BYU Hawaii Curriculum Proposal Number [16-09]

Section 1 - Approvals

[See the separate document entitled “BYU Hawaii Curriculum Proposal Instructions” for instructions. Reminder: delete or replace all text in square brackets. Retain all other text.]

Approvals

Name of Proposal: **POSC Curriculum Overhaul 2016**

Submitted by: **Michael G. Murdock**  Signature: _Signature_

Date: **2016-05-18**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Vote: For 3.3, Against 0, Abstain 0, Absent 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Approved by Department [separate block for each dept that has classes impacted]</td>
<td>Signature: <em>Signature</em>  Chair: <strong>Michael Murdock</strong></td>
<td>8/11/2016</td>
</tr>
<tr>
<td>2. Approved by College [separate block for each college]</td>
<td>Signature: <em>Signature</em>  Dean: <strong>Jim Lee</strong></td>
<td>8/17/2016</td>
</tr>
<tr>
<td>3. Approved by General Education (if any GE course is affected)</td>
<td>Signature: <em>Signature</em>  GE: <strong>Russel Carlson</strong></td>
<td></td>
</tr>
<tr>
<td>4. Approved by University Curriculum Committee</td>
<td>Signature: <em>Signature</em>  UCC: <strong>Jennifer Lane</strong></td>
<td>8/22/16</td>
</tr>
<tr>
<td>5. Approved by Deans’ Council</td>
<td>Signature: <em>n/a</em>        AVP: <strong>John Bell</strong></td>
<td></td>
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<tr>
<td>6. Approved by the President's Council (for new majors)</td>
<td>Signature: <em>n/a</em>        Pres: <strong>John Tanner</strong></td>
<td></td>
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</tbody>
</table>
Summary: This proposal seeks to overhaul the Political Science curriculum for the reasons delineated below. Proposed changes include the following:

1) Add two new core courses (POSC 190 Foundations of Critical Thinking, and POSC 220 Historical Systems of Power);

2) Change the numbers and name of two core courses (POSC 200 Political Inquiry → POSC 300 Political Inquiry and Writing; POSC 204 Quantitative Political Research → POSC 304 Quantitative Political Research);

3) Change the name of one core course (POSC 230 Governance and Public Law → POSC 230 Fundamentals of Governance;

4) Add two elective courses (POSC 320 Government and Policy Analysis, and POSC 384 The United Nations and Intergovernmental Organizations);

5) Change the number and/or name of two elective classes (POSC 460 Pacific Regionalism → POSC 386 Pacific Regionalism and Conflict; and POSC 480 Political Futures Studies → POSC 380 Political Futures Studies).

[Make POSC 460 and POSC 480 inactive]

6) Combine four classes into two (POSC 322 Oceanic Governments and POSC 325R Pacific National Politics → POSC 322 Oceanic Governments and Politics; POSC 340 Asian Governments and POSC 342 International Relations of Asia → POSC 340 Asian Governments and International Relations)

[Make POSC 325R and POSC 342 inactive]

Moving the course 200 to 300 will not change the syllabus, assignments, objectives, or content. Based on the material covered, the student learning outcomes, the focus on writing and research, POSC 200 has always been the hardest POSC class. It should have been a 300-level course all along. Because it was so integral and difficult, it was given four credits. Now that it will become a 300-level course, we can move the credit hours back to 3, rather than 4. Therefore, the department feels that changing the number to 300 will better reflect the intensity of the course.

In the past the department gave it a 200-level number simply to encourage students to take it early in their academic career, rather than putting it off to the end. Today most students still put it off until their senior year. In short, using a 200 number has not much altered student behavior. Changing the number to 300 will be accompanied by strong departmental and faculty encouragement that students take it before launching heavily into the 300-level electives.

Moving the class to 300 will also better sequence this class within the curriculum core. This proposal, as well as changing GE requirements, will add or change 3 core courses at the 100 and 200 levels. The new GE 300 needs to follow these other courses. It will be introduced as the gateway into the 300-level electives. At the moment the department has no plans to make POSC 300 a prerequisite to all POSC 300 electives. If we can successfully get students Mapped to take POSC 300 earlier in their academic career then we wont need prerequisites. That is our ideal hope.

The same arguments above hold for POSC 204. That class introduces quantitative research methods and, hence, better fits as a gateway course into the 300-level electives, rather than an introductory 200-level course.
Over the last few months the educational landscape at BYUH has shifted under our feet. New vision and demands from outside the department have compelled us to alter our POSC program. The four most significant issues include the following:

1) The GE program is being phased out in favor of a program that lets students complete multiple minors or certificates spread across the campus.

2) WASC insists that BYUH departments require more 300-level courses and our program (POSC) was specifically identified as requiring an insufficient number of upper division credits.

3) Too many of our 300-level courses are too sparsely attended which impedes the POSC department’s efforts to regain the lost Jon Jonassen FTE. Restoring POSC to a healthy faculty size requires that we more effectively fill our classes.

4) The new university administration has been emphasizing—as Wheelwright did—pragmatic education and training that will get students jobs after graduation. We already do that and want to expand the practicality of our program.

5) President Tanner has said he wants 75% of BYUH students to hail from Hawaii or International regions. Since 43% of our majors are Pac Island students and a full 66% of our majors are international, we feel that we can attract a significant number of President Tanner’s increase if we can offer them a pragmatic experience.

Given these new pressures and opportunities, we’ve determined to change our offerings. These changes provide a few distinct advantages. First, since GE will eventually disappear the POSC department has a chance to cover the basic foundations once provided by GE, giving us more hand-on interaction with our own majors. Second, the new POSC program is a little longer but, with fewer credits required by GE and more flexibility granted the students, they will still be able to opt for more certificates and minors than in the past. Third, we’ll get to keep students in our major (and our classrooms) longer than we currently do because now we send them off to GE and our small major tends to graduate students very quickly. This should help expand the number of majors a bit, which we need if we’re going to get additional FTEs. Fourth, our average student enrollments will rise from 12 students per section to 16 students per section, improving class space usage. Fifth, our upper division courses won’t be competing with each other for students as in the past. In addition to these five there are several other benefits, such as the chance our certificates can attract non-majors, the likelihood that our major will grow when heavy recruiting from Asia and the Pacific begins, and so forth.

This proposal will increase the number of required credits from 40 to 45. In order to keep the faculty load the same the program will consolidation some elective classes. The only faculty burden will be to add a few new preps to teacher rotations for the next year or so.

In terms of graduation requirements, students will need to take two extra core courses. Since GE will be disappearing and since several core courses can be used for certificates (hence double-dipping) the burden will not be significant.
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

Effective Date: November 7, 2016

College: College of Business, Computing and Government

Abbreviation: POSC

It is strongly recommended that all Political Science majors take a minor in a technical field such as accounting, conflict resolution, economics, computer science (with emphasis in database management or web design) or public management.

B.A. Political Science (45 hours)-effective November 2016

Courses for Admission to the Major (24 hours)
- POSC 101 Introduction to Politics (3)
- POSC 110 US Political System (3) OR POSC 170 International Relations (3)
- POSC 190 Foundations of Critical Thinking (3)
- POSC 202 History of Political Philosophy (3)
- POSC 220 Historical Systems of Power (3)
- POSC 230 Fundamentals of Governance (3)
- POSC 300 Political Inquiry and Writing (3)
- POSC 304 Quantitative Political Research (3)

Advanced Content (12 hours) Choose from the following:
- POSC 318 Federalism & Intergovernmental Relations (3)
- POSC 320 Government and Policy Analysis (3)
- POSC 322 Oceanic Governments and Politics (3)
- POSC 330 Intro. to Public Administration (3)
- POSC 331 Public Policy (3)
- POSC 335 Issues of Terrorism (3)
- POSC 338 Poverty and Civil Conflict (3)
- POSC 340 Asian Governments and International Relations (3)
- POSC 352 Ethics and the Legal Environment (3)
- POSC 354 Legal Research and Writing (3)
- POSC 356 International Legal Drafting & Transactions (3)
- POSC 358 Comparative Law (3)
- POSC 362 International Political Economy and Development (3)
- POSC 364 Conflict Bargaining and Management (3)
- POSC 366 Politics and Economics of the Developing World (3)
- POSC 380 Political Future Studies (3)
- POSC 384 The United Nations and Intergovernmental Organizations (3)
- POSC 386 Pacific Regionalism and Conflict (3)
- POSC 390R Special Topics in Political Science (3)

In addition, advanced content electives may include two of any of the following:

- ECON 350 Economic Development (3)
- HIST 423 Modern Nationalism & Globalization (3)
- PMGT 300 Public Policy (3)
- PMGT 350 Crisis Management (3)
- PMGT 360 Disaster Management (3)
Capstone and Internship (6 hours):
  POSC 410 The Constitution of the United States (3) OR POSC 420 Complexity and Public Policy (3) OR POSC 470 International Relations Theory (3) OR PMGT 499 Public Management (3)

POSC 498R Internship OR POSC 499 Research & Writing

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Immediately following this page, attach the revised Major Requirements Sheet and sample Major Academic Plan.
Following the MRS and MAP, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
### I. Required courses for admission to the major

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 101</td>
<td>Introduction to Politics (GenEd)</td>
<td>3</td>
<td></td>
<td>F,W,S</td>
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<tr>
<td>POSC 110 or POSC 170</td>
<td>U.S. Political System (GenEd) International Relations (GenEd)</td>
<td>3</td>
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<td>F,S</td>
<td>W,S</td>
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<td>POSC 190</td>
<td>Foundations of Critical Thinking</td>
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<td>F,W,S</td>
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</tr>
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<td>POSC 202</td>
<td>History of Political Philosophy</td>
<td>3</td>
<td></td>
<td>F,W</td>
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<td></td>
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<tr>
<td>POSC 220</td>
<td>Historical Systems of Power</td>
<td>3</td>
<td></td>
<td>W,S</td>
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<tr>
<td>POSC 230</td>
<td>Fundamentals of Governance</td>
<td>3</td>
<td></td>
<td>F,W,S</td>
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</tr>
<tr>
<td>POSC 300</td>
<td>Political Inquiry &amp; Writing</td>
<td>3</td>
<td>POSC 300</td>
<td>F,W</td>
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</table>

To be accepted into this major, you have a cumulative GPA of 2.0 or higher.

**II. Advanced Content**

<table>
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<th>Hr.</th>
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<th>Sem.</th>
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<tbody>
<tr>
<td>POSC 318</td>
<td>Federalism &amp; Intergovernmental Relations</td>
<td>3</td>
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<td>POSC 320</td>
<td>Government and Policy Analysis</td>
<td>3</td>
<td>W</td>
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<td>POSC 322</td>
<td>Oceanic Governments</td>
<td>3</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>POSC 330</td>
<td>Introduction to Public Administration</td>
<td>3</td>
<td></td>
<td>W</td>
</tr>
<tr>
<td>POSC 331</td>
<td>Public Policy</td>
<td>3</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>POSC 335</td>
<td>Issues of Terrorism</td>
<td>3</td>
<td>W</td>
<td></td>
</tr>
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<td>POSC 338</td>
<td>Poverty and Civil Conflict</td>
<td>3</td>
<td>S</td>
<td></td>
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<tr>
<td>POSC 340</td>
<td>Asian Governments</td>
<td>3</td>
<td>F</td>
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<td>POSC 352</td>
<td>Ethics and the Legal Environment</td>
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<td>F,W,S</td>
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<td>POSC 354</td>
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<td>POSC 356</td>
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<td>POSC 358</td>
<td>Comparative Law</td>
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<td>POSC 362</td>
<td>Int’l Political Economy and Development</td>
<td>3</td>
<td>F</td>
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<td>POSC 364</td>
<td>Conflict Bargaining and Management</td>
<td>3</td>
<td>F</td>
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<td>POSC 366</td>
<td>Politics and Economics of the Developing World</td>
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<td>F</td>
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<td>POSC 380</td>
<td>Political Futures Studies</td>
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<td>W</td>
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<tr>
<td>POSC 384</td>
<td>The United Nations and Intergovernmental Orgs</td>
<td>3</td>
<td>F</td>
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<td>POSC 386</td>
<td>Pacific Regionalism and Conflict</td>
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<td>W</td>
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<td>POSC 390R</td>
<td>Special Topics in Political Science</td>
<td>3</td>
<td>Variable</td>
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Electives may include any two of the following:

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<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Offered</th>
<th>Sem.</th>
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<tbody>
<tr>
<td>ECON 350</td>
<td>Economic Development</td>
<td>3</td>
<td>EDON 200, 201, and MATH 221</td>
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<td>HIST 424</td>
<td>Nationalism and Globalization</td>
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<td>PMGT 300</td>
<td>Public Policy</td>
<td>3</td>
<td>Jt. standing or approval of instructor</td>
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<td>PMGT 350</td>
<td>Crisis Management</td>
<td>3</td>
<td>S</td>
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<td>PMGT 360</td>
<td>Disaster Management</td>
<td>3</td>
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**III. Capstone & Internship**

<table>
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<th>Title</th>
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<th>Offered</th>
<th>Sem.</th>
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<tbody>
<tr>
<td>POSC 410 or POSC 420 or POSC 470 or PMGT 499</td>
<td>The Constitution of the United States Complexity &amp; Public Policy International Relations Theory Public Management</td>
<td>3</td>
<td>F, S, F</td>
<td>W</td>
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<td>POSC 498R or POSC 499</td>
<td>Internship Research &amp; Writing</td>
<td>3</td>
<td>POSC 200, POSC 202</td>
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Total Credits Mapped for Graduation:

No grade less than C- will be counted towards the major.

8/12/2016
## Core Requirements

15 Credits

*Including at least two upper-division classes*

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<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
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<tr>
<td>POSC 101</td>
<td>Introduction to Politics</td>
<td>3</td>
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<td>POSC 202</td>
<td>History of Political Philosophy</td>
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<td>POSC 230</td>
<td>Fundamentals of Governance</td>
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<td>F,W,S</td>
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<td>POSC 300</td>
<td>Political Inquiry</td>
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<td>State and Local Government</td>
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<td>POSC 322</td>
<td>Oceanic Governments and Politics</td>
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<td>3</td>
<td>W</td>
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<td>Public Policy</td>
<td>3</td>
<td>W</td>
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<td>POSC 332</td>
<td>Public Personnel Management</td>
<td>3</td>
<td>F</td>
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<td>Issues of Terrorism</td>
<td>3</td>
<td>W</td>
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<tr>
<td>POSC 340</td>
<td>Asian Government &amp; International Relations</td>
<td>3</td>
<td>F</td>
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<td>POSC 380</td>
<td>Political Future Studies</td>
<td>3</td>
<td>W</td>
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<td>POSC 386</td>
<td>Pacific Regionalism and Conflict</td>
<td>3</td>
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<td>POSC 410</td>
<td>The Constitution of the United States</td>
<td>3</td>
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<td>POSC 470</td>
<td>International Relations Theory</td>
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<td>POSC 498R</td>
<td>Political Internship</td>
<td>3</td>
<td>F,W,S</td>
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### Total Credits Mapped for Graduation:

No grade below C- will be accepted in fulfilling Minor requirements.
## Public Management Minor

**MIPMGT.2009 (mrs 748)**

18 credits

**Effective Date:** 06/2009

### Core Requirements

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<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 330</td>
<td>Introduction to Public Administration</td>
<td>3</td>
<td></td>
<td>W</td>
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<tr>
<td>PMGT 300</td>
<td>Public Policy</td>
<td>3</td>
<td></td>
<td>W</td>
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<td>PMGT 499</td>
<td>Public Management</td>
<td>3</td>
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### Electives

*Choose one from each group*

**Group 1**

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<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 200</td>
<td>Principles or Microeconomics</td>
<td>3</td>
<td>MATH 110 or Pass BMQT** or MATH 221 or ACT Math Score of 24 or SAT Math Score of 590</td>
<td>F,W,S</td>
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<tr>
<td>ECON 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>MATH 97 or equivalent</td>
<td>F,W,S</td>
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<tr>
<td>MATH 221</td>
<td>Principles of Statistics I</td>
<td>3</td>
<td>MATH 106 or 110 (106 rec. by MATH dept.)</td>
<td>F,W,S</td>
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<tr>
<td>PSYC 205</td>
<td>Applied Social Statistics</td>
<td>3</td>
<td>MATH 97 or equivalent</td>
<td>F,S</td>
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**Group 2**

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<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
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<tbody>
<tr>
<td>BUSM 310</td>
<td>Leadership and Management</td>
<td>3</td>
<td>Business Core</td>
<td>F,W,S</td>
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<td>PMGT 350</td>
<td>Crisis Management</td>
<td>3</td>
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<td>PMGT 360</td>
<td>Disaster Management</td>
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**Group 3**

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<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 170</td>
<td>International Relations</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>POSC 380</td>
<td>Political Future Studies</td>
<td>3</td>
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<td>F</td>
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</tr>
<tr>
<td>POSC 386</td>
<td>Pacific Regionalism and Conflict</td>
<td>3</td>
<td></td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 423</td>
<td>Modern Nationalism &amp; Globalization</td>
<td>3</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total Credits Mapped for Graduation:

9 Credits

*Or other course with Public Management Program approval

---

No more than six (6) hours in the minor may be used in the student’s major.

No grade below C- will be accepted in fulfilling Minor requirements.

---

The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.
The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Criminal Justice Certificate
CTCRMJ.2015  (mrs 1151)
15 credits

<table>
<thead>
<tr>
<th>Required</th>
<th>6 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Title</td>
</tr>
<tr>
<td>CRMJ 301</td>
<td>Basic Criminal Justice</td>
</tr>
<tr>
<td>CRMJ 371</td>
<td>Criminal Investigation and Criminology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>9 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete 3, including at least 1 class from each set</td>
</tr>
<tr>
<td>Set A - Theory</td>
<td></td>
</tr>
<tr>
<td>POSC 230</td>
<td>Fundamentals of Governance</td>
</tr>
<tr>
<td>POSC 358</td>
<td>Comparative Law</td>
</tr>
<tr>
<td>POSC 410</td>
<td>Constitution of the US</td>
</tr>
</tbody>
</table>

Set B - Skills
| POSC 335 | Issues of Terrorism | 3   |              | W       |      |       |
| PMGT 350 | Crisis Management | 3   |              | S       |      |       |
| PMGT 360 | Disaster Management | 3   |              | F       |      |       |

Total Credits Mapped for Graduation:

No more than 6 credits of this certificate may overlap with credits used for another major or certificate.

No grade below C- will be accepted in fulfilling certificate requirements.
Certificate in International Development  
CTINTDEV.2014 (mrs 1045)  
15 credits  
Effective Date: Sept 2014

Core Courses  
*Take all of the following:*

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 362</td>
<td>International Political Economy &amp; Development</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>POSC 366</td>
<td>Politics and Economics of the Developing World</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>POSC 304</td>
<td>Quantitative Political Research (GenEd)</td>
<td>3</td>
<td>POSC 200 or instructor approval</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or MATH 221</td>
<td>Principles of Statistics I</td>
<td></td>
<td>MATH 106 or 110 or 107 or BMQT or Math score of 24 on ACT or 590 on SAT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or PSYC 205</td>
<td>Applied Social Statistics</td>
<td></td>
<td>PSYC 111 and MATH 107 or equivalent or MATH 110 or equivalent</td>
<td></td>
<td></td>
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</table>

Electives  (Choose two):  
6 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 447</td>
<td>Applied and Development Anthropology</td>
<td>3</td>
<td>ANTH 105 or IPB 121</td>
<td>W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 338</td>
<td>Poverty and Civil Conflict</td>
<td>3</td>
<td></td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 364</td>
<td>Conflict bargaining and Management</td>
<td>3</td>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 386</td>
<td>Pacific Regionalism and Conflict</td>
<td>3</td>
<td></td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 470</td>
<td>International Relations Theory</td>
<td>3</td>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT 300</td>
<td>Public Policy</td>
<td>3</td>
<td></td>
<td>W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT 350</td>
<td>Crisis Management</td>
<td>3</td>
<td></td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT 360</td>
<td>Disaster Management</td>
<td>3</td>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT 499</td>
<td>Public Management</td>
<td>3</td>
<td></td>
<td>W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 200</td>
<td>Microeconomics</td>
<td>3</td>
<td>MATH 110 or Pass BMQT** or MATH 221 or ACT Math Score of 24 or SAT Math Score of 590</td>
<td>F,W,S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 201</td>
<td>Macroeconomics</td>
<td>3</td>
<td>ECON 200</td>
<td>F,W,S</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Mapped for Graduation:  
15 Credits

No grade below C- will be accepted in fulfilling certificate requirements.

The terms of this certificate will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.
### Legal Studies Certificate

**CTLEGSTD.2014 mrs: 1055**  
**15 credits**

#### Name of Student:  

#### Student ID #:  

#### Home Country:  

#### Grad. Date:  

#### Advisor:  

#### Date Started:  

**Effective Date: Fall 2014**

### Core Legal Studies Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 354</td>
<td>Legal Research and Writing</td>
<td>3</td>
<td>none</td>
<td>W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 356</td>
<td>Int’l Legal Drafting &amp; Transactions</td>
<td>3</td>
<td>none</td>
<td>S</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Elective Legal Studies Courses; Complete 3

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
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<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 230</td>
<td>Fundamentals of Governance</td>
<td>3</td>
<td>none</td>
<td>F,W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 352</td>
<td>Ethics and the Legal Environment</td>
<td>3</td>
<td>none</td>
<td>F,W,S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 358</td>
<td>Comparative Law</td>
<td>3</td>
<td>none</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 410</td>
<td>Constitution of the U.S</td>
<td>3</td>
<td>none</td>
<td>F</td>
<td></td>
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</table>

**TOTAL CREDITS: 15**

No grade lower than C- will be accepted in fulfilling certificate requirements.

*The terms of this certificate will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.*

Updated 10/27/14
Major

POSC sample MAP for new student 9 semesters

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 101</td>
<td>Introduction to Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 110</td>
<td>US Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>REL 121</td>
<td>Intro. to the Book of Mormon</td>
<td>2</td>
</tr>
<tr>
<td>GE 100</td>
<td>Local Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Reading/ Writing/ Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credits:</td>
<td>14</td>
</tr>
</tbody>
</table>

Fall 1

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 202</td>
<td>History of Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>POSC 190</td>
<td>Foundations of Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>GE 110</td>
<td>Critical Inquiry and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>REL 275</td>
<td>Teachings of the Book of Mormon</td>
<td>2</td>
</tr>
<tr>
<td>HUMC</td>
<td>Humanities and Culture Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credits:</td>
<td>14</td>
</tr>
</tbody>
</table>

Winter 1

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 300</td>
<td>Political Inquiry and Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credits:</td>
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</tbody>
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Summer 1

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 230</td>
<td>Fundamentals of Governance</td>
<td>3</td>
</tr>
<tr>
<td>GE 120</td>
<td>Scientific Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>POSC Elect</td>
<td>POSC Elective #1</td>
<td>3</td>
</tr>
<tr>
<td>GE 300</td>
<td>World Communities</td>
<td>3</td>
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<tr>
<td>REL 250</td>
<td>Jesus Christ and the Gospel</td>
<td>2</td>
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<tr>
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<table>
<thead>
<tr>
<th>Class</th>
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<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>Elective</td>
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<td>3</td>
</tr>
<tr>
<td>LANG 101</td>
<td>Foreign Language elective</td>
<td>4</td>
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<tr>
<td>REL 211</td>
<td>The New Testament</td>
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<tr>
<td>POSC Elect</td>
<td>POSC Elective #2</td>
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<td>EXS 129</td>
<td>Fitness for Life</td>
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Fall 2

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>POSC Elect</td>
<td>POSC elective #3</td>
<td>3</td>
</tr>
<tr>
<td>LANG 102</td>
<td>Foreign Language Elective II</td>
<td>4</td>
</tr>
<tr>
<td>REL 225</td>
<td>Foundations of the Restoration</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives toward a certificate</td>
<td>3</td>
</tr>
<tr>
<td>POSC 300</td>
<td>Political Inquiry and Writing</td>
<td>3</td>
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Winter 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Electives</td>
<td>Electives toward a certificate</td>
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</tr>
<tr>
<td>POSC CAP</td>
<td>Capsone class</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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Summer 2

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANG 201</td>
<td>Foreign Language III</td>
<td>4</td>
</tr>
<tr>
<td>REL 200</td>
<td>The Eternal Family</td>
<td>2</td>
</tr>
<tr>
<td>POSC 220</td>
<td>Historical Systems of Power</td>
<td>3</td>
</tr>
<tr>
<td>SCIT</td>
<td>Science or Technology elective</td>
<td>3</td>
</tr>
<tr>
<td>POSC 304</td>
<td>Quantitative Political Research</td>
<td>3</td>
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<table>
<thead>
<tr>
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<th>Cr</th>
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<tr>
<td>POSC 498</td>
<td>Political Internship</td>
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Fall 3

<table>
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<tr>
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<th>Name</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>Electives</td>
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<td>6</td>
</tr>
<tr>
<td>POSC 315</td>
<td>Advanced Writing</td>
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<tr>
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Winter 3

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>Electives toward a certificate</td>
<td>6</td>
</tr>
<tr>
<td>POSC CAP</td>
<td>Capsone class</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Any electives</td>
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Summer 3

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Semester Credits:</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: This is a sample MAP to help you make academic plans. It is required that you have an approved MAP on file with your Academic Advisor by 30 credits.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** November 7, 2016

**College:** College of Business, Computing, and Government

**Course Prefix:** POSC

**Course Number:** 190

---

**NEW COURSE.**

**Full Title:** Foundations of Critical Thinking

**Short Title (for Transcript, 30-char max):** Foundations of Critical Thinking

**Catalog Entry (50-word recommended maximum):**

Introduces the fundamentals of logic and reason, fallacies, argumentation, and others aspects of critical thinking to improve oral and written persuasion.

**Prerequisites:** none

**Equivalency:** GE 110

**Credit Hours:** 3

**Frequency:** Winter and Spring

**Grading Method:** A-B-C

**Course Fees:** none

**Learning Objectives:** Each student who passes this course will be able to do the following:

- Learn to organize materials, thoughts, and arguments in a logical manner; demonstrate familiarity with library resources, understand deductive and inductive logical and related skills, understand speculative and persuasive skills, employ evidence to make an oral and written argument.

**Assessment Methods:** Quizzes, class activities, papers, library assignments, and exams will assess student progress.

---

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Aloha! POSC 190 will introduce modes of critical thinking via the lenses of nationalism and globalization. Many students accept so-called “facts” without questioning the underlying logic and evidence supporting those facts. Doing so raises risk even if others seek no advantage over you. Failure to successfully assess conditions or evaluate information can cost resources, opportunities, and future. Critical thinking, problem solving, and effective communicating are highly prized skills, arguably the most valued benefits of a college education.

Beyond the usual purposes behind a BYU-Hawaii education I seek three additional outcomes. First, I hope you will view our social world and your place in it as a function of your thoughts and responses to those thoughts. You can never contribute to building Zion unless you reach your potential.

Second, I want your thinking and analysis to expand. I have little interest in minutia and do not aim to cram your heads with trivia. This class will help improve critical thinking, writing skills, communications, library skills, social interactions, and confidence—if you invest yourself.

Third, I intend to reinforce the value of effective life skills. Many students do as little as possible, believing they’ll pursue excellence once they enter the “real world.” I say seek it now because the spirit that possesses your body at BYU-Hawaii will continue to possess it after a career, spouse, children, a mortgage, and a cat arrive. A university education is not about grabbing a diploma so you can score a high-paying job. It aims to shape the thoughts, behavior, and character you’ll develop during the first critical years of adulthood. Therefore, like the so-called “real world,” I reward behavior that enhances class success and “de-reward” conduct that detracts. Your ability to show accountability, cooperate with others, and maintain a positive attitude will determine 30% of your grade.

I want all of you to succeed and am very sympathetic to concerns about language, health, performance schedules, work, family, and so forth. Those who come to me early and sincerely will earn my full support. Students who miss class, fail to submit assignments, or refuse to seek help before semester’s end, however, will find me less accommodating.

Miscellanea: Confucius said, “You can’t carve rotten wood or paint a dung wall.” Some students refuse improvement, clinging to all manner of rot and disgrace. Rules can check the worst. Homework must be submitted to me before I leave the classroom on its due date; hard copy only; no name means no grade. Late work loses 20% and 50% if a week late. Cell phones and iPods are banned the moment I enter the classroom. If I see your iPod/cell phone you owe me a peace offering; if it rings/buzzes during class, you must bring cookies for the whole class. If you text it’s pizza. Laptops may be used on the front row for note taking only; no laptops are allowed at the movies. Anyone informing on laptop misuse will get the violator’s participation points. Attendance policies: 1) babies, guests, and pets are welcome but may not run wild as if at church; 2) unexcused absence cost 10 points each; 3) this isn’t church; do not leave except for emergencies. Hungry students may eat in class but must tidy up and make ZERO wrapper noise. Lethal students may kill nothing but mosquitoes or flies. Ill students must stay home. Happy students may sing or whistle. Eager students may record lectures. Gracious students may bring treats. Sleeping students will face an abrupt awakening. Disengaged students who stare, doodle, or pick split ends will lose points. Bored students who sigh, yawn, or pick their noses will do worse. Detached students who whine about the movies, whisper to friends, or pack up before class ends will do far worse. Plagiarizing students will fail. Arrogant students who demean others, blame the teacher for their failings, or act too cool to participate will do worse than even that. Tardy/absent students must get announcements from others. Snide students will earn participation points and reciprocal commentary. Great students will take notes, come on time, contribute, and have fun!
Course Requirements

Attendance—30 points: Attendance points require attendance. I’ll send a roll around each class but it is your responsibility to mark it. I generally excuse absences but you must clear each one. Every unexcused absence will cost 10 points. Any unexcused absences will start to accumulate negative points. The roll is law.

Movie Viewings—30 points: Points will be given for watching each movie. Those who miss a film may view it at the library or online but must do so within one week of our screening and email me to get credit.

Participation—40 points: Participation points accrue as you engage the class. Five points are earmarked for sending me an introductory e-mail—as an email, not a lame attachment or Google doc. Hiss. You can also earn points by joining class discussion, attending student reviews, and so forth. I reward effort rather than genius. Students who arrive late, hide when they see me at Foodland, or embrace similar anti-social behaviors ruin their participation grade.

Activity Reward Points (ARP)—75 points max: Classroom activities will have points attached to them. Students earn points via the successful completion of activities. Not all activities hold equal weight. Placing first, scoring best, or finishing fastest may earn points but so too can being unusually gracious, helpful, or insightful. Some activities everyone will participate in. Other activities students will self-select to engage. Students who extend efforts to anxiously engage the class activities will earn points more readily than students who remain passive.

Organizational Binders (OB)—100 points: To organize their materials received in class and notes taken for class, students must prepare a binder—three ring, folder, or some other system. Binders will be examined on exam days to ensure that students make an effort to keep track of handouts, study guides, and materials.

Movie Essays (ME)—25 points each: Movie essays for three of the five movies are required. Essays must not exceed one page each and follow instructions as handed out in class. Use the movie title as your paper title.

Library Assignment (LA)—100 points: The library assignment involves completing a library research task by following instructions given with the Library Assignment handout.

Quizzes—On Canvas (QC)—10 points each: View each Canvas video and take the quiz. Your grade will use the ten best scores. Note: if you change computers before completing a unit video you must start over.

Unit Exams (UE)—100 points: For each unit an exam will be taken in class. Parts of the exams will be open-note, allowing students to use their organizational binder materials.

Final Exam (FE)—150 points: Students will also take a comprehensive, take-home, final exam. It will consist of questions and problems related to class lectures and materials.

Grade Breakdown and Policy: I do not grade on a curve. Everyone here can get an “A” if all contribute to class and work hard. Come to me early if you feel you are struggling.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend/Mov/Participation</td>
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<td>(10%)</td>
</tr>
<tr>
<td>Activity Reward Points</td>
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<td>(20%)</td>
</tr>
<tr>
<td>Organizational Binders (4)</td>
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<td>(10%)</td>
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<tr>
<td>Movie Essays (3)</td>
<td>100</td>
<td>(10%)</td>
</tr>
<tr>
<td>Library Assignment</td>
<td>200</td>
<td>(20%)</td>
</tr>
<tr>
<td>Quizzes Canvas (10 best)</td>
<td>100</td>
<td>(10%)</td>
</tr>
<tr>
<td>Unit Exams (4)</td>
<td>100</td>
<td>(10%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>(10%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,000</td>
<td>(100%)</td>
</tr>
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</table>

Required Films: Watch the following 5 films during the course of the semester. Each contains powerful nationalism and globalization themes and rely heavily on the use argument.

Film 1: Japan’s Longest Day (1968) [NR] 158” ME #1 Nov 18, 5:30, TBA
Film 2: Architecture of Doom (1989) [NR] 119” ME #2 Dec 9, 5:30, TBA
Film 3: Is Wal-Mart Good for America (2005) [NR] 60” ME #3 Jan 13, 5:30, TBA
Film 4: Food Inc. (2009) [PG] 91” ME #4 Jan 27, 5:30, TBA
Film 5: The True Cost [PG-13] 93” ME #5 Feb 10, 5:30, TBA
## Discussion and Assignment Schedule

### MODULE I. The Basics of Critical Thinking

#### Unit 1. Introduction of WISE
1. Nov 9  |  Course Introduction
2. Nov 11 |  Review and Activities
3. Nov 13 |  Nationalism Lecture: Nationalism Definition

#### Unit 2. Language and Culture
4. Nov 16 |  Review and Activities
5. Nov 18 |  Review and Activities
6. Nov 20 |  Nationalism Lecture: Bourgeoisie Revolutions

#### Unit 3. Basic Concepts of Critical Thinking
7. Nov 23 |  Review and Activities
8. Nov 25 |  Exam #1  ME #1 Due
9. Nov 27 |  ***Thanksgiving***

### MODULE II. Argumentation

#### Unit 4. Fallacies
10. Nov 30 |  Review and Activities
11. Dec 2  |  Review and Activities
12. Dec 4  |  Nationalism Lecture: Orientalism

#### Unit 5. Deductive Arguments
13. Dec 7  |  Review and Activities
14. Dec 9  |  Review and Activities
15. Dec 11 |  Nationalism Lecture: Proletariat Revolutions

#### Unit 6. Venn Diagrams
16. Dec 14 |  Review and Activities
17. Dec 16 |  Review and Activities
18. Dec 18 |  Exam #2  ME #2 Due

### ***CHRISTMAS BREAK***

### MODULE III. Logic and Thinking

#### Unit 7. Logic and Language
19. Jan 4  |  Review and Activities
20. Jan 6  |  Review and Activities

#### Unit 8. Hidden Premises
22. Jan 11 |  Review and Activities
23. Jan 13 |  Review and Activities

#### Unit 9. Investigate and Speculate
25. Jan 18 |  ***Martin Luther King Day***
26. Jan 20 |  Review and Activities
27. Jan 22 |  Exam #3  ME #3 Due
## MODULE IV. Persuasion

**Unit 10. Inductive Arguments**
- **28. Jan 25** Review and Activities
- **29. Jan 27** Review and Activities
- **30. Jan 29** [Globalization: Orwell](#)

**Unit 11. Claims, Warrants, and Evidence**
- **31. Feb 1** Review and Activities
- **32. Feb 3** Review and Activities
- **33. Feb 5** [Globalization: Friedman—Flattening](#)

**Unit 12. Persuasion**
- **34. Feb 8** Review and Activities
- **35. Feb 10** Review and Activities
- **36. Feb 12** [Exam #4](#)
- **37. Feb 15** ***Presidents Day***

**Unit 13. Inventing Arguments**
- **38. Feb 17** Review and Activities
- **39. Feb 19** Review and Activities
- **40. Feb 22** [Globalization: The Global Village](#)

**41. Feb 26** Final Exam

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Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: November 7, 2016
College: College of Business, Computing, and Government
Course Prefix: POSC
Course Number: 220

NEW COURSE.

Full Title: Historical Structures of Power
Short Title (for Transcript, 30-char max): Hist Structures of Power
Catalog Entry (50-word recommended maximum):
Examines historical patterns, themes, and forces which have shaped the political structures, systems, and ideologies of our world today.
Prerequisites: None
Equivalency: None
Credit Hours: 3
Frequency: Winter and Spring
Grading Method: A-B-C

Learning Objectives: Each student who passes this course will be able to do the following:
understand the rise of specific government forms and institutions, recognize the domestic and global tensions that threaten these governments and institutions, explain various principles of governance from different historical perspectives, and explain current global conditions using historical reasoning.

Assessment Methods: Exams, papers, essays, and presentations will be used to assess student understanding.

--------------------------------------------------------------------------------------------------------

Immediately following this page, attach a sample syllabus if needed.
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
“Thy mind, O man! If thou wilt lead a soul unto salvation, must stretch as high as the utmost heavens, and search into and contemplate the darkest abyss, and the broad expanse of eternity -- thou must commune with God.”

(Truths of the Prophet Joseph Smith, p. 137)

Section 93: Discourse on Light and Truth: “And, verily I say unto you, that it is my will that you should … obtain a knowledge of history, and of countries, and of kingdoms, of laws of God, and man, and all this for the salvation of Zion, Amen.”

(D&C 93:53)

POSC 220: Historical Systems of Power
Michael G. Murdock
SSC 145 / 675-3842 / michael.murdock@byuh.edu

Aloha! This section of Political Science 220 will explore political, social, cultural, intellectual and economic themes from roughly 1500 to the present. Our focus will be to examine systems, technologies, and ideas that have shaped our globe. Of primary interest will be the boundaries between people and how they were maintained, manipulated, and breached. We’ll also examine how civilizations coped as they contacted other cultures using a thematic approach to historical issues.

Beyond the usual purposes behind a BYU-Hawaii education I seek three additional outcomes. First, I hope you will gain an appreciation for history and the forces that shape it. Part of our quest involves highlighting successes; part involves exploring challenges. Empathy and understanding for relevant struggles and accomplishments, in turn, will contextualize your own experiences and equip you to make this world a better place.

Second, I want your thinking and analysis to expand. I have little interest in trivia and do not aim to cram your heads with trivia. Instead, we will explore theories, ideologies, motivations, assumptions, forces, and incentives that shape world history. You must master these larger dynamics and acquire the ability to assess them intelligently. Facts mean nothing without an analytical or interpretative framework to give them life. Your ability to connect dots, identify patterns of significance, and articulate them convincingly will determine 80% of your grade.

Third, I intend to reinforce the value of effective life skills. Many students do as little as possible, believing they’ll pursue excellence once they enter the “real world.” I say seek it now because the spirit that possesses your body at BYU-Hawaii will continue to possess it after a career, spouse, children, a mortgage, and a cat arrive. A university education is not about grabbing a diploma so you can score a high-paying job. It aims to shape the thoughts, behavior, and character you’ll develop during the first critical years of adulthood. Therefore, like the so-called “real world,” I reward behavior that enhances class success and “de-reward” conduct that detracts. Your ability to show accountability, cooperate with others, and maintain a positive attitude will determine 20% of your grade.

I want all of you to succeed and am very sympathetic to concerns about language, health, performance schedules, work, family, and so forth. Those who come to me early and sincerely will earn my full support. Students who miss class, fail to submit assignments, or refuse to seek help before semester’s end, however, will find me less accommodating.

Miscellanea: Confucius said, “You can’t carve rotten wood or paint a dung wall.” Some students refuse improvement, clinging to all manner of rot and disgrace. Rules can check the worst. Homework must be submitted to me before I leave the classroom on its due day; hard copy only; no name means no grade. Late work loses 20% and 50% if a week late. Cell phones and iPods are banned the moment I enter the classroom. If I see your iPod/cell phone you owe me a peace offering; if it rings/buzzes during class, you must bring cookies for the whole class. If you text it’s pizza. Laptops may be used on the front row for note taking only; no laptops are allowed at the movies. Anyone informing on laptop misuse will get the violator’s participation points. Attendance policies: 1) babies, guests, and pets are welcome but may not run wild; 2) unexcused absence cost 10 points each; 3) this isn’t church; do not leave except for emergencies. Hungry students may eat in class but must tidy up and make ZERO wrapper noise. Lethal students may kill nothing but mosquitoes or flies. Ill students must stay home. Happy students may sing or whistle. Eager students may record lectures. Gracious students may bring treats. Sleeping students will face an abrupt awakening. Disengaged students who stare, doodle, or pick split ends will lose points. Bored students who sigh, yawn, or pick their noses will do worse. Detached students who whine, whisper, or pack up before class ends will do far worse. Plagiarizing students will fail. Arrogant students who demean others, complain about the movies, blame others for their failings, or act too cool to participate will do worse than even that. Tardy/absent students must get announcements from others. Snide students will earn participation points and reciprocal commentary. Great students will take notes, come on time, contribute, and have fun!
Course Requirements

Attendance—30 points: Attendance points require attendance. I’ll send a roll around each class but it is your responsibility to mark it. I generally excuse absences but you must clear each one. Every unexcused absence will cost 10 points. Any unexcused absences will start to accumulate negative points. The roll is law.

Movie Viewings—30 points: Points will be given for watching each movie. Those who miss a film may view it at the library or online but must do so within one week of our screening.

Participation—40 points: Participation points accrue as you engage the class. Five points are earmarked for sending me an introductory e-mail—as an email, not a lame attachment or Google doc. Hiss. You can also earn points by joining class discussion, attending student reviews, and so forth. I reward effort rather than genius. Students who arrive late, hide when they see me at Foodland, or embrace other anti-social behaviors lose participation points.

Open Note Quizzes—10 points each: Quizzes will be given randomly at the beginning of class. The ten best will count toward your final grade. They aim to ensure that students pay attention, take notes during lecture, and come to class on time, hence they cannot be made up. Students late for class lose 20% off their quiz scores.

Book Reaction Papers (BRP)—50 points each: Students must submit a book reaction paper for two of the books. Essays must not exceed one page each and should illuminate an important theme related to the course. Do not summarize the book. Focus instead on analyzing insights. Use the book title as your paper title.

Movie Reaction Papers (MRP)—25 points each: Students must submit a movie reaction paper for four of the movies. Essays must not exceed one page each and should illuminate an important theme related to the course. Do not summarize the movie. Focus instead on analyzing insights. Use the movie title as your paper title.

Term Paper (TP)—100 points: The final paper involves writing a four-page paper on a theme of historical inquiry: perspective, progress, nationalism, Orientalism, narrative and so forth. Picking an insightful and manageable subject is the hardest part of this assignment so keep it in mind as the semester progresses.

Grade Breakdown & Policy

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend/Movie/Part</td>
<td>100</td>
<td>(20%)</td>
</tr>
<tr>
<td>Quizzes (10)</td>
<td>100</td>
<td>(20%)</td>
</tr>
<tr>
<td>BRPs (2) &amp; MRPs (4)</td>
<td>200</td>
<td>(40%)</td>
</tr>
<tr>
<td>TP</td>
<td>100</td>
<td>(20%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

I do not grade on a curve. All of you can get an “A” if everyone contributes to class, works hard, and performs well. Come to me early if you have concerns or feel you are struggling.

Movie Schedule

<table>
<thead>
<tr>
<th>Movie Title</th>
<th>Duration</th>
<th>Format</th>
<th>MRP #</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Times</td>
<td>83”</td>
<td>DVD</td>
<td>MRP#1</td>
<td>Tues, Mar 15, 5:30</td>
<td>TBA</td>
</tr>
<tr>
<td>The Mission</td>
<td>125”</td>
<td>DVD</td>
<td>MRP#2</td>
<td>Tues, Mar 22, 5:30</td>
<td>TBA</td>
</tr>
<tr>
<td>Sugar Cane Alley</td>
<td>103”</td>
<td>DVD</td>
<td>MRP#3</td>
<td>Tues, Mar 29, 5:30</td>
<td>TBA</td>
</tr>
<tr>
<td>My Fair Lady</td>
<td>173”</td>
<td>DVD</td>
<td>MRP#4</td>
<td>Tues, Apr 5, 5:30</td>
<td>TBA</td>
</tr>
<tr>
<td>Gandhi</td>
<td>190”</td>
<td>DVD</td>
<td>MRP#5</td>
<td>Tues, Apr 12, 5:30</td>
<td>TBA</td>
</tr>
<tr>
<td>Grapes of Wrath</td>
<td>129”</td>
<td>VTV</td>
<td>MRP#6</td>
<td>Tues, Apr 19, 5:30</td>
<td>TBA</td>
</tr>
<tr>
<td>Architecture of Doom</td>
<td>119”</td>
<td>DVD</td>
<td>MRP#7</td>
<td>Tues, Apr 26, 5:30</td>
<td>TBA</td>
</tr>
<tr>
<td>Bridge of Spies</td>
<td>142”</td>
<td>DVD</td>
<td>MRP#8</td>
<td>Tues, May 3, 5:30</td>
<td>TBA</td>
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<tr>
<td>To Live</td>
<td>125”</td>
<td>DVD</td>
<td>MRP#9</td>
<td>Tues, May 10, 5:30</td>
<td>TBA</td>
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<tr>
<td>Atomic Café</td>
<td>88”</td>
<td>DVD</td>
<td>MRP#10</td>
<td>Tues, May 17, 5:30</td>
<td>TBA</td>
</tr>
<tr>
<td>Not One Less</td>
<td>106”</td>
<td>DVD</td>
<td>MRP#11</td>
<td>Tues, May 24, 5:30</td>
<td>TBA</td>
</tr>
<tr>
<td>Cave of Yellow Dog</td>
<td>93”</td>
<td>DVD</td>
<td>MRP#12</td>
<td>Tues, May 31, 5:30</td>
<td>TBA</td>
</tr>
</tbody>
</table>
Readings: Select and read two of the following books. Additional articles will appear on Canvas.

BRP#1: Alfred Crosby. *Ecological Imperialism.*
BRP#2: Shusaku Endo. *Silence.*
BRP#3: Chinua Achebe, *Things Fall Apart.*
BRP#4: Remarque. *All Quiet on the Western Front.*
BRP#6: Liang Heng, *Son of the Revolution.*
BRP#8: JoAn Criddle. *To Destroy You is No Loss.*

Lecture & Assignments Schedule

1. Mar 8  #1—Course Introduction
2. Mar 10  #2—History: Why Bother?

Unit I. The Mongols and Our World on the Eve of “Modernity” (1250-1650)

3. Mar 15  #3—The Mongols: You need not win friends to influence people
5. Mar 22  #5—The Grandeur of the Muslim (Gunpowder) Empires
7. Mar 29  #7—Expanding New World & Pacific Island empires

Unit II. European Pursuit of Power → Imperialism (1400-1776)

8. Mar 31  #8—Collapse and Instability in Europe
9. Apr  5  #9—Global Competition: Exploration and Economics
10. Apr  7 #10—Global Competition: Politics and Technology
11. Apr 12  [[Mao Lecture—Go to McKay Little Theater]]
12. Apr 14  #11—Mercantilism and Trading Empires

Unit III. European Classes Compete and Pursue Liberation → Imperialism (1776-1910)

14. Apr 21  #13—Dislodging Kings through Revolution
15. Apr 26  #14—The Congress of Vienna and Industrialization → Class Conflict
16. Apr 28  #15—Impulses to Imperialism: Asia and Africa
17. May  3  MRPs 1-6, BRPs 1-4 Due

Unit IV. The Collapse of Western Imperialism → Totalitarianism (1910-1937)

19. May 10  #17—Trajectory 1: Anti-colonial revolution; #18—Trajectory 2: Western totalitarianism
20. May 12  ***Empower Your Dreams***
21. May 17  #19—Trajectory 3: Totalitarian anti-colonialism—Asia
22. May 19  #20—WWII in Europe and Asia
23. May 24  MRPs 7-12, BRPs 5-8 Due
24. May 26  FE Due

Unit V. The Cold War Order (1937-1989)

25. May 31  #21—The Cold War: Hot and Cold International Relations
26. Jun  2  #24—The New World Order
27. Jun  8  Murdock’s Office by 5:00
Movies and Books Note
These films/books have not been selected for your entertainment. They aim to expand understanding beyond your own experiences. Parts may be bleak but wonderfully depict features of the human condition. This too is necessary for your progression. Some feel that if a movie or book does not leave them refreshed, uplifted, and joyous, it has no value but cankers their soul. Like monks in a monastery, they prefer to sever contact with the “world.” Consider the following prophetic comments concerning our education and eternal progression.

Shall I sit down and read the Bible, the Book of Mormon, and the Book of Covenants all the time?” says one. Yes, if you please and when you have done, you may be nothing but a sectarian after all. It is your duty to study to know everything upon the face of the earth in addition to reading those books. We should not only study good, and its effects upon our race, but also evil and its consequences.

—Brigham Young, Journal of Discourses, 2:93-94

God doubtless, could avert war, prevent crime, destroy poverty, chase away darkness, overcome error, and make all things bright, beautiful and joyful. But this would involve the destruction of a vital and fundamental attribute of man—the right of agency. It is for the benefit of His sons and daughters that they become acquainted with evil as well as good, with darkness as well as light, with error as well as truth, and with the results of the infraction of eternal laws. The contrasts experienced in this world of mingled sorrow and joy are educational in their nature, and will be the means of raising humanity to a full appreciation of all that is right and true and good.

—Teaching of the Prophet Joseph F. Smith, p. 286

The tide of evil flows. Most of us, living somewhat sheltered lives, have little idea of the vast dimensions of it. … God give us the strength, the wisdom, the faith, the courage as citizens to stand in opposition to these and to let our voices be heard in defense of those virtues which, when practiced in the past, made men and nations strong, and which when neglected, brought them to decay.

—Gordon B. Hinckley, Be Thou An Example, p. 58

If you still feel uncomfortable viewing or reading any of these movies or books, an alternative listing will be made available if you inform me in writing why you prefer not to follow the prescribed outline. Present this to me within the first two weeks of class so I can make arrangements.
<table>
<thead>
<tr>
<th>ILOs</th>
<th>POSC Dept -- PLOs</th>
<th>Level</th>
<th>101 SLOs</th>
<th>Means of Assessment</th>
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<tbody>
<tr>
<td>Inquiry</td>
<td>1. information literacy</td>
<td>low</td>
<td></td>
<td>Term paper</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Communication</td>
<td>high</td>
<td>Oral and written communication</td>
<td>Discussions, BRPs, MRPs, term paper</td>
</tr>
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<td></td>
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<tr>
<td>Analysis</td>
<td>3. analytical skills</td>
<td>high</td>
<td>Source analysis</td>
<td>Discussions, quizzes</td>
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<tr>
<td></td>
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<tr>
<td>Analysis</td>
<td>4. problem-solving abilities</td>
<td>high</td>
<td>Thinking and analysis</td>
<td>Discussions, BRPs, MRPs, term paper</td>
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<tr>
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<tr>
<td>Analysis</td>
<td>5. context/narrative familiarity</td>
<td>high</td>
<td>Content of modern world history</td>
<td>Discussions, BRPs, MRPs, term paper</td>
</tr>
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<tr>
<td>Service</td>
<td>6. interdisc competence</td>
<td>high</td>
<td>Multi-disciplinary analysis</td>
<td>Discussions, BRPs, MRPs, term paper</td>
</tr>
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<tr>
<td>Integrity</td>
<td>7. global citizenship</td>
<td>high</td>
<td>Empathy and appreciation</td>
<td>Discussions, BRPs, MRPs</td>
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<td></td>
<td></td>
<td>high</td>
<td>Life skills - academic honesty</td>
<td>Attendance, participation</td>
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<tr>
<td></td>
<td></td>
<td>high</td>
<td>Life skills - responsibility</td>
<td>Attendance, movies, participation</td>
</tr>
</tbody>
</table>
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: November 7, 2016
College: College of Business, Computing, and Government
Course Prefix: POSC
Course Number: 230

RENAMEING COURSE:
Full Title: Fundamentals of Governance
Short Title (for Transcript, 30-char max): Fundamentals of Governance
Catalog Entry (50-word recommended maximum): Explores the foundations of effective government, administrative systems, and governing methods that foster effective and legitimate uses of power.

Learning Objectives: Each student who passes this course will be able to do the following: understand various governing styles and administrative systems, recognize the principles of good governance, assess real world cases, and articulate the advantages and failings of various governments around the globe.
Assessment Methods: Exams, case study analysis, assignments, papers.

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** November 7, 2016  
**College:** College of Business, Computing, and Government  
**Course Prefix:** POSC  
**Course Number:** 200

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**INACTIVATE after Winter 2016-2017**

**Changed Course Number** – New Course Number = 300

**Equivalency:** POSC 300

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Immediately following this page, attach a sample syllabus if needed.  
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** November 7, 2016  
**College:** College of Business, Computing, and Government  
**Course Prefix:** POSC  
**Course Number:** 300

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**Changed Course Number** – Old Course Number = 200

**Full Title:** Political Inquiry and Writing  
**Short Title (for Transcript, 30-char max):** Pol Inquiry & Writing  
**Equivalency:** POSC 200  
**Credit Hours:** 3

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Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: November 7, 2016
College: College of Business, Computing, and Government
Course Prefix: POSC
Course Number: 204

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INACTIVATE after Winter 2016-2017

Changed Course Number – New Course Number = 304

Equivalency: POSC 304

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Immediately following this page, attach a sample syllabus if needed.
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Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** November 7, 2016

**College:** College of Business, Computing, and Government

**Course Prefix:** POSC

**Course Number:** 304

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**Changed Course Number** – Old Course Number = 204

**Equivalency:** POSC 204

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Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: November 7, 2016
College: College of Business, Computing, and Government
Course Prefix: POSC
Course Number: 320

NEW COURSE.
Full Title: Government and Policy Analysis
Short Title (for Transcript, 30-char max): Gov & Policy Analysis
Catalog Entry (50-word recommended maximum): Develops vision, understanding, skills and techniques required to engage in effective analysis of government policy and structure.
Credit Hours: 3
Prerequisites: None
Frequency: Winter
Grading Method: A-B-C
Course Fees: None

Learning Objectives: Each student who passes this course will be able to do the following: learn the principles behind policy analysis, understand the quantitative skills and data mining techniques needed to assess government policy, engage in case study-based analysis, write a paper that analyzes an actual policy for its effectiveness or failings.
Assessment Methods: Exams, papers, class activities, library assignments.

Immediately following this page, attach a sample syllabus if needed.
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Course Goals
This course takes on the “darker side” of society by exploring problems of the quality of governance and corruption in a global comparative perspective. Trustworthy, reliable, impartial, uncorrupted and (reasonably) competent government institutions seem the most important asset for countries, regions and local governments. Corruption and its related problems are now seen as having devastating effects not only on economic growth, but also on the viability of democratic processes, the legitimacy of public policies in areas such as social insurance, employment and education and, not least, the overall social fabric of society. Quality of government problems are not only related to developing countries but exist also in the advanced industrialized welfare states, such as many members of the EU.

One goal of this course is to provide you with both theoretical tools and practical skills to undertake applied policy analysis. While the course is primarily focused at the national level, it is quite likely that we will analyze state-level and local-level policies. At the same time, we will also learn a lot of comparative public policy theory. While it would be nice if you had a robust understanding of the institution of federalism and the Mexican institutional architecture neither of these is a mandatory requirement.

Another goal of this course is to explore the literature on policy analysis, both from a methodological perspective and a theoretical one. We will also spend a substantial amount of time undertaking comparative cross-national policy analysis. Some of the content of the course will also be focused on policy learning, transfer and lesson drawing. Due to time constraints, the course content is necessarily a broad overview and students must go beyond the assigned readings in order to write their assignments. Using only assigned readings will not lead to a good grade!

The course is designed to provide the student with a broad understanding of the tools and techniques we use to analyze public policies. While the assumption of the course is that previous courses in public policy may have touched on the basic policy cycle theoretical tenets, we will also start from a common, homogeneous foundation bringing everyone to speed with the basic literature.

The course is also intended to help students develop practical skills to describe, analyze and synthesize data regarding, amongst other topics, the political dynamics of urban policy problems,
the potential for cross-level and cross-regional collaboration and policy learning, the policy challenges of an aging population, etc. This course is eminently practical and thus I expect you to follow policy developments in Mexico on a daily basis.

Intended learning outcomes
At the end of the course the students are expected to be able to:
• compare and critically assess advanced theoretical and empirical of the impact of government institutions on economic and social development in different types of countries
• show in-depth knowledge about and categorize the differences in quality of government problems in developed, transition and developing countries
• understand and be able to critically evaluate the outcomes of institutional reforms
• systematize and integrate different theories about social capital, democracy and quality of government and their impact on the complex of problems related to QoG such as social conflicts, corruption and rent-seeking

Detailed Schedule of Topics, Readings, and Assignments
19-Aug Topic: Introduction
   Reading: None
   Assignments Due: Read a national paper, listen to BBC/NPR News
   Objective: Begin to get behind the rhetoric

21-Aug Topic: Problem Definition
   Reading: Bardach, Part I (skim), KSG: Regional Transit (read carefully)
   Assignments Due: Draft Seattle Problem Definition Paper
   Objective: Learn how to find the problem in the issue noise

25-Aug Topic: More Problem Definition
   Reading: KSG: Regional Transit follow up (explained in class)
   Assignments Due: Final Seattle Problem Definition Paper
   Objective: Practice finding potential policy problems

28-Aug Topic: Alternatives, Criteria, Matrix, Conclusion
   Reading: Munger, Chapter 1
   Assignments Due: Final Seattle Problem Definition Paper
   Objective: Understand all parts of the policy memo

   Reading: Munger, Chapter 3 including appendix, and Chapter 7
   Assignments Due: Final Seattle Problem Definition Paper
   Objective: Learn Basics of Economic Answer to Question

4-Sep Topic: What counts as a public problem? Part 1b: Economics
   Reading: KSG London Congestion Pricing both parts
   Assignments Due: Final Seattle Problem Definition Paper
   Objective: Learn how talk about problems using economic tools.
   Reading: Munger, Chapter 4
   Assignments Due: Draft Seattle Alternatives/Criteria/Matrix/Conclusion
   Objective: Learn to talk about market failures and public problems.

   Reading: Worksheet, KSG Case: Immigration
   Assignments Due: 
   Objective: Learn to identify market failures.

   Reading: Munger, Chapter 9
   Assignments Due: Final Seattle Alternatives/Criteria/Matrix/Conclusion
   Objective: Learn about discounting and how it is used in economic reasoning.

18-Sep Topic: What counts as a public problem? Part 2a: Politics
   Reading: Munger, Chapter 6, Canvas, The Poor
   Assignments Due: Homework 1: Discounting
   Objective: Understand what is meant by the term "government failure."

   Reading: KSG: Clinton Health Care, both parts
   Assignments Due: Draft Individual Take on Group Topic Problem Definition
   Objective: Learn how institutions, and democratic processes have market impacts.

25-Sep Topic: What counts as a public problem? Part 3a: Behav. Econ
   Reading: Canvas: Behavioral Economics
   Assignments Due: Homework 2 - Market Failures
   Objective: The way we really discount and what that means.

30-Sep Topic: What counts as a public problem? Part 3b: Behav. Econ
   Reading: None
   Assignments Due: Final Individual Take on Group Topic Problem Definition
   Objective:

   Reading: Canvas: Networks 1 and 2
   Assignments Due: none
   Objective: Learn why some say "most adaptable" instead of "optimal" policy is best.

   Reading: Canvas: Networks 3 and 4
   Assignments Due: Draft Individual Take on Group Topic Alternatives and Criteria
   Objective: Learn what additional analyses we need to do to develop robust policies.
9-Oct Topic: Mid-term review Reading Assignments Due
   Objective: Learn to use matrix to include aspects of all of the theories.

14-Oct Topic: Mid-term Reading Assignments Due
   Objective: Learn to use matrix to include aspects of all of the theories.

21-Oct Topic: Cost/Benefit Analysis
   Reading: Munger, Chapter 11
   Assignments Due: none
   Objective: Learn to use matrix to include aspects of all of the theories.

23-Oct Topic: Tools
   Reading: Canvas Worksheet
   Assignments Due: Final Individual Take on Group Topic Alternatives and Criteria
   Objective: Learn meaning of common financial terms and relationships

28-Oct Topic: Decision Rules 1
   Reading: KSG Pakistan Case
   Assignments Due: none
   Objective: Learn why you need decision rules.

30-Oct Topic: Decision Rules 2
   Reading: Canvas: Decisions
   Assignments Due: Draft Individual Take on Matrix and Decision Rules
   Objective: Learn a variety of Decision Rules

4-Nov Topic: Research
   Reading: Bardach, Part 2 and Appendix
   Assignments Due: none
   Objective: Learn to recognize cherry picking

6-Nov Topic: Practice
   Reading: In Class
   Assignments Due: Final Individual Take on Matrix and Decision Rules
   Objective: Be able to develop a quick position paper as a team

11-Nov Topic: Communicating your results, Finding Flaws
   Reading: Canvas: Logic
   Assignments Due: Draft Individual Full Memo
   Objective: none

13-Nov Topic: Dry Run Meetings Reading
   Assignments Due: Final Individual Full Memo
Objective: Understand the more formal aspects of a policy argument

18-Nov Topic: Dry Run Meetings Reading
   Assignments Due: Draft Group Memo
   Objective: Be able to recognize flawed policy arguments

20-Nov Topic: Presentations

25-Nov Topic: Presentations

2-Dec Topic: Presentations Reading
   Assignments Due: Final Group Memo

**Required reading**

**Grading**
The class grade will be based on the following components:
**Assignments:**
   Assignment #1 (10%): An individual memo due on Friday, March 4.
   Assignment #2 (10%): A team slide deck and presentation due Tuesday, March 29.
   Assignment #3 (20%): An individual memo and slide deck due on Friday, April 8.
**Class participation and engagement** (30%) Engagement during class is a critical component of the learning experience, and class participation is strongly encouraged. Effective class
participation requires that you read the assigned readings before coming to class. Prior to class sessions we will ask you to post on the class website reactions to that class session’s readings or responses. A specific question related to the session will be posted to Canvas. Final Presentation (30%) This component of the grade will be assessed in various forms, including: • Slide deck and memo due in draft form Thursday, April 21, and in final form Wednesday April 27

Additional Class Policies
Special Needs:
Brigham Young University-Hawai‘i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Need Coordinator, Leilani A‘una. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services.

Preventing Sexual Harassment
Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8875 (24 hours).

Honor Code
Students will be required to observe the BYU-Hawaii Honor Code.

Dress and Grooming Standards
Please observe the BYU-Hawaii Honor Code standards for dress and grooming. If the instructor determines a student attending class in not conforming to the standards, he may ask the student to leave and return to class when he/she adheres to the standards.

Academic Honesty
BYUH students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct (BYU-Hawaii Honor Code). Students failing in maintaining this outlined academic honesty will be reported to the Honor Code Office and suffer penalties in the class, such as loss of assignment points or a failing grade for the course.
Plagiarism

Plagiarism, whether intentional or inadvertent, will not be tolerated in this course. Students found plagiarizing will be immediately reported to the Honors Code Office and will suffer penalties in the class-receiving a failing grade in the course. Always, always, always cite the reference! The following is the description from the BYU-Hawaii Honor Code on Plagiarism:

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism. Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** November 7, 2016  
**College:** College of Business, Computing, and Government  
**Course Prefix:** POSC  
**Course Number:** 322

**REVISED COURSE TITLE:**

**Full Title:** Oceanic Governments and Politics  
**Short Title (for Transcript, 30-char max):** Oceanic Govs & Politics  
**Catalog Entry (50-word recommended maximum):**

Explores the governments and politics of the island societies of Oceania, focusing on elections, political issues, social concerns, and historical backdrop.

**Equivalency:** POSC 325R

Immediately following this page, attach a sample syllabus if needed.  
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Section 4 - Course Proposal (core)

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Effective Date: November 7, 2016
College: College of Business, Computing, and Government
Course Prefix: POSC
Course Number: 325R

INACTIVATE after Winter 2016-2017

Equivalency: POSC 322

Immediately following this page, attach a sample syllabus if needed.

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Effective Date: November 7, 2016
College: College of Business, Computing, and Government
Course Prefix: POSC
Course Number: 340

REVISED COURSE TITLE:
Full Title: Asian Government and International Relations
Short Title (for Transcript, 30-char max): Asian Govs & Int’nl Rels
Catalog Entry (50-word recommended maximum): Illuminates the governments, politics, and international relations of East Asia, focusing on internal and external challenges.
Equivalency: POSC 342

Immediately following this page, attach a sample syllabus if needed.
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: November 7, 2016
College: College of Business, Computing, and Government
Course Prefix: POSC
Course Number: 342

INACTIVATE after Winter 2016-2017

Equivalency: POSC 340

Immediately following this page, attach a sample syllabus if needed.
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**Effective Date:** November 7, 2016

**College:** College of Business, Computing, and Government

**Course Prefix:** POSC

**Course Number:** 480

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INACTIVATE after Winter 2016-2017

**Changed Course Number** – New Course Number = 380

**Equivalency:** POSC 380

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**Effective Date:** November 7, 2016  
**College:** College of Business, Computing, and Government  
**Course Prefix:** POSC  
**Course Number:** 380

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**Changed Course Number** – Old Course Number = 480

**Equivalency:** POSC 480

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Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
NEW COURSE.

Full Title: The United Nations and Intergovernmental Organizations
Short Title (for Transcript, 30-char max): The UN & Intergov’t Orgs
Catalog Entry (50-word recommended maximum): Investigates the structure, purpose, function, politics, and aims of the United Nations as well as other major intergovernmental organizations.
Credit Hours: 3
Frequency: Fall
Grading Method: A-B-C

Learning Objectives: Each student who passes this course will be able to do the following: understand the organizational structure of the United Nations, recognize the reach and limits of the UN, prepare a detailed paper illuminating a UN concern, and explain the interaction of states in various intergovernmental organizations.

Assessment Methods: Exams, quizzes, papers, library assignments, and oral reports.

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: November 7, 2016

College: College of Business, Computing, and Government

Course Prefix: POSC

Course Number: 460

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INACTIVATE after Winter 2016-2017

Changed Course Number – New Course Number = 386

Equivalency: POSC 386

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Immediately following this page, attach a sample syllabus if needed.

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Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** November 7, 2016  
**College:** College of Business, Computing, and Government  
**Course Prefix:** POSC  
**Course Number:** 386

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**Changed Course Number** – Old Course Number = 460

**Equivalency:** POSC 460

**Full Title:** Pacific Regionalism and Conflict

**Short Title (for Transcript, 30-char max):** Pacific Regionalism & Conflict

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Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
POSC 386: The United Nations and Intergovernmental Organizations

M, W, F 9:10 - 10:20, GCB Room 184
Instructor: Christina Mauigoa Akanoa  email: mauig-byrh.edu
Office Hours: M 2:30-5:30 p.m.

Course Goals
This course will assess the past, present and future of the United Nations. The first portion of the course will be devoted to looking at the big picture of what the UN has done in the past, what the UN is doing now, and where the UN is going. The primary purpose of this part of the course is to establish a firm foundation of how the UN works and to become fully versed in the intricate bureaucracy. The bulk of the course is devoted to the UN’s efforts in addressing a number of substantive problems. The purpose here is to both understand the nature of these problems confronted by the international community and where the UN fits in addressing those problems.

By the end of the course, students should not only be experts on UN activity, but they should also have a firm grasp on the major problems that pervade international politics. In this respect, the course provides a capstone experience for students of international relations. The major term paper for the course, and indeed the in-class discussions, provide an opportunity for the students to integrate their general understanding of international politics within the specific context of UN activity.

Expectations:
Students are expected to attend each class ready to discuss the assigned readings. The format of the course will be primarily discussion based, and the quality of the discussion will only be as strong as the preparation put into it. Students are also encouraged to engage current events that are related to the United Nations. Students should follow international news closely and contribute their perspectives on current events during class.

The students’ written work should be grammatically correct, concise and persuasive in argument. Poorly written papers will receive poor grades. As a result, students are encouraged to proofread their work carefully, which will entail finishing drafts well in advance of the deadlines. All work must be the students’ own and all sources must be cited. Any honor-code violations will be submitted to the Honor Council for investigation. Students must register with the Office of Disability Services to receive accommodations. Paper extensions will only be granted with proper documentation from the Office for Undergraduate Education.

Text:
Other required reading can be accessed using the library’s e-journals site or otherwise can be found on Reserves Direct.
**Course Requirements:**
All class components will be graded on a 16-point scale that is basically a 4-point scale stretched out to 16 points. Using the criteria on the attached grading standards, I decide what letter grade to assign to a student’s work and then assign a corresponding point value. The one exception is the quizzes, which are simply assigned the assessed point values, usually out of 8 points (student can double their quiz scores to see the corresponding letter grade).

**Attendance and Participation (10%):** Since the course is discussion oriented, attendance and readiness to participate are mandatory. Failure to attend a class will result in the loss of two points on the 16-point grading scale. Absences for legitimate reasons (including illness) will only be excused if students inform me prior to the start of class. Students that do not actively participate will not receive strong marks in this category. Students would do well to come to each class with a few questions prepared, which should reduce some of the anxiety of trying to contribute to the discussion on the fly.

**Quizzes (10% total):** Each class will begin with a short quiz about the readings assigned for that week. The format will be short answer. The questions will be fairly general, drawing on themes, concepts and actors that are emphasized in the readings. Students that understand the main points of the readings will do well on the quizzes. Students that miss a quiz due to tardiness or absence will receive a zero on the quiz. A student will only be excused from a quiz if he/she informs me prior to the start of class about an illness, family emergency or university-related activity. A student that is excused from a quiz will have that quiz waived. Students can drop their lowest quiz grade; however, they cannot drop a quiz that was missed because of an unexcused absence.

**Term Paper (60% total):** 20% for each draft of the two sections and 20% for the final version: For the final paper, students will choose one of the substantive issue areas covered after week 5 (no more than two students can have the same issue area). Students will then answer, in a 20-25 page paper, the overall question of how the UN can be more effective at addressing the problem at hand. For example, if the human rights topic were chosen, the paper would be on how the UN can be more effective in addressing human rights issues. If the peacekeeping topic were chosen, the paper would be on how the UN can be more effective in addressing the problem of conflict recurrence. In addition to engaging the course material, students are expected to do significant outside research using both primary sources from Emory’s extensive collections of UN documents and secondary scholarly sources. Papers that rely primarily on material that is neither a primary source nor a scholarly source (such as news articles or solely web-based material) will not receive full credit. Papers that rely too heavily on a single scholarly source will also not receive full credit—scholars frequently disagree with each other and a good research paper is one that can draw on multiple perspectives to better understand a topic. Students should use the Chicago Manual of Style’s author-date formatting for the citations and bibliography ([http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) -- make sure to select the “author-date” tab).
The final paper will consist of three assignments. The first is to complete the first section of the paper (due 10/12 in class) and the second is to complete the second section (due 11/16 in class). The third assignment is to take the comments that I will give you on each section, update them and turn in the final aggregate paper (due 12/14 by 5:00pm). I prefer papers to be turned in hard copy but will accept electronic submissions prior to the time due under special circumstances. Papers turned in on the same date due but after the time due will receive a two-point deduction (on the 16-point scale) and then lose two additional points for each day late.

The first section of the paper should be 10-12 pages and address the following questions:
- What is the scope of the problem(s) to be addressed? By problem, I mean the basic issues that necessitate UN involvement in the first place. Scholarly sources will be especially important to address this question.
- What is the history of UN involvement with regard to this problem? Be specific about the steps that the UN has taken.
- How is the UN involved in addressing the problem(s) now?

The second section of the paper should also be 10-12 pages and address the following questions:
- In what ways has the UN succeeded in addressing the problem?
- In what ways has the UN struggled in addressing the problem?
- Can reform improve UN performance? If yes, what specifically will help? If no, why?
- Discuss at length one or more cases that corroborate your arguments. Choose one or more instances of UN involvement that demonstrate the UN’s strengths and/or weaknesses in addressing this issue. Scholarly sources will be especially important to address this question.

Presentations (5%): Students are expected to present during the week that relates to their chosen paper topic. There should be four components to the presentations:
1) Past and present overview of the issue at hand and the UN’s involvement (5-10 minutes)
2) The potential for reform to help UN efficacy with regard to this issue (5-10 minutes)
3) Description of the case(s) chosen and discussion of how the case(s) illustrates UN involvement on this issue (5-10 minutes).
4) Questions from the class and discussion led by the presenters.

1-page summary papers (6 papers, 15% total): Students will turn in six one-page reflection papers throughout the semester. The purpose of the papers is to provide practice in concise writing and to understand some of the intricacies of the UN. Students will choose one component (organ, body, agency, council, committee, etc.) of the UN that was discussed in the previous week. Then, the students will concisely summarize what that component does and describe where it fits within the UN bureaucracy. Finally, the students will address whether the budget expenses for this component are worthwhile. In this last section, the student should provide a sense for how expensive the component is and whether or not the component is doing enough to merit such funding.

The reflection papers are due in class one week after the relevant component was discussed. Students are only allowed to turn in one paper per week. I prefer papers to be turned in hard copy
but will accept electronic submissions prior to the time due under special circumstances. Papers turned in after class will receive a two-point deduction and then lose two additional points for each day late. Students may drop their lowest summary-paper grade.

Schedule:
8/31 Overview: What is the UN and why does it exist?
   Readings: Recommended: W&D: Chs. 2-4

9/7 Past: Where has the UN been?
   Readings: W&D: Ch. 1 The UN Charter The Universal Declaration of Human Rights

9/14 Present I: What are the main organs up to now?
   Readings: 4 W&D: Chs. 5-11

9/21 Present II: What else is the UN up to now?
   Readings: W&D: Chs. 12-16

9/28 Future: Where is the UN going?
   Readings: W&D: Chs. 38-40

10/5 Conflict Management and Arms Control
   Readings: An Agenda for Peace W&D: Chs. 17-18, 24

10/12 Peacekeeping and Peacebuilding 1st section of the paper due
   W&D: Chs. 19, 23

10/19 Humanitarian Intervention and the Responsibility to Protect
   Readings: W&D: Chs. 20-22

10/26 Development
   Readings: W&D: Chs. 32, 34, 36-37

11/2 Humanitarian Assistance and Human Security
   Readings: W&D: Chs. 27, 31, 33
   Brett D. Schaefer, “Curing the International Health System,” in ConUNdrum.

11/9 Human Rights
   Readings: UNSC Resolution 1325
   W&D: Chs. 25, 28-30
11/16 International Law 2nd section of the paper due
   Readings: W&D: Chs. 26, 35
   Beth A. Simmons and Allison Danner. 2010. “Credible Commitments and the International
   Criminal Court.” International Organization 64(2):225-256.
   Crimes Regime.”

11/23 Thanksgiving

11/30 Environment and Climate Change
   Readings: 2007 Nobel Peace Prize Award Speech IPCC 2007
   Nobel Lecture 5 IPCC Special Report on Renewable Energy Sources and Climate Change

12/14 Final paper due by 5:00pm
Note: Red classes have been altered from original catalog

101. Introduction to Politics (3) (F, W, S) An introduction to political theories, institutions, and ideologies with instruction in logic and communication.

110. The U.S. Political System (3) (F, S) Systematic inquiry into the national government and politics of the U.S. in the context of American society as a whole.

110H. The U.S. Political System (3) (F, S) Same as above, but for mature and honor students.

170. International Relations (3) (W, S) An analysis of modern international politics.

170H. International Relations (3) (W, S) Same as above, but for mature and honor students.

190. Foundations of Critical Thinking (3) (F, W, S) Introduces the fundamentals of logic and reason, fallacies, argumentation, and others aspects of critical thinking to improve oral and written persuasion.


220. Historical Structures of Power (3) (W, S) Examines historical patterns, themes, and forces which have shaped the political structures, systems, and ideologies of our world today.

230. Fundamentals of Governance (3) (F, W, S) Explores the foundations of effective government, administrative systems, and governing methods that foster effective and legitimate uses of power.

300. Political Inquiry and Writing (3) (F, W) An examination of the methodology of political science.

304. Quantitative Political Research (3) (W, S) Explores various quantitative methods and research skills related to the field of political science. (Prerequisites: POSC 200, or approval of the instructor.)

318. Federalism and Intergovernmental Relations (3) (W) Examines federal systems of government and intergovernmental relations as they affect governance, citizen participation, and government outputs.

320. Government and Policy Analysis (3) (W) Develops vision, understanding, skills and techniques required to engage in effective analysis of government policy and structure.

322. Oceanic Governments and Policy (3) (F) Explores the governments and politics of the island societies of Oceania, focusing on elections, political issues, social concerns, and historical backdrop.

330. Introduction to Public Administration (3) (W) Organization and operation of government. Relationship of administration to other branches of government; type of control over administration; control and local government.

331. Public Policy (3) (W) The decision-making processes by which public policies are reached, and steps of analysis of those policies.
335. Issues of Terrorism (3) (W) Examines the phenomenon of terrorism with a focus on types, causes, effects, and responses.

338. Poverty and Civil Conflict (3) (S) Explores the causes, structures, and dynamics of war and peace.

340. Asian Governments and International Relations (F) Illuminates the governments, politics, and international relations of East Asia, focusing on internal and external challenges.

352. Ethics and the Legal Environment (3) (F,W,S) Examination of ethical foundations and the legal environment related to corporate, environmental, anti-trust, government regulations, and property issues.

354. Legal Research and Writing (3) (S) Introduction to tools and techniques essential to international law practice, international issues and organizations, and legal scholarship, including legal analysis, research using print sources, and objective writing.

356. International Legal Drafting & Transactions (3) (W) This course teaches students how to ready documents for submission to court and how to write and format a paper for submission to Law Review.

358. Comparative Law (3) (S) Compares and contrasts common law with civil and Sharia law while also examining the structure and role of the courts, the judicial process, the legal profession, constitutional law, and administrative law in Europe, the Pacific, and Asian contexts.

362. International Political Economy and Development (3) (S) Surveys the language, theory, and modern history of international political economy and development.

364. Conflict Bargaining and Management (3) (W) Examines the practices, theories, and culture surrounding conflict bargaining and management.

366. Politics and Economics of the Developing World (3) (F) Introduces the economic and political foundations of international development and the expanding world of international organizations (IOs), inter-government organizations (IGOs) and non-government organizations (NGOs).

380. Political Futures Studies (3) (W) Looks at the various methods of futures forecasting, images of the future, and societal theories of social change.

384. The United Nations and Intergovernmental Organizations (3) (F) Investigates the structure, purpose, function, politics, and aims of the United Nations as well as other major intergovernmental organizations.

386. Pacific Regionalism and Conflict (3) (W) Studies international and regional organizations based in the Pacific and their role in resolving regional challenges and conflict.

390R. Special Topics in Political Science (3) (Variable)

410. The Constitution of the United States (3) (F) This course is a description and analysis of the United States Constitution in its historical and continuing role as the basis of American government and politics.

420. Complexity and Public Policy (3) (F) Examines and employs complexity theory to assess public policy and examine how governments and societies can be better ordered.
470. **International Relations Theory** (3) (S) Analysis of major theories and theorists of International Relations: systems, conflict, environment, deterrence, integration, decision-making and special topics.

498R. **Political Internship** (3) (F, W, S) Under faculty supervision, students will work in a private or government agency. (Prerequisite: POSC 200 and 202, or approval of the instructor.)

499. **Political Research and Writing** (3) (W) Under faculty supervision, the student will research and write a major paper on a political topic. (Prerequisite: POSC 200 and 202, or approval of the instructor.)
Faculty

Chair
- **Michael G. Murdock, Chair**, michael.murdock@byuh.edu
  SSC Building 145, (808) 675-3842, Fax (808) 675-3888

Professor

Associate Professor

Assistant Professor

Adjunct Faculty
- **Kajiyama, Jennifer** (2009) J.D. and MPA, Brigham Young University; B.A. 2002, Brigham Young University-Hawaii.

Special Instructor
- **Tsukuyama, John**

Emeritus Faculty
- **Robertson, Dale** (1977)
- **Jonassen, Jon Tikivanotau M.** (1993)

Advisor
- **Susan Wesley**, Academic Advisor, wesleys@byuh.edu
  HGB 296, (808) 675-3596, Fax (808) 675-3467

Related Course Listings
BUSM | COMM | CRMJ | ECON | HIST | MATH | POSC |
PMGT | PSYC

Visit the Political Science department website

https://catalog.byuh.edu/node/287#ba-political-science
Admission to All Programs
All undergraduate degree programs in the Department of Political Science are open enrollment.

Major and Minor Requirements
The Political Science Program prepares students to understand, analyze, and influence public policy in venues from local to international.

Students may emphasize the subfields of American government, comparative government, international politics, political philosophy, and public policy. The internship experience is an integral part of the Political Science program. An internship may be scheduled after the Junior year when sufficient class work has been completed that will provide the student with information and maturity to substantially contribute to the office assigned. The student will register for POSC 498 (3 credits) and work 180 hours. It is the student's responsibility to set up an internship with the assistance of the program director.

Occasionally students will want to extend the internship experience or seek additional experience elsewhere. Those students must keep in mind the following: 1) Only three credits of internship credit may count for Political Science credit. Any other credits will count towards graduation but not as POSC credit, 2) Only three credits will be graded. The rest must be pass/no pass, 3) No internship credit will be given beyond the 180 hours required for graduation.

The department offers the Bachelor of Arts degree in Political Science and Social Science Education. A minor is offered in Political Science. The department does not count "D" credit toward completion of any major or minor.

B.A. Political Science (40 hours)-effective March 2013
Courses for Admission to the Major (19 hours)

- POSC 101 Introduction to Politics (3)
- POSC 110 US Political System (3) OR POSC 150
- Comparative Government and Politics (3) OR POSC 170
- International Relations
- POSC 200 Political Inquiry (4)
- POSC 202 History of Political Philosophy (3)
- POSC 204 Quantitative Political Research (3)
- POSC 230 Governance & Public Law (3)
Advanced Content (15 hours, 12 hours must be 300 level or higher) Choose one of the following:

- POSC 322 Oceanic Governments (3)
- POSC 325R Pacific National Politics (3)
- POSC 340 Asian Governments (3)
- POSC 342 International Relations of Asia (3)

Electives (Choose four from the following):

- POSC 310 Congress and the Presidency (3)
- POSC 314 State & Local Governments (3)
- POSC 318 Federalism & Intergovernmental Relations (3)
- POSC 330 Intro. to Public Administration (3)
- POSC 331 Public Policy (3)
- POSC 332 Public Personnel Management (3)
- POSC 335 Terrorism (3)
- POSC 338 Poverty and Civil Conflict (3)
- POSC 352 Ethics and the Legal Environment (3)
- POSC 354 Legal Research and Writing (3)
- POSC 356 International Legal Drafting & Transactions (3)
- POSC 358 Comparative Law (3)
- POSC 362 International Political Economy and Development (3)
- POSC 364 Conflict Bargaining and Management (3)
- POSC 390R Special Topics in Political Science (3)
- POSC 420 Complexity and Public Policy (3)
- POSC 480 Political Future Studies (3)

In addition, electives may include two of any of the following:

- ECON 350 Economic Development (3)
- HIST 423 Modern Nationalism & Globalization (3)
- PMGT 300 Public Policy (3)
- PMGT 350 Crisis Management (3)
- PMGT 360 Disaster Management (3)

It is strongly recommended that all Political Science majors take a minor in a technical field such as accounting, conflict resolution, economics, computer science (with emphasis in database management or web design) or public management.

CAPSTONE & INTERNSHIP (6 hours):

- POSC 410 The Constitution of the United States (3) OR POSC 420 Complexity and Public Policy (3) OR POSC 460R Pacific Regionalism (3) OR POSC 470 International Relations Theory (3) OR PMGT 499 Public Management (3)
- POSC 498R Internship OR POSC 499 Research & Writing

Political Science Minor (15 hours)
It is strongly recommended that all Political Science majors take a minor in a technical field such as accounting, conflict resolution, economics, computer science (with emphasis in database management or web design) or public management.

**B.A. Political Science (45 hours)-effective November 2016**

Courses for Admission to the Major (24 hours)
- POSC 101 Introduction to Politics (3)
- POSC 110 US Political System (3) **OR** POSC 170 International Relations (3)
- POSC 190 Foundations of Critical Thinking (3)
- POSC 202 History of Political Philosophy (3)
- POSC 220 Historical Systems of Power (3)
- POSC 230 Fundamentals of Governance (3)
- POSC 300 Political Inquiry and Writing (3)
- POSC 304 Quantitative Political Research (3)

Advanced Content (12 hours) Choose from the following:
- POSC 318 Federalism & Intergovernmental Relations (3)
- POSC 320 Government and Policy Analysis (3)
- POSC 322 Oceanic Governments and Politics (3)
- POSC 330 Intro. to Public Administration (3)
- POSC 331 Public Policy (3)
- POSC 335 Issues of Terrorism (3)
- POSC 338 Poverty and Civil Conflict (3)
- POSC 340 Asian Governments and International Relations (3)
- POSC 352 Ethics and the Legal Environment (3)
- POSC 354 Legal Research and Writing (3)
- POSC 356 International Legal Drafting & Transactions (3)
- POSC 358 Comparative Law (3)
- POSC 362 International Political Economy and Development (3)
- POSC 364 Conflict Bargaining and Management (3)
- POSC 366 Politics and Economics of the Developing World (3)
- POSC 380 Political Future Studies (3)
- POSC 384 The United Nations and Intergovernmental Organizations (3)
- POSC 386 Pacific Regionalism and Conflict (3)
- POSC 390R Special Topics in Political Science (3)

In addition, advanced content electives may include two of any of the following:

- ECON 350 Economic Development (3)
- HIST 423 Modern Nationalism & Globalization (3)
- PMGT 300 Public Policy (3)
- PMGT 350 Crisis Management (3)
- PMGT 360 Disaster Management (3)

**Capstone and Internship (6 hours):**
- POSC 410 The Constitution of the United States (3) **OR** POSC 420 Complexity and Public Policy (3) **OR** POSC 470 International Relations Theory (3) **OR** PMGT 499 Public Management (3)
- POSC 498R Internship **OR** POSC 499 Research & Writing
Students may earn a political science minor by completing 15 hours from the political science offerings including at least two upper-division (300- and 400-level) classes. Other courses are to be selected in consultation with a member of the political science faculty.

**B.A. Social Science Education (74 Hours)**

See Secondary Education » Learn more.

**Pre-law Advisement**

There is no one special academic program undergraduate students should take to prepare them for admission to a law school. Most law schools prefer students who have developed good writing and other communication skills and who have a solid general education background. Courses in the social sciences are a good preparation for training in the law, and many lawyers find training in accounting and English to be a very useful adjunct to their legal training.

For specific information regarding particular law schools and law school admission tests and requirements, students may consult the Department of Political Science.

**Public Management Minor (18 hours)**

Public management is concerned with how to manage government or non-profit organizations. A public management minor combines the management skills from business and the understanding of government from political science, and should provide students with added skills and knowledge to help them acquire meaningful employment within the public sector. A minor in public management includes a total of 18 semester hours, with no more than 6 used in the student’s major. Courses are to be taken from the following:

**Core Requirements (9 hours)**

- POSC 330 Introduction to Public Administration (3)
- PMGT 300 Public Policy (3)
- PMGT 499 Public Management (3)

**3 Electives (9 Hours)—Select One from Each Group:**

**Group 1 (3 hours)**

- ECON 200 Principles of Microeconomics (3)
- ECON 201 Principles of Macroeconomics (3)
• MATH 221 Principles of Statistics I (3)
• PSYC 205 Applied Social Statistics (3)

Group 2 (3 hours)

• POSE 332 Public Personnel Management (3)
• BUSM 310 Leadership Principles (Business Majors) (3)
• PMGT 350 Crisis Management (3)
• PMGT 360 Disaster Management (3)

Group 3 (3 hours)

• POSE 314 State and Local Government (3)
• POSE 150 Comparative Government and Politics (3)
• POSE 170 International Relations (3)
• POSE 475 Political Futures Studies (3)
• POSE 460R Pacific Regionalism (3)
• HIST 423 Modern Nationalism and Globalization (3)
• *Or other course with Public Management Program approval.

Emergency Management Certificate (15 hours)

Emergency management is concerned with how to prevent or reduce losses that occur due to hazards, disasters (natural or man-made), and emergencies. An emergency management certificate provides leadership and decision making skills to be used in times of emergencies, and should provide students with added skills and knowledge to help them acquire meaningful employment within the emergency management sector. A Certificate in emergency management includes a total of 15 semester hours, with no more than 6 used in a student's major. Courses are to be taken from the following:

Core Requirements (6 hours)

• PMGT 360 Disaster Management (3)
• EMGT 490 Emergency Management Professional Development (3)

3 Electives (9 Hours):

• PMGT 300/POSE 331 Public Policy (3)
• POSE 335 Issues of Terrorism (3)
• PMGT 350 Crisis Management (3)
• PMGT 499 Public Management (3)

International Development Certificate (15 hours)
This certificate introduces and explores the economic and political foundations of international development and the growing world of international organizations (IOs), inter-government organizations (IGO) and non-government organizations (NGOs). The certificate equips students with practical skills and knowledge to allow them to secure employment with development-related institutions and organizations. The certificate requires 15 hours of course work
and an internship. Double dipping is allowed. Courses should be selected from the following:

**Core Requirements (9 hours)**

- POSC 362 International and Political Economy and Development (3)
- POSC 366 Politics and Economics of the Developing World (3)
- POSC 264 Quantitative Political Research (3)
  - or MATH 221 Principles of Stats I (3)
  - or PSYCH 205 Applied Social Statistics (3)

**2 Electives (6 Hours):**

- POSC 338 Civil Conflict (3)
- POSC 364 Conflict Bargaining and Management (3)
- POSC 460R Pacific Regionalism (3)
- POSC 470 International Relations Theory (3)
- PMGT 330 Public Policy (3)
- PMGT 350 Crisis Management (3)
- PMGT 360 Disaster Management (3)
- PMGT 499 Public Management (3)
- ECON 200 Microeconomics (3)
- ECON 201 Macroeconomics (3)
- ANTH 447 Applied and Development Anthropology (3)

**Legal Studies Certificate (15 hours)**

The Legal Studies Certificate equips students with the basic training and skills needed to engage entry-level legal positions. It introduces legal practice in international settings, international legal issues, and international legal organizations. It also strongly emphasizes skills such as legal analysis, legal research, writing within a legal context, and document preparation and submission in a legal setting. Holders of the certificate may also learn the differences between civil, common, and Sharia law as expressed throughout Asia, the Pacific, North America, and Europe. The certificate requires 15 hours of course work. Double dipping is allowed but no more than six credits may be used toward a student’s major. Courses should be selected from the following:

**Core Requirements (6 hours)**

- POSC 354 Legal Research and Writing (3)
- POSC 356 International Legal Drafting & Transactions (3)

**3 Electives (9 Hours):**

- POSC 230 Governance and Public Law (3)
- POSC 230 Governance and Public Law (3)
- POSC 230 Governance and Public Law (3)
- POSC 230 Governance and Public Law (3)
- POSC 230 Governance and Public Law (3)
- POSC 352 Ethics and Legal Environment (3)
- POSC 358 Comparative Law (3)
- POSC 410 Constitution of the US (3)
Criminal Justice Certificate (15 hours)
The Criminal Justice Certificate offers students a basic introduction to the field while also granting students practical knowledge related to careers in criminal justice. Holders of the certificate will learn about the basic components of US and international criminal justice systems. They will also understand the foundations of a successful criminal investigation and the features of criminology. The certificate requires 15 hours of course work. Double dipping is allowed but not more than six credits may be used toward a student's major. No more than 6 credits of this certificate may overlap with credits used for another major or certificate.

Core Requirements (6 hours)
- CRMJ 301 Basic Criminal Justice (3)
- CRMJ 371 Criminal Investigation and Criminology (3)

3 Electives (9 Hours): At least one class from each set

Set A - Theory
- POSC 230 Governance and Public Law (3)
- POSC 358 Comparative Law (3)
- POSC 410 Constitution of the US (3)

Set B - Skills
- POSC 335 Issues of Terrorism (3)
- PMGT 350 Crisis Management (3)
- PMGT 360 Disaster Management (3)

Contact
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Laie, Hawaii 96762-1294

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(808) 675-3211

Quick Links
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EZ Curriculum Change Form: 16-09 Addendum – POSC 150, 314, 332, 498R, 499

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Immediately upon approval
College: Business, Computing & Government
Course Prefix: POSC
Course Number: 150, 314, 332, 498R, 499

[ ] Make an active course inactive:
Course Number: POSC 150

[ ] Make an active course inactive:
Course Number: POSC 314

[ ] Make an active course inactive:
Course Number: POSC 332

[ ] Prerequisites: POSC 498R
  Current: POSC 200 and 202
  Revised: POSC 200 or 300 and 202

[ ] Prerequisites: POSC 499
  Current: POSC 200 and 202
  Revised: POSC 200 or 300 and 202

Jennifer Lane, Associate Academic VP for Curriculum

Date 9/23/16