New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information   Check here if "Special Topics" x91 course: ☐

Requested Rubric, Course Number, Core Designation (if needed):

Example: **PHL   361   RH**

Course Title:

Abbreviated Course Title (≤ 30 chars):

First Semester to be Offered:
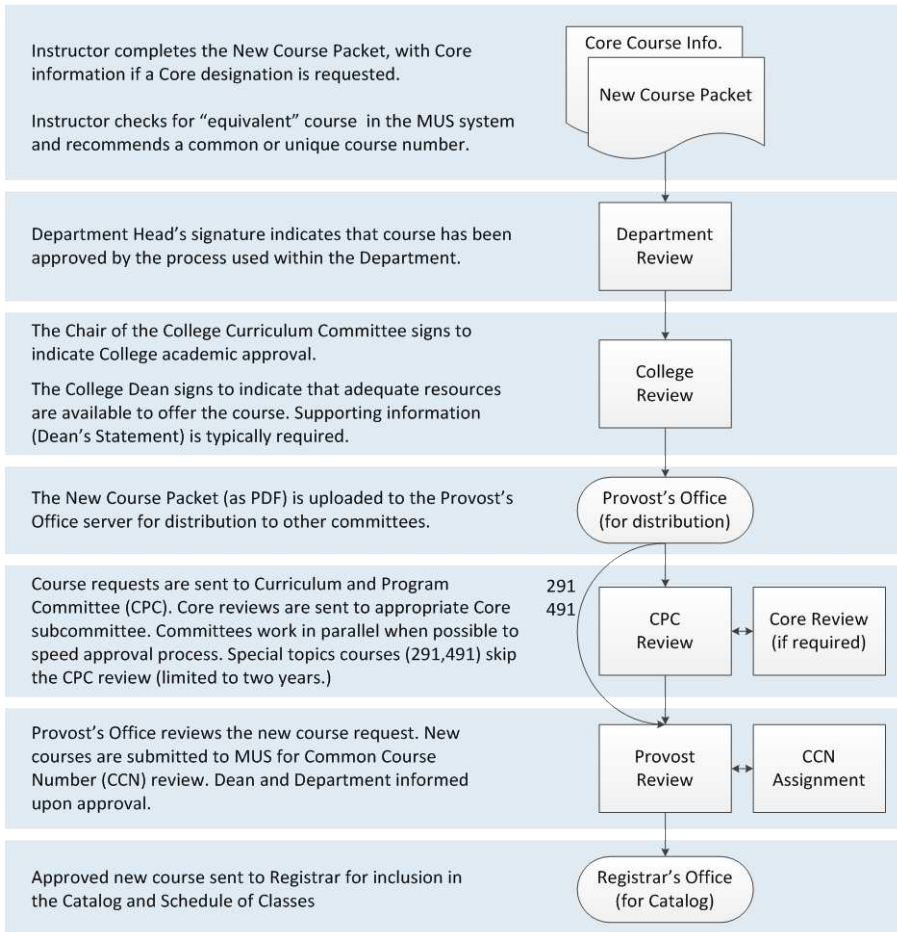
Submitted by:

Submitter's Contact Info: Phone, Email:

Instructor:

Department:

College:

New Course Review Process

APPROVALS

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for "equivalent" course in the MUS system and recommends a common or unique course number.

Core Course Info.

New Course Packet

Department Head's signature indicates that course has been approved by the process used within the Department.

Department Review

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.

College Review

The New Course Packet (as PDF) is uploaded to the Provost's Office server for distribution to other committees.

Provost's Office (for distribution)

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)

291 491

CPC Review   Core Review (if required)

Provost's Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Provost Review   CCN Assignment

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Registrar's Office (for Catalog)

_____   _____
Submitter *   Date

_____   _____
Department Head *   Date

_____   _____
Chair, College Curriculum Comm.   Date

_____   _____
Dean *   Date

_____   _____
Chair, Core Subcommittee (if app.)   Date

_____   _____
Chair, CPC   Date

_____   _____
Assoc. Provost *   Date

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process.   * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.

INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. *Course learning outcomes are prepared for the new course.*
2. *The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.*

   www.mus.edu/Qtools/CCN/ccn_default.asp

   - *If a course exists with at least 80% of the same outcomes, the course is considered "equivalent" to the proposed new course, and the new course should use the existing rubric and course number.*
   - *If no "equivalent" course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.*
3. *The requested rubric and course number are submitted as part of the new course packet.*
4. *The Provost's Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)*
5. *The assigned common course number is reported back to the person submitting the new course request.*

Requested Rubric, Course Number, Core Designation (if needed):

Course Title:

Abbrev. Course Title (≤ 30 char):

Credits:

Department Offering Course:

College:

Is this course "equivalent" to a course in the MUS System?: ☐ Yes   ☐ No

Learning Outcomes for the Course:

INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

Course Title (for Catalog):

Course Title (for Schedule of Classes, **30 characters, max.**):

First Semester to be Offered:

Restricted Entry/Consent of Instructor Required: ☐ Yes ☐ No

Instructor's GID (last 4 digits only):

Department Offering Course:

College:

Is the requested course number available? (x4155 to check): ☐ Yes ☐ No

Frequency of course offering: ☐ Annually ☐ Alternate Years, starting _____

Semester(s) offered (check all that apply): ☐ Summer ☐ Fall ☐ Spring

Summer Options (check all that apply): ☐ First 6 weeks ☐ Second 6 weeks ☐ 12 weeks

Credits by mode of instruction: Lecture: _____

Seminar: _____

Independent Study: _____

Lab/Studio: _____

Recitation/Discussion: _____

TOTAL CREDITS: _____

Primary Mode(s) of Delivery: ☐ Face-to-face ☐ Web-Enhanced (small on-line comp.)
☐ On-Line Only ☐ Blended (significant on-line portion)

Time and Location – *Call the Registrar's Office at x4155 to find a time and location for the course.*

Assigned Day(s): ☐ M ☐ Tu ☐ W ☐ Th ☐ F ☐ Sa ☐ Su

Assigned Time(s):

Assigned Building:

Assigned Room:

Capacity (room capacity, or enrollment "cap"):

Co- and Pre-Requisites – *Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with "and" if both are required, or "or" if only one is required.*

Prerequisite(s):

Co-Requisite(s):

Course Description – *Provide a course description of 40 words or less for the MSU Catalog.*

DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

New Undergraduate Course Narrative
Montana State University

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information

1. Requested Rubric, Course Number, and Core Designation (if any)

> PSCI 220

2. Course Title

> Introduction to Comparative Politics

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

> **NEED**. Comparative politics is a fundamental subfield of the discipline, but the Department of Political Science has not had the resources to cover this subfield in recent years. Furthermore, the Introduction to International Relations course, PSCI 230D, has experienced strong enrollment pressure. That course is a core requirement for all political science majors, is a prerequisite for upper-level courses in the international relations option in the political science curriculum, and is a diversity (D) category course for the university's Core 2.0 requirements. PSCI 220 is an important part of a well-rounded education in political science and would relieve enrollment pressure on PSCI 230D as an alternate means of satisfying the core requirement in the political science major. Students pursuing the international relations option would benefit greatly from taking the course, but it might be even more attractive to students who intend to pursue one of the other major options. Exposing students to practices in other countries is important for understanding how politics work in the United States and is vital for students who are going out to work in an increasingly interconnected world.

GOALS. At the end of this course, students should: (1) better understand why countries choose different mechanisms and institutions for governing and why these choices are important; (2) be better equipped to use the major theories, concepts, and tools of comparative political science in a careful and responsible manner; (3) better understand the relationships among political, social, and economic phenomena within countries and in the international environment; (4) better understand the political consequences of differing practices and historical paths across countries; and (5) better appreciate the concept of democracy and understand how it is sustained.

STRUCTURE. A more detailed description of the course content appears below in responding to item #5. However, the course is structured around basic themes and analytical tools of comparative politics, including political institutions, political culture and mass politics, ideologies, and public policies. As an

introductory course in an undergraduate curriculum, lecture is the primary component of the course. However, the instructor makes use of in-class discussion and activities whenever possible.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

> Student grades are determined using mixed-format exams (i.e., multiple choice, short essays, and long essays), brief papers, and in-class activities.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

I. Basic overview

    A. Major topics of comparative political science: political institutions, democratic and non-democratic regimes. political culture and mass politics, ideologies, public policies

    B. Reasons to study comparative politics and differences from other sub-disciplines

    C. Major tools of comparative political science: scientific methodologies, comparison as a methodology, theoretical tools and approaches

II. Modern state

    A. Historical origins and characteristics of modern state

    B. State strength and failed states

    C. Case studies of state formation

III. Regimes and ideologies

    A. Major political ideologies and ideological families (e.g., liberalism, socialism, fascism, etc.)

    B. Basic democratic and non-democratic regimes types

    C. Case studies of different regimes and underlying ideologies

IV. Identity politics

    A. Politically relevant identities (e.g., ethnicity, religion)

    B. Nations and nationalism

    C. Case studies of identity politics

V. States and markets

    A. Capitalism, socialism, and newer hybrid models

    B. Globalization and neoliberal reforms

    C. Case studies of different models for government-market interaction

VI. Democratic governance

    A. Executives and legislatures (including presidential, parliamentary, and hybrid regimes)

    B. Judiciary

C. Bureaucracy

D. Federal, unitary, and confederal regimes

VII. Participation and representation

A. Electoral and party systems

B. Civil society

C. Case studies of electoral and party systems

VIII. Authoritarian regimes

A. Governing institutions

B. Military and religious governments

C. Participation in authoritarian regimes

D. Case studies of authoritarian regimes

IX. Regime change

A. Revolutions and coups

B. Democratization

C. Case studies of regime change

X. Globalization & development

A. Effects of globalization on political and economic development

B. Case studies of the effects of globalization

XI. Comparative policy

A. Social welfare policies across countries

B. Healthcare policies across countries

C. Environmental policies across countries

D. Case studies of policy approaches

XII. Value politics

A. Group rights: religion, sex, and sexual orientation

B. Case studies of value politics

6. List required texts or other required references.

> The following is a required text:

Drogus, Carol Ann, and Stephen Orvis. 2012. *Introducing Comparative Politics: Concepts and Cases in Context* (2nd edition). SAGE/CQ Press: Washington, DC. [ISBN: 9781608716685]

7. What are the estimated enrollment and student credit hour (SCH) production?
[SCH = (enrollment * credits)]

> The estimated enrollment is 60 students for the 3-credit course, meaning a SCH production of 180.

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

> The enrollment cap will be set at 60 students, which should initially be sufficient to cover student demand. However, the cap will ensure that the class does not become so large that it endangers the nature of the course assignments and the ability of the instructor to give quality feedback to students. Additionally, the cap will ensure that in-class discussion is a feasible part of the learning process.

9. Will course be a "restricted enrollment" course? If so, why is restricted enrollment necessary?

> No restriction will be placed on enrollment.

10. Describe how the success of the course will be evaluated? ("End-of-semester student evaluations" is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> Course success is evaluated directly against the goals for the course listed earlier. The instructor has designed the course assignments explicitly to elicit information about whether students are progressing toward the desired learning outcomes. In-class discussion and direct dialogue with students about course topics provides additional information about progress toward these outcomes. Assessments made by the instructor will aid the department in making determinations about the course. The department head and other tenure-track faculty will discuss the course with students enrolled in the course as they have opportunities to do so, as well.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor's qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor's qualifications to teach this course.

> The instructor is an assistant visiting professor and is not in a tenure-track position. The instructor has a Ph.D. in political science and research specializations in the relevant areas of comparative politics and public policy. He has published peer-reviewed research in the subject area and previously taught multiple iterations of this course at North Dakota State University as a tenure-track faculty member. He has also worked with dozens of countries on behalf of the United States government. Both a vita and a letter of support from the department head are included with these materials.

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> No

> The course is offered at the 200 level due to the introductory nature of both the content and the assignments. The course assumes little previous discipline-specific knowledge. However, students must be capable of basic analysis and critical thinking and must be somewhat aware of what is happening around the world.

Relationship to other Courses, Curricula, and Departments

14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> The course would count toward the core requirements in the political science major and serves as a useful foundation for all the optional tracks in the political science curriculum.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> Though occasional and limited overlap with courses in other disciplines may occur, the political- and policy-based orientation of the course serves to differentiate it substantially from others. Some degree of overlap will occur between this course and PSCI 230D, Introduction to International Relations. However, the two courses take differing perspectives, with one beginning at the country level and the other beginning at the international system level. Additionally, since a student can take either PSCI 220 or PSCI 230D to fulfill the core requirements in political science, some degree of overlap is necessary to ensure that all students have acquired the necessary building blocks for progression in the political science major.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> The SCH are expected to come almost entirely from within the Department of Political Science, as the course relieves enrollment pressure on other PSCI courses and provides students with further choice.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> The course is interdisciplinary in the sense that political science draws on theories and analytical tools used in other disciplines like economics, sociology, and psychology. Furthermore, historical, social, and economic processes are all important to explanations of differences among countries.

Students Served

18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> The course primarily will serve political science majors. However, the instructor's experience suggests that students from throughout the university, and particularly international students, might enroll based on interest.

Resources

19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> No additional resources will be necessary to offer this course, and students will bear no costs other than the regular costs of books and tuition. Students will not pay any additional fee.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> Students may use existing library resources such as books, journals, web sites, and documents in conducting their research. The instructor anticipates no additional resource needs.

Other Supporting Material

21. Include any additional information you feel is needed to support this request.

> A draft syllabus accompanies this proposal for informational purposes.

EXAMPLE SYLLABUS

PSCI 220: Introduction to Comparative Politics

Fall 2013 – Montana State University

Instructor: Eric Raile, Ph.D.

Email: eric.raile@montana.edu

Phone: (406) 994-5239

Office: Wilson Hall 115-B

Class: M-W-F, 9:00 – 9:50am

Dates: Aug. 26 – Dec. 12, 2013

Location: Leon Johnson Hall 346

Office hours: 10-11am (M); 1-2pm (Tu);
or by appointment

Course Description: This course is an undergraduate-level introduction to the subject of comparative politics, which is the comparative study of different types of governmental regimes, political systems, and political cultures throughout the world. These differences often lead to divergent political expectations, perspectives, and outcomes.

Catalog Description: Introduction to the comparative study of different types of governmental regimes, political systems, and political cultures throughout the world and the sources and consequences of these differences

Course Learning Outcomes: At the end of this course, students should: (1) better understand why countries choose different mechanisms and institutions for governing and why these choices are important; (2) be better equipped to use the major theories, concepts, and tools of comparative political science in a careful and responsible manner; (3) better understand the relationships among political, social, and economic phenomena within countries and in the international environment; (4) better understand the political consequences of differing practices and historical paths across countries; and (5) better appreciate the concept of democracy and how it is sustained.

Required Texts: Students are required to purchase and read the following textbook for this course. The textbook is available electronically via CourseSmart (coursesmart.com) and is available for rent via Amazon.com.

> Drogus, Carol Ann, and Stephen Orvis. 2012. *Introducing Comparative Politics: Concepts and Cases in Context* (2nd edition). SAGE/CQ Press: Washington, DC. [ISBN: 9781608716685]

Please be sure to purchase the appropriate edition of the books listed. The instructor may post links or documents of interest on the Desire2Learn (D2L) website for the course (https://ecat.montana.edu/). Please contact the instructor if you have difficulty accessing this content.

The lectures often will incorporate material from outside the textbooks. Students are responsible for all material in the textbook readings *and* all material presented in class. Please complete readings *prior* to the class meeting listed on the schedule. Please also note that the course schedule on the following pages may be subject to slight adjustments throughout the semester.

Course Schedule

Date	Topic(s)	Reading	Assignment Due
Aug. 26 (M)	Course overview		
Aug. 28 (W)	Comparative politics	Chapter 1	
Aug. 30 (F)	Comparative politics		
Sept. 2 (M)	NO CLASS (LABOR DAY)		
Sept. 4 (W)	Comparative politics		
Sept. 6 (F)	Modern state	Chapter 2	
Sept. 9 (M)	Modern state		Topics paper
Sept. 11 (W)	Modern state		
Sept. 13 (F)	Modern state		
Sept. 16 (M)	Regimes and ideologies	Chapter 3	
Sept. 18 (W)	Regimes and ideologies		
Sept. 20 (F)	Regimes and ideologies		
Sept. 23 (M)	Identity politics	Chapter 4	
Sept. 25 (W)	Identity politics		
Sept. 27 (F)	Identity politics		
Sept. 30 (M)	States and markets	Chapter 5	
Oct. 2 (W)	States and markets		
Oct. 4 (F)	States and markets		
Oct. 7 (M)			Exam #1
Oct. 9 (W)	Democratic governance	Chapter 6	
Oct. 11 (F)	Democratic governance		
Oct. 14 (M)	Democratic governance		
Oct. 16 (W)	Democratic governance		
Oct. 18 (F)	Participation & representation	Chapter 7	
Oct. 21 (M)	Participation & representation		
Oct. 23 (W)	Participation & representation		
Oct. 25 (F)	Authoritarian regimes	Chapter 8	
Oct. 28 (M)	Authoritarian regimes		
Oct. 30 (W)	Authoritarian regimes		Democracy paper

Course Schedule (Continued)

Date	Topic(s)	Reading	Assignment Due
Nov. 1 (F)	Regime change	Chapter 9	
Nov. 4 (M)	Regime change		
Nov. 6 (W)	Regime change		
Nov. 8 (F)			Exam #2
Nov. 11 (M)	NO CLASS (VETERANS DAY)		
Nov. 13 (W)	Globalization & development	Chapter 10	
Nov. 15 (F)	Globalization & development		
Nov. 18 (M)	Globalization & development		
Nov. 20 (W)	Comparative policy	Chapter 11	
Nov. 22 (F)	Comparative policy		
Nov. 25 (M)	Comparative policy		
Nov. 27 (W)	NO CLASS (THANKSGIVING HOLIDAY)		
Nov. 29 (F)	NO CLASS (THANKSGIVING HOLIDAY)		
Dec. 2 (M)	Value politics	Chapter 12	
Dec. 4 (W)	Value politics		
Dec. 6 (F)	Value politics		
Dec. 12 (Th)			Final exam (4:00-5:50pm)

Policies, Expectations, and Student Responsibilities

Attendance: The instructor does not officially take attendance, but doing well in the course will be very difficult if a student misses class meetings. Consequently, consistent attendance is a basic expectation for this course. After missing a class meeting, students must borrow notes from their classmates.

Late Assignments: The instructor typically must excuse a student in advance for the student to receive credit for an in-class exam. Such an excuse is likely only for family emergencies (e.g., serious illness, death in the family) or for government- or university-sanctioned activities. The requirement for advance approval may also be waived in the case of emergency situations. Makeup exams, when approved, may take a different form than the regular exam.

Other types of assignments submitted late are subject to a 15% deduction if not submitted by the deadline and an additional 15% deduction for each day thereafter they are late (i.e., 30% total deduction 24 hours after the deadline, 45% deduction 48 hours after, etc.). Again, such deductions may be waived only in the case of emergency situations. Papers must be neat and typed (11- or 12-point font) and must be submitted electronically within the D2L site for this course. Students are required to maintain electronic copies of submitted assignments until the course is completed.

In-class Activities: We will engage in a number of (typically unannounced) in-class activities throughout the semester, possibly including group discussions, brief response papers, and quizzes. The quizzes will not be difficult if you have completed the required reading prior to the class in question. Reading ahead of time is also useful because it reinforces learning and allows you to contribute to class discussions and activities. If you are not present to complete an in-class activity, you will not be able to make up that activity regardless of the reason for your absence. However, your two lowest in-class activity scores will be dropped at the end of the semester. The remaining scores will count toward the in-class activities portion of your grade.

Basic Behavioral Expectations: Students are responsible for knowing all information contained in this syllabus and all information announced in class and on the D2L website. Students are required to check their email regularly. Students are expected to observe common courtesies (e.g., no ringing cell phones, no chatting, no texting, no reading outside materials during class). The use of laptop computers and other electronic devices (e.g., cellphones, tablets) by students during regular class time is prohibited. Unless otherwise specified within the assignment, students must complete all assignments individually.

Special Needs: Any student with a disability or with special needs relevant to this course is encouraged to speak with the instructor as soon as possible. MSU's Office of Disability, Re-Entry, and Veteran Services is available to assist students, as well (see http://www.montana.edu/wwwres/).

Academic Honesty: Students must adhere to the provisions of the MSU Student Conduct Code (see http://www2.montana.edu/policy/student_conduct/). See in particular Section 300.00, which outlines basic student responsibilities, and Section 400.00, which outlines procedures for academic misconduct. Students who have engaged in academic misconduct are subject to penalties up to and possibly including suspension, expulsion, and revocation of degree. Be aware that policing for plagiarism and other forms of cheating in this course will be strong and penalties may be severe as such misbehavior degrades the learning environment for everyone.

Plagiarism: As stated in the MSU Student Conduct Code (Subsection 420.00, Paragraph D), plagiarism is "presenting the work of another as one's own without proper acknowledgement." Though citing a resource for basic factual information that could be found in many different resources is not mandatory,

you MUST cite the source whenever you are using fairly unique information, using statistics, or using someone else's ideas. This also applies to tables, graphs, etc. Additionally, any time you are using someone else's exact words (beyond three or four words) you MUST place those words in quotation marks. You may alternatively set off direct quotations by indentation if the quotations are long, but the offset text must also include a parenthetical citation. Failure to abide by these guidelines constitutes plagiarism.

The instructor may require that submitted assignments be evaluated by TurnItIn.com, a web-based service associated with D2L and used by the university to ensure the originality of student work. TurnItIn compares the submitted text against information available on the Internet, databases of journal articles, and millions of student papers previously submitted to TurnItIn. Your submissions will be retained by TurnItIn in its database for the sole purpose of verifying the originality of future papers. Additional information about TurnItIn is available at http://turnitin.com/en_us/training/student-training. Please let the instructor know if you need help or have any concerns.

Grading

The instructor does not "give" grades; each student *earns* his or her grade. A student begins the semester with 0 points and must pass the relevant cutoff to earn a particular grade. Students will not be "bumped up" to a higher grade if they have not passed the point cutoff. Students must pose grading questions within 72 hours after receiving graded assignments in order to receive consideration.

The instructor will evaluate submitted assignments and assign grades based on evidence of accuracy, responsiveness, clarity, completeness, critical thinking, ability to reflect upon and integrate different sources of information, and writing skills.

Point distribution

In-class participation activities	40 points
Topics paper (Sept. 9)	20 points
Exam #1 (Oct. 7)	60 points
Democracy paper (Oct. 30)	20 points
Exam #2 (Nov. 8)	60 points
Final exam (Dec. 12)	90 points
Total	*290 points*

Grading cutoffs

290 – 270 pts.	100.0% – 93.0%	A
269 – 261 pts.	< 93.0% -- 90.0%	A-
260 – 253 pts.	< 90.0% – 87.0%	B+
252 – 241 pts.	< 87.0% -- 83.0%	B
240 – 232 pts.	< 83.0% -- 80.0%	B-
231 – 224 pts.	< 80.0% -- 77.0%	C+
223 – 212 pts.	< 77.0% -- 73.0%	C
211 – 203 pts.	< 73.0% -- 70.0%	C-
202 – 195 pts.	< 70.0% -- 67.0%	D+
194 – 183 pts.	< 67.0% -- 63.0%	D
182 – 174 pts.	< 63.0% -- 60.0%	D-
< 174 pts.	< 60.0%	F

Formatting References

Students are required to use in-line references in the author-date manner, which is common in the social sciences. The *Chicago Manual of Style* serves as a useful resource for this type of referencing (http://www.chicagomanualofstyle.org/tools_citationguide.html). The student may use the examples below as a guide, though they differ slightly from the manual in some cases. In the author-date system, a summary reference is followed by parentheses that contain the author(s) and date of the publication, while a direct quotation contains that information plus a page number. For example:

> This is a summary of the author's argument (Jones 2001).

> "This is a direct quotation" (Smith and Jones 2002, 130).

The following are examples of how references may appear in the references section of a paper:

Book Example

> Smith, John, and Mike R. Jones. 2003. *Book Name*. Publisher's City: Publisher's Name.

Book Chapter in Edited Volume

> Jones, Mike R. 2001. "Chapter Name." In *Book Name*, eds. Mike R. Jones and John Smith. Publisher's City: Publisher's Name.

Conference Paper

> Jones, Mike R. "Paper Name." Paper presented at the annual meeting of the Organization Name, City, State/Country, Date(s).

Internet Source

> Johnson, Bill. Accessed August 24, 2008. "Article or Webpage Name." Available online at http://www.websitename.com/location/.

Journal Article

> Smith, John, and Mike R. Jones. 2002. "Article Name." *Journal Name* 32 (4): 127-44.

Magazine Article

> Smith, John. 2000. "Article Name." *Magazine Name*, Date, Page number(s).

Newspaper Article

> Johnson, Bill. 2005. "Article Name." *Newspaper Name*, Date, Newspaper Section.

Dean, College of Letters and Science
Montana State University

February 28 2013

Dear Dean Rae,

Political Science

I am writing to request approval of a new course, Introduction to Comparative Politics, PSCI 220, to be taught by visiting Professor Eric Raile.

"Introduction to Comparative Politics" will be an excellent addition to our curricula, adding a new course for students interested in comparing the characteristics and outcomes of different political systems. Prof. Raile details the justification for adding this course and the learning objectives in his course proposal.

We are happy to have the opportunity for Prof. Raile to teach courses on our faculty. He received his doctorate at Michigan State University and was a tenure track professor at North Dakota State before he joined us. He also has extensive work experience in the U.S. Office of Government Ethics. Prof. Raile has a strong publication record and excellent teaching evaluations.

Please let me know if you need further details.

Sincerely,

Linda M. Young
Head, Department of Political Science

2-143 Wilson Hall
Bozeman, MT 59717-0224
www.montana.edu/wwwpo

Tel   (406) 994-4141
Fax   (406) 994-6692
Email npoole@montana.edu

Mountains & Minds

ERIC D. RAILE

Mailing Address:

Department of Political Science
Montana State University
P.O. Box 172240
Bozeman, MT 59717-2240

Email: eric.raile@montana.edu
Phone: (406) 994-5239
Fax: (406) 994-6692

SUMMARY

Academic Positions:

Assistant Visiting Professor, Department of Political Science, Montana State University (2012-present)

Assistant Professor of Political Science, Department of Criminal Justice and Political Science, North Dakota State University (2008-2012)

Primary Research Interests:

Governance and accountability (political and public will, public ethics and corruption, security perceptions and human security, coalition politics)

Quantitative survey methodologies

EDUCATION

2008   Ph.D.   Michigan State University
Political science
Subfields: comparative politics, public policy

Honors: comprehensive exam in comparative politics passed with distinction, Dissertation Completion Fellowship, College of Social Science nominee for university's Excellence-in-Teaching Citation, senior teaching assistant, Graduate Student Association's teaching award in Department of Political Science

2000   B.A.   Concordia College – Moorhead, Minnesota
Majors: political science, Spanish
Summa cum laude (rank: 1 of 647; GPA: 4.00 out of 4.00)

Honors: Rhodes Scholar state finalist, Omicron Delta Kappa national leadership honor society, Sigma Delta Pi national Spanish honor society, CREDO (honors program) honors, Department of Political Science honors, Alpha Society, Robert C. Byrd Scholar, Concordia College Faculty Scholar, Harding C. Noblitt Scholar, Political Science Student of the Year, Spanish Department Outstanding Student Representative, honors semester in Greece

RESEARCH

Refereed Journal Articles:

Eric D. Raile. 2012 (online version). "Building Ethical Capital: Perceptions of Ethical Climate in the Public Sector." *Public Administration Review*. doi: 10.1111/j.1540-6210.2012.02649.x

Eric D. Raile, Carlos Pereira, and Timothy J. Power. 2011. "The Executive Toolbox: Building Legislative Support in a Multiparty Presidential Regime." *Political Research Quarterly* 64 (2): 323-34.

Lori Ann Post, Amber N. W. Raile, and Eric D. Raile. 2010. "Defining Political Will." *Politics & Policy* 38 (4): 653-76. *[Primary author; listed alphabetically]*

Refereed Chapter in Edited Volume:

Carlos Pereira, Timothy J. Power, and Eric D. Raile. 2011. "Presidentialism, Coalitions, and Accountability." *Corruption and Democracy in Brazil: The Struggle for Accountability*, eds. Timothy J. Power and Matthew M. Taylor. Notre Dame, IN: University of Notre Dame Press, 31-55.

Other Publications & Research Documents:

Eric D. Raile. 2011. "Financial/Asset Disclosure in APEC Economies: Standards and Practices." Published on U.S. Office of Government Ethics website (http://www.oge.gov/).

Carlos Pereira, Timothy Power, and Eric Raile. 2010. "Presidencialismo de Coalizão e Recompensas Paralelas: Explicando o Escândalo de Mensalão." In *Legislativo Brasileiro em Perspectiva Comparada*, eds. Magna Inacio and Lucio Rennó. Minas Gerais, Brazil: Minas Gerais University Press, 207-34. [*Portuguese language precursor to Pereira, Power, & Raile 2011 above; includes additional data analysis*]

Jane S. Ley and Eric D. Raile. 2008. "Personal Financial Disclosure: Building Confidence in Governance." *Annals: IV Global Forum on Fighting Corruption.* Brasilia, Brazil: Office of the Comptroller General of Brazil, 399-406.

Eric Raile. 2004. "Managing Conflicts of Interest in the Americas: A Comparative Review." Published on Organization for Economic Cooperation and Development (OECD) website (http://www.oecd.org/).

Eric Raile. 2003. "Public Ethics in an International Context." *COGEL (Council on Governmental Ethics Laws) Guardian* 24 (3): 1-5.

Book Review:

Eric D. Raile. 2012. *The Quality of Democracy in Latin America*, eds. Daniel H. Levine and Josè E. Molina (Lynne Rienner Publishers, 2010). *Journal of Politics* 74 (1): E5.

Invitations to Present Research:

Eric D. Raile. "Research Program: Government Accountability." Department of Political Science, Montana State University. (Nov. 2012)

Eric D. Raile. "Preventing Conflicts of Interest: Experience of the USA." European Union and Transparency International Conference on *Prevention of Conflict of Interest in Croatia – Analysis of the Current Situation and Recommendations for the Future*, in Zagreb, Croatia. (Oct. 2012)

Eric D. Raile. "Financial/Asset Disclosure in APEC Economies: Standards and Practices." Asia-Pacific Economic Cooperation (APEC) ACT Workshop on *Effective Financial/Asset Disclosure for Public Servants*, in San Francisco, CA. (Sept. 2011)

Luis Araujo, Carlos Pereira, and Eric D. Raile. "Negotiating Democracy: Exchange and Governance in Multiparty Presidential Regimes." GIGA Institute of Latin American Studies, in Hamburg, Germany. (Mar. 2010)

Luis Araujo, Carlos Pereira, and Eric D. Raile. "Posts, Pork, and Policies: Modeling Exchange in Multiparty Presidential Regimes." *Research Seminar Series*, Department of Political Science, Michigan State University, in East Lansing, MI. (Nov. 2009)

Wendy G. Pond and Eric D. Raile. "An Overview of APEC Member Economies' Codes of Conduct." APEC Workshop on *Applying APEC Anti-Corruption Principles, Preventing Conflicts of Interest*, in Beijing, China. (Oct. 2009)

Carlos Pereira, Timothy J. Power, and Eric D. Raile. "Coalitional Presidentialism and Side Payments: Explaining the *Mensalão* Scandal in Brazil." Workshop on *Accountability Institutions and Political Corruption in Brazil*, at Oxford University, in Oxford, England. (May 2008)

Lori Ann Post, Amber N. W. Raile, and Eric D. Raile. "Public Will and Political Will." World Bank workshop on *People, Politics, and Change: Communication Approaches for Governance Reform*, in Washington, D.C. (Mar. 2008)

Luis Araujo, Carlos Pereira, and Eric D. Raile. "A Model of Bargaining and Exchange in Presidential Regimes: Coalitions, Pork, and Policies." *Workshop on Institutions, Policy Performance, and Governance*, in São Paulo, Brazil. (Dec. 2007)

Eric D. Raile. "Results from OGE's Employee Ethics Survey." *15th National Government Ethics Conference*, in Orlando, FL. (Mar. 2007)

Jane S. Ley and Eric D. Raile. "Personal Financial Disclosure: Building Confidence in Governance." *Fourth Global Forum on Fighting Corruption*, in Brasilia, Brazil. (June 2005)

Eric Raile. "Managing Conflicts of Interest in the Americas: A Comparative Review." *OECD-IDB Forum on Implementing Conflict of Interest Policies in the Public Service*, in Rio de Janeiro, Brazil. (May 2004)

Conference Papers:

Eric D. Raile. "Mass Evaluations of the Problem of Political Corruption: A Comparative Study." Paper presented at the Annual Meeting of the American Political Science Association, in Seattle, WA. (Sept. 2011)

Eric D. Raile. "Individual Security Perceptions and Attitudes toward Globalization." Paper presented at the Annual Conference of the European Political Science Association, in Dublin, Ireland. (June 2011)

Luis Araujo, Carlos Pereira, and Eric D. Raile. "Negotiating Democracy: Exchange and Governance in Multiparty Presidential Regimes." Paper presented at the Annual Meeting of the American Political Science Association, in Washington, DC. (Sept. 2010)

Eric D. Raile and Amber N. W. Raile. "Influences on Perceptions of Ethical Climate in the Public Sector." Paper presented at the National Conference of the Midwest Political Science Association, in Chicago, IL. (Apr. 2010)

Lori Ann Post, Amber N. W. Raile, and Eric D. Raile. "Defining Political Will." Paper presented at the Annual Meeting of the National Communication Association, in San Diego, CA. (Nov. 2008)

Luis Araujo, Carlos Pereira, and Eric D. Raile. "Bargaining and Governance in Multiparty Presidential Regimes." Paper presented at the Annual Meeting of the American Political Science Association, in Boston, MA. (Aug. 2008)

Luis Araujo, Carlos Pereira, and Eric D. Raile. "Bargaining and Governance in Multiparty Presidential Regimes." Paper presented at the Annual Meeting of the International Society for New Institutional Economics, in Toronto, Canada. (June 2008)

Luis Araujo, Carlos Pereira, and Eric D. Raile. "A Market for Ideas, Pork, and Power: Governance in Coalitional Presidencies." Paper presented at the National Conference of the Midwest Political Science Association, in Chicago, IL. (Apr. 2008)

Amber N. W. Raile and Eric D. Raile. "What I Expect versus What I Value: The Effects of Expectations and Work Values on Organizational Communication Satisfaction for Part-Time Workers." Paper presented at the Annual Meeting of the International Communication Association, in San Francisco, CA. (May 2007)

Eric D. Raile, Carlos Pereira, and Timothy J. Power. "The Presidential Toolbox: Generating Support in a Multiparty Presidential Regime." Paper presented at the Annual Meeting of the Brazilian Political Science Association, in Belo Horizonte, Brazil. (Dec. 2006)

Eric D. Raile, Carlos Pereira, and Timothy J. Power. "The Presidential Toolbox: Generating Support in a Multiparty Presidential Regime." Paper presented at the Annual Meeting of the American Political Science Association, in Philadelphia, PA. (Aug. 2006)

Darren W. Davis, Brian D. Silver, and Eric D. Raile. "The Threat of Terrorism, Presidential Approval, and the 2004 Election." Paper presented at the National Conference of the Midwest Political Science Association, in Chicago, IL. (Apr. 2005)

Panel Discussant:

National Conference of the Midwest Political Science Association, in Chicago, IL (Apr. 2010)

Workshop on Corruption and Accountability in Latin America, in East Lansing, MI (Nov. 2005)

GRANTS & CONTRACTS

Agency: OSD/Army
Prime Award No: W9132T-08-C-002
Title of Grant: Political Will Expert Reasoning Tool
Name of Investigator: Lori Post
Total Amount of Grant: $30,000
Percent Effort: 20%
Direct Costs: $19,867
Beginning and End Dates: 2/08 to 7/08
Role: Investigator

COURSES TAUGHT

Comparative Politics & International Relations:

Comparative Politics

Global Policy Issues

Politics of Development

Public Policy and Administration:

    Principles of Public Administration

    Public Policy Analysis

    Field Experience in Political Science

American Politics:

    Introduction to American Government

    Campaigns and Elections

Methods:

    Introduction to Conducting Political Inquiry

SERVICE ACTIVITIES

Manuscript Reviewer:

    American Journal of Political Science

    Journal of Politics

    Journal of Public Administration Research and Theory

University Committees:

    Research & Consulting Committee (NDSU, 2011-2012)

    Interdisciplinary listening group on teaching, research, and service (NDSU, 2010)

Departmental Committees:

    Departmental curriculum, policy, and faculty search committees (NDSU)

Invited Panels and Presentations:

    "Who Is Going to Win and Where? Evidence from Political Markets and Polls." Panel discussion hosted by Department of Agricultural Economics and Economics, Montana State University (Oct. 2012)

    "Influences on Perceptions of Ethical Climate in the Public Sector." Master of Public Administration course on ethics, Montana State University (Oct. 2012)

    "Higher Education and the Real World of Governance." Annual Conference of the Council on Governmental Ethics Laws (COGEL), in Nashville, TN. (Dec. 2011)

    YMCA-sponsored Constitution Day talks at NDSU (2008, 2009)

Student Advising:

    Faculty advisor for Mu Xi chapter of Pi Sigma Alpha national political science honor society (NDSU, 2008-2012)

    Graduate student thesis committees (NDSU, 2008-2012)

    Curriculum advising for political science majors (NDSU, 2008-2012)

News Media Contributions:

Print/Web: USA Today, ABC News, Real Clear Politics, Congressional Quarterly/Roll Call, Fargo Forum

Radio: KFGO 790AM, Prairie Public Radio, WDAY 970AM

Television: KVLY 11, KXJB 4, WDAY 6, SU TV

PROFESSIONAL AFFILIATIONS

American Political Science Association

European Political Science Association

Midwest Political Science Association

ADDITIONAL EMPLOYMENT HISTORY

2003-Present   Intergovernmental Programs Advisor, U.S. Office of Government Ethics

Conduct research, provide analytical and translation services, make presentations, and write papers concerning public anticorruption efforts and public ethics in an international context

Honor: Presented with Director's Award in November 2006 for work related to Group of States against Corruption (GRECO) review of U.S. anticorruption systems

2003-2008   Graduate Assistant, Department of Political Science, Michigan State University

Developed training materials for teaching assistants, independently taught six courses, served as teaching assistant for four courses, and conducted research

2001-2003   Intergovernmental Programs Analyst, U.S. Office of Government Ethics

Represented agency in interagency processes, drafted official U.S. documents, served as U.S. government expert at international meetings, made presentations to official foreign delegations concerning public anticorruption efforts and public ethics, and reviewed draft legislation at the request of the Office and Management and Budget to identify problems or conflicts with existing programs

2000-2001   Management Analyst, U.S. Office of Government Ethics

Conducted onsite reviews and wrote reports concerning ethics program implementation by executive branch agencies of the federal government, and coordinated with White House and federal agencies in evaluating financial disclosure reports of potential presidential nominees