APSA Presidential Task Force:

Rethinking Political Science Education

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Executive Summary

Higher education has changed drastically in the last twenty years, and the future promises even more sweeping changes. The emphasis on measurable outcomes of programs, the forthcoming steep decline of traditional undergraduate students, the decreasing number of tenure track positions, and systemic global challenges to democratic governance have impacted the discipline of Political Science. With the last systemic examination of undergraduate education published in 1991 and little disciplinary analysis of graduate education, the profession needs a collective examination of our shared goals and values. Relying on the scholarship of the last two decades, this report examines best practices and makes recommendations for departments as they reconsider their own programs and curriculum. These recommendations are not designed to be prescriptive, but instead provide suggested starting points to aid departments and faculty as they plan for their own future and seek to assess their prior work. We must teach the science of politics—what we know about how politics "works"—but we must also promote democratic values among our students along with tools of civic engagement. The report addresses the undergraduate and doctoral curriculum separately.

Undergraduate Program Recommendations:
- Different types of institutions and departments will engage these recommendations in fundamentally different ways, varying how they prioritize and interpret these objectives.
- *Content Learning Objectives* focus on the broad topics that distinguish Political Science from other social science disciplines, bridging the subfields. The perspectives of different communities and competing lenses are inherent in each of these elements.
  Regarding content of the discipline, Political Science students will be able to:
  1. Describe and apply key concepts used to study political institutions, processes, and actors in a variety of settings.
  2. Explain and evaluate diverse theoretical and disciplinary approaches to the sources, ethical distribution, and uses of power.
  3. Explain, apply, and evaluate approaches and theories (such as empirical, normative, critical) that address political phenomena.
  4. Explain and evaluate the effectiveness and ethics of different strategies of civic engagement at the local, regional, national, and global levels.
- *Skill Learning Objectives* recognize the need for students to be able to adapt to a rapidly changing job market, prepare students to be citizens in a democratic society, and equip students for a variety of future pathways.
  With respect to skills, Political Science students will demonstrate an ability to:
  1. Analyze political phenomena and critique arguments in a theoretically and empirically informed manner.
  2. Engage as citizens through problem solving, collective action, and collaborative decision making at all levels from local to global.
  3. Identify, evaluate, properly use, and cite verifiable sources of evidence.
  4. Engage thoughtfully and respectfully with competing values and perspectives.
  5. Use qualitative and quantitative methods effectively and appropriately.
  6. Communicate effectively in written and verbal modes to a variety of audiences.
- *Value Learning Objectives* respond to the question for what purpose is the acquisition of political knowledge and politically relevant skills?

1. Demonstrate an understanding of civic dispositions conducive to democratic involvement. We recommend three best practices for undergraduate programs:
   1. Integrate High Impact Practices into the Curriculum—this includes keystone and capstone courses/experiences, an emphasis on experiential learning, and a deliberate scaffolding of learning.
   2. Communicate Alternative Pathways through the Major—this recommendation recognizes that students with differing professional and life goals require differing opportunities that are clearly articulated to students.
   3. Be Deliberate in Career Preparation for Political Science Majors—this expectation places on the department a responsibility to aid students in career planning.

Graduate Program Recommendations:

• Identifies the five tensions in graduate education and makes recommendations to programs regarding how to navigate each one.
   1. Research v. Teaching—move beyond the assumption of "on the job" training in teaching, instead offer formal training to graduate students in teaching Political Science.
   2. Methods v. Substantive Knowledge—the balance between these two may vary by individual student, depending on their interest in teaching, research, or public/private sector goals.
   3. Academic v. Non-Academic Careers—departments should continue supporting students seeking non-academic careers, recognizing that they may require differing modules.
   4. Individual v. Co-Authored Research and Publications—contributions in co-authored dissertation chapters and publications should list authors by degree of contribution.
   5. Breadth and Knowledge v. Time to Degree—departments may need to have some specialization that is clearly communicated to students and students may need to determine which pathway they want to pursue earlier in their programs.

• Students need to have a clear understanding of the discipline of Political Science in its entirety and not just in their subfield or in methodology. To this end, the taskforce recommends the creation of a core foundations course offered in the first year that introduces students to the concepts that bridge the discipline.

• As part of this foundation, students should be introduced to the differing career opportunities and pathways that are available to them: academic, public sector, and private sector preparation. Programs need to know how they can best prepare students for each one, recognizing this is not something students will inherently determine early in their program.

• Because most Ph.D.s will have teaching responsibilities at some point in their career, it is essential that Ph.D. programs be more engaged in providing support and expectations for student development of pedagogical skills, including the capacity to foster civic engagement in undergraduates.

The report ends with an identification of the current resources offered by APSA for Political Science programs mostly for undergraduate education. It also creates new resources developed by the Task Force and provides a series of recommendations for the discipline to develop, through APSA, new resources, especially designed to support graduate education.

Preface

John Ishiyama, Ph.D.
University of North Texas

I would like to begin by thanking the co-chairs of this Task Force Michelle D. Deardorff (University of Tennessee at Chattanooga) and David Lake (University of California, San Diego), the subcommittee co-chairs on Rethinking the Undergraduate Major (Fletcher McClellan, Elizabethtown College) and Rethinking Graduate Education (Sara Mitchell, University of Iowa), and all of the members of the Task Force that contributed to this report. The Task Force included 19 members (nine for the graduate and ten for the undergraduate sections) and has been working for the past two years on putting together this review of political science programs and a set of recommendations for the discipline.[1] They all did a tremendous job in putting together this report, and I appreciate all of their efforts.

In the following pages I will first lay out how the idea for this Task Force evolved, and the challenges that face our discipline and frame the need for this Task Force report, in terms of both undergraduate and graduate education. These challenges necessitate a rethinking regarding how we structure and design our majors and programs. Although the Task Force touches upon issues other than rethinking undergraduate education, much of the recent efforts to "rethink" how we structure Political Science programs have occurred among scholars focused on the structure of the undergraduate Political Science major.

Background

Efforts to rethink Political Science education have a long history. In many ways this report represents the culmination of the efforts of many colleagues in our association over the years. Scholars interested in teaching and learning issues have been concerned about the lack of a conversation in the discipline about the state of Political Science education, particularly the lack of guidance on the structure of the undergraduate Political Science major. Indeed, the last association-wide report on the Political Science major that provided guidance on its structure occurred last in 1991, with the so called "Wahlke Report" (Wahlke 1991).

The Wahlke Report, or more formally, "Liberal Learning and the Political Science Major: A Report to the Profession," issued by a task force of political scientists chaired by John Wahlke of the University of Arizona, came at a time when colleges and universities were criticized for failing to develop the skills and knowledge American students needed to compete in the global economy (National Commission on Excellence in Education 1983). Accompanying this emphasis on outcomes were critiques within the academy of college curricula as smorgasbords

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[1] Members include: Megan Becker (University of Southern California); Kyle Beardsley (Duke University); Paul Diehl (Independent Scholar); Maureen Feeley (University of California, San Diego); Terry Gilmour (Midland College); Kerstin Hamann (University of Central Florida) Linda Hasanuma (Temple University); Loan Le (Institute for Good Government and Inclusion- IGGI); Gregory Huber (Yale University); Juan "Carlos" Huerta, (Texas A&M University, Corpus Christi); Elizabeth Matto (Rutgers University); Alison McCartney (Towson University); Dianne Pinderhughes (University of Notre Dame); Matthew Platt (Morehouse College); Kenneth Schultz (Stanford University); Lee Trepanier (Samford University). APSA staff support for this project was provided by Bennett Grubbs (Associate Director of APSA's Teaching & Professional Development Programs).

of courses without purpose. Called into question in particular was the role of the liberal arts in preparing students for the next millennium.

In response, the Association of American Colleges (AAC), representing liberal arts colleges and universities, requested the leaders of twelve learned societies, including political science, to instill coherence in their respective academic programs. The Task Force on the Political Science Major, appointed by APSA President Lucian Pye in 1989, criticized the dominance of distribution requirements, as well as the proliferation of electives, in the discipline.:

> Admittedly, undergraduate political science programs today collectively present a picture of disparate and unstructured practices aptly described by the AAC Integrity Report's characterization of contemporary major problems in general: 'As for what passes as a college curriculum, almost anything goes....Today's majors are not so much experiences in depth as they are bureaucratic conveniences' (Wahlke 1991, 50).

Hindering efforts to structure the undergraduate major, according to Wahlke, was the lack of consensus in political science on the "right" approach to political study and, indeed, on what the goal of a political science education should be. Emphatically, the task force report stated:

> [T]he major in political science should be neither a pre-professional program to train political scientists nor a program to produce 'good citizens.' *It should aim at turning politically interested and concerned students, whatever their career plans or their other interests, into politically literate college graduates* (emphasis added). It should equip them intellectually to comprehend and deal with their political world after graduation, in ways appropriate to their individual inclinations, be it 'merely' as intelligent citizens, as journalists, as active participants in business or in electoral politics, as candidates for office or as public officials, or even as academic political scientists (50).

In practical terms, political science education should aim at developing critical and analytical thinking skills through in-depth learning rather than by broad coverage of material.

As a remedy, the Report recommended a sequential or building-block curriculum akin to the natural sciences, in which introductory courses prepare students for upper-level courses, which in turn facilitate mastery of concepts and skills. Three courses made up the suggested structure of the political science major:
1. An introductory course that exposes students to the key questions, methods, and fields of study in the discipline. If departments preferred instead to lead off with introduction to American government, such a course should be taught in the context of comparative politics and with emphasis on the dimensions of ethnic, racial, and cultural diversity in America.
2. A scope and methods course that would expose students to methods of inquiry, both normative and empirical.
3. An integrative capstone course or experience, which could be a senior seminar, series of colloquia, or a senior thesis (53-5).

Otherwise, departments should devise a common set of core topics for study in depth, the report stated. No mention was made of subfields, though a suggested list of topics resembled such areas as comparative politics, political theory, public policy, and international relations (54-5). Additionally, the committee recommended that "…all students not only have the opportunity to observe but be given actual experience in at least one and preferably several kinds of 'real-life' political situations off campus, such as internships, study abroad, study in Washington D.C. or state capitols, and political involvement" (55).

Though the Wahlke Report was a significant milestone in Political Science education, its impact on the profession was limited. On the one hand, several studies found that the scaffolded learning model was effective in promoting desired knowledge and skills (Breuning, Parker, and Ishiyama 2001; Ishiyama and Hartlaub 2003; Ishiyama 2005a), thus proving useful to programs seeking to demonstrate fulfillment of student learning outcomes (McClellan 2021). On the other hand, only 15-20% of the programs surveyed contained the basic elements of the Wahlke curriculum (Ishiyama 2005b; Feeley and Van Vechten 2021). The dominant model of the major, then and now, was the distribution requirement (McClellan, Kopko, and Hafler 2023).

A reconsideration of the recommendations of the Wahlke Report was marked by an event in the summer of 2019. With funding from the American Political Science Association (APSA) a conference hosted by the University of North Texas entitled "Rethinking the Undergraduate Political Science Major" was held in Denton, Texas. Many different institutions were represented at this conference, public and private, research 1 and primarily teaching institutions, as well as four-year and two-year colleges and universities. It was there that several papers were presented that discussed the skills and knowledge that students should know, and how the Political Science major might be organized to promote student learning of such knowledge and skills (Ishiyama et al. 2021). A follow up meeting of the group was held at the APSA meeting in 2019 in Washington, DC. In February 2020, at the Teaching and Learning Conference in Albuquerque, New Mexico, a follow-up workshop was held. This workshop helped lay out a proposed vision statement for the Political Science major and identified the core knowledge components and skills that Political Science majors should possess when they graduate. The plan was to present the findings and recommendations of the group to the APSA for consideration.

Three events changed the course of these efforts. First was the COVID-19 pandemic which turned the world upside down and led to even more challenges for Political Science education. However, it also created an opportunity for the association and the discipline to reconsider Political Science education more broadly. Second was the January 6, 2021, uprising and the growing threat that was posed to U.S. democracy. This led to greater calls for the discipline to more broadly push civic education and engagement education initiatives to promote democratic citizenship. Although efforts in the APSA to promote civic education and engagement have been going on for years, January 6 underlined the urgent need to address "education for democracy" as a discipline wide effort.

Third, I became the President Elect of the APSA in September 2020 (in the midst of COVID), which provided the opportunity to adopt the topic of rethinking Political Science education as a Presidential Task Force for 2020-22. However, rather than focusing on only undergraduate education, the Task Force was charged with also rethinking graduate education. As my predecessor as APSA president, Janet Box-Steffensmeier pointed out, our graduate students are

facing fewer opportunities for securing academic positions, and greater opportunities for "alternative applied careers" (Box-Steffensmeier and Hertek 2021). Unfortunately, the way in which our Ph.D. programs are structured is not conducive to training our students for these alternative career paths. Further, although there is an increasing demand for teaching skills at many colleges and universities, our Ph.D. programs are generally not set up to generate the next generation of teaching professors (Ishiyama, Miles and Balarezo 2010; Stein 2023) Thus, this Task Force was charged with rethinking both undergraduate and graduate (Ph.D.) education in Political Science.

The Need for the Task Force

Why is this Task Force report needed now? Our discipline currently faces many challenges. Recent years have witnessed social unrest, threats to democracy, and a global pandemic that wreaked havoc across the globe. Times like these cause us to rethink most everything about our discipline—how we run our conferences, how we interact as colleagues, how we influence policy makers, how we publish and make our research consumable to a broader public, and how we teach. In many ways the teaching of Political Science is more important now than ever before, not least of all because we teach skills that produce leaders. Our students know (or should know) how to diagnose and analyze a problem; how to come up with plans, based on evidence, to solve problems; how to mobilize support for their initiatives and actions; and how to use ethical insights to guide the use of power to achieve desired ends. These skills are needed now at all levels of society, not just in government, but also in the private sector, the nonprofit sector, and in civil society. Thus, rethinking the teaching of Political Science at the undergraduate and graduate levels is needed now more than ever—and especially how we structure and organize our educational programs.

The student population is changing and what they ask of us is changing as well. As McClellan (2015) has noted, current undergraduate curricular models in Political Science assume a traditional, 18-24-year-old, residential, university student population. However, many studies suggest that higher education enrollment will change dramatically in the coming years. The student body will be more ethnically diverse, predominately female, and less likely to comprise 18-year-olds fresh out of high school. The NCES estimates that by 2025 women will outnumber men in enrollment by 11.3 million to 8.4 million. Moreover, it is estimated that African American enrollment will increase by 25% and Hispanic/Latino enrollment will increase by 34% in the coming years. There will also be significantly more older students, with increases expected in both the 25-34 and the 35 and over cohorts by 2025, as well as increases in proportions of the student population who are First Generation College and Nontraditional students. Thus, the political science major is no longer populated by students from majority White, middle-class, and young people.

These new students ask what our major can do for them, in terms of their career aspirations. There is also a rising demand from various "stakeholders" in higher education that there be a greater emphasis on employable skills at the undergraduate level. Although this has been accompanied by some emphasis on practical skills (and STEM fields), there has also been a re-emphasis on skills that are associated with liberal education. For instance, the National Association of Colleges and Employers, through a task force of college career services and HR/staffing professionals, pointed to aspects of "career-readiness" (NACE 2022) and suggested that undergraduate majors should develop the competencies that employers connect with job-

readiness, particularly critical thinking, communication skills, global/intercultural fluency, and perhaps leadership and teamwork. Although traditionally Political Science has emphasized some of these competencies, other aspects for career preparation are largely missing from many programs. Yet, it is likely that incoming students interested in employment will demand the development of skills beyond the traditional ones stressed in Political Science programs.

Beyond these challenges, there is also the realization, reinforced by current events, that there needs to be great emphasis on promoting the development of democratic citizenship. This involves the promotion among students a sense of civic efficacy and tolerance of diversity, both of which are pillars of a democratic citizenry. Thus, civic and political engagement as an objective of the Political Science curriculum is critical to achieve this goal, exposing students to multiple points of view and promoting diverse ways of thinking about political involvement.

Although teaching has been a central focus of the Political Science discipline, the structure of our Political Science programs (at both the undergraduate and graduate levels) has not received much recent attention. Teaching scholarship has focused more on pedagogy than on how we organize our majors, what we want our students to learn (in terms of content and skills), and how we know we are meeting those goals (outcomes assessment). The Wahlke Report's emphasis on student acquisition of transferable skills[2] has been superseded by demands for the development of "employable skills."

Though the discipline today faces many challenges that did not exist in 1991, there are new opportunities as well. The rise in mass political engagement—exemplified by the "Black Lives Matter," "#MeToo," and "March for Our Lives" movements—suggests a rising interest in politics. The Wahlke Report, although a major step in providing association-wide guidance on the structure of the Political Science major is, in our view, outdated. It is time for us to rethink the structure of both undergraduate and graduate programs in Political Science.

The Purpose of the Task Force

The overarching focus of this Task Force was on how our programs are structured in terms of course content, requirements, sequencing of classes, and activities towards degree attainment. The Task Force report is NOT about pedagogy and classroom activities, but rather addresses the question of the skills and knowledge students should have, and how we structure our programs to ensure that they have the necessary skills and knowledge to succeed in this new world. Further, beyond the usual skills and knowledge needed for career advancement, it is imperative that our students understand how to be engaged citizens in a democracy. Thus, additional overarching goals that should be embedded in all of our programs are skills and values that make for more effective and engaged citizens at all levels—particularly the promotion of civic efficacy and tolerance and the embrace of diversity.

The Task Force was charged with engaging the following broad sets of questions.

1. What is the purpose of a Political Science education? Why study Political Science? Political Science used to be one of the last great "liberal arts" disciplines that focused on

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[2] Transferable skills are talents and abilities that will travel/transition beyond degrees, such as critical and analytical thinking and oral/written communications; otherwise, "life experiences."

teaching critical thinking skills. Is this still our primary purpose? How is this relevant in an era when tuition paying students want "employable skills"?

2. Are there common learning goals, and what would these be? What core concepts and knowledge should students be expected to know at each level of education from undergraduate to graduate? What makes Political Science different from cognate disciplines like Economics, Sociology, or History?

3. How should the curriculum be structured to best serve purpose and content? Is there an optimal pattern of sequencing and scaffolding of skills (suggested by the Wahlke Report), and what should that sequencing look like? Are the traditional subfields still the best way of organizing curricular expectations at both the undergraduate and graduate levels?

4. How best to integrate civic engagement skills at all levels? These include: civic knowledge, intellectual skills of citizenship, participatory skills and civic dispositions (Kirlin 2003). Undergraduates should have these skills when they enter the world, and our graduate students should learn how to cultivate these skills among our undergraduate students.

There are two areas where the Task Force was asked to make recommendations regarding the knowledge, skills and structure of programs. These were in the: (1) structure of the undergraduate major, and (2) the structure of Ph.D. programs. However, the report is not meant to be prescriptive (unlike the Wahlke report of 1991) but advisory, providing departments with potential ways to think about how they structure their undergraduate and graduate programs. The report is also not the final word. Rather, it is designed as a document that will help faculty members and departments begin a conversation on how they might rethink their programs given the challenges our discipline currently faces.

I. Political Science as a Discipline

Political Science entails the systematic study of governance, including political thought, political behavior, political institutions and laws, and political and social outcomes at the local, state, national, and international levels. A branch of the Social Sciences, Political Science employs a variety of theoretical and empirical approaches to explain and interpret how collectivities make decisions that affect the world in which we all live.

Political Science emerged as a distinct discipline around the turn of the twentieth century, formalized in the founding of the American Political Science Association in 1903. It is distinguished from the cognate disciplines of Economics, Sociology, Psychology, and others by its substantive focus on power and authority. Power can be simply defined as the ability to act, produce an effect, or influence others to bring about a desired outcome. It exists in many forms, derives from many sources, and has varying effects, but any use of power is inherently political. Authority is the moral or legal right to make decisions or set rules for others. It is associated with but not limited to governments and includes religious, corporate, and non-governmental organizations. Studying power also means studying the exercise of, challenge to, and accountability for power, including social movements, people excluded from exercising power, popular sovereignty, and the ethical use of power.

Politics pervades everyday life from regulating activities that we typically do not pause to consider, such as the roads we drive on or the speed limits we follow, to existential questions of war and climate change that threaten human life on Earth. As outlined in John Ishiyama's Introduction to this Task Force report, in an age of increasing polarization and threats to democracy, it is appropriate to review and reflect upon what we as Political Scientists teach our students at the undergraduate and graduate levels. One of the hallmarks of our report is that as Political Scientists, we must teach the science of politics—what we know about how politics "works"—but we must also promote democratic values among our students along with tools of civic engagement. We must set students on the several paths to fruitful careers in politics, but we must also provide them with the skills they need to become civically engaged citizens in a democracy. If Political Scientists do not take up this task, it is not clear who will. In turn, we must also teach our future college teachers—current Ph.D. students, many of whom will enter classrooms as instructors in the near future—how to teach and, especially, how to teach democratic values and civic engagement. The Ph.D. is a research-oriented degree, but many Ph.Ds. will also teach over the course of their careers, and we need to prepare them better to promote the goals outlined for the undergraduate curriculum.

This Task Force report first addresses the undergraduate curriculum in Political Science. Drawing on the extensive work already underway on the Scholarship of Teaching and Learning (SoTL), it sets forth a variety of content, skills, and values learning objectives and best practices for undergraduate curriculum development. We then turn to the graduate curriculum, discussing tradeoffs in graduate education, career pathways, and graduate learning objectives, including the need for enhanced training in pedagogy. We do not propose mandates or even offer guidelines for curricula. We hope instead to promote discussions within departments and programs regarding their strengths and weaknesses and how they can best meet the needs of their students within their available resources and institutional structures.

"Effective teaching is especially important to those of us in political science because we teach subjects – politics, governance, democracy, authoritarianism – that are vital to everyone in our world, not excepting ourselves and our families. We may be especially aware of the fragility of democracy now, but democratic systems are always fragile. Maintaining them requires work. So it isn't simply a privilege to teach political science. It's a necessity. **Moreover, teaching it engagingly is a learned skill."**

— Marjorie R. Hershey | Professor Emeritus, Political Science, Indiana University - Bloomington

II. The Undergraduate Curriculum

Higher education has changed dramatically since the last disciplinary statement on the undergraduate curriculum, "Liberal Learning and the Political Science Major: A Report to the Profession," known to many as the 1991 "Wahlke Report" (Ishiyama 2005; Ishiyama, Breuning, and Lopez 2006; Smith and McConaughey 2021). Scholars have noted significant differences in 21st century undergraduate students from previous generations (APSA 2011; Purcell 2020). Contemporary students desire to see the relevance of what they are learning; memorization and recitation are less important in an information age. The expansion of artificial intelligence into predictive writing programs portends a transformation in how we teach writing and critical thinking (McMurtrie and Supiano 2023; Terry 2023). Furthermore, the economy and job market are continuously evolving. While preparing for life-long learning or post-graduate training, Political Science majors need transferable skills to adapt to evolving professions, including those that may not yet exist. The demographics of the student body have changed from the early 1970s, with college classes now composed of a majority of women, and with a more racially, ethnically, socioeconomically, and globally diverse student body. These students expect to see a curriculum that reflects their experiences, communities, and political realities.

Disciplinarily, we understand the need to develop civic skills and relevant content knowledge in the wake of threats to democracies globally. Core constitutional principles, long-standing political organizations, key tenets of democratic political culture, norms regarding truth-telling and civility, ethics, transparency, and trust in government are all under pressure. Meanwhile, in many countries, including the United States, citizens find it difficult to talk to each other (APSA 2023) and mutual disrespect is too deep to bridge the partisan divide. We need to equip students to become effective citizens in a recently evolved, multi-racial democracy (APSA 2011, 2022). Political Science confronts a much different climate than it did in the late 20th century.

Practically speaking, numerous national and state trends in the U.S. have influenced the recruiting, advising, and teaching of undergraduate students. For instance, the rising costs of higher education have encouraged increasing numbers of students to complete general education requirements at community colleges or through dual enrollment courses in high school. The result has been a significant percentage of students transferring between institutions. Most students now work while they attend school, extending what was typically a four-year experience into six or more years. In addition, recent federal legislation limits student financial aid only to courses that directly meet degree requirements, further narrowing curricular flexibility. All of

these factors mean that the extensively scaffolded curriculum recommended by the Wahlke Report may cause retention and graduation issues for 21st century undergraduates.

Curricular Recommendations in Context

Given these developments, beyond our traditional emphasis on developing students' critical thinking, writing, and speaking skills, we must now also prepare our majors to work with, learn from, and ethically interpret data as it applies to political problems, and we must reinvigorate our teaching of civic values and civic engagement. While other social sciences share our mission of providing a traditional liberal arts education, Political Science uniquely instructs students about the role of political institutions, processes, and actors in the distribution of public goods, and the ways in which power operates through these institutions and processes in public as well as private spheres. In essence, *Political Science aims to provide students with knowledge, skills, and values necessary for ethical and engaged citizenship at local, national, and global levels.*

In this reconsideration of the undergraduate Political Science major, the Task Force provides recommendations for disciplinary student content and skill learning objectives, based on the Scholarship of Teaching and Learning (SoTL) (Butcher et al. 2023; Ishiyama, Miller, and Simon 2016), that can be adapted by community colleges, liberal arts colleges, public regional comprehensive universities, and research institutions. Noting the importance of assessment in higher education (Deardorff 2016), these objectives lend themselves to the development of student learning outcomes (AAC&U 2009). In addition, we offer evidence-based suggestions as to how departments and programs can foster democratic dispositions at a moment in which democracies around the globe are under threat. Because we are responding to a higher education environment that is significantly more expansive and diverse than three decades ago, our recommendations must be less prescriptive and sufficiently flexible that they are adaptable to diverse student bodies and academic pathways. To that end, the implementation of these objectives will manifest very differently in varying institutions; however, we hope that all departments—regardless of their composition—will think deliberately as to how their programs advance them.

Content Learning Objectives

Although each subfield of Political Science has distinct content objectives, we believe that there are common learning objectives that should apply across the discipline. For each of the following objectives, interdisciplinarity is assumed as integral to a 21st century understanding of knowledge. Similarly, global and domestic diversity dimensions are necessary to fully teach broad content objectives. For instance, while we note that students should understand and evaluate "diverse theoretical and disciplinary approaches to the nature, ethical distribution, and uses of power," this objective does not specifically mention ethnic, racial, intellectual, gender, or cultural diversity because their engagement is inherent in the ethical teaching of this objective. Some departments may choose to explicitly note the importance of teaching diversity by developing distinct learning objectives. Others may adopt our approach of embedding them within these learning outcomes.

Regarding content of the discipline, Political Science students will be able to:
1. Describe and apply key concepts used to study political institutions, processes, and actors in a variety of settings.

2. Explain and evaluate diverse theoretical and disciplinary approaches to the sources, ethical distribution, and uses of power.
3. Explain, apply, and evaluate approaches and theories (such as empirical, normative, critical) that address political phenomena.
4. Explain and evaluate the effectiveness and ethics of different strategies of civic engagement at the local, regional, national, and global levels.

Content Objective 1: Describe and apply key concepts used to study political institutions, processes, and actors in a variety of settings.

The basic building blocks of a Political Science education are core concepts useful for describing and explaining political phenomena in a variety of settings (Berg-Schlosser, Badie, and Morlino 2020; Goodin 2011; Goodin and Klingemann 1998; Katznelson and Milner 2003). Some of these concepts are descriptive in that they provide the language for characterizing institutions and processes, such as "democracy," or the distinction between majoritarian and proportional representation electoral rules. Other concepts are key terms that play a significant role in theory building, such as power, institutions, norms, identity, or sovereignty. Still others describe dynamics that arise in a number of political contexts, such as collective action dilemmas, principal-agent problems, or path dependence. Mastery of core concepts allows students to access the literature, communicate in the language of the discipline, and build advanced material on top of introductory knowledge (Collier and Gerring 2009; Sartori 1984).

Although some concepts are unique to Political Science, others come from related disciplines including, but not limited to, History, Economics, Sociology, Psychology, and Anthropology. What makes this learning objective unique to the discipline of Political Science is the emphasis on applying these concepts to describing, understanding, and comparing political institutions, processes, and actors in local, national, and global settings.

Naturally, concepts such as power transcend subfields of Political Science and would appear in both general and specialized classes. Introductory classes ideally should present such concepts. Other constructs are applicable to particular subfields, such as the use of the term "anarchy" in international relations, and we may not expect mastery by all majors. Classes specific to subfields can address these ideas. We expect that there will be some variation across departments in what concepts they consider important for student understanding, even as there will be substantial overlap in those choices.

Content Objective 2: Explain and evaluate diverse theoretical and disciplinary approaches to the sources, ethical distribution, and uses of power.

There is broad consensus that the study of the distribution of power is a key defining feature of Political Science and the undergraduate content of the major (Stadelmann 2020). Unpacking the nature, ethical distribution, and use of power bridges every subfield, whether the course involves instruction about institutional relationships in comparative politics, normative questions in political theory, polarity in international politics, injustice in public law, or inequality in public policy. Moreover, an understanding of power comes through a variety of lenses, including gendered, racial, ethnic, cultural, indigenous, non-Western, interdisciplinary, local, national, and global perspectives. The concepts of diversity, inclusion/exclusion, hegemony, agency, leadership, authority, legitimacy, and justice are relevant not only for the instruction of power

but for the recruitment and retention of the increasingly diverse undergraduate students that will become Political Science majors (Cassese, Bos, and Duncan 2012).

Political Science teaching should not only grapple with historical and ongoing developments or on issues with universal support, but also with under-discussed political realities that demand critical thinking. For example, some trends threaten the rule of law and risk abuses in democracies (as well as with other forms of government), e.g., the asymmetrical balance of power including but not limited to the growth of the unilateral presidency in the United States (Howell 2015). More than ever, we need to teach critical thinking about power and cultivate strength to overcome apathy, disinterest, ignorance and blind obedience, each of which puts at risk democracies and too often leads to rights violations by unaccountable leaders. Students should come to recognize that power in the real world is not simply overt, e.g., coercive (such as the ability to arrest someone) or as reflected in the ability to influence how resources are used (Shively and Schultz 2022), but rather often invisible, e.g., including but not limited to elite agenda setting (Bachrach and Baratz 1971) and manipulations of our perceived wants, attitudes and beliefs (Digeser 1992; Lukes 1974).

Content Objective 3: Explain, apply, and evaluate approaches and theories (such as empirical, normative, critical) that address political phenomena.

Political Science accommodates a broad and diverse set of theories and disciplinary approaches to learning about social phenomena (Lowndes, Marsh, and Stoker 2018). The Wahlke Report (1991) characterizes this as the discipline's "amorphous conceptualization," and concludes that Political Science "lacks consensus on basic epistemological assumptions" (51). But this lack of consensus stems from a diversity of theoretical approaches, which can be an "intellectual opportunity" for students to gain insights into multiple fields and have a broad set of theoretical tools upon which they can draw (Wahlke, 51). Few Political Science curricula three decades ago required their majors to "recognize diverse forms of inquiry or to question the appropriateness of different applications of them" (51).

As such, our charge is clear: to set concrete objectives for normative, empirical, and critical theories and disciplinary approaches (Ishiyama, Miller, and Simon 2016). Political Science students should understand all three classifications of theories. Selection of theories and modes of inquiry should be question driven. The Wahlke Report's second recommendation was that every major gain familiarity with diverse modes of inquiry encapsulated by Political Science and have opportunities to integrate multiple modes in a capstone course (Wahlke 1991, 51-52). In recommendation eight, the Wahlke Report sets out the goal that Political Science majors acquire the knowledge and skills necessary to comprehend and apply contemporary political analysis (54). Thus, we should expand the objectives to include new modes of inquiry, including problem-solving and critical research methods, while also maintaining Wahlke's recommendation of grounding Political Science majors in the "[p]hilosophic foundations of, and relations between, normative and analytic inquiry" (54).

Content Objective 4: Explain and evaluate the effectiveness and ethics of different strategies of civic engagement at the local, regional, national, and global levels.

Political Science provides a set of theoretical, empirical, and normative tools for analyzing how actors engage with political institutions and processes to advance their goals. This learning objective seeks to: (1) equip students with the ability to understand different strategies of

engagement in a variety of settings, (2) assess the effectiveness of these strategies, and (3) think critically about the ethical expectations of civil engagement.

Recognizing that engagement takes diverse forms in different political settings, we envision civic engagement as "capacious" or including ". . . any activity, individual or collective, devoted to influencing the life of the polity" (Macedo 2005, 6). APSA's *Teaching Civic Engagement: From Student to Active Citizen* (2013) provides an expansive definition of civic engagement that involves, "developing knowledge about the community . . ., identifying and seeking solutions to community problems, pursuing goals to benefit the community, . . . constructive deliberation among community members . . .." and ". . . actively participating in and seeking to influence the life of the community. . ." (McCartney, Bennion, and Simpson 2013, 14). Students should be able to explain how strategies such as voting, lobbying, and protest, interact with institutions and processes to generate political outcomes.

To be ethical, there also is an expectation that the means and ends of civic engagement are legitimate in nature (Levine 2007). Students can assess the varying levels of "legitimacy" of different forms of civic engagement, as well as its effectiveness. For example, although the vote is a fundamental tool of accountability in democracies, students might recognize that the electoral structure in the United States imposes unequal burdens to segments of the electorate and thereby undermines its utility as a tool of accountability as well as its democratic legitimacy (Alvarez, Ansolabehere, and Wilson 2002; Mitchell and Wlezien 1995; Rhine 1995; Rosenstone and Wolfinger 1978).

This approach to learning aims to help students "recognize and activate their connection to, roles in, and responsibilities toward their local, national, and global communities" and seeks to "foster a sense of 'we' in the individual and encourage that individual to bring their talents, viewpoints, and skills to improve the community, while also respecting the same in other community members" (Blair and McCartney 2021, 8). Such a curricular stance promises to enable a more participative, inclusive, and democratic environment so long as there is attention to identifying and dismantling structures and norms traditionally used to prevent women and others marginalized from fully participating (Ortbals et al. 2021; Strachan 2017). Moving beyond strictly a content model, informed and active democratic citizens of the future require a curricular experience that fosters an understanding of how to solve public problems in a variety of contexts or an education in civic engagement.

Skills Learning Objectives

Earlier visions of undergraduate Political Science education emphasized the need to structure and sequence courses as necessary to promote the acquisition of critical thinking and other important transferable skills . We continue to believe that the development of liberal learning skills should be a central goal of the Political Science major today but recognize the difficulty of maintaining a rigidly structured curriculum in light of the transience of the current student body. Today we recognize external pressures to articulate "employable" or "marketable" proficiencies. Fortunately, the competencies that employers say they value most overlap significantly with the combination of skills required to succeed academically in the Political Science major, as well as the skills necessary to become an active and engaged citizen. We now perceive that teaching students how to market themselves and their aptitudes is part of our job as educators. We believe

that such skills, including citizenship capacities, should be taught with the expressed purpose of preparing students for a life of thoughtful and active citizenship.

With respect to skills, Political Science students will demonstrate an ability to:
1. Analyze political phenomena and critique arguments in a theoretically and empirically informed manner.
2. Engage as citizens through problem solving, collective action, and collaborative decision making at all levels from local to global.
3. Identify, evaluate, properly use, and cite verifiable sources of evidence.
4. Engage thoughtfully and respectfully with competing values and perspectives.
5. Use qualitative and quantitative methods effectively and appropriately.
6. Communicate effectively in written and verbal modes to a variety of audiences.

Skills Objective 1: Analyze political phenomena and critique arguments in a theoretically informed and empirically rigorous manner.

This skill encourages students to practice the integration and application of the content described in the earlier section. Students exist in a political world, so our fundamental task is to provide ways of seeing and navigating that world (Wahlke 1991, 49). Every Political Science major should be able to apply conceptual frameworks to real world politics, understand and evaluate the structure, assumptions, and coherence of an argument, and assess an argument's evidentiary basis.

During the course of students' Political Science education, they will encounter various models for understanding the world. The aim is not simply for students to articulate the features of these models. Instead, they should compare these models of politics to its messier reality. Identifying the similarities between model and reality allows students to place new events within broader historical and conceptual contexts. These similarities empower students to view the world as more orderly and predictable, so they can better anticipate and control policy problems (Jones 2015). Identifying the divergences between model and reality allows students the space to understand the current limits of our knowledge, find flaws in existing theories, and develop new models that expand those limits and address those flaws (Lai 2011).

In addition to analyzing politics, the Political Science major develops more general skills around critiquing arguments. First, the methodological skills that students develop give them the ability to evaluate the empirical basis of a claim. (A fuller discussion on methods is located below in Skill Objective 5). Second, Political Science majors' training in political theory and legal reasoning lets them interrogate the logic, structure, and assumptions of an argument (Fitzgerald and Baird 2011). Courses on political theory require students to engage in close reading of texts with an eye towards understanding normative arguments within their own contexts. That process necessarily teaches students to consider the implicit assumptions within arguments and draw the links between these assumptions and the conclusions reached. Theory courses also invite students to assess the quality of normative claims. Requiring students to explain why some arguments are more persuasive or compelling than others help them to learn some basic attributes of successful argumentation. Classes in public law exercise many of the same muscles as theory but within the more systematic framework of the law.

A number of curricular imperatives emerge from this discussion. The Political Science major should provide courses exposing students to a broad range of conceptual frameworks because those courses will supply the models that students use to understand and solve policy problems. The major should require methods training in order to equip students with the ability to assess empirical claims. Courses in political theory and/or law should develop students' abilities to evaluate and make arguments. Beyond the structure of the curriculum, developing this skill requires courses that apply Political Science concepts to the real world and scrutinize arguments.

Skill Objective 2: Engage as citizens through problem solving, collective action, and collaborative decision making at all levels from local to global.

Political Science educators cannot expect skills to develop automatically without giving students practice developing these skills, nor can they assume that students will automatically recognize the ways these skills translate to the civic sphere. A well-established literature confirms that political knowledge does not automatically promote political interest and engagement (Matto et al. 2017; Wattenberg 2008). Even students who participate in volunteerism of various sorts do not participate in a full range of civic engagement experiences and many actively shun political activities, including voting (Dalton 2009; McCartney, Bennion, and Simpson 2013; Wattenberg 2008). An increasing number of political scientists and professional organizations recognize that we must explicitly teach the knowledge and competencies required for active citizenship (Colby et al. 2007; Matto et al. 2017).

The best way to ensure that we are not "abandoning or short-changing" the goal of educating citizens for democracy is to explicitly include civic skills development among the core goals of a Political Science major. Instructors and programs must ask what concrete skills students need to exercise citizenship, and should engage students in concrete, action-oriented experiences that allow them to practice civic skills by confronting issues and capitalizing on opportunities in their communities (Bennion 2013, 2017). Such coursework could, for example, introduce students to the professional format of a policy brief, where they engage in research of a specific policy problem from the perspective of an advocacy organization and formulate a specific set of policy reform recommendations directed to a specific policymaker in a position of power who could act on the students' suggestions.

The skills required for effective citizenship coincide with skills that employers value most in the 21st century. The National Association of Colleges and Employers (NACE) has identified career readiness as the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace. Among the competencies NACE associates with career readiness are critical thinking/problem solving, teamwork/collaboration, and leadership. Problem solving, collective action, and collaborative decision making are key skills required for effective local, state, national, and international civic and political engagement designed to change public policy, reform political institutions, and improve lives. Aligned missions, equitable relations, critical thinking, and dialogue among stakeholders, in addition to a long-term commitment to collaborative practices and common goals, are critical standards of practice for global service learning (Duarte 2016).

While colleagues in other disciplines share an understanding of best practices in service-learning and have valuable contributions to make when exploring how to integrate academic and active learning (Sternberger 2005), political scientists are ideally situated to ensure that students'

definitions of citizenship and concept of civic engagement does not exclude politics. The Political Science curriculum can situate problem solving, collaborative decision making, and collective action in a political context—something that is crucial for engaged citizenship at local, national, and global levels.

Skill Objective 3: Identify, evaluate, properly use, and cite verifiable sources of evidence.
Skills that identify, evaluate, and appropriately use and cite verifiable sources of evidence—or "information literacy"—are essential to 21st century problem solving, critical thinking, local and global citizenship, and lifelong learning. In an era of misinformation and disinformation clouding political discourse, it is essential Political Science majors have information literacy skills. The concept of information literacy began to influence educational and curricular reforms in the late 1980s, with the founding of the National Forum on Information Literacy by the American Library Association in 1989 (Marfleet and Dille 2005; Weiner 2011). Fifteen years later, studies began to investigate its specific significance to Political Science as a discipline (Marfleet and Dille 2005; Williams and Evans 2008). Since this time, a large and growing body of research has documented the importance of these skills to the undergraduate curriculum in Political Science, with some scholars arguing that Political Science and information literacy are "inherently linked" due to the discipline's unique engagement with contemporary political issues (Williams and Evans 2008). Moreover, in the current age of disinformation and misinformation, research also finds that these competencies are critical to an engaged citizenry, informed political participation, and democracy (Goldstein 2020)—values, concepts, and skills most associated with Political Science as a discipline.

In order for Political Science majors to develop these skills, our curricula at course and program levels must intentionally incorporate them. Research also finds collaborations between Political Science faculty and librarians most effectively develop students' information literacy skills. The American Association of Colleges and Universities (AAC&U) has developed a rubric for assessing information literacy proficiencies (AAC&U 2009). SoTL studies in Political Science have also used the Association of College and Research Libraries' information literacy standards (Marfleet and Dille 2005) and framework for information literacy (Harden and Harden 2020) to assess mastery of these skills in Political Science courses. Beyond the classroom, research and employer surveys also document the value of information literacy skills, and the related core competencies of critical thinking and lifelong learning, to employers (AAC&U 2018; NACE 2020a; NACE 2020b; Weiner 2011). As Weiner explains, "[s]uccess in business and other organizations requires the ability to monitor trends and readily adapt to them." Thus, information literacy skills are essential to employers in building "a workforce that has the willingness and the ability to continually learn new skills" (Weiner 2011, 8). These aptitudes will become increasingly important with advances in artificial intelligence.

Skill Objective 4: Engage thoughtfully and respectfully with competing values and perspectives.
The ability to engage thoughtfully with values and perspectives different from one's own is a skill necessary not only for learning in the classroom, but also for the survival, health, and growth of democratic forms of government, and for citizenship at all levels. The current polarized political environment in many polities worldwide, as well as on the global political stage, requires that we equip our students with the skills to effectively—and respectfully— engage diverse values and perspectives in order to successfully navigate the responsibilities of citizenship in multiple arenas (Druckman et al. 2021; Lieberman, Metler, and Roberts 2021;

Muirhead and Rosenblum 2020). In response to this concern, many institutions and advocacy organizations for higher education highlight these skills as essential in the 21st century (Daniels 2021; Ochoa 2017). As the College Civic Learning Shared Commitment to Democratic Learning statement notes, "[t]eamwork, communication, problem-solving, critical thinking, and *engagement across differences* are the real-world skills that build both better democracies and creative economies" (Civic Learning and Democratic Engagement Coalition 2020).

Political Science departments are particularly well-suited to fostering these skills in the major curriculum, as well as in general education and through co-curricular activities. Because "a core element of democratic citizenship is engaging in political discourse, especially with those who hold different political views," our ability to embed the nurturing of these abilities into our curriculum has even deeper significance (Matto and Chmielewski 2021). Exposure, as well as engagement, with different political lenses, ideologies, and theories are a hallmark of an undergraduate Political Science education. Departments may find a myriad of ways to emphasize these values in core courses in the major or teach students such skills within the classroom setting (Israel 2020) or through programs such as Model U.N. or student organizations (Robiadek, Strachan, and Bennion 2019). Varying course modalities, including online courses, can integrate these proficiencies (King, Taylor, and Webb 2021). This student learning outcome simply calls us to do what our discipline already does, albeit more intentionally and deliberately.

Skill Objective 5: Use qualitative and quantitative methods effectively and appropriately.

Untangling the complex web of political institutions, processes, and behaviors requires the capacity to rigorously analyze and interpret real-world data. Every Political Science major should understand the steps in the research process, the array of choices that scholars can (and must) make as a part of that process, and practice making, executing, and evaluating those choices themselves. An understanding of the scientific method is fundamental to being both a consumer and a producer of empirical social science, both inside and outside the academic context. Perhaps the most immediate purpose of methods education in Political Science is to equip students to understand the academic research that they will read in their courses. Without an understanding of the process, they will not be able to effectively engage with academic arguments or critically evaluate authors' claims. These skills also allow students to go beyond simply reading research to conducting their own research and get them to a place where they may wrestle with epistemological questions of 'how we know what we think we know' (Lowndes, Marsh, and Stoker 2018).

Research literacy and facility with data are also critical for students' lives outside of the university. Increasingly, employers are looking for graduates with research and data analysis skills—equipping our students with these skills will improve their future job prospects. Furthermore, today's complex information environment makes understanding evidence a fundamental skill of citizenship and a prerequisite for making and understanding political arguments (Hill and Myers 2014). As the product of human choices, data are political, and data on politics even more so. Determining what is and what could be allows one to argue what should be.

A methods education for the Political Science major should have two components: (1) providing a foundation in the scientific method and research design, and (2) introducing the tools necessary to collect and analyze quantitative and qualitative data related to politics. Programs should stress

the systematic nature of social science research and expose students to all parts of the research process: generating research questions, theorizing and deriving testable hypotheses, devising a measurement strategy, choosing a relevant sample, collecting and coding data, choosing an appropriate method of analysis, and displaying, interpreting and communicating results. Students should also learn about the strengths and limitations of different methodological choices, ethical concerns, and how researchers balance associated tradeoffs.

Coursework should provide exposure to the wide variety of qualitative and quantitative data available and facilitate students' discovery of pre-existing data. The introduction of commonly deployed methods should include, but not be limited to interviews, case studies, content analysis, surveys, experiments, and statistical analysis of observational data. Students should read published studies that utilize different research methods and practice collecting, reporting, and interpreting several types of data. Political Science departments are encouraged to make choices consistent with the goals of their programs.

Considerable evidence supports the importance of methods training for (1) developing students' critical and analytical reasoning skills, (2) meeting the overall goals of the major, and (3) preparing students for future internship, employment, and postgraduate study. The more we can incorporate this type of skill-building into our undergraduate curricula as requirements, rather than as elective courses, the better we will prepare our students for 21st century challenges and opportunities. An overwhelming majority of Political Science departments in the U.S. (82.4%) currently report that they offer at least one methods course as part of their core curriculum (Davis, McGrath, and Super 2019). Beyond this, a growing number of departments in the past decade have begun to introduce data visualization and data analytics courses, concentrations, and even separate degree programs, in response to demands by employers, internship coordinators, and graduate programs for these skills. We welcome these changes and encourage departments that have yet to require a methods course to do so in a way that makes sense for their context.

Furthermore, the Task Force recommends the sequencing of methods education, such that upper-level courses, culminating in a capstone course or assignment, build upon knowledge and skills established in introductory level courses. Recent research has found that this sequencing of knowledge and skills is particularly important in teaching research methods (Bergbower 2017; Hill 2002; Hinckley, McGuire, and Danforth 2019). Specifically, research has established the value of an introductory scope and methods course that broadly introduces students to multiple methodological approaches, which upper-division subject-matter and advanced methods courses build upon, where students have the opportunity to develop and apply more specialized methodological skills (Thies and Hogan 2005). For some departments, this may involve the creation of a required sequence of methods courses (e.g., research design, qualitative methods, and quantitative methods, followed by a research-based capstone). Other programs might include a single scope and methods course, combined with the integration of methods training and data analysis assignments in required courses throughout the program (Dickovick 2009; Knoll 2016; Morehouse et al. 2017). We encourage programs to create opportunities for students to combine methods training with high impact practices including undergraduate research, study abroad, and community engagement.

A Political Science degree should prepare its students for jobs within and beyond academia. Research has shown that verbal and written communication skills are some of the most important workplace skills for employees. Additionally, studies demonstrate that oral communication skills significantly impact hiring decisions and that higher level positions require more sophisticated oral and written communication skills (Eisner 2010; Rios et al. 2020). Feedback from employers indicates that students need more intentional preparation in topic relevance, response organization, response clarity, grammar, and response feedback (Peterson 2009). Learning effective communication techniques and practicing these skills will assist students as they move forward in their professional careers and engage as responsible citizens.

Faculty should imbed writing and speaking assignments as part of their course syllabi, integrating these assignments with the practice of other skills more distinct to the discipline of Political Science. Participation in class discussions improves oral and written communication skills (Dallimore, Hertenstein, and Platt 2008). Useable approaches include in-class discussion, small group discussions, and structured writing exercises. Peer discussion has enhanced students' understanding of the logic underlying essential concepts taught in the course. Students are more comfortable reporting as a group over individual responses to questions asked by the instructor (Blings and Maxey 2017). Incorporating active-learning strategies in the classroom requires students to engage with the evidence firsthand and leads to improved critical-thinking skills and a better understanding of the material (Blings and Maxey 2017). From the student perspective, students believe that good group work, class presentations, participation in class discussion and written assignments are most important for the development of their communication skills (Sonnenschein and Ferguson 2020).

There is no typical classroom, as it can range from a small seminar room to a large auditorium or an online or virtual setting. COVID demonstrated that we can no longer make assumptions about a standard course modality or pedagogy. In the online environment, Glazier (2021) found that connecting with students through simple rapport-building exercises can significantly improve retention rates and help students succeed. It is important that we consider our teaching spaces and our pedagogical choices in conjunction. Classrooms well-suited to active learning support co-learning, co-creation, and open discussion, leading to an improvement in student involvement in content sharing, building knowledge, engaging students, and generating ownership of learning. This stands in contrast to more traditional classrooms built on a more passive learning or lecture model, where instructors stand and deliver content to students who sit and listen. Then again, even a large lecture hall can be adapted, for example, through integrating peer instruction pedagogy to create an active learning environment (Bonwell and Eison 1991; Mazur 1997). As a department begins to embrace more high impact practices in their curricula, the classroom environment will need to adapt as well.

Values Learning Objectives

We reexamine the undergraduate Political Science curriculum at a time when liberal democracy is in danger. The annual Freedom House index reported that democracy worldwide has been in decline for seventeen straight years (Gorokhovskaia, Shahbaz, and Slipowitz 2023). Nativist movements have taken root in long-standing democracies (Norris and Inglehart 2019). Listed as a backsliding democracy (Berger 2021; Klaas 2023), the United States has seen significant

increases in hate speech and hate crimes toward underrepresented racial, gender, ethnic, religious, and cultural groups (Ray 2022). Political violence, most notably the January 6, 2021, insurrection at the U.S. Capitol, threatened the foundations of the American republic (Select Committee 2022).

Given these threats, we recommend the undergraduate Political Science major include learning outcomes which seek to foster values as well as promote objectives for learning content and practicing skills. As members of the discipline, we should ask: for what purpose is the acquisition of political knowledge and politically relevant skills? Some institutions, particularly those with faith-based missions, state values outcomes overtly. For others, the decision is whether to make explicit widely shared principles, such as commitment to scientific inquiry (Science and Global Security 2020) or a preference for pluralistic democracy.

Value Objective: Demonstrate an understanding of civic dispositions conducive to democratic involvement.

Civic dispositions are associated with personal development. Owen and Hartzell (2019) define the concept as "orientations related to democratic character formation." The Campaign for the Civic Mission of Schools describes it in terms of "concern for others' rights and welfare, fairness, reasonable levels of trust, and a sense of public duty" (Gould et al. 2011). Specifically, we recommend attention to fostering the civic attitudes of political efficacy, empathy, civic duty, civic confidence, civic reflection, and an inclination to engage in dialogue across difference.

In contrast to the behavioral revolution—when proponents of behavioral research in Political Science imported "technical proficiency in the search for reliable knowledge…and the exclusion of value specification as beyond the competence of science" (Easton 1969, 1054)—we must recognize that our role as Political Science educators is to challenge students to engage with diverse perspectives and understand the principles that undergird free, democratic societies.

We are aware that not everyone shares this view. More than a few comparativists and theorists say that democracy is not necessarily the best form of government for all peoples in all places (Bell 2016), and that democracy in practice falls short of the ideal (Achen and Bartels 2016; Brennan 2017). Moreover, international students may come from societies that prioritize other political values and even see democracy as a threat to social and political stability. Even so, students should learn what it means to live in a democratic society, what makes democracies strong, and how democracies die (Levitsky and Ziblatt 2018). Recognizing that democracies are imperfect and fragile, students should know the importance, promise, and risks (Scorza 2009) of active political involvement.

Political Science is in a position to lead higher education in promoting democratic engagement and offering a set of nonpartisan, evidence-based instructional techniques and curricular recommendations to achieve such outcomes (Bennion and Laughlin 2018; Colby, et al. 2007; Matto et al. 2021; Matto et al. 2017; McCartney, Bennion, and Simpson 2013). Amidst concerns about campus free speech (Chemerinsky and Gillman 2018), diversity (Lu 2023), and sexual violence (Cantor et al. 2020), colleges and universities can serve as laboratories of democracy. A campus can create a climate that educates students to strive for "democratic culture and systems that are participatory, equitable, educated and informed, and ethically governed" (Thomas and Brower 2017, 361).

In view of current levels of dissatisfaction with democracy (in the U.S. in particular, among stable democracies) (Pew Research Center 2021, Schaefer 2022), we must teach students how to address that frustration productively by seeking responsiveness, effectiveness, and accountability from public officials. Critical thinking is essential to this enterprise, but not just for leadership competency (Finley 2021). A commitment to democratic values should accompany the development of thinking skills. Indeed, by focusing on democratic dispositions, students are apt to develop a politically engaged identity (Beaumont 2013).

The importance of developing civic dispositions is obvious during this time when democracies are in crisis. Therefore, Political Science students should understand how such attitudes as political efficacy and civic confidence intersect with dialogues across difference to foster healthy democratic systems.

Best Practices for Program Curriculum

In this report, we also advance several recommendations for Political Science undergraduate programs to consider in the construction of their undergraduate major curriculum. We hope that departments will discuss these ideas and incorporate them intentionally throughout the students' coursework.

I.   Integrate High Impact Practices into the Curriculum

Thanks to the robust body of scholarship on teaching civic engagement, educators have available to them a pedagogical toolbox of evidence-based approaches for enhancing students' civic knowledge, skills, and attitudes in preparing them to be participatory democratic citizens. The AAC&U has done extensive work in studying the effects of *high impact practices* (Kuh 2008), such as required capstone courses, e-portfolios, and undergraduate research programs, as well as building the capacity of educators to utilize these practices. AAC&U's Institute on High Impact Practices and Student Success helps campuses create goals for student success with an eye towards equity in educational outcomes.

Political Science can play a leading role in adapting these practices (McClellan, Kopko, and Gruber 2021). Our association has supported this work through such publications as the *Journal of Political Science Education* and a series of *Teaching Civic Engagement* texts as well as through the APSA Teaching and Learning Conference. Our recommendations do not entail simply weaving these best practices into specific classes. Instead, we recommend that departments strive to embed high impact practices throughout their curriculum and co-curricular programs. In order to offer a cohesive educational experience, departments should sequence or "scaffold" students' learning with one experience building upon another, beginning with an introductory keystone course and culminating in some sort of capstone requirement. Flexibility will be necessary in light of the large number of transfer students in higher education.

Also recommended is an emphasis on experiential learning. Beyond volunteering or community service, experiential learning "increases knowledge gains of traditional content as well as providing an increase in a sense of efficacy and empowerment, which are instrumental in putting knowledge into practice" (McCartney 2017, 15). For outside the classroom experiences to be meaningful, they should attach to best practices, namely: offered for credit, tied to course material, and included in the learning objectives, with opportunities for group and individual reflection provided. (Bringle and Hatcher 1995; McCartney 2013, 15). Internships, simulations,

service-learning, problem-based learning, independent research, and study abroad experiences are high impact practices that, if well-constructed, promise to foster in students the knowledge, skills, and dispositions necessary for participatory democratic engagement.

II. Communicate Alternative Pathways through the Political Science Major

We recognize that Political Science draws students for a variety of reasons and for differing objectives. Although there is essential material that should be core to any Political Science curriculum, departments can point students to different pathways depending on their future goals and expectations.

Following Marineau (2020), we can identify three goals of a Political Science major. First, students may seek a Political Science major as *part of a broad liberal arts education* that imparts transferable skills suitable for leadership in a variety of different contexts, including business, law, education, and communications. This is the largest and broadest category, and students should acquire breadth as well as depth of knowledge in an area that excites them. Of particular importance are coursework and experiences that cultivate ethical reasoning, conflict resolution, negotiation, and effective communication (Marineau 2020, 104). Relevant high-impact practices include public or private sector internships, service learning, and study abroad.

Second, students may be interested in *engaging directly in politics,* either from the inside as politicians or government officials, or from the outside via activism, involvement in non-governmental organizations, or public policy research. For these students, the curricular elements related to ethical civic engagement discussed in this report are particularly salient. Students should pursue coursework related to the government functions and institutions they most care about. This may also include internships in government or non-governmental organizations, service learning, and curricular and co-curricular activities that provide opportunities for collective problem-solving, such as policy practica.

Third, students may want to *pursue research in Political Science* or a related social science field. Although all students should be critical consumers of research, a smaller group will seek to be involved in the production of knowledge, requiring postgraduate education. In addition to a strong grounding (and ideally advanced coursework) in the scholarship in their field, these students should emphasize coursework in research design and quantitative and qualitative analysis. This requires the department to find ways to offer advanced coursework in statistics, so that students will be competitive in applications for Ph.D. programs. This may not be possible for smaller programs; APSA, through the Educate portal, has opened cross-campus collaborations in areas such as advanced statistics. Such students should also pursue opportunities for independent research (e.g., a senior thesis) and/or faculty-guided research, such as through a research assistantship (see *PS: Political Science and Politics* 2023)

Where Can Political Science Take You?

What Can You Do?	Where Can You Go?	How Do You Best Prepare?
Be a Political Scientist	Graduate School—Ph.D.	Take advanced courses in statistics, take seminars, do independent research, work with faculty on research
Be a Lawyer	Law School—JD	take seminars, do independent studies, take electives in History, philosophy, and writing
Be in Politics	Practitioner	Internships, Service Learning, Washington, DC Semester, Statehouse semesters
Be in the Private and Public Sector	Nonprofit and Business World	Study abroad, internships, independent research, student leadership

Note that in focusing on different interests of Political Science majors, we do not explicitly recommend tailoring pathways to specific careers. Departments might, however, communicate career possibilities that naturally flow from these pathways.

III. Be Deliberate in Career Preparation for Political Science Majors

A Political Science undergraduate degree provides students with a wide range of career and graduate/law school options. Employers seek the knowledge and skills associated with the degree. What Political Science does not have is an obvious career path (such as nursing or accounting). Hence*, Political Science programs must be proactive in publicizing and informing students about the wide range of possibilities and opportunities or suffer the consequences in fewer majors*. We must overcome the misconception that a degree in Political Science only prepares students for a career in politics or law school, and instead offers a wide range of options in the public, political, private, education, and non-profit sectors. Students also want to know if their majors will lead to good employment prospects. Recent reports, based on U.S. Census data, demonstrate Political Science is among the top 10 highest paying college degrees (Dickler 2023).

Research from AAC&U, based on employer surveys, has shown many of the skills that students develop in our Political Science classrooms align with the skills employers seek in job applicants (Finley 2021). Students must be able to think critically and have the ability to solve problems. To that end, they need to be able to use knowledge, data, and facts while also being creative and original in their thinking. The research methods skills Political Science majors acquire are a means for developing problem solving and critical thinking skills.

Students must be able to clearly articulate their thoughts both in oral and written communication. Employers are also looking for individuals who can demonstrate teamwork and collaboration skills. In today's world, digital technology and the knowledge of social media are also necessary. The ability to use interpersonal skills to manage others and show leadership is another critical skill that employers seek. New employees must have excellent work habits and show professionalism by demonstrating good time management skills, along with a personal code of ethics. Students should also develop a multicultural mindset, knowing that they will most likely work with colleagues from other countries, cultures, races, and religions. Being inclusive and respectful in the workplace is crucial (Cooper 2014; Dixon 2020; Porter 2022).

These skills mentioned are the very ones that Political Science students develop in our classrooms. Additionally, many Political Science programs create other important opportunities to help our students prepare for careers, primarily through the practice that comes with applied experience opportunities, such as internships. We, as faculty, should serve as mentors and collaborate with career services offices, to help students navigate not only the coursework, but also develop the skills that will assist with career planning. Furthermore, Political Science programs need to consider advising students to pursue appropriate minors (such as business, computer programming, data analysis, etc.) to help students achieve their career goals. In some states, Political Science programs can also share information with majors about paths towards earning teaching certificates.

To illustrate, the University of Oregon and Arkansas Tech University have both implemented a career-structured approach which has changed the curriculum into career tracks rather than disciplinary subfields. Based on student feedback, this is a more meaningful approach for many students and their parents (Rogers 2021). Although this is data from only two colleges, both experienced enrollment growth. Other programs have 1-3 credit courses on Professionalism or Career Planning in Political Science as part of the core curriculum. These courses have three primary objectives:(1) helping students articulate their career goals, (2) preparing for the job-application process, and (3) developing skills to be successful in an internship or future job (Bram 2023). There are also many Political Science majors with tracks that specifically focus on applied politics. For example, the Bliss Institute at the University of Akron is proposing an Applied Politics option for their Political Science degree, Metropolitan State University has a program for advocacy, and the University of Tennessee at Chattanooga has an applied concentration in Public Administration and Nonprofit Management. In all, the aim is for students to learn how to "do" politics.

As much as we want our students to find gainful employment after graduation, we want them to develop the knowledge, skills, and values to be responsible citizens locally and globally. We want them to address challenging problems using critical and creative thinking to analyze data and facts to develop solutions. Additionally, we want them to have a knowledge of civic responsibility and ethical behavior in their everyday lives. Finally, we also want them to show compassion for those from different cultures. We must work more intentionally with our students—either to prepare them for graduate school or to enter the workforce. Studies have shown that college graduates think themselves more proficient than do potential employers (NACE 2018). Employers do view a liberal education as being essential to being successful in the workplace, but do not feel that graduates are prepared with the skills and knowledge necessary to be successful (Finley 2021). To address this, specific skills training will become

more important not only for the viability of the Political Science majors, but also for equipping our undergraduate students to address the pressing challenges and opportunities of the 21st century.

Conclusion

Finally, we would be remiss if we did not acknowledge our debt to the authors of the Wahlke Report. Political Science education, the Report stated, should "aim at turning politically interested and concerned students, whatever their career plans or their other interests, into politically literate college graduates" (Wahlke 1991, 50). If anything, our recommendations should enhance students' ability to critically interpret political information and engage thoughtfully as active citizens.

Furthermore, the undergraduate curriculum proposed by the Wahlke Report, the sequential or scaffolded learning model, remains relevant as an important tool for helping students develop and master liberal learning outcomes. The Report's emphasis on skill development was intended to counter a perceived emphasis in the discipline on breadth of content knowledge, reflected in the still-prevailing introduction to subfields approach. Thirty years later, however, alternative curricular frameworks emphasizing civic engagement, diversity, and social justice have emerged (APSA 2011; McCartney, Bennion, and Simpson 2013), as well as the recognition of the need for stronger data and statistical skills. Our recommendations attempt to accommodate these emerging ideas and concerns.

We believe that students now and in the foreseeable future want to do more than just receive and understand political communications. They want to shape reality, serving as principled actors in politics. Our proposals aim to develop aware and skilled students with strong civic identities that bend toward democracy, freedom, and social justice, so they can make a positive difference in the world.

Fostering the civically and politically engaged students of tomorrow requires similarly committed political scientists (Frank 2013). In rapidly changing, contentious times, teaching critical thinking and the ethical distribution of power to undergraduates demands courage from college faculty. We hope that this report supports educators who answer this call and enhances their efforts to teach and nurture active, knowledgeable, and ethical political actors.

III. The Graduate Curriculum

The Ph.D. in Political Science is primarily a research degree in which a candidate is expected to make an original contribution to knowledge and defend that contribution before a body of experts. Although many Ph.Ds. will work within an academic setting at colleges and universities, many also work in research-oriented positions in the public sector, including at all levels of government and in non-governmental organizations, and increasingly in the private sector, especially in the burgeoning area of data science. At one time or another, most Ph.Ds. will also teach at the undergraduate or graduate level, either when in graduate school or later. Even those in the public or private sectors may occasionally teach courses as adjunct or visiting faculty.

Scholarship on Teaching and Learning (SoTL) is much less developed at the graduate than undergraduate level. There are far fewer studies on what works in a graduate classroom, what makes for effective training, and how graduate school can enable students to be successful. As a result, this report on the graduate curriculum starts from a much more rudimentary level than the accompanying chapter on the undergraduate curriculum. As throughout this entire Task Force report, this material in this section is intended only to stimulate conversations within departments about their curriculum. We offer issues for discussion and some suggestions and guidelines, but each department will need to decide how best to structure its graduate program to meet student needs given available resources and faculty expectations. Indeed, we hope to stimulate diversity amongst graduate programs according to local advantages and constraints.

This report does not discuss Master of Arts or Sciences programs in Political Science or affiliated fields. Master's programs provide valuable training, especially for students pursuing careers in the public and private sectors. Such programs, however, are highly diverse and require special assessment. Moreover, most master's students do not go directly into teaching positions and, thus, do not connect to the curriculum demands outlined in the undergraduate committee's report. Even though many master's programs are less research-intensive than Ph.D. programs, we suspect many of the tensions and issues identified below may also be relevant. Nonetheless, we hope some master's programs may benefit from reviewing the discussion and recommendations in this report as they deem appropriate. A full assessment of masters' curricula and best-practices remains for a future Task Force.

This report develops two main themes. First, *Ph.D. programs should periodically assess their comparative advantage and be clear to themselves, applicants, and students about their ability to prepare students adequately for different careers in Political Science.* As outlined below, there are three main pathways in the profession that lead to academic, public sector, and private sector positions. Each pathway requires a slightly different emphasis in graduate training. Programs should be alert to the differences and understand how they can best prepare students for the different pathways. No program can or should specialize in a single type of graduate training. Faculty have diverse interests and skills. Students may not know which pathway is most appropriate for them until well into their Ph.D. program. At the same time, no program is likely large and well-resourced enough to be all things to all possible students. Programs need to be aware of what they do well and where they can best place students successfully, and then communicate this to applicants as early as possible.

Second, *to meet the content, skills, and value learning objectives outlined in the undergraduate committee's report, Ph.D. programs must train students not only in research but also in pedagogy. SoTL is growing rapidly.* While "learning by doing" may still be the most common of training future instructors, Ph.D. students should be introduced to and familiar with high impact teaching and other best practices. This is especially the case for civically engaged courses, which are highlighted as part of the undergraduate curriculum discussed in that chapter. As we discuss below, there are many ways of teaching pedagogy, and each program will have to design its own model given resources, but the SoTL on how to teach effectively and faculty mentoring on teaching should be a formal and integral part of every Ph.D. program.

Inevitable Tradeoffs

There are five areas of tension in any Ph.D. program. We do not seek to resolve these tensions, merely to highlight them, discuss the tradeoffs they entail, and identify some best practices that can help mitigate them. The tradeoffs are not new, and departments have been confronting and thinking about them for decades (see Bennett, et al. 1969; APSA 2004). By rendering them explicit, though, we hope to further the on-going conversations. Each department will need to evaluate where their comparative advantage lies, what kind of program they seek to create, and how they can best fulfill the interests of their Ph.D. students.

Before we discuss these areas of tension, we note that Political Science departments often depend on university resources to support graduate students for teacher training, grant support, mental health, and other issues, but this dependence on institutional resources can create very different support mechanisms across institutions. Graduate training can be a stressful experience for many students and yet departments often depend on institutional resources rather than build their own. A 2022 APSA survey of 189 department chairs shows that 68% of departments rely on campus resources for graduate students' mental health support, while 8.5% have access to no campus resources; only 7.4% of departments have departmental programs to support students' mental health.[3] More than a third of departments draw upon campus resources (e.g., Center for Teaching) for teacher training for graduate students, while only 18% offer formal courses in teaching methods and pedagogy. Departments must determine whether institutional resources are adequate for graduate student support and tailor their programs accordingly.

Research v. Teaching

To publish in the most respected journals in the discipline, research must meet very high standards of theoretical development, research design, and empirical evidence. At present, reflecting progress in the field, this often requires advanced training in formal theory, causal identification, and quantitative and qualitative methods. The 2022 APSA survey shows evidence consistent with this trend, as Ph.D. students take an average of 3.83 methods courses, including scope and methods, research design, and quantitative methods (I & II). This training is invaluable for students who seek to publish research in the discipline's journals. Yet, at two and four-year colleges, such advanced skills are not typically necessary for teaching undergraduate (UG) courses. Indeed, some departments may shy away from Ph.Ds. with advanced skills because they fear such faculty will want to teach specialized methods courses that do not draw

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[3] Erin McGrath, Ph.D., Director of APSA's Research Program, produced the survey data and results.

significant student enrollments, will lack substantive knowledge of politics of interest to their students, or lack adequate training and preparation to teach classes of their own.

There is considerable variance in how much direct teaching experience students receive while earning their Ph.D. The APSA 2022 survey shows that 65% of departments provide opportunities for students to teach one or two of their own courses. Yet 12.5% of departments offer no independent course instruction, while other departments assign students to an excessive number of courses (e.g., 10% with students teaching four or more courses). Furthermore, Ph.D. students are often poorly prepared to teach courses for UGs in a public policy/civic engagement or a liberal arts track. For example, students who are trained at large Research I institutions may not be exposed to smaller classes with policy and civic engagement components, even though they may be expected to teach these courses. Training up students with methods courses necessarily takes time away from substantive courses as well as efforts to train students in pedagogy and create opportunities for students to teach courses of their own design.

We recognize that many skills learned in graduate school are "dual use," that is, learning to think and write clearly contributes to research and publications and to effective classroom teaching. Presenting research at department colloquia or professional conferences can help develop teaching skills. At present, however, the balance between research and teaching appears to have tipped too far in the former direction. We urge departments to consider and potentially develop "pathways" within Ph.D. programs for students shooting for careers at R1 universities and those focusing on more teaching-oriented colleges and universities. A research path would allow for more methods training. While recognizing that nearly all faculty are expected to produce some significant research regardless of what kind of institution they are employed at, a general pathway would allow for more teaching experience, more teaching preparation, and perhaps more substantive courses. We outline pathways below. Rather than rely solely or mostly on campus teaching programs, departments should also consider offering some formal training of their own to their students tailored to teaching UG political scientists. We discuss this more below.

Methods v. Substantive Knowledge

Even within training for research, there is a tradeoff between courses in methods and substantive questions and issues of Political Science. It is not unusual for students in some Ph.D. programs to take 4-6 courses in some combination of formal theory and methods, squeezing out at the margin substantive courses (e.g., Congress, Latin American politics, nuclear deterrence and proliferation). Over half of department chairs in the 2022 APSA survey noted that their students take four or more methods classes. As with research and teaching, the balance between methods and substance appears to have tipped in favor of the former. Programs should ensure students have opportunities to develop substantive knowledge in their chosen area of research and teaching through their graduate coursework. This may require a more formal distinction between "first year" methods courses that lay the necessary foundations and "second year" substantive courses that apply methods to particular topics. Ideally, at least some graduate courses would integrate substance and applied methods.

Academic v. Non-Academic Careers

Increasingly, Ph.D. students have career opportunities outside the academy. These opportunities should be recognized and, if appropriate, built into the curriculum for interested students. The 2022 APSA department chairs survey shows that Political Science departments are already preparing students for non-academic careers, with 22% providing such training directly in their curriculum, 47% offering professional development sessions on the topic, and 24% relying on alt-academic information sessions at the college/university level. This reflects the increasing percentage of Ph.D.s taking non-academic jobs; 45% of department chairs note that 20% or more of their recent graduates have pursued non-academic positions, while another 15% report that 16-20% of their graduates have done so.

Students pursuing careers outside colleges and universities may benefit from additional pathways within Ph.D. programs. Those entering the public sector (broadly defined) typically require deep substantive training in a particular area of expertise (e.g., African politics, the environment) with some basic methodological skills. Those pursuing opportunities in data science, a growing field, often require less substantive knowledge and no teaching preparation, but lots of training in quantitative methods and data management. Some of this must, undoubtedly, be learned in other departments or "on the job," but programs wishing to place their students in such positions will need to develop extensive programs in quantitative methods and allow students to specialize in this area. Departments should continue to provide information and training for students pursuing non-academic careers and also recognize that public sector and private sector pathways may require distinct training modules.

Individual v. Co-Authored (Collaborative) Research and Publications

The discipline is increasingly moving towards collaborative research and co-authored publications. The 2022 APSA department chairs survey shows that only 35% of Ph.D. programs have students writing books for dissertations; 7.5% of programs involve three research papers for the dissertation, while 50% of programs allow dissertations in either format. As the field gets more technical, it is harder for scholars to master all aspects of research design, so theorists may partner with more empirically oriented scholars. In field experiments, it often takes a team of scholars to implement the research. In cross-national studies, experts in different countries can bring broader perspectives to bear on questions. Data by Dawn Teele and Kathleen Thelen (2017) shows an increasing average number of co-authors on published pieces. Many quantitative departments are lab structured and involve co-authored research. As we shift towards the lab approach, we also need to recognize that lab-based disciplines do not expect scholars to be experts in all areas; rather, they recruit students, post-docs, senior personnel, faculty, etc. that have expertise to fill in the gaps the team is missing. However, the Political Science discipline has not shifted to a model where we list authors by contribution (rather than alphabetical), nor have we accepted that dissertation chapters will be fully or almost all co-authored pieces of work (Lake 2010). Similarly, tenure norms in most departments require some solo authored work. Thus, our discipline's approach to research is changing but our graduate programs have not altered what we expect from Political Science dissertations or early-career scholars (Reyes-Nunez, et al. 2023).

Dissertations in Political Science should have some significant contribution that is identifiably the student's own. In a "three-paper" dissertation, which is increasingly common, one to two papers should be solo authored. In a monographic dissertation, either the theoretical or empirical

contribution should be the student's own. Different departments may have slightly different expectations, and the particulars will differ from dissertation to dissertation, but some individual contribution should be clear.

Author contributions should be clearly identified in dissertations and publications. Most disciplines identify contribution by the order in which authors are listed. Some journals request an author's note that appears somewhere in the publication that identifies each author's contribution to the research. Many universities now require such information for promotion and tenure. We suggest that parts of dissertations that are co-authored and all co-authored publications list authors not alphabetically but in order of contribution and that journals require an author's note that specifies the contribution of each.

Breadth and Knowledge v. Time to Degree

The tradeoffs above could be solved with infinite time and resources. In part because of these tradeoffs, time to Ph.D. completion in psychology and the social sciences increased slightly in recent years (National Science Foundation 2018). As in all things, however, time and resources are constrained. Within existing university structures, the discipline is probably now at the outer limit of what is a tolerable time to degree (what university administrations or state legislatures are willing to support financially). Indeed, some universities are moving to financial models that limit funding to no more than five years of graduate study.

This implies that students should begin to specialize earlier in their graduate programs both in career pathways and areas of expertise. Those students who choose to pursue teaching or non-academic careers, for instance, should plan early in their graduate programs to focus on developing teaching skills and experience or acquiring greater area or methods expertise. Departments should also specialize and be clear to admitted students what that specialty is. "Full service" programs that train students in research relevant to academic and non-academic careers as well as teaching are likely beyond the capacity of most Ph.D. granting departments.

Pathways

Recognizing the tensions above, departments should have a clear understanding of their own strengths and areas of specialization in graduate education. Students, in turn, should be informed about the various opportunities available to them and what kinds of training is most appropriate for success in the pathways before them. This information should ideally be imparted before students apply to Ph.D. programs or soon upon arrival (Berdahl, Malloy, and Young 2020). We believe there is a core set of theories, methods, and skills expected of any Ph.D. in Political Science, and this foundation ought to be laid within the first year or two of graduate study. Building on this foundation, students should prepare further with career opportunities and personal desires in mind.

We fully recognize that incoming graduate students may not fully understand the discipline, the career opportunities they enjoy, or their own abilities. Many are the students who have excelled in coursework only to discover they are ill-suited to the monastic life of a research scholar, or they think they want to be a professor only to find they are more drawn to questions appropriate to a career in the public sphere. Neither departments nor students should specialize too much nor

too quickly. We think of "pathways" more as trails that overlap, intersect, and allow for switches from one to the other, rather than as separate and autonomous routes to a Ph.D. degree.

Nonetheless, there are three general careers followed by many Ph.Ds. in Political Science: academics, the public sector, and the private sector (Lowenthal 2012). First, many Political Scientists pursue academic jobs at research universities, regional universities, liberal arts colleges, and community colleges. Within this path, there are different research expectations, from departments that expect faculty to produce two-or-more research articles per year published in top-tier journals, but which have relatively light teaching loads to departments that have heavier teaching loads and fewer expectations for publications. Within an academic pathway, there is a continuous mix of research and teaching skills. Second, many Ph.Ds. pursue careers in the public sector, which includes government (e.g., State Department), non-governmental organizations (e.g., Amnesty International), and research-intensive jobs (e.g., Congressional Research Service, Rand Corporation). The 2022 APSA chairs survey shows 22% of departments produce Ph.D.'s that go into a public service/government position, while 18% have graduates that take jobs with NGOs (8% with IOs). Third, Ph.D. students in Political Science have increasing opportunities in the private sector, including in opinion research firms, political risk analysis, and data science. Many departments (205) have Ph.Ds. taking jobs in the private sector and 18% produce students who pursue data science careers. These career paths contain slightly different expectations of training and skills possessed by graduates.

Academic Pathway
Academic careers lie along a continuum from research universities to teaching-oriented colleges. Beyond the core, explained below, all students should have one or more courses in pedagogy (including civic engagement and experiential learning) and experience as a Teaching Assistant. At the research end of the continuum, students can be expected to have training beyond the core in formal and analytic theory and additional quantitative methods, including causal identification, Bayesian statistics, machine-learning, and text-as-data. In some cases, this may require students to take courses outside of their department. At the teaching end of the continuum, students should have broad substantive knowledge of more than one area of Political Science, additional experience as a Teaching Assistant, and experience in teaching one or more courses as the instructor-of-record (see Becker and Zvobgo 2020).

Public Sector
Beyond the core, students pursuing a career in the public sector should have expertise in one (or more) substantive policy areas, such as environmental policy, education policy, or security issues. Additional training in quantitative methods is optional but often expected.

Private Sector
Ph.D. students in Political Science pursuing a career in the private sector typically possess a) expertise in a substantive policy area (like those in the public sector) or b) strong methodological skills, including training in data management, machine-learning, and text-as-data (Robinson and Nolis 2020; Grimmer, Roberts, and Stewart 2021; Kesari et al., 2023).

Learning Objectives

A Core Curriculum

As noted in the Introduction to this report, Political Science is a distinct discipline that focuses on collective decision-making and often how power shapes collective outcomes. Although it is related to Economics, Sociology, Psychology, and other cognate disciplines, Political Science has its own unique subject matter and approaches. Unlike some cognate disciplines, Political Science lacks textbooks that define our discipline and cover essentially the same material, albeit in perhaps slightly different ways. This does not mean, however, that we lack a common core. Rather than students trying to discern what this common core might be on their own, Ph.D. programs should aim to develop one or more courses that articulate and communicate the core to entering students. How each program does this will have to fit their own collective approach to the discipline and will need to reflect available resources. But we believe this is the most effective way to solidify the discipline and train future scholars.

In this light, all Ph.D. students should have a working knowledge of core concepts in Political Science, even if they are not directly related to their dissertation research. Ideally, all first-year students should have a "foundations of Political Science" course that covers core concepts that bridge the field.

A foundations course should emphasize what is central to our discipline and elements that unite all the various subfields of Political Science.[4] For example, collective action problems recur at all levels of politics, from state and local to the global. Students should understand the logic of collective action, recognize when and how collective action problems shape political outcomes in different settings, and learn about ways in which groups can and do overcome collective action issues. Likewise, students should have a working knowledge of voting and electoral institutions, regime types (e.g., democracy, authoritarian, and totalitarian systems), and deterrence. Such a foundations course should also include values-based concepts, such as justice and fairness, and traditional topics in political philosophy, including authority, legitimacy and democratic accountability. This graduate level course might parallel an Introduction to Political Science course as taught at some institutions, but it would go deeper into basic theoretical concepts. This will not only prepare students better for more advanced graduate courses but will help prepare them for teaching similar if less detailed undergraduate courses. A tentative list of core concepts is available **here**. This list is certainly incomplete. Each department and faculty will need to tailor this list to their own theoretical and empirical needs and priorities.

Beyond this core course(s), students should have training in analytic theory, whether formal or informal approaches, and critical thinking. Finally, all Ph.D. students should have training in research design, quantitative methods (at least basic regression and ideally through maximum

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[4] Such a course might be taught by one or more faculty members, perhaps in a round-robin format with different faculty introducing their areas of interest and core concepts. While many departments already have a "scope and methods" course, often serving to introduce individual faculty to incoming students, we recommend that a foundations course be designed as a coherent whole, more concept-focused, and aimed at unifying the field rather than emphasizing diversity of interests and topics.

likelihood estimation), and qualitative methods. Where appropriate, students may also be expected to have facility in a foreign language.

In addition to classroom learning, we want to emphasize the importance of good mentoring for graduate student success. Much of graduate learning involves working closely with one or more mentors. Mentoring not only adds to a student's substantive knowledge but helps develop professional norms and expectations. Mentoring ought to be encouraged for faculty and recognized either at the department, institutional, or disciplinary level.

Teaching the Teachers

In turn, since many if not most Ph.Ds. will teach undergraduates at some point in their careers, Ph.D. programs should offer and possibly require one or more graduate courses in pedagogy (Ishiyama, Miles, and Balarezo 2010; Trepanier 2017). Although some programs offer courses or professional development opportunities in pedagogy (Buehler and Marcum 2007; Pleschova and Simon 2009), and programs have certainly improved over the last 25 years (compare Dolan et al. 1997), as SoTL advances we expect that Ph.D. students can become more effective instructors if educated in theories of cognition and learning and proven teaching techniques. Not all programs may have experts in teaching itself or resources to offer a graduate course in pedagogy of their own. Yet nearly every campus these days has a Center on Teaching and Learning to assist instructors in the classroom. At a minimum, Ph.D. students should be encouraged and ideally required to take advantage of campus-wide teaching and learning opportunities. There are also unique instructional challenges in Political Science, however, such as leading student discussions about sensitive political issues in a highly polarized environment. Precisely because students are often passionate about questions of politics, some topics require great sensitivity and care when introduced into a classroom. Future instructors can benefit from training in how to handle difficult situations. One possible model is more formalized mentoring (e.g., Baylor University apprenticeship approach). When supervising TAs, faculty can review lesson plans, assign the student to develop their own syllabus for the course, and have students write a short essay outlining what they have learned as a TA and how they might incorporate these lessons into their future teaching. Another model is for each program to develop a formal course in pedagogy that is required or at least strongly encouraged for all Ph.D. students. Examples for such a course are available **here**.

Good mentoring appears crucial in academic success both at the undergraduate and graduate levels (Hesli, Fink and Duffy 2003a and 2003b). It is especially important for women entering the profession and underrepresented minorities (Argyle and Mendelberg 2020; Majic and Strolovitch 2020). As part of their pedagogical training, graduate students should also be schooled in being a good advisor or mentor for undergraduate students. This is a responsibility that many faculty are expected to fulfill. This is a skill that can and must be learned and should be part of graduate training in SoTL (Boyle and Boice 1998). Equally important are programs within departments for teaching the "hidden curriculum" in Political Science (Barham and Wood 2022).

Of particular concern is training faculty to lead courses in civic engagement or courses that have a civic engagement component. As the undergraduate report makes clear, at a time of crisis in democracy, encouraging students to be engaged in politics and understand democratic values is more necessary than ever. As future teachers, Ph.D. students must be prepared to lead classes

that include civic engagement and values-oriented materials. Departments could integrate Ph.D. students into courses with civic engagement components and involve them in other activities (e.g., Model United Nations) to better prepare them for engaging with undergraduate students in these activities.

Developing teaching skills through graduate coursework can improve placement rates, so departments should have incentives to create opportunities for training in pedagogy (Ishiyama, Balarezo, and Miles 2014). Yet, we recognize that not all Ph.D. programs have the resources to develop their own teaching curriculum. There is a chicken-and-egg problem here, as many current faculty have not themselves been trained in SoTL and, therefore, are not easily prepared to lead a graduate course in pedagogy. Departments may have to rely on campus-level teaching and learning programs, at least in part (Trowbridge and Woodward 2021). While the ideal would be a for-credit graduate level course in pedagogy, not all programs will be able to reach this ideal in the short term. To address this problem in part, programs should encourage Ph.D. students to attend the APSA Teaching and Learning Conference to further develop their skills as instructors. Programs should, if possible, provide funding for travel and attendance at the TLC. This recommendation is especially relevant for those Ph.D. students seeking positions in academia. Finally, APSA or some other organization should consider a summer course for graduate students in pedagogy, perhaps similar to ICPSR but focused on teaching skills. Students often list advanced courses in methods on their CVs. They ought to have access to and be able to list advanced courses in pedagogy on their CVs as well.

Best Practices

- Given different career pathways, departments should acknowledge pathways for which they are best equipped to train students, specialize to a degree in those pathways, and be clear to admitted students what their specialty is.
- Students should begin to specialize earlier in their graduate programs both in career pathways and areas of expertise.
- Departments should consider a first-year graduate level course that integrates the fields of Political Science by focusing on core concepts and issues. Similar to an introductory UG course, but at a more explicitly theoretical level, such a course might address questions of representation, inequality, the environment, war, and violence, but connect these topics to theoretical constructs like principal-agent theory, collective action, bargaining, and social norms. Departments should design at least some courses that address substantive topics in Political Science that also include applied methods training or, conversely, methods courses that also include substantive topics.
- Dissertations in Political Science should have some significant contribution that is identifiably the student's own.
- Author contributions should be clearly identified in dissertations and publications. We suggest that parts of dissertations that are co-authored and all co-authored publications list authors not alphabetically, but in order of contribution.
- Departments should continue to provide information and training for students pursuing non-academic careers and also recognize that public and private sector pathways may require distinct training modules.

- Ideally, departments should offer a graduate level course for credit on pedagogy. If not possible, graduate students should be required to get training in pedagogy from other campus units, such as a campus teaching and learning center.
- In preparing students for teaching, draw upon the resources available in *PS: Political Science & Politics*, *Journal of Political Science Education*, APSA Educate, and other outlets that address unique issues in teaching Political Science.
- Departments should, where possible, provide financial support for graduate students to attend the APSA Teaching and Learning Conferences.
- Departments could also integrate Ph.D. students into courses with civic engagement components and involve them in other activities (e.g., Model United Nations) to better prepare them for engaging with undergraduate students in these activities.
- Especially important is preparing Ph.D. students to teach and lead discussions on questions and issues that may be politically sensitive or on which students may have divergent beliefs.

IV. APSA Support

Resources Currently Provided/Curated by APSA

1. **Assessment of Programs**—APSA has published a book walking departments through the process of assessment, as well as sample assessment programs.
2. **The Teaching and Learning Conference**—this conference held both at the APSA annual meeting and bi-annually as a stand-alone conference offers workshops and tracks not only on classroom teaching but curricular concerns and programmatic development.
   1. Browse select TLC2023 papers on APSA PrePrints here.
   2. Browse selection TLC2020 papers on APSA Preprints here.
3. **Political Science Education Organized Research Section**—one of the official sections of APSA. They host events and workshops during APSA's teaching and learning conferences, co-sponsor professional development programming opportunities, as well as publish a bi-annual newsletter, the Political Science Educator, featuring pedagogical resources and best practices
4. **Civic Engagement**—in addition to three books on civic engagement in the classroom and the larger curriculum, there is a civic engagement organized research section in the discipline, and APSA's Raise the Vote campaign.
5. **Careers in Political Science**—this includes materials and information for high school students through post-doctoral political scientists. There are many links to relevant articles on different types of political careers.
6. **Professional Development and Support**—webinars, resources for department chairs.
7. **Co-Curricular in Political Science**—this includes a guide for departments in developing an undergraduate Political Science club.
8. **Resources on Navigating Graduate School**—This includes a new book with individual downloadable chapters. Please see APSA's Status of Graduate Students in the Profession Resource page.
9. **Best Practices on Developing Internship** book
10. **Teaching & Learning Webinars and Symposia**—APSA's Teaching & Learning program brings together scholars in different disciplines to address specific resources for teaching Political Science in different areas like teaching American Government or teaching Race, Ethnicity and Politics among others.
11. **Educate** – is a curated library of resources designed for the Political Science classroom, as well as resources for departmental curriculum. There are specifically resources that help address diversifying the curriculum and integrating high impact practices, with more tools being added regularly.
12. **Careers Beyond the Professoriate** - APSA offers a range of resources for Political Science Ph.D.s interested in pursuing a career in government, industry, non-profits, and other sectors, including events at the Annual Meeting, as well as digital resources. These include the Ask A Political Science Practitioner initiative, a new Careers Diversity Committee, and **a new resource page hosting our recorded workshops and webinars.**

New Resources from Taskforce

As part of the Rethinking Political Science Education taskforce, we have cooperated with APSA to develop additional resources for Political Science departments.

1. Provision of online courses in statistics that can be accessed by students in APSA member departments through APSA Educate. For instance, an online course on statistical programming in R offered by Megan Becker and other faculty at University of Southern California. The future hope is that APSA Educate could collaborate with other graduate programs who could offered advanced statistics courses for undergraduates without access to such courses and that they could verify successful completion of such courses.
2. Provision of online support and help in research methods offered by Maureen Feeley and the graduate assistants at the University of California, San Diego. This supplemental support based on the typical topics in research methods can be accessed by students and faculty in APSA member departments through APSA Educate.
3. Provision of digital posters related to the undergraduate pathways discussed in the report and to the potential careers available to the undergraduate major. These posters can be downloaded here, have departmental/institutional logos added, and then placed in areas frequented by undergraduate Political Science majors.

Recommendations for Additional Support for Graduate Programs

There are several ways that APSA can provide support for graduate students to manage the tensions in any Ph.D. program, choose the pathway most appropriate for their interests and ambitions, and develop pedagogical skills.

- The annual meeting often provides members with panels on academic and non-academic careers. APSA should supplement these in-person sessions with webinars from experienced faculty to help graduate students understand job differences across the public sector, private sector, and academic markets and how best to prepare for each market. This could be done in conjunction with the APSA Careers Diversity Committee.
- APSA should also sponsor panels and webinars with experienced professionals in non-academic careers. This is especially important as academic mentors often do not have significant personal experience outside the academy. Professionals will be best able to help Ph.D. students choose appropriate career paths and guide them in developing the necessary substantive expertise and skills.
- As noted earlier, APSA should seek to revamp the eJobs platform to list positions outside universities and more clearly differentiate between those in government, non-governmental organizations, and private firms. APSA should also reach out to such organizations to consider posting their positions on eJobs. APSA could also create more categories for non-academic positions to help potential candidates identify the most appropriate jobs to apply for (e.g., separating policy and data-science positions).
- APSA also needs to consider how to incorporate individuals who pursue non-academic careers into our associations more actively. The approaches we take for organizing panels and roundtables, for example, should integrate people from multiple career pathways. This occurs for some panels, but it is not typically a systematic approach that is taken by scholars more broadly.
- APSA should expand teacher training for graduate students by offering discounted registration fees or travel grants for graduate students attending the annual Teaching and Learning Conference.
- APSA could also offer webinars and web-based small group training sessions on teaching techniques and interests, such as constructing effective paper assignments, civic

engagement pedagogy, and more. These could be pitched to beginning graduate teaching assistants or to graduate students teaching on their own for the first time. Many of these proposals could be done in conjunction with APSA's Political Science Education organized section.

- APSA should also sponsor a summer training program for prospective instructors. Since not all Ph.D. programs will be able to offer a course in pedagogy of their own, a summer training session as a condensed two- or three-week equivalent would help students acquire expertise. There are similar programs for methods in Political Science (ICPSR) or substance (SWAMOS). The discipline as well as individual instructors would benefit from an intensive training program in pedagogy.
- From participation in the TLC to webinars and a summer teaching institute, these structured activities should award certificates of successful completion that Ph.D. students can list on their CVs.
- APSA should also offer awards for graduate mentoring.

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VI. Appendices:

Appendix 1: Early Contributors to Rethinking Undergraduate Political Science Education

"Rethinking Wahlke" Contributors (Denton, Texas) Summer 2019

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APSA Teaching and Learning Conference Working Group, Spring 2020

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Appendix 2: Basic Concepts in Political Science/Learning Objectives

Appendix 3: Sample Syllabus for Graduate Teaching in Political Science course

Supplemental Resources