

Florida Gulf Coast University

Bachelor of Arts in Political Science

Program Review Report

2010

Prepared by Dr. Roger Green, Ph.D.
Associate Professor
Division of Public Affairs

Submitted by Dr. Terry Busson, Ph.D.
Chair and Professor
Division of Public Affairs

Table of Contents

Introduction and Overview	4
FGCU Mission and Guiding Principles	5
BA Political Science Program Description	7
<i>BA Political Science Program—Student Learning Outcomes</i>	8
<i>Assessment Overview</i>	9
BA Political Science Degree Requirements	10
<i>Program Admission Requirements</i>	10
<i>Degree Requirements</i>	10
<i>Minor in Political Science</i>	14
Resources	15
<i>Political Science Faculty</i>	15
<i>FGCU Library—Political Science Resources</i>	15
<i>Organizations Coordinated or Advised by Political Science Faculty</i>	16
<i>Model United Nations</i>	16
<i>Washington Center Affiliate</i>	16
<i>Pi Sigma Alpha—Political Science National Honor Society</i>	16
Political Science Students	17
<i>Composition of Current Political Science Majors</i>	17
<i>Graduates of the Political Science Program</i>	18
Assessment	20
<i>Enrollment Growth</i>	20
<i>Management of Course Delivery and Course Enrollments</i>	21
<i>Student Assessments of Instruction for Political Science Courses and Faculty</i>	24
<i>Student Learning Outcome-Based Assessments</i>	26
<i>Political Science Program—Student Learning Outcomes</i>	27
<i>Assessment Results and Analysis—Academic Year 2008</i>	27
SWOT Analysis	31
<i>Strengths</i>	31
<i>Weaknesses</i>	31
<i>Opportunities</i>	34
<i>Threats</i>	35
Recommendations for Change and Continuous Improvement Planning	37
Appendices	
Appendix A: Political Science Course Descriptions from University Catalog	39
Appendix B: Sample Course Syllabi—Political Science Core (Required) Courses	45
Appendix C: Sample Course Syllabi—Political Science Elective Courses	70
Appendix D: Political Science Academic Learning Compact	94
Appendix E: Summary of Student Learning Outcome Assessments, 2005 – 2008	97
Appendix F: IPM and PAAR Updates—Academic Year 2008	101
Appendix G: Political Science Faculty <i>Vitae</i>	111
Appendix H: Assessment of FGCU Library Political Science Holdings	171

List of Tables

Table One: Composition of Current Majors (Spring 2010)—Admission Type	17
Table Two: Composition of Current Majors (Spring 2010)—Gender	17
Table Three: Composition of Current Majors (Spring 2010)—FGCU Cumulative GPA	17
Table Four: Composition of Current Majors (Spring 2010)—High School GPA + Adjusted SAT	18
Table Five: Unduplicated Headcount Growth (Fall Terms, 2003 – 2009)	20
Table Six: FTE Growth (Academic Years 2003 – 2009)	21
Table Seven: Division of Public Affairs—Unduplicated Headcount Growth Compared to Full-Time Faculty Position Growth (Fall Semester 2004 – Fall Semester 2009)	21
Table Eight: Political Science Courses Offered During the AY 2008 – 2009 Two-Year Cycle	23
Table Nine: Mean Class Size for Political Science Courses (Academic Year 2009)	24
Table Ten: Student Assessments of Instruction—Mean for all Lower-Division Courses (Fall 2008 – Fall 2009)	25
Table Eleven: Student Assessments of Instruction—Mean for all Upper-Division Courses (Fall 2008 – Fall 2009)	25
Table Twelve: Student Assessments of Instruction—Comparison of Political Science Upper-Division Courses (Mean) to College of Professional Studies Course Assessment Benchmarks (Mean for All of the College’s Courses), Fall 2008 – Fall 2009	26
Table Thirteen: Results from Survey Questionnaire in POS 4936, Senior Seminar (Spring 2010)—Part One of Survey	29
Table Fourteen: Results from Survey Questionnaire in POS 4936, Senior Seminar (Spring 2010)—Part Two of Survey	30
Table Fifteen: FGCU Library—Holdings in American Government, Public Policy, and Public Administration	172
Table Sixteen: FGCU Library—Holdings in International Relations, Comparative. Government, and International Law	172
Table Seventeen: FGCU Library—Holdings in Political Philosophy, Public Law, and Political Ethics	172
Table Eighteen: FGCU Library—Holdings in African Politics, Asian Politics, and Canadian Politics	173
Table Nineteen: FGCU Library—Holdings in European Politics, Latin American Politics,. and Middle Eastern Politics	173
Table Twenty: FGCU Library—Political Science Databases	173

Introduction and Overview

Florida Gulf Coast University (FGCU) opened to students in Fall Semester, 1997 as the tenth public university in Florida's state system of higher education. Since its opening thirteen years ago, the university has grown rapidly and assumed a prominent place in the culture and economy of Southwest Florida. The university now has over 11,000 students, as well as over 50 undergraduate and over 30 graduate degree programs.

Florida Gulf Coast University's BA Political Science program is housed in the College of Professional Studies' Division of Public Affairs. Due in part to limited start-up resources, as well as to an initial decision by the university's College of Arts and Sciences to establish a single interdisciplinary BA in Liberal Studies program rather than discipline-based degree programs, the university did not include a Political Science degree program during its initial years of operation. During these early years, students interested in Political Science could elect to pursue an interdisciplinary social sciences concentration within the College of Arts and Sciences' BA in Liberal Studies degree. In 2001, following authorization by FGCU's Provost, the Division of Public Affairs began developing a formal proposal to establish the BA Political Science degree program within the College of Professional Studies. The proposal was approved by the university's Board of Trustees in Spring, 2002, and the program began offering classes in Fall Semester, 2002.

The Florida Board of Governors requires each public university in Florida to conduct seven-year cyclic reviews of its academic degree programs. Program reviews must document how individual academic programs are achieving student learning outcomes and program objectives within the context of the university's mission. This report constitutes the self-study portion of the BA Political Science degree program's seven-year review.

FGCU Mission and Guiding Principles

The Bachelor of Arts degree program in Political Science adheres to the following FGCU Mission and Guiding Principles:

Vision

Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs.

Mission

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents.

Outstanding faculty uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Working together, faculty and staff of the University transform students' lives and the southwest Florida region.

Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.

Guiding Principles

The founding of Florida Gulf Coast University at the advent of a new century is a signal event. It comes at a moment in history when the conditions that formed and sustained American higher education are fundamentally changing, and at a time when rapid shifts wrought by technology and social complexities are altering the very nature of work, knowledge, and human relationships. As a public institution, Florida Gulf Coast University eagerly accepts the leadership opportunity and obligation to adapt to these changes and to meet the educational needs of Southwest Florida. To do so, it will collaborate with its various constituencies, listen to the calls for change, build on the intellectual heritage of the past, plan its evolution systematically for the twenty-first century, and be guided by the following principles:

Student success is at the center of all University endeavors. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce time to degree. Quality teaching is demanded, recognized, and rewarded.

Academic freedom is the foundation for the transmission and advancement of knowledge. The University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced in all deliberations.

Diversity is a source of renewal and vitality. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.

Informed and engaged citizens are essential to the creation of a civil and sustainable society. The University values the development of the responsible self grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through service learning requirements, the University engages students in community involvement with time for formal reflection on their experiences. Integral to the University's philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.

Service to Southwest Florida, including access to the University, is a public trust. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge resources, services, and educational offerings at times, places, in forms and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community that the University creates and nourishes.

Technology is a fundamental tool in achieving educational quality, efficiency, and distribution. The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance and time free learning. It requires and cultivates technological literacy in its students and employees.

Connected knowing and collaborative learning are basic to being well educated. The University structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the University practices the art of collective learning and collaboration in governance, operations, and planning.

Assessment of all functions is necessary for improvement and continual renewal. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status-quo is questioned; change is implemented.

BA Political Science Program Description

FGCU's Political Science program is housed in the Division of Public Affairs, part of the university's College of Professional Studies. The program's website is at <http://cps.fgcu.edu/PA/PS/index.asp>. The Division of Public Affairs also houses a Master of Public Administration (MPA) program. As of the current Academic Year (2009), the Political Science program's faculty consists of six full-time ranked faculty members, as well as one part-time Emeritus Professor (formerly a full-time faculty member in the program). The full-time faculty members include a Division Chair, and the Division is provided clerical support by one secretary. During 2009, the program conducted a successful search for a new faculty member specializing in Comparative Politics. The faculty member offered the position has accepted and will join the program in Fall Semester 2010 (pending final administrative approval).

Five of the Political Science program's six current full-time faculty members, along with the Emeritus Professor, also have teaching responsibilities in the MPA program. All of the full-time faculty members (with the exception of the Division Chair, who has a reduced teaching load) teach 3-3 loads during the Fall and Spring semesters. During the Summer Session (contingent upon university funding), the program offers a reduced selection of lower- and upper-division Political Science courses. Decision-making with regard to curriculum development, course selection and scheduling, strategic planning, and professional development is highly egalitarian and driven substantially by the expertise and professional development interests of the program's full-time faculty members.

The BA degree program in Political Science is designed to provide students with the analytical tools and content knowledge needed to address local, regional, national, and international political issues, as well as to achieve their career objectives. Using a variety of innovative approaches, it provides students with the knowledge and skills essential for dealing with the emerging trends reshaping the political landscape. A baccalaureate degree in Political Science can aid a student's career pursuits in local, state, and federal government, research and lobbying for business and non-profit organizations, and public interest work for community service organizations. A baccalaureate degree in Political Science also provides an excellent foundation for students who intend to pursue graduate study in law, the social sciences, or business.

FGCU's Political Science program also has a strong commitment to interdisciplinary education and has been in the vanguard of the university's programs when it comes to designing curricula to encourage students' interdisciplinary interests. Students who prefer a disciplinary focus on Political Science can elect to pursue a general Political Science degree, consisting of an 18 credit-hour upper-division core and an additional 18 credit hours in upper-division Political Science electives. However, Political Science majors with interdisciplinary interests can pursue these through any of four different concentrations. These alternate concentrations are anchored either to Minors offered by other FGCU colleges or to an Accelerated MPA program offered by the Division of Public Affairs. The program's *Interdisciplinary Studies Concentration* requires the 18 credit-hour core and a reduced complement of 12 credit hours in upper-division Political Science electives, and then prescribes completion of any one of the following Minors: Anthropology, Economics, Global Studies, History, Philosophy, or Sociology. The *Government and Managerial Innovation Concentration* requires the 18 credit-hour core and a reduced complement of 12 credit hours in upper-division Political Science electives, and then prescribes completion of the Management Minor offered by the College of Business. The *Government and Information Systems Concentration* requires the 18 credit-hour core and a reduced complement of 12 credit hours in upper-division Political Science electives, and then prescribes completion of the Computer Information Systems Minor offered by the College of Business. The fourth and final concentration is the *Public Administration Concentration*, which is anchored in a linkage between the undergraduate Political Science program and the Division of Public Affairs' Master of Public Administration program. Combining the benefits of a broad liberal arts education at the undergraduate level with professional education at the graduate level, this concentration offers interested students the opportunity to obtain both the BA and MPA degrees in a

shortened period of study. Students who begin their MPA coursework through the Accelerated MPA program complete the same curriculum requirements as do those who enter the MPA program through the conventional graduate admission process, but along with their undergraduate coursework begin taking a prescribed sequence of graduate-level MPA courses during their senior year.

Appendix A of this program report provides the summary Political Science course descriptions from the FGCU University Catalog. In order to provide a more detailed picture of the program's curriculum, the appendices also include sample syllabi from several of the program's courses. Appendix B provides sample syllabi for three of the BA Political Science degree's required core courses—INR 3002 (Theories of International Relations), POT 3501 (Politics, Ethics, and Political Theory), and PUP 4004 (Policymaking and Administration). Appendix C provides sample syllabi for three of the degree program's elective courses—CPO 4076 (Comparative Propaganda), POS 3411 (The Modern Presidency), and INR 4303 (U.S. Foreign Policy).

Political Science Program—Student Learning Outcomes

- Student Learning Outcome 1: An understanding of how political institutions, processes, laws, and ideas combine to influence policy and political outcomes.
- Student Learning Outcome 2: An understanding of transnational conflict and collaboration and their impacts on policymaking.
- Student Learning Outcome 3: An understanding of the reciprocal influences between culture and politics, with particular emphasis on an understanding of the symbolic and material impacts of culture on policymaking.
- Student Learning Outcome 4: Written and spoken communication skills, with particular emphasis on the development of strategic communication skills tailored to both objectives and audiences.
- Student Learning Outcome 5: An understanding of the conflicts between politics and ethics in contemporary pluralistic and bureaucratic environments.
- Student Learning Outcome 6: The ability to find, interpret, evaluate, and apply both traditional text-based and contemporary electronic sources of information.
- Student Learning Outcome 7: An ability to conceptualize questions and problems in a comprehensive fashion.
- Student Learning Outcome 8: Knowledge of how to conduct quantitative and qualitative research to address political issues and problems.

Assessment Overview

The Political Science program regularly reviews important areas of performance for program assessment and continual improvement purposes. These performance areas include enrollment growth (in terms of both unduplicated headcounts and student FTEs), regularity and diversity of course offerings, management of class enrollment levels, student assessments of instruction, and most notably student learning outcomes.

FGCU requires that all of its academic programs regularly assess program effectiveness in helping students achieve specified learning outcomes. A program's learning outcomes for its majors must be congruent with the university's mission and guiding principles, as well as with an *Academic Learning Compact* mandated by the state. The Political Science program conducts student learning outcome-based assessments annually, utilizing both direct and indirect measures developed by its faculty. Assessment results, analyses, and proposed continuous improvement modifications are recorded in an annual *Program Assessment and Analysis Report* (PAAR) and in an annually-updated *Integrative Program Matrix* (IPM). Both the PAAR and the IPM documents are required by the university, and their formatting and reporting requirements are defined by the university. The annual PAAR and IPM are submitted to the university's Office of Planning and Institutional Performance and archived by the university. The Political Science program's Academic Learning Compact is provided in Appendix D of this report. A summary of the program's assessments of student learning outcome for Academic Years 2005 – 2008 is provided in Appendix E. Copies of the program's most recent PAAR and IPM (for Academic Year 2008) are provided in Appendix F.

BA Political Science Degree Requirements

Program Admission Requirements

- Submit a FGCU Undergraduate Admission Application and satisfy all applicable university admission requirements.
- Satisfy common prerequisites with a grade of C or better.
- Satisfy general education program requirements.

Degree Requirements

1. **FGCU General Education Program (GEP)** (*36 credit hours in the following distribution categories, selected from approved General Education courses listed in the university catalog*)
 - A. Communication coursework (6 hrs)
 - B. Mathematics coursework (6 hrs)
 - C. Humanities coursework (9 hrs)
 - D. Social Sciences coursework (6-9 hrs)
Note: Prospective Political Science majors should elect from lower-division Political Science courses INR 2005, INR 2015, POS 2041, or POS 2112 (see “Common Prerequisites” immediately below)
 - E. Natural Sciences coursework (6-9 hrs)
Note: At least one Natural Sciences course must include a laboratory or field component. Courses meeting this requirement contain a “C” or “L” in their course numbers.
2. **Common Prerequisites (6 credit hours).** *Note: for some undergraduate degree programs, including Political Science, the state mandates both the type of courses and number of credit hours needed as prerequisites for entering the major. First-time-in-college (FTIC) students at FGCU satisfy the state-defined common prerequisites for the Political Science major by completing any 6 credit hours (two courses) from the selection of available FGCU courses below. Transfer students are regarded as having satisfied the common prerequisites if they have completed equivalent courses at their prior institution.*

Any two introductory Political Science courses with the prefixes of POS, INR, or CPO (6 hours). The following are the available FGCU courses satisfying the state-defined common prerequisite standard for the Political Science major:

- INR 2005 Peace Conflict Public Sphere (3)
 - INR 2015 Global Studies (3)
 - POS 2041 American National Government (3)
 - POS 2112 State & Local Government & Politics (3)
3. **Core Courses in the Major (Required—18 credit hours)**
 - INR 3002 Theories of International Relations (3)
 - POS 3043 American Political Institutions (3)
 - POS 4734 Research Methods and Analysis in Political Science (3)
 - POT 3501 Politics, Ethics, and Political Theory (3)
 - PUP 4004 Policymaking and Administration (3)
 - POS 4936 Senior Seminar in Political Science (3)

4. Major Electives (12 credit hours)

Select two (6 credit hours) of the following elective courses:

- PAD 3810 State & Local Public Administration (3)
- POS 3250 Political Communication (3)
- POS 3270 Political Campaigns and Elections (3)
- POS 3411 The Modern Presidency (3)
- POS 3424 Legislative Process (3)
- POS 3691 Law, Politics, and Society (3)
- POS 4064 Intergovernmental Relations (3)
- POS 4072 Women in Politics & Government (3)
- POS 4152 Urban Politics and Problems (3)
- POS 4614 Constitutional Law (3)
- POS 4931 Special Topics in Political Science (3)
- POT 3003 Political Theorists (3)
- PUP 3040 State & Local Public Policy (3)
- PUP 4930 Special Topics in Public Policy (3)

Select two (6 credit hours) of the following elective courses:

- CPO 3002 Comparative Politics (3)
- CPO 3303 Latin American Politics and Society (3)
- CPO 4057 Politics and Violence (3)
- CPO 4076 Comparative Propaganda (3)
- CPO 4930 Special Topics in Comparative Politics (3)
- INR 4075 International Human Rights (3)
- INR 4303 American Foreign Policy (3)
- INR 4703 International Political Economy (3)
- INR 4926 Model UN Practicum (3)
- INR 4930 Special Topics in International Relations (3)
- POT 3075 Culture and Politics (3)
- POT 4074 Theories of Power (3)
- POT 4932 Special Topics in Politics & Humanities (3)
- PUP 4013 Comparative Social Policy (3)
- PUP 4206 International Environmental Policy (3)

5. Restricted Electives/Concentrations (variable credit hours)

Complete the prescribed requirements for any *one* of the following groupings:

A. Restricted Electives (General Political Science degree—no concentration noted on transcript)

Complete six (6) additional hours of Political Science courses (prefixes CPO, INR, PAD, POS, POT, or PUP) at the 3000-4000 level.

B. Interdisciplinary Studies Concentration

Complete any one of the following minors from the College of Arts and Sciences or the College of Business: Anthropology, Economics, Global Studies, History, Philosophy, or Sociology in accordance with the minor requirements specified in the 2008-2009 FGCU University Catalog. (Note: Courses with CPO, INR, or PUP prefixes used to satisfy the BA in

Political Science degree requirements cannot also be used to satisfy the Global Studies Minor requirements.)

C. Government and Managerial Innovation Concentration

Complete the Lutgert College of Business minor in Management in accordance with the minor requirements specified in the 2008-2009 FGCU University Catalog.

D. Government and Information Systems Concentration

Complete the Lutgert College of Business minor in Computer Information Systems in accordance with the minor requirements specified in the 2008-2009 FGCU University Catalog.

E. Public Administration Concentration

This concentration is limited to individuals who have satisfied following requirements and are accepted into the Accelerated MPA program:

- Complete all General Education requirements.
- Declare a Political Science major.
- Junior standing with a minimum of 60 credit hours of completed undergraduate coursework.
- Complete at least 9 hours of 3000-4000 level Political Science courses (prefixes CPO, INR, PAD, POS, POT, or PUP).
- A minimum 3.5 GPA on a 4.00 scale in prior Political Science and/or Public Administration courses and a minimum 3.00 overall GPA at the time of application.
- Submit an Accelerated MPA program supplemental application to the Division of Public Affairs by March 1 prior to the academic year in which the students wishes to enroll in MPA courses. Supplemental application materials include the following:
 - a. Accelerated MPA application form,
 - b. cover letter and statement of purpose,
 - c. three letters of recommendation,
 - d. official transcripts from all colleges and universities previously attended, and
 - e. an official score report for the Graduate Record Exam (GRE) or the Miller Analogy Test (MAT). The minimum acceptable score for the GRE is 1000 (combined quantitative and verbal sections) and the minimum score for the MAT is 45.

Students in the Public Administration Track complete the following MPA courses, which are also applied toward fulfillment of the baccalaureate degree:

Senior Year-Fall Semester (required)

- PAD 6060 Introduction to Public Administration (3)
- PAD 6365 Public Policy (3)

Senior Year-Spring Semester (required)

- PAD 6101 Organizational Theory & Behavior (3)
- PAD 6708 Research Applications in Public Administration (3)

Senior Year-Summer Semester (optional, but strongly recommended in order to complete both the BA and MPA degrees within a five-year period)

- PAD 5933 Proposal Writing & Grant Administration (3)
- PAD 6940 Internship (3)

6. **Additional University Requirement (3 credit hours)**

- IDS 3920 University Colloquium (3)

7. **Additional Political Science Electives (variable credit hours)**

If a student wishes to complete additional Political Science electives beyond those required for his or her concentration, one or more of the following may be appropriate. Consult the Division of Public Affairs for additional information.

- POS 4905 Independent Study (3)
- INR 4910 Directed Independent Study (3)
- POS 4911 Directed Research in Administration and Policy (3)
- POS 4941 Political Science Internship (3)
- INR 3955 Overseas Study (3)

TOTAL SEMESTER HOURS REQUIRED: 120 CREDIT HOURS

Additional University Graduation Requirements:

- Students must satisfactorily complete a minimum of 120 credit hours.
- A cumulative GPA of 2.0 is required for all coursework attempted at FGCU.
- At least 48 of the 120 hours must be in the upper division (3000 and higher).
- At least 30 of the last 60 hours must be earned at FGCU.
- Satisfy CLAST, Gordon Rule writing and computation, and foreign language entrance requirements.
- Satisfy University Service Learning requirement. See www.fgcu.edu/connect/

Minor in Political Science

Program Admission Requirements:

- Students must meet with a college advisor to declare a minor and review the course requirements.
- A grade of C or higher is required in all courses for the minor.
- A minimum of 12 credit hours of the minor must be completed at FGCU.
- Students desiring certification of a minor and designation on their academic transcript must:
 - Note the minor on the Application for Graduation.
 - Contact a college advisor to certify completion of all course requirements for the declared minor as listed below.

Program Description and Requirements:

The Minor in Political Science provides non-political science majors the opportunity to explore the field of political science through a six-course (18 credit hours) program of study. A grade of C or higher is required in all courses, and at least 12 of the 18 credit hours must be taken at FGCU. A student desiring certification of this minor and designation on the transcript must note the minor on the Application for Graduation, contact a College of Professional Studies academic advisor to certify completion of the minor coursework, and meet all the requirements for the minor as listed below. For additional information, please contact a College of Professional Studies academic advisor.

Complete *one* of the following lower-division Political Science survey courses:

- INR 2015 Global Studies (3)
- POS 2041 American National Government (3)
- POS 2112 State & Local Government & Politics (3)

Complete *each* of the following upper-division Political Science core courses:

- INR 3002 Theories of International Relations (3)
- POS 3043 American Political Institutions (3)
- PUP 4004 Policymaking & Administration (3)

Complete any *two* additional courses (6 credit hours) at the 3000-4000 level from the following Political Science course prefixes: CPO, INR, POS, POT, or PUP.

TOTAL SEMESTER HOURS REQUIRED: 18 CREDIT HOURS

Transfer Notes and Acceptable Substitutes: transfer credits will ordinarily be accepted from regionally-accredited institutions and evaluated for appropriate credit toward requirements in the student's degree program.

Resources

Political Science Faculty

All of the Political Science program's ranked faculty members have earned Doctorates, either in Political Science or in closely-related fields. The program's faculty members are skilled and experienced in teaching. In addition, they are professionally active beyond teaching, pursuing research agendas and in particular making significant service contributions to the university and community. Faculty *vitae* are provided in Appendix G of this report. Several of the program's faculty members have directorial and/or supervisory positions in addition to their teaching and research responsibilities. Dr. Terry Busson serves both as Division Chair and as Director of the Division's Southwest Florida Center for Public and Social Policy (<http://cps.fgcu.edu/swfcpsp/index.html>). Dr. Sandra Pavelka is Director of the Institute for Youth and Justice Studies (<http://cps.fgcu.edu/IYJS/missionstatement.html>). Dr. Howard Smith serves as Director of the Division's Master of Public Administration program.

The program's faculty members also make unusually significant contributions to the university's Honors Program, interdisciplinary education initiatives, environmental education efforts, and lower-division General Education Program. Dr. Richard Coughlin and Dr. Roger Green have developed and taught courses in the university's Honors Program. In addition, Dr. Coughlin is a regular participant in Honors Program planning efforts, and Dr. Green was an invited member of the Honors Program's *Great Works* planning group. Dr. Coughlin and Dr. Green also participated in the development of a Political Communication Concentration within the College of Arts and Sciences' BA Communication Program and a new Critical Theory Minor scheduled for start-up in Fall Semester, 2009. Dr. Howard Smith has taught sections of the IDS 3920 University Colloquium, the university's required undergraduate course designed to support its environmental mission. The Political Science program is one of only two programs outside the College of Arts and Sciences that regularly and substantially contributes to the university's General Education offerings.

- Dr. Peter Bergerson, Professor
Ph.D. in Political Science, St. Louis University
- Dr. Terry Busson, Professor and Division Chair
Ph.D. in Urban Studies and Administration, Kent State University
- Dr. Richard Coughlin, Associate Professor
Ph.D. in Political Science, Syracuse University
- Dr. Roger Green, Associate Professor
Ph.D. in Political Science, University of California, San Diego
- Dr. Sandra Pavelka, Associate Professor
Ph.D. in Public Administration, Florida Atlantic University
- Dr. Howard Smith, Assistant Professor
Ph.D. in Public Administration, George Washington University
- Dr. Roberta Walsh, Professor Emeritus
Ph.D. in Social Policy, Brandeis University, Heller Graduate School

FGCU Library—Political Science Resources

An analysis of the FGCU Library's Political Science-related holdings was carried out in 2001 as part of the program proposal process, in order to assess whether these holdings would be adequate for supporting the new undergraduate program. The analysis determined that the library's holdings were adequate. Since that time, the library has significantly augmented its holdings relevant to Political Science, with especially strong growth in the library's full-text electronic journals and databases. With respect to books and/or

articles not available at the FGCU Library, an efficient and free interlibrary loan service is available to faculty and students. The library's full-time faculty includes a reference specialist in Political Science. A detailed summary of the library's current Political Science-related holdings, organized by Political Science subfields and regional areas, is provided in Appendix H of this report.

Organizations Coordinated or Advised by Political Science Faculty

Model United Nations

FGCU has fielded a Model United Nations team every year since the university's inception in 1997. Dr. Richard Coughlin, the Political Science program's International Relations specialist, has served as the Academic Coordinator for the team throughout this period. During the university's thirteen-year existence, FGCU's Model U.N. team has competed at Model United Nations conferences throughout the country, offering Political Science majors and other FGCU students valuable learning and academic travel opportunities. Model United Nations conferences at which the university's team has competed in recent years include the University of Chicago Model U.N. Conference (April 2009), the University of Pennsylvania Model U.N. Conference (November 2009), the University of California-Berkeley Model U.N. Conference (April 2008), and the Georgetown University Model U.N. Conference (October 2009).

In addition, Dr. Coughlin has served as the Academic Coordinator for the Southwest Florida High School's Model United Nations Conference since 1998. The conference is held annually on the FGCU campus. As one might expect, many of the FGCU students working under Dr. Coughlin and staffing the annual conference are Political Science majors. The number of regional high schools fielding teams at the conference has ranged between seventeen and twenty-four since 1998, with nineteen high schools participating in 2010. Additional information on the conference can be found online at <http://www.fgcu.edu/modelun>.

The Washington Center—FGCU Affiliate

FGCU is a university affiliate of the Washington Center, which provides students with internship placements and for-credit academic experiences in Washington, D.C. The Political Science program's Dr. Richard Coughlin is FGCU's liaison to the Washington Center, and Political Science majors have constituted a significant percentage of the university's students who have benefitted from Washington Center placements. Recent Political Science majors who have benefitted from Washington Center placements in recent years include Charles Simpson (2006 placement at the Federal Trade Commission), Kimberly Baker (2006 placement at the Institute for Public-Private Partnerships), Gabriel Mazorra (2007 placement at the Terrorism Research Center), Lucy Frederick (2007 placement at Evergreen Associates), Eric Weiss (2008 placement at the National Defense University), Casey Delehanty (2009 placement at the Financial Services Roundtable), and Vanessa Balazs (2009 placement at the Ford Motor Company Global Scholars Program and Shared Hope International).

Pi Sigma Alpha—Political Science Honor Society

The Political Science program has sponsored the Alpha Gamma Lambda Chapter of the National Political Science Honor Society—Pi Sigma Alpha—since 2005. The program's Dr. Peter Bergerson is the chapter's faculty advisor, with students serving in the chapter's governance positions. The chapter inducts new members twice a year (twelve new members were inducted in Fall 2009), and in addition conducts an annual award ceremony every Spring for the program's "Outstanding Political Science Student."

Political Science Students

Composition of Current Political Science Majors

Based on an analysis of applicable data conducted in 2001 – 2002 as part of the Political Science program proposal, it was anticipated that first-time-in-college (FTIC) students would quickly constitute the majority of the program’s majors, with transfers from community colleges constituting a much smaller portion of students majoring in the field. Subsequent enrollment patterns have confirmed this expectation, with the most recent data showing a distribution of 64% FTIC, 22% community college transfers, 13% transfers from other universities and colleges, and 1% early admission (see Table One). Spring 2010 data show a substantially greater percentage of male students majoring in Political Science (62% as opposed to 38% female—see Table Two) and a mean FGCU grade point average among majors of 2.79 (see Table Three). Based on a composite measure assigning equal weight to students’ high school grade point averages and SAT math + verbal scores, the preparedness of Political Science majors prior to entering FGCU arguably has declined modestly during the intense enrollment growth period of 2004 to the present. Table Four provides more detailed information on this phenomenon.

Table One
Composition of Current Political Science Majors (Spring 2010): Admission Type

Beginner/First-Time-in-College (FTIC)	Community College Transfer	Other Undergraduate Transfer	Early Admission
89 (64%)	31 (22%)	18 (13%)	1 (< 1%)

Table Two
Composition of Current Political Science Majors (Spring 2010): Gender

Female	Male
38%	62%

Table Three
Composition of Current Political Science Majors (Spring 2010): FGCU Cumulative GPA

Political Science Majors FGCU Cumulative GPA (Mean as of March 2010)
2.79

Table Four**Composition of Political Science Majors: High School GPA + Adjusted SAT Score*
(Mean of Entering Cohorts, Fall Semesters 2002 – 2009)**

Entering Cohort	Political Science Majors High School GPA + Adjusted SAT Score			FGCU: All Students High School GPA + Adjusted SAT Score		
	H.S. GPA	Adjusted SAT Score	Composite GPA + SAT	H.S. GPA	Adjusted SAT Score	Composite GPA + SAT
F2002	3.66	958 (÷ 400)	3.03	3.47	1015 (÷ 400)	3.01
F2003	3.86	1050 (÷ 400)	3.24	3.52	1038 (÷ 400)	3.06
F2004	3.69	1095 (÷ 400)	3.21	3.54	1048 (÷ 400)	3.08
F2005	3.20	1059 (÷ 400)	2.92	3.37	1039 (÷ 400)	2.98
F2006	3.09	1080 (÷ 400)	2.89	3.35	1026 (÷ 400)	2.96
F2007	3.45	1054 (÷ 400)	3.04	3.32	1022 (÷ 400)	2.94
F2008	3.24	1045 (÷ 400)	2.93	3.30	1037 (÷ 400)	2.95
F2009	3.18	1071 (÷ 400)	2.93	3.36	1031 (÷ 400)	2.97

*Adjusted SAT score: the combined total score of the SAT verbal and quantitative sections (maximum of 1600 points) has been divided by 400, in order to weight the SAT and High School GPA equally (maximum 4.00 each) in the Composite GPA + SAT mean for each Fall Semester's entering cohort.

Graduates of the BA Political Science Program

FGCU's Political Science program graduates are academically strong and prepared for post-baccalaureate professional and academic endeavors. As one might expect from a broad-based liberal arts degree program such as Political Science, graduates' subsequent pursuits are diverse.

Many graduates subsequently attend law school. Examples of this post-baccalaureate path include Nadira Persaud (BA Political Science 2005, subsequently at Hofstra University Law School), Lt. Spencer Roach (BA Political Science 2005, subsequently at the University of Miami Law School and one of only six officers nationwide selected by the U.S. Coast Guard in 2009 for its Judge Advocate General program), Charles Simpson (BA Political Science 2006, subsequently at Stetson University Law School), and Nicholas Murado (BA Political Science 2009, subsequently at the University of Florida Law School).

Other examples of graduates' diverse and impressive post-baccalaureate pursuits include the following: local government agencies (Ilianet Suarez, BA Political Science 2006, a Neighborhood Relations Specialist with the Lee County, Florida Department of Human Services); city and regional planning (Joe Thompson, BA Political Science 2004, a planner with the Rockville, Maryland Department of

Community Planning and Development Services); federal government agencies (Jeff Morse, BA Political Science 2004, an intelligence analyst with the National Geospatial Intelligence Agency); state legislative staff positions (Amanda Fortuna, BA Political Science 2005, a Florida State Legislative Aide); Congressional staff positions (Sarah Hines, BA Political Science 2009, a staff aide for U.S. Senator Mel Martínez from Florida); graduate school (Melanie Reingardt, BA Political Science, a recent graduate of American University's M.A. program in International Peace and Conflict Resolution); secondary teaching (Graham Bearden, BA Political Science 2005, an instructor in the Colegio del Mundo's International Baccalaureate program in Costa Rica); and the private sector (Todd Cofer, BA Political Science 2007, a commercial consulting representative with Gartner, Inc.). An increasing number of the program's graduates also have moved on to the Division of Public Affairs' MPA program. Some have done so after having completed their undergraduate Political Science degrees (recent examples include Carla Ramirez—BA Political Science 2008, Thomas Heeney—B. A. Political Science 2009, Mike Fiigon—BA Political Science 2009, and Sean Gibbons—BA Political Science 2009). Others have initiated their MPA coursework during their final undergraduate year through the Division of Public Affairs' Accelerated MPA program (recent examples include Sean Terwilliger and Steven Trent, currently BA Political Science and Accelerated MPA program students).

Assessment

The Political Science program regularly reviews several important areas of performance for program assessment and continual improvement purposes. These performance areas include enrollment growth (in terms of both unduplicated headcounts and student FTEs), regularity and diversity of course offerings, management of class enrollment levels, student assessments of instruction, and student learning outcomes. This section provides data from these reviews, as well as an analysis of the data and its implications for the program.

Enrollment Growth

In terms of attracting students—not only Political Science majors in the program’s upper-division courses, but also non-majors in the program’s lower-division general education courses—the Political Science program has been highly successful, exceeding even the levels of growth projected in the original program proposal. Enrollment growth in the program has been robust. Between the Fall 2004 and Fall 2009 semesters, unduplicated headcounts in the program increased by 168% (from 56 to 149). During this same period, the Academic Year FTEs generated by upper- and lower-division Political Science courses more than doubled. Tables Five and Six illuminate this enrollment growth data in greater detail.

However, in order to view this significant pace of Political Science enrollment growth in context and to understand its implications for the program’s faculty members, it is important to understand that the academic unit housing the Political Science program—the Division of Public Affairs—also delivers a nationally accredited Master of Public Administration program. Five of the division’s six full-time faculty members, as well as an Emeritus Professor who now teaches part-time for the division, also have regular teaching and graduate student advising responsibilities in the MPA program. During the same 2004 – 2009 period that witnessed such rapid enrollment growth in the Political Science program, the MPA program also experienced a significant increase in the number of graduate students (between the 2004 and 2009 Fall Semesters, unduplicated headcounts in the MPA program rose by 102%). The unduplicated headcount increase in the two programs combined during this period was 138% (from 99 students to 236 students). Meanwhile, the number of full-time faculty members in the Division of Public Affairs has remained flat at just six (and has actually dropped from a high of seven during the 2006 and 2007 academic years, with the Emeritus Professor’s conversion to part-time teaching and no graduate student advising). Table Seven displays this data. *The problems stemming from this combination of intense enrollment growth and no increase in the division’s full-time faculty is examined later in this report’s SWOT analysis.*

Table Five
Political Science Program: Unduplicated Headcount Growth, Fall Terms 2003 – 2009

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
BA Political Science Program: Unduplicated Headcount Growth Fall Terms 2003 – 2009	40	56	72	88	113	135	149

Table Six
Political Science Program: FTE Growth, Academic Years 2003 – 2009*

	AY 2003	AY 2004	AY 2005	AY 2006	AY 2007	AY 2008	AY 2009
BA Political Science Program: FTE Growth Academic Years 2003 – 2009	36	45	52	56	74	87	98

*FTE calculated by using student credit hours from the Division of Public Affairs' courses with CPO, INR, 3000-4000 level PAD, POS, POT, or PUP prefixes. Does not include IDH, IDS, or ISS courses taught by Division of Public Affairs faculty for the Honors Program and/or for the College of Arts and Sciences' Interdisciplinary Studies Program.

Table Seven
**Division of Public Affairs: Unduplicated Headcount Growth vs. Full-Time Faculty Position Growth
 Fall Semester 2004 – Fall Semester 2009**

Term/Year	BA Political Science Program Unduplicated Headcounts	MPA Program Unduplicated Headcounts	Division of Public Affairs: Total Headcounts	Division of Public Affairs: Full- Time Faculty Positions
F2004	56	43	99	6
F2005	72	45	117	6
F2006	88	53	141	7
F2007	113	56	169	7
F2008	135	69	204	6
F2009	149	87	236	6
F2004 - F2009 % increase	166%	102%	138%	0%

Management of Course Delivery and Course Enrollments

One of the problems the Political Science program has sought to avoid is that of listing a large number and diversity of courses in the university catalog and program description, but then offering only a fraction of these even over a multi-year period. The conviction of the program's faculty members is that

this all-too-common phenomenon risks painting a misleading picture of the program in the eyes of prospective majors, as well as disenchanting current majors. The consensus of the faculty is that the program should be able to offer each of the core (required) courses annually and a substantial majority of the program's elective courses biennially. A related program concern is that of calibrating the selection, scheduling, and delivery of courses in such a way as to maintain enrollments at or near the stipulated enrollment caps (35 for upper-division courses other than the Senior Seminar, 20 for the Senior Seminar, and 45 for lower-division courses), and in particular to avoid substantially under-enrolled courses.

At the program's 2006 planning retreat, faculty members directed significant attention toward this issue. After an analysis of past enrollment patterns, faculty interests and strengths, curriculum needs, and results from a Political Science student survey, the program's faculty members decided to eliminate nine of the listed elective courses (regarded as low-priority electives and/or duplicative of other electives in the program) and to create five new elective courses better aligned with program priorities, faculty interests and strengths, and enrollment trends.

The results of these efforts are displayed in Tables Eight and Nine. As indicated in these tables, the program has been highly successful in its efforts to manage course delivery and enrollments. In the most recent two-year cycle ("two-year cycle" based on the objective of offering a substantial majority of elective courses biennially), the Political Science program offered all of its required core courses annually and twenty-two of its twenty-nine elective courses at least once. In the current 2009 – 2010 academic year, enrollment means for both upper- and lower-division courses have been near or more often above designated enrollment caps, and in both the Fall and Spring Semesters six of the eight upper-division courses offered have been at or above their designated enrollment caps.

Table Eight: Political Science Courses Offered During the AY2008 – AY2009 2-Year Cycle

Required (Core) Courses Offered During the AY2008 – AY2009 2-Year Cycle	Elective Courses Offered During the AY2008 – AY2009 2-Year Cycle
INR 3002 Theories of International Relations (AY2008 and AY2009)	CPO 3303 Latin American Politics (AY2008)
POS 3043 American Political Institutions (AY2008 and AY2009)	CPO 4057 Politics & Violence (AY2009)
POS 4734 Research Methods & Analysis for Political Science (AY2008 and AY2009)	CPO 4076 Comparative Propaganda (AY2009)
POS 4936 Senior Seminar (AY2008 and AY2009)	CPO 4930 Special Topics—Asian Politics (AY2009)
POT 3501 Politics, Ethics, & Political Theory (AY2008 and AY2009)	INR 4075 International Human Rights (AY2008)
PUP 4004 Policymaking & Administration (AY2008 and AY2009)	INR 4303 U.S. Foreign Policy (AY2009)
<i>Total: all 6 of the program's required core courses were taught twice (once per year) during this cycle.</i>	INR 4703 International Political Economy (AY2008)
	PAD 3810 State & Local Public Administration (AY2009)
	POS 3250 Political Communication (AY2008)
	POS 3270 Political Campaigns & Elections (AY2008)
	POS 3411 The Modern Presidency (AY2009)
	POS 3424 The Legislative Process (AY2008)
	POS 3691 Law, Politics, & Society (AY2009)
	POS 4064 Intergovernmental Relations (AY2008)
	POS 4072 Women in Politics & Government (AY2009)
	POS 4152 Urban Politics & Problems (AY2008)
	POS 4931 Special Topics—Proposal & Grant Writing (AY2008 and AY2009)
	POT 3003 Political Theorists (AY2008)
	POT 3074 Theories of Power (AY2009)
	POT 3075 Culture & Politics (AY2008)
	PUP 4013 Comparative Social Policy (AY2008)
	PUP 4206 International Environmental Policy (AY2009)
	<i>Total: 22 of the program's 29 elective courses listed in the University Catalog were taught during this cycle. 10 of these were in the American Politics and Policy subfield, 4 were in the Comparative Politics subfield, 4 were in the International Relations subfield, and 4 were in the Political Theory subfield.</i>

Table Nine
Mean Class Size for Lower-Division and Upper-Division Political Science Courses
Fall Semester 2009 and Spring Semester 2010

Course Level	F2009 Class Size—Mean	SP2010 Class Size—Mean
Lower-Division Courses	41	57
Upper-Division Courses	37	33
Upper-Division Course Enrollments at or above Scheduled Enrollment Cap	Fall 2009: 6 of 8 courses (all 3 required courses above cap, plus 3 of 5 elective courses at or above cap)	Spring 2010: 6 of 8 courses (all 3 required courses above cap, plus 3 of 5 elective courses at or above cap)

Student Assessments of Instruction for Political Science Courses and Faculty

Every semester, FGCU’s Office of Planning and Institutional Performance administers the Student Assessment of Instruction (SAI). The purpose of the SAI is to provide for student assessments of instruction (assessing both the course and the instructor) using eight characteristics that are common throughout the Florida State University System, and to make the summary results available to students and the general public. The results are also used by the university as part of individual faculty evaluation. Each student's evaluation form is anonymous. There are two different reports generated from the results, a public report and a confidential report. After processing, summary reports of the SAI’s first eight questions (which are public information) are distributed to the Deans, who provide copies to faculty, chairs, and other appropriate persons. Another report containing summary results of the remaining questions (9 – 27) and the original survey forms are given to the instructors.

The summary reports on the SAI’s first eight questions serve as one of several means through which the Political Science program regularly tracks both the quality of its courses and the teaching performance of its faculty members. Table Ten below displays the SAI means for all of the program’s lower-division courses (whose students are predominantly freshman- and sophomore-level non-majors, and whose instructors include both full-time and adjunct faculty) for the three most recent completed semesters (Fall 2008, Spring 2009, and Fall 2009). Table Eleven displays the SAI means for all of the program’s upper-division courses (whose students are predominantly Political Science majors, and whose instructors are full-time faculty) for the three most recent completed semesters. Both sets of SAI results support a conclusion of broad student satisfaction with the quality of Political Science instruction. On a 5-point scale (with “5” representing “excellent”), lower-division course means for each of the eight questions ranged between a 4.1 and a 4.5. Upper-division course means for each of the eight questions during this same period ranged between a 4.2 and a 4.6. Table Twelve compares the SAI means for the program’s upper-division courses during the Fall 2008 – Fall 2009 period to assessment benchmarks represented by the SAI means for all courses within the College of Professional Studies (the College housing the Division of Public Affairs and its BA Political Science program) during this same Fall 2008 – Fall 2009 period. As illustrated in Table Twelve, assessment means for upper-division Political Science courses during this period exceeded their benchmarks for four of the eight SAI questions, met their assessment benchmarks for three others, and were below (4.2 as compared to the College’s 4.3) their assessment benchmark on only one question.

Table Ten

Student Assessments of Instruction (SAI), Fall Semester 2008 – Fall Semester 2009: Section I
Lower-Division Courses: Mean for All Courses (includes both full-time and adjunct faculty)*

Assessment Item	Fall 2008	Spring 2009	Fall 2009
Description of course objectives and assignments.	4.3	4.2	4.2
Communication of ideas and information.	4.2	4.4	4.1
Expression of expectations for performance in this class.	4.2	4.3	4.2
Availability to assist students in or out of class.	4.2	4.1	4.2
Respect and concern for students.	4.4	4.4	4.5
Stimulation of interest in the course.	4.2	4.4	4.1
Facilitation of learning.	4.1	4.1	4.1
Overall assessment of instructor.	4.2	4.3	4.3

*5-Point Rating Scale: 5 = “Excellent”; 4 = “Very Good”; 3 = “Good”; 2 = “Fair”; 1 = “Poor”; 0 = N/A

Table Eleven

Student Assessments of Instruction (SAI), Fall Semester 2008 – Fall Semester 2009: Section I
Upper-Division Courses: Mean for All Courses (excludes independent studies and internships)*

Assessment Item	Fall 2008	Spring 2009	Fall 2009
Description of course objectives and assignments.	4.5	4.5	4.5
Communication of ideas and information.	4.5	4.4	4.5
Expression of expectations for performance in this class.	4.4	4.4	4.4
Availability to assist students in or out of class.	4.6	4.4	4.5
Respect and concern for students.	4.5	4.4	4.5
Stimulation of interest in the course.	4.2	4.2	4.3
Facilitation of learning.	4.3	4.3	4.4
Overall assessment of instructor.	4.4	4.4	4.4

*5-Point Rating Scale: 5 = “Excellent”; 4 = “Very Good”; 3 = “Good”; 2 = “Fair”; 1 = “Poor”; 0 = N/A

Table Twelve

**Student Assessments of Instruction (SAI), Fall Semester 2008 – Fall Semester 2009: Section I
Comparison of Political Science Upper-Division Courses (Mean) to College of Professional Studies
Course Assessment Benchmarks (Mean for all of the College’s Courses)***

Assessment Item	Division of Public Affairs: F2008-F2009 Mean	College of Professional Studies: F2008-F2009 Mean
Description of course objectives and assignments.	4.5 (<i>exceeded benchmark</i>)	4.4
Communication of ideas and information.	4.5 (<i>exceeded benchmark</i>)	4.3
Expression of expectations for performance in this class.	4.4 (<i>met benchmark</i>)	4.4
Availability to assist students in or out of class.	4.5 (<i>exceeded benchmark</i>)	4.3
Respect and concern for students.	4.5 (<i>met benchmark</i>)	4.5
Stimulation of interest in the course.	4.2 (<i>below benchmark</i>)	4.3
Facilitation of learning.	4.3 (<i>met benchmark</i>)	4.3
Overall assessment of instructor.	4.4 (<i>exceeded benchmark</i>)	4.3

*5-Point Rating Scale: 5 = “Excellent”; 4 = “Very Good”; 3 = “Good”; 2 = “Fair”; 1 = “Poor”; 0 = N/A. Note: Comparisons to College of Professional Studies SAI benchmarks are carried out only for the Political Science program’s upper-division courses, and not for its lower-division courses. The composition of students enrolled in lower-division courses (predominantly non-majors) is markedly different from that in upper-division and graduate courses, and this has a noticeable impact on SAI results. Given that Political Science is the only program in the College of Professional Studies offering lower-division courses in the university’s General Education program, a comparison of the program’s lower-division SAIs to the College benchmarks would be misleading.

Student Learning Outcome-Based Program Assessments

Included among the assessment approaches that FGCU requires of all of its academic programs—including Political Science—are assessments of program effectiveness in helping students achieve the learning outcomes specified for their major. Utilizing both direct and indirect measures developed by its faculty, the Political Science program conducts student learning outcome-based assessments annually. It then records the assessment results, analyses, and proposed continuous improvement modifications in an annual Program Assessment and Analysis Report (PAAR) and in an annually-updated Integrative Program Matrix (IPM), in accordance with university-defined formatting and reporting requirements. The annual PAAR and IPM are submitted to the university’s Office of Planning and Institutional Performance and archived by the university. This PAAR- and IPM-centered approach to student learning outcome-based program assessment at FGCU commenced in Academic Year 2005.

Following the list below of Political Science student learning outcomes specified by the program’s faculty, this section presents a detailed summary of the assessments, results, analyses, and continuous improvement modifications recorded in the program’s most recent PAAR and IPM (from Academic Year 2008). In addition, Tables Thirteen and Fourteen in this section display the results of the most recent

survey questionnaire administered to prospective Political Science graduates in the program's Senior Seminar (POS 4936). Appendix E contains a summary of the program's assessments of student learning outcomes for Academic Years 2005 – 2008, and copies of the most recent PAAR and IPM submitted to the university's Office of Planning and Institutional Performance can be found in Appendix F.

Political Science Program—Student Learning Outcomes

- Student Learning Outcome 1: An understanding of how political institutions, processes, laws, and ideas combine to influence policy and political outcomes.
- Student Learning Outcome 2: An understanding of transnational conflict and collaboration and their impacts on policymaking.
- Student Learning Outcome 3: An understanding of the reciprocal influences between culture and politics, with particular emphasis on an understanding of the symbolic and material impacts of culture on policymaking.
- Student Learning Outcome 4: Written and spoken communication skills, with particular emphasis on the development of strategic communication skills tailored to both objectives and audiences.
- Student Learning Outcome 5: An understanding of the conflicts between politics and ethics in contemporary pluralistic and bureaucratic environments.
- Student Learning Outcome 6: The ability to find, interpret, evaluate, and apply both traditional text-based and contemporary electronic sources of information.
- Student Learning Outcome 7: An ability to conceptualize questions and problems in a comprehensive fashion.
- Student Learning Outcome 8: Knowledge of how to conduct quantitative and qualitative research to address political issues and problems.

Assessment Results and Analysis—Academic Year 2008

During Academic Year 2008, the Political Science program's assessment focused on student learning outcomes *four* and *six* (see list above). As a *direct measure*, the program used an April 27-May 1 assessment of graduating Political Science majors' performance on their POS 4936 Senior Seminar paper, utilizing a grading rubric designed to help measure communication skills. (There were 32 students registered for the course; 4 students withdrew prior to the term's end, based on the instructor's midterm assessment that they had little or no chance of completing the course successfully.) As an *indirect measure*, the program administered a survey questionnaire to graduating Political Science majors on April 14 (16 of 28 students responded, for a 57% response rate).

With respect to the direct measure, student performance on the Senior Seminar paper was as follows: A = 15 of 28 (53.6%), A- = 4 (14.3%), B+ = 4 (14.3%), C+ = 2 (7.1%), C = 1 (3.6%), Incomplete = 2 (7.1%), with the mean performance at 3.6 on a 4.0 grade scale. With respect to the indirect measure, 81% of the students surveyed "strongly agreed" or "mostly agreed" that the BA Political Science program strengthened their writing skills (down from 94% one year earlier), with a mean rating of 4.12 on a 5-point scale; 37.5% of the students "strongly agreed" or "mostly agreed" that the program

strengthened their speaking skills (down substantially from 89% one year earlier), with a mean rating of 3.37; 75% of the students “strongly agreed” or “mostly agreed” that the program strengthened their ability to organize ideas (down from 83% one year earlier), with a mean rating of 4.00; 69% of the students “strongly agreed” or “mostly agreed” that the program strengthened their ability to formulate arguments (down from 83% one year earlier), with a mean rating of 3.94. Responding to new items in this year’s survey, 81% of the students surveyed “strongly agreed” or “mostly agreed” that the BA Political Science program strengthened their ability to do research using books and journal articles, with a mean rating of 4.31; 69% of the students surveyed “strongly agreed” or “mostly agreed” that the BA Political Science program strengthened their ability to do research using online information sources, with a mean rating of 4.06; and 100% of the students surveyed “strongly agreed” or “mostly agreed” that the BA Political Science program strengthened their knowledge of Political Science, with a mean rating of 4.69. Detailed results of the Senior Seminar student survey are presented in Tables Twelve and Thirteen below.

During an August 2009 program planning session, results of the direct and indirect measures from the 2008-2009 academic year were compared to those from the prior 2005, 2006, and 2007 academic years. After having reviewed these comparisons, the program’s faculty members reached several conclusions.

- The program’s faculty members are encouraged by the students’ strong survey assessment of whether the program’s classes have strengthened their knowledge of Political Science, as well as their relatively strong survey assessments of whether the program’s classes have strengthened their ability to conduct research using both traditional text-based and online information sources. No program changes in the area of content coverage or qualitative research skills are warranted at this time. However, items pertaining to these learning outcomes will be included in next year’s survey.
- No program changes in the area of written communication skills are warranted at this time. Although the percentage of students who “strongly agree” or “mostly agree” that the Political Science program’s classes have strengthened their writing skills dropped slightly from the prior year, the mean rating of 4.12 was deemed acceptable in light of the program’s rapidly increasing enrollments and average class sizes.
- The significant decline from the prior year’s student survey assessments of whether the program’s classes have strengthened their speaking skills and their ability to formulate arguments is worrisome. In discussions of what might account for this decline, the faculty stressed the problems that rapidly increasing enrollments and class sizes pose for incorporating individual student presentations into classes. Unduplicated headcounts in the program have roughly doubled in the past four years, with no increase in full-time faculty positions in the department, and a significant majority of the program’s upper-division classes are witnessing enrollments at or over the scheduled enrollment cap. For example, this year’s Senior Seminar began with 32 students enrolled, as compared to 22 students in 2008 and 20 students in 2007. The substantial use of formal student presentations, manageable when the program’s upper-division classes had average enrollments of in the mid-20s, has gradually declined as average enrollments have increased to 35 or more. Faculty members observe that with their current enrollments, they cannot require the same number (or duration) of individual student presentations as in the past without undermining the courses’ coverage of Political Science content, nor can they devote as much time or detail to their assessments of students’ presentations. After considerable discussion of these issues, the program’s faculty members recommended four near-term steps: 1) increase the use of structured *group presentations* in classes; 2) reduce the enrollment cap in the Senior Seminar to 20 (down from 35), and offer the Senior Seminar twice per year instead of just once per year; 3) continue to include items pertaining to these learning outcomes in next year’s survey; and 4) try to

impress upon the administration the urgency of adding more full-time faculty positions to the program, based on the fact that the program's enrollments have risen so rapidly over the past several years while the number of full-time faculty positions has remained unchanged.

Table Thirteen
Results of Survey Questionnaire for POS 4936, *Senior Seminar in Political Science* (Spring 2009)
Part I of Survey

Assessment Item	Strongly Agree 5	Mostly Agree 4	Agree 3	Mostly Disagree 2	Strongly Disagree 1	Mean
1. My Political Science classes have strengthened my writing skills.	6	7	2	1	-	4.12
2. My Political Science classes have strengthened my speaking skills.	3	3	7	3	-	3.37
3. My Political Science classes have strengthened my ability to organize ideas.	5	7	3	1	-	4.00
4. My Political Science classes have strengthened my ability to formulate arguments.	6	5	3	2	-	3.94
5. My Political Science classes have strengthened my ability to do research using books and journal articles.	8	5	3	-	-	4.31
6. My Political Science classes have strengthened my ability to do research using online information sources.	6	5	5	-	-	4.06
7. My Political Science classes have strengthened my knowledge of Political Science.	11	5	-	-	-	4.69

Table Fourteen
Results of Survey Questionnaire for POS 4936, *Senior Seminar in Political Science* (Spring 2009)
Part II of Survey

Assessment Item	12 or more	9 – 11	6 – 8	3 – 5	0 – 2	Mean
	5	4	3	2	1	
8. In all of my Political Science classes combined, I estimate the total number of written assignments I have completed to have been:	7	9	-	-	-	4.44
9. In all of my Political Science classes combined, I estimate the total number of oral presentations I have delivered to have been:	1	5	8	2	-	3.31
10. In all of my Political Science classes combined, I estimate the total number of written assignments in which I did research using books and journal articles to have been:	9	4	2	1	-	4.31
11. In all of my Political Science classes combined, I estimate the total number of written assignments in which I did research using online information sources to have been:	8	6	1	1	-	4.31

SWOT Analysis

Strengths

- *The program's faculty members are skilled, creative, experienced instructors with a strong commitment to their students.* Students' assessments of instruction—in terms of both quantitative ratings and comments—provide compelling evidence of this. Results from the program's periodic review of course syllabi, as well as faculty members' ongoing willingness to experiment with teaching innovations, provide additional support for this characterization of the program's teaching excellence. Although courses in the Political Science program are on-campus, face-to-face courses, faculty members make substantial and sophisticated use of learning technology, using the university's *Angel Course Management System*, the internet, and other electronic means for enhancing students' learning experiences.
- *The collegiality, egalitarianism, and teamwork of the program's faculty.* The program's faculty is free from the factionalism and interpersonal problems that can cripple a small department. In addition, decision-making within the program is not treated as a “managerial” function (despite the increasing pervasiveness of “business” models in higher education), but is instead driven by the disciplinary expertise, experience, and professional development interests of the program's faculty.
- *Significant and consistent contributions by the program's faculty to the university's interdisciplinary initiatives, Honors Program, and environmental mission.* This is especially noteworthy given the additional burdens this poses for a program dealing with a rapid and ongoing increase in its unduplicated headcounts but no increase in its faculty resources.
- *Significant and consistent contributions by the program's faculty to university and community service, often in a leadership role or in a research-and-writing-intensive capacity.* Faculty members' *vitae* reveal extensive and ongoing contributions to the university and to the surrounding community. These include active service on university committees and task forces, community and media outreach efforts, and pro-bono consulting and applied research.

Weaknesses

- *Extremely rapid enrollment growth during the past five years, combined with no additional faculty positions, has had a number of damaging effects.* As noted earlier in this report's “Assessment” section, the academic unit housing the Political Science program—the Division of Public Affairs—also delivers a nationally accredited Master of Public Administration program. Five of the division's six full-time faculty members, as well as an Emeritus Professor who now teaches part-time for the division, also have regular teaching and graduate student advising responsibilities in the MPA program. During the past five years, both the undergraduate Political Science program and the MPA program experienced extremely rapid enrollment growth whose pace greatly exceeded that of the university overall. Between the Fall 2004 and Fall 2009 semesters, unduplicated headcounts in the Political Science program increased by 168% (from 56 to 149) and Academic Year FTEs generated by upper- and lower-division Political Science courses more than doubled. During this same period, unduplicated headcounts in the MPA program rose by 102%. The unduplicated headcount increase in the two programs combined during this period was 138% (from 99 students to 236 students). Meanwhile, the number of full-time faculty in the program is the same as it was *prior* to the start of this five-year growth period, and has actually *dropped* (from seven to six) since Academic Years 2006 and 2007. The Division has been allowed to replace faculty members who have departed, but it has received no additional positions. As a result of this, faculty members are over-extended, focusing so disproportionately

on managing the rising levels of teaching, advising, and service with no additional resources that their possibilities for scholarly work are threatened with erosion.

- *With respect to both faculty expertise and course offerings, the Political Science program suffers from a noticeable gap in the Comparative Politics subfield, as well as a gap in regional political coverage other than that of Latin American politics.* Comparative Politics traditionally has been regarded as one of the four major subfields of Political Science (along with American Politics and Policy, International Relations, and Political Theory). FGCU's Political Science program has full-time faculty members with primary expertise in these other three major subfields, as well as regional expertise in Latin American politics, but it has never had a faculty member whose primary expertise is in Comparative Politics and in region(s) other than Latin America. A number of factors account for this gap, including limited resources during FGCU's start-up phase, subsequent institutional resource constraints relative to the university's rate of enrollment growth, and the absence of any new faculty positions for the Political Science program since its inception. In addition, up until a year ago, the overriding institutional concern for the Division of Public Affairs was that the MPA program achieve national accreditation from its accrediting body (NASPAA). This meant that even when the Division was allowed to conduct searches to replace faculty members who had left the program, these searches had to focus on faculty members who could assume at least partial teaching responsibilities in the MPA program, in order to ensure the program maintained the minimum number of MPA faculty members required for accreditation. Given the exigencies of the academic labor market, as well as issues of disciplinary "fit" between the various Political Science subfields and Public Administration, the unintended but nonetheless predictable consequence of this was that even the Division's replacement faculty positions were skewed powerfully toward "Americanists" and away from "Comparativists." Hopefully this Comparative Politics gap is close to being filled. This academic year the program conducted a successful search for a new faculty member specializing in Comparative Politics. The new faculty member offered the position (who also has regional expertise in Middle Eastern politics) has accepted and will join the program in Fall Semester 2010 (pending final administrative approval and the requisite budget resources).
- *The combination of FGCU's non-tenure-based faculty contract system, below-market-average salaries, and rapidly rising teaching, advising, and service workloads makes it difficult to retain highly qualified faculty members at the Assistant Professor level; turnover of younger faculty in the Division of Public Affairs has been high.* FGCU does not use a traditional tenure-based system of faculty contracts for its new hires. Instead, it uses a multi-year "continuing contract" system. The principal fears expressed by external critics over this non-tenure-based alternative have proven unwarranted (namely, fears that it would damage academic freedom and/or lead to arbitrary faculty layoffs). However, in combination with other factors, the system does significantly complicate the tasks of recruiting and retaining new faculty members in the early stages of their careers. Since its inception in 1997, the Division of Public Affairs has hired eight faculty members at the Assistant Professor level; five of these eight Assistant Professors left the program just one to three years after having arrived. (Three left FGCU for faculty positions at San Diego State University, California State—Long Beach University, and the University of Oregon; one left to take a full-time urban planning and development position; and one left to take an administrative position at the University of Belize.) Based on exit discussions, these faculty members did not leave because of dissatisfaction either with colleagues or with students. A common (and admittedly complicated) theme that surfaced in exit discussions with several of these faculty members was a fear that FGCU's limited support for faculty professional development and rising levels of teaching, advising, and service responsibilities threatened these faculty members in the early stages of their careers not only with burnout, but also with levels of scholarly productivity inadequate for ensuring their "marketability." At the same time, perceptions of job insecurity in a non-tenure-based system and of below-market-average salaries made a long-term commitment to FGCU suspect in their eyes. The result was a growing impulse

among these young faculty members to leave FGCU before their marketability might decline. In this regard, the experiences of these junior faculty members in the program appear to have reflected the responses of FGCU faculty generally in the 2007 – 2008 HERI Survey administered by UCLA’s Higher Education Research Institute. (The HERI survey results for FGCU faculty—*FGCU HERI Faculty Profile*—are available online in spreadsheet format at <http://www.fgcu.edu/planning/Assessment/external.asp>.) Based on the HERI Survey results, FGCU faculty satisfaction with “opportunity for scholarly pursuits” was 15% below the national average for public four-year universities, perceptions of the adequacy of support for faculty development were 19% below the national average, stress over “physical health” was 7% higher than the national average, and perceptions of “job security” and “salary” were 15% and 12% below the national averages, respectively. (For FGCU faculty responses on these survey items, see spreadsheet lines 605, 679-680, 766, 616, and 602.)

- *A relatively high percentage of undergraduate Political Science students appear to be academically under-prepared for college, and this problem may be trending in a problematic direction. This has heightened the pressures for “remedial” analytical and communicative instruction during a period in which the Political Science program’s intense enrollment growth has made it increasingly unrealistic for faculty members to shoulder these remedial burdens. As illustrated by Table Four in this report, based on a composite measure assigning equal weight to students’ high school grade point averages and SAT math + verbal scores, the preparedness of Political Science majors prior to entering FGCU arguably has declined in recent years. At the start of the program’s period of rapid enrollment growth, Political Science majors in Fall 2003 had a composite high school GPA/SAT average of 3.24, and in Fall 2004 they had an average of 3.21. In the two most recent Fall Semesters (2008 and 2009), the composite high school GPA/SAT average for Political Science majors was 2.93. The university overall exhibited the same pattern during this period, albeit to a slightly lesser degree: in Fall 2003 the FGCU average was 3.06, and in Fall 2009 its average had dropped to 2.97. To the degree that the Political Science program is expected to enhance its majors’ analytical and communicative abilities (as prescribed by the state-mandated *Academic Learning Compact*), the combination of deteriorating student preparedness, rapidly rising enrollments, flat faculty staffing levels, and proliferating state-level and institutional accountability mandates poses severe problems for the program’s faculty members. Once again it is worthwhile to examine the responses of FGCU faculty generally in the 2007 – 2008 HERI Survey. FGCU faculty perceptions of “quality of students” were 17% below the national average for public four-year universities and colleges. (For FGCU faculty responses on this survey item, see spreadsheet line 607 at <http://www.fgcu.edu/planning/Assessment/external.asp>.)*
- *Given the prominent role of the Political Science major as a preparatory baccalaureate degree for law school, the Political Science program has offered few courses directly and explicitly pertaining to law. As illustrated by the FGCU Political Science program’s “Preparing for Law School” webpage at <http://cps.fgcu.edu/PA/PS/lawschool.html>, a Political Science degree historically has been by far the most popular major for students subsequently pursuing a law degree. Moreover, as indicated earlier in the “Students—Graduates of the Political Science Program” section earlier in this report, many of the program’s graduates have gone on to law school. However, the program’s course offerings directly pertaining to law have not been commensurate with the centrality of Political Science as a pre-law major. The only explicitly law-related course offered by the program since its inception has been the POS 3691 elective course in “Law, Politics, and Society.” The program’s listed POS 4614 elective course in “Constitutional Law” has never been offered, and in addition the program has no plans in the near future for adding any other law-related courses to its curriculum. This is not an unusual type of weakness among small Political Science programs, which typically have to wrestle with a mismatch between the number of important Political Science subfields and specialties and the limited number and disciplinary diversity of their full-time faculty. Given the current mix of faculty in*

the program (including the pending new hire in Comparative Politics), addressing this weakness would require either that the program hire a new faculty member with a Public Law background or that an existing faculty member teach outside his or her areas of expertise.

- *Based on Spring 2010 data, the Political Science program appears to suffer from a gender imbalance among its students: male Political Science majors outnumber females by nearly a 2:1 ratio.* As illustrated by Table Two in this report, in Spring Semester 2010, 62% of the Political Science majors were male and 38% were female. Recent institutional and national data available for comparative purposes makes this gender imbalance among the program's majors somewhat puzzling. For example, based on data provided by the FGCU Office of Institutional Planning and Performance in its *Common Data Set 2009 – 2010* (available online at http://www.fgcu.edu/planning/files/CDS2009_2010.pdf), the gender distribution of full-time and part-time degree-seeking undergraduates at FGCU overall in the current academic year is skewed markedly in the opposite direction—44% male and 56% female. Meanwhile, the American Political Science Association's *Degrees Conferred in Political Science, 1988 – 2006* chart (available online at <http://www.apsanet.org/imgtest/Demographics%20Data%20BA%20degrees%2088%2006.pdf>) shows a shifting gender distribution among the BA Political Science degrees awarded nationwide over the 1988 – 2006 period, but one that nonetheless seems a bit at odds with the gender distribution of Political Science majors at FGCU. In 1988, 58% of the BA Political Science degrees awarded nationwide were to males; during the 2000 – 2003 period, the distribution shifted slightly in favor of female students at 51%; after that, the gender distribution began trending back toward male BA degree recipients, with a 51% to 49% distribution between males and females in the last reporting year, 2006. Without additional research, it would be premature and unwarranted to draw any meaningful inferences from this gender imbalance among FGCU's current Political Science majors. Nothing whatsoever has surfaced in student assessments of instruction (or in the form of either formal complaints or informal student comments) suggesting student dissatisfaction with gender-related issues. However, in this context it is important to acknowledge a gender imbalance among the Political Science faculty. Among the program's current six full-time faculty members, only one is female (the program's Emeritus Professor is female but teaches on a part-time basis). Assuming the new Comparative Politics faculty member who has accepted the program's offer of employment joins the program's faculty in Academic Year 2010, the gender distribution among the program's full-time faculty members will become six males and one female.

Opportunities

- *Assuming the new faculty member offered the Comparative Politics position joins the program's faculty in Academic Year 2010, there is an excellent opportunity to build quality coverage of the Comparative Politics subfield into the program.* In addition, given the new faculty member's expertise and experience in Middle Eastern politics, the program has an equally strong opportunity to expand its menu of regional politics courses.
- *The program has an opportunity to build on its previous excellence and leading role in interdisciplinary education, as well as on its contributions to Honors education.* As noted earlier in the "Resources—Political Science Faculty" section of this report, the program has made an unusually strong commitment to interdisciplinary education and to the university's Honors program. It has done so both through the interdisciplinary design of its Political Science degree concentrations and through the participation of its faculty members in the university's interdisciplinary initiatives and Honors courses. The interdisciplinary interests and strengths of the program's new Comparative Politics faculty member have the potential to enhance these contributions in the future. In addition, the program can enhance its contributions by adding the university's new Minor in Critical Theory (developed in part through the contributions of

Political Science program faculty) to the menu of authorized Minors within the Political Science degree's *Interdisciplinary Studies Concentration*.

- *The program has an opportunity to more successfully encourage and facilitate the transition of Political Science program graduates into the Division of Public Affairs' MPA program.* This opportunity applies both to the conventional post-baccalaureate version of the MPA program and to the Accelerated MPA program available to Political Science majors who elect the degree's *Public Administration Concentration*. Not all Political Science majors are interested in law school (or in some cases, academically capable of prevailing in the intense competition for admission to a quality law school). For some of these students, an MPA degree could be a valuable post-baccalaureate academic transition to a career in the public or not-for-profit sectors. In prior years the Division of Public Affairs has enjoyed modest success in this regard, but the coming years provide an opportunity to achieve greater success.
- *The program has an opportunity to re-examine and potentially revise its learning outcomes for Political Science majors, doing so in order to better reflect the distinctive vision of its current Political Scientists.* Although the Division of Public Affairs has the same *number* of full-time faculty members it had in 2001 when the BA Political Science program was merely in the proposal stage, few of these faculty members (only two of the program's current six full-time faculty members) were at FGCU when the program proposal was conceptualized and written. In addition—and as noted earlier in the “Weaknesses” section of this report's SWOT analysis—the institutional priorities and hiring patterns of prior years tended to skew the Division of Public Affairs' replacement faculty searches unintentionally but predictably in an “Americanist” direction. This is currently undergoing a process of change. However, given the turnover in the Division's faculty since the time the program proposal was drafted, as well as the long-delayed but now imminent addition of a Comparative Politics specialist to the Division, it would benefit the program this coming year to re-examine and potentially revise its learning outcomes to better reflect the vision of its current Political Scientists. Doing so would provide the added benefit of helping the new Comparative Politics faculty member feel like he is an equal and creative partner in the program.

Threats

- *Erosion in state funding for higher education could damage the program in several significant ways.* Not unexpectedly in a state whose economy was disproportionately dependent on a speculative and highly leveraged real estate sector, as well as on the vagaries of tourist spending, Florida has suffered from a severe economic contraction in recent years. In turn, this has had a deleterious impact on state revenues and government spending. As a public university, FGCU's budgetary health is highly dependent on the state's economy. Should the current economic contraction continue for too long or even grow worse, the consequent impact on FGCU's budget could quickly undermine the Political Science program's hopes for “growing” its faculty to better match the rapid rise in its enrollments. It would also undermine the university's capacity to address problems of salary contraction and inversion among its faculty. In addition, a continuation of Florida's severe economic problems has troubling implications for the post-baccalaureate career ambitions of Political Science program graduates.
- *Continued declines in the prior academic preparedness of Political Science majors would exacerbate the problematic pressures for “remedial” analytical and communicative instruction.* For reasons discussed in the “Weaknesses” section above, it is increasingly unrealistic for the program's faculty members to shoulder these burdens in the program's upper-division courses.
- *A potentially wide-ranging reorganization of the university's academic units makes program-level planning ambiguous, particularly if the process through which this reorganization is implemented proves to be overly protracted and/or conflictive.* FGCU's Provost recently

indicated that the university will soon initiate an institution-wide dialogue about reorganizing the university's academic, administrative, and technical support units. The timing of this announcement followed closely on the heels of an announcement by the Political Science program's College Dean that he had accepted a Dean's position at another university. Although there are strong arguments to be made for holding a reorganization dialogue at this stage of the university's development, from a program-level perspective the ambiguities of a probable reorganization make this development part opportunity, part threat.

Recommendations for Change and Continuous Improvement Planning

As indicated earlier in this report's "BA Political Science Program Description" section, decision-making in the program on issues of curriculum development, course selection and scheduling, strategic planning, and professional development is highly egalitarian and driven substantially by the expertise and professional development interests of the program's full-time faculty members. Recommendations for change issue primarily from the faculty, and even in cases of centralized initiatives the faculty have ample opportunity for dialogue, input, and planning. Consequently, the recommendations offered by this report should be viewed as works in progress, to be further examined and modified by the faculty as the program moves forward.

In addition, the BA Political Science degree program has a continuous improvement plan for the development of its curricula and for its assessment of student learning outcomes. Data is regularly analyzed in order to promote constructive changes in the design and delivery of the program's courses, as well as to enhance students' abilities to achieve learning outcomes in areas such as Political Science content knowledge, written and oral communication, and critical thinking skills.

Based in part on the data and analysis contained in this report, future attention toward the following items is recommended:

- The program should impress upon the administration the urgency of adding more full-time faculty positions to Political Science based on the program's enrollment growth. As noted elsewhere in this report, unduplicated headcounts in the BA Political Science program have risen dramatically over the past several years (168% between Fall 2005 and Fall 2009, from 56 majors to 149 majors), as have headcounts in the MPA program in which five of the Political Science program's full-time faculty have additional teaching responsibilities. Meanwhile, the number of full-time faculty in the program is the same as it was *prior* to the start of this five-year growth period, and has actually *dropped* (from seven to six) since Academic Years 2006 and 2007. Even with the probable (or at least hopeful) addition of the new Comparative Politics specialist this coming year, the program's faculty resources will not genuinely have increased: full-time faculty positions will merely have been restored to their 2006 – 2007 level.
- Assuming the new faculty member offered the Comparative Politics position joins FGCU in the coming academic year, the program should move quickly and decisively to build quality coverage of the Comparative Politics subfield into the program. Given the prominence of Comparative Politics as a major Political Science subfield, and after the considerable delay in addressing this program gap, this should be regarded as a high priority. In addition, the program should strongly consider adding Comparative Politics to the program's list of required core courses.
- Given the new faculty member's expertise and experience in Middle Eastern politics, the program should move quickly and decisively to expand its menu of regional politics courses. In addition, in the process of seeking new Political Science faculty positions so that the program's faculty resources can begin catching up to the prior years' rapid enrollment growth, the program should make the addition of an East Asian politics specialist a high priority.
- The program should re-examine and potentially revise its learning outcomes for Political Science majors, doing so in order to better reflect the distinctive vision of its current Political Science faculty. Admittedly, a reorganization of the university's colleges and departments (probable in the coming year but at this point indeterminate in form) might have a significant impact on planning and implementation efforts. Nonetheless, the program should consider taking on this re-examination of Political Science student learning outcomes within the next two years.

- The program should devote further attention to the apparent gender imbalance among its majors. Although (as noted earlier in the “Weaknesses” section of this report) it would be premature and unwarranted at this point in time to draw any inferences from this gender distribution, this should in no way deter the program from studying this issue and determining whether remedial measures might be feasible.
- Based on the combination of increasing class sizes, a potential downward trend in Political Science majors’ academic preparedness, and prospective graduates’ lowered ratings of the program’s cultivation of oral communication skills, the program should continue searching for ways to enhance oral communication skills in the midst of rapid enrollment growth. Initial steps in this direction have already been taken, such as offering the Senior Seminar twice (rather than once) per year and lowering its enrollment cap, as well as experimenting with structured group presentations in courses whose rising enrollments are making individual presentations increasingly unmanageable.

Appendices

- Appendix A: Political Science Course Descriptions from the University Catalog
- Appendix B: Sample Course Syllabi—Political Science Core (Required) Courses
- Appendix C: Sample Course Syllabi—Political Science Elective Courses
- Appendix D: Political Science Academic Learning Compact
- Appendix E: Summary of Student Learning Outcome Assessments, Academic Years 2005 – 2008
- Appendix F: IPM and PAAR Updates—Academic Year 2008
- Appendix G: Political Science Faculty *Curriculum Vitae*
- Appendix H: Assessment of FGCU Library Political Science Holdings

Appendix A
Political Science Course Descriptions

Political Science Course Descriptions

Lower-Division Courses: Political Science Common Prerequisites and General Education Courses

INR 2005 - Peace and Conflict in the Public Sphere - 3 credits

Interdisciplinary examination of the communicative practices, political dynamics, and philosophical perspectives that can illumine the emergence of societal conflicts and the prospects of their peaceful resolution.

INR 2015 - Global Studies - 3 credits

Introduces the student to the realities of current global issues and problems. The course content includes changing demographic patterns, food, energy and human resources, the structure of international relations, with a special emphasis upon sustainable development. An interdisciplinary approach is used in analyzing the issues.

POS 2041 - American National Government - 3 credits

An analysis of the basic principles and procedures of the American government with emphasis on current issues and trends to cultivate an understanding of the U.S. political processes.

POS 2112 - State & Local Government & Politics - 3 credits

Through an analysis of the structure and function of state and local government, the social and political influences that shape them and the dynamics of their administrative processes, students gain an understanding of the U.S. American political processes.

Core (Required) Courses

INR 3002 - Theories of International Relations - 3 credits

Examination of major theoretical traditions of international relations and interpretation of current international realities from the prospectus of these traditions.

Prerequisite(s): ENC 1102 with a minimum grade of C

POS 3043 - American Political Institutions - 3 credits

An examination of the major institutions of government in the United States. A special emphasis will be placed on understanding how these institutions interact and the resulting outcomes of this interaction.

Prerequisite(s): ENC 1102

POS 4734 – Research Methods and Analysis in Political Science - 3 credits

An introduction to the tools necessary for conducting and interpreting political research. Quantitative and qualitative approaches will be discussed. Completion of General Education Mathematics Requirement.

Prerequisite(s): ENC 1102

POT 3501 - Politics, Ethics, & Political Theory - 3 credits

An examination of some of history's major political thinkers and how their ideas have shaped the development of political systems and practices. In addition, develops students' ability to apply political theory to contemporary political and ethical issues

Prerequisite(s): ENC 1102

PUP 4004 - Policymaking & Administration - 3 credits

An examination of the analysis and politics of public policy, with attention to both the traditional tools of policymaking and contemporary efforts to reconcile the tensions between politics, policymaking, and ethics.

Prerequisite(s): ENC 1102

POS 4936 - Senior Seminar - 3 credits

Required integrative seminar for senior Political Science majors. Examines the contemporary political environment and visions of the political future.

Elective Courses

CPO 3002 - Comparative Politics - 3 credits

Political systems of a representative sample of developing and developed these societies to respond to the challenges of population countries. Particular attention is paid to the capacity of growth, environmental degradation, and the world economy.

CPO 3303 - Latin American Politics - 3 credits

An examination of the economic and cultural forces that have given rise to contemporary Latin America. Key topics include democracy, human rights, economic integration, narco-trafficking and environmental sustainability.

Prerequisite(s): ENC 1102 with a minimum grade of C

CPO 4057 - Politics and Violence - 3 credits

Examines contemporary perspectives on the problems posed by political violence and considers approaches for ameliorating these problems.

Prerequisite(s): ENC 1102

CPO 4076 - Comparative Propaganda - 3 credits

Comparative analysis of propaganda in Fascist, State Socialist, and Democratic political systems.

Prerequisite(s): ENC 1102 with a minimum grade of C

CPO 4930 - Special Topics in Comparative Politics - 3 credits

Examination of a selected topic within comparative politics. Topics may vary depending on instructor.

Prerequisite: ENC 1102

Prerequisite(s): ENC 1102

INR 3955 - Overseas Study - 1 to 3 credit(s)

This course is a program of individual or group research in a foreign country.

INR 4075 - International Human Rights - 3 credits

Examines international human rights issues and their impact on politics. Major topics include: international human rights organizations and legal conventions; ethical and political ambiguities in international human rights; conflicts between human rights, local culture, and economic globalization.

Prerequisite(s): ENC 1102 with a minimum grade of C

INR 4303 - U.S. Foreign Policy - 3 credits

Examination of U.S. foreign policy, including economic policy, counter-terrorism, national defense, U.S. diplomacy toward key countries and regions of the world, and the governmental machinery through which foreign policy is formulated and implemented.

Prerequisite(s): ENC 1102 with a minimum grade of C

INR 4703 - International Political Economy - 3 credits

Examines the major structures and key actors within the contemporary global economy. Topics include international monetary order, regional and multilateral trade regimes, international financial flows, the roles of multinational corporations, economic development strategies, and world cities. These topics will be investigated from a variety of theoretical perspectives (e.g., liberal, mercantilist, structuralist).

Prerequisite(s): ENC 1102

INR 4930 - Special Topics in International Relations - 3 credits

Examination of a selected topic within international relations. Topics may vary depending on instructor.

Prerequisite: ENC 1102

Prerequisite(s): ENC 1102

PAD 3810 - State & Local Public Administration - 3 credits

An introduction to public administration at the state and local levels of government.

Prerequisite(s): ENC 1102 with a minimum grade of C

POS 3250 - Political Communication - 3 credits

Examines the inter-relationship between Political Science and Speech, with emphasis on how political leaders communicate in a democratic society.

Prerequisite(s): ENC 1102 with a minimum grade of C

POS 3270 - Political Campaigns and Elections - 3 credits

Examines political campaigns and elections in the U.S., focusing on the national level. Major topics include systems of political representation, political parties, campaign planning and management, campaign finance, and campaign ethics.

Prerequisite(s): ENC 1102 with a minimum grade of C

POS 3411 - The Modern Presidency - 3 credits

The Presidency from the transformation of the office in the 1930's to the present. Special attention to the roles and responsibilities of modern presidents in domestic as well as international policy.

Prerequisite(s): POS 2041 with a minimum grade of C

POS 3424 - Legislative Process - 3 credits

An analysis of the leadership, organization, norms, and policy-making processes of the U.S. Congress, including Congressional-Executive relations, Elections, and Constituency relations.

Prerequisite(s): POS 2041 with a minimum grade of C or POS 3043 with a minimum grade of C

POS 3691 - Law, Politics, and Society - 3 credits

An examination of how laws and legal processes interact with politics and culture in shaping policy understandings and outcomes.

Prerequisite(s): ENC 1102

POS 4064 - Intergovernmental Relations - 3 credits

An exploration of the concept of federalism and its implications for American government. A primary focus is placed on the interaction between different levels of government.

Prerequisite(s): ENC 1102 and POS 2041 or POS 2112 or POS 3043 or POS 3114 and POS 2041

POS 4072 - Women in Politics & Government - 3 credits

Overview and analysis of the variety and forms of women's roles in politics and government; consequences with respect to governing in a democracy and efficacy of women as public agents and citizens.

Prerequisite(s): POS 2041 or POS 2112

POS 4152 - Urban Politics and Problems - 3 credits

An examination of urban politics and problems. Focuses particularly on the place of cities within a broader network of economic, social, spatial, and intergovernmental relations, as well as on the ways in which these networks affect cities' approaches to problem-solving.

Prerequisite(s): ENC 1102

POS 4614 - Constitutional Law - 3 credits

An examination of the constitutional basis of the American legal system. Particular attention is paid to the processes of judicial review with regard to key provision of the constitution. Students study seminal cases considered by the Supreme Court. This course is designed for upper division students considering attending law school. Division standing (junior or senior) is necessary to enroll in this course.

Prerequisite(s): POS 2041 with a minimum grade of C or POS 2112 with a minimum grade of C

POS 4931 – Special Topics in Political Science - 3 credits

Examination of a selected topic within political science. Topics may vary depending on instructor.

Prerequisite: ENC 1102

Prerequisite(s): ENC 1102

POT 3003 - Political Theorists - 3 credits

Exploration of key theorists and themes in to good life. democracy, sovereignty, social justice, and political theory; topics include citizenship, 6,000 words of graded written work are required ~ Gordon Writing Rule course

Prerequisite(s): ENC 1102

POT 3075 - Culture and Politics - 3 credits

An examination of the interrelationship between culture and politics, with particular emphasis on the symbolic and material impacts of culture on policy making.

Prerequisite(s): ENC 1102

POT 4074 - Theories of Power - 3 credits

Examination of theories of power in the social sciences and the humanities, as well as the application of these theories to the interpretation of various political processes.

Prerequisite(s): ENC 1102 with a minimum grade of C

POT 4932 - Special Topics in Politics and the Humanities - 3 credits

Interdisciplinary examination of a selected topic within politics and the humanities. Topics may vary depending on instructor.

Prerequisite(s): ENC 1102 with a minimum grade of C

PUP 3040 - State & Local Public Policy - 3 credits

An introduction to the analysis, administration, and politics of public policy at the state and local levels of government.

Prerequisite(s): ENC 1102 with a minimum grade of C

PUP 4013 - Comparative Social Policy - 3 credits

Examines the development, implementation, and evaluation of social policies in several national contexts, as well as the transnational and cross-cultural social policy issues posed by international labor migrants and refugees.

Prerequisite(s): ENC 1102

PUP 4206 - International Environmental Policy - 3 credits

Examines the development and implementation of international environmental policies. Theoretical perspectives on problems of the international environment are applied to several major policy controversies.

Prerequisite(s): ENC 1102

PUP 4930 - Special Topics in Public Policy - 3 credits

Examination of a specific topic within public policy. Topics may vary depending on instructor.

Prerequisites: prior completion of ENC 1002 with a minimum grade of C.

Prerequisite(s): ENC 1102 with a minimum grade of C

Directed Readings, Independent Studies, and Internships

INR 4910 - Directed Independent Study - 1 to 3 credit(s)

Provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

INR 4926 - Model United Nations Practicum - 3 credit(s)

Enables students to engage in academic research that will facilitate their participation in Model United Nations conferences.

Prerequisite(s): INR 2015 with a minimum grade of C or INR 3002 with a minimum grade of C

POS 4905 - Independent Study - 3 credits

Independent study in political science under faculty supervision.

Prerequisite(s): INR 3002 or CPO 3002 or POS 3112 or POS 4002

POS 4911 - Directed Research in Administration and Policy - 3 credits

Student research in public administration and/or public policy under a faculty advisor.

Prerequisite(s): ENC 1102

POS 4941 - Political Science Internship - 3 credits

Experiential learning through an internship at a department-approved public or not-for-profit organization.

Prerequisite(s): ENC 1102

Appendix B

Course Syllabi: Sample Core (Required) Courses

INR 3002: Theories of International Relations

Florida Gulf Coast University

Fall 2009

Richard W. Coughlin, Ph.D.

AB 3 150 – 590-7177; rcoughli@fgcu.edu

Office Hours: Monday and Wednesdays 2:00-3:00

Course URL: <http://itech.fgcu.edu/faculty/rcoughlin/inr3002f09.htm>

Course listserv: crn81460@eagle.fgcu.edu

Required Text: Cynthia Weber, *International Relations Theory: a Critical Introduction* (Routledge, 2005) – second edition. Other readings for this course are accessible through the internet.

Focus of this course:

This course is a survey of international relations (IR) theory. It has two major themes: the relationship between theory and practice and the linkages between theory and culture. With respect to the first theme, IR theory is closely associated with the practices of international relations. As the world changes, IR's theorization of world politics shifts. As IR theory changes, the perspectives of policy makers and their advisors (many of them schooled in IR) are modified. IR theory, in this particular sense, is not independent of the world that it describes. Rather, IR theory is a set of world-making practices because how one theorizes IR affects how one practices it. We will see how this relationship between theory and practice has been played out in terms of the historical development of IR theory from the cold war to the present.

With respect to the second theme, IR theory – and, more generally social theory – is not purely academic in its genesis. Theory draws on culture to make sense of the world. Culture consists of the stories we tell ourselves. Theory partakes in these stories, often implicitly. By illuminating the linkages between culture and theory, we can better understand how IR theory, as an ensemble of cultural stories, makes sense of the world. We can also learn how to question that sense. Thus in addition to examining the relationships between theory and practice, we will also be critically examining each theory. The central question that we will ask is how the story a given theory tells about the world *appears* to be true. This is a kind of rhetorical criticism that inquires into the cultural moves through which particular bodies of theory offer compelling accounts of the world. To better understand what these moves are and how they are made, we will be comparing the stories that IR theory tells about the world with some of the key narratives of popular film. These comparisons will suggest that culture has much to teach us about theory.

The author of our main textbook, Cynthia Weber, approaches each IR theory by focusing on particular statements that exemplify that theoretical tradition. I have added other readings to each of these theories in order to provide a broader and richer conception of what each of the major traditions in IR theory says about the world. In many instances, these other theoretical statements will embody many of the same limitations and biases that Weber discusses in her text. As such, they serve to illustrate Weber's arguments. In other cases, this literature challenges the limits of the theoretical perspectives with which they are associated and, as such, encourage us to think more critically about these perspectives.

Learning Objectives

1. Students will be able to discern and critically evaluate the different assumptions that underlie major theories of IR.
2. Students will be able to understand the development of IR theory within the broader context of international political and economic change.
3. Students will be able to formulate theoretical understandings world events and processes, such as the end of the cold war, globalization, terrorism, and global climate change.
4. Students will be able to discuss the linkages between IR theory shapes the agency of different actors within the various arenas of world politics.
5. Students will develop the ability to work collaboratively with one another.

Major Assignments

1. Discussant duty. Each student will be assigned discussant duty. On this particular day, you should come to class prepared to engage in an extensive discussion of the material that we are covering. I will begin these discussions by asking discussants what the key concepts in the readings were or who these readings can be linked to other reading or to current events. We will move from these initial questions to formulating a deeper and more comprehensive conception of the material. You will be grade in terms of your capacity to contribute to this process. (42 students and 21 classes) 10 points
2. In class collaborative essays. Working in groups, you will be assigned several in- class collaborative essays. These are meant to develop your abilities to work collaboratively with other students in the course. 20 points
3. Mid-Term and [Final Exam](#). 50 points @
4. Quizzes. Five administered 10 points @. 50 points.

Grading

There are 200 possible points that you may accumulate in this class. Your grade will be the percentage of total points you accumulate, subject to the following scale: 93-100 = A; 90-93 = A-; 88-90 = B+; 83-88 = B; 80-83 = B-; 78-80 = C+; 73-78 = C; 70-73 = C-; 68-70 = D+; 63-67 = D; 60-63 = D-; below 60 = F.

Meaningful and consistent class participation can raise your overall course average by up to three percentage points.

Course Policies

1. All students must maintain an attitude of civility. I will insist on attitudes of mutual respect, which entails listening and trying to understand diverse points of view. Insults, snubs, and other efforts to embarrass or humiliate those with whom you do not agree will not be tolerated.
2. All students must respect this class as a learning environment. This means the following: a) coming to class on time b) remaining in class the full class period (we will always have a break in the middle of the class session); c) remaining conscious the entire class period (sleepers will be awakened); d) focusing on this class during the class period.
3. This syllabus will be maintained via Angel. If we need to make changes in the course syllabus, those changes will be made to the online syllabus. Also your grades will be recorded online, utilizing Angel. This will allow you to check on your status in the course.
4. For all writing assignments, you must give me a hardcopy of the assignment on the day it is due and submit an electronic copy to the appropriate drop box that I will set up in Angel. In addition, no writing assignments may be emailed to me without my prior permission.

5. Any work missed due to absences may not be made up. If the absence is excused, I will not count the missing work against your grade. Excused absences are for sickness and family emergency only.
6. If you want to email me, use my FGCU email address (rcoughli@fgcu.edu). I will not be checking Angel mail and we will not be using Angel mail for any class assignments.
7. Late papers are penalized: 10 percent deducted for each day late.
8. No incompletes for this class will be given except in the case of dire personal or family emergencies that make it impossible for you to complete this class within the academic calendar.
9. Plagiarism is a rampant problem on college campuses. Some plagiarism is done out of ignorance. Students are not aware of what constitutes plagiarism and thus they are not aware of when they have broken the rules. You are to read the following site on plagiarism so you know what it is: [Plagiarism: What It is and How to Recognize and Avoid It](#). I will use turnitin.com (now a tool on Angel) to establish whether or not plagiarism has occurred in particular cases

Course Schedule

8/24

Introduction to course

8/26

IR theory, ideology, and myth – Weber, ch. 1

8/31

Realism – Weber, ch. 2

Discussants: Shielyn Jones, Aileen Niglia and Justin Champagne

9/2

Realism – Realism and the principles of self-help

- Realism - John Hulsman and Wes Mitchell, “Pax Coreleone,” <http://www.nationalinterest.org/Article.aspx?id=17008>
- Hans Morgenthau, Politics Among Nations, “Six Principles of Political Realism,” <http://www.mtholyoke.edu/acad/intrel/morg6.htm>
- Thucydides, “The Melian Dialogue,” <http://www.mtholyoke.edu/acad/intrel/melian.htm>

Discussants: Bruce Reynolds and Lorenzo Cianfrocca

9/9

Idealism – Weber, ch. 3

[YouTube - Independence Day \(ID4\) Speech - http://www.youtube.com/watch?v=oRGUqd_M6Mg](http://www.youtube.com/watch?v=oRGUqd_M6Mg)

Discussants: Nicholas Storza and Sarah Hecker

9/14

Idealism – Democratization and world politics

- William Robinson, “Democracy or Polyarchy?” NACLA Report on the Americas, January/February, 2007.
- Michael Coppege, “In Defense of Polyarchy,” NACLA Report on the Americas, January/February, 2007.

- Zander Navarro, “Toward a New Democratic Manifesto,” NACLA Report on the Americas, January/February, 2007.
- George W. Bush, “Second Inaugural Speech,” January 20, 2005.
<http://www.americanrhetoric.com/speeches/gwbushsecondinaugural.htm>

Discussants: Casey Smith, Joseph Banfield, and Phoebe Arzan

9/16

[In class essay](#)

9/21

Idealism – Is a transnational public sphere possible?

- Transnational Public Sphere: Transnationalizing the Public Sphere: On the Legitimacy and Efficacy of Public Opinion in a Post-Westphalian World Nancy Fraser *Theory, Culture & Society, Jul 2007; vol. 24: pp. 7 - 30.*
- Jim Keady and the Anti-sweatshop movement:
<http://www.youtube.com/watch?v=rVpspsAq0N4>

Discussants: Justin Robinette and Rose Flores

9/23

Idealism – What are the prospects for a liberal international order?

- John Ikenberry, “Liberal Internationalism 3.0: America and the Dilemmas of a Liberal World Order,” *Perspectives on Politics* (2009) 7, 71-87, available online through the library website.
- All Things Considered, Tuesday, September 22, 2009: Obama at the United Nations.
<http://www.npr.org/templates/run downs/run down.php?prgId=2>

Discussants: Hannah Diss and Edward Metz

9/28

Barak Obama’s Liberal Internationalism

Take Home Exam 1

- Geoffrey Hodgson, Barak Obama’s World, *Open Democracy*, July 18, 2009.
<http://www.opendemocracy.net/article/barack-obama-s-world>
- Barak Obama, “Renewing American Leadership,” *Foreign Affairs*, July-August, 2007.
<http://www.foreignaffairs.org/20070701faessay86401/barack-obama/renewing-american-leadership.html>
- All Things Considered, Friday, September 25, 2009: Allies Warn Iran on Nuclear Program
<http://www.npr.org/templates/run downs/run down.php?prgId=2&prgDate=9-26-2009>
- All Things Considered, Saturday, September 26, 2009: Obama and indefinite detention
<http://www.npr.org/templates/run downs/run down.php?prgId=2&prgDate=9-26-2009>

Discussants: Franchile Pierre, Hamdi Shatri and Tom Martin

9/30

[Mid-Term Exam](#)

10/5

Constructivism

- Weber, ch. 4
- Wag the Dog (and 8 minute segment) <http://www.youtube.com/watch?v=6hnY0Cnad1c>
- Militainment (Is this Wag the Dog in real life?)
<http://video.google.com/videoplay?docid=-2373519247173568764#>

Discussants: Carlos Meza Bruzual, and Keriz Rosado

10/7

Constructivism – Constructivism and the Cuban Missile Crisis

- Film – 13 Days

10/12

Constructivism and the Cuban Missile Crisis

- Film- 13 Days
- Graham Allison, “Conceptual Models of the Cuban Missile Crisis,” *American Political Science Review*, Volume 63, No. 3 (September, 1969). Search in JSTOR for this article.

Discussants: Stephanie Bilske and Vitor Sugori

10/14

Constructivism and the Construction of Interests

- Richard New Lebow, “Fear, interest and honour: outlines of a theory of International Relations,” *International Affairs* 82, 3 (2006) 431-48.

Discussants: Dylan Lintelman and Michael Pedersen

10/19

[In class essay 2](#)

10/21

Feminism – Weber, ch. 5

[YouTube - Fatal Attraction Trailer](#)

Discussants: Andrea Bastberg and Caroline Decaire

10/26

Feminist Critique of the State

- Marion Iris Young, “The Logic of Masculinist Protection: Reflections on the Current Security State,” *Signs: Journal of Women in Culture and Society*, Vol. 29, No. 1 (Autumn, 2003), 1-25.

[YouTube - Rethink Afghanistan \(Part 5\): Women of Afghanistan](#)

Andrew Exum, former aid to Stanley McChrystal on U.S. Policy in Afghanistan. NPR Interview
<http://www.npr.org/templates/rundowns/rundown.php?prgId=2&prgDate=08-31-2009>

[Quiz on Young article](#)

Discussants: Danielle Alvarez and Tara Caruso

10/28

Globalization – Weber, ch. 6

[YouTube - Truman The Movie - Part 9](#)

Discussants: William Harris and Andrew Ritter

11/2

Globalization – ideologies of globalization

- Manfred Steger, “Ideologies of Globalization,” *Journal of Political Ideologies*, February, 2005, 11-30.

Discussants: Brian Ford and Kevin Shafter

11/4

Marxism - Weber, ch. 7

Discussants: Frank Losada and Kelly Green

[YouTube - Memento \(BACKWARDS\) 2/12](#)

The Battle of Seattle – a Democracy Now remembrance.

http://www.democracynow.org/2008/9/18/battle_in_seattle_with_a_list

11/9

Marxism – Empire and Hunger

- Philip McMichael, “The World Food Crisis in Historical Perspective,” *Monthly Review*, July-August, 2009.
- Walden Bello and Mara Baviera, “Food Wars,” *Monthly Review*, July-August, 2009

[YouTube - Agribusiness & Hunger in the 3rd World 01 Educational Video](#)

Discussants: Morgan Cheek, Kolve Byrd, and Thomas Getz

[Quiz three](#)

11/16

CENTCOM Presentation

- Ahmed Rashid, “Trotsky in Baluchistan,” *National Interest*, November-December, 2009. Available online at <http://www.nationalinterest.org/Article.aspx?id=22320>
- Andrew Bacevich, “The War We Can’t Win: Afghanistan and the Limits of US Power,” *Commonweal Magazine*, Volume CXXXVI, Number 14. Available online at http://www.commonwealmagazine.org/article.php3?id_article=2609

- Paul Rogers, “AfPak-Iraq: Wrong War, Right Path,” Open Democracy, November 2, 2009. Available online at <http://www.opendemocracy.net/paul-rogers/afpak-iraq-wrong-war-right-path>

You will be quizzed on this material at the beginning of class.

[Quiz 4](#)

11/16

CENTCOM presentation: Student Ballroom (presentation from a multinational panel of military personnel who work with the U.S. military’s Central Command headquarters in Tampa, Florida. 7:30 to 9:30 pm)

11/18

[In class exam three](#)

11/23

Clash of Civilizations - Weber, ch. 8

[Quiz 5](#)

Discussants: James Bobo, Aaron Nunnes Zaller, and Lauren Bush

11/30

Environmental Politics - Weber, ch. 9

[Quiz 6](#)

Discussants: Thomas Young, Ron Angerer and Stephanie Johnson

12/2

Environment and Human Rights

[Quiz 7](#)

- Wolfgang Sachs, Environment and Human Rights Wuppertal Paper no. 137, Wuppertal Institute for Climate, Environment, and Energy.
http://www.wupperinst.org/globalisierung/pdf_global/human_rights.pdf

Discussants: Steven Carey, Cameron Whitwright and Natasha Vazquez

12/9

[Take Home Final Exam](#) – due by noon.

**Course Syllabus: POT 3501 (Fall Semester, 2009)
Politics, Ethics, and Political Theory
Fall Semester 2009 (CRN 81458)**

Monday and Wednesday, 12:30 to 1:45 pm

Location: Academic Building 3, Room 102

Dr. Roger Green

Florida Gulf Coast University, Division of Public Affairs

Office Telephone: (239) 590-7838 E-Mail: rgreen@fgcu.edu

Office: Academic Building 3, Room 139

Office Consultation Hours: Tuesday 10:00 – 11:00 am, Wednesday 2:00 – 3:00 pm, or by appointment

General Description

The goals of this course are to familiarize students with some of history's major political thinkers and how their ideas have shaped the development of political systems and practices, to develop students' ability to apply political theory to contemporary political and ethical issues, and to develop students' ability to read and understand serious works of political theory and applied ethics.

In addition to these general goals, this course is designed to explore a number of specific philosophical and political controversies over liberty, autonomy, power, authority, and security evident in contemporary liberal democracies such as the United States—in particular, the ambiguous tensions between individual liberty and the state's scope of power and authority. In examining these specific philosophical and political controversies, the course moves freely across diverse historical periods and approaches to these issues, examining how political thinkers at different points in history have diagnosed and responded to the intricate problems involved in dealing with these. It also examines how political officials and ordinary citizens have tried to reconcile their common sense and personal experiences with the ethical questions confronting them in the worlds of domestic politics and foreign affairs.

General Topics

- Individual Liberty and Autonomy: The Liberal-Democratic Tradition
- Power, Authority, and Security: The Tradition of "Machiavellianism" or *Realpolitik*
- Constraining and Balancing Political Power and Authority
- Overturning and Re-Constituting Political Power and Authority
- Trying to Find a Balance

Required Books (purchase from FGCU Bookstore)

- Robert Kaplan, *Warrior Politics: Why Leadership Demands a Pagan Ethos*
- Arthur Koestler, *Darkness at Noon*
- Michael Ignatieff, *The Lesser Evil: Political Ethics in an Age of Terror*

Electronic Readings—available on the "Angel" course website at <http://elearning.fgcu.edu/frameIndex.htm>

- Gerald Gaus, "Liberalism" (excerpt)
- John Stuart Mill, *On Liberty* (excerpts)
- Alexis de Tocqueville: *Democracy in America* (excerpt)
- *Declaration of Independence* (United States, 1776)

- *Declaration of the Rights of Man and Citizen* (France, 1789)
- Ian Carter, “Positive and Negative Liberty” (excerpt)
- *Universal Declaration of Human Rights* (United Nations, 1948)
- Robert Kaplan, “The Coming Anarchy”—from *The Atlantic Monthly*
- Machiavelli: *The Prince* (excerpts)
- Max Weber: “Politics as a Vocation” (excerpt)
- Thomas Hobbes: *Leviathan* (excerpts)
- Thucydides: *The Peloponnesian War* (excerpts)
- Plato: *The Republic*—excerpts from Books 1, 3, and 7
- Sissela Bok: “Lies for the Public Good”—excerpt from *Lying*
- Sissela Bok: “Secrets of State”—excerpt from *Secrets*
- Polybius: *The Histories* (excerpts)
- Aristotle: *The Politics* (excerpts)
- Machiavelli: *Discourses on Livy* (excerpts)
- *The United States Constitution*
- *The Federalist Papers* (excerpts)
- *The New Republic*: “The Selling of the Iraq War”
- *The New York Times*: “How the White House Embraced Disputed Arms Intelligence”
- John Locke: *Second Treatise of Government* (excerpts)
- Jean-Jacques Rousseau: *The Social Contract* (excerpts)
- *Declaration of the Rights of Man and Citizen*
- Thomas Paine: *The Rights of Man* (excerpts)
- Robespierre: *The Principles of Political Morality*
- Karl Marx: “Estranged Labour”—excerpt from the *Economic and Philosophical Manuscripts of 1844*
- Karl Marx and Frederick Engels: *The Communist Manifesto* (excerpts)
- Lenin: *What is to be Done?* (excerpts)
- Bin-Ladin: *Text of Fatwah Urging Jihad Against Americans*
- al-Qaeda: *Justification for 9-11 Attack on U.S.*
- Photographs of Abu Ghraib Detainee Abuse

Movies

- *Cheney’s Law* (You will be viewing this online, prior to class, using a home or university computer. Instructions for doing so are provided at the appropriate point in the course schedule later in this syllabus.)
- *China: the Mao Years*
- *The Battle of Algiers* (excerpts)
- *Taxi to the Dark Side*

Study Guides—available on Angel at <http://elearning.fgcu.edu/frameIndex.htm> .

Periodically throughout the semester I will be providing you with fairly detailed study guides, doing so through the use of electronic copies of these that you can download from the *Angel* course website on the dates listed in the course schedule. These will play a crucial role in helping you understand the assigned materials, prepare for class discussions, and deal with your essay assignments. These are in the “Lessons” section of the “Angel” course website, inside the sub-folder entitled “Study Guides.”

Assignments and Grading

Grades will be based on two sets of take-home essay assignments. On the dates indicated in the course schedule, I will post each of your two sets of essay assignments in the “Lessons” section of the “Angel” course website, inside the sub-folder entitled “Writing Assignments.” Your grade on each set of essay assignments will be based on the intelligence and clarity of your analysis, the knowledge you display of relevant course materials and your ability to apply this knowledge, and the technical quality of your writing. Although my principal concern in this course is cultivating your knowledge and analytical skills, the technical quality of your writing is nonetheless important as well. If the technical quality of your writing in an essay in terms of such things as basic grammar, punctuation, sentence and paragraph construction, etc., is substantially below the level that should be reasonably expected of students in an upper-division university course, the highest grade you should expect to receive for the essay is a B+ (and when I say “highest,” I mean in an essay whose knowledge-based and analytical dimensions are excellent.) Each of the essays you write will count equally toward your grade in the course. You don’t have a great deal of time to complete the essays, so in order to be ready to deal with these you need to make sure you keep up with the assigned materials and attend class. If you blow things off until the last minute, completing the essay assignments may prove painful.

- **Essay Assignments—Set One (counts for 1/2 of your final course grade).** At 2:00 pm on October 5, I will post *Essay Assignments—Set One* in the “Lessons” section of the “Angel” course website, inside the sub-folder entitled “Writing Assignments.” You should anticipate having to write two essays for this assignment in response to problems posed by me. Your essays are due by 8:00 am on October 12. I will accept late submissions (with a grade penalty applied) up to 2:00 pm on October 16. If you send me your essays after the specified due date and time, one grade-step will be deducted for each 24-hour period after the deadline has elapsed. For example, if your grade for the essays based on the three grading criteria identified above would have been an “A-” but you submitted the essays 1 day after the deadline, your grade would drop to a “B+.” ***No essays will be accepted after 2:00 pm on October 16.*** In order to treat each student equitably and according to the same standards, I will be enforcing these policies strictly this semester. No exceptions.
- **Essay Assignments—Set Two (counts for 1/2 of your final course grade).** At 2:00 pm on Monday, November 30, I will post *Essay Assignments—Set One* in the “Lessons” section of the “Angel” course website, inside the sub-folder entitled “Writing Assignments.” You should anticipate having to write two essays for this assignment in response to problems posed by me. Your essays are due by 2:00 p.m. on Monday, December 7. I will accept late submissions (with a grade penalty applied) up to 2:00 pm on Wednesday, December 9. If you send me your essays after the specified due date and time, one grade-step will be deducted for each 24-hour period after the deadline has elapsed. For example, if your grade for the essays based on the three grading criteria identified above would have been an “A-” but you submitted the essays 1 day after the deadline, your grade would drop to a “B+.” ***No essays will be accepted after 2:00 pm on Wednesday, December 9.*** In order to treat each student equitably and according to the same standards, I will be enforcing these policies strictly this semester. No exceptions.

Additional instructions for the essay assignments:

- Each essay must be typed and double-spaced, using 1-inch margins and 12-point “Times New Roman” font or another font of equivalent size.
- Each of your essays must demonstrate your understanding of the relevant course materials, as well as your ability to apply the arguments and ideas from these materials to the questions I have posed. You should anticipate that each essay, if written well, likely will run approximately 5 – 6 pages in length, typed and double-spaced. (In other words, if you are assigned two essays for “Essay Assignments—Set One,” you can reasonably anticipate writing a total of approximately 10 – 12 pages for the two essays combined.) I will not penalize students in any way for going either above or below this

estimated essay length. However, given the scope of the questions you will have to address, if an essay is fewer than 5 pages in length there is a possibility that your analysis may be a bit superficial.

- I am interested in *your* analysis, so please do not go overboard in "cutting and pasting" lengthy quotations or paraphrases of passages from the assigned readings. Very brief quotations from the readings may be useful in enhancing your analysis, provided you briefly identify in parenthetical format the author and page number—e.g., (Mill, p. 37)—and use such quotations only when clearly needed.
- When you send the electronic copy to me by email, you must do so in **file attachment** form (not as text inserted directly into the body of your email). For the attachment, please use a file name that includes your last name and the assignment number (for example, if a student named John Doe sends me the first set of essays as an email attachment, he should use the file name "Doe Essays 1"). In addition, you must put your name on the first page of your essays. Please send all essays within a set as a single file attachment.
- I will send you a confirmation email as soon as I successfully download your submission (although you should understand that I don't spend the entire day staring at my email inbox, as a result of which you're unlikely to get an *immediate* confirmation). Please note that you must send me your essays in a format that is compatible with my computer system. Ideally this should be Microsoft WORD. If you do not have WORD on your system, you must send me your written work in **rich-text** format. Please understand that until I have received a version of your essays that I can actually open on my computer, I have not "received" them.
- For those of you concerned about writing "mechanics"—e.g., punctuation, grammar, paragraph construction, transitions, etc.—the brief online writing guides at Purdue University's "OWL" site might prove helpful. Go online to <http://owl.english.purdue.edu/owl/section/1/> and use the "Academic Writing," "Grammar," and "Mechanics" links on the left side of the webpage.

Calculation of Final Course Grade

Final course grades can range between an "A" and an "F," in increments that include "plus" and "minus" grades. The numeric cut-offs used for calculating grades on the "Angel" course gradebook are as follows:

A	= 3.75 or above
A-	= 3.5 to 3.74
B+	= 3.25 to 3.49
B	= 2.75 to 3.24
B-	= 2.5 to 2.74
C+	= 2.25 to 2.49
C	= 1.75 to 2.24
C-	= 1.5 to 1.74
D+	= 1.25 to 1.49
D	= .75 to 1.24
D-	= .5 to .74
F	= .49 or below

Failure to submit an essay assignment or plagiarism/cheating = "0" for the assignment

Academic Integrity Policy—Plagiarism or Other Forms of Cheating

Good academic work must be based on honesty. The FGCU faculty and administration regard any attempt by a student to present work produced by someone else as his or her own as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, websites, or other sources without acknowledging those sources or if they closely paraphrase ideas from such sources without

acknowledging them. FGCU policy stipulates that students guilty of either cheating or plagiarism on an assignment (or of assisting another student in doing so) may receive a grade of F for the course involved and may be suspended or dismissed from the university. My personal policy is that if I discover a student has plagiarized or otherwise cheated on an assignment, I give the student a “Zero” on the assignment.

Preparing for Class

I will be providing you with fairly detailed study guides periodically throughout the semester, doing so through the use of electronic copies of these that you can download from the *Angel* course website on the dates listed in the course schedule. I will place these downloadable materials in the “Lessons” section of the website. These materials will play a crucial role in helping you understand the assigned readings, prepare for class discussions, and prepare for your essays. Study Guides will be available in advance of the sessions to which they apply. For information about the *Angel* system, see the *Technical Components of Course* section farther down in this syllabus.

I will deliver lectures only rarely in this course. Instead, we will use a discussion-based approach for most of our class sessions. I am counting on students to prepare for these discussions. In order to prepare for the discussions, you need to examine the assigned materials and think about these in relation to the study guides provided by me, and in particular you need to do so in advance of each class session. I will always start our discussions by calling on students at random, and even once our discussions are well underway I will periodically call out students’ names at random and expect them to contribute to the discussion. If I call on you and it’s clear that you are thoroughly unprepared for the day’s class session, you should not be surprised if I make at least a mildly disapproving comment about your lack of preparation. And at the risk of seeming a bit harsh, if we begin a class session and it quickly becomes clear to me that we lack the critical mass of prepared students needed to carry out a reasonably effective discussion, most likely I will end the class session early and subsequently hit you with an essay question based on the information that I *would have* imparted to you in that class session (i.e., *would have* imparted to you had I not been forced to adjourn the class early.)

Course Schedule

August 24:

Introduction and Course Overview

Study Guide 1 available on the “Angel” course website

August 26:

Individual Liberty and Autonomy—the Liberal-Democratic Tradition, Part 1

Discussion: Individual Liberty and Autonomy—the Liberal-Democratic Tradition (using study/discussion questions in Study Guide 1 as a point of departure)

Online Materials (on the “Angel” course website) *study prior to this class session:*

- Gerald Gaus, “Liberalism” (excerpt)
- John Stuart Mill, excerpt from *On Liberty*—“Introductory”
- Alexis de Tocqueville: *Democracy in America*—excerpt
- *Declaration of Independence* (United States, 1776)

August 31:

Individual Liberty and Autonomy—the Liberal-Democratic Tradition, Part 2

Discussion: Individual Liberty and Autonomy—the Liberal-Democratic Tradition (using study/discussion questions in Study Guide 1 as a point of departure)

Online Materials (on the “Angel” course website) *study prior to this class session:*

- Ian Carter, “Positive and Negative Liberty” (excerpt)
- John Stuart Mill, excerpt from *On Liberty*—“Of the Limits to the Authority of Society over the Individual”
- *Universal Declaration of Human Rights* (United Nations, 1948)

September 2:

Power, Authority, and Security—the Tradition of “Machiavellianism” or Realpolitik, Part 1

Study Guide 2 available on the “Angel” course website

Discussion: Power, Authority, and Security—the Tradition of “Machiavellianism” or *Realpolitik* (using study/discussion questions in Study Guide 2 as a point of departure)

Book Assignment:

- Robert Kaplan, *Warrior Politics*, Preface, Chapter 1 (“There is no ‘Modern’ World”) and Chapter 9 (“The World of Achilles—Ancient Soldiers, Modern Warriors”) *study prior to this class session*

Online Materials (on the “Angel” course website) *study prior to this class session:*

- Robert Kaplan, “The Coming Anarchy”—from *The Atlantic Monthly*

September 7:

No class—holiday

September 9:

Power, Authority, and Security—the Tradition of “Machiavellianism” or Realpolitik, Part 2

Discussion: Power, Authority, and Security—the Tradition of “Machiavellianism” or *Realpolitik* (using study/discussion questions in Study Guide 2 as a point of departure)

Book Assignment:

- Robert Kaplan, *Warrior Politics*, Chapter 5 (“Machiavellian Virtue”) *study prior to this class session*

Online Materials (on the “Angel” course website) *study prior to this class session:*

- Machiavelli: *The Prince*—excerpts
- Max Weber: “Politics as a Vocation” (excerpt)

September 14:

Power, Authority, and Security—the Tradition of “Machiavellianism” or Realpolitik, Part 3

Discussion: Power, Authority, and Security—the Tradition of “Machiavellianism” or *Realpolitik* (using study/discussion questions in Study Guide 2 as a point of departure)

Book Assignment:

- Robert Kaplan, *Warrior Politics*, Chapter 7 (“The Great Disturbers—Hobbes and Malthus”) *study prior to this class session*

Online Materials (on the “Angel” course website) *study prior to this class session*:

- Thomas Hobbes: *Leviathan*—excerpts

September 16:

Power, Authority, and Security—the Tradition of “Machiavellianism” or Realpolitik, Part 4

Discussion: Power, Authority, and Security—the Tradition of “Machiavellianism” or *Realpolitik* (using study/discussion questions in Study Guide 2 as a point of departure)

Book Assignment:

- Robert Kaplan, *Warrior Politics*, Chapter 4 (“Sun-Tzu and Thucydides”) *study prior to this class session*

Online Materials (on the “Angel” course website) *study prior to this class session*:

- Thucydides: *The Peloponnesian War*—excerpts (Bk. 1, Ch. 6—“The Debate at Sparta and Declaration of War,” Bk. 1, Ch. 11—“The Spartan Ultimatum and Pericles’ Reply to It,” and Bk. 2, Ch. 4—“Pericles’ Funeral Oration”)

September 21:

Power, Authority, and Security—the Tradition of “Machiavellianism” or Realpolitik, Part 5

Study Guide 3 available on the “Angel” course website

Discussion: Power, Authority, and Security—the Tradition of “Machiavellianism” or *Realpolitik* (using study/discussion questions in Study Guide 2 as a point of departure)

Online Materials (on the “Angel” course website) *study prior to this class session*:

- Plato: *The Republic*—excerpts from Books 3 and 7
- Sissela Bok: “Lies for the Public Good” (in 2 parts)—excerpt from *Lying*
- Sissela Bok: Secrets of State (in 2 parts)—excerpt from *Secrets*

September 23:

Constraining and Balancing Political Power and Authority, Part 1

Discussion: Constraining and Balancing Political Power and Authority—the Classical Tradition (using study/discussion questions in Study Guide 3 as a point of departure)

Online Materials (on the “Angel” course website) *study prior to this class session*:

- Plato: *The Republic*—excerpts from Book 1
- Polybius: *The Histories*—excerpts
- Aristotle: *The Politics*—excerpts
- Machiavelli: *Discourses on Livy*—excerpts

September 28:***Constraining and Balancing Political Power and Authority, Part 2***

Discussion: Constraining and Balancing Political Power and Authority—the American Tradition (using study/discussion questions in Study Guide 3 as a point of departure)

Online Materials (on the “Angel” course website) *study prior to this class session:*

- *The United States Constitution*
- *The Federalist Papers*—excerpts

September 30:***Constraining and Balancing Political Power and Authority, Part 3***

Discussion: Constraining and Balancing Political Power and Authority—Contemporary Controversies over National Security, Checks and Balances, and the Invasion of Iraq (using study/discussion questions in Study Guide 3 as a point of departure)

Movie: *Cheney’s Law* (PBS Frontline—2007) *watch this movie before this class session at <http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p56&continuous=1>*

Online Materials (on the “Angel” course website) *study prior to this class session:*

- *The New Republic*: “The Selling of the Iraq War”
- *The New York Times*: “How the White House Embraced Disputed Arms Intelligence”

October 5:***Constraining and Balancing Political Power and Authority, Part 4***

Discussion: Constraining and Balancing Political Power and Authority—Contemporary Controversies over National Security, Checks and Balances, and the Invasion of Iraq (using study/discussion questions in Study Guide 3 as a point of departure)

The questions for “Essay Assignments—Set One” will be available at 2:00 pm (on the “Angel” course website).

October 7:

No class—work on your essays (due by 8:00 a.m. on Monday, October 12)

Study Guide 4 available on the “Angel” course website

October 12:***Overturning and Re-Constituting Political Power and Authority, Part 1***

Your completed essays for “Essay Assignments—Set One” are due no later than 8:00 am (emailed as a file attachment to me at rgreen@fgcu.edu). I will accept late submissions (with a grade penalty applied) up to 8:00 am on Friday, October 16, after which no essays will be accepted for credit.

Lecture: Overturning and Re-Constituting Political Power and Authority: Theories of Revolution and the French Revolution as Historical Model

Online Materials (on the “Angel” course website) *try to read these prior to this class session, but if completing your first set of essays left you unable to do so, just be sure to read these prior to the following class session:*

- John Locke: *Second Treatise of Government*—excerpts
- Jean-Jacques Rousseau: *The Social Contract*—excerpts
- *Declaration of the Rights of Man and Citizen*
- Thomas Paine: *The Rights of Man*—excerpts
- Robespierre: *The Principles of Political Morality*

October 14:

Overturning and Re-Constituting Political Power and Authority, Part 2

Discussion: Overturning and Re-Constituting Political Power and Authority: The Marxist-Leninist Revolutionary Tradition (using study/discussion questions in Study Guide 4 as a point of departure)

Book: Begin reading Arthur Koestler, *Darkness at Noon*

Online Materials (on the “Angel” course website) *study prior to this class session:*

- Karl Marx: “Estranged Labour”
- Karl Marx and Frederick Engels: *The Communist Manifesto*—excerpts
- Lenin: *What is to be Done?*—excerpts

October 19:

Overturning and Re-Constituting Political Power and Authority, Part 3

Movie (view in class):

- *China—the Mao Years* (Part 1)

Book: Continue reading Arthur Koestler, *Darkness at Noon*

October 21:

Overturning and Re-Constituting Political Power and Authority, Part 4

Movie (view in class):

- *China—the Mao Years* (Part 2)

Book: Finish reading Arthur Koestler, *Darkness at Noon*

October 26:

Overturning and Re-Constituting Political Power and Authority, Part 5

Discussion: “Revolutionary Machiavellianism,” *Darkness at Noon*, and *China: the Mao Years* (using study/discussion questions in Study Guide 4 as a point of departure)

October 28:

Overturning and Re-Constituting Political Power and Authority, Part 6

Discussion: “Revolutionary Machiavellianism,” *Darkness at Noon*, and *China: the Mao Years* (using study/discussion questions in Study Guide 4 as a point of departure)

Study Guide 5 available on the “Angel” course website

November 2:

Trying to Find a Balance, Part 1

Lecture: Preliminary Comments—Trying to Find a Balance (using study/discussion questions in Study Guide 5 as a point of departure)

Movie (view in class):

- *The Battle of Algiers* (excerpts)

Book Assignment:

- Michael Ignatieff, *The Lesser Evil*, Preface – Chapter 1 *study prior to this class session*

Online Materials(on the “Angel” course website) *study prior to this class session:*

- Bin-Ladin: *Text of Fatwah Urging Jihad Against Americans*
- al-Qaeda: *Justification for 9-11 Attack on U.S.*
- Photographs of Abu Ghraib Detainee Abuse

November 4:

Trying to Find a Balance, Part 2

Discussion: Trying to Find a Balance (using study/discussion questions in Study Guide 5 as a point of departure)

Book Assignment:

- Michael Ignatieff, *The Lesser Evil*, Chapter 2 *study prior to this class session*

November 9:

Trying to Find a Balance, Part 3

Discussion: Trying to Find a Balance (using study/discussion questions in Study Guide 5 as a point of departure)

Book Assignment:

- Michael Ignatieff, *The Lesser Evil*, Chapters 3 and 4 *study prior to this class session*

November 11:

No class—holiday

November 16:

Trying to Find a Balance, Part 4

No discussion

Movie (view in class):

- *Taxi to the Dark Side* (Part 1)

Book Assignment:

- Michael Ignatieff, *The Lesser Evil*, Chapter 5 *study prior to this class session*

November 18:

Trying to Find a Balance, Part 5

No discussion

Movie (view in class):

- *Taxi to the Dark Side* (Part 2)

Book Assignment:

- Michael Ignatieff, *The Lesser Evil*, Chapter 6 *study prior to this class session*

November 23:

Trying to Find a Balance, Part 6

Discussion: Trying to Find a Balance (using study/discussion questions in Study Guide 5 as a point of departure)

November 25:

No class—holiday

November 30:

Trying to Find a Balance, Part 7

Discussion: Trying to Find a Balance (using study/discussion questions in Study Guide 5 as a point of departure)

The questions for “Essay Assignments—Set Two” will be available at 2:00 pm (on the “Angel” course website).

December 2:

Unless we have been forced to revise the schedule because of hurricane-related disruptions or delays, the class will not meet today. Use this time to continue writing (and hopefully completing) your final set of essays.

Monday, December 7: *Your completed essays for “Essay Assignments—Set Two” are due by no later than 2:00 pm (emailed as a file attachment to me at rgreen@fgcu.edu). I will accept late submissions (with a grade penalty applied) up to 2:00 pm on Wednesday, December 9, after which no essays will be accepted for credit. If our coverage of materials in the course has been delayed either because of hurricane-related disruptions or because of other reasons, the schedule for this final phase of the course—including the dates pertaining to “Essay Assignments—Set Two”—will be modified in accordance with the discussion provided in the preface to this course schedule.*

Course Syllabus
Policymaking & Administration
PUP 4004– 3 Credit Hours
College of Professional Studies—Division of Public Affairs

Class Meetings:

2:00 – 4:45, Academic Building III, Room 124

Class Type:

On-Campus, Lecture and Discussion

Instructor Information:

Dr. Howard A. Smith
Assistant Professor
Academic Building 151
Office: 239-590-7837
E-mail: hsmith@fgcu.edu

Catalog Course Description:

An examination of the analysis and politics of public policy, with attention to both the traditional tools of policymaking and contemporary efforts to reconcile the tensions between politics, policymaking, and ethics.

Learning Outcomes:

This class will focus on the ways in which decision-makers across the public sector influence what gets done by public sector organizations. The main area of focus will be policymaking and administration by elected, appointed and career officials in the executive branch, since the activities of the legislative branch are more effectively covered in other courses focused on that branch.

The key outcomes of this course are:

- 1) An understanding of the necessary trade-offs that decision-makers must take into account when considering public policy options,
- 2) An understanding of the interplay between political and administrative actors in the policy-making process,
- 3) An appreciation for the challenges facing public sector organizations in the successful administration and implementation of policy,
- 4) An enhanced understanding of the tools and methods of policy research.

The course will be generally divided into three thematic sections: the tension between policymaking and administration, the processes and methods of policymaking, and the processes and methods of administration.

Required Books:

Richard Neustadt and Ernest R. May, *Thinking in Time: The Uses of History for Decision Makers*

Rosemary O’Leary, *The Ethics of Dissent: Managing Guerrilla Government*

Required Equipment:

An electronic “clicker” is also required. If you already possess one from a previous class, you can use that one again. Please bring this device to every class starting with the second session.

Electronic Articles:

The following articles will be required for class, and will be available on Angel or through web links to the content.

- Michael Jackson, *Responsibility versus accountability in the Friedrich-Finer Debate*
- Woodrow Wilson, *The Study of Administration*
- Robert Denhardt and Janet Denhardt, *The New Public Service: Service Rather than Steering*
- Thomas James and Paul Jorgenson, *Policy Knowledge, Policy Formulation, and Change: Revisiting a Foundational Question*
- Donald Kettl, *Public Administration at the Millennium: The State of the Field*
- Mark Moore and Anthony Braga, *Measuring and Improving Police Performance, the Lessons of COMPSTAT and its Progeny*
- Robert Durant, *Getting Dirty Minded: Implementing Presidential Policy Agendas Administratively*

Video Presentations:

One entire class session will be devoted to viewing the movie *Thirteen Days*, and a copy of this movie will be made available on reserve. Portions of other class sessions will be focused on shorter documentary films or video presentations.

Assignments and Grading

There are six graded components of the course: Attendance and Participation, Syllabus Quiz/Surveys, In-Class “Cold Calls”, Online Essays, Focus Groups, and a Final Project.

Attendance and Participation (15 Percent of Final Grade)

Since you are all responsible adults, I expect you to attend all class sessions. I will not take attendance, but I will track absences and inform you if I notice repeated absences. You will begin the semester with an “A-” for attendance and participation, and will lose points for repeated, unexcused absences. If you have an unexcused absence for session where your group is responsible for a presentation, you will not receive credit for your participation in that assignment. If you regularly attend the class and want an “A” for this item, you will need to participate either in class or on-line. In-class participation is preferred, but there are too many students in this section for it to be logistically reasonable. I also understand that some students are not comfortable with participation in large groups. If you cannot or do not wish to participate in the class session, you can gain extra credit in this category by participation in either of the two online essay forums that you are not assigned. The participation in the forum needs to be thoughtful and substantial, and aligned with the overall flow of the discussion determined by the students who are assigned to that section.

If you decide to drop the class, please let me know as soon as possible. If you decide to drop after the first session, please let me know before the end of that day. The drop/add period is relatively short, and there are a number of additional students who would like to sign up for the class if a space is made available.

Syllabus Quiz (10 percent of the Final Grade)

After the second session a syllabus quiz and survey will be posted online. You will need to complete this quiz and survey before the beginning of the third session. This quiz will be based on the contents of this syllabus, and your performance on the quiz will determine your grade on this assignment. After the twelfth session an additional survey will be posted. Your answers to the two surveys will not affect your grade, but you must complete both in order to receive credit for the quiz grade.

In Class “Cold Calls” (15 percent of the Final Grade)

Throughout the semester I will assign ten supplemental articles or readings. At the end of each class prior to the class where the reading is assigned, I will provide a set of four questions related to the readings. At the beginning of the class in which these readings are due I will ask four students chosen at random to answer one of these questions. If the student is able to provide a well-thought answer demonstrating that the reading was done and that preparation for the class was thorough, that student will earn an A for the question.

Each student may also “pass” one time during the course of the semester without penalty. Once you have passed, if you pass again, you will receive a “D” for the assignment. If you fake an answer after having passed when you are in fact unprepared you will get an “F” instead.

Each student will only be required to complete one cold-call during the semester. If a student passes on a question, I will ask the next student on the random list the next question. Once I have completed the random list for the day, any student may volunteer to answer a “passed” question. I will give priority to students who have not yet fulfilled their cold-call assignment, but if all the volunteers are students who have answered questions previously, then I will award extra-credit to the student who answers an additional question.

The point of the cold-calls is to get everyone in the class prepared and thinking about the topics prior to the session, not to embarrass you or put you on the spot.

Essay Sessions (15 percent of final grade)

There will be three discussion forums on Angel where I will post provocative questions. One-third of the class will have the individual assignment to participate in this forum with at least two substantive posts. One post requires a good 3-5 paragraph essay response to one (or more) of the provocative questions. The second post requires a thoughtful 200-300 word response to another student’s post (this paragraph you are now reading is 196 words). The discussion forum will be open to all students to read and participate, but only students who are assigned to that section of the Essay Session will be required to submit (at least) two answers in the prescribed formats, and they will be the only ones to receive an “Issues and Ideas” course grade for their posts. Students completing assigned contributions need to include that information in their post title. Essay posts need to be marked with a title that includes: (Essay Post). Response posts need to include the parenthetical: (Response Post). Students who are not assigned to the session that choose to post in another session and make substantive and thoughtful contributions will receive *extra* credit toward their Attendance and Participation grade.

Focus Groups (15 percent of the final grade)

Beginning in Session 4 and continuing through Session 11 we will use one of the “case study” chapters in the Leary or Neustadt books as the basis for a focus group discussion in class. Students will be assigned to one focus group for the semester and will be provided a set of focus group questions to prepare for the assignment beforehand. During the class session I will guide the selected students through a focus group session in which the key issues of the case will be thoroughly reviewed. Students in the focus groups should be thoroughly familiar with the contents of the case study, and should be prepared to step into the “roles” of any of the key actors in the case study and talk about how they would have reacted to the same circumstances. After the focus group session is completed, students who were not assigned to the group will be asked to comment and discuss the proceedings of the group, and we will hold a general discussion of the materials.

Final Project (30 Percent of the Final Grade)

For the final project, students must identify a government or non-profit *policy* or *program* anywhere from the local to the federal level.

For your policy or program, you will need to identify:

1. **The social problem or problems.** This is the *status quo ante*, the situation that existed before the policy or program was devised that inspired the development of the policy.
2. **The intended outcome.** This is the result that should be accomplished if the policy or program is successful. Included in this description should be the *measures* for the outcome, describing how observers could know if the program or policy is successful.
3. **The beneficiaries.** These are the people who receive the direct or indirect benefit of the policy or program.
4. **The other key stakeholders.** These are the people who will be directly affected by the policy—perhaps by bearing a cost, or being required to take part in a process, or receiving an indirect benefit other than the main intended benefits of the policy.
5. **The decision-makers.** These are the people in responsible positions who made the original decision to pursue the policy, or the leadership of the program.
6. **The methods of delivery.** This is a description of several things:
 - a. You should describe how the policy or program is delivered. If a policy, there may be a number of programs that are a part of the policy delivery. You don’t have to go into the same level of detail for each component program.
 - b. You should describe the resources, both financial and organizational, that supports the program.
 - c. You should also identify the process that the decision makers used to initiate the program or policy.
7. **Your assessment.** Do you think the program or the policy is working? Do you think this is a good use of public resources? Do the benefits outweigh the costs?

The final project in this course has two components: a lessons-learned paper and a presentation. The paper should be long enough to cover the issues above analytically and with some depth, likely from 15 to 25 pages. In addition to the issues listed above, you also need to describe your methodology for collecting the information. The presentation will be a 15 minute professional-style in-class summary of

the key issues above and a brief description of your methodology. At a minimum, you should provide PowerPoint slides to support your presentation. Any additional audio-visual enhancement is up to you. Afterward we will have Q&A and class discussion of your presentation for 5-10 minutes. If you complete the project as a group, the group members should all take part in the presentation, though you need not break it down equally among members of the group.

Schedule (subject to change)

Session	Date	Topics and <i>Cold-Call Readings</i>	Focus Groups	Essays
Session 1	11-Jan	Introduction--Models of Policymaking and Administration		
Session 2	25-Jan	<i>Responsibility versus Accountability in the Friedrich Finer Debate</i>		
Session 3	1-Feb	Movie: Thirteen Days		
Session 4	8-Feb	<i>Wilson, Study of Administration (Online)</i>	N&M, Chapter 1	
Session 5	15-Feb	<i>Leary, Chapter 1</i>	Leary, Chapter 2	
Session 6	22-Feb	<i>Getting Dirty Minded</i>	N& M, Chapter 2	1
Spring Break				
Session 7	8-Mar	<i>Political Knowledge, Policy Formulation and Change</i>	Leary, Chapter 3	
Session 8	15-Mar	<i>Public Administration at the Millennium, Kettl</i>	N&M, Chapter 3	
Session 9	22-Mar	<i>Measuring and Improving Police Performance, Moore & Braga</i>	Leary, Chapter 4	2
Session 10	29-Mar	<i>The New Public Service, Serving Rather than Steering, Denhardt</i>	N&M, Chapter 8	
Session 11	5-Apr	<i>Leary, Chapter 5</i>	Leary, Chapter 12	
Session 12	12-Apr	<i>Neustadt and May, Chapter 13</i>		3
Session 13	19-Apr	Class Presentations		
Session 14	22-Apr	Class Presentations		

Academic Behavior Standards and Academic Dishonesty

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the *Student Code of Conduct* and *Policies and Procedures* sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgc.edu/judicialaffairs/new.html>

Disability Accommodations Services

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you

suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239 590 7956 or TTY 239 590 7930

Student Observance of Religious Holidays

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Resources for Faculty General Education

Information on General Education program requirements is available online at http://www.fgcu.edu/General_Education/index.html

Service Learning

Information on integrating service learning into the course and course syllabus is available online at <http://www.fgcu.edu/Connect/>

Distance Learning

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

Online Tutorials

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support/>

ANGEL Learning Management System and Demonstration Site

Information on ANGEL is available online at <http://elearning.fgcu.edu/frames.aspx> and <http://elearning.fgcu.edu/section/default.asp?id=xxxDemoonlinecoursestudent>

Library Resources

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com/>

Faculty Support: http://library.fgcu.edu/faculty_index.html

Contact Us: <http://library.fgcu.edu/LBS/about/contactus.htm>

Appendix C

Course Syllabi: Sample Elective Courses

**Course Syllabus: CPO 4076
Comparative Propaganda
Fall Semester 2009 (CRN 81446)**

**Monday and Wednesday, 11:00 am to 12:15 pm
Location: Academic Building 3, Room 111**

**Dr. Roger Green
Florida Gulf Coast University, Division of Public Affairs
Office Telephone: (239) 590-7838 E-Mail: rgreen@fgcu.edu
Office: Academic Building 3, Room 139**

**Office Consultation Hours: Tuesday 10:00 – 11:00 am, Wednesday 2:00 – 3:00 pm, or by
appointment**

General Description

This course explores the varied practices and consequences of political propaganda—the overt and/or covert manipulation of information conveyed to the public by political elites, either to provoke political action or to secure political quiescence and consent. After surveying some of the major theoretical perspectives on political propaganda, the course examines propaganda in a number of different historical and geographic contexts: propaganda in war (through an examination of WW II American and German propaganda movies, writings, and speeches); propaganda in State Socialist environments (through an examination of Soviet, Cuban, and Chinese movies, writings, and posters), and propaganda in contemporary industrialized democracies (through an examination of propaganda-related issues in several recent U.S. controversies.)

General Topics

- Theoretical perspectives on propaganda
- Propaganda in wartime environments
- Propaganda in state socialist environments
- Propaganda in contemporary industrialized democracies

Required Books (purchase from the FGCU Bookstore)

- Jacques Ellul, *Propaganda: The Formation of Men's Attitudes*
- Anchee Min, *Red Azalea*
- Michael Massing, *Now They Tell Us: The American Press and Iraq*

**Online Readings/Visual Illustrations—available on the "Angel" course website at
<http://elearning.fgcu.edu/frameIndex.htm>**

- Nicholo Machiavelli, *The Prince* (excerpt)
- George Orwell, *1984* (excerpts)
- Joseph Goebbels, *Propaganda* (Speech delivered in Nuremberg, 1934)
- Adolf Hitler, “Nation and Race,” excerpt from *Mein Kampf*
- Fritz Hippler, “Film as a Weapon”
- Joseph Goebbels, *Nation, Rise Up and Let the Storm Break Loose* (speech delivered in Berlin, 1943)
- Comics: Illustrations from WWII-era American comic book covers
- Gar Alperovitz, “Hiroshima—Historians Reassess” (*Foreign Policy*, Summer 1995)
- Henry Stimson, “The Decision to Use the Atomic Bomb” (*Harper's Magazine*, February 1947)

- Harry Truman, “Truman’s Reflections on the Atomic Bombing” (Letter from Harry Truman to Professor James Cate on January 12, 1953)
- Richard Tanter, “Voice and Silence in the First Nuclear War: Wilfred Burchett and Hiroshima” (*Japan Focus*, August 2005)
- Photographs: *Life Magazine*: Hiroshima Photographs (September 29, 1952)
- Video: *A Tale of Two Cities* (1946 U.S. Department of Defense Film on Hiroshima and Nagasaki)
- Vladimir Lenin, *What is to be Done?* (excerpts)
- Cartoon: *This Modern World*—“How the News Works”
- Video: President Bush Announcing the Invasion of Iraq—2003 footage from MSNBC
- Video: The Initial Bombing Campaign in Iraq (“Operation Shock and Awe”)—2003 footage from CNN
- Video: The Removal of Saddam’s Statue in Farouz Square, Baghdad—2003 stock footage
- Video: The Removal of Saddam’s Statue in Farouz Square, Baghdad—2003 footage from Fox News
- Photographs: President Bush’s Landing and Speech on the USS Lincoln (“Mission Accomplished”)—May 2003
- CNN.com—“Commander-in-Chief Lands on USS Lincoln” (May 2003)
- Video: “Mission Accomplished—Re-Examined 5 Years Later”—2008 news feature from the Associated Press
- Cartoon: *This Modern World*—“How the News Works Now”
- *New York Times*: “Czechs Confirm Iraq Agent Met with Terror Ringleader” (October 26, 2001)
- *New York Times*: “Iraqi Tells of Renovations at Sites for Chemical and Nuclear Arms” (December 20, 2001)
- *New York Times*: “U.S. Says Hussein Intensifies Quest for A-Bomb Parts” (September 8, 2002)
- CNN Late Edition with Wolf Blitzer—Transcript of Interview with National Security Advisor Condoleezza Rice (September 8, 2002)
- NBC News Meet the Press (Moderator Tim Russert)—Transcript of Interview with Vice President Dick Cheney (September 8, 2002)
- CNN.com, “Top Bush Officials Push Case Against Saddam” (September 8, 2002)
- *New York Times*: “White House Lists Iraq Steps to Build Banned Weapons” (September 13, 2002)
- President Bush Outlines Iraq Threat—Transcript of October 7, 2002 Speech in Cincinnati, Ohio
- *New York Times*: “Prague Discounts an Iraqi Meeting” (October 21, 2002)
- Video: Secretary of State Colin Powell—February 2003 Presentation to the United Nations on Alleged Iraqi Weapons of Mass Destruction (Excerpt 1)
- Video: Secretary of State Colin Powell—February 2003 Presentation to the United Nations on Alleged Iraqi Weapons of Mass Destruction (Excerpt 2)
- *New York Times*: “U.S. Analysts Link Iraq Labs to Germ Arms” (May 21, 2003)
- *New York Times*: “The Times and Iraq” (May 26, 2004)
- *New York Times*: “Weapons of Mass Destruction? Or Mass Distraction?” (May 30, 2004)
- *New York Times*: “Report Says Key Assertions Leading to War Were Wrong” (July 9, 2004)
- *New York Times*: “How the White House Embraced Disputed Arms Intelligence” (October 3, 2004)
- *New York Times*: “U.S. Report Finds Iraqis Eliminated Illicit Arms in 90’s” (October 7, 2004)
- *New York Times*: “Saddam Hussein Sowed Confusion About Iraq’s Arsenal as a Tactic of War” (October 7, 2004)
- *New York Times*, “Message Machine: Behind TV Analysts, Pentagon’s Hidden Hand” (April 20, 2008)

- *New York Times*, “One Man’s Military-Industrial-Media Complex” (November 29, 2008)
- Video: “Pentagon TV Scandal—Media Fails to Ask Hard Questions”
- Alternative Media—Comics: *This Modern World* and *Tom the Dancing Bug* samples from 2001 – 2007
- *Talking Points Memo* (July 2003 post about the Iraq WMD controversy)
- *The Nation*—“TV’s Conflicted Experts” (April 2003 post about the “Retired-Generals-as-TV-Analysts” controversy)
- *Salon.com*—“The Pulitzer-Winning Investigation that Dare Not be Uttered on TV” (April 11, 2009 post about the “Retired-Generals-as-TV-Analysts” controversy)
- Video: *Regrets of the Statue Man*—2007 video from Journeyman Pictures
- Video: Excerpts from *Control Room*—2004 documentary about the Pan-Arabic news station *Al Jazeera*
- Video: Sample of Iraq coverage from the *Al Jazeera* network
- *Salon.com*: “Muzzling a Marine” (June 4, 2004)

Movies

- *1984* (excerpts from contemporary theatrical movie)
- *The Persuaders* (excerpts from contemporary documentary movie)
- *Triumph of the Will* (excerpts from pre-WWII German propaganda movie)
- *The Eternal Jew* (pre-WWII German propaganda movie)
- *Mr. Jap, You’re a Sap* (WWII American propaganda cartoon)
- *My Japan* (WWII American propaganda movie)
- *Hiroshima—Why the Bomb was Dropped* (contemporary documentary movie)
- *I am Cuba* (excerpts from 1960s Soviet/Cuban propaganda movie)
- *Morning Sun* (contemporary documentary movie)
- *Red Nightmare* (1950s American propaganda movie)
- *Buying the War* (contemporary documentary movie)
- *Shoot the Dog* (contemporary music video)

Study Guides—available on *Angel* at <http://elearning.fgcu.edu/frameIndex.htm> .

Periodically throughout the semester I will be providing you with fairly detailed study guides, doing so through the use of electronic copies of these that you can download from the *Angel* course website on the dates listed in the course schedule. These will play a crucial role in helping you understand the assigned materials, prepare for class discussions, and deal with your essay assignments. These are in the “Lessons” section of the “Angel” course website, inside the sub-folder entitled “Study Guides.”

Assignments and Grading

Grades will be based on two sets of take-home essay assignments. On the dates indicated in the course schedule, I will post each of your two sets of essay assignments in the “Lessons” section of the “Angel” course website, inside the sub-folder entitled “Writing Assignments.” Your grade on each set of essay assignments will be based on the intelligence and clarity of your analysis, the knowledge you display of relevant course materials and your ability to apply this knowledge, and the technical quality of your writing. Although my principal concern in this course is cultivating your knowledge and analytical skills, the technical quality of your writing is nonetheless important as well. If the technical quality of your writing in an essay in terms of such things as basic grammar, punctuation, sentence and paragraph construction, etc., is substantially below the level reasonably expected of students in an upper-division university course, the highest grade you should expect to receive for the essay is a B+ (and when I say “highest,” I mean in an essay whose knowledge-based and analytical dimensions are excellent.) Each of the essays you write will count equally toward your grade in the course. You have less than a week to

complete each set of essays, so in order to be ready to deal with these you need to make sure you keep up with the assigned materials and attend class. If you blow things off until the last minute, completing the essay assignments may prove painful.

- **Essay Assignments—Set One (counts for 1/2 of your final course grade).** At 12:30 pm on Friday, October 16, I will post *Essay Assignments—Set One* in the “Lessons” section of the “Angel” course website, inside the sub-folder entitled “Writing Assignments.” You should anticipate having to write two to three essays for this assignment in response to problems posed by me. Your essays are due by 12:30 p.m. on Wednesday, October 21. I will accept late submissions (with a grade penalty applied) up to 12:30 pm on Friday, October 23. If you send me your essays after the specified due date and time, one grade-step will be deducted for each 24-hour period after the deadline has elapsed. For example, if your grade for the essays based on the three grading criteria identified above would have been an “A-” but you submitted the essays 1 day after the deadline, your grade would drop to a “B+.” ***No essays will be accepted after 12:30 pm on Friday, October 23.*** In order to treat each student equitably and according to the same standards, I will be enforcing these policies strictly this semester. No exceptions.
- **Essay Assignments—Set Two (counts for 1/2 of your final course grade).** At 12:30 pm on Monday, November 30, I will post *Essay Assignments—Set Two* in the “Lessons” section of the “Angel” course website, inside the sub-folder entitled “Writing Assignments.” You should anticipate having to write two to three essays for the “Set Two” assignment in response to problems posed by me. Your essays are due by 12:30 pm on Friday, December 4. I will accept late submissions (with a grade penalty applied) up to 12:30 pm on Monday, December 7. If you send me your essays after the specified due date and time, a full grade will be deducted for each 24-hour period after the deadline has elapsed. For example, if your grade for the essays based on the three grading criteria identified above would have been an “A-” but you submitted the essays 1 day after the deadline, your grade would drop to a “B+.” ***No essays will be accepted after 12:30 pm on Monday, December 7.*** In order to treat each student equitably and according to the same standards, I will be enforcing these policies strictly this semester. No exceptions.

Additional instructions for the essay assignments:

- Each essay must be typed and double-spaced, using 1-inch margins and 12-point “Times New Roman” font or another font of equivalent size.
- Each of your essays must demonstrate your understanding of the relevant course materials, as well as your ability to apply the arguments and ideas from these materials to the questions I have posed. The appropriate length of a specific essay may vary depending on the problem posed, but you should anticipate that each *set* of essays *overall* will run approximately 10 – 12 pages in length, typed and double-spaced. (In other words, regardless of whether you are assigned two essays or three essays for “Essay Assignments—Set One,” you can reasonably anticipate writing a total of approximately 10 – 12 pages for all of the essays in this set combined.) I will not penalize students in any way for going either above or below this estimated essay length. However, given the scope of the questions you will have to address, if a specific essay is fewer than 3 pages in length there is a possibility that your analysis may be a bit superficial.
- I am interested in *your* analysis, so please do not go overboard in “cutting and pasting” lengthy quotations or paraphrases of passages from the assigned readings. Very brief quotations from the readings may be useful in enhancing your analysis, provided you briefly identify in parenthetical format the author and page number—e.g., (Ellul, p. 37)—and use such quotations only when clearly needed.
- When you send the electronic copy to me by email, you must do so in ***file attachment*** form (not as text inserted directly into the body of your email). For the attachment, please use a file name that includes your last name and the assignment number (for example, if a student named John Doe sends

me the first set of essays as an email attachment, he should use the file name “Doe Essays 1”). In addition, you must put your name on the first page of your essays. Please send all essays within a set as a single file attachment.

- I will send you a confirmation email as soon as I download your submission (although you should understand that I don’t spend the entire day staring at my email inbox, as a result of which you’re unlikely to get an *immediate* confirmation). Please note that you must send me your essays in a format that is compatible with my computer system. Ideally this should be Microsoft WORD. If you do not have WORD on your system, you must send me your written work in *rich-text* format. Please understand that until I have received a version of your essays that I can actually open on my computer, I have not “received” them.
- For those of you concerned about writing “mechanics”—e.g., punctuation, grammar, paragraph construction, transitions, etc.—the brief online writing guides at Purdue University’s “OWL” site might prove helpful. Go online to <http://owl.english.purdue.edu/owl/resource/560/01/> (which opens to an APA Formatting and Style Guide) and use the “General Academic Writing” and “Grammar and Mechanics” guides links listed under the “Navigation” menu on the right side of the webpage.

Calculation of Final Course Grade

Final course grades can range between an “A” and an “F,” in increments that include “plus” and “minus” grades. The numeric cut-offs used for calculating grades on the “Angel” course gradebook are as follows:

A	= 3.75 or above
A-	= 3.5 to 3.74
B+	= 3.25 to 3.49
B	= 2.75 to 3.24
B-	= 2.5 to 2.74
C+	= 2.25 to 2.49
C	= 1.75 to 2.24
C-	= 1.5 to 1.74
D+	= 1.25 to 1.49
D	= .75 to 1.24
D-	= .5 to .74
F	= .49 or below

Failure to submit an essay assignment or plagiarism/cheating = “0” for the assignment

Academic Integrity Policy—Plagiarism or Other Forms of Cheating

Good academic work must be based on honesty. The FGCU faculty and administration regard any attempt by a student to present work produced by someone else as his or her own as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, websites, or other sources without acknowledging those sources or if they closely paraphrase ideas from such sources without acknowledging them. FGCU policy stipulates that students guilty of either cheating or plagiarism on an assignment (or of assisting another student in doing so) may receive a grade of F for the course involved and may be suspended or dismissed from the university. My personal policy is that if I discover a student has plagiarized or otherwise cheated on an assignment, I give the student a “Zero” on the assignment.

Preparing for Class

I will be providing you with fairly detailed study guides periodically throughout the semester, doing so through the use of electronic copies of these that you can download from the *Angel* course website on the dates listed in the course schedule. I will place these downloadable materials in the “Lessons” section of

the website. These materials will play a crucial role in helping you understand the assigned readings, prepare for class discussions, and prepare for your exams. Study Guides will be available in advance of the sessions to which they apply. For information about the *Angel* system, see the *Technical Components of Course* section farther down in this syllabus.

I will deliver lectures only rarely in this course. Instead, we will use a discussion-based approach for most of our class sessions. I am counting on students to prepare for these discussions. In order to prepare for the discussions, you need to examine the assigned materials and think about these in relation to the study guides provided by me, and in particular you need to do so in advance of each class session. I will always start our discussions by calling on students at random, and even once our discussions are well underway I will periodically call out students' names at random and expect them to contribute to the discussion. If I call on you and it's clear that you are thoroughly unprepared for the day's class session, you should not be surprised if I make at least a mildly disapproving comment about your lack of preparation. And at the risk of seeming a bit harsh, if we begin a class session and it quickly becomes clear to me that we lack the critical mass of prepared students needed to carry out a reasonably effective discussion, most likely I will end the class session early and subsequently hit you with an essay question based on the information that I *would have* imparted to you in that class session (i.e., *would have* imparted to you had I not been forced to adjourn the class early.)

Course Schedule

August 24:

Introduction and Course Overview

Study Guide 1 available on the "Angel" course website

August 26:

Theoretical Perspectives on Propaganda, Part 1

Book Assignment:

- Jacques Ellul, *Propaganda: The Formation of Men's Attitudes*, Chapter 3 ("The Necessity of Propaganda") *study before coming to class*

Online Readings/Visual Illustrations (on the "Angel" course website) *study before coming to class*:

- Niccolo Machiavelli, *The Prince* (excerpt)
- George Orwell, *1984* (excerpts)
- Joseph Goebbels, *Propaganda*

Movies (view in class):

- *1984* (excerpt—approximately 20 minutes)
- *The Persuaders* (excerpt—approximately 24 minutes)

August 31:

Theoretical Perspectives on Propaganda, Part 2

Discussion: Theoretical Perspectives on Propaganda (using the study/discussion questions provided in Study Guide 1 as a point of departure)

Study Guide 2 available on the "Angel" course website

September 2:

Propaganda in Wartime Environments, Part 1

Discussion: Propaganda in wartime environments and WWI propaganda (using the study/discussion questions provided in Study Guide 2 as a point of departure)

Book Assignment:

- Jacques Ellul, *Propaganda: The Formation of Men's Attitudes*, Chapter 4 ("Psychological Effects of Propaganda") and Chapter 5 ("The Socio-Political Effects") *study before coming to class*

Websites—*study before coming to class*:

- WWI British Propaganda Posters
<http://www.firstworldwar.com/posters/uk.htm>
- WWI American Propaganda Posters
http://www.library.georgetown.edu/dept/speccoll/guac/amposter_99/

September 7:

No class—holiday

September 9:

Propaganda in Wartime Environments, Part 2

Discussion: Propaganda in wartime environments and WWII Nazi propaganda (using the study/discussion questions provided in Study Guide 2 as a point of departure)

Online Readings/Visual Illustrations (on the "Angel" course website) *study before coming to class*:

- Adolf Hitler, "Nation and Race," excerpt from *Mein Kampf*
- Fritz Hippler, "Film as a Weapon"
- Joseph Goebbels, *Nation, Rise Up and Let the Storm Break Loose* (speech delivered in Berlin, 1943)

Movies (*view in class*):

- *Triumph of the Will* (excerpts—21 minutes)
- *The Eternal Jew* (excerpts—18 minutes)

Websites (*study before coming to class*):

- Film program for the film *The Eternal Jew* from Goebbels' Ministry of Propaganda
<http://www.holocaust-history.org/der-ewige-jude/program.shtml>
- Ernst Hiemer, *Der Giftpilz*—excerpts from *The Poisonous Mushroom* (This was a 1938 elementary school book used in German schools to disseminate anti-Jewish propaganda. Click the thumbnails to the left to examine the illustrations, and click the underlined subtitles to the right to examine the text sections accompanying each illustration.)
<http://www.calvin.edu/academic/cas/gpa/thumb.htm>
- Nazi Propaganda Posters and Cartoons
<http://www.calvin.edu/academic/cas/gpa/posters2.htm>
<http://www.bytwerk.com/gpa/lustige.htm>

September 14:

Propaganda in Wartime Environments, Part 3

Discussion of materials examined in the September 9th session (using the study/discussion questions provided in Study Guide 2 as a point of departure)

September 16:

Propaganda in Wartime Environments, Part 4

Discussion: Propaganda in wartime environments and WWII American war propaganda (using the study/discussion questions provided in Study Guide 2 as a point of departure)

Online Readings/Visual Illustrations (on the “Angel” course website) *study before coming to class*:

- Illustrations from WWII-era American comic book covers

Movies (view in class):

- *Mr. Jap, You're a Sap* (7 minutes)
- *My Japan* (16 minutes)

Website (*study before coming to class*):

- WWII American Propaganda Posters
http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_intro.html

Study Guide 3 available on the “Angel” course website

September 21:

Propaganda in Wartime Environments, Part 5

No discussion

Online Readings/Visual Illustrations (on the “Angel” course website) *study before coming to class*:

- Gar Alperovitz, “Hiroshima—Historians Reassess” (*Foreign Policy*, Summer 1995)
- Henry Stimson, “The Decision to Use the Atomic Bomb” (*Harper’s Magazine*, February 1947)
- Harry Truman, “Truman’s Reflections on the Atomic Bombing” (Letter from Harry Truman to Professor James Cate on January 12, 1953)

Movie (view in class):

- *Hiroshima—Why the Bomb was Dropped* (70 minutes)

September 23:

Propaganda in Wartime Environments, Part 6

Discussion: Hiroshima and US Propaganda (based on the materials assigned for the September 21 and September 23 sessions, using the study/discussion questions provided in Study Guide 3 as a point of departure)

Online Readings/Visual Illustrations (on the “Angel” course website) *study before coming to class*:

- Richard Tanter, “Voice and Silence in the First Nuclear War: Wilfred Burchett and Hiroshima” (*Japan Focus*, August 2005)

- *Life Magazine*: Hiroshima Photographs (September 29, 1952)

Movie (view on the “Angel” course website) *study before coming to class*:

- *A Tale of Two Cities* (1946 U.S. Department of Defense Film on Hiroshima and Nagasaki)

Study Guide 4 available on the “Angel” course website

September 28:

Propaganda in State Socialist Environments, Part 1

Discussion: Marxist-Leninist doctrine and State Socialist propaganda (using the study/discussion questions provided in Study Guide 4 as a point of departure)

Online Readings/Visual Illustrations (on the “Angel” course website) *study before coming to class*:

- Vladimir Lenin, *What is to be Done?* (excerpts)

Movie (view in class):

- *I am Cuba* (excerpts—approximately 45 minutes)

Websites (*study before coming to class*):

- Karl Marx and Frederick Engels, excerpts from *The Communist Manifesto*
<http://marx.thefreelibrary.com/Communist-Manifesto/1-1>
<http://marx.thefreelibrary.com/Communist-Manifesto/2-1>
<http://marx.thefreelibrary.com/Communist-Manifesto/3-1>
- USSR Propaganda Posters
<http://www.iisg.nl/exhibitions/chairman/sovintro.php>

September 30:

Propaganda in State Socialist Environments, Part 2

Discussion of materials examined in September 28th session (using the study/discussion questions provided in Study Guide 4 as a point of departure)

Book Assignment:

- Anchee Min, *Red Azalea* (begin reading)

October 5:

Propaganda in State Socialist Environments, Part 3

No discussion

Book Assignments (*study before coming to class*):

- Jacques Ellul, Appendix II—“Mao Tse-Tung’s Propaganda,” excerpt from *Propaganda: The Formation of Men’s Attitudes*
- Anchee Min, *Red Azalea* (continue reading)

Movie (view in class):

- *Morning Sun* (120 minutes), Part 1

Websites (*study before coming to class*):

- Chinese Propaganda Posters
<http://www.iisg.nl/~landsberger/>
<http://www.iisg.nl/~landsberger/glf.html>
<http://www.iisg.nl/~landsberger/crc.html>
<http://www.iisg.nl/~landsberger/cult.html>

October 7:

Propaganda in State Socialist Environments, Part 4

No discussion

Book Assignment:

- Anchee Min, *Red Azalea* (finish reading before coming to class)

Movie (view in class):

- *Morning Sun* (120 minutes), Part 2

Websites (*study before coming to class*):

- *Mao Tse-tung's Thought Is the Telescope and Microscope of Our Revolutionary Cause* (from the *Peking Review*, No. 24 - June 10, 1966)
http://www.morningsun.org/red/telescope_6101966.html
- *The Great Proletarian Cultural Revolution Engulfs Peking's Streets* (from the *Peking Review*, No. 35 - August 26, 1966)
http://www.morningsun.org/smash/pr8_1966.html
- *How the "Red Guards' Battle Song" was Born—by Red Guards of the Middle School of the Central Conservatory of Music* (from *China Reconstructs*, March 1968)
http://www.morningsun.org/smash/cr_3_1968.html
- *World's People Eagerly Seek Chairman Mao Badges* (from *China Reconstructs*, May 1968)
http://www.morningsun.org/red/badges_cr5_1968.html

October 12:

Propaganda in State Socialist Environments, Part 5

Discussion: Propaganda, Maoism, and the Cultural Revolution (materials examined in the September 30 – October 7 sessions, using the study/discussion questions provided in Study Guide 4 as a point of departure)

Websites (*study before coming to class*):

- Images and Artifacts from the Cultural Revolution
<http://www.morningsun.org/images/index.html#>

October 14:

Propaganda in State Socialist Environments, Part 6

Discussion: Propaganda, Maoism, and the Cultural Revolution (materials examined in the September 30 – October 12 sessions, using the study/discussion questions provided in Study Guide 4 as a point of departure)

Friday, October 16: *The questions for “Essay Assignments—Set One” will be available at 12:30 pm (on the “Angel” course website).*

October 19:

Propaganda in State Socialist Environments, Part 7

Discussion: State Socialism and U.S. Counter-Propaganda during the Cold War (using the study/discussion questions provided in Study Guide 4 as a point of departure)

Movie (view in class):

- *Red Nightmare* (29 minutes)

October 21: *Your completed essays for “Essay Assignments—Set One” are due no later than 12:30 pm (emailed as a file attachment to me at rgreen@fgcu.edu). I will accept late submissions (with a grade penalty applied) up to 12:30 pm on Friday, October 23, after which no essays will be accepted for credit.*

There will be no class meeting today.

Study Guide 5 available on the “Angel” course website

October 26:

Propaganda in Contemporary Industrialized Democracies, Part 1

Discussion: Mass Media, Government, and Propaganda in Contemporary Industrialized Democracies: Some Key Factors (using the study/discussion questions provided in Study Guide 5 as a point of departure)

October 28:

Propaganda in Contemporary Industrialized Democracies, Part 2

Discussion: Mass Media, Government, and Propaganda in Contemporary Industrialized Democracies: Preliminary Illustrations (discussion based on online readings/visual illustrations listed below, using the study/discussion questions provided in Study Guide 5 as a point of departure)

Book Assignment:

- Michael Massing, *Now They Tell Us: The American Press and Iraq* (“Preface” – “The Unseen War,” pp. ii – 23) *study before coming to class*

Online Readings/Visual Illustrations (on the “Angel” course website) *study before coming to class:*

- Cartoon: *This Modern World*—“How the News Works”
- Video: President Bush Announcing the Invasion of Iraq—2003 footage from MSNBC
- Video: The Initial Bombing Campaign in Iraq (“Operation Shock and Awe”)—2003 footage from CNN
- Video: The Removal of Saddam’s Statue in Farouz Square, Baghdad—2003 stock footage
- Video: The Removal of Saddam’s Statue in Farouz Square, Baghdad—2003 footage from Fox News
- Photos: President Bush’s Landing and Speech on the USS Lincoln (“Mission Accomplished”)—May 2003
- Article: CNN.com—“Commander-in-Chief Lands on USS Lincoln” (May 2003)

- Video: “Mission Accomplished—Re-Examined 5 Years Later”—2008 news feature from the Associated Press

November 2:

Propaganda in Contemporary Industrialized Democracies, Part 3

No discussion

Book Assignment:

- Michael Massing, *Now They Tell Us: The American Press and Iraq* (“Now They Tell Us” – “Epilogue,” pp. 24 – 90) *study before coming to class*

Online Readings/Visual Illustrations (on the “Angel” course website) *study before coming to class:*

- Cartoon: *This Modern World*—“How the News Works Now”
- *New York Times*: “Czechs Confirm Iraq Agent Met with Terror Ringleader” (October 26, 2001)
- *New York Times*: “Iraqi Tells of Renovations at Sites for Chemical and Nuclear Arms” (December 20, 2001)
- *New York Times*: “U.S. Says Hussein Intensifies Quest for A-Bomb Parts” (September 8, 2002)
- CNN Late Edition with Wolf Blitzer—Interview with National Security Advisor Condoleezza Rice (September 8, 2002)
- NBC News Meet the Press (Moderator Tim Russert)—Interview with Vice President Richard Cheney (September 8, 2002)
- CNN.com, “Top Bush Officials Push Case Against Saddam” (September 8, 2002)
- *New York Times*: “White House Lists Iraq Steps to Build Banned Weapons” (September 13, 2002)
- President Bush Outlines Iraq Threat—Transcript of October 7, 2002 Speech in Cincinnati, Ohio
- *New York Times*: “Prague Discounts an Iraqi Meeting” (October 21, 2002)
- Video: Secretary of State Colin Powell—February 2003 Presentation to the United Nations on Alleged Iraqi Weapons of Mass Destruction (Excerpt 1)
- Video: Secretary of State Colin Powell—February 2003 Presentation to the United Nations on Alleged Iraqi Weapons of Mass Destruction (Excerpt 2)
- *New York Times*: “U.S. Analysts Link Iraq Labs to Germ Arms” (May 21, 2003)

Movie (view in class):

- *Buying the War* (Bill Moyers’ Journal—90 minutes), Part 1

November 4:

Propaganda in Contemporary Industrialized Democracies, Part 4

No discussion

Online Readings/Visual Illustrations (on the “Angel” course website) *study before coming to class:*

- *New York Times*: “The Times and Iraq” (May 26, 2004)
- *New York Times*: “Weapons of Mass Destruction? Or Mass Distraction?” (May 30, 2004)
- *New York Times*: “Report Says Key Assertions Leading to War Were Wrong” (July 9, 2004)
- *New York Times*: “How the White House Embraced Disputed Arms Intelligence” (October 3, 2004)
- *New York Times*: “U.S. Report Finds Iraqis Eliminated Illicit Arms in 90’s” (October 7, 2004)

- *New York Times*: “Saddam Hussein Sowed Confusion About Iraq’s Arsenal as a Tactic of War” (October 7, 2004)

Movie (view in class):

- *Buying the War* (Bill Moyers’ Journal—90 minutes), Part 2

November 9:

Propaganda in Contemporary Industrialized Democracies, Part 5

Discussion: Propaganda in Contemporary Industrialized Democracies (materials examined in the October 28 – November 4 sessions, using the study/discussion questions provided in Study Guide 5 as a point of departure)

November 11:

No class—holiday

November 16:

Propaganda in Contemporary Industrialized Democracies, Part 6

Discussion: Propaganda in Contemporary Industrialized Democracies (materials examined in the October 28 – November 4 sessions, using the study/discussion questions provided in Study Guide 5 as a point of departure)

November 18:

Propaganda in Contemporary Industrialized Democracies, Part 7

Discussion: Television’s Military Analysts and the Interplay between Government, Business, and the Media (using the study/discussion questions provided in Study Guide 5 as a point of departure)

Online Readings/Visual Illustrations (on the “Angel” course website) *study before coming to class*:

- *New York Times*, “Message Machine: Behind TV Analysts, Pentagon’s Hidden Hand” (April 20, 2008)
- *New York Times*, “One Man’s Military-Industrial-Media Complex” (November 29, 2008)
- Video: “Pentagon TV Scandal—Media Fails to Ask Hard Questions”

November 23:

Propaganda in Contemporary Industrialized Democracies, Part 8

Discussion: Alternative Media Sources and the Conflictive Propaganda Environment in Contemporary Industrialized Democracies (using the study/discussion questions provided in Study Guide 5 as a point of departure)

Video (view in class):

- *Shoot the Dog*

Online Readings/Visual Illustrations (on the “Angel” course website) *study before coming to class*:

- Alternative Comic Samples (*This Modern World* and *Tom the Dancing Bug*, 2001 – 2007)
- Alternative Media Sample Article 1: *Talking Points Memo* (July 2003 post about the Iraq WMD controversy)

- Alternative Media Sample Article 2: *The Nation*—“TV’s Conflicted Experts” (April 2003 post about the “Retired-Generals-as-TV-Analysts” controversy)
- Alternative Media Sample Article 3: *Salon.com*—“The Pulitzer-Winning Investigation that Dare Not be Uttered on TV” (April 11, 2009 post about the “Retired-Generals-as-TV-Analysts” controversy)
- Video: *Regrets of the Statue Man*—2007 video from Journeyman Pictures
- Video: Excerpts from *Control Room* (2004 documentary about the Pan-Arabic news station *Al Jazeera*)
- Video: Sample of Iraq coverage from the *Al Jazeera* network
- Follow-up Article on *Control Room* from *Salon.com*: “Muzzling a Marine” (June 4, 2004)

November 25:

No class—holiday

November 30:

Wrap-Up Discussion

December 2:

Unless we have been forced to revise the schedule because of hurricane-related disruptions or delays, the class will not meet today. Use this time to continue writing (and hopefully completing) your final set of essays.

Friday, December 4: *Your completed essays for “Essay Assignments—Set Two” are due by no later than 12:30 pm (emailed as a file attachment to me at rgreen@fgcu.edu). I will accept late submissions (with a grade penalty applied) up to 12:30 pm on Monday, December 7, after which no essays will be accepted for credit. If our coverage of materials in the course has been delayed either because of hurricane-related disruptions or because of other reasons, the schedule for this final phase of the course—including the dates pertaining to “Essay Assignments—Set Two”—will be modified in accordance with the discussion provided in the preface to this course schedule.*

POS 3411: THE MODERN PRESIDENCY

FALL 2009 CRN 81454

Tuesday and Thursday 12:30AM-1:45AM
Location, Academic Building 3, Room 124

Dr. Peter J. Bergerson, Ph.D
Florida Gulf Coast University, Division of Public Affairs
Office Telephone: 239.590.7813
E-Mail: pbergers@fgcu.edu

Office: Academic Building III, Room 138
Office Hours: Monday and Wednesday 10:00AM-12:00PM
Also by appointment or any time by chance

General Description:

The course will examine the US Presidency from on the constitutional, historical, and contemporary perspective. The course will address presidential elections, leadership, media relationship and the various roles and responsibilities of the president in such areas as foreign policy, national security, congressional relations, economic issues, and inter- and intra-branch decision-making.

Course Objectives:

To provide the students a solid grasp of the formal as well as the informal powers of the president in both domestic and foreign policy. To introduce the various research traditions associated with the study of the presidency. To evaluate the student's ability to read, discuss, write and analyze important literature devoted to the US presidency which will enable them to articulate the roles of the president as the leader of the US government.

Textbooks:

Edwards, George C. and Stephen J. Wayne, Presidential Leadership: Politics and Policymaking, 7th edition, Thompson-Wadsworth Press, 2006

Pfiffner, James P. and Roger H. Davidson, Understanding the Presidency, 5th edition, Pearson-Longman Press, 2009

Assignments:

Three Course papers: See schedule and topics below each worth 100 points.

Course paper one due: SEPTEMBER 29

Course paper two due: October 27

Course paper three due: NOVEMBER 24

Exams:

Three essay exams-TBA EACH WORTH 100 POINTS

Student Responsibility:

Read the assignments and come to class prepared to discuss the readings. Complete all written and work including course papers and exams. Assignments turned in late will lose a letter grade each day they are late starting with the day and time due to be turned in. It will be your responsibility to seek assistance if you need it from the instructor. Academic integrity is important for all students' work. Be sure you are familiar with the university policy in the handbook. The attempt of any student to present work as his/hers even though someone else produced it, is regarded by the faculty and administration as a serious offense and will be dealt with accordingly. You can assume that I will investigate any paper that I feel has been plagiarized. Students guilty of cheating or plagiarism on an assignment will receive an F for the assignment.

Grading Scale:

100-92 = A
91-89 = A-
88- 86 = B+
85-82 = B
81-79 = B-
78-76 = C+
75- 72 = C
71-69 = C-
68-66 = D+
65-62 = D
61-59 = D-
58-0 = F

TENTATIVE SCHEDULE

SECTION ONE: August 24- September 25

The first five weeks of the course will be devoted to the constitutional, historical, electoral and media perspective of the presidency.

Readings:

Edwards and Wayne; Chapters one, two three and four

Pfiffner and Davidson; Sections 1, 2, and 4

FIRST EXAM: SEPTEMBER 24

COURSE PAPER ONE: DUE SEPTEMBER 29

BASED ON SECTION 2 OF THE PFIFFNER/DAVIDSON TEXT, WRITE A 5-7 PAGE PAPER IN WHICH YOU DISCUSS AND EXPLAIN 1) THE "STRICT CONSTRUCTIONIST PRESIDENCY," 2) THE "STEWARDSHIP PRESIDENCY," 3) THE "PUBLIC PRESIDENCY," 4) THE "PREROGATIVE PRESIDENCY" AND 5) THE "MODERN PRESIDENCY."

FOOTNOTES AND REFERENCES SHOULD BE AN IMPORTANT PART OF YOUR PAPER.

SECTION TWO: SEPTEMBER 28-OCTOBER 23

This section of the course will be devoted to examination of the presidency from within the executive branch. Topics discussed will include the Executive Office of the President; styles of decision-making and implementation.

Readings:

Edwards and Wayne; Chapters six, seven and nine

Pfiffner and Davidson; Sections 5 and 7

SECOND EXAM: October 20

COURSE PAPER TWO: DUE OCTOBER 27

SECOND COURSE PAPER

ONE OF THE MAJOR UNDERLYING POINTS MANY SCHOLARS OF THE PRESIDENCY MAKE, INCLUDING EDWARDS AND WAYNE AS WELL AS THE AUTHORS IN THE READER, IS THAT TO FULLY UNDERSTAND THE US PRESIDENCY ONE MUST HAVE A SOLID GRASP OF THE INDIVIDUAL WHO HOLD THE OFFICE. THIS POINT IS MADE IN SEVERAL CHAPTERS EDWARDS TEXT BOOK AND THE ARTICLES IN THE UNDERSTANDING THE PRESIDENCY TEXT.

BASED ON THE TWO COURSE TEXTS AS WELL AS ADDITIONAL SOURCES WRITE A FIVE-SEVEN PAGE PAPER THAT ADDRESSES WHAT IS MEANT BY THE STATEMENT: "WHAT THE PRESIDENCY 'IS' AT ANY GIVEN TIME, DEPENDS ON WHO IS PRESIDENT". BE SURE TO PROVIDE FOOTNOTES AND REFERENCES WHEN APPROPRIATE.

SECTION THREE: OCTOBER 26-DECEMBER 3

Section III will examine the president's relationship with congress, the bureaucracy, the courts as well as domestic and national security policy.

Readings:

Edwards and Wayne textbook: Chapters nine, ten, eleven, twelve and fourteen

Pfiffner and Davidson reader: Section 6 and 8

Third Course paper: DUE November 24th

Provide a 5-7 page essay in which you: (A) Summarize the arguments made in the following two articles: 1) Sean Wilentz's, "The Worst President Ever" (Section 9, no.44, p.479 and 2) Karl Rove's article "The Long View" (Section 9, no.45, p.490). (B) Based on the additional reading in Section 9 and chapter 15 in the Edwards/Wayne text write a lucid essay on why you agree with Wilentz OR Rove.

Footnotes and references should be an important part of your paper.

FINAL EXAM TBA

INR 4303: U.S. Foreign Policy

Florida Gulf Coast University

Fall 2009

Richard W. Coughlin, Ph.D.

AB 3 150 – 590-7177; rcoughli@fgcu.edu

Office Hours: Monday and Wednesdays 2:00-3:00

Course URL: <http://itech.fgcu.edu/faculty/rcoughlin/inr4303f09.htm>

Listserv: crn81461@eagle.fgcu.edu

Required Texts: Michael Klare, *Rising Powers, Shrinking Planet* (Holt, 2009), Andrew Bacevich, *The Limits of Power* (Holt, 2009), Fareed Zakaria, *The Post-American World* (WW Norton, 2009) and *Great Decisions 2009* (Foreign Policy Association, 2009). All available in the bookstore. Other readings for this course are accessible through the internet.

Course overview

Not so long ago, the United States was hailed as the world's sole superpower. The 21st century was supposed to be another American century – just as the 20th century had been. But today these views are no longer compelling. The *relative power* of the United States is in decline – in part because of policy failures, in part because of economic failure – but also, in part, because of the rise of non-Western powers such as China, India, Russia, and Brazil (the so called BRIC countries). The 21st century promises not be an American century, but rather an increasingly multi-polar world in which the leading states are engaged in complex patterns of both competition and collaboration. This course is concerned with explaining the reasons for the relative decline of the United States and debating what foreign policies the United States might adapt as it moves toward the future. Key questions for discussion and debate include:

- How should the United States respond to the rise of China and India as great powers?
- How should the United States respond to the growing scarcity of fossil fuels and the prospect of increased geopolitical competition for access to these resources?
- To what extent should the United States regard the political stability of regions such as the Caspian basin, the Persian Gulf, and Southwest Asia as vital national security interests?
- To what extent should the alleviation of global poverty and defense of human rights figure prominently in the formulation of U.S. foreign policy?
- In what ways should the United States address the issues of global climate change?
- What steps should the United States take to address the global economic and financial crisis that commenced in 2008 and continues into the present?

These are all core questions that lie at the heart of current foreign policy debates. The issues involved in these debates are deeply rooted and interconnected. One of the central questions of the course is how are we situated in history. What historical forces and processes have given rise to the present? In what ways are we able – and willing – to change in response to the challenges of the present?

Assignments

1. Discussant duty. Each student will be assigned discussant duty. On this particular day, you should come to class prepared to engage in an extensive discussion of the material that we are covering. I will begin these discussions by asking discussants what the key concepts in the readings were or who these readings can be linked to other reading or to current events. We will move from these initial questions to formulating a deeper and more comprehensive conception of the material. You will be grade in terms of your capacity to contribute to this process. 20 points
2. [Great Decisions essay](#): You will be assigned to write and present a short essay on one of the Great Decisions topics that we will be covering in this class. Your response should integrate the Great Decisions literature and the other materials (such as Bacevich, Klare and Zakaria) that we are reading for this course. Organize your essay in a problem/solution format. What are the problems that the United States faces with respect to a particular topic? What are the possible solutions? Of these, which would you advocate in why? We will debate these conclusions in our class discussions. 50 points – 10 of which is for presentation of your argument.
3. [Mid Term](#) and Final Examination. 50 points @

Grading

There are 170 possible points that you may accumulate in this class. Your grade will be the percentage of total points you accumulate, subject to the following scale: 93-100 = A; 90-93 = A-; 88-90 = B+; 83-88 = B; 80-83 = B-; 78-80 = C+; 73-78 = C; 70-73 = C-; 68-70 = D+; 63-67 = D; 60-63 = D-; below 60 = F.

Meaningful and consistent class participation can raise your overall course average by up to three percentage points.

Course Policies

1. All students must maintain an attitude of civility. I will insist on attitudes of mutual respect, which entails listening and trying to understand diverse points of view. Insults, snubs, and other efforts to embarrass or humiliate those with whom you do not agree will not be tolerated.
2. All students must respect this class as a learning environment. This means the following: a) coming to class on time b) remaining in class the full class period (we will always have a break in the middle of the class session); c) remaining conscious the entire class period (sleepers will be awakened); d) focusing on this class during the class period.
3. This syllabus will be maintained via Angel. If we need to make changes in the course syllabus, those changes will be made to the online syllabus. Also your grades will be recorded online, utilizing Angel. This will allow you to check on your status in the course.
4. For all writing assignments, you must give me a hardcopy of the assignment on the day it is due and submit an electronic copy to the appropriate drop box that I will set up in Angel. In addition, no writing assignments may be emailed to me without my prior permission.
5. Any work missed due to absences may not be made up. If the absence is excused, I will not count the missing work against your grade. Excused absences are for sickness and family emergency only.
6. If you want to email me, use my FGCU email address (rcoughli@fgcu.edu). I will not be checking Angel mail and we will not be using Angel mail for any class assignments.
7. Late papers are penalized: 10 percent deducted for each day late.
8. No incompletes for this class will be given except in the case of dire personal or family emergencies that make it impossible for you to complete this class within the academic calendar.
9. Plagiarism is a rampant problem on college campuses. Some plagiarism is done out of ignorance. Students are not aware of what constitutes plagiarism and thus they are not aware of when they have broken the rules. You are to read the following site on plagiarism so you know what it is: [Plagiarism: What It is and How to Recognize and Avoid It](#). I will use turnitin.com

(now a tool on Angel) to establish whether or not plagiarism has occurred in particular cases

Topics

8/25	Introduction to course	
8/27	American Power and Material Abundance	Bacevich, p. 1-43 Discussants: Kelly Young and Peter Ryther
9/1	The Sorrows of Empire (?)	Bacevich, 44-66. Chalmers Johnson, "Three Good Reasons to Liquidate our Empire," Tomdispatch, July 30, 2009. http://www.tomdispatch.com/post/175101/chalmers_johnson_dismantling_the_empire All Things Considered, Monday August 31 st : The situation in Afghanistan http://www.npr.org/templates/rundowns/rundown.php?prgId=2&prgDate=08-31-2009 Discussants: Leslie Puzo and Caroline Decaire
9/3	The Rise of the National Security State	Bacevich, p. 67-123. Discussants: William Harris and Ashley Shavell
9/8	The Limits to American Powers	Bacevich, p. 124-169. Discussants: Morgan Cheek and Kirsten Perelli
9/10	The Current Wars	Bacevich, p. 170-82. Great Decisions, Afghanistan and Pakistan Great Decisions Website Paper Presentations: Danielle Alvarez, Caroline Decaire, James Corey, Cameron Whitright, Vitor Sugori, Jared Barrett
9/15	Human Rights	Great Decisions, Human Rights Great Decisions Website Paper Presentations: Carlos Meza Bruzaul, Leslie Puzo, Stephanie Johnson, Ashley Brompton, Kevin Shafer, and Nisha Barlow
9/17	The relative decline of the United States	Zakaria, prologue and chapter 1-2 Discussants: Drake Odum and Jared Barrett
9/22	The Rise of the West	Zakaria, ch. 3 All Things Considered, Thursday, September 17 th : Missile Defense http://www.npr.org/templates/rundowns/rundown.php?prgId=2&prgDate=09-17-2009 Optional: Agriculture and the Development in the Third World - http://www.youtube.com/watch?v=Cy8H0XQ6slQ&feature=related Discussants: Miladlys Villamarin and Cory Mills
9/24	Global Capitalism	Peter Gowan, U.S. Hegemony Today, <i>Monthly Review</i> , July/Aug 2003, 55, 3. (available through library website)

	and U.S. Hegemony	All Things Considered, Wednesday, September 23 rd : Obama Challenges World Leaders http://www.npr.org/templates/run downs/run down.php?prgId=2 Discussants: Tamika Martinez and Virgil Batcher
9/29	The Rise of China	Zakaria, ch. 4 Discussants: Joey Russo and Frank Franze
10/1	No class	No class
10/6	The New International Energy Order	Klare, Prologue and ch. 1 Michael Klare Oil and American Foreign Policy YouTube - Blood and Oil - A Declaration of Dependence The Russian-Georgian Conflict - http://www.democracynow.org/2008/8/15/russia_georgia_conflict_fueled_by_rush George Monibot Meets Fatih Birol http://www.guardian.co.uk/environment/video/2008/dec/15/fatih-birol-george-monibot Discussants: Tyrone Morgan and Danielle Alvarez
10/8	Declining Resources and Rising Powers	Klare, ch. 2-3 Discussants: Arcadia Harquitz, Steven Sternberg and Cameron Whitright
10/13	In class essay Exam	In class essay assignment (component of mid term exam). What kinds of contrasts can be drawn between Michael Klare and Fareed Zakaria's conception of the Post-American World.
10/15	Mid Term Exam	
10/20	Energy geopolitics: Russia and the Caspian Basin	Klare, ch. 4-5 Discussants: Kevin Shafer and Carlos Meza Bruzual
10/22	Energy geopolitics: Africa	Klare, ch. 6 YouTube - Oil War - Nigeria YouTube - Blood, Sweat, and Oil - Sudan Discussants: Jaimee Romines and Andrea Bastberg
10/27	Energy geopolitics: Persian Gulf	Klare, ch. 7 NPR, Nuclear Deal with Iran Could be Close - http://www.npr.org/templates/story/story.php?storyId=114012279 Paul Wolfowitz on Realism http://www.npr.org/templates/story/story.php?storyId=112591394

		Discussants: James Corey and Andrew Graziani
10/29	Peak Soil (in addition to oil)	Walden Bello and Mara Baviera, "Food Wars," Monthly Review, July-August, 2009/ Philip McMichael, "The World Food Crisis in Historic Perspective, Monthly Review, July-August, 2009. Agribusiness and Hunger in the Third World (Part 2) http://www.youtube.com/watch?v=Cy8H0XQ6slQ&feature=related YouTube - "The Hidden Battle for the World Food System" Discussants: Jonathan Notelle and Millie Ruiz
11/3	Great Decisions	Great Decisions, The Global Food Crisis Great Decisions Website Paper presentations: Drake Odum, Peter Ryther, Kirsten Perilli, Kelly Young, Jonathan Notelle, Tyrone Morgan, Kolve Byrd
11/5	Twenty First Century Resource Wars?	Klare, ch. 8 http://www.npr.org/templates/story/story.php?storyId=114178349 Discussants: Nisha Barlow and Vitor Sugori
11/10	Rising Powers	Great Decisions, Rising Powers Great Decisions Website Paper presentations: Steven Sternberg, William Harris, Brandon Wasicsko, Miladys Villamarin, Millie Ruiz, Jaimee Romine
11/12	Averting Catastrophe	Klare, ch. 9 and afterword Michael T. Klare: Welcome to 2025: American Preeminence Is Disappearing Fifteen Years Early Morning Edition. November 12, 2009 "Debate Grows Over Afghan Policy" http://www.npr.org/templates/rundowns/rundown.php?prgId=3 Rosa Mendoza and Brandon Wasicsko
11/16	CENTCOM Presentation 7:00 pm Ballroom of Student Union	Presentation from a multinational panel of military personnel who work with the U.S. military's Central Command headquarters in Tampa, Florida.
11/17	CENTCOM Presentation	AfPak Revisited Ahmed Rashid, "Trotsky in Baluchistan," <i>National Interest</i> , November-December, 2009. Available online at http://www.nationalinterest.org/Article.aspx?id=22320 Andrew Bacevich, "The War We Can't Win: Afghanistan and the Limits of US Power," <i>Commonweal Magazine</i> , Volume CXXXVI, Number 14. Available online at

		<p>http://www.commonwealmagazine.org/article.php3?id_article=2609</p> <p>Paul Rogers, "AfPak-Iraq: Wrong War, Right Path," Open Democracy, November 2, 2009. Available online at http://www.opendemocracy.net/paul-rogers/afpak-iraq-wrong-war-right-path</p> <p>Discussant, Kolve Byrd</p>
11/19	American Power in a Post American World	<p>Zakaria, ch. 6 and 7</p> <p>YouTube - CNN's Fareed Zakaria interviews author Tom Ricks - Afghanistan & Pakistan</p> <p>Discussants: Jared Barrett, Richard Gonzalez and Cameron Whitwright</p>
11/24	NO CLASS	NO CLASS
12/1	The Future of U.S. Energy Policy	<p>Great Decisions, Energy Policy</p> <p>Robert Eshelman, "Where's the Clean Energy?" The Nation, November 19, 2009. http://www.thenation.com/doc/20091207/eshelman</p> <p>Great Decisions Website</p> <p>Paper Presentations: Tamika Martinez, Morgan Cheek, Frank Franze, Cory Mills, Virgil Batchter, and Andrew Graziani.</p>
12/3	What Futures for U.S. Foreign Policy?	<p>Noam Chomsky, Crisis and Hope: Ours and Theirs, The Boston Review, September 7, 2009. http://www.zmag.org/znet/viewArticle/22530</p> <p>James Kurth, "The Pillars of the Next American Century," The American Interest, Nov. Dec., 2009. http://www.the-american-interest.com/article.cfm?piece=688</p> <p>Paper Presentations: Ashley Shavell, Joey Russo, Andrea Bastberg, Arcadia Harquitz, Richard Gonzalez, and Rosa Mendoza</p> <p>Special note for presenters: this debate does not draw on the Great Decisions text, but rather on the articles that I have assigned for this class period. To develop your papers, draw on these articles, previous course readings (whichever readings you think are important) and three additional articles that you will research on your own. The prompt for this exercise is the question: how can the United States prosper in the 21st century? In relationship to this question, you should pose what you think are the relevant problems and their possible solutions.</p>
12/8	Finals Week	<p>Take Home Final Question:</p> <p>Drawing on the course materials that we have considered in the second half of this course, develop positive and negative possible futures for the United States in the early 21st century. Take as your target year, 2025. This means projecting about 15 years in the future. Positive and negative futures can be developed by means of imaginatively extrapolating the social, technological, economic, political, and military trends that we have discussed in this class. Obviously you should make use of Klare and Zakaria, but you should also try to employ insights from the readings that we have done on hunger, AfPak, and the Great Decisions topics. <i>This question is designed to test your capacity to creatively manipulate the materials that we have read in this course.</i> This is the central criterion for assessing your work.</p> <p>Answers should be 8-10 pages in length, typed and double spaced. Use 12 point font. Answers are due on Tuesday, December 8 at 2:00 pm in 2210 Lutgert Hall. You must</p>

		also post a electronic copy of your response to the inbox that I have set up in Angel.
--	--	--

Appendix D

Political Science Academic Learning Compact

Academic Learning Compact

Consistent with its mission and guiding principles, Florida Gulf Coast University is committed to academic excellence and continuous quality improvement, as supported by a sound teaching-learning process. Within this process, students and instructors share responsibility for learning that is a movement from the simple to the complex, the concrete to the abstract, and the dependent to the independent. The Academic Learning Compact (ALC) initiative supports the teaching-learning process by clearly identifying expected core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills; aligning curricula with expectations; and using assessment to guide continuous improvement.

Political Science Learning Outcomes

Content/Discipline Knowledge and Skills

Graduates will be able to:

1. Demonstrate an understanding of the significant principles and processes of American Politics, International Relations, Political Theory, and Public Policy.
2. Demonstrate an understanding of different research traditions in Political Science.
3. Demonstrate cogent writing skills.
4. Interpret and analyze enduring principles and practices of government and political science.

Content/discipline knowledge and skills are assessed at the program level through essays and exams in the following courses: POS 3043 (American Political Institutions), INR 3002 (Theories of International Relations), POT 3501 (Politics, Ethics, and Political Theory), and POS 4936 (Senior Seminar).

Content/discipline knowledge and skills also are assessed at the program level through a major research paper and formal presentation required of Political Science seniors in POS 4936 (Senior Seminar).

Communication Skills

Graduates will be able to:

1. Employ the conventions of standard written English.
2. Select a topic, and develop it for a specific audience and purpose, with respect for diverse perspectives.
3. Select, organize, and relate ideas and information with coherence, clarity, and unity.

Communication skills are assessed as part of the General Education Program through papers, exams, and projects completed in ENC 1101 Composition I, ENC 1102 Composition II, and HUM 2510

Understanding the Visual and Performing Arts. Communication skills are also assessed in the program's capstone course, POS 4936 (Senior Seminar).

Critical Thinking Skills

Graduates will be able to:

1. Select and organize information.
2. Identify assumptions and underlying relationships.

3. Synthesize information, and draw reasoned inferences.
4. Formulate an appropriate problem solving strategy.
5. Evaluate the feasibility of the strategy.

Critical thinking skills are assessed as part of the General Education Program through papers, exams, and projects completed ENC 1101 Composition I, ENC 1102 Composition II, and HUM 2510 Understanding the Visual and Performing Arts. Critical thinking skills are also assessed in the program's capstone course, POS 4936 (Senior Seminar).

Appendix E

Summary of Student Learning Outcome Assessments

Academic Years 2005 – 2008

Assessment Results and Analysis—Academic Year 2005

During Academic Year 2005, the program's assessment focused on the learning outcome of "effective communication." As a *direct measure*, the program used an April 22-25 assessment of graduating Political Science majors' performance on their POS 4936 Senior Seminar paper, utilizing a grading rubric designed to help measure communication skills (grade assessments were completed for all of the Senior Seminar's 14 students). As an *indirect measure*, the program administered a survey questionnaire on communication skills to graduating Political Science majors on April 21 (10 of 14 students responded, for a 71% response rate).

With respect to the direct measure, student performance on the Senior Seminar paper was as follows: A = 2 of 14 (14%), A- = 2 (14%), B+ = 2 (14%), B = 3 (22%), B- = 3 (22%), C+ = 1 (7%), F = 1 (7%), with the mean performance at 2.74 on a 4.0 grade scale. With respect to the indirect measure, 80% of the students surveyed "agreed" or "mostly agreed" that the BA Political Science program strengthened their writing skills, 90% "agreed" or "mostly agreed" that the program strengthened their speaking skills, 80% "agreed" or "mostly agreed" that the program strengthened their ability to organize ideas, and 80% "agreed" or "mostly agreed" that the program strengthened their ability to formulate arguments.

These assessment results were included as a discussion item at the division's annual retreat at the outset of Academic Year 2006. Results of both the direct and indirect measures from Academic Year 2005-2006 were compared to those from the Academic Year 2004-2005 baseline. After having reviewed these results (particularly those from the direct measure—i.e., students' graded performance on the Senior Seminar paper), it was concluded that another of the program's required courses should increase the scope and stringency of its research paper writing and oral presentation assignments. The course selected for this modification was PUP 4004 (the required course in Policymaking & Administration), with the modified writing and oral presentation assignments implemented beginning in Spring Semester, 2007.

Assessment Results and Analysis—Academic Year 2006

During Academic Year 2006, the program's assessment focused on the learning outcome of "effective communication." As a *direct measure*, the program used an April 23-27 assessment of graduating Political Science majors' performance on their POS 4936 Senior Seminar paper, utilizing a grading rubric designed to help measure communication skills (grade assessments were completed for all of the Senior Seminar's 20 students). As an *indirect measure*, the program administered a survey questionnaire on communication skills to graduating Political Science majors on April 18 (17 of 20 students responded, for an 85% response rate).

With respect to the direct measure, student performance on the Senior Seminar paper was as follows: A = 12 of 20 (60%), A- = 3 (15%), B+ = 3 (15%), C+ = 1 (5%), F = 1 (5%), with the mean performance at 3.56 on a 4.0 grade scale. With respect to the indirect measure, 88% of the students surveyed "agreed" or "mostly agreed" that the BA Political Science program strengthened their writing skills, 88% "agreed" or "mostly agreed" that the program strengthened their speaking skills, 82% "agreed" or "mostly agreed" that the program strengthened their ability to organize ideas, and 76% "agreed" or "mostly agreed" that the program strengthened their ability to formulate arguments.

These assessment results were included as a discussion item at the division's annual retreat at the outset of Academic Year 2007-2008. Results of the direct and indirect measures from the 2006-2007 academic year were compared both to those from the prior 2005-2006 academic year and to those

from the 2004-2005 academic year baseline. After having reviewed these comparisons, it was concluded that no program changes were warranted at this time.

Assessment Results and Analysis—Academic Year 2007

During Academic Year 2007, the program’s assessment focused on the learning outcome of “effective communication.” As a *direct measure*, the program used an April 22-26 assessment of graduating Political Science majors’ performance on their POS 4936 Senior Seminar paper, utilizing a grading rubric designed to help measure communication skills (grade assessments were completed for all of the Senior Seminar’s 22 students). As an *indirect measure*, the program administered a survey questionnaire on communication skills to graduating Political Science majors on April 17 (18 of 22 students responded, for an 82% response rate).

With respect to the direct measure, student performance on the Senior Seminar paper was as follows: A = 13 of 22 (59.1%), A- = 2 (9.1%), B+ = 1 (4.5%), B = 2 (9.1%), F = 2 (9.1%), Incomplete = 2 (9.1%), with the mean performance at 3.43 on a 4.0 grade scale. With respect to the indirect measure, 94% of the students surveyed “agreed” or “mostly agreed” that the BA Political Science program strengthened their writing skills, 89% “agreed” or “mostly agreed” that the program strengthened their speaking skills, 83% “agreed” or “mostly agreed” that the program strengthened their ability to organize ideas, and 83% “agreed” or “mostly agreed” that the program strengthened their ability to formulate arguments.

During a May 2008 program planning session, results of the direct and indirect measures from the 2007-2008 academic year were compared both to those from the prior 2005-2006 and 2006-2007 academic years and to those from the 2004-2005 academic year baseline. After having reviewed these comparisons, it was concluded that no program changes in the area of written communication skills were warranted at this time. However, faculty members decided to discuss possible modifications to the program’s academic learning compact and assessment plan at the Division of Public Affairs August 2008 planning retreat, focusing on the potential addition of “oral communication skills” and “literature-based research skills” as assessed learning outcomes.

Assessment Results and Analysis—Academic Year 2008

During Academic Year 2008-2009, the program’s assessment focused on Political Science learning outcomes #4 and #6. As a *direct measure*, the program used an April 27-May 1 assessment of graduating Political Science majors’ performance on their POS 4936 Senior Seminar paper, utilizing a grading rubric designed to help measure communication skills. (There were 32 students registered for the course; 4 students withdrew prior to the term’s end, based on the instructor’s midterm assessment that they had little or no chance of completing the course successfully.) As an *indirect measure*, the program administered a survey questionnaire to graduating Political Science majors on April 14 (16 of 28 students responded, for a 57% response rate).

With respect to the direct measure, student performance on the Senior Seminar paper was as follows: A = 15 of 28 (53.6%), A- = 4 (14.3%), B+ = 4 (14.3%), C+ = 2 (7.1%), C = 1 (3.6%), Incomplete = 2 (7.1%), with the mean performance at 3.6 on a 4.0 grade scale. With respect to the indirect measure, 81% of the students surveyed “strongly agreed” or “mostly agreed” that the BA Political Science program strengthened their writing skills (down from 94% one year earlier), with a mean rating of 4.12 on a 5-point scale; 37.5% of the students “strongly agreed” or “mostly agreed” that the program strengthened their speaking skills (down substantially from 89% one year earlier), with a mean rating of 3.37; 75% of the students “strongly agreed” or “mostly agreed” that the program strengthened their ability to organize ideas (down from 83% one year earlier), with a mean rating of 4.00; 69% of the

students “strongly agreed” or “mostly agreed” that the program strengthened their ability to formulate arguments (down from 83% one year earlier), with a mean rating of 3.94. Responding to new items in this year’s survey, 81% of the students surveyed “strongly agreed” or “mostly agreed” that the BA Political Science program strengthened their ability to do research using books and journal articles, with a mean rating of 4.31; 69% of the students surveyed “strongly agreed” or “mostly agreed” that the BA Political Science program strengthened their ability to do research using online information sources, with a mean rating of 4.06; and 100% of the students surveyed “strongly agreed” or “mostly agreed” that the BA Political Science program strengthened their knowledge of Political Science, with a mean rating of 4.69.

During an August 2009 program planning session, results of the direct and indirect measures from the 2008-2009 academic year were compared to those from the prior 2005-2006, 2006-2007, and 2007-2008 academic years, as well as to those from the 2004-2005 academic year baseline. After having reviewed these comparisons, the program’s faculty members reached several conclusions.

- The program’s faculty members are encouraged by the students’ strong survey assessment of whether the program’s classes have strengthened their knowledge of Political Science, as well as their relatively strong survey assessments of whether the program’s classes have strengthened their ability to conduct research using both traditional text-based and online information sources. No program changes in the area of content coverage or qualitative research skills are warranted at this time. However, items pertaining to these learning outcomes will be included in next year’s survey.
- No program changes in the area of written communication skills are warranted at this time. Although the percentage of students who “strongly agree” or “mostly agree” that the Political Science program’s classes have strengthened their writing skills dropped slightly from the prior year, the mean rating of 4.12 was deemed acceptable in light of the program’s rapidly increasing enrollments and average class sizes.
- The significant decline from the prior year’s student survey assessments of whether the program’s classes have strengthened their speaking skills and their ability to formulate arguments is worrisome. In discussions of what might account for this decline, the faculty stressed the problems that rapidly increasing enrollments and class sizes pose for incorporating individual student presentations into classes. Unduplicated headcounts in the program have roughly doubled in the past four years, with no increase in full-time faculty positions in the department, and a significant majority of the program’s upper-division classes are witnessing enrollments at or over the scheduled enrollment cap. For example, this year’s Senior Seminar began with 32 students enrolled, as compared to 22 students in 2008 and 20 students in 2007. The substantial use of formal student presentations, manageable when the program’s upper-division classes had average enrollments of in the mid-20s, has gradually declined as average enrollments have increased to 35 or more. Faculty members observe that with their current enrollments, they cannot require the same number (or duration) of individual student presentations as in the past without undermining the courses’ coverage of Political Science content, nor can they devote as much time or detail to their assessments of students’ presentations. After considerable discussion of these issues, the program’s faculty members recommended four near-term steps: 1) increase the use of structured *group presentations* in classes; 2) reduce the enrollment cap in the Senior Seminar to 20 (down from 35), and offer the Senior Seminar twice per year instead of just once per year; 3) continue to include items pertaining to these learning outcomes in next year’s survey; and 4) try to impress upon the administration the urgency of adding more full-time faculty positions to the program, based on the fact that the program’s enrollments have risen so rapidly over the past several years while the number of full-time faculty positions has remained unchanged.

Appendix F

Integrative Program Matrix (IPM) Program Assessment and Analysis Report (PAAR)

Academic Year 2008 Updates

Integrative Program Matrix: Academic Year 2008 Update

University Student Learning Goals & Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
Florida Gulf Coast University	Bachelor of Arts in Political Science	Bachelor of Arts in Political Science	Bachelor of Arts in Political Science
<p>Aesthetic Sensibility: know, understand, analyze, and evaluate the variety of aesthetic frameworks and principles at work; collaborate in projects involving aesthetic awareness/analysis (through program outcome 3).</p> <p>Culturally Diverse Perspective: know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas and values (through program outcomes 2, 3).</p> <p>Ecological Perspective: know issues of ecological/economic sustainability; analyze and evaluate local & global ecological issues; participate in ecological/ environmental projects (through program outcomes 2, 3).</p> <p>Effective Communication: know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects (through program outcome 4).</p> <p>Ethical Responsibility: know and understand ethical issues; analyze and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or discussions (through program outcome 5).</p> <p>Information Literacy: identify and locate sources of information; analyze and evaluate information in a variety of contexts; and participate in collaborative analysis/application of information (through program outcome 8).</p> <p>Problem-Solving Abilities:</p>	<p>1. An understanding of how political institutions, processes, laws, and ideas combine to influence policy and political outcomes.</p>	<p>Instructor will keep records of successful completion of comprehensive final exam and/or research paper in POS 3043, American Political Institutions and PUP 4004, Policymaking and Administration</p>	<p>During AY 2008-2009, the program's assessment focused on Political Science learning outcomes #4 and #6 (see second column to left). As a <i>direct measure</i>, the program used an April 27-May 1 assessment of graduating Political Science majors' performance on their POS 4936 Senior Seminar paper, utilizing a grading rubric designed to help measure communication skills. (There were 32 students registered for the course; 4 students withdrew prior to the term's end, based on the instructor's midterm assessment that they had little or no chance of completing the course successfully.) As an <i>indirect measure</i>, the program administered a survey questionnaire to graduating Political Science majors on April 14 (16 of 28 students responded, for a 57% response rate).</p> <p>With respect to the direct measure, student performance on the Senior Seminar paper was as follows: A = 15 of 28 (53.6%), A- = 4 (14.3%), B+ = 4 (14.3%), C+ = 2 (7.1%), C = 1 (3.6%), Incomplete = 2 (7.1%), with the mean performance at 3.6 on a 4.0 grade scale. With respect to the indirect measure, 81% of the students surveyed "strongly agreed" or "mostly agreed" that the BA Political Science program strengthened their writing skills (down from 94% one year earlier), with a mean rating of 4.12 on a 5-point scale; 37.5% of the students "strongly agreed" or "mostly agreed" that the program strengthened their speaking skills (down substantially from 89% one year earlier), with a mean rating of 3.37; 75% of the students "strongly agreed" or "mostly agreed" that the program strengthened their ability to organize ideas (down from 83% one year earlier), with a mean rating of 4.00; 69% of the students "strongly agreed" or "mostly agreed" that the program strengthened their ability to formulate arguments (down from 83% one year earlier), with a mean rating of 3.94. Responding to new items in this year's survey, 81% of the students surveyed "strongly agreed" or "mostly agreed" that the BA Political Science program strengthened their ability to do research using books and journal articles, with a mean rating of 4.31; 69% of the students surveyed "strongly agreed" or "mostly agreed" that the BA Political Science program strengthened their ability to do research using online information sources, with a mean rating of 4.06; and 100% of the students surveyed "strongly agreed" or "mostly agreed" that the BA Political Science program strengthened their knowledge of Political Science, with a mean rating of 4.69.</p> <p>During an August 2009 program planning session, results of the direct and indirect measures from the 2008-2009 academic year were compared to those from the prior 2005-2006, 2006-2007, and 2007-2008 academic years, as well as to those from the 2004-2005 academic year baseline. After having reviewed these comparisons, the program's faculty members reached several conclusions.</p> <p>1) The program's faculty members are encouraged by the students' strong survey assessment of whether the program's classes have strengthened</p>
	<p>2. An understanding of transnational conflict and collaboration and their impacts on policymaking.</p>	<p>Instructor will keep records of successful completion of comprehensive final exam and/or research paper in INR 3002, Theories of International Relations</p>	
	<p>3. An understanding of the reciprocal influences between culture and politics, with particular emphasis on an understanding of the symbolic and material impacts of culture on policymaking.</p>	<p>Instructor will keep records of successful completion of comprehensive final exam and/or research paper in PUP 4004, Policymaking & Administration</p>	
	<p>4. Written and spoken communication skills, with particular emphasis on the development of strategic communication skills tailored to both objectives and audiences.</p>	<p>Instructor will keep records of successful completion of comprehensive final exam and/or research paper in POS 4936, Senior Seminar in Political Science</p>	
	<p>5. An understanding of the conflicts between politics and ethics in contemporary pluralistic and bureaucratic environments</p>	<p>Instructor will keep records of successful completion of comprehensive final exam and/or research paper in POT 3501, Politics, Ethics, and Political Theory</p>	
	<p>6. The ability to find, interpret, evaluate, and apply both traditional text-based and contemporary electronic sources of information.</p>	<p>Instructor will keep records of successful completion of comprehensive final exam and/or research paper in POS 4936, Senior Seminar in Political Science</p>	

<p>Understand multi/interdisciplinary nature of knowledge; apply critical, analytical, creative and systems thinking; and work individually and collaboratively to recognize and solve problems (through program outcome 7).</p> <p>Technological Literacy: Develop knowledge of modern technology; process information through use of technology; and collaborate with others using technology tools (through program outcomes 6, 8).</p> <p>Community Awareness and Involvement: Know and understand relationships between individuals and their communities; analyze, evaluate and assess human needs and practices; and participate collaboratively in community service projects (through program outcomes 1, 2, 3).</p>	<p>7. An ability to conceptualize questions and problems in a comprehensive fashion.</p>	<p>Instructor will keep records of successful completion of comprehensive final exam and/or research paper in POS 4936, Senior Seminar in Political Science</p>	<p>their knowledge of Political Science, as well as their relatively strong survey assessments of whether the program's classes have strengthened their ability to conduct research using both traditional text-based and online information sources. No program changes in the area of content coverage or qualitative research skills are warranted at this time. However, items pertaining to these learning outcomes will be included in next year's survey.</p> <p>2) No program changes in the area of written communication skills are warranted at this time. Although the percentage of students who "strongly agree" or "mostly agree" that the Political Science program's classes have strengthened their writing skills dropped slightly from the prior year, the mean rating of 4.12 was deemed acceptable in light of the program's rapidly increasing enrollments and average class sizes.</p> <p>3) The significant decline from the prior year's student survey assessments of whether the program's classes have strengthened their speaking skills and their ability to formulate arguments is worrisome. In discussions of what might account for this decline, the faculty stressed the problems that rapidly increasing enrollments and class sizes pose for incorporating individual student presentations into classes. Unduplicated headcounts in the program have roughly doubled in the past four years, with no increase in full-time faculty positions in the department, and a significant majority of the program's upper-division classes are witnessing enrollments at or over the scheduled enrollment cap. For example, this year's Senior Seminar began with 32 students enrolled, as compared to 22 students in 2008 and 20 students in 2007. The substantial use of formal student presentations, manageable when the program's upper-division classes had average enrollments of in the mid-20s, has gradually declined as average enrollments have increased to 35 or more. Faculty members observe that with their current enrollments, they cannot require the same number (or duration) of individual student presentations as in the past without undermining the courses' coverage of Political Science content, nor can they devote as much time or detail to their assessments of students' presentations. After considerable discussion of these issues, the program's faculty members recommended four near-term steps: 1) increase the use of structured <i>group presentations</i> in classes; 2) reduce the enrollment cap in the Senior Seminar to 20 (down from 35), and offer the Senior Seminar twice per year instead of just once per year; 3) continue to include items pertaining to these learning outcomes in next year's survey; and 4) try to impress upon the administration the urgency of adding more full-time faculty positions to the program, based on the fact that the program's enrollments have risen so rapidly over the past several years while the number of full-time faculty positions has remained unchanged.</p>
	<p>8. Knowledge of how to conduct quantitative and qualitative research to address political issues and problems.</p>	<p>Instructor will keep records of successful completion of comprehensive final exam and/or research paper in POS 4734, Research Methods and Analysis in Political Science.</p>	

Program Assessment and Analysis Report: Academic Year 2008 Update (with Supplements)

Name of Program: BA in Political Science

Name of 2008 - 2009 Program Assessment Contact: Dr. Roger Green, Ph.D.,
Associate Professor, Division of Public Affairs

LEARNING OUTCOME(S)

- Written and spoken communication skills, with particular emphasis on the development of strategic communication skills tailored to both objectives and audiences (Political Science learning outcome #4).
- The ability to find, interpret, evaluate, and apply both traditional text-based and contemporary electronic sources of information (Political Science learning outcome #6).

ASSESSMENT PLAN

- Direct: Assessment of graduating Political Science majors' performance on Senior Seminar paper for POS 4936, *Senior Seminar in Political Science*, utilizing the grading rubric provided in *Appendix One* of this report.
- Indirect: Survey of graduating Political Science majors in POS 4936, *Senior Seminar in Political Science*, utilizing the survey questionnaire provided in *Appendix Two* of this report.

Brief description of what is to be assessed/measured.

- Direct: 1) Written communication skills, with particular emphasis on the development of strategic communication skills tailored to both objectives and audiences; and 2) the ability to find, interpret, evaluate, and apply both traditional text-based and contemporary electronic sources of information.
- Indirect: Graduating Political Science majors' assessments of the following: 1) improvement of students' communication skills by the BA Political Science program; and 2) improvement of students' research skills by the BA Political Science program.

Date(s) of administration.

- Direct: Instructor's (Dr. Peter Bergerson) assessment of Senior Seminar papers April 27 – May 1, 2009
- Indirect: Survey administered April 14, 2009

Sample

- Direct: Graduating Political Science majors registered for Senior Seminar (32 originally; 4 students withdrew prior to the term's end, based on the instructor's midterm assessment that they had little or no chance of completing the course successfully)
- Indirect: Graduating Political Science majors registered for Senior Seminar (16 of 28 responses received for a 57% response rate, excluding the 4 students who withdrew prior to administration of the survey)

DATA ANALYSIS

Analysis and summary of findings

- Direct: Student performance on the Senior Seminar paper was as follows: A = 15 of 28 (53.6%), A- = 4 (14.3%), B+ = 4 (14.3%), C+ = 2 (7.1%), C = 1 (3.6%), Incomplete = 2 (7.1%), with the mean performance at 3.6 on a 4.0 grade scale.
- Indirect:
 - 81% of the students surveyed "agreed" or "mostly agreed" that the BA Political Science program strengthened their writing skills (down from 94% one year earlier), with a mean rating of 4.12 on a 5-point scale.
 - 37.5% "agreed" or "mostly agreed" that the program strengthened their speaking skills (down substantially from 89% one year earlier), with a mean rating of 3.37 on a 5-point scale.
 - 75% "agreed" or "mostly agreed" that the program strengthened their ability to organize ideas (down from 83% one year earlier), with a mean rating of 4.00 on a 5-point scale.
 - 69% "agreed" or "mostly agreed" that the program strengthened their ability to formulate arguments (down from 83% one year earlier), with a mean rating of 3.94 on a 5-point scale.
 - Responding to a new item in this year's survey, 81% of the students surveyed "agreed" or "mostly agreed" that the BA Political Science program strengthened their ability to do research using books and journal articles, with a mean rating of 4.31 on a 5-point scale.
 - Responding to a new item in this year's survey, 69% of the students surveyed "agreed" or "mostly agreed" that the BA Political Science program strengthened their ability to do research using online information sources, with a mean rating of 4.06 on a 5-point scale.
 - Responding to a new item in this year's survey, 100% of the students surveyed "agreed" or "mostly agreed" that the BA Political Science program strengthened their knowledge of Political Science, with a mean rating of 4.69 on a 5-point scale.

USE OF ASSESSMENT FINDINGS TO IMPROVE STUDENT LEARNING

During an August 2009 program planning session, results of the direct and indirect measures from the 2008-2009 academic year were compared to those from the prior 2005-2006, 2006-2007, and 2007-2008 academic years, as well as to those from the 2004-2005 academic year

baseline. After having reviewed these comparisons, the program's faculty members reached several conclusions.

- The program's faculty members are encouraged by the students' strong survey assessment of whether the program's classes have strengthened their knowledge of Political Science, as well as their relatively strong survey assessments of whether the program's classes have strengthened their ability to conduct research using both traditional text-based and online information sources. No program changes in the area of content coverage or qualitative research skills are warranted at this time. However, items pertaining to these learning outcomes will be included in next year's survey.
- No program changes in the area of written communication skills are warranted at this time. Although the percentage of students who "strongly agree" or "mostly agree" that the Political Science program's classes have strengthened their writing skills dropped slightly from the prior year, the mean rating of 4.12 was deemed acceptable in light of the program's rapidly increasing enrollments and average class sizes.
- The significant decline from the prior year's student survey assessments of whether the program's classes have strengthened their speaking skills and their ability to formulate arguments is worrisome. In discussions of what might account for this decline, the faculty stressed the problems that rapidly increasing enrollments and class sizes pose for incorporating individual student presentations into classes. Unduplicated headcounts in the program have roughly doubled in the past four years, with no increase in full-time faculty positions in the department, and a significant majority of the program's upper-division classes are witnessing enrollments at or over the scheduled enrollment cap. For example, this year's Senior Seminar began with 32 students enrolled, as compared to 22 students in 2008 and 20 students in 2007. The substantial use of formal student presentations, manageable when the program's upper-division classes had average enrollments of in the mid-20s, has gradually declined as average enrollments have increased to 35 or more. Faculty members observe that with their current enrollments, they cannot require the same number (or duration) of individual student presentations as in the past without undermining the courses' coverage of Political Science content, nor can they devote as much time or detail to their assessments of students' presentations. After considerable discussion of these issues, the program's faculty members recommended four near-term steps: 1) increase the use of structured *group presentations* in classes; 2) reduce the enrollment cap in the Senior Seminar to 20 (down from 35), and offer the Senior Seminar twice per year instead of just once per year; 3) continue to include items pertaining to these learning outcomes in next year's survey; and 4) try to impress upon the administration the urgency of adding more full-time faculty positions to the program, based on the fact that the program's enrollments have risen so rapidly over the past several years while the number of full-time faculty positions has remained unchanged.

Supplement One

Grading Rubric for final research paper in POS 4936, *Senior Seminar in Political Science*

Criteria/Descriptors for Quality of Bibliography/Sources/Citations in Senior Seminar Paper

Citation of Sources (appropriate indication in text of source material quoted, paraphrased or summarized; consistent use of style manual to enable the reader to locate the source; completeness, correctness and consistency of citation): 10% of grade

- ___ The paper identifies no source materials or cites no sources.
- ___ The paper identifies and cites one or few uses of source material.
- ___ The paper identifies and cites more than half of the uses of source material.
- ___ The paper appropriately identifies and cites almost all uses of source material.

Variety of Sources (types, numbers, dates of sources, primary/secondary sources): 10% of grade

- ___ The paper uses no sources.
- ___ The paper uses a limited variety of sources.
- ___ The paper uses an adequate variety of sources.
- ___ The paper uses an excellent variety of sources.

Relevance of Sources (range of viewpoints represented if appropriate to the assignment; selection of credible sources; selection of sources based on expertise/authority): 10% of grade

- ___ The paper uses no sources.
- ___ Some sources are credible and authoritative.
- ___ More than half of the sources are credible and authoritative.
- ___ Nearly all of the sources are credible and authoritative.

Criteria/Descriptors for Quality of Content in Senior Seminar Paper

Thesis (is there a well articulated thesis?): 10% of grade

- ___ The paper demonstrates no thesis.
- ___ The paper's thesis is implied in some of the paper.
- ___ The paper's thesis is clearly articulated throughout most of the paper.
- ___ The paper's thesis is evident throughout the paper.

Alternative Viewpoints/Approaches (possibilities are fairly considered and effectively addressed): 10% of grade

- ___ The paper does not recognize or admit the existence of alternate points of view.
- ___ The paper recognizes alternate points of view but does not address them.
- ___ The paper recognizes alternate points of view and partially addresses them.
- ___ The paper recognizes and effectively addresses alternate points of view.

Claims are supported by related, logical evidence 10% of grade

- Claims are merely asserted without supporting evidence.
- Claims are asserted with some evidence, but there is no logical relationship between the claims and evidence.
- Claims are supported with evidence, but there are some logical flaws.
- Claims are supported with evidence, and there is a sound or valid logical connection between them.

The conclusion is conveyed clearly and supported by the evidence presented: 10% of grade

- No conclusion is drawn from the evidence presented.
- The conclusion is attempted, but not supported by the evidence presented.
- The conclusion presented is not clearly supported by the evidence presented.
- The conclusion is clearly supported by the evidence presented.

Criteria/Descriptors for Quality of Writing in Senior Seminar Paper

Appropriate and correct use of language (grammar, usage, diction, mechanics, spelling): 10% of grade

- Paper makes frequent, inappropriate or incorrect language choices.
- Paper makes occasional inappropriate or incorrect language choices.
- Paper makes few inappropriate or incorrect language choices.
- Paper's use of language is polished.

Presentation of ideas and information is in an orderly, coherent structure: 10% of grade

- Elements of presentation follow a random and imbalanced plan, with weak coherence and poor or absent transitions.
- Elements of presentation follow a discernable yet imbalanced plan, with faults in coherence and inadequate transitions.
- Elements of presentation follow a clear, orderly, well-balanced plan, with adequate coherence and effective transitions.
- Elements of presentation follow a highly efficient, well-balanced plan, with impressive coherence and smooth, apt transitions.

Development of Ideas (e.g., by use of details, examples, illustrations, quotes, testimony, or statistics and with precision, relevance and clarity): 10% of grade

- Paper provides little or no support of major ideas.
- Paper provides rudimentary support of major ideas.
- Paper provides adequate support of major ideas.
- Paper provides excellent support of all major ideas.

Supplement Two

Survey Questionnaire for POS 4936, *Senior Seminar in Political Science*
(Administered April 14, 2009)

Directions: This questionnaire is designed to measure the development of your communication and research skills throughout your Political Science program. In answering these questions, please reflect on ***all*** of the Political Science classes you have taken at FGCU. Do not write your name on this form.

Please circle the number that best represents your response to each statement.

1. My Political Science classes have *strengthened* my writing skills.

[5]	[4]	[3]	[2]	[1]
Strongly Agree	Mostly Agree	Agree	Mostly Disagree	Strongly Disagree

2. My Political Science Classes have *strengthened* my speaking skills.

[5]	[4]	[3]	[2]	[1]
Strongly Agree	Mostly Agree	Agree	Mostly Disagree	Strongly Disagree

3. My Political Science classes have *strengthened* my ability to organize ideas.

[5]	[4]	[3]	[2]	[1]
Strongly Agree	Mostly Agree	Agree	Mostly Disagree	Strongly Disagree

4. My Political Science classes have *strengthened* my ability to formulate arguments.

[5]	[4]	[3]	[2]	[1]
Strongly Agree	Mostly Agree	Agree	Mostly Disagree	Strongly Disagree

5. My Political Science classes have *strengthened* my ability to do research using books and journal articles.

[5]	[4]	[3]	[2]	[1]
Strongly Agree	Mostly Agree	Agree	Mostly Disagree	Strongly Disagree

6. My Political Science classes have *strengthened* my ability to do research using online information sources.

[5]	[4]	[3]	[2]	[1]
Strongly Agree	Mostly Agree	Agree	Mostly Disagree	Strongly Disagree

7. My Political Science classes have *strengthened* my knowledge of Political Science.

[5]	[4]	[3]	[2]	[1]
Strongly Agree	Mostly Agree	Agree	Mostly Disagree	Strongly Disagree

8. In all of my Political Science courses combined, I estimate the *total number of written assignments I have completed* to have been:

[5]	[4]	[3]	[2]	[1]
12 or more	9 – 11	6 – 8	3 – 5	1 - 2

9. In all of my Political Science courses combined, I estimate the *total number of oral presentations I have delivered* to have been:

[5]	[4]	[3]	[2]	[1]
12 or more	9 – 11	6 – 8	3 – 5	1 – 2

10. In all of my Political Science courses combined, I estimate the *total number of written assignments in which I did research using books and journal articles* to have been:

[5]	[4]	[3]	[2]	[1]
12 or more	9 – 11	6 – 8	3 – 5	1 – 2

11. In all of my Political Science courses combined, I estimate the *total number of written assignments in which I did research using online information sources* to have been:

[5]	[4]	[3]	[2]	[1]
12 or more	9 – 11	6 – 8	3 – 5	1 - 2

Appendix G
Faculty Vitae

PETER JOHN BERGERSON, Ph.D.

**Professor
Division of Public Affairs
Florida Gulf Coast University
E-mail: pbergers@fguc.edu**

UNIVERSITY ADDRESS

Division of Public Affairs
10501 FGCU Boulevard South
AB-III, Rm 138
Fort Myers, Florida 33965
239-590-7813
FAX: 239-590-7842

HOME ADDRESS

3741 Catbrier Court
Bonita Springs, Fl 34134
239-390-1823

EDUCATION

Post-Doctorate

James J. Malone Fellowship, National Council on U.S.-Arab Relations, March 1996.

I was selected as one of fifteen academics to study and travel in Saudi Arabia and Bahrain which included daily seminars with government, business, and academic leaders.

Canadian Faculty Enrichment Grant, Summer 1985. Research topic: United States-Canada Public Administration: A Comparative Analysis.

I spent six weeks at Brock University in St. Catherine's, Ontario researching and lecturing.

National Endowment for the Humanities Fellowship, Summer 1983, University of Wisconsin.

I spent eight weeks at the University of Wisconsin studying the Diffusion of Judicial Innovation among the American States. Seminar Director: Joel B. Grossman.

Doctor of Philosophy

Ph.D., Saint Louis University, 1982. Major Field: Public Policy. Dissertation: "The Diffusion of a Judicial Innovation Among the American States: A Case Study of the Non-Partisan Court Plan."

Master's Degree

M.S., Indiana State University, 1968. Major: Public Administration and American Government.

Bachelor's Degree

B.S., Indiana State University, 1967. Political Science

EXPERIENCE

Professor of Public Affairs; Division of Public Affairs, Florida Gulf Coast University, 2002- Present

Professor, Associate Professor, Assistant Professor, Department of Political Science, Southeast Missouri State University, 1968-2002; Chairperson, 1984- 2002

AREAS OF INTEREST

Public Administration
U.S. Government Institutions
State Government
Urban Administration

Public Policy
Intergovernmental Relations
Comparative Public Administration

COURSES TAUGHT

Public Administration
Public Policy Analysis
Administrative Leadership
Public Personnel Administration

Administrative Law
Public Budgeting
American Government
Government Institutions

APPOINTMENTS

Graduate Faculty

LEADERSHIP

Chairperson, Department of Political Science, 1984-2002

Responsibilities: Day-to-day management of the department's Strategic Plan, including six faculty members, curriculum issues, personnel promotion, tenure, merit pay, enrollment management and assessment.

Accomplishments: General education revision, program review, adoption and implementation of merit pay, promotion and tenure policy revisions, articulation agreements, implementation of a comprehensive assessment plan, and enhanced faculty expectations.

Director, Internship Program, 1975-2002

Responsibilities: Recruitment, selection, placement, and supervision of students in local, state and national organizations.

Accomplishments: We have one of the most successful and diverse internship programs in Missouri. We have students placed throughout the area, the state capitol, as well as Washington, DC. We regularly place students with the U.S. Attorney's Office, U.S. Senators and Representatives, as well as at the White House.

Chairperson, Chairperson's Forum, Southeast Missouri State University, 1989-1990.

Responsibilities: Provide leadership and management for all department chairpersons on campus. This is a campus-wide body that is a voice for chairs to discuss campus issues. The Chair works closely with the Chief Academic Officer and the President.

Chairperson, Cape Girardeau Citizens Utility Commission, 1986-1987

ACE Leadership Conference, "Chairing the Academic Department," Summer, 1986, Washington, D.C.

Chairperson, National Conference on Teaching Public Administration, 1984-1985; editor Conference Proceedings

Director, Public Administration Program, B.S. and M.S.A., 1975-2002

RESEARCH

BOOKS:

"Faculty Compensation Systems: Impacts on the Quality of Higher Education." ASHE-ERIC Higher Education Report, Volume 28, Number 2, Jossey Bass (A Publishing Unit of John Wiley and Sons, Inc.) New York, NY, 2001.

Teaching Public Policy: Theory, Research and Practice, (Westport, CT: Greenwood Press), 1991.

Ethics and Public Policy: An Annotated Bibliography, (New York, NY: Garland Publishing Co.), February, 1988.

PUBLICATIONS:

“Florida’s 13th Congressional District Re-match: A Clash of Politics and Personalities” in *Road to Congress 2008* Rowman & Littlefield Publishers; Lexington Books division, in press, 2009

“Florida’s 2006 Senate Race: Nelson Defeats Political Diva Katherine Harris”, in the *Road to Congress 2006*”, 2007

The President as a Public Policy Change Agent: The Social Security Initiative”, in Proceedings of the 2005 International Conference on Public Administration, Editor, ZHU Xiao- Ning, (Chengdu, China, University of Electronic Science and Technology of China Press), 2005, p 753-769.

“Florida’s 14th Congressional Election: The Sunshine District”, in The Road to Congress 2004, Sunil Ahuja and Robert Dewhirst, Editors, (New York: Nova Science Publishers, Inc.) 2005, p. 9-24.

“ Southwest Florida : A Republican Stronghold “, in Florida Politics: Ten Media Markets, One Powerful State, Kevin Hill, Susan MacManus, and Dario Mareno, Editors , Tallahassee, FL, Florida Institute of Government) 2004, p.92-103

“The Political Socialization of an American Icon: Rush Limbaugh III,” in Big Muddy, Volume 1, Issue 2, Summer 2001, p.25.

“Emerson Defeats Heckemeyer in Missouri’s Eighth District Race” (1999), in Sunil Ahuja and Robert Dewhirst, Ed, The Road to Congress, 1998, Wadsworth Publishing Co.

“The War Powers Resolution of 1973,” in Government at Work: Issues, Evolution, Passage, Implementation and Feedback, Sunil Ahuja and Robert Dewhirst, eds. (Dubuque, IA: Kendall/Hunt Publishing Co.), 1998, pp. 45-65.

"Administrative Law: In Search of the Holy Grail," Proceeding, National Conference on Teaching Public Administration, Savannah, GA, February 1996, p. 50.

"Ethics and Public Policy: An Analysis of a Research Tradition," International Journal of Public Administration, vol. 15, no. 7, 1992, pp. 1369-1396.

"Role Model Simulation and the Government Budgeting Process," in Teaching Public Policy: Theory, Research and Practice, Peter J. Bergerson, ed. (Westport, CT: Greenwood Press), 1991.

Symposium Editor, "Teaching Public Policy and Administration," Policy Studies Journal, vol. 8, no. 4, Summer, 1989, pp. 831-928.

"Should City Engineers Cater to Council Pressure? An Ethical Case Study," Public Administration Times, vol. 13, no. 3, March 1, 1990, p. 2.

"Judicial Background Traits Under the Merit Selection Plan: The Missouri Plan Revisited," Southeastern Political Review, Fall, 1987.

"What Can You Teach Mid-Career Administrators About Ethics?" Conference Proceedings, National Conference on Teaching Public Administration, May, 1987.

_____, Marsha Puro, and Steve Puro, "A Statistical Analysis of Judicial Diffusion: Adoption of the Missouri Plan in the American States," Publius, January, 1986.

"Trial Judges in Missouri," Graduate School Journal, Southeast Missouri State University, 1985.

"The Missouri General Assembly: A 1973-1983 Comparative Analysis." Comparative State Politics Newsletter, (5) February, 1984, pp. 10-12.

"Missouri Supreme Court Justices," Comparative State Politics Newsletter (5), June 1983, pp. 13-14.

RECENT BOOK REVIEWS:

Johnston, Steven, *The Truth about Patriotism* Duke University Press, In Perspectives in Political Science, Winter of 2008.

Hanson, Susan B. *Globalization and the Politics of Pay: Policy Choices in the American States* in Perspectives in Political Science, Fall, 2007.

Scates, Shelby, *Maurice Rosenblatt and the fall of Joseph McCarthy*, In Perspectives in Political Science, Winter of 2007.

Benze, James, G. Jr, "Nancy Reagan: On the White House Stage", In Perspectives in Political Science, Winter of 2005.

Chris Atton, *An Alternative Internet*, In Perspectives in Political Science, Spring, 2005.

Barnes, Jeb, *Overruled? Legislative Overrides, Pluralism, and Contemporary Court-Congress Relations*, In Perspectives in Political Science, 2004

Heith, Diana J.; *Polling to Govern: Public Opinion and Presidential Leadership*, Perspectives in Political Science, Summer Of 2004, v 33, NO. 3, P174

Berman, David, R. *Local Government and the States: Autonomy, Politics and Policy*, Perspectives in Political Science, Summer 2003, Vol. 32, No. 3, P,168

Brady, David, W. and Matthew D. McCubbins, eds Party, *Process and Change in Congress: New Perspectives on the History of Congress*, In Perspectives in Political Science, Spring, 2003, vol, 32, No. 2, pp 102-103

Reisman, W. Michael, "Law in Brief Encounters," New Haven, CT: Yale University Press, Review for Perspectives in Political Science. Spring 2000, Volume 29, No. 2, pp. 125-126.

Malcolm M. Feeley and Edward Rubin, "Judicial Policy-Making and the Modern State: How the Courts Reformed American Prisons." New York, NY: Cambridge University Press, 1998. Review for Publius, Spring 2000.

"Governing Partners: State-Local Relations in the United States," (Boulder, CO: Westview Press). Published in Perspectives in Political Science, vol. 28, no. 3, pp. 161-162 (Summer 1999).

RECENT CONSULTING

Florid Supervisor of Elections: Certification development lecturing and continuing education, 2008-2009

City of Bonita Springs, Florida, Consultant, Charter Review Committee, 2008-2009

Naples League of Women Voters, 2006

Boca Grande, Florida, Efforts to form a new county government, 2003

AWARDS

Commencement Speaker, Southeast Missouri State University, Summer 1996.

Academic Citizen of the Year 1994-1995. Southeast Missouri State University and The American Association for Higher Education.

Outstanding Researcher, College of Liberal Arts, 1990-1991.

Commencement Speaker, Southeast Missouri State University Graduation Ceremonies, Summer 1990.

Alumni Faculty Merit Award, 1989-1990.

Chairperson Merit Award, College of Liberal Arts, 1989-1990.

Men of Achievement: International Biographical Center, Cambridge, England.
14th edition, 1990.

Outstanding Researcher Award, Department of Political Science, 1988.

Outstanding Researcher Award, Department of Political Science, 1987.

Outstanding Teacher Award, College of Social Sciences, 1985.

"Peter J. Bergerson Day," May 15, 1985. Designated by the City Council and Mayor of Cape Girardeau, MO.

Outstanding Teacher Award, Department of Political Science, 1984.

PROFESSIONAL MEMBERSHIPS

American Political Science Association
American Society for Public Administration
Midwest Political Science Association
SECOPA
Pi Sigma Alpha
Pi Kappa Psi

RESUMÉ

Name Terry L. Busson

Present Address 2230 Oxford Ridge Cir., Lehigh Acres, FL
33971

Phone (859) 582-6122 (Home)
(239) 590-7704 (Work)

Present Position Professor and Chair, and Director SW Florida
Center for Public and Social Policy Florida Gulf
Coast University

EMPLOYMENT

<u>Employment</u>	<u>From</u>	<u>To</u>	<u>Title</u>
Florida Gulf Coast University	August 06	Present	Professor and Chair, and Director Southwest Florida Center for Public and Social Policy
Eastern Kentucky University	August 00	July 06	Professor and Graduate Programs Director
Eastern Kentucky University	January 01	July 01	Acting Chair
Eastern Kentucky University	August 91	August 00	Professor
Eastern Kentucky University	July 97	January 98	Acting Chair
Eastern Kentucky University	August 89	August 91	Professor and Director, Institute of Government and Center for Economic Development
Council of State Governments	August 87	August 89	Visiting Scholar
Council of State Governments	August 85	July 87	Research Associate
Eastern Kentucky University	August 86	August 89	Professor and Director Institute of Government
Eastern Kentucky University	August 80	August 86	Professor and Chair Department of Government
University of Texas at Tyler	August 75	July 80	Associate Professor and Chair, Department of Social Sciences

Thiel College	August 70	July 75	Assistant Professor
Kent State University	August 69	July 70	Research Fellow
Kent State University	January 69	August 69	Instructor
Kent State University	July 68	Jan. 69	Graduate Assistant
Summit County Juvenile Court	June 67	July 68	Probation Officer
University of Utah Graduate School of Social Work	August 66	June 67	NIMH Fellow

EDUCATION

<u>School</u>	<u>From</u>	<u>To</u>	<u>Degree</u>	<u>Major</u>
Kent State University Kent, Ohio	June 69	August 71	Ph.D. Political Science/ Urban Studies	
Kent State University Kent, Ohio	June 68	June 69	MA Urban Studies/ Public Administration	
University of Utah School of Social Work Salt Lake City, Utah	August 66	June 67	Cert. Social Work	
Kent State University Kent, Ohio	June 63	August 66	BA Political Science/ Sociology	

PROFESSIONAL ACTIVITIES

	<u>Dates</u>
Principal Representative, National Association of Schools of Public Affairs and Administration	2000-Present
Executive Committee, NASPAA Committee on Non-Profit Management	2006-Present
NASPAA Site Visit Chair	1998-2005
NSPAA Site Visitor	1992-2005
Member, Executive Board, Policy Studies Organization	1994-1997
Chair, Section on Intergovernmental Administration and Management American Society for Public Administration (ASPA)	1989-1990

Chair, ASPA National Ethics Award	1988-1989
Chair-Elect, Section on Intergovernmental Administration and Management	1988-1989
National Council Member, American Society for Public Administration Elected from Region V for a three year term	1985-1988
Chair, ASPA Committee on Professional Standards and Ethics	1987-1988
Vice-Chair, ASPA Committee on Professional Standards and Ethics	1986-1987
Member, ASPA Committee on Professional Standards and Ethics	1984-1994
Member and Track Chair, 1985 Program Committee, ASPA National Conference, Indianapolis, Indiana, March, 1985	1984-1985
Member and Track Chair, 1984 Program Committee, ASPA National Conference, Denver, Colorado, April, 1984	1983-1984
Editorial Board, <u>Public Administration Review</u>	1984-1986
Editorial Board, <u>Public Administration Quarterly</u>	1981-Present
Reviewer, <u>Urban Affairs Quarterly</u>	1988-Present

PRESENTATIONS AT PROFESSIONAL MEETINGS

	<u>Dates</u>
“Internal Academic Partnerships, the Case of a Joint MPA/MPH Degree” Presented at the National Association of Schools of Public Affairs and Administration Annual Conference, Indianapolis, IN. October, 2004	2004
“Developing Community Development Internship Experiences in Rural Areas.” Presented at the Community Development Work-Study Meetings, Washington, D. C. October, 2001.	2001
“Assessing and Modeling Determinants of Capacity for Action in Networked Public Programs.” Presented at the American Society for Public Administration Meetings, Seattle, WA., May 1998	1998
“New Configurations for Program Administration and Management: Programs in Community Development and Community Health.” Presented at the National Association of Schools of Public Affairs and Administration Meetings, Raleigh, N.C., October 1997.	1997
"Outcomes of Participation in JTPA IIA: A Fifty-two Week Outlook", With Glenn W. Rainey, Jr. Presented at the Southeastern Public Administration Meetings, Savannah, Georgia, October 1995	1995

"National Trends in Local Government Finance," Presented at the Kentucky Economic Association Annual Meetings, Lexington, Kentucky, October 1995.	1995
"JTPA Outcomes for Title II Adult Participants in Kentucky: An Initial Analysis for Program Years 1988 and 1989," With Glenn W. Rainey, Jr. Presented at the Kentucky Economic Issues Conference, October, 1989	1989
"Financing Local Public Works: A Fifty State Analysis," 1989 ASPA National Conference, Miami, Florida, April 1989	1989
"Rural Economic Development: Issues for the 1990's," Kentucky Political Science Meetings, Bowling Green, Ky. March 1989.	1989
"Building New Growth Centers for Rural Economic Development: A Proposal for Rural Kentucky." 1988 ASPA National Conference, Portland, Oregon, April, 1988.	1988
"Providing Public Services to Small and Rural Communities." 1987 ASPA National Conference, Boston, Massachusetts, March, 1987.	1987
"State Assistance to Small and Rural Governments for Capital Improvements." Southeastern Conference on Public Administration, Pensacola, Florida, October, 1986.	1986
"Coping with Budget Cuts in Rural America." Southeastern Conference on Public Administration, Charleston, S. C. October, 1985.	1985
"Budget Cutbacks in Appalachia: Policy Impacts for Rural America." 1985 ASPA National Conference, Indianapolis, Indiana, March, 1985.	1985
Convenor and Panel Member, "The Future of Federalism." 1984 ASPA National Conference, Denver, Colorado, April, 1984.	1984

RESEARCH AND PUBLICATIONS

Co-Author with Glenn W. Rainey, Jr. Assessing and Modeling Determinants of Capacity for Action in Networked Public Programs, in Getting Results Through Collaboration: Networks, and Network Structures for Public Policy and Management. Myrna P. Mandell, Editor. Quorum Books, 2002.

Co-Author with Glenn. W. Rainey, Jr., A Customer Satisfaction Survey System. The Kentucky Cabinet for Workforce Development, June 1995.

Co-Author with Glenn W. Rainey, Jr., Outcomes of Participation in the Kentucky JTPA Title IIA: A Fifty-two Week Outlook. The Kentucky Cabinet for Workforce Development, March 1995.

With Judi Hackett, and John Daily, Building New Foundations: State Assistance for Local Public Works. Council of State Governments Fall 1989.

With Judi Hackett, and John Daily, "State Assistance for Local Public Works." Book of the States. Council of State Governments, July 1989.

Co-Editor with Philip B. Coulter, Policy Evaluation for Local Government. Greenwood Press, December 1987.

With Judi Hackett, Rural Public Infrastructure. Council of State Governments, December, 1986.

"Federal Budget Cuts in Appalachia: Policy Implications for Rural America." The Forum for Applied Research and Public Policy. Vol. 1, No. 3, Fall 1986.

Co-Editor with Philip Coulter, "Policy Evaluation and Local Government: A Symposium." Policy Studies Journal, Vol. 12, No. 2, December, 1983.

"The Need for Program and Performance Evaluation in Local Government." Policy Studies Journal, Vol. 12, No. 2, December, 1983.

"The Impact of Neighborhoods and Neighborhood Organizations on Community Development Block Grants." Journal of Urban Affairs, Vol. 5, No. 3, Summer 1983.

"Texas Council of Governments: An Urban-Rural Perspective." Texas Journal of Political Science, Vol. 2, No. 1, Fall, 1979.

GRANTS AND CONTRACTS

<u>Contract and Source</u>	<u>Dates</u>	<u>Amount</u>
Renewable Energy Resilient Communities, U.S. Department of Agriculture	2010	\$394,068
Pathways out of Poverty, U. S. Department of Labor	2009	\$2,800,000
Kentucky River Foothills Program Evaluation	2005	\$50,000
Proposal to Fund the Vick Hellard Center for Local Government	2005	\$900,000
HUD Work-Study Fellows Program, U. S. Department of Housing and Urban Development	2002-2004	\$90,000
HUD Work-Study Fellows Program, U. S Department of Housing and Urban Development	2001-2003	\$90,000

HUD Work- Study Fellows Program, U. S. Department of Housing and Urban Department	2000-2002	\$90,000
HUD Work-Study Fellows Program, U. S. Department of Housing and Urban Development	1997-2000	\$193,040
HUD Work-Study Fellows Program, U. S. Department of Housing and Urban Development	1995-1997	\$111,288
HUD Work-Study Fellows Program, U. S. Department of Housing and Urban Development	1994-1996	\$112,500
HUD Work-Study Fellows Program, U. S. Department of Housing and Urban Development	1991-1994	\$225,000
JTPA Follow-Up Evaluation. Commonwealth of Kentucky, Department of Employment Services.	1992-1994	\$350,000
HUD Work-Study Fellows Program, U.S. Department of Housing and Urban Development,	1989-1992	\$161,000
University Center for Economic Development. Economic Development Administration, Department of Commerce.	1989-1994	\$900,000
JTPA Follow-Up Evaluation. Commonwealth of Kentucky. Department of Employment Services	1991-1992	\$220,000
HUD Work-Study Fellows Program, U. S. Department of Housing and Urban Development	1989-1991	\$90,000
JTPA Follow-Up Evaluation. Commonwealth of Kentucky. Department of Employment Services	1988-1990	\$450,000
Rural Economic Development Handbook. Economic Development Administration, Department of Commerce.	1988-1989	\$ 75,000
JTPA Follow-Up Evaluation. Commonwealth of Kentucky. Department of Employment Services	1987-1988	\$180,000
State Assistance for Local Public Works, with Judi Hackett Economic Development Administration. Department of Commerce	1987-1988	\$135,000
Rural Economic Development, Jobs, Education and Technology with Judi Hackett. Economic Development Administration, U. S. Department of Commerce.	1986-1987	\$145,000
Title IX, Public Service Fellowship Program U. S. Department of Education	1983-1985	\$ 49,000

Title IX, Public Service Fellowship Program	1983-1984	\$ 45,000
---	-----------	-----------

CONSULTING AND TRAINING ACTIVITIES

Kentucky River Foothills, Program Evaluation		2004
Non-Profit Strategic Planning, Redbird Mission, Clay County KY.		2003
Non-Profit Strategic Planning, Renfro Valley Music Center Mt. Vernon, KY.		2001
Center for Economic Development, Strategic Planning and Tourism Consultant for Appalachian Regional Commission Projects		1999-Present
Strategic Planning for Non-Profits, Kentucky Association For Non-Profit Associations		1998
Non-Profit Strategic Planning, Kentucky Mountain Housing Housing Corporation, Manchester, KY.		1998
Customer Satisfaction in JTPA Programs, Workforce Development Cabinet, Commonwealth of Kentucky		1996-1997
Customer Satisfaction in School-to-Work Programs, Workforce Development Cabinet, Commonwealth of Kentucky		1995-1997
Strategic Planning For Economic Development, Kentucky Chamber of Commerce.		1988-1994
Strategic Economic Revitalization for Hyden/Leslie County		1989-1991
Strategic Planning for Harlan County Kentucky		1989-1990
Consultant, Governor's Transition Team on Economic Development and Local Government.		1987-1988
Consultant, Commonwealth of Kentucky, Department of Social Services New Employee Training.		1986-1989
Consultant, Leadership Training Seminar, Kentucky Chamber of Commerce.		1986-1988

AREAS OF TEACHING SPECIALIZATION

Public Administration:	Budget and Finance, Strategic Planning State and Local Administration Grant Writing and Grants Administration
State and Local Politics:	Community and Economic Development
Public Policy:	Employment and Training Policy
Urban and Rural Political Systems	Public Services and Program Evaluation.

PROFESSIONAL ORGANIZATIONS

American Society for Public Administration	1975-Present
Policy Studies Organization	1976-Present
Urban Affairs Association	1976-Present
Kentucky Chapter, American Society for Public Administration	1981 Present
Kentucky Political Science Association	1980-Present
Kentucky City Managers Association	1983-Present
Kentucky Governmental Finance Officers Association	1983-Present

UNIVERSITY ACTIVITIES

Graduate Dean's Search Committee	2004
Strategic Planning and Budgeting Committee	2000-2003
University Leadership and Development Committee	2000-2004
University Appalachian Center Advisory Board	1997-Present
University Committee on Economic Development	1989-Present
College of Arts and Sciences Promotion and Tenure Committee	1980-Present
Sabbatical Leave	1987-1988
Chair, University Council of Chairs	1985-1986
Social and Behavior Science Dean's Search Committee	1985
Executive Committee, Council of Chairs	1983-1986
President's Committee on Kentucky-Italy Economic Development	1981-1984

Vitae

Richard W. Coughlin
Division of Public Affairs
Florida Gulf Coast University
Fort Myers, FL 33965-6565
239-590-7177
Email: rcoughli@fgcu.edu

Education

1993 Ph.D. Political Science, Syracuse University
1981 B.A., Social Science, New College of the University of South Florida

Professional Experience

- Associate Professor of Political Science. Florida Gulf Coast University, Fort Myers, FL, 1998-2010.
- Assistant Professor of Political Science. Florida Gulf Coast University, Fort Myers, FL, 1997-1998.
- Assistant Professor of Political Science. Drury University, Springfield, Missouri, 1993-1997
- Instructor of Political Science. Drury University, Springfield, Missouri, 1991-1992.
- Writing Tutor, Higher Education Opportunity Program. University College, Syracuse, NY, 1988-1991.
- Literary Volunteer Coordinator, Cayuga Correctional Facility. Moravia, New York, 1988.
- Instructor of International Relations. University College, Syracuse, New York, 1987.
- Tutor, Migrant Education Program of New York State. Mexico, New York, 1986-87.
- Teaching Assistant, Department of Political Science, Syracuse University, 1982-1986.

Courses Taught (recent)

- Spring 2010: PUP 4206 International Environmental Policy, POT 4074 Theories of Power, INR 2005 Peace and Conflict in the Public World, IDH 2931 Humanities Honors Seminar
- Fall 2009: INR 3002 Theories of the International Relations, IDH 2011 Interdisciplinary Social Science (Honors), INR 4303 U.S. Foreign Policy
- Summer 2009: POT 3075 Politics and Culture
- Spring 2009: INR 4703 International Political Economy, POT 3003 Political Theorists; INR 2005 Peace and Conflict in the Public Sphere
- Fall 2008: INR 3002 Theories of International Relations, CPO 3033 Latin American Politics, INR 2015 Global Studies

Current Academic and Community Service:

- Philosophy Search Committee, College of Arts and Science, Florida Gulf Coast University, 2009-10.
- Comparative Politics Search Committee, Division of Public Affairs, Florida Gulf Coast University, 2009-10.
- College of the Professional Studies Curriculum Team, Florida Gulf Coast University, 2009-10.

- Honors Advisory Council, Honors Program, Florida Gulf Coast University, 2008-10.
- Faculty Advisor, Model Peace Corps, Florida Gulf Coast University, 2009-10.
- Faculty Advisor, Model United Nations Club, Florida Gulf Coast University, 1998-2010.
- Academic Director, Southwest Florida Model United Nations, 1998-2010
- Washington Center Faculty Liaison, Florida Gulf Coast University, 1998-2010

Previous Academic and Community Service:

- Public Affairs Chair Search Committee, College of Professional Studies, Florida Gulf Coast University, 2005-2006
- Chair, College of Arts and Sciences Undergraduate Curriculum Team, Florida Gulf Coast University, 2004-2006.
- University Curriculum Team (representing College of Arts and Sciences), Florida Gulf Coast University, 2004-2006.
- Program Leader, Collegium of Integrated Learning, Florida Gulf Coast University, 2003-2005.
- College of Arts and Science Undergraduate Curriculum Team, Florida Gulf Coast University. 2003-2004.
- Public Administration Search Committee, College of Professional Studies, Florida Gulf Coast University, 2003-4.
- Philosophy Search Committee, College of Arts and Sciences, Florida Gulf Coast University, 2003-2004.
- Political Science Search Committee, College of Public Affairs, Florida Gulf Coast University, 2003-2004.
- Chair, Peer Review Committee, College of Arts and Sciences, Florida Gulf Coast University, 2001-2002.
- Peer Review Committee, College of Arts and Sciences, Florida Gulf Coast University, 2000-2001
- Collegium Steering Committee, College of Arts and Sciences, Florida Gulf Coast University, 2001-2001.
- Dean Search Committee, College of Arts and Sciences, Florida Gulf Coast University, 2000-2001.
- Economics Search Committee, College of Arts and Sciences, Florida Gulf Coast University, 1999-2000.
- Program Leader, Interdisciplinary Social Sciences, College of Arts and Sciences, Florida Gulf Coast University, 1998-2000.
- Chair, “Twenty” Subcommittee of the Celebration of Excellence Committee, Florida Gulf Coast University, 1998-1999.

Publications

- “Reflections on Development in the Age of Finance Capital,” *Political Chronicle*, Fall 1998.
- “The Moral Economy of Farm Labor,” Mexican Student Association Occasional Paper Series, Graduate School of International Studies, University of Miami (2005)
- “Development as a Civilizing Process: State Formation in Mexico,” *The Global Economy as Political Space*, edited by Steve Rosow, Naeem Inayatullah, and Mark Rupert, Lynn Reinner Press (1994).

Professional Presentations

- “In Search of the Great Community: Model UN and the Global Public Sphere,” American Political Science Association Teaching and Learning Conference, February 5-7, 2010.
- “Post-Fordism and Securitization in the United States,” 14th Annual Latcrit Conference, Washington, DC, October 1-4, 2009.
- “Immigration and the Clash of Social Protections,” XXVII International Conference of the Latin American Studies Association, Montreal, Canada, September 5-7, 2007.
- “Domopolitics, the Ethos of Sovereignty and Neo-Liberal Capitalism,” 48th Annual Convention of the International Studies Association, Chicago, IL, February 28- March 3, 2007.
- “Ethos of Sovereignty, Immigration Debates and Human Rights,” Southern Regional International Association Meeting, Birmingham, Alabama, Oct 20-21, 2006.
- “Foundations of the Civic Engagement,” Fifth Annual National Meeting of the American Democracy Project, Snowbird, Utah, June 15-18, 2006.
- “Video Rhetoric and the Orchestration of Political Community” 47th Annual Convention of the International Studies Association, San Diego, CA, March 22-25.
- “Capitalism Political Community, and the Theory/Practice of International Relations,” International Studies Association South Convention, Miami, FL, October 21-22, 2005
- “Global Civil Society and the Self Protection of Society,” International Studies Association Northeast Convention, Boston, Massachusetts, November 4-6, 2004.
- “America’s Empire: Power without Hegemony,” International Studies Association South Convention, Gainesville, Florida, October 17-18, 2003.
- “International Society and State Power: the Case of the United States,” International Studies Association West Convention, Las Vegas, Nevada, October 4-5, 2002.
- “A Changing Space: Labor Migration and North American Regionalism,” Florida Political Science Association. Sarasota, Florida, March 8, 2002.
- “A New Regionalism? Neoliberal Restructuring, Migration Flows and Immigration Reform,” XXIII International Conference of the Latin American Studies Association, Washington, DC, September 6-8, 2001.
- “The Moral Economy of Farmwork,” XXII International Conference of the Latin American Studies Association, Latin American Studies Association Conference, Miami, Florida, March 16-18, 2000.

Honors and Awards:

- Case Study Team, Everglades Restoration. Funded by the South Florida Water Management District. Prepared case study materials on history and politics of Everglades Restoration, 2002
- Recipient of Faculty Development Grant from the College of Arts and Sciences, Florida Gulf Coast University. Study of the impacts of transnational migration on Southwest Florida region, 2001
- Participant in a National Endowment for the Humanities Seminar on Cultural Pluralism and the Nation State, University of Wisconsin at Madison, 1994
- Shell Research Fellow for the Study of Developing Countries, Mexico City, 1987-88.
- Participant in National Science Foundation Grant on the Vietnam War, 1986-87.

CURRICULUM VITAE

Roger W. Green, Ph.D.
Associate Professor
Division of Public Affairs
College of Professional Studies
Florida Gulf Coast University

Address: 10501 FGCU Boulevard South
Fort Myers, FL
33965-6565

Telephone: 239-590-7838
E-Mail: rgreen@fgcu.edu

AREAS OF CONCENTRATION

Political Theory
Political Communication and Propaganda
Human Rights Theory
American Politics and Public Policy

EDUCATIONAL BACKGROUND

Ph. D. (Political Science), University of California, San Diego, March 1994.
Dissertation Title: *Ambiguous Dangers: Constructions of Harm and Vice Policy.*

M.A. (Political Science), University of California, San Diego, California, 1988.
Thesis Title: *Artists, CEOs, and Cities in a Period of Economic Restructuring.*

B.A. (Anthropology), University of Washington, Seattle, Washington, 1984.

EDUCATIONAL HONORS

University of California Dissertation Fellowship (1990)

Distinction, M.A. Thesis (1988)

Phi Beta Kappa (1984)

EMPLOYMENT EXPERIENCE

Present Position:

Associate Professor, Division of Public Affairs, College of Professional Studies, Florida Gulf Coast University, (August 2003 - Present); Assistant Professor, (August 1997 – July 2003); MPA Program Admissions Coordinator (1998 - 2002); Acting Division Chair (Summer 1998, 1999, 2000); Implementation Coordinator, MPA Distance Education Program (1997 - 1999).

Courses taught: MPA Public Policy; MPA Administrative Ethics; MPA Environmental Policy and Ethics; MPA Intergovernmental Relations; MPA Special Topics in Substance Abuse Policy; Politics, Ethics, and Political Theory; Political Communication; Politics and Violence; Policymaking and Administration; Culture and Politics; International Human Rights; Comparative Propaganda; Problems of Market and Government; Senior Seminar in Political Science; American National Government; Interdisciplinary Social Sciences Seminar (Honors); University Colloquium.

Prior Academic Appointments:

Assistant Professor, Department of Political Science and Public Administration, University of North Dakota, (1993 - 1997).

Courses taught: MPA Bureaucratic Ethics; MPA Environmental Ethics and Policy; MPA Public Policy; American Politics; American Political Thought; Ethics and Politics; History of Political Philosophy I-II; Honors Seminar in American Politics; Honors Seminar in Environmental Ethics and Policy; Honors Seminar in Substance Abuse Policy; Honors Seminar in Violence and Politics; Politics and Public Policy; Senior Capstone Seminar.

Instructor (A.B.D.), Department of Political Science, University of California, San Diego (1991 - 1993). Taught courses in American Politics and Public Policy; Systems of Political Thought III; Seminar in Politics and Culture; Warren College Writing Program; Introduction to American Politics.

Instructor (A.B.D.), Department of Political Science, University of California, Riverside (1993). Taught course in Urban Politics and Policy.

GRADUATE ADVISING—MPA CAPSTONE PROJECTS

Florida Gulf Coast University: Faculty Advisor for 43 MPA Capstone Projects (2000 – 2010)

REFEREED PUBLICATIONS

Green, R.W. 2003. "Markets, Management, and 'Re-engineering' Higher Education," in Rich, P., Editor, *The Annals of the American Academy of Political and Social Science--Special Issue on Higher Education in the 21st Century*, Vol. 585, pp. 196-210.

Green, R.W. 2003. "Truthfulness and Lying," in Rabin, J., Editor, *The Encyclopedia of Public Administration and Public Policy*. Marcel Dekker, pp. 1240-1244.

Green, R.W. and Dustin, D. 1998. "Speaking the Language of the 'Other': Environmentalists and the Dismal Science," *Trends*, Vol. 35, No. 2, pp. 20-22.

PROFESSIONAL CONFERENCES

Green, R.W. (Chair and Discussant) Panel on "Technology Catastrophe, and Nihilism," Midwest Political Science Association Annual Conference, 2010.

Green, R.W. (Chair and Discussant) Panel on "Pacific Theater: Literature, Film, and Media," Midwest Political Science Association Annual Conference, 2009.

Green, R.W. (Discussant) Panel on "Depictions of Muhammad, Prisoner Abuse, and the War with Iraq," Midwest Political Science Association Annual Conference, 2007.

Green, R.W. "Wartime Propaganda and the Problem of the Individual Soldier: Reflections on the Jessica Lynch Controversy," Paper and Presentation for the Foundations of Political Theory Workshop on Political Myth, Rhetoric, and Symbolism, American Political Science Association Annual Conference, 2005.

Green, R.W. "Markets, Management, and the 'Reengineering' of Higher Education," Paper and Presentation for the Foundations of Political Theory Workshop on Political Myth, Rhetoric, and Symbolism, American Political Science Association Annual Conference, 2001.

Flowers, G., R.W. Walsh, and **R.W. Green** (Moderator and Panel Organizer), Panel on "Globalization and Strategic Planning for Public Administration Education," Annual Conference on Teaching Public Administration, 2001.

Kweit, R., M. Kweit, S. King, and **R.W. Green**. "Online Course Evaluations: Planning and Implementation Issues," Presentation for Panel Session on Distance Education: What Do We Know Now? What Do We Need to Know? Where Do We Go From Here? Annual Conference on Teaching Public Administration, 2001.

Jordan, W.T. and **R.W. Green**. "Professor's Dilemma: An Essay on Barriers to Quality in Criminal Justice Education and Faculty Responses," Paper for the Southern Criminal Justice Association Annual Meeting, 2000.

Green, R.W., R.W. Walsh, R. Kweit, and K. Beatty. "Confronting the Institutional and External Ambiguities of an Internet-Based MPA Program," Paper and Panel Organizer for Panel Session on Uncharted Territory: Navigating the Institutional and External Forces of Distance Learning, American Society for Public Administration Annual Conference, 2000.

King, S., W. Bruce, R. Kweit, and **R.W. Green**. Presentation for Panel Session on Implementing Distance Education in the Core MPA Courses: A Look at the Basics and Beyond, Annual Conference on Teaching Public Administration, 1999.

Green, R.W. "The Paradox of Valuation: 'Market' vs. 'Non-Market' Approaches to Environmental Protection," Paper and Presentation for the Foundations of Political Theory Workshop on Political Myth, Rhetoric, and Symbolism, American Political Science Association Annual Conference, 1998.

Rubens, A., R.W. Walsh, and **R.W. Green**. Presentation for Panel Session on Integrating Technology into the MPA Program, American Society for Public Administration National Meeting, 1998.

Green, R.W. "Tobacco Sales to Minors in North Dakota Communities—Results of Statewide Surveys," Presentation for the Dakota Conference on Rural and Public Health, 1997.

Green, R.W. "Writing Upon the Ruins: Identity, Spectacle, and Public in Contemporary Political Culture," Paper and Presentation for Panel Session on the Currents of Political Culture in the United States, American Political Science Association Annual Conference, 1995.

Green, R.W. "Liberalism as Imagined Community: Paradoxes of Myth and Moral Education," Paper and Presentation for the Foundations of Political Theory Workshop on Political Myth, Rhetoric, and Symbolism, American Political Science Association Annual Conference, 1994.

Green, R.W. "Inventing Danger: Categorical and Procedural Fiction in Narcotics Policymaking," Paper and Presentation for the Foundations of Political Theory Workshop on Political Myth, Rhetoric, and Symbolism, American Political Science Association Annual Conference, 1993.

Green, R.W. "Artists, CEOs, and Cities: Ironies of the *Avant Garde* in a Period of Economic Restructuring," Paper and Presentation for Panel Session on Public Arts Funding and its Discontents, National Conference on Social Theory, Politics, and the Arts, 1992.

Green, R.W. "Narcotics, Race, and the Figure of Contagion," Paper and Presentation for the Foundations of Political Theory Workshop on Political Myth, Rhetoric, and Symbolism, American Political Science Association Annual Conference, 1991.

Green, R.W. "Metaphor and Narrative in the Text of U.S. Narcotics Policy," Paper and Presentation for Panel Session on Language and Narrative in Politics, Western Political Science Association Annual Convention, 1991.

PUBLICATION PEER REVIEWS

Oxford University Press, Pre-Revision Review of Catherine Smith's *Writing Public Policy*, 2007.

RESEARCH GRANTS AND CONTRACTS

North Dakota State Department of Human Services, "Tobacco Sales to Minors--Compliance Study," Principal Investigator, 1996. (\$35,000)

North Dakota State Department of Health, "Tobacco Sales to Minors--Compliance Study," Principal Investigator, 1996. (\$35,000)

FORMAL INVITED PRESENTATIONS

Presenter, Forum on Promotion and Portfolio Development, Florida Gulf Coast University, November 14, 2003

Presenter, Forums on the Continuing Multi-Year Appointment System, Florida Gulf Coast University, April 18, 2003 and April 22, 2003

Presenter, Forum on Promotion, Renewal, and Portfolio Development, Florida Gulf Coast University, November 15, 2002

Workshop Designer and Presenter, Civic Education Workshop on Voting and Elections (for SW Florida High School and Junior High School Instructors), Florida Gulf Coast University, June 19-20, 2002.

Presenter, "Global Warming, the Southwest Florida Coastal Environment, and Regulatory Takings Issues," Florida Gulf Coast University Earth Week Symposium, 1999.

Presenter, "Environmental Ethics and Economics," Florida Gulf Coast University Earth Week Symposium, 1998.

Roundtable Presenter and Discussant, Narcotics Policy Symposium, University of California, San Diego, 1993.

CONFERENCE ORGANIZING

Site Coordinator and Steering Committee Member, 4th Annual Smart Growth Conference, Fort Myers, Florida, (Co-Sponsored by Florida Gulf Coast University and the Promised Land Section of the American Planning Association, Florida Chapter), November 7, 2004.

SPECIALIZED TRAINING

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Technical Assistance Workshop, 11/21/96-11/22/96, Washington, D.C.: Sample Design; Data Collection and Analysis.

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Technical Assistance Workshop, 2/29/96-3/1/96, Baltimore, Maryland: Inspection Methodologies; Sampling Frames and Sampling Design.

ACADEMIC PROGRAM DESIGN AND REVIEW

Author, Seven-Year Program Review Self-Study, B.A. Degree Program in Political Science, Florida Gulf Coast University (2010)

Proposal Author and Principal Curriculum Designer, B.A. Degree Program in Political Science, Florida Gulf Coast University (Approved by Florida Gulf Coast University Board of Trustees, 2001).

Proposal Author, Funding Request for Implementation of MPA Distance Learning Program, Florida Gulf Coast University, Distance Learning Acceleration Program (Approved by Florida Gulf Coast University President, 1998).

UNIVERSITY, PROFESSIONAL, AND COMMUNITY SERVICE

Florida Gulf Coast University:

- Chair, Faculty Affairs Team (elected), August 2009 – present.
- Member, Division of Public Affairs Faculty Search Committee (invited), October 2009 – March 2010.
- Member, Faculty Affairs Team (elected), August 2008 – present.
- Member, Awards Committee, FGCU Student Hall of Fame (invited), 2008, 2009, 2010
- Member, University Safety and Facilities Committee (invited), February 2008 – present.
- Director, Island Park Village Neighborhood Association Board (elected), August 2007 – December 2008.
- United Faculty of Florida (FGCU Chapter), Consultant on Multi-Year Appointment and Intellectual Property Issues (invited), January 2005 – May 2009.
- Member, Honors Program “Great Works” Planning Group (invited), June – July 2008.
- Member, Provost Search Committee (invited), December 2007 – April 2008.
- Member, Faculty Performance Evaluation Document Conference Committee (invited), October 2007 – December 2007.
- United Faculty of Florida (FGCU Chapter), Grievance Committee member and analyst (invited), September 2005 – April 2008.
- Master of Public Administration Program External Relations Council (invited), 1997 – present.
- Member, University Archives Advisory Committee (invited), January 2007 – July 2007.
- Member, Comparative Humanities Curriculum Task Force (invited), August 2006 – May 2007.
- Member, Division of Ecological Sciences Faculty Search Committee (invited), January 2007 – April 2007.
- Member, Division of Public Affairs Faculty Search Committee (invited), October 2006 – February 2007.

- Chair, University Committee on Intellectual Property Policy (invited), February 2006 – April 2006.
- Member, Awards Committee, Uncommon Friends Foundation Business Ethics Award (invited), February 2006 – April 2006.
- FGCU Ethics Advisory Group, Member (invited), February 2005 – April 2006.
- Chair, Division of Public Affairs Faculty Search Committee (invited), October 2005 – April 2006.
- United Faculty of Florida (FGCU Chapter), Membership Chair (invited), September 2005 – April 2006.
- FGCU Honors Program Advisory Committee, College of Professional Studies Representative (invited), February 2005 – May 2006.
- United Faculty of Florida (FGCU Chapter), Grievance Committee Chair (invited), March 2005 – August 2005.
- FGCU Excellence in Service Award Committee, Chair (invited), 2005.
- United Faculty of Florida (FGCU Chapter), Collective Bargaining Negotiator (invited), February 2004 – August 2004.
- University Provost Search Committee (invited), 2004.
- Division of Public Affairs Faculty Search Committee (invited), 2004.
- University Governance and Administration Workgroup for Re-Accreditation, Southern Association of Colleges and Schools, (invited), August 2003 – August 2004.
- Faculty Senate, (elected), August 2003 – April 2004.
- University Graduate Affairs Committee (elected), 2002 - 2003.
- Chair, Policies and Procedures Subcommittee—Graduate Affairs Committee (elected), 2002 – 2003.
- College of Professional Studies Curriculum Committee (elected), 2001 - 2003; 1997 - 1998.
- University Continuing Contracts Task Force, Member and Author of Final Report (invited), 2002.
- University Provost Evaluation Committee (invited), 2002.
- University Graduate Curriculum Committee (elected), 2001 - 2002.
- University Intellectual Property Rights Policy Task Force, Member and Co-author of Final Report (invited), 2001 - 2002.
- Division of Public Affairs Faculty Search Committee (invited), 2001 - 2002.
- Amnesty International Human Rights Educators Network, 1998 - 2002
- Amnesty International Freedom Writers Network, 1998 - 2002
- University Tuition Waiver Task Force (appointed), 2001.
- University Honors Council (invited), 2000 - 2001.
- University Task Force on Summer Session Policies and Procedures (invited), 2000 - 2001.
- Coordinator, College of Professional Studies Online Course Evaluation Pilot Project, 2000 - 2001.
- United Faculty of Florida, (FGCU Chapter)—Collective Bargaining Negotiation Team (invited), 2000 - 2001.
- College Marshall, FGCU Commencements IV and V (invited), Fall 2000 and Spring 2001.
- College of Public Services Dean's Leadership Team (appointed), 1999 - 2001.
- College of Professional Studies Academic Advisor Search Committee, 2000.
- University Task Force on Multi-Year Contracts, Member and Author of Final Report (elected), 1999 - 2000.
- University Faculty Affairs Committee (elected), 1999 - 2000.
- University Graduate Council (appointed), 1999 - 2000.
- Chair, FGCU College of Public Services Peer Review Committee (elected), 1999 - 2000.
- School of Public and Social Services Governance Council (elected), 1999 - 2000.
- Chair, Division of Public Affairs Faculty Search Committee, 1999 - 2000.
- University Committee on Part-time Faculty (invited), 1999 - 2000.
- College of Public Services Peer Review Committee (elected), 1998 - 2000.

- Chair, University Library Committee (elected), 1998 - 1999.
- Southwest Florida Model United Nations (invited moderator), 1998.

University of North Dakota:

- University Honors Program Committee (invited), 1995 - 1996.
- University Honors Program, Outstanding Honors Thesis Jurist (invited), 1995 - 1996

SERVICE AWARDS

Co-Recipient, Florida Gulf Coast University Team Faculty Service Award (Continuing Contract Task Force), May 2003.

PROFESSIONAL AFFILIATIONS

American Political Science Association

CURRICULUM VITAE

SANDRA PAVELKA, Ph.D.
Associate Professor, Division of Public Affairs
Director, Institute for Youth and Justice Studies
College of Professional Studies
Florida Gulf Coast University

10501 FGCU Blvd. S.
Ft. Myers, FL
33965-6565

239.590.7835 voice
239.590.7842 fax
spavelka@fgcu.edu

EDUCATIONAL BACKGROUND

Doctor of Philosophy (PhD), Major: Public Administration. Specialization: Justice Policy. 2000.
Florida Atlantic University, College of Architecture, Urban & Public Affairs, Ft. Lauderdale, Florida.
Dissertation: *Practice to Policy to Management: A Restorative Justice Framework.*

Master of Public Administration (MPA). 1989.
Florida International University, School of Public Affairs & Services, Miami, Florida.

Bachelor of Arts (BA), Major: Political Science. 1985.
University of Florida, College of Liberal Arts and Sciences, Gainesville, Florida.

National Government and Politics, Washington Semester. Spring 1985.
American University, Washington, D.C.

HONORS

Member, American Association of Collegiate Scholars
Nominee, Faculty Excellence in Service Award, Florida Gulf Coast University, 2008-09

EMPLOYMENT EXPERIENCE

Present Positions

Associate Professor, Division of Public Affairs, College of Professional Studies, Florida Gulf Coast University, Ft. Myers, FL. June 2006 – present.

Assistant Professor, Division of Public Affairs, College of Professional Studies, Florida Gulf Coast University, Ft. Myers, FL. December 2001 – June 2006.

Teaching Assignments: Graduate Level - Public Administration: Research Applications, Seminar in Program Planning and Evaluation, State and Local Government Administration, Justice Policy Reform, Juvenile Justice and Corrections, Law Enforcement and the Courts, Grant Writing and Administration, and Community Justice. Undergraduate Level – Political

Science: American National Government, Intergovernmental Relations, Law Politics and Society, Research Methods and Analysis, State and Local Government Administration, Urban Politics and Problems. Graduate Faculty.

Committee Assignments: Faculty Senate (2008– present), College Peer Review Committee (2006-present) Chair (2009-present), Division of Public Affairs Graduate Admissions Committee (2005-present), Quality Enhancement Program Advisory Board (2008–2009), Judicial Board Committee (2005-2007), Conflict Management Committee (2005-2007), Faculty Affairs Committee (2004-2006), College Assessment Committee (2004-2006), Graduate Affairs Committee and Graduate Affairs Curriculum Subcommittee (2002-2004).

Director, Institute for Youth and Justice Studies, College of Professional Studies, Florida Gulf Coast University,
Ft. Myers, FL. February 2005 - present.

Serve as Director of the Institute for Youth and Justice Studies, College of Professional Studies. Direct research grants and technical assistance projects specific to youth development, juvenile justice, education, and community restorative justice. Monitor budgets. Coordinate public policy forums. Write and coordinate grant proposals with faculty associates, advisory board members, and community agencies. Supervise Institute personnel. Conduct data collection, analysis, and research. Compose subsequent reports and articles. Prepare annual reports.

Prior Academic Appointments

Director, Center for Public and Social Policy, College of Professional Studies, Florida Gulf Coast University, Ft. Myers, FL. December 2001 – January 2005.

Serve as Director of the Center for Public and Social Policy, College of Professional Studies. Direct research grants and technical assistance projects. Monitor budgets. Coordinate public policy forums. Write and coordinate grant proposals with faculty associates, advisory board members, and community agencies. Supervise Center personnel. Conduct data collection, analysis, and research. Compose subsequent reports and articles. Prepare annual reports.

Instructor, College of Architecture, Urban and Public Affairs, School of Public Administration and Department of Criminology and Criminal Justice, Florida Atlantic University, Ft. Lauderdale, FL. 1999-2001.

Courses taught: Restorative and Community Justice (Graduate level), Public Administration and Public Policy, Policy Making and Administration, Policy Analysis (Undergraduate level).

April, 1998 – December 2001

Administrator, Community Justice Institute, Florida Atlantic University, Ft. Lauderdale, FL. Project Administrator, Balanced and Restorative Justice Project

Serve as Project Administrator for the Balanced and Restorative Justice Project, a national action research project funded by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. Serve as liaison with the special

emphasis states and other states regarding development and implementation of restorative justice policies and practices. Conduct data collection, analysis, and research. Compose subsequent reports and articles on restorative juvenile justice and related issues. Coordinate national training and technical assistance schedule. Conduct special projects as assigned. Prepare and monitor project budget. Supervise Institute personnel. Prepare mid-year and annual project reports.

April 1994 – April 1998

Associate Director, Center for the Study of Youth Policy, Shepard Broad Law Center, Nova Southeastern University, Ft. Lauderdale, FL

Serve as Project Administrator for Florida Juvenile Detention Initiative on behalf of Center and Annie E. Casey Foundation. Provide technical assistance to juvenile justice staff, advisory councils, site coordinators, and system partners for Florida and National Juvenile Detention Initiatives. Serve as Research Director for Center. Conduct data collection, analysis, research, and compose subsequent reports and articles on juvenile justice and child welfare issues. Review national and state legislative actions. Prepare and monitor project budget. Supervise Center personnel. Prepare annual reports.

December 1990 – April 1994

Associate Director, Institute of Government, Florida International University, Miami, FL.

Assist Director in preparation and coordination of annual state funded training and technical assistance grant. Monitor externally funded grant and training budgets. Program planning, implementation and management. Supervise Institute personnel. Prepare quarterly activity schedules, mid-year and annual reports. Coordinate outreach efforts with municipalities, state agencies and legislative delegation. Assist with the development and implementation of the Executive Leadership Program. Conduct research and project assistance on externally funded research grants. Prepare public information materials.

BOOK CHAPTERS

S. Pavelka. “Future of Restorative Justice in Educational Settings” in edited book *Restorative Justice Perspectives in Educational Communities*. Forthcoming.

O’Brien, S. and G. Bazemore, “Community Justice: A Balanced Approach to Youth Crime,” in *Youth Activism: An International Encyclopedia*, edited by Sherrod, L., Flanagan, C. A., Kassimir, R., & Syvertsen, A. K., Westport, CT: Greenwood Publishing, 2005 (Peer reviewed).

Bazemore, G. and **S. O’Brien**, “The Quest for a Restorative Model of Rehabilitation: Theory-for-Practice and Practice-for-Theory,” in *Restorative Justice and the Law*, edited by Walgrave, L., Portland, OR: Willan Publishing, 2002 (Peer reviewed).

PUBLICATIONS – PEER REVIEWED

Pavelka, S., “Restorative Juvenile Justice Legislation and Policy: A National Assessment,” *International Journal of Restorative Justice*, 4(2), 2008.

O’Brien, S., “Restorative Justice: Principles, Practices and Application,” *The Prevention Researcher*, 14(Supplement), 2007.

O’Brien, S. and G. Bazemore, “Introduction to the Symposium: Communities, Organizations, and Restorative Justice Reform,” *Public Organization Review: A Global Journal*, 5(1), 2006.

Bazemore, G., **O’Brien, S.** and M. Carey, “The Synergy and Substance of Organizational and Community Change in the Response to Crime and Conflict: The Emergence and Potential of Restorative Justice,” in *Public Organization Review: A Global Journal*, 5(1), 2006.

O’Brien, S. and G. Bazemore, “Crime, Government, and Communities: Tracking the Dimensions of Restorative Justice,” *Public Organization Review: A Global Journal*, 4(3), 2004.

O’Brien, S., D. Maloney, D. Landry, and D. Costello, “Bringing Justice Back to the Community,” *National Council of Juvenile and Family Court Judges Journal*, 54(3), 2003.

O’Brien, S. “Restorative Juvenile Justice Policy Development and Implementation Assessment: A National Survey of States,” Balanced and Restorative Justice Project, Florida Atlantic University, Ft. Lauderdale, FL, 2000.

PUBLICATIONS

Pavelka, S., “Serving Victims in Pennsylvania: Balanced and Restorative Justice as a Means Towards Juvenile Justice Reform,” *Crime Victims Report*, Fall 2008.

O’Brien, S., “Restorative Justice: Victims, Offenders, and School Communities,” *Crime Victims Report*, Fall 2007.

Maloney, D. and **S. O’Brien**, “Doing Good: Service and the Transformation of Criminal Justice Intervention,” *Crime Victims Report*, Spring 2007.

O’Brien, S. and D. Perry, “DARE and Restorative Justice,” *Florida DARE Association Newsletter*, Florida DARE Officers Association, Spring 2004.

O’Brien, S. and J. Hansen, “Community Partnerships: A Case of Restorative Justice in Schools,” *The Resourcer*, National Association of School Resource Officers, Summer/Fall 2003.

O’Brien, S. “A Small Place Making A Big Impact: Deschutes County’s Mark on Juvenile Justice,” *Juvenile and Family Justice Today*, Reno, NV, National Council of Juvenile and Family Court Judges, 2003.

TECHNICAL REPORTS and OTHER PUBLICATIONS

Zager, M. and **S. Pavelka**. “Program Evaluation Report of the Juvenile Drug Court, Lee County, FL.” Institute for Youth and Justice Studies, Florida Gulf Coast University, Ft. Myers, FL, August 2008.

O'Brien, S. "Integrating Restorative Principles into the Juvenile Justice Continuum," Concept Paper and Expert Testimony to the Blueprint Commission on Juvenile Justice, Department of Juvenile Justice, State of Florida, November 2007.

O'Brien, S. "Restoring Schools: A Case of School Accountability Boards," Conference Proceedings of the Persistently Safe Schools: The National Conference of the Hamilton Fish Institute on School and Community Violence, Philadelphia, PA, September 2005.

O'Brien, S. "Community Justice: Towards Justice System Reform," Conference Proceedings of the Persistently Safe Schools: The National Conference of the Hamilton Fish Institute on School and Community Violence, Washington, DC, October 2004.

O'Brien, S. and M. Zager. "Juvenile Assessment Center of Lee County Evaluation Report." Center for Public and Social Policy, Florida Gulf Coast University, Ft. Myers, FL, December 2003.

McGaha, J, **S. O'Brien**, and M. Zager. "Glades and Hendry Counties Adult Drug Court Program Evaluation Report." Center for Public and Social Policy, Florida Gulf Coast University, Ft. Myers, FL, December 2002.

O'Brien, S., D. Karp, G. Bazemore, and L. Leip. "Who We are Serving and How We are Doing: An Analysis of Program Referrals and Performance in Balanced and Restorative Justice," Vermont Juvenile Justice Program Evaluation, Community Justice Institute, Florida Atlantic University, Ft. Lauderdale, FL, April 2002.

Bazemore, G., **S. O'Brien**, and D. Karp. "Process Evaluation Interim Report II: Program Intervention Theory and Case Study Analysis." Vermont Juvenile Justice Program Evaluation. Community Justice Institute, Florida Atlantic University, Ft. Lauderdale, FL, October 2000.

Bazemore, G., **S. O'Brien**, D. Karp, and S. McMurphy. "Program Profile and Implementation Monograph." Vermont Juvenile Justice Program Evaluation. Community Justice Institute, Florida Atlantic University, Ft. Lauderdale, FL, May 2000.

Orlando, F., **S. O'Brien**, and T. Bishop. "The Florida Detention Initiative in Retrospect," Center for the Study of Youth Policy, Nova Southeastern University, Ft. Lauderdale, FL, 1996.

O'Brien, S. and G. Lewen. "Measuring the Effects of 1994 Legislative Revisions on Juvenile Detention in Florida," Center for the Study of Youth Policy, Nova Southeastern University, Ft. Lauderdale, FL, January 1996.

PAPER PRESENTATIONS

O'Brien, S. and M. Zager. "Teaching Research Methods Via Distance: Making the Challenge Work," 17th International Conference on College Teaching and Learning, Ponte Vedra Beach, FL, April 2006.

M. Zager and **S. O'Brien**. "Meaningful Assessment of Student Learning: A Research Methods Example," 17th International Conference on College Teaching and Learning, Ponte Vedra Beach, FL, April 2006.

O'Brien, S. "Restoring Schools: A Case of School Accountability Boards," Conference Proceedings of the Persistently Safe Schools: The National Conference of the Hamilton Fish Institute on School and Community Violence, Philadelphia, PA, September 2005.

O'Brien, S. "Community Justice: Towards Justice System Reform," Conference Proceedings of the Persistently Safe Schools: The National Conference of the Hamilton Fish Institute on School and Community Violence, Washington, DC, October 2004.

O'Brien, S. and M. Angeletti. "Shifting Toward a Model of Wellness Promotion in Women's Health Care Policy," Paper presented at the annual Southeastern Conference on Public Administration, Columbia, SC, October 2002.

O'Brien, S. "Restorative Juvenile Justice in the States: A National Assessment of Policy Development and Implementation," Balanced and Restorative Justice Project, Florida Atlantic University, Ft. Lauderdale, FL, Paper presented at the annual conference of the Academy for Criminal Justice Sciences, Orlando, FL, March 1999.

Orlando, F. and **S. O'Brien.** "An Analysis of Juvenile Detention in the State of New Hampshire," Center for the Study of Youth Policy, Nova Southeastern University, Ft. Lauderdale, FL, July 1997. Presented at the New Hampshire Statewide Conference on Juvenile Justice, March 1998.

Orlando, F., **S. O'Brien,** and T. Bishop. "The Florida Detention Initiative in Retrospect," Center for the Study of Youth Policy, Nova Southeastern University, Ft. Lauderdale, FL. Presented at the Florida Detention Initiative in Retrospect Conference, October 1996.

Dluhy, M., H. Gladwin, and **S. Pavelka.** "Citizen Trust, Right-Sizing Government, and Tax Reform: What are Preconditions for Tax Reform?," Symposium Proceedings, Year 2000: The Future of State and Local Governments in Florida, Institute of Government, Florida International University, Miami, FL, May 1991.

BOOK/BOOK CHAPTER REVIEWS

American Government - Economic Policy and Social Policy Chapters (2008). Authors: Bianco and Canon. New York, NY: W.W. Norton & Co. Book chapters review completed Fall 2007.

American Government and Politics Today (2008) 13th edition. Authors: Schmidt, Shelley, and Bardes. Boston, MA: Wadsworth Publishing. Book review completed Fall 2007.

CONFERENCE PRESENTATIONS

"Performance Measures and the Crazy Things They Make Do," National Conference on Juvenile and Family Law, Las Vegas, NV, March 14-17, 2010.

"Incorporating Restorative Justice Principles and Practices into Gender Specific Programming," PACE Center for Girls State Leadership Conference, Jacksonville, FL, January 13-15, 2010.

"Exploring the Dark Matter of Juvenile Justice: Case Closing Outcomes to Create a Better Understanding of Our Universe," National Conference on Juvenile Justice, Orlando, FL, March 12-14, 2009.

“The Virtuous Virtual MPA: Comparing Traditional and Distance Course Delivery in Public Administration,” American Society of Public Administration, Lakeland, FL, May 2, 2008.

“Supervised Visitation Program Initiative,” Victims at the Center: Developing a Safety-Centered Approach to working with Victims of Battering, Ft. Myers, FL, December 4, 2007.

“Legislative Responses and Restorative Justice,” National Conference on Sustaining Restorative Justice: The Challenge of Systemic and Community Transformation in Juvenile Justice, Boca Raton, FL, March 21-23, 2007.

“Juvenile Justice System Performance Measures,” National Conference on Juvenile Justice, San Diego, CA, March 4-6, 2007.

“Teaching Research Methods Via Distance: Making the Challenge Work” and “Meaningful Assessment of Student Learning: A Research Methods Example,” 17th International Conference on College Teaching and Learning, Ponte Vedra Beach, FL, April 10-14, 2006.

“Restorative Justice,” The Leaven XII Conference, Diocese of Venice, Ft. Myers, FL, March 11, 2006.

“Restoring Schools: A Case of School Accountability Boards,” Persistently Safe Schools: The National Conference of the Hamilton Fish Institute on School and Community Violence, Philadelphia, PA, September 10-12, 2005

“Community Justice: Towards Justice System Reform,” Persistently Safe Schools: The National Conference of the Hamilton Fish Institute on School and Community Violence, Washington, DC, October 27-29, 2004.

“Graduated Sanctions and Restorative Justice,” American Probation and Parole Association National Conference, Orlando, FL, July 25-28, 2004.

“Restorative Justice,” Florida DARE Association State Conference, Marco Island, FL, June 13-18, 2004.

“Community Justice,” Preventing Crime in the Black Community Conference, Orlando, FL, June 9-12, 2004.

“Restorative Justice Program Evaluation,” Restorative Community Justice Conference, Keystone, CO, May 1-4, 2004.

“Graduated Sanctions and Restorative Justice: The Connection,” National Conference on Juvenile Justice, Las Vegas, NV, March 28-31, 2004.

“Establishing Restorative Justice in School” and “Restorative Justice and Prevention,” Juvenile Justice Prevention Conference, Orlando, FL, October 13-15, 2003.

“Developing a School Violence/Terrorism Response Protocol,” National Association of School Resource Officers, Orlando, FL, July 1, 2003.

“Implementing Restorative Justice in Judicial Affairs,” Association for Student Judicial Affairs, Clearwater, FL, February 9, 2003.

“Shifting Toward a Model of Wellness Promotion in Women’s Health Care Policy,” Southeastern Conference on Public Administration, Columbia, SC, October 4, 2002.

“Moving Communities to Community Justice,” Victim Offender Mediation Conference, Ft. Lauderdale, FL
September 27, 2002.

RESEARCH GRANTS AND CONTRACTS

School Accountability Board Initiative

Principal Investigator
Private Donors (Korest Family and Moorings Park Foundation)
July 2004 – present
Funded Amount: \$125,000.

School Accountability Board Initiative

Principal Investigator
Collier County School District
August 2007 – May 2008
Funded Amount: \$25,000.

Juvenile Assessment Center of Lee County/Case Trackers

Principal Investigator
Juvenile Assessment Center of Lee County
March 2004 – present
Funded Amount: \$48,110.

Lee County Juvenile Drug Court

Co-Principal Investigator
U.S. Department of Justice, Office of Justice Programs
September 2003 – August 2006
Funded Amount: \$366,550.

Neighborhood Accountability Boards

Principal Investigator
Department of Juvenile Justice, State of Florida
July 2002 – June 2005
Funded Amount: \$188,058.

Comprehensive Strategy/Juvenile Justice Initiative

Principal Investigator
Lee County Board of County Commissioners
August 2003 – July 2004
Funded Amount: \$25,000.

Dependency Drug Court

Principal Investigator
Southwest Florida Addiction Services
Substance Abuse/Mental Health Services Administration
September 2002 – October 2004
Funded Amount: \$204,660.

Lee County Juvenile Assessment Center Evaluation

Principal Investigator
Lee County Sheriff's Office
May 2003 – December 2003
Funded Amount: \$10,000.

Glades/Hendry Adult Drug Court Program Evaluation

Principal Investigator
Twentieth Judicial Circuit, State of Florida
October 2002 – December 2002
Funded Amount: \$10,000.

Balanced and Restorative Justice Web-Based Training Course (distance learning)

Principal Investigator
Juvenile Accountability Incentives Block Grant, Office of Juvenile Justice and Delinquency Prevention
August 2002 – April 2003
Funded Amount: \$29,509.

Balanced and Restorative Justice Web-Based Training Course (distance learning)

Co-Principal Investigator
Juvenile Accountability Incentives Block Grant, Office of Juvenile Justice and Delinquency Prevention
Spring – Summer 2001

Balanced and Restorative Justice Web-based Training Course (distance learning)

Co-Principal Investigator
State of Missouri, Office of State Court Administrators
Spring 2000

Juvenile Restorative Justice Programs Evaluation

Co-Principal Investigator
State of Vermont, Department of Rehabilitation Services
\$110,000 (three-year).
October 1999 – September 2002

AFFILIATIONS

Co-Chair, K-20 Campus Security Committee, Southwest Florida Domestic Security Task Force,
US Department of Homeland Security

Editor and Peer Review Board Member, *International Journal of Restorative Justice*

Trustee, PACE Center for Girls, Inc.

Member, Board of Directors, PACE Center for Girls – Lee County

Member, Juvenile Justice Board, Twentieth Judicial Circuit, State of Florida (Chair, 2003-2006, Vice-Chair 2002-03)

Member, Juvenile Sanctions Center Advisory Committee, National Council of Juvenile and Family Court Judges

Member, Ft. Myers Youth Empowerment Services Coalition
Certified Family Court Mediator, Supreme Court, State of Florida

HOWARD A. SMITH, PHD

HSMITH@FGCU.EDU

5741 FLAMINGO DR · CAPE CORAL, FL · 33904

(M) 703.409.4676

Dr. Howard A. Smith is a seasoned consulting professional with 19 years of management, consulting and education experience including 17 years dedicated to the public sector. He has specialized in the development and execution of results-oriented management processes including the measurement of hard-to-measure program results, and the evaluation of technology implementation and process improvements. He has extensive experience in homeland security topics, particularly in issues of border security and illegal immigration. In addition, he has performed budget, financial and performance integration work at every level of the federal system, from the Office of Management and Budget through PART and Exhibit 300, to the integration of project management practices with program measures and controls.

**EMPLOYMENT
HISTORY**

Florida Gulf Coast University, Fort Myers, Florida.

Assistant Professor, Division of Public Affairs, 2007 to Present.

The Legacy Network, LLC, Arlington, VA.

Associate, 2008-Present.

Homeland Security Institute, Arlington, VA.

Adjunct Fellow, 2007-Present.

Advanced Performance Consulting Group/ICF International, Fairfax,
Virginia.

Principal/Vice President, 2001 to 2007.

The George Washington University, Washington, DC.

Research Director/Project Manager, 2000 to 2004.

Electronic Data Systems, Herndon, Virginia.

Enterprise Architect, 1994 to 2001.

US Government Accountability Office, Washington, DC.

Senior Evaluator, 1990 to 1994.

EDUCATION AND CERTIFICATIONS

PhD, Public Administration, The George Washington University. 2007.

MBA, Organizational Behavior and Operations Management, Cornell University. 1990.

BA, Modern European History and Literature, New College of Florida. 1986.

PRESENTATIONS AND PUBLICATIONS

Midwest Political Science Association, 2009 National Conference, "Evaluating Federal Management Reform: PARTing the PART", Paper Presentation, April 2009

American Society for Public Administration, 2009 National Conference, "Of Fish and Fees: A Tale (Tail) of Accountability and Transparency in Special Districts" Paper Presentation with Dr. Peter Bergerson, Dr. Margaret Banyan and Carla Ramirez. "Political Participation and the Proliferation of Governing Institutions" Paper Presentation with Dr. Margaret Banyan, March 2009

Florida Chapter: American Society for Public Administration, 2008 Florida Conference, "The virtuous virtual MPA: Comparing traditional and distance course delivery in public administration", May 2008

Dissertation: Public Administration Scholars as a Source of Knowledge for Federal Practitioners: Barriers to Communication in the Federal Environment, December 8, 2006, UMI Dissertation Database, number 3250604

Smith, H., Bushey, B., Johnson, C., & Newcomer, K. E. (2004). *Perceptions of the Strategic Management of Human Capital in the Federal Community: A Research Prospectus*: Center for Innovation in Public Service. <http://www.centerforinnovation.net/>

American Society for Public Administration, 2004 National Conference, "A Model of Human Capital Management in High-Change Organizations," March 2004

Texas Association for State Systems for Computing and Communication, 2003 State-wide Conference, "Connecting IT Success to Mission Success," April 2003

E-Gov Institute, 2003 National Conference, "Integrating Performance Results into Budgets," June 2003

National Academy for Public Administration, Annual Conference "Success Stories in Federal Management: Lessons from the Federal Performance Project", Tyson's Corner, VA; November 2002

Joint Security Training Consortium, Excellence in Security Management Seminar, "Essentials of Program and Financial Management," September 2002, December 2002, February 2003, April 2003, June 2003, August 2003, December 2003

Center for Excellence in Municipal Management "Program Evaluation and Performance Measurement," Washington D.C., November 1999, February 2000, July 2000, September 2000, December 2000, May 2001, August 2001, August 2002, December 2002, August 2003, December 2003. Course co-Instructor (with Dr. Kathryn Newcomer)

The George Washington University, "Civic Engagement and Moral Dialogue on the Internet," Guest Lecture in Core MPA Program, February 2001, September 2001, February 2002, February 2003

The George Washington University "Statistical Applications in Public Administration," Graduate-level Course in Statistical Methods, Adjunct Professor, August-December 2001

The George Washington University, "Government Management Reform," Guest Lecture in Core MPA Program, May 1999, December 1999, May 2000, May 2001

Defense Information Systems Agency, "CIO Training in Clinger-Cohen Act Requirements," Lead Instructor, April 2001

"Performance Measurement for Government Financial Management Conference" George Washington University, Federal Budget Officer certificate program, February 1998: co-instructor (with Dr. Kathryn Newcomer)

EDS National Training Center, "Consulting Methods and Frameworks" August 1994-June 1995

US Department of Treasury Financial Managers Conference, "Linking Strategic Planning to Budgeting for Government Agencies", Bethesda, August 1999

"Output & Outcome Measures for Government Agencies Conference" Washington, D.C.; October 1998

"Performance Measurements for Government Conference" Ottawa, ON; September 1998

"Implementing the Balanced Scorecard in Government Conference" Washington, D.C.; July 1998

National Academy for Public Administration, "Improving Government Performance Conference" Washington, D.C.; June-July 1998

US Army CECOM Results-Oriented Management Day" Alexandria; May 1998

"Implementing the Balanced Scorecard in Government Conference" Crystal City; April 1998

USGAO. (1994). *Managing for Results: State Experiences Provide Insights for Federal Management Reforms* (No. GAO/GGD 95-22). Washington, DC: US Government Accountability Office

USGAO. (1992). *Customs Service: Trade Enforcement Activities Impaired by Management Problems* (No. GAO/GGD 92-123). Washington, DC: US Government Accountability Office

USGAO. (1992). *Postal Service: Automation is Restraining but Not Reducing Costs* (No. GAO/GGD 92-58). Washington DC: US Government Accountability Office

**REPRESENTATIVE
CLIENTS**

Army Installation Management Agency
Center for Excellence in Municipal Management
Citizenship and Immigration Services
City of Cape Coral, Florida
Defense Information Systems Agency
Department of Commerce, Grants Management Office
Department of Defense
Department of Homeland Security
Department of Housing and Urban Development
Department of the Navy
Department of State
Immigration and Naturalization Service
Indian Health Service
Intelligence Community
Joint Security Training Commission
National Performance Review
U.S. Customs Service
U.S. Postal Service
White House Office of Management and Budget

EXPERIENCE

**PERFORMANCE
MEASUREMENT AND
MANAGEMENT**

Department of Homeland Security, Citizenship and Immigration Services

Associate

Providing expert assistance to determine measures for CIS mission and transformation efforts.

Department of Homeland Security, Operations Coordination and Planning

Adjunct Fellow

Providing expert assistance in the development and collection of performance measures for GPRA and Future Year Homeland Security Plan (FYHSP). Developing management strategies to use performance measures in strategic and tactical management.

City of Cape Coral, Parks and Recreation Department

Assistant Professor

Developed and analyzed citizen surveys to determine the contribution of Parks and Recreation facilities and services to community quality of life.

Department of Homeland Security, Immigration and Customs Enforcement

Adjunct Fellow

Delivered expert analysis to determine the feasibility of proposed risk management strategies for ICE employment and criminal enforcement activities.

Department of Defense, Chemical and Biological Defense Program

Principal

Provided executive-level advice and analysis of CBDP strategic plans and performance measures to coordinate the full life cycle of CBD functions, from resource planning through research and development to production and deployment.

Department of Homeland Security, Secure Border Coordinating Committee

Principal/Managing Consultant

Provided executive-level expert analysis and advisory services to directly support the White House, Congress and the Secretary of DHS in the development of strategic plans, performance measures and performance analysis for high-profile programs and policy to secure the United States border.

Department of Commerce, Grants Management Office

Managing Consultant

Developed performance measures for use across grants management function at the department and agency level. Facilitated teams of grants management executives to determine common purposes and processes suitable as the basis for a consistent and comparable set of performance measures across disparate grant functions.

Army Installation Management Agency (IMA), Office of Plans

Managing Consultant

Provided executive guidance and advice to the leadership of the Army IMA in the development of performance measurements and performance plans to support Agency level resource allocation and budget justification decisions for the management of 184 installations world-wide.

White House Office of Management and Budget (OMB), Lines of Business (LoB)

Managing Consultant

Led teams of representatives from departments and agencies across the US Federal government. Developed strategies, performance measures, evaluation standards and performance plans for the coordination of common processes in grants management, human resource management and financial management throughout the Federal government. Received a Presidential letter of commendation for this work.

White House Office of Management and Budget (OMB), Federal Enterprise Architecture (FEA)

Managing Consultant

Developed government-wide performance analysis models, budget justification procedures, guidance and evaluation criteria to support the implementation and use of Performance and Business Reference Models (PRM, BRM) used in agency enterprise architectures and capital asset plans (Exhibit 300). Linked these models to program-level planning and measurement efforts such as those used by the Program Assessment Rating Tool (PART).

Defense Information Systems Agency (DISA), Chief Financial Executive (CFE)

Managing Consultant

Evaluated agency performance measures, planning and budget documents and provided advice to leadership on methods of improvement. Led the development of cross-cutting plans and measures development for the CFE, integrating plans with DISA and DoD missions and requirements, and developing a performance management system that provided a line of sight from individual job performance to the DoD balanced scorecard. Created a unified management architecture to link Exhibit 300 submissions with Program Assessment Rating Tool (PART) and coordinated these with requirements of DoD PPBES, balanced scorecard and departmental budget process following GPRA requirements.

Defense Information Systems Agency (DISA), Information Assurance (IA)

Managing Consultant

Assisted the leadership of IA in the development of a comprehensive framework of performance measures and program models to support the transition from traditional management processes to performance-based management. Created a life-cycle model of information assurance that linked all IA programs and services to DISA strategy and Department of Defense balanced scorecard and Quadrennial Defense Review priorities.

Department of the Navy (DON), Chief Information Officer (CIO)

Managing Consultant

Delivered subject matter expertise and consultation to Department of Navy Chief Information Officer and executive staff to guide the development of a scorecard of measures to demonstrate the value of “e-transformation” initiatives across the department.

City of Cape Coral, Florida, Police Department (CCPD)

Independent Consultant

Provided CCPD leadership with evaluation of citizen satisfaction and public safety measurement processes to help to create a culture of results management that enabled individual officers to see contribution to larger CPPD goals and strategies.

Immigration and Naturalization Service, Office of Inspections

Senior Consultant

Led a team that met the mandate of the Government Performance and Results Act (GPRA), by implementing a Performance Indicator Management Scorecard, including the development of the process for measuring enforcement effectiveness through random intensive inspections at Ports-of-Entry nationwide. Created a change management and communications strategy to successfully lead the INS Office of Inspections through the implementation of the new performance indicator system. Developed process simulations for passenger processing at INS Ports-of-Entry that allowed managers to test effects of potential process changes without disturbing ongoing operations.

**PROGRAM
EVALUATION**

The George Washington University, Federal Performance Project

Program Manager

Developed rating criteria, performed evaluations, served on the editorial and rating committees and oversaw the work of the evaluation teams supporting the research and publication of two special issues of *Government Executive* magazine describing the results management capabilities of eighteen federal agencies over a three year period.

US Government Accountability Office (GAO), Managing for Results

Senior Evaluator

Evaluated leading performance management practices in five states to find examples for Congress in advance of passage and implementation of the Government Performance and Results Act (GPRA).

US Government Accountability Office (GAO), US Customs Service

Senior Evaluator

Led fact-finding, problem identification, solution recommendation and report development efforts for evaluation of US Customs Service in areas of trade enforcement and organizational structure. Developed key findings and recommendations for final report to Congress. Recommendation for reengineered processes resulted in annual savings of \$13 million for Customs, plus a significant increase in cargo inspections effectiveness.

US Government Accountability Office (GAO), US Postal Service

Evaluator

Evaluated human resources effects of five year, \$12 billion corporate automation initiative in US Postal Service. Evaluated productivity improvements from character recognition, remote mail sorting, and bar coding processes. Identified uncaptured savings of as much as 50,000 FTEs due to shortcomings in human resource planning and policies.

US Government Accountability Office (GAO), National Performance Review (NPR)

Evaluator

Served as the GAO liaison to the NPR organizational structure and design team.

**BUSINESS DESIGN
AND
IMPLEMENTATION**

Advanced Performance Consulting Group

Vice President for Operations

Developed and implemented an individual performance management process for the professional and administrative staff of APCG, including job responsibilities, expectation setting, compensation and bonus structures and growth path definition. Established financial management processes to bring more timely data and decision making capabilities to executives and project managers.

EDS Government Consulting Services

Enterprise Architect

Led the development and delivery of a management consulting service line supporting performance measurement and results management practices for government agencies. Managed a cross-functional team of professional staff, and coordinated the efforts of multiple, complex tasks across high-priority client engagements. This business line integrated work of consultants and technical IT developers. Developed service-line methodologies, business strategy, and financial management and revenue projections.

Immigration and Naturalization Service, SAVE Program

Senior Consultant

Developed and implemented a new business process for delivering INS non-citizen status information to authorized government agency and employer customers, decreasing maximum processing times from up to 6 months to less than 3 hours, and reducing rework from 20% to less than 5% of cases presented for verification. This project created the initial business model for the national employment verification system now in use.

Department of State, Overseas Radio Program

Managing Consultant

Managed a project developing and deploying project management techniques based on the Project Management Body of Knowledge (PMBOK) and outcome-based performance measures to support improvement of safety and security of US overseas posts and embassies. Improved and designed program management and emergency and evacuation processes for the Overseas Wireless Modernization Program.

EDS Government Services Business Unit

Managing Consultant

Provided executive assistance and guidance to the leadership of the GS business unit to implement plan for improvement of processes to Capability Maturity Model Level 2 and Level 3.

EDUCATION AND TRAINING DEVELOPMENT AND DELIVERY

Joint Security Training Consortium (JSTC)

Managing Consultant

Developed and delivered training in performance measurement and analytical risk management to executive security managers in government and private sector organizations as a faculty member of the JSTC, an organization co-sponsored by the Department of Defense (DoD) and Central Intelligence Agency (CIA).

**INFORMATION
TECHNOLOGY
ASSESSMENT AND
DESIGN**

Center for Excellence in Municipal Management

Faculty

Developed and delivered (with Professor Kathryn Newcomer) three-day executive training sessions in the topics of program evaluation and performance measurement for eleven cohorts of professional managers and leaders from the District of Columbia municipal government.

Electronic Data Systems, Management Consulting Services (MCS)

Faculty

Developed and delivered consulting frameworks training to multiple cohorts of incoming consultants with a wide variety of experience levels and backgrounds. During the rapid growth and acquisition cycle for the EDS MCS practice, the nationwide practice grew from 200 to 1800 consultants. Training included standard business models and consulting frameworks, and involved a week-long intensive role-play.

US Department of Defense, US Army Chief of Staff

Managing Consultant

Led a team developing performance indicators for three knowledge office pilot efforts to show the impact of knowledge office solutions on functions. Developed new measurement methods for collaboration and cost savings from information technology.

Department of Housing and Urban Development (HUD), Assistant Secretary for Administration, Office of Information Technology

Managing Consultant

Managed a team creating evaluation and management capabilities for information technology management. Developed methodologies for assessing the impact of new technologies on mission related processes within the department. Assessed the system functionality and business need requirement process for four critical business information systems. Conducted an independent user satisfaction survey and assessment of the ten critical business information systems.

Indian Health Service (IHS), Chief Information Officer (CIO)

Managing Consultant

Managed a team providing expert support to IHS in the development of a consistent, decentralized process for the management of information technology investments. Coordinated a portfolio-based process for decision-making and management to assure the contribution of technology to agency mission objectives and to demonstrate the relationship of technology initiatives to performance measures.

**STRATEGIC
PLANNING**

**US Intelligence Community, Information Systems Strategic Plan
(ICISSP)**

Enterprise Architect

Led a team developing information systems plan performance measures for 21 planning areas represented by members of 16 intelligence community agencies. Integrated capability maturity modeling assessments with new framework of performance measures to create integrated structure of capability and performance review.

HUMAN CAPITAL

**The George Washington University, Center for Innovation in Public
Service (CIPS)**

Research Director

Wrote and directed research that resulted in the publication of the first CIPS report, "Perceptions of the Strategic Management of Human Capital in the Federal Community," March 2004.

**PROFESSIONAL
AFFILIATIONS**

National Association of Schools of Public Affairs and Administration
(NASPAA)

American Society for Public Administration (ASPA)

Southwest Florida Human Trafficking Task Force

**SECURITY
CLEARANCE**

Secret Clearance, Current.

CURRICULUM VITAE

Roberta Ward Walsh, Ph.D.

**Emeritus Professor
Division of Public Affairs
College of Professional Studies
Florida Gulf Coast University**

**10501 FGCU Boulevard South
Ft. Myers, Florida
33965-6565**

**Phone: 239-590-7841
Fax: 239-590-7758
rwalsh@fgcu.edu**

EDUCATIONAL BACKGROUND

Ph.D. (Social Policy), Florence Heller Graduate School (now Heller Graduate School of Policy & Management), Brandeis University, Waltham, Massachusetts. 1989.

Dissertation: *Regional Economic Impacts of Household Energy Savings in the Low-Income Weatherization Assistance Program*

M.S. (Consumer Economics), Minor in American Government, Cornell University, Ithaca, New York, 1970.

Thesis: *The Consumer Credit Protection Act: An Analysis of Public Policy Formulation*

B.S. in Education, Massachusetts State College at Framingham, 1966.

HONORS & AWARDS

Team Faculty Service Excellence Award, Continuing Contract Task Force, Florida Gulf Coast University, 2002-03.

Aaron Wildavsky Book Award, Policy Studies Organization, 1997.

Doctoral Fellowship, American Council on Life Insurance, 1984-85.

Alumni Achievement Award, Alumni Association, Framingham State College, 1981.

Outstanding Dissertation Research Award, American Council on Consumer Interests, 1971.

EMPLOYMENT EXPERIENCE

Present Position:

Emeritus Professor, Division of Public Affairs, College of Professional Studies, Florida Gulf Coast University. Chair, August 1998 to May, 2006. Associate Professor, 1997-99. Initial contract, 1997-2001; second contract, 2001-2006; third contract through 2011 awarded in 2005; entered phased retirement program, 2007; emeritus status conferred, 2009.

Graduate (MPA) courses taught (1997-present): Introduction to Public Administration; Seminar in Program Planning and Evaluation; Energy Policy: Issues & Analysis; Public Finance; Research Applications in Public Administration; Intergovernmental Administration; Organizational Theory & Behavior; Public Budgeting, Comparative Public Administration.

Undergraduate (Political Science): Intergovernmental Relations, Comparative Social Policy, Women in Politics and Government.

Prior Academic Appointments:

Associate Professor (tenured), The University of Vermont, College of Agriculture and Life Sciences, Department of Community Development & Applied Economics, December 1981-July 1997. Assistant Professor, 1981 to 1988. Appointed to Graduate Faculty, 1988; reappointed 1993. Interim Departmental Chairperson, 1991-92.

Courses taught: Consumers & the Market; Introduction to Agricultural & Resource Economics; Consumer Policy: Issues & Analysis; Housing, Consumers & Society; Energy Policy: Issues & Analysis; Issues in Community Development & Applied Economics.

Visiting Professor, Queen Margaret University, Edinburgh, Scotland, 1992-93. Taught introductory microeconomics, conducted guest lectures in comparative energy and housing policies. Under auspices of Scottish Homes (national housing agency), conducted research in comparative energy and housing policies and programs; assisted in program planning for residential energy conservation (unpaid; on sabbatical leave).

September, 1979 to November, 1981:

Consumer Affairs Manager, Northeast Solar Energy Center, Boston, MA.

Under contract to U.S. Department of Energy, administered survey and analysis of public and private sector consumer assurance mechanisms applicable to solar energy in nine Northeast states: planned and conducted workshops and conferences; procured and managed total of 27 subcontracted consultant services; supervised graduate student interns; authored final report to Department of Energy.

Planned, organized, and conducted outreach programs with citizen solar advocacy and community groups.

May, 1975 to September, 1979:

Consumer Affairs Officer, U.S. Department of Energy, Region I, Boston, MA (Director, Consumer Affairs and Special Impact, Federal Energy Administration, to 1977).

Program Manager, Appropriate Technology Small Grants Program: Responsible for program planning and implementation in 6 New England states; developed procedures for and administered applicant information services, state and regional review and selection processes, grant awards, and unfunded applicant debriefings.

Public Participation Coordinator: Responsible for outreach, reporting and follow-up activities for President Carter's Domestic Policy Review of Solar Energy, Interagency Review Group on Nuclear Waste Management, National Energy Plan II and public hearing on Residential Conservation Service.

Liaison with Consumer/Citizen and Public Interest Groups: Responsible for assuring communication between groups in New England and DOE on energy issues concerning, and energy policies/programs affecting consumers in the region (e.g., utility rate reform and intervention, low-income weatherization and emergency fuel assistance programs).

Delegate to New England Energy Congress, Tufts University (sponsored by N.E. Congressional Delegation), 1978-79: Chaired Consumer Impact Subcommittee of Energy Demand Committee.

Interagency Coordination: Chaired Consumer Affairs Committee of Boston Federal Executive Board, 1976-77, and Consumer Impact Work Group of New England Energy Task Force, 1978-79.

Other Duties and Responsibilities: Taught "Emerging Energy Policies," Simmons College Graduate School, Summer, 1977; appeared weekly as consumer energy advisor, WCVB-TV Mid-day News, Winter, 1977-78; numerous speaking engagements at professional conferences, trade and consumer groups, college and university classes, seminars and assemblies.

September, 1970 to May, 1975:

Consumer Protection Specialist, Federal Trade Commission, Boston, MA.

Program Manager, Regional Advertising Monitoring: planned and implemented pilot project for monitoring regional advertising in print and electronic media, including methodology for data collection and analysis of advertising copy; co-authored final report to Commission; managed regional advertising monitoring and substantiation program adopted as a result of recommendations to the Commission.

Public Affairs Officer: responsible for media liaison, preparing press releases, arranging and conducting press conferences, and responding to media requests regarding matters under investigation.

Other Duties and Responsibilities: planned and conducted investigations of business sales practices and negotiated appropriate remedial actions with corporate officers; developed and conducted public and teacher education programs; researched emerging consumer protection issues.

Summer, 1972 (on leave from FTC position): Assistant Professor, University of Texas, Austin, Texas. Taught finance course to class of 165 undergraduate students.

Summer, 1970: Group Leader to Ireland, The Experiment in International Living, Brattleboro, VT.

September, 1968 to June, 1970: Graduate Teaching Assistant, Department of Consumer Economics and Public Policy, Cornell University, Ithaca, New York. Miscellaneous duties and responsibilities under faculty supervision.

July, 1966 to September, 1968: Cooperative Extension Agent, Cooperative Extension Association of Monroe County, 149 Highland Avenue, Rochester, New York. Conducted public education programs under Office of Economic Opportunity (War on Poverty) grant.

BOOKS/BOOK CHAPTERS

Walsh, R.W. 1996. "Consumer Assurance," Chapter 15 in Larson, R. and R. West, eds. *Implementation of Solar Thermal Technologies*, MIT Press.

Walsh, R.W. and J. G. Heilman, eds. 1994. *Energizing the Energy Policy Process: The Impact of Evaluation*. Westport, CT: Quorum Books.

Walsh, R.W. 1994. Chapter 16, "Bibliographic Essay," *Energizing the Energy Policy Process* .

Heilman, J. G. and **R.W. Walsh**. 1994. Chapter 1, "Introduction," *Energizing the Energy Policy Process*.

REFEREED PUBLICATIONS

Isaacs, M. L. and **R.W. Walsh**. 2004. "Faculty Professional Development Plans and the Contract Employment System: Challenges and Opportunities for Department Chairpersons," *The Department Chair*, Vol. 14, No. 3, pp. 10-13.

Walsh, R.W. 1999. *From Programs to Products: Evaluation's Contribution and Future Direction in a Deregulated Energy Market*. *Proceedings*, International Energy Program Evaluation Conference, August 18, 1999, Denver, CO, pp. 55-65.

Walsh, R.W., N. Collins and Farhar, B. 1997. *Energy Rating Systems and Energy Efficiency Financing: Designing and Implementing Successful Programs*. *Proceedings*, International Energy Program Evaluation Conference, August 28, 1997, Chicago, IL, pp. 3-8.

Hall, N.P. and **R.W. Walsh**. 1997. *Emerging Energy Markets: Strategies for Product Identification and Customer Retention*. *Proceedings*, International Energy Program Evaluation Conference, August 27, 1997, Chicago, IL, pp. 379-85.

Collins, N.E., B.C. Farhar and **R.W. Walsh**. 1996. "Linking Home Energy Rating Systems with Energy-Efficiency Financing: National and State Programs," *Proceedings*, American Council for an Energy-Efficient Economy Summer Study on Energy Efficiency in Buildings, Vol. 2, pp. 235-46.

Walsh, R.W. and J. Kolodinsky. 1995. "Expenditures for Health Care Among Older, Single Women in the United States: Impact on Economic Status and Implications for Public Policy," *Journal of Income Distribution*, Vol. 5, No. 2, pp. 229-242.

Walsh, R.W. and J. Kolodinsky. 1993. "Prices, Income and the Economic Status of Older, Single Women: Implications for Health Care and Housing Policies," *Forum for Social Economics*, Vol. 22, No. 1, pp. 48-59. (Based on paper presented at Association for Social Economics Session, *Social Economics & Women in the Economy*, Allied Social Sciences Association, New Orleans, LA, January 3).

Heilman, J. G. and **R.W. Walsh**. 1992. "Introduction: Energy Program Evaluation and Policy Design," Symposium of the Policy Studies Organization, *Policy Studies Journal*, Vol. 20, No. 1, pp.42-47.

Walsh, R.W. and J. Aleong. 1992. "The Design of Residential Energy Conservation Programs Under Least-Cost Planning: The Role of Evaluation," Symposium of the Policy Studies Organization, *Policy Studies Journal*, Vol. 20, No. 1, pp. 102-111. (Revision of 1989 paper cited below).

Walsh, R.W. 1991. "Residential Programs in Least-Cost Utility Planning: Implications for Consumers and Affordable Housing," in *More than Shelter: The Environmental Perspective*, Proceedings of the American Association of Housing Educators Conference, University of New Hampshire, Durham, NH (October 17), pp.342-348.

Walsh, R.W. and D. B. Howard. 1990. "Effects of Energy Savings on Household Expenditures of Low-Income Weatherization Program Participants," *Proceedings of the 1987 Socioeconomic Energy Research and Analysis Conference*, Washington, DC: U.S. Department of Energy, Office of Minority Economic Impact, Research and Education Division, (August), (CONF-870565), pp. 131-202.

Walsh, R.W. and J. Aleong. 1989. "Utilization of Residential Energy Conservation Program Evaluation in Least-cost Utility Planning," *Proceedings of the Fourth National Conference, Energy Program Evaluation: Conservation and Resource Management*, Chicago, IL, U.S. Department of Energy (and other sponsors) (August 23-35) pp. 133-138.

Walsh, R.W. 1989. "The Residential Conservation Service in Vermont: An Evaluation of Program Implementation," *Evaluation and Program Planning*, Vol. 12, No. 2 (April), pp. 153-161. (Revision of 1983 paper cited below.)

Walsh, R.W. 1987. "Economic Sectors Affected by Household Energy Savings in the Low-Income Weatherization Program," *Proceedings of the Third National Conference, Energy Conservation Program Evaluation: Practical Methods, Useful Results*, Chicago, IL, U.S. Department of Energy, (August 19-21) pp. 415-422.

Walsh, R.W. and W. Crown. 1986. "Evaluating the Economic Effects of the Low-Income Weatherization Program: A Conceptual and Methodological Framework," *Proceedings from the American Council for an Energy-Efficient Economy 1986 Summer Study*, Santa Cruz, CA, Vol. 10, pp. 158-169.

Walsh, R.W. 1985. "Consumer Issues in Energy Efficient Construction: Public and Private Sector Roles and Responsibilities," *Proceedings of the American Solar Energy Society*, Raleigh, NC (October) pp. 420-426.

Sachs, B., B. Hamilton and **R.W. Walsh**. 1985. "A Residential Energy Efficiency Program for Burlington Electric Department: Research and Development of a Program Design," *Proceedings of the Second National Conference, Energy Conservation Program Evaluation: Practical Methods, Useful Results*, Chicago, IL, U.S. Department of Energy (August 19-21), pp. 222-232.

Scott, E. D., **R.W. Walsh** and R. W. Stampfl. 1984. "Analysis of Consumer Science Competencies in Higher Education: Implications for Curriculum Evaluation and Development," *Proceedings, American Council on Consumer Interests Annual Conference*, Atlanta, GA (April), pp. 25-28.

Walsh, R.W. 1983. "Consumer Science Symposium: Its Application to a Developing Program," *Proceedings, American Council on Consumer Interests Annual Conference*, Kansas City, MO (March), p. 79.

Ward, R. A. 1971. "The Consumer Credit Protection Act: An Analysis of Public Policy Formulation," *The Journal of Consumer Affairs*, (Winter),pp. 196-211.

PRESENTATIONS AT PROFESSIONAL CONFERENCES
(Paper proposal acceptance following peer review process)

Walsh, R.W. 2007. "Managing Diversity in the Provision of Housing: The Interaction of Local Government with Social Networks and the Role of Scale and Boundaries," *European Group of Public Administration Conference, Study Group IV: Local Governance and Democracy*, National Institute of Public Administration, Madrid, Spain (September 20).

Walsh, R.W. 2006. "Exploring the Case Study Method as a Tool for Teaching Public Administration in a Cross-national Context: Pedagogy in Theory and Practice," *European Group of Public Administration Conference, Study Group IX: Administration and Teaching*, University of Bicconi, Milan, Italy (September 7).

Walsh, R.W. 2005. "Today's MPA Student Audience and the Introductory Course in Public Administration: An Approach to Substance and Delivery," *28th Annual Teaching Public Administration Conference, American Society for Public Administration*, Fort Walton Beach, Florida (February 12).

Walsh, R.W. and M. Isaacs. 2003. "Professional Development Plans: Challenges and Opportunities for Department Chairpersons. 20th Annual Chairpersons Conference, Orlando, Florida (February 5).

Walsh, R.W., R. Green and G. Flowers. 2001. "Globalization and Strategic Planning for Public Administration Education," 24th Annual Conference on Teaching Public Administration, American Society for Public Administration, Tempe, Arizona (February 4).

Pynes, J., **R.W. Walsh**, and H. Frank. 2000. "Approaches to Recruiting MPA Students," *23rd Annual Conference on Teaching Public Administration, American Society for Public Administration*, Fort Lauderdale, Florida, (January 30) 2000.

Green, R. and **R.W. Walsh** (Moderator). 2000. "Uncharted Territory: Navigating the Institutional and External Forces of Distance Learning," *American Society for Public Administration Annual Conference*, San Diego, CA, (April 3) 2000.

Walsh, R.W. 1999. "Empowering Citizens to Develop Sustainable Communities through Strategic Planning," *International Association for Community Development Conference, Strategies for Democratic Renewal*, Edinburgh, Scotland (April).

Walsh, R.W. 1999. Program Briefing, "Assessing Faculty Performance for Multiple Appointment Types: Key Issues in Institution Building for the 21st Century," *Forum on Faculty Roles and Rewards, American Association for Higher Education*, San Diego, CA (January 21).

Rubens, A., **R.W. Walsh**, and R. Green. 1998. Panel session presenter, "Integrating Technology Education in Public Administration Education," *American Society for Public Administration Annual Conference*, Seattle, WA (May 10).

Walsh, R.W. and M. Dugan. 1997. "Government's Role in Rural Housing: Case Studies from Northern New England and Preliminary Findings from Eastern Canada," (Abstract). *Proceedings, International Sociological Association's Research Committee 43, Housing and the Built Environment Conference*, Alexandria, VA (June 13), pp. 103-104.

Walsh, R.W. and J. Kolodinsky. 1997. Applied Curriculum for Community Economic Sustainability: Innovation, Integration, and Impact in Higher Education. *Eastern Economics Association Annual Meeting*, Crystal City, VA (April 5).

Walsh, R.W. 1995. "Evaluating Alternative Approaches for Financing Energy Improvements in Housing: An Examination of Home Energy Rating System/Energy Efficient Mortgage Program Implementation in Arkansas and Vermont," Panel Session, *National Energy Program Evaluation Conference*, Chicago, III. (August 24).

Walsh, R.W. 1995. "Measuring Program Effectiveness in Sustainable Rural Community Development: A Contrast in Appropriate Evaluation Models," *Annual Meeting of the Rural Sociological Society*, Washington, D.C. (August 19).

Walsh, R.W., and V. Collins. 1994. "Meeting Rural Housing Needs: A Comparative Analysis of Scotland and New England," *Annual Meeting of Rural Sociological Society*, Portland, Oregon (August 11-14).

Kolodinsky, J. and **R.W. Walsh**, 1991. "Income, Prices and Well-Being: A Comparison of Older Single Males and Females," Presented at *Eastern Economic Association Annual Meeting*, Pittsburgh PA (March 16).

Walsh, R.W. 1983. "The Residential Conservation Service in Vermont: An Evaluation of Program Implementation," *Joint Conference of the Evaluation Network/Evaluation Research Society*, Chicago, IL (October)

TECHNICAL REPORTS, INVITED PAPERS, AND OTHER PUBLICATIONS/PRESENTATIONS

Walsh, R.W. 2003. "Webs" for Delivery of Affordable Housing: A Model for Southwest Florida? Poster Presentation, Research Day, Florida Gulf Coast University, April 25.

Walsh, R.W. 2002. Book Review, "Greenbelt, Maryland: A Living Legacy of the New Deal," by Cathy D. Knepper. *Journal of the Community Development Society*, Vol. 33, No. 2, pp. 139-141.

Walsh, R.W., et al. 1998. *Sustainable Rural Community Development in the Northeast Kingdom*. Report to the McConnell Family Foundation, Montreal, Que. Canada. 33pp.

Walsh, R. W. and M.Dugan. 1998. *Housing Delivery Systems in Northern New England: Case Studies from Vermont, New Hampshire and Maine*. Burlington, VT: Center for Rural Studies, The University of Vermont, 96 pp.

Farhar, B.C., N.E. Collins, and **R.W. Walsh**. 1997 (May). *Case Studies of Energy Efficiency Financing in the Original Five Pilot States, 1993-1996*. NREL/TP-550-22355. Golden, CO: National Renewable Energy Laboratory. 362 pp.

Farhar, B.C., N.E. Collins, and **R.W. Walsh**. 1996. *Linking Home Energy Rating Systems with Energy Efficiency Financing: Progress on National and State Programs*. NREL/TP-460-21322. Golden, CO: National Renewable Energy Laboratory. 24 pp.

Walsh, R.W. 1996. Book Review, *Consumer Psychology for Marketing* (Foxall & Goldsmith, 1994), *Journal of Consumer Affairs*, Vol. 30, No. 1, pp. 257-9.

Walsh, R.W. 1991. "What Would an Ideal Banking System in the State of Vermont Look Like?," *Talking Heads*, Vol. 12, No. 6, pp. 22-3.

Walsh, R. W. 1991. "Understanding Consumers Can Help Save Energy," *Vermont Science*, The University of Vermont Agricultural Experiment Station, Vol. 15, No. 1, p. 1.

Walsh, R. W. and J. Kolodinsky. 1991. "Older, Single Women's Economic Status Most Vulnerable," *Vermont Science*, The University of Vermont Agricultural Experiment Station Vol. 15 No. 1, p.3.

Walsh, R. W. 1990. "The Impact of Household Expenditure Patterns on Energy Consumption," *Lifestyles and Energy Session, 1990 Summer Study, American Council for an Energy Efficient Economy*, Asilomar Conference Center, Pacific Grove, CA, (August).

Walsh, R W. 1989. "Bank Sale Won't Benefit Consumers," *Vermont Business Magazine*, (January), p. 9.

Walsh, R.W. 1988. "Bank Doesn't Assure Consumers," *Burlington (Vt.) Free Press* (guest editorial), (December 10), p. 12A.

Walsh, R.W. 1987. "Consumers Need Assurance that Solar Energy Is a Good Investment," *Vermont Science*, The University of Vermont Agricultural Experiment Station, Vol. 11, No. 1, pp. 2 & 3.

Walsh, R. W. 1984. Book Review, "America's Solar Potential" by Farhar-Pilgrim & Unseld, *The Journal of Consumer Affairs*, (Summer), pp. 176-180.

Walsh, R. W. 1981. *Solar Consumer Assurance: An Assessment of Mechanisms in the Northeast*, submitted by Northeast Solar Energy Center to U.S. Department of Energy under Contract No. DE-ACO2-80CS30149 (May). 50 pp.

Ward, R. A. 1973. Book Review, "Counsel for the Deceived" by Philip G. Schrag, *The Journal of Consumer Affairs*, (Winter), pp. 196-211.

FORMAL INVITED PRESENTATIONS

Panel Presenter, *Affordable Housing: Strategies and Choices*," Urban Land Institute, Fort Myers, Florida, January 2004.

Presenter, "Sustainable Rural Community Development," *Knowing Ourselves*, Faculty Seminar Series, Florida Gulf Coast University, November 1999.

Opening plenary speaker, "A Transition to Vermont," *University-Community Connections: What Works!* Sponsored by University of Vermont, Radisson Hotel, Burlington VT, April 30, 1998. Published in Conference Proceedings, pp. 15-24.

Moderator, "Vermont's Electrical Industry Restructuring: New Customer Choices," panel session of the 1997 George D. Aiken Lectures, *Energy Future: Opportunities or Consequences?*, The University of Vermont, April 21, 1997.

Seminar, "Toward Sustainable Rural Communities: Developing Outcome Indicators Through a Participatory Process," Community Development and Applied Economics Department Seminar, University of Vermont, Burlington, November 22, 1996 (with Frederick E. Schmidt, Associate Professor).

Seminar, "Government's Role in Rural Housing," Community Development and Applied Economics Department Seminar, University of Vermont, Burlington, May 17, 1996 (with Molly Dugan, Research Assistant).

Seminar, "Global Change: Challenges and Opportunities for Energy Policy and Planning," Sandia National Laboratories, Albuquerque, NM, May 7, 1996.

Panelist, "Marketing Energy-Efficiency Programs: The Importance of Evaluation," Home Energy Rating Systems Council/Financing Residential Energy Efficiency, Albany, NY, November 9, 1995.

Panelist, "Sustainable Rural Community Development: A Focus on the Northeast Kingdom," Research-in-Progress Seminar, Center for the Study of Vermont, UVM, Burlington, VT, November 29, 1994. Aired on public access television.

Guest Speaker, "Home Energy Ratings and Energy Efficient Mortgages: Issues in Program Evaluation," Monthly meeting of New England Energy Task Force, U.S. Department of Energy, Boston Support Office, Boston, MA, May 17, 1994.

Seminar, "Linking Housing and Energy Policies in the United Kingdom: Perspectives from Scotland," Center for Rural Studies, The University of Vermont, Burlington, October 25, 1993.

Panelist for Plenary Session, "New Energy Policies in the U.S. and European Community," International Energy Program Evaluation Conference, Chicago, IL, August 26, 1993.

Seminar, "Energy Efficiency in the Domestic Sector: What Role for *Scottish Homes*?" Scottish Homes, Edinburgh, UK, July 8, 1993.

Seminar, "Residential Energy Efficiency Policies and Programs: Federal and State Initiatives," Public Administration Program, Graduate School of Arts & Sciences, Northeastern University, Boston, MA, May 7, 1992.

Panelist, "Housing Our Neighbors and Children in the 90's," Third Annual Lieutenant Governor's Conference on Affordable Housing, Burlington, VT, June 20, 1991.

Seminar, "The Role of Energy Program Evaluation in the Policy Process," Patricia Roberts Harris Fellowship Program, Department of Political Science, Auburn University, Auburn, AL, April 20, 1991.

Plenary Speaker, "The Consumer Movement Since 1959: A Vermont and Personal Perspective," New England Consumer Conference, Boston College, Chestnut Hill, MA, November 4, 1989.

Seminar, "A Consumer Focus to Marketing Housing Financial Services," Vermont Housing Finance Agency Staff, Burlington, VT, June 6, 1989.

Concluding Remarks (representing doctoral degree recipients), Heller Graduate School Commencement Exercises, Brandeis University, Waltham MA, May 21, 1989. By invitation of Stuart Altman, Dean.

Guest Lecturer, "Retirement Issues and the Economics of Aging," Gerontology Certificate Program of The University of Vermont, presented at Vermont Technical College, Randolph, VT, March 10, 1989, and February 8, 1991.

Session Speaker, "Resolving Solar Consumer Assurance Issues in a Free Market Environment," Consumer Utility Conference, Conference of Consumer Organizations and Pennsylvania Power & Light Corporation, Hershey, PA, Nov. 13, 1986.

Guest Speaker, "Passive Solar Home Monitoring: Implications for Consumer Marketing," Monthly meeting of New England Energy Task Force (U.S. Department of Energy, Boston Support Office), Boston, MA, March 18, 1986.

Keynote Address, "Marketing Energy Conservation: Making the Message Produce the Result," New England Energy Network (state energy agency program managers), Manchester, NH, February 14, 1985.

Keynote Address, Investiture Ceremony, Framingham State College, Framingham, MA, September 10, 1981. By invitation of D. Justin McCarthy, President.

PUBLIC POLICY INPUT

"Statement in Support of Time-of-Sale Rental Energy Efficiency Ordinance," City of Burlington and Enterprise Community, Burlington City Council, March 1997.

"Promoting Consumer Assurance in the Market for Energy Efficient Residential Construction," Testimony for Governor's Task Force on Energy Efficiency Standards, Vermont Department of Labor and Industry, December 8, 1995.

Member, Roundtable on Retail Competition in the Electric Utility Industry. Vermont Public Service Board and Vermont Department of Public Service, 1994-95.

"Climate Change: Our National Programme for CO₂ Emissions," Department of the Environment, United Kingdom, Queen Elizabeth 11 Conference Center, London, England, May 7, 1993. (Representing Scottish Homes.)

New England Energy Forum, Boston, MA. Sponsored by New England Governors' Conference and U.S. Department of Energy, May 7, 1992.

Vermont Energy Forum, Randolph, VT. Sponsored by Vermont Department of Public Service, New England Governors' Conference and U.S. Department of Energy. Participant and plenary session moderator, April 3, 1992.

Testimony on H.344 (bill to amend certain provisions of interstate banking statute). Vermont House Commerce Committee, March 9, 1989.

Statement Regarding Application of Bank of Boston Corporation to Acquire BankVermont Corporation (Advisory Board Minority Opinion). Submitted to Commissioner of Banking and Insurance, November, 1988.

Recommendations to Governor's Task Force on use of Exxon overcharge funds, Montpelier, VT, March 10, 1986.

Testimony, Vermont Senate Committee on Energy and Natural Resources on S.86, "An Act Relating to Establishing a State Energy Efficiency Agency," Montpelier, VT, March 13, 1985.

Testimony, Public Hearing on National Energy Plan IV, U.S. Department of Energy, Burlington, VT, March 31, 1983.

RESEARCH GRANTS AND CONTRACTS

Office of Research and Sponsored Programs, Florida Gulf Coast University. Internal Grant Program Award, *The Role of Social Networks in Addressing Affordable Housing: The Case of Bonita Springs, Florida* \$4,590, 2006.

City of Bonita Springs/Affordable Housing Alliance. "Needs Assessment of Affordable Housing in Bonita Springs (FL), Phase I," Principal Investigator, 2001.

Greater Fort Myers Chamber of Commerce, "Economic Impact of Lee County's Nonprofit Sector," Principal Investigator, 2000-01.

J.W. McConnell Family Foundation, Montreal, Que. "Sustainable Economic Development in Rural Communities." Project Co-director, 1994-1997.

U.S. Department of Agriculture. "Government's Role in Rural Housing: A New England-Eastern Canada Comparison." Co-principal Investigator, 1994-1997.

Scottish Homes, Research + Innovation Services, in cooperation with Queen Margaret College, Edinburgh. "The Comparative Analysis of National Housing Agencies: A Framework Based on Scottish Homes and The Housing Corporation." Principal Investigator, 1992-93.

State of Vermont, Social Services Division, State Office of Economic Opportunity. "Evaluation of the Low-Income Weatherization Assistance Program." Principal Investigator, Center for Rural Studies, University of Vermont, 1990-91.

Energy Rated Homes of Vermont. Program Evaluation. Co-principal Investigator with Frederick E. Schmidt, Director, Center for Rural Studies, University of Vermont, 1989-90.

Andrus Foundation, American Association of Retired Persons. "Effects of Prices, Income and Labor Force Participation on Expenditure Patterns of the Aged." Co-principal investigator with Dr. Jane Kolodinsky, 1989-90.

University Committee on Research and Scholarship, The University of Vermont. "Criteria for Assessment of Residential Energy Efficiency Program Design and Implementation in Least-cost Utility Planning." Summer, 1989.

U.S. Department of Agriculture. "Criteria For Design of Effective Residential Energy Efficiency Programs: Implications for Least-Cost Planning." Principal Investigator, 1989-1991.

U.S. Department of Agriculture. "Effectiveness of Federal Consumer Energy Programs in Vermont: Implications for Policies and Planning." Principal Investigator, 1982-1984.

OTHER SCHOLARLY WORK

Grant Proposal Reviewer:

National Research Initiative Competitive Grants Program, Rural Development, U.S. Department of Agriculture, 1998.

U.S. Department of Housing and Urban Development, Office of Policy Development and Research, Office of University Partnerships' Community Development Work Study Program grant proposals, 1995-97.

Participant, 1993 *Summer Study, European Council for an Energy Efficient Economy*, Rungstedgaard, Denmark. (Representing Scottish Homes.)

Publication Reviewer:

Manuscripts submitted for publication to the following academic journals/publishers:

Encyclopedia of Measurement and Statistics, Sage Publications, 2005 ("Samples, Sampling and Distributions")

Housing and Society, March and November, 1998; Summer, 1999; April, 2001

American Journal of Evaluation, November 1998

Advancing the Consumer Interest, June, 1997

Journal of Income Distribution, October, 1996

Journal of the Community Development Society, Summer, 1999; March, 2001

Evaluation and Program Planning, February, 1995

The Gerontologist, January, 1995

Journal of Gerontology: Social Sciences, August, 1990 and January, 1994

Evaluation of Demand-Side Management Programs, Sage Publications, April, 1992.

CONSULTING

"Review of Success Stories," Sandia National Laboratories, Albuquerque, NM, for Office of Energy Efficiency and Renewable Energy, U.S. Department of Energy, February, 1999.

"Residential Energy Efficiency Financing," National Renewable Energy Laboratory, Golden, CO, for Office of Building Technologies, U.S. Department of Energy, July, 1995-December, 1997.

"Review and Program Proposals for Energy Efficiency Activities," Scottish Homes, in conjunction with Queen Margaret College, Edinburgh, 1993.

"Research as an Evaluation Tool: An Introduction to Market Evaluation Principles, Methods, and Results," Workshop Presented with Nicholas P. Hall, at Fifth International Conference, Energy Program Evaluation, Chicago, IL, August, 1991.

Evaluation of Energy Programs in the Collaborative Design Process. Central Vermont Public Service and Green Mountain Power Corporations. March, 1991.

Demand-Side Management Program Market Assessment. Burlington Electric Department, 1990-91.

Homebuilder Incentives for Affordable Residential Construction. Vermont Housing Finance Agency. March-April, 1990.

PROFESSIONAL AND PUBLIC SERVICE

Technical Committee, National Association of Schools of Public Affairs & Administration, 2003.

Advisory Committee, The Electronic Hallway, Evans School of Public Affairs, University of Washington, 2004.

Board of Directors, National Energy Program Evaluation Conference, 1997 to 1999.

Planning Committee, National Energy Program Evaluation Conferences, 1984 and bi-annually from 1985 to 1999. Responsibilities included serving as referee of abstracts; approving final papers for presentation and publication in conference proceedings; chairing/moderating sessions.

National Renewable Energy Laboratory, Evaluation Working Group for Energy Efficient Mortgages Pilot Program (implementing provisions of Energy Conservation Act of 1992), 1994.

Board of Directors, Vermont Energy Investment Corporation. Member, 1986 to 1992; Vice-chair, 1988 to 1992.

Burlington Electric Department, Advisory Board for U.S. Department of Energy Pilot Project on Full-Cost Demand-Side Management Residential Program, 1989.

Arizona Solar Home Task Force, Arizona Solar Energy Office, April, 1989.

Advisory Board on Interstate Banking, Vermont Banking and Insurance Commission 1988-1995 (appointment and reappointments by Governors Madeline Kunin and Howard Dean).

Steering Committee, Energy-Rated Homes Program, Vermont Housing Finance Agency, 1987.

Consumer Representative, National Association of Home Builders' Research Foundation, Residential Passive Solar Performance Evaluation Council, 1984 to 1986.

Program Auditor, Consumer Science in Institutions of Higher Education, University of Wisconsin-Madison (funded by U.S. Office of Consumers' Education), 1982.

SERVICE

Community:

American Association of University Women, Greater Naples Branch. Recognition for directing student independent study, Documenting Discrimination in Collier County: An Investigational Study, in cooperation with the Collier County Non-Discrimination Coalition, April 2009.

Florida Gulf Coast University:

Americans with Disabilities Act (ADA) Advisory Committee, College of Professional Studies representative (volunteered). 2006-07.

Transportation Center Committee (appointed by Provost), 2006.

Advisor, College Teaching Institute, Office of Instructional Technology, 2004 (by invitation). Reviewer for on-line course, *Improving Instructional Effectiveness (Instructional Methods)* 2006.

Provost Search Committee (appointed by President), 2004.

Environmental Stewardship Advisory Council. Member, 2001-2005. Chair (appointed by President), 2003-05; directed development of university Environmental Stewardship Plan addressing Energy Management, Facilities & Planning, Wetlands Stewardship, Education & Research, and Community & Communications.

Task Force on Continuing Contracts (appointed), 2002-03; Team Faculty Service Excellence Award for 2002-03.

Chair, Committee on Program Review, Office of Planning & Evaluation (now Planning & Institutional Performance), 2002-03.

Chair, Energy Efficiency Task Force and member, Environmental Management System Core Team, 2000-02 (invited).

President's Advisory Council (appointed), 2000-01.

Environmental Task Force (invited), 2000-01.

Green Buildings Committee (invited), 1999.

Chair, Search Committee, Associate Dean for Institutional Effectiveness and Evaluation, 1999.

Division of Public Administration: Graduate Admissions Coordinator, 1997-98.

Founding Chair, Peer Review Committee, School of Public and Social Services. Developed first draft criteria for promotion, renewal, and tenure; conducted faculty workshops.

Member, Southern Association of Colleges and Schools Graduate Program Self-Study Committee, 1998.

The University of Vermont:

Graduate College, Research Advisory Council (appointed by Graduate College Dean), 1996-97.

Center for the Study of Aging: member, 1985 to 1998; subcommittee on intergenerational housing; research committee.

Aiken Lecture Series Planning Committee, 1997. Appointed by Dean. Hosted keynote speaker, Hazel O'Leary, Secretary of Energy.

Environmental Management Program Curriculum Committee, 1994, appointed by Dean as College faculty representative, in conjunction with Schools of Natural Resources and Business Administration.

Ad Hoc Committee on Review, Tenure and Promotion, appointed by Dean, 1994-96.

Faculty Standards Committee, elected, 1990-91, 1993-96 (chairperson, 1994-96), 1996-97.

Curriculum Committee, elected, 1987-90.

Nominating Committee, elected, 1987, 1990 & 1996.

Honors Committee, elected, 1984-87.

Search and Selection Committees, appointed: Member, chairperson of Community Development & Applied Economics, 1994-95; Chair, faculty position in Merchandising, 1990; Member, faculty position in Department of Agricultural and Resource Economics, 1990; family and consumer economics specialist, UVM Extension Service, 1985; department chair, 1983; three department faculty positions, 1982.

Review Committee, department chair (Merchandising, Consumer Studies and Design), appointed by Dean 1990.

Financial Affairs Advisory Committee, appointed by Dean, 1982-83.

PROFESSIONAL AFFILIATIONS

American Society for Public Administration
Section on Public Affairs Education
Section on Women in Public Administration

European Network for Housing Research

International Sociological Association (Research Committee 43, Housing and the Built Environment)

Policy Studies Organization

Appendix H

Assessment of FGCU Library Political Science Holdings

FGCU Library Resource Assessment: Political Science Holdings and Databases

**Table Fifteen: FGCU Library
Library Holdings in American Government, Public Policy, and Public Administration**

American Government	Public Policy	Public Administration
Biography, Autobiography (33) Book (277) Government Publication (86) Journal (13) Media (2) Microform (15) Newspaper (2) Online Resource (47) Projected Medium (2) Serial (20) Video (DVD) (1) Video (VHS) (1) Video (all formats) (2)	Biography, Autobiography (2) Book (317) Government Publication (50) Journal (56) Media (1) Microform (15) Online Resource (80) Projected Medium (1) Serial (67) Video (VHS) (1) Video (all formats) (1)	Biography, Autobiography (3) Book (599) Government Publication (126) Journal (83) Microform (49) Online Resource (134) Serial (96)

**Table Sixteen: FGCU Library
Library Holdings in International Relations, Comparative Government, and International Law**

International Relations	Comparative Government	International Law
Biography, Autobiography (4) Book (791) Government Publication (127) Integrating Resource (1) Journal (146) Media (2) Microform (17) Online Resource (259) Projected Medium (2) Serial (171) Video (VHS) (2) Video (all formats) (2)	Biography, Autobiography (1) Book (168) Government Publication (10) Journal (2) Microform (1) Online Resource (14) Serial (3)	Biography, Autobiography (2) Book (441) Government Publication (123) Integrating Resource (1) Journal (134) Media (2) Microform (20) Online Resource (229) Projected Medium (2) Serial (160) Video (DVD) (1) Video (VHS) (1) Video (all formats) (2)

**Table Seventeen: FGCU Library
Library Holdings in Political Philosophy, Public Law, and Political Ethics**

Political Philosophy	Public Law	Political Ethics
Biography, Autobiography (1) Book (120) Government Publication (3) Journal (9) Media (1) Online Resource (31) Projected Medium (1) Serial (9) Video (DVD) (1) Video (all formats) (1)	Book (123) Government Publication (65) Journal (47) Manuscript (1) Microform (14) Online Resource (87) Projected Medium (1) Serial (60) Video (VHS) (1) Video (all formats) (1)	Biography, Autobiography (6) Book (106) Government Publication (7) Journal (9) Microform (2) Online Resource (19) Serial (9)

**Table Eighteen: FGCU Library
Library Holdings in African Politics, Asian Politics, and Canadian Politics**

Politics—Africa	Politics—Asia	Politics—Canada
Biography, Autobiography (22) Book (213) Government Publication (17) Journal (30) Media (3) Online Resource (54) Projected Medium (3) Serial (35) Video (VHS) (3) Video (all formats) (3)	Biography, Autobiography (1) Book (98) Government Publication (13) Journal (10) Microform (6) Online Resource (34) Serial (14)	Biography, Autobiography (4) Book (52) Government Publication (9) Journal (14) Microform (1) Online Resource (20) Serial (18)

**Table Nineteen: FGCU Library
Library Holdings in European Politics, Latin American Politics, and Middle Eastern Politics**

Politics—Europe	Politics—Latin America	Politics—Middle East
Biography, Autobiography (12) Book (296) Government Publication (15) Journal (25) Media (1) Microform (5) Online Resource (72) Projected Medium (1) Serial (27) Video (VHS) (1) Video (all formats) (1)	Biography, Autobiography (4) Book (170) Government Publication (18) Journal (16) Media (1) Microform (1) Online Resource (27) Projected Medium (1) Serial (18) Video (DVD) (1) Video (all formats) (1)	Biography, Autobiography (4) Book (122) Government Publication (13) Journal (10) Microform (2) Online Resource (34) Serial (12)

**Table Twenty: FGCU Library
Political Science Databases**

Political Science Databases
ABI Inform Global America History and Life Berkeley Electronic Press Journal Collection CQ Public Affairs Collection CQ Researcher Contemporary Women's Issues Criminal Justice Abstracts EIS: Digests of Environ Impact Statements Ethnic Newswatch Complete Florida Documents Index Gender News Watch InfoTrac One File JSTOR Oxford Journals Online Lexis Nexis – Academic Lexis Nexis – Congressional PAIS International Science Direct