to Aristotle virtue is...

- a. the *telos* a human being.
- b. a mean.
- c. what the virtuous person does.
- d. all of the above

20. According to Aristotle polity...

- a. ensures the rule of the most virtuous.
- b. is very similar to tyranny.
- c. combines the best features of oligarchy and democracy
- d. is superior to aristocracy.

Appendix VIII

i. Student Performance on Senior Projects (spring 2006)

A. Integration and Inference					Avg. (1-4)
4	3	2	1		
13	3	1	0	1. Has clear and well-defined thesis	3.71
12	3	2	0	2. Recognizes the complexity of the factors involved	3.59
9	5	3	0	3. Uses scholarly sources and appropriate research Methodology	3.35
10	5	2	0	4. Thoroughly analyzes, evaluates and integrates Information	3.47
12	4	1	0	5. Concludes and infers appropriately	3.71
B. Reference List					
4	3	2	1		
11	4	2	0	6. Majority of sources are current (appropriately current)	3.53
13	3	1	0	7. Sources are from refereed journals or scholarly books And exceptions are appropriate	3.71
16	1	0	0	8. Formatting is consistent with appropriate academic style (e.g. APA, MLA)	3.94
9	6	2	0	9. Total number of references is reasonable (not too few or not too many)	3.41
17	0	0	0	10. Reference list matches with citations	4.00
C. Organization					
4	3	2	1		
11	6	0	0	11. Is well-organized (good headings/paragraph breaks)	3.65
11	5	1	0	12. Main ideas are clear and vivid	3.59
9	6	2	0	13. Sequencing is smooth and effective	3.41
13	3	1	0	14. Project overall is clean and presentable	3.71
D. Language Use					
4	3	2	1		
6	10	1	0	15. Displays consistent facility with language	3.29
10	7	0	0	16. Uses variety of sentence structures from simple to complex	3.59
9	8	0	0	17. Word choices are sophisticated, precise, original	3.53
10	7	0	0	18. Uses idioms appropriately	3.59
5	11	1	0	19. There are no detectable grammatical or mechanical errors.	3.24
E. Academic Integrity					
4	3	2	1		
17	0	0	0	20. Citations/footnotes are placed appropriately	4.00
17	0	0	0	21. Quotation marks are placed where necessary	4.00
16	1	0	0	22. Paraphrasing is well done and cited	3.94
16	1	0	0	23. No glaring shift of style/vocabulary indication plagiarism	3.94
Total					3.65

ii. Student Performance on Senior Project Presentations (spring 2006)

Competency	n/a	Very True	Rating Scale Somewhat True	Minimally True	Not at all True	Avg. (1-4)
<u>Effective Presentation</u>						
1. Spoke in a clear and confident voice	0	11	7	2	0	3.45
2. Made individually directed eye contact with the audience	0	14	5	1	0	3.65
3. Audio-visual materials, tables or graphs were well designed	12	7	1	0	0	3.88
4. Used audio-visual material effectively	12	6	2	0	0	3.75
5. Paced presentation to the allotted time	0	19	0	1	0	3.90
6. Used well organized notes	0	11	6	3	0	3.40
7. Responded to questions professionally and to the point	0	14	3	3	0	3.55
<u>Integration of Theory, Research, and Application</u>						
8. Referred to relevant theory	9	8	3	0	0	3.73
9. Presented own methodology and analysis with proper detail and clarity	2	11	5	2	0	3.50
10. Identified relevant application of findings (Conclusions)	2	13	2	3	0	3.56
11. Related findings (Conclusions) to theory	9	6	4	1	0	3.45
12. Related findings to prior research and/or the literature	0	12	8	0	0	3.60
13. Expressed reservations and acknowledged limitations	0	16	3	1	0	3.75
Total						3.63