Political Science Major Assessment Report

Spring 2021 - PLO #1

Program Learning Outcomes (PLOs)

The current Political Science Program Learning Outcomes have been in effect since 2017. The last two annual assessments examined PLOs 3 and 4. This year we chose to assess PLO #1 and next year we will assess PLO #2.

Revised Political Science Learning Outcomes, Approved March 7, 2017

Students will:

1. Describe political institutions and current debates in domestic and global politics.
Assessment Opportunity and Curriculum Map: Introductory-level courses: POLI 101 American Politics, POLI 160 Comparative Politics, and POLI 180 Introduction to Global Affairs.

2. Apply discipline-specific concepts and theories to scholarly investigations of political institutions and current issues in domestic and global politics.
Assessment Opportunity and Curriculum Map: Any 300-level Political Science course

3. Employ qualitative and/or quantitative methods to formulate an argument regarding a domestic or global political issue.
Assessment Opportunity and Curriculum Map: POLI 300 Analyzing Politics and POLI 498 Capstone Seminar.

4. Communicate research findings using professional prose supported by scholarly evidence.
Assessment Opportunity and Curriculum Map: POLI 498 Capstone Seminar.

Current Curriculum Map

See courses attached to each learning outcome above.

Summary of Previous Results

The Political Science Department completed a full assessment of its learning outcomes in 2016. Based on that assessment, the department revised its PLOs in 2017.

PLO #4 was assessed in 2019.

PLO #3 was assessed in 2020.

This will be the first time that PLO #1 is assessed since we revised our PLOs in 2017. As such we do not have previous data with which to compare the current results.

Assessment Methodology for PLO #1

This PLO was assessed using data from three introductory courses, taught by three different professors: POLI 101 – American Politics; POLI 160 – Comparative Politics; and POLI 180 – Introduction to

Global Affairs. POLI 160 was taught in the Spring 2020 semester and POLI 101 and 180 were both taught in Fall 2020.

Students who take these introductory courses include both Political Science majors, as well as many non-majors who take the courses to meet a GEP requirement or out of interest. The courses are designed to introduce students to the major sub-fields of Political Science and to acquaint them with basic knowledge and tools to be able to go on to upper-level courses in the discipline.

To assess PLO #1, a single rubric (see appendices) was created and distributed to each of the three professors who offered to use their courses for assessment. Each chose specific assignments and/or exam questions that would be appropriate for this assessment. Professors teaching POLI 101 and POLI 160 used a combination of multiple-choice exam questions and written work to assess PLO #1. For POLI 180, final exam essays were used as the assessment tool.

The rubric has three achievement levels: *Not Met, Met, and Exceeded.* For the sake of simplicity, we did not include a category for *Partially Met,* instead that was subsumed into the *Not Met* category. The rubric divided the PLO to measure students' ability to describe institutions and separately their success in describing current debates. The overall category combines these two measures in the following way: if a student failed to meet expectations in either of the two categories they were listed as Not Meeting Overall Expectations; if they met expectations on both but did not exceed on either, then they were categorized as having met expectations; if they met expectations in both and exceeded in at least one of the two categories, then they were categorized as having exceeded expectations. PDF attachments offer examples of student work that fit each of these categories.

Assessment Results and Findings

This assessment is based on data provided by three professors for three distinct courses, one of which focuses on domestic politics, POLI 101 – American Politics, and two which focus on global politics, POLI 180 – Introduction to Global Affairs and POLI 160 – Comparative Politics. The number of students enrolled in all three classes totaled 204 (78 in POLI 101; 86 in POLI 180; and 40 in POLI 160). POLI 101 and POLI 160 instructors separately assessed the two components of the PLO: describe institutions and describe current debates. The instructor for POLI 180 used a single exam essay question to assess both institutions and debates, so the results for POLI 101 will only be included in the overall results. The assignments used to assess student achievement varied somewhat from instructor to instructor. I detail them here:

POLI 101

- Institutions: students' average on six multiple-choice and fill-in-the blank questions was taken as a measure of this part of the PLO (see attached file: POLI 101 Assessment Results)
- Debates: This was measured by student's performance on three of the weekly assignments that required long answer reflections (see attached file: POLI 101 Assessment Results)

POLI 160

- Institutions: Long-answer exam questions that required students to describe political institutions was used to assess student learning in POLI 160. However, since students were given choices in terms of long-answer questions, there were some students who did not chose the ones on political institutions, for those students, their average score on six multiple-choice questions on the final exam that tested knowledge of major political institutions was used in lieu of the long-answer questions. (See appendices for the long answer questions).
- Debates: Two homework assignments that required written responses to readings on democracy and on female representation in politics were used to assess this part of the PLO. (See appendices)

POLI 180

- Institutions and Debates – The final exam essay questions were used to measure student performance on PLO#1 for POLI 180. Students had a choice of three questions from which to choose. (See appendices).

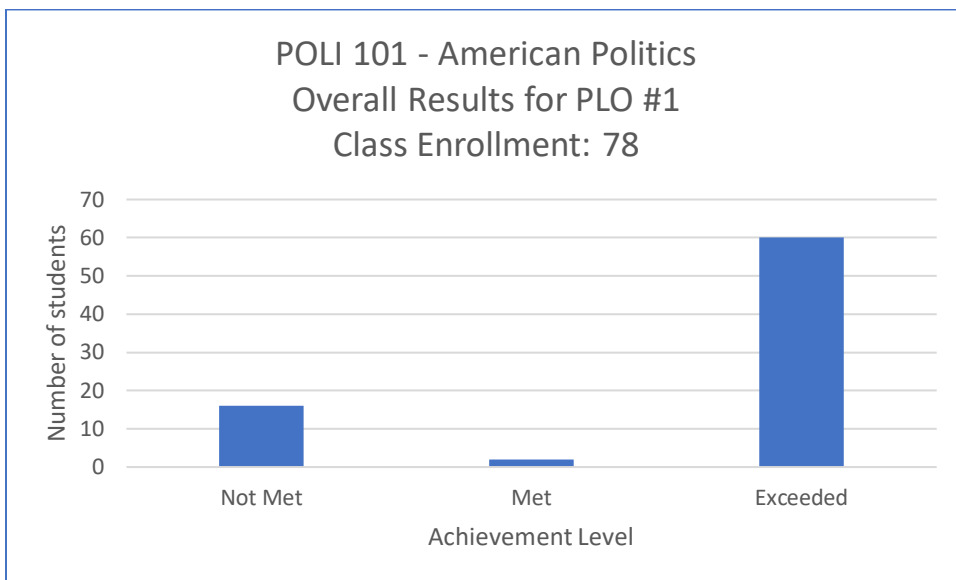### Summary of Results from Spring and Fall 2020*

Category	Not Met (1)	Met (2)	Exceeded (3)	Median	Percentage Met	# of Students Assessed
Institutions	30	12	76	3	75%	118
Debates	21	14	83	3	82%	118
Overall	66	41	97	2	68%	204

*Note: Because one of the instructors used a single assignment to assess both components of the PLO (institutions and debates), the results from that class are only included in the "Overall" line. That is why the total number of students assessed is higher in the "Overall" row because this row includes results from all three classes, whereas the Institutions and Debates rows include only two classes, POLI 101 and POLI 160.
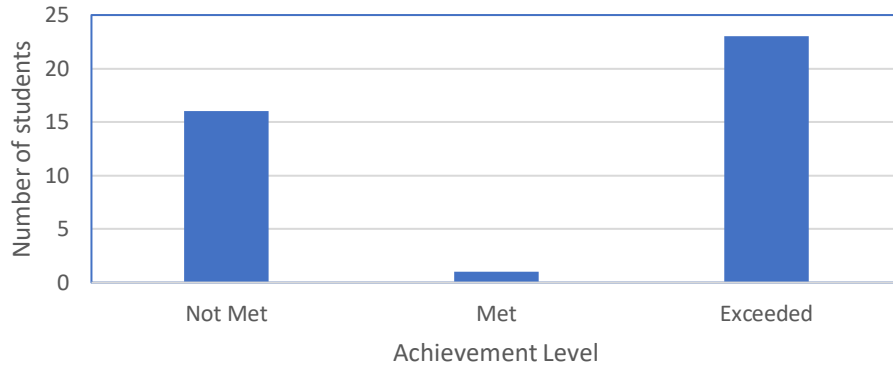
Chart of Results by Course for Overall Acheivement

PLO #1 - Overall Results - Spring & Fall 2020
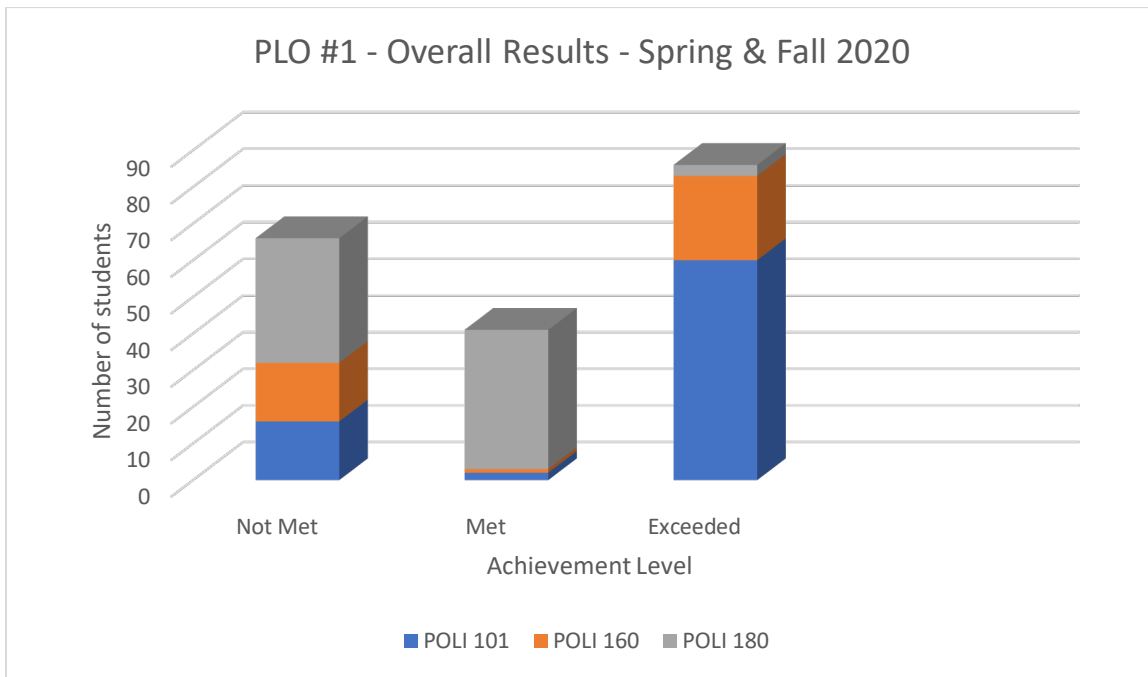
Distribution of Achievement Levels for Overall Category by Course

POLI 101 - American Politics
Overall Results for PLO #1
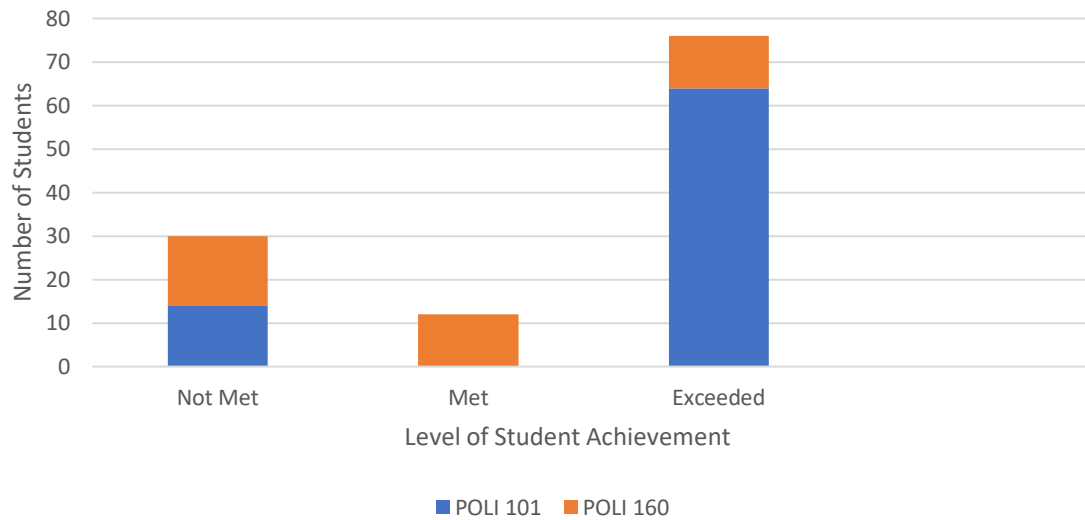**Class Enrollment: 78**

POLI 160 - Comparative Politics
Overall Results for PLO #1
Class Enrollment - 40

POLI 180
Introduction to Global Affairs
Political Science Learning Outcome #1
Class enrollment: 86
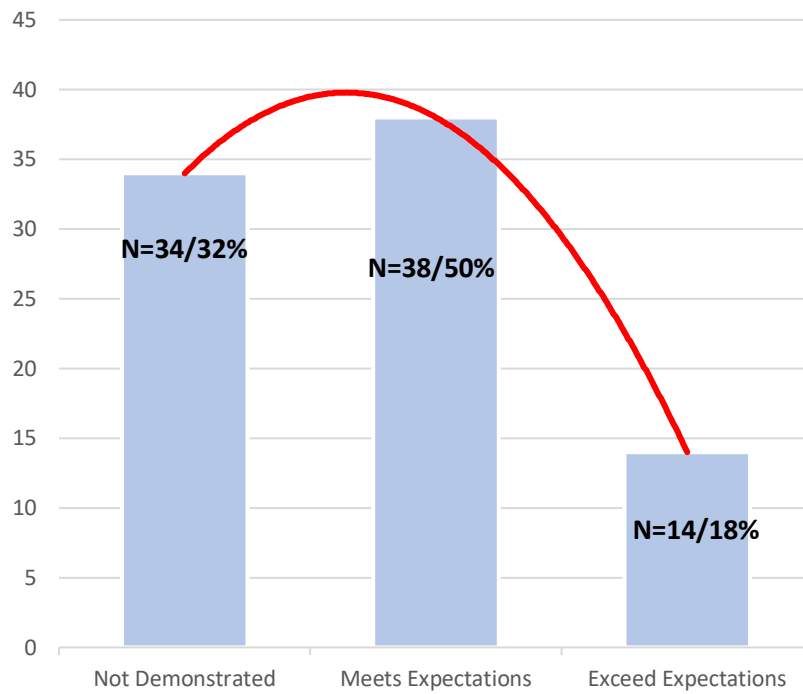
Levels of Student Achievement in Describing Institutions POLI 101 and POLI 160

Number of Students

| Level of Student Achievement | Not Met | Met | Exceeded |

POLI 101 ▮ POLI 160 ▮

Levels of Student Achievement in Describing Current Debates POLI 101 and POLI 160

| | Not Met | Met | Exceeded |

POLI 101 ▮ POLI 160 ▮
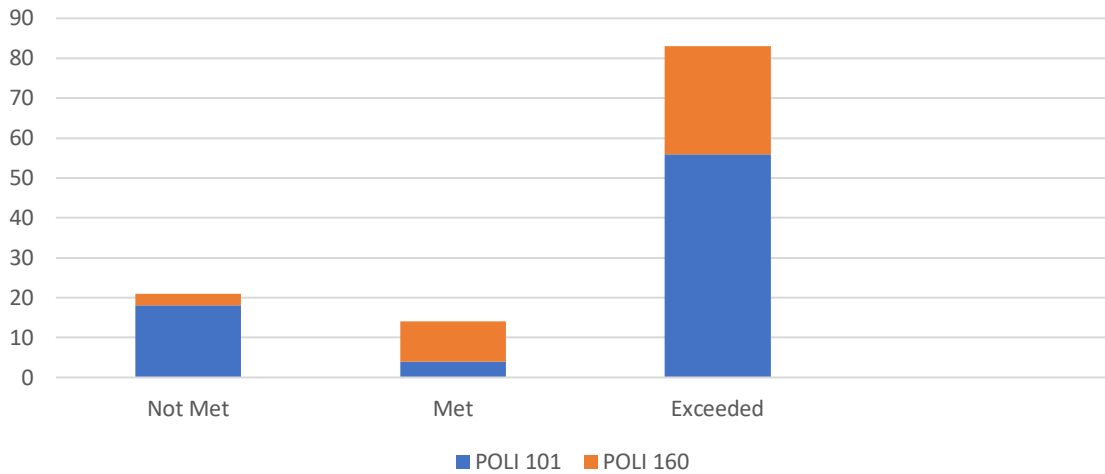
Interpretation of Results

While the overall results for all three classes show that 68% of the 204 enrolled students met or exceeded expectations for PLO #1, 32% of students did not. The percentage of students who did not meet expectations is higher than we would like and therefore may indicate that PLO #1 is an area where there is room for improvement. Having said that, it is important to note several circumstances and factors that likely impacted the results this year.

First, it is important to note the classes that are being used to evaluate this PLO are introductory classes. These 100-level classes include not only Political Science majors, but also many non-majors who are taking these courses for GEP credit. I think it is probably fair to say that the range of student performance in 100-level classes will be wider than in upper-level classes and include larger numbers of students who do not meet expectations.

Second, the Covid-19 pandemic had a significant negative impact on student performance across the university. This should not be underestimated. Also important is the fact that both POLI 101 and POLI 180 are classes that in a normal year would have been taught in-person, but this year, due to the pandemic, they were taught as 100% online asynchronous courses. In both cases, there were a high number of students who did not complete all assignments and exams; the number of students who did not meet expectations includes those who did not complete those assignments or exams that were used for assessment. For example, 9 percent of enrolled students in POLI 180 did not take the final exam; similarly, in POLI 101 20 percent of students failed the course, primarily as a result of not keeping up with and completing assignments throughout the semester.

The bimodal distribution of the overall level of achievement in both POLI 101 and POLI 160 is partly a function of how the rubric was constructed: students had to have met expectations in both categories order to qualify either for met or exceeded. If a student exceeded expectations in at least one category they were included in exceeding expectations overall, clearly those students who met expectations in both categories were highly likely to have exceeded expectations in at least one of the two categories, thus being listed as having exceeded expectations. Given this outcome, it makes sense to think about the main difference as between those who did and those who did not meet expectations. For future assessments, it will make more sense to create a rubric that includes a category of achievement of partially meeting expectations, thus allowing for a more nuanced understanding of what is going on with the population of students who do not meet expectations. The assessment of POLI 180 produced a more traditional bell curve distribution, which likely reflects both the choice of assignment to be assessed (essay question) and the fact that both components of the PLO were assessed together. One of the goals for future assessments will be to attain greater consistency in terms of the instruments used for assessment across classes.

One observation in looking at the results from POLI 160 specifically is that students performed somewhat worse on institutions than they did on describing current debates. This may be partly a function of the difference in the instrument used to assess – namely a homework assignment for debates compared with exam questions for institutions, but it also seems to indicate that grasping and then being able to describe political institutions is somewhat more difficult for students than describing current

debates. Therefore, continued attention needs to be paid to building student mastery of this part of the PLO.

This assessment gives us a benchmark for future assessments of this PLO. It will be interesting to see how future assessments compare to this first one, which gathered data during a particularly challenging year for student learning and achievement.

Areas to Work on Going Forward

Last semester the Political Science Department voted to reduce our introductory classes from four to two. Historically and when we were a larger department, we had four distinct 100-level classes corresponding to the four major sub-fields of the discipline: American Politics, Comparative Politics, International Relations, and Political Theory. Due to our smaller staff size, this is no longer tenable; additionally, reducing the number of introductory courses will help us systematize our assessment of Program Learning Outcomes and allow for a more standardized approach to assessment.

Along these same lines, this semester we plan to revisit our assessment procedures and work to put in place a more streamlined assessment process, including specific plans for which courses will be used this coming year to assess PLO #3. One of the main things to be standardized is the use of Canvas to automatically collect data on our PLOs, something that we do not currently have set up.

Another task for this semester is to refine our rubrics. For instance, the three-category rubric that was used for this round of assessment may be too aggregated, as it does not differentiate between "not met" and "partially met". We will talk as a department about whether we should move to a four-category rubric.

We will also consider revising our curriculum map. One of the comments from the Assessment Committee on our 2020 Department Assessment Report was that our curriculum map was not fully fleshed out. We did not have time to work on this last year, so this remains a pending item on our agenda. One thing we may want to consider is whether it makes sense to assess the PLOs using our introductory classes, or whether it would make more sense to have them evaluated by specific upper-level classes. Obviously, the purpose of the introductory classes is to introduce concepts and methods and we should not expect most students to achieve mastery at this level. Secondly, the diverse enrollment in these classes of majors and non-majors means that we are assessing more than simply our Political Science majors. A further discussion of our curriculum map should help us to think through these nuances.

The results of this assessment of PLO #1 should also lead to us to evaluate how much of our introductory-level curriculum should be taught online and how many sections of 100-level courses it is wise to offer. While there will certainly continue to be demand for online sections once the worst of the pandemic is over, it seems prudent to make sure that we are also offering a good amount of face-to-face or hybrid sections, as fully asynchronous introductory classes seem to have a higher likelihood of students failing to finish or adequately keeping up with the work. This assessment will be one piece of information that we can use to better determine to what degree to prioritize online courses going forward.

Dissemination of Results

This assessment will be shared with all members of the Political Science Department and will be discussed at one of our upcoming Department meetings during Spring 2021. The report will be stored on the Department Teams site for future reference.

Plans for Annual Assessments Going Forward

Our next annual assessment will focus on PLO #2. This PLO has not been assessed since we revised the PLOs in 2017. According to our current curriculum map, this PLO can be assessed using any 300-level Political Science course. As we work on better organizing and streamlining our assessment procedures this semester, we will decide which courses and how many to use to carry out the assessment of PLO #2.

Once we complete the assessment of PLO #2, then the following year we will most likely begin again with PLO #4. At that point we will have comparative data from 2019 with which to compare.

Appendices

Rubric for Assessment of Program Learning Outcome #1

Students will: *Describe political institutions and current debates in domestic and global politics.*

	Expectations Not Met	Met	Exceeded
DESCRIBE Political Institutions	• Does not accurately describe basic political institutions at the domestic or global level, including their roles and function	• Accurately describes specific domestic or global institutions, including their roles and functions	• Accurately describes specific domestic or global institutions, including their roles and functions • Demonstrates advanced understanding of these institutions and how they impact political processes
DESCRIBE Current debates in domestic or global politics	• Does not accurately describe prominent arguments in current debates on domestic or global politics	• Accurately describes divergent arguments in current debates in domestic or global politics	• Accurately describes divergent arguments in current debates in domestic or global politics • Descriptions demonstrate a nuanced understanding of the arguments and their implications
Overall	Failed to meet expectations in one or both components of PLO #1	Met expectations in both components of PLO #1	Exceeded expectations in one or both components of PLO #1

Assignments Used for Assessment

POLI 101 – See attachment titled "POLI 101 Assessment Results"

POLI 160

1. Describe Institutions
   Students were assessed based on their answers to either of these 2 long answer questions, or if they had not answered either of the long-answer questions, their scores on six multiple-choice questions were taken. Six correct answers indicated exceeding expectations, 5 correct answers indicated meeting expectations, 4 or less correct was counted as not meeting expectations.
   Long-answer Exam Questions:

   - How should we characterize the Islamic Republic of Iran? Is it a polyarchy, a theocracy, an authoritarian regime, or some hybrid? Explain and back up your answer with reference to specific aspects of the Islamic Republic of Iran's political ideology, institutions, and practices.
   - Compare and contrast elections and parties in Russia and China. Make sure to briefly describe salient features of electoral or party systems in each country and identify some points of similarity and some differences. How important are parties and elections in each country and what role do they serve?

2. Describe Current Debates
   Students were assessed based on their answers to one of these two homework assignments:
   - Homework assignment on female representation:

     Based on the readings, **answer 2** of the following questions:
     1. What are some of the reasons given by **Phillips and/or Norris** to explain the underrepresentation of women in politics? (Mention a few factors)
     2. Do you agree with the authors that underrepresentation is a problem? Why or why not? Make sure to address the arguments made by **Phillips and/or Mendelberg and Karpowitz**. Finally, how does the **Steinhauer** article relate?
     3. **Norris** suggests that today the main point of contention is not so much whether underrepresentation (women being just one group among others that experience this) is a problem, but instead what are the "most effective and appropriate ways" to increase representation of underrepresented groups in legislatures. What role do electoral systems and quotas play? Would you favor electoral reform and/or the use of quotas to address underrepresentation?

   - Homework assignment on democracy

     After reading Chs. 4 & 8 in Robert Dahl's, *On Democracy,* look at the 5 conditions for a democratic process that he lays out and respond to the following questions:
     - When did the U.S. become a modern representative democracy (or polyarchy)? NOTE: International students may write about their own country in relation to Dahl.
     - In what ways does U.S. democracy today or your own governmental system meet Dahl's 5 conditions? Where does it fall short?

(For examples of student work representative of each category, see attachments)

POLI 180 FINAL EXAM Essay

Be sure to follow the instructions below. The final exam questions to choose from are also listed below.

Instructions

1. <u>**Minimum word count for the essay is 400 words.**</u>
2. **Your essay will be graded on grammar, spelling, style, content, argumentation, analysis, organization, and appropriate use of the material in the textbook AND in the course.**
3. **You may use the textbook and other readings in course modules to support your argument.**

Final Exam Questions

Answer only <u>ONE</u> question.

1. Choose ONE of the following theoretical approaches to international politics: Realism, Liberal Institutionalism, Feminism, Marxism, or Constructivism. Explain how that theoretical approach aids *your* understanding of one of the following: Human Rights; Global Security; or Global Trade.
2. Based on materials covered in class only (including your module with the Council for Foreign Relations), define what you think are the 3 most important challenges to global politics. You must provide an argument and analysis as to *why* you think your 3 challenges are the most important.
3. How has information you've learned this semester changed your perspective on a specific global issue? Be very clear in your argument and incorporate course materials into your essay. Don't just write how you agree or disagree with something you've studied—you have to provide a justification for how your view on something has changed.
4. Is the study of international relations too "state centric?" That is, does it focus too much on states and state sovereignty, and too little on non-state actors? Be very clear in your answer and provide support for your argument.

Instructor _Saemyi Park_____   Course & Section __POLI 101-02_____   Semester & Year _Fall 2020_____

Rubric for Assessment of Program Learning Outcome #1

Students will: *Describe political institutions and current debates in domestic and global politics.*

	Expectations Not Met	Met	Exceeded
DESCRIBE Political Institutions	• Does not accurately describe basic political institutions at the domestic or global level, including their roles and function 14 (18.3%)	• Accurately describes specific domestic or global institutions, including their roles and functions None	• Accurately describes specific domestic or global institutions, including their roles and functions • Demonstrates advanced understanding of these institutions and how they impact political processes 64 (82%)
DESCRIBE Current debates in domestic or global politics	• Does not accurately describe prominent arguments in current debates on domestic or global politics 18 (23%)	• Accurately describes divergent arguments in current debates in domestic or global politics 4 (0.05%)	• Accurately describes divergent arguments in current debates in domestic or global politics • Descriptions demonstrate a nuanced understanding of the arguments and their implications 56 (71.8%)
Overall	Failed to meet expectations in one or both components of PLO #1 16 (20.5%)	Met expectations in both components of PLO #1 2 (0.02%)	Exceeded expectations in one or both components of PLO #1 60 (76.9%)

- I use 6 exam question to average out the result for Political Institutions. For Current Debates, I use 3 activities to average out the result.
- It was an asynchronous online class, so students have to complete one quiz and one activity for each week. Due to the pandemic, more students were disengaged in the online class, which results it higher percentage of students who failed the course.
- Thus, the grade looks like bimodal instead of bell shaped. It explains why only 2 students are in the category of "Met".

Supporting Data #1: Six Exam Questions on Political Institutions (Congress, the Presidency, and the Courts in each row)

What is a filibuster?

+0.91

Discrimination Index ⑦

94% answered correctly

a vote in the Senate to end debate on a bill		0 %
agreements by legislators to limit debate on a bill	1 respondent	6 %
the process used to prevent amendments in the House		0 %
a senator's attempt to kill a bill by continuing to speak in order to prevent a vote	15 respondents	94 %

When legislators help constituents with problems they have with government agencies and programs, legislators are engaged in:

[**Note:** I will manually grade the fill-in-the-blank question for your answer, so don't worry about the auto grade.]

87% answered correctly

constituency services		0 % ✓
constituency service		0 % ✓
casework	7 respondents	30 % ✓
Casework	13 respondents	57 % ✓
Something Else	2 respondents	9 %
No Answer	1 respondent	4 %

Which statement about the presidential impeachment process is true?

+0.56

Discrimination Index ⑦

83% answered correctly

The Senate votes to impeach the president, and the House conducts a trial to decide if the president should be removed from office.		0 %
The Senate votes to impeach the president and conducts a trial to decide if the president should be removed from office.	1 respondent	6 %
The House votes to impeach the president, and the Senate conducts a trial to decide if the president should be removed from office.	15 respondents	83 %
The House votes to impeach the president and conducts a trial to decide if the president should be removed from office.	2 respondents	11 %

Which of the following is accurate to explain the president term limit?

+0.19

Discrimination Index ⑦

97% answered correctly

There is no term limit for POTUS.		0 %
up to two terms according to the Presidential Term Limit Act	1 respondent	3 %
up to two terms according to the 22nd amendment	28 respondents	97 %
only one time		0 %

The early details of the Supreme Court, including setting the number of justices at six and determining its internal organization, were established in:

+0.64

Discrimination Index ⑦

89% answered correctly

the Preamble to the Constitution		0 %
Marbury v. Madison (1803)		0 %
the Judiciary Act of 1789	24 respondents	89 %
Article III of the U. S. Constitution	3 respondents	11 %

Which of the following is a difference between criminal and civil cases?

+0.29

Discrimination Index ⑦

61% answered correctly

The standard of proof is lower in civil cases.	11 respondents	61 %
In criminal cases, the standard of proof is a "preponderance of evidence" whereas in civil cases the standard of proof varies by state law.	3 respondents	17 %
Civil cases are reserved for minor criminal offenses.	2 respondents	11 %
Convictions in criminal court require a jury to weigh the majority of the evidence, whereas in civil cases the standard of proof is "beyond a reasonable doubt."	2 respondents	11 %

Supporting Data #2-A: Students' Engagement and Participation in Current Debates

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The Most Important Civil Liberties Debate

Overview | In this activity, students were invited to convince others regarding the civil liberties protections by engaging in the debate. Students were assigned to a position depending on their last name.

Description | Debate Resolution:
"In my opinion, _____ is the most important one among the following civil liberties protections: freedom of speech, freedom of religion, right to bear arms, privacy rights, and due process rights."

Result |
| Post to the Most Important Civil Liberties Debate | 78/79 | 6.76 / 10 (68%) |
| Due: Oct 2, 2020 at 11:59pm - POLI 101-02 | Graded | Average |

Reflections on Literacy Test

Overview | In this activity, students were invited to experience with voter suppression efforts widely used in the southern states before the Voting Rights Act was enacted in 1965.

Description | Take the 1965 Alabama literacy test and share your reflections on the difficulty of it and the purpose of its use. Make a connection to the current voting rights disputes.

Result |
| Submit Your Reflections on Literacy Test | 77/79 | 6.76 / 10 (68%) |
| Due: Oct 9, 2020 at 11:59pm - POLI 101-02 | Graded | Average |

Media Effect Quiz

Overview | In this activity, students were asked to apply the media effects theory to explain the real examples from media coverage.

Description | Analyze if the given examples of media coverages is agenda-setting, priming, or framing.

Result |
| Submit Your Media Effect Quiz Here | 75/79 | 6.03 / 10 (60%) |
| Due: Nov 13, 2020 at 11:59pm - POLI 101-02 | Graded | Average |

Supporting Data 2-B: Sample responses for each category

a. The Most Important Civil Liberties Debate

Exceeded

My last name is Christy therefore my stance is why Freedom of Speech is highest among the other civil liberties protections.

The civil liberty, Freedom of Speech, allows an individual to state their opinions, perspectives, and ideas without being arrested, censored, or penalized.

Lets say that in a parallel universe the freedom of speech is banned in the U.S., but all the rest of the civil liberties exist. Anything said or posted regarding an opinion, perspective, or idea on any social media platform, any blog, standing up in front of a crowd as a speaker, anything said or posted against a governmental figure, movies, newspapers, ted talks, podcasts, books, protests, and so on would be illegal or lawfully diminished and taken under account. It would be illegal to voice your stand on religion even though you are free to believe what you want and exercise under freedom of religion, or talk about how guns should be legal or illegal in a protest I could go on. Without freedom of Speech, talking about any of the other rights and standing up for change would be impossible and we would be stuck and with no power.

A currently example of Freedom of Speech is, there are a lot of protests going on right now about a very important issue at hand that demands change, and without the freedom of speech the law would shut them down faster than they already are. Because that's a mixture of five parts of that civil liberty, speech, petition, symbol, press, and assemble.

The key examples listed in the videos of freedom of speech was anti-war arm bands (symbolic), the citizens united cases regarding the Hillary movie (symbolic I believe), and Eugene debs with anti-draft speech (public speaking). What these people went through before and during the case would be what life would look like now if Freedom of Speech was not a civil liberty.

In the United States we have the ability to unite as people and demand change with the Freedom of Speech civil liberty. Without the Freedom of Speech the other liberties no one would be able to talk or voice their opinion on them. Freedom of speech allows for people to be informed and grow and gain new knowledge and perspectives about the world, and also for people to express themselves freely. That's why Freedom of Speech 'trumps' the other civil liberties.

Met

In my personal opinion, I believe that the Due Process rights are the most important out of the civil liberties we have studied. The due process rights are a set of amendments within the Constitution, consisting of the Fourth, Fifth, Sixth, and Eight amendments) that has a set of protections in place for residents of the United States that are accused of a crime. The Due Process Rights are the most important set of rights out of the list, because of how they protect our citizenship and keep our rights intact.

A great example of how due process rights can't be ignored is with the Rodney King Riots in Los Angeles, which was a week-long period in 1992 that spiked due to a violation of the "Double Jeopardy" clause - Four police officers were re-trialed after the heavy beatings they gave to Rodney by a majority-white jury, and the jury acquitted the charges altogether.

This clear violation of the clause led to a full week of rioting, as the police generally went to avoid physical calls to most of the L.A community, leaving the civilians to fend for themselves. This scenario can be easily repeatable if people's rights are infringed upon once more, and enough people are upset about it to take action into their own hands.

Not Met

I believe that the first amendment Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

the most important part about the first amendment is the freedom of speech because it gives us as us citizens a chance to express are self and to voice different opinions and personal beliefs and morals think about the leader of the 1990s generation Malcolm x Martin Luther king Jr they all express themselves through freedom of speech they made the first amendment one of their most powerful weapon and I think it worked Martin got his dream which was for one day black and white can be seen and loved equality not separated but together as one and that that's why I believe that the first Amendment is the most important of them all because it gives us a outlet to express ourselves think about your favorite poet or leader that made you feel like you needed to do something also if you see something unjust such as police brutality you have the right to speak on it so do it and this why I think the first amendment is the most important

In order to gain a full understanding of any given topic, it is vital to approach it from a multitude of perspectives. Theories of international relations—and global security in particular—can be frustrating in that they oftentimes neglect or give inadequate attention to crucial perspectives in their analysis. All too often, this neglected group is the female population. By shedding light on the unique ways in which global security issues affect women, and pointing out factors and situations that I had not previously considered, the feminist approach to international politics aided my understanding of global security, providing me with a more critical, yet more holistic view.

Prior to this course, I took 'global security' to be a state-centered concept, essentially referring to a nation's safety from threats such as war or attack. I used to see this definition as an objective truth. But after studying the concept from a feminist perspective, it appears far more objectionable. This is because feminist theory highlights that most of the mainstream literature and theories in international security were created by men, for men, with little to no input nor consideration of women. Gaining this new perspective showed me that perhaps the way I viewed global security was biased because women's voices were not included in the conversation, and thus their interests were not adequately considered.

Questioning my perspective on the actual meaning of 'global security' expanded my understanding of the concept because it opened my eyes to new ideas. The text states that feminist theorists are far more likely to have an individual-centered view of global security, opposed to the traditional male state-centric view. While I had never previously considered this interpretation of global security, it appeared logical once I considered the unique security concerns faced by women.

It is easy to see the consequences of global security matters faced by men, such as death in combat. But feminist theorists highlight that women face significant costs as well, often greater than those faced by men—but they often go unnoticed, are ignored, or blend into the background. Prior to studying global security through the lens of feminism, I was largely oblivious to the unique consequences that war and other global security issues have on women. As highlighted in class, women's status as social and cultural symbols make them a target for violence in times of conflict. Beyond this, the text highlights that women are more likely than men to be displaced refugees in wartime, and far more likely to be raped, sex-trafficked, or otherwise sexually abused as a result of international conflict.

Once I had this piece of information in mind, my entire view of global security and wartime conflicts changed. I realized that while men are often given the 'credit' so-to-speak of bearing the costs of conflict, women face significant consequences as well. Moreover, this information about women's struggles lent credit to the feminist view that the definition of international security should be reconsidered with female voices at the table. As someone who has been fortunate enough to not have any firsthand experience with international conflict, war, or other global security issues of that sort, my only prior experience with the topic had been the traditional male perspective. The feminist perspective gave far greater depth to my understanding of global security matters. I no longer view global security as such a closed concept, but instead as term which is open to reinterpretation or expansion, which is deeply intertwined with the lives and wellbeing of not just men, but women and all others across the world.

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        I believe that the three most important challenges to global politics are terrorism, human security, and the conflicting views and values of world leaders. All three of these are their own distinct problems. However, they are also all connected and affect each other in various ways. If a terrorist attack happens it endangers human security in that location and the government's reaction to it is based off of what their views are.

        Terrorism is very heavy handed. Both the textbook and the Council for Foreign Relations define terrorism as the use of violence to inspire fear. This means that as long as people are afraid of terrorist groups, or individuals, the terrorists have a hold on the world and cannot be shut out. There are many terrorist groups and sleeper cells in the world that people do not know about until an attack has happened (p 254). While there are some groups that are bigger and more recognizable, such as al-Qaeda and ISIS, there are more out there that are unknown or that sit in wait until the right moment. The United States and other governments do what they can in regards to counterterrorism and preventing an attack. However, it does not always prevent attacks from happening, for example the 2016 truck attack in Nice, France or the bombs on the transit system in Madrid in 2004. Both of these attacks and more have happened with counter terrorism surveillance already in place and more will continue to happen despite the world

leader's best efforts. This can put a strain on relationships between countries and organizations as they seek first to protect their country and people from terrorist attacks.

The book refers to human security as the security of an individual that includes "their physical safety, their economic and social well-being, respect for their dignity and the protection of their human rights" (p. 182). While leaders and countries do what they can, there is no way to guarantee human security for everyone. The United Nations has declared human security an aspect of national interest and countries have put laws in place to help prevent crosses from happening (p 181). However how can an organization protect an individual's economic well being? How can it protect against a terrorist attack? The Asian financial crisis of 1997 brought about poverty, dislocation, and unemployment for millions of people and families. The book points out that as civil wars and intrastate conflicts become more frequent, individuals are put at further risk (p 275). As long as there is political unrest in the world, people fighting for basic human rights, human security will always be at risk in one way or another.

Both terrorism and human security are handled differently by every nation depending on what theory that country and its leaders view the situation through and what values they hold in place. Take for example the crisis in the Middle East. Many people are fleeing from their home countries because of war and political unrest. Several European countries have opened their borders to grant political asylum and rest for refugees. However, in 2017 United States' President Trump put in effect a travel ban that prevented people from seven different countries in the Middle East from entering the United States. The President was concerned for the well being of United States citizens and sought to decrease the risk to their human security and the risk of a terrorist attack coming to the United States. Whatever approach to international politics a

nation's leader takes can change how they receive other nations and how other nations perceive them. These views and theories include realism, liberalism, feminism, marxism, and constructivism. All of these views changes how countries interact with one another and what they view as a problem.

The world is always changing and finding new ways to evolve. With that there are always going to be new problems that arise and new leaders that will do what they can to deal with the problem and prevent the next one. We always hope that as the world changes it goes forward and progresses in new ways, ways that learn from the past to create a better future. However "change does not always occur in a direction that can be controlled" (p 57). Despite what we may think and what we may wish for, humans cannot control everything. There are some things that are out of our control, things that may endanger people and we may not always respond how everyone else would like us to. That is a fact of life and it makes these three challenges all the more difficult to deal with.

Women's rights helps in my perception of human rights. Since 1945, woman's rights has been celebrated. In 1945, 8 women decided to challenge the norms of relations among individuals. They comprehended the way they were managed was unacceptable and expected to reveal an improvement for quite a while into what's to come. Basic opportunities have a spot with everyone not just a particular handle of people. Men were put on a stage and given all the favorable circumstances and openings while the women expected to play energetic housewife. I am starting to fathom that there was more for ladies' freedom. Women might not want to be essentially known as housewives. Women expected to have comparative open entryways a man had. Having a comparative level consistency when it came social, monetary, and political standings is all they gain ground toward. There were various who fought that a woman was fortunate to be the means by which they were. Women's liberation made new perspectives on the class on essential freedoms. Ladies' activists have since extended their investigation of androcentrism and the public–private division. I appreciate that they continued to learn and fight for sexual direction inconsistencies and monetary harmony. In particular, the more broad women's fundamental opportunities advancement has come to comprehend that normal political opportunities and monetary rights. I comprehend that since 1945, Feminism has taken on the world. Millions have protested including in DC the March for Women. Millions have remained to battle additionally for ladies' conceptive wellbeing too in light of the fact that nobody should mention to them what they may or may not be able to do with their body. I additionally comprehend from a basic liberties point of view that whatever a man can do, a lady can do as well. With regards to occupations, it doesn't make a difference your sexual orientation as long as you can take care of business. With regards to pay, ladies are beginning to see they are getting paid what they merit and once in a while it is considerably more than what a man is accepting from the business. There has additionally been an expansion in ladies' schooling. A perfect representation of a ladies who battled for these instructive rights was Malala. She made a vow upon herself that she would not stop until each young lady had an open door at schooling. I comprehend that women's liberation and basic freedoms go inseparably on the grounds that all things considered, ladies are human as well. We merit a similar uniformity since we have a lot to bring to the table in our administration, our growing economy, and labor force.