I. Departmental Philosophy

The Department of Political Science and Criminal Justice became a separate department from the Department of History in 1977. In 1990 political science and criminal justice faculty members agreed that the focus of the two was sufficiently different that it made sense for criminal justice to become a department in its own right. According to its mission statement, adopted in 1992, the mission of the Department of Political Science is to provide to the greatest extent possible a solid and balanced undergraduate education in political science. We believe we can best accomplish our mission by teaching political science as part of a liberal arts education whose intent is to direct the student to the examination of enduring and contemporary questions including what it means to be a human being.

This humanistic orientation suggests that the purpose of such an education is to help develop complete human beings. Although the departmental program studies politics in all its dimensions, its approach is unified by attending to such issues as the tension among freedom, justice, and order in human communities and the uneasy relationship between the requirements of good citizenship and those of a transcendent moral order. We ask our majors to apply what they learn to contemporary issues in order to assist them understand the role of the individual within the political community and the influence of cultural diversity on governmental institutions and public policy. This approach not only fosters critical thinking and collaboration, but also provides our majors with the tools needed to solve practical problems of public policy and to see the connection between the enduring questions of human life and contemporary public policy issues.

Although these have been the Department’s goals since its inception, there is increasing recognition of their importance. The Association of American Colleges and Universities recently has begun a LEAP Initiative (Liberal Education and America’s Promise) that emphasizes: (1) knowledge of human cultures and the physical and natural world; (2) intellectual and practical skills; (3) personal and social responsibility including ethical reasoning, civic knowledge, and intercultural knowledge; and (4) integrative and applied learning. What the Department of Political Science seeks to do is provide a program that complements the LEAP Initiatives’ goals. In particular, we aspire to increasing our ability to offer the sorts of “high-impact” educational practices outlined in LEAP. Our program already has the requisite learning outcomes and the progression from first to final undergraduate years, and emphases on civic education, diversity, and global interdependence. What we need additional resources to implement are the “high-impact” practices and practical skills required for solving public policy problems in today’s world.

The department fosters these goals through three learning outcomes. By the time they graduate majors should be able to: (1) Demonstrate the investigative skills needed to address new problems and find meaningful solutions; (2) Demonstrate the communication skills required to analyze ideas
and use them in explanatory and persuasive arguments; and (3) Demonstrate the ability to think critically about key political concepts.

II. Departmental Aspirations

At the same time that the Department of Political Science wishes to maintain its commitment to the liberal arts, department members also understand the changes occurring in the workplace. The challenge in the contemporary world is how best to integrate the liberal arts into a program that also gives students the skills necessary to compete for jobs. Our aspiration for the future is to develop such a program. Our strategy for accomplishing this goal is outlined below.

A. Supporting the University’s Six-Year Plan: The curriculum changes we will propose support several aspects of Radford University’s Six-Year Plan:

1. We will continue and expand our majors’ opportunities for high-impact intensive learning experiences. The faculty members of the Department of Political Science already work with between 5 and 8 students on such projects every year (Honors Capstone Projects; International Studies Minor Capstone Projects; Independent Studies, Internships, etc.). In the past, Dr. W. Hrezo, Dr. N. Pappas and Dr. M. Hrezo sponsored several political science majors who delivered papers at regional or national conferences. We will continue to sponsor individual student research where it is warranted. One of our goals is to expand our capacity to offer these types of learning experiences and encourage additional students to take advantage of these opportunities.

2. We also would like to contribute to the university’s goal of fostering university-community partnerships. The Department and the Political Science Society have become increasingly active in sponsoring forums and panels that could be of interest to the community as well as RU’s students and faculty. In addition, we would like to move beyond serving on QEP committees to developing partnerships with state and local political entities in the area and with Downtown Radford that could provide our students in State and Local Government and Urban and Metropolitan Politics with opportunities to practice what they are learning in class at the same time they are providing a service to the community.

3. The Department of Political Science already plays a role in internationalizing the curriculum at Radford University through its international relations and comparative government courses and by providing a home for the International Studies Minor. It now is time to expand that role through developing and offering high-quality study abroad opportunities in the context of the university’s capabilities.

4. The future for graduates in political science is in such job areas as: (a) survey research; (b) policy analysis; (c) urban and regional planning; and (d) national security. These jobs require not only strong analytical and critical thinking skills and a commitment to thinking about what it means to be human, what it means to be a citizen, and the place of the citizen within the community (qualities we already work to develop in our students), but
also a strong understanding of the policy process and the necessary research skills. The department’s curriculum revision will work to balance all these requirements.

5. Working in conjunction with Radford University’s Career Services Center we will work to develop a process to assist our students in career planning.

6. In the past various members of the department’s faculty have participated in a variety of inter-disciplinary teaching and research efforts. We look forward to being able to participate in Collaborative Alternative Semester and other inter-disciplinary efforts on campus. Like Michael Polanyi, whose work combined physical chemistry, economics, and philosophy, we are uneasy about the fact that contemporary scholarship is increasingly segmented and specialized. Instead, we look to a time when that specialized knowledge is integrated into some sort of more comprehensive general framework in which it can be most useful to humankind. In short, many of us are interested in interdisciplinary courses, but in the past university support for such courses has not be very strong.

7. Our new initiative and curriculum revision will help us continue to support the College of Education and Human Development and the Department of History within the College of Humanities and Behavioral Sciences by giving the Department the means of increasing the ability of Social Science and IDSU (Middle School Teachers) to get the courses required for certification and for passing PRAXIS II. These students need classes in institutions (Congress, Presidency, Political Parties, etc.) rather than classes focusing on policy and policy analysis. Political Science needs to be able to serve not only its own majors (about 120), but also the approximately 130 Social Science majors who need our courses.

8. Finally, many of the jobs of the 21st century will require at least a Master’s Degree. Our department already sends 6-7 of its annual 25-30 graduates directly to graduate or professional schools. Our curriculum revision seeks to prepare even more students for further study.

B. Supporting the University’s 7-17 Strategic Plan: This department has been committed for more than 30 years to several of the features of this strategic plan. First, as indicated by its Mission Statement, it seeks to develop mature, responsible, well-educated students with superior critical thinking skills and the ability to analyze problems and implement solutions. Second, this department is very student-oriented. That is why we embed writing, critical reading, and critical thinking into all our courses. We know our majors and help them in a variety of ways. All tenured faculty members have published and are active in professional organizations. We are committed to continuing our professional activities in line with the Boyer Model and see them as a part of our work as teachers.

C. Participating in the Core Curriculum: This department believes that general education/core curriculum classes are the foundation of any student’s college
education. In fact, they are the most important part of a student’s education. This department sees participation in the core curriculum as one of its primary functions. The Core Curriculum is the place where students begin to develop the critical thinking, reading, and writing skills they will need the rest of their lives. The Core Curriculum also can introduce students to the enduring questions of human life and the diversity of human experience in this world. The Department of Political Science views the Core Curriculum as a place where students are challenged to think beyond their own experiences and values, do discuss differences of opinion with one another, and to learn how to provide arguments based on accurate data for their points of view. There is increasing published evidence that student retention is aided by having its Core Curriculum taught by experienced, full-time faculty.

III. Proposed Curriculum Revision

As we have always done, we will continue to encourage our students to take POSC 485: Internships in Political Science and Public Administration

The B.S. requirements for all concentrations are:
_____ ECON 105 or 106
_____ STAT 200

IV. Proposed Curriculum Revision—Department of Political Science

A. B.A. or B.S. in Political Science (39 hours)

1. Political Science Foundations
   _____ POSC 110 (Introduction to Politics)
   _____ POSC 120 (Introduction to American Government)
   _____ POSC 231 (Introduction to Comparative Government)
   _____ POSC 241 (Theories of International Relations)
   _____ POSC 290
   _____ POSC 490 (Senior Seminar)
   _____ POSC 491: Scope and Method in Political Science

2. Upper-Level Classes
   _____ 300-400 Political Theory
   _____ 300-400 American Government
   _____ 300-400 Comparative Government
   _____ 300-400 International Relations
   _____ 300-400 POSC Elective
   _____ 300-400 POSC Elective
B. B.A. or B.S. in Public Policy (Focus in either Domestic or Foreign Policy) or Public Administration (39 hours)

Domestic Policy (39 hours)

1. Political Science Foundations (24 hours)
   - POSC 110
   - POSC 120
   - POSC 231
   - POSC 241
   - POSC 290
   - 300-400 level Political Theory
   - POSC 490 (Senior Seminar)
   - POSC 491 (Scope and Method in Political Science)

2. Core Curriculum Requirements (6 hours)
   - PHIL 112 (College Core B: Humanities)
   - HIST 111 or 112 (University Core B: Social and Behavioral Sciences or
     College Core A: American Perspectives or College Core B: Social and
     Behavioral Sciences)

3. Upper-Level POSC Classes (15 hours chosen from)
   - POSC 320 (Congress)
   - POSC 321 (American Presidency)
   - POSC 300 (Introduction to Public Administration)
   - POSC 330 (State and Local Government)
   - POSC 331 (Urban and Metropolitan Government)
   - POSC 335 (Public Policy)
   - New POSC*** courses in Elections and Voting Behavior and public policy
     (for example, environmental policy, disaster policy, health care policy,
     women and public policy) developed as needed

4. We also recommend the following courses for someone interested in this option:
   - COMS 413 (Political Communication—Political Communication – pre-
     requisites for this class are COMS 130 and 330, or permission of instructor).
   - ECON 313 (Public Planning)
   - ECON 374 (Environmental Economics)
   - GEOG 140 (Introduction to Environmental Studies)
   - GEOS 241 (Environmental Regulation—GEOG 140 is pre-requisite)
   - HIST 306 (History of Women)
   - HIST 354 OR 355 (American Social History)
   - PHIL 112 (Ethics and Society)
   - SOCY 341 (Sociology of Health and Medicine)
B.A. or B.S. in Foreign and National Security Policy (39 hours)

1. Political Science Foundations (24 hours)
   - POSC 110 (Introduction to Politics)
   - POSC 120 (Introduction to American Government)
   - POSC 231 (Introduction to Comparative Government)
   - POSC 241 (Theories of International Relations)
   - POSC 290
   - POSC 300-400 level Political Theory
   - POSC 490 (Senior Seminar in the area)
   - POSC 491 (Scope and Method in Political Science)

2. We recommend a Bachelor of Arts (B.A.) degree for this option.

3. Core Curriculum Requirements (6 hours)
   - GEOG 101 or 102
   - INST 101 (Introduction to International Studies)—College Core A: Global Perspectives
   - HIST 101 or 102 (University Core B: Humanities or College Core B: Humanities)

4. Upper-Level Political Science Courses (15 hours)
   - POSC 463 (International Political Economy)
   - POSC 360 (International Law and Organizations)
   - POSC 350 (American Foreign and Defense Policy)
   - POSC 445 (Developing Nations)
   - POSC 341 (Western Europe)
   - POSC ***(additional course or courses in strategic areas or intelligence/national security policy developed as needed and as faculty resources permit)

5. We also recommend the following course from other departments for students interested in this concentration.
   - ECON 309 (Comparative Economic Systems—requires both ECON 105 and 106 as pre-requisites)
   - ECON 311 (Global Development)
   - ECON 340 (Global Economics)
   - HIST 300 (The 20th Century World)
   - HIST 313 (History of China)
   - HIST 317 (National Latin America)
   - HIST 319 (Middle East)
   - HIST 326 (Twentieth Century Africa)
   - HIST 343 (Europe Since 1890)
B.S. in Public Administration (39 hours)

1. Core Requirements (21)
   - POSC 110
   - POSC 120
   - POSC 231
   - POSC 241
   - POSC 290
   - POSC 300-400 level Political Theory
   - POSC 490 (Senior Seminar)
   - POSC 491 (Scope and Method in Political Science)

2. Upper-Level Classes (18 hours)
   - POSC 300 (Introduction to Public Administration)
   - POSC 335 (Public Policy)
   - POSC 432 (Leadership and Organization Theory)
   - POSC 435 (Contemporary Problems in Public Administration)
   - One of the following (POSC 330, 331, and appropriate new or topics class, or 485)

C. B.A. or B.S. in LAW, JUSTICE, AND SOCIETY (39 hours)

1. Political Science Foundations (24 hours)
   - POSC 120 (Introduction to American Government)
   - POSC 231 (Introduction to Comparative Government)
   - POSC 241 (Theories of International Relations)
   - POSC 290 or 491
   - POSC 485 (Internship in Political Science and Public Administration)

2. We recommend a Bachelor of Arts (B.A.) degree for this option.

3. Core Curriculum Requirements (6 hours)
   - Humanities (3 SH): PHIL 112
   - Social/Behavioral Sciences in University Core B-(3SH): SOCY 110 OR 121 OR ECON 105 OR ECON 106
   - College Core A-- Global Perspectives (3SH): ENGL 201 OR ENGL 202, OR SOCY 121 OR INST 101 OR RELN 112
   - College Core B-- U. S. Perspectives (3 SH): HIST 111 OR HIST 112
   - College Core B--Humanities, Visual & Performing Arts, or Foreign Languages (3-4 SH): POSC 110
   - College Core B--Social & Behavioral Sciences (3SH): HIST 111 OR 112; ECON 105 OR 106; PSYC 121

4. 9 hours chosen from
   a. POSC 320: CONGRESS
   b. POSC 333: JUDICIAL PROCESS
c. POSC 360: INTERNATIONAL LAW AND ORGANIZATION

d. POSC 371: POLITICAL PHILOSOPHY I

e. POSC 438: CONSTITUTIONAL LAW—GOVERNMENTAL POWERS

f. POSC 439: CONSTITUTIONAL LAW—CIVIL LIBERTIES

g. POSC 440: LAW, JUSTICE, AND PUBLIC POLICY

h. POSC 474: AMERICAN POLITICAL THOUGHT

i. POSC 490/CRJU 490: MOCK TRIAL

5. 15 HOURS OF COURSEWORK CHOSEN FROM 3 DISCIPLINES (At least 9 hours must be at 300-400 level)
   COMS 332 (Argumentation and Advocacy);
   • COMS 400 (Media Law and Ethics);
   • CRJU 100 (Introduction to Criminal Justice);
   • CRJU 315 (Rights of the Criminally Accused);
   • CRJU 360 (Criminal Law and Evidence);
   • CRJU 481 (Forensic Law)
   • ENGL 306 (Technical Writing);
   • HIST 331 (African American History From 1865)
   • HIST 354, HIST 355 (Social History)
   • HIST 356 (American Religious Thought)
   • HIST 381 (Recent American History)
   • PHIL 213 (Critical Reasoning and Argument);
   • PHIL 375 (Philosophy of Law);
   • SOCY 210 (Social Problems);
   • SOCY 250 (Social Inequality);
   • SOCY 360 (Sociological Theory);
   • SOCY 443 (Deviance); and
   • SOCY 444 (Juvenile Delinquency).

   We also recommend COMS 114: Public Speaking

V. Potential New Initiative

A. Post-Baccalaureate Degree in Homeland Security and Emergency Preparedness (15 hours)

Discussion of this initiative with the Departments of Criminal Justice and History and the School of Communication began during fall semester 2012. All four departments (POSC, COMM, CRJU, and HIST) are excited about it. Existing classes that could be part of this initiative include: Emergency Management (currently taught in CRJU); Politics of Disaster Policy (currently taught as POSC 390: Topics in Political Science); Crisis Communications (currently taught in COMS); and Environmental History (currently taught in HIST). Dr. Stephen Owen (CRJU) and Dr. Tanya Corbin (POSC) are co-chairing a group that will develop the certificate.
VI. **Resource Needs**

In order to meet our aspirations as a department and serve the needs of other departments that depend on our courses, we need a faculty of eight. In other words, we need two additional positions. With the help of Dean Kate Hawkins, we believe we have a strategy that can give us those positions without much additional help from Academic Affairs.