

The Political Scientist: Demands of a Teaching Institution

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and fewer students than those of us in political science. So they have time to keep up in their fields although because of labs they are confined for long periods in the classroom and have limited time for research. These time constraints are very frustrating to those who want to do research.

Teachers of English have finally convinced administrations that they cannot effectively handle huge classes and still find time to teach their students how to write, and so they typically have smaller classes than those of us in the social sciences. But I find that I give my students just as many papers to write as the English professors, and have twice as many students.

Teachers of social work may have negotiated the best conditions of all for themselves. They have a professional organization which sets the parameters of their work load. In addition they demand and receive credit for supervising interns. In my college, supervision of interns was counted as three courses for the social work professor.

One way to understand the problems of political scientists in teaching institutions is to take a look at the teaching load of professors in four different disciplines during a recent semester in my college (Chart I). It is fairly typical of any semester at this institution and probably fairly typical of any semester at other teaching institutions as well.

In comparing my teaching load with those of the three other professors several factors should be noted. In addition to myself, only the social work professor had three preparations though his third course, SW 400 was supervision of four interns. I also had interns that semester — five of them — but was given no credit for supervising them nor was I given any respite from course load.

Like other faculty members I also had student advisees — forty-three of them. Biology had twelve; Social Work, ten; Sociology, twenty.

The other professors typically gave their students one mid-semester examination, one final examination and that was it. Many of these exams were easy-to-correct multiple choice. I tried to teach my students how to do research and how to write, and that required making other kinds of assignments and quizzes. As you can see from Chart II, this made for a total of 535 essay examinations to correct in one semester plus the long reports from two of my interns. As you may imagine, I ended the semester in a state of exhaustion, and while I haven't resorted to multiple choice exams yet, I have had to modify course requirements.

In teaching situations such as these, something has to give. It is impossible to adhere to high academic standards; it is impossible to keep up with the many areas I am required to teach particularly when, as political scientists understand so well, the subject matter changes almost every day in the week, and texts are out of date the day they are published.

The obvious solution to such working conditions is for the professor to change jobs. But many of us, even though we are highly qualified with all the proper degrees from good institutions are unable to do so. This may be because of a tight job market, or because we are married to a spouse who cannot leave his/her position, and sometimes because we have simply become too exhausted to embark upon the time consuming and frequently expensive routine that a job search entails.

The other solution — and the better one in my judgement — would be for the American Political Science Association to appoint a committee to study teaching loads and to come up with recommendations as to what a reasonable teaching load might be. And then, having come up with such recommendations, it should proceed, as the social work profession does, to accredit departments of political science or withhold accreditation

from those colleges which don't meet the standards.

Included on that committee should be not only representatives of major institutions (who typically run APSA committees), but also some of us from the lesser institutions whose work life will be affected by whatever standards are finally adopted.

Given a clear set of standards for teaching conditions by the American Political Science Association, I think that most colleges would try to meet those standards. We cannot expect

hard pressed college administrators to set the standards for us; we need to do it for ourselves.

NOTE

¹Robert M. Pirsig, *Zen and the Art of Motorcycle Maintenance* (New York: Bantam Books, 1974), p. 140. I should like to note, lest the readers of this article assume from the quote at the beginning that I am some sort of disgruntled, aging leftist, such is not the case. I am a middle-age tenured faculty member. While I don't agree with quite a bit in Mr. Pirsig's fascinating book, I think he very accurately described the problems of "teaching institutions."

TABLE I
TEACHING LOAD — FALL SEMESTER

FACULTY & COURSES	NUMBER OF STUDENTS	CREDITS PER COURSE	TOTAL CREDITS
Political Science (three preparations plus interns)			
POLSCI 100-01	35	3	105
POLSCI 100-02	36	3	108
POLSCI 300	16	3	48
POLSCI 350	39	3	117
POLSCI 400 (interns)	5	6	30
Totals	131		408
Biology (two preparations)			
Bio 100	18	3	54
Bio 200	11	4	44
Bio 200	11	4	44
Totals	40		132
Social Work (three preparations)			
SW 100	20	3	60
SW 200-01	23	3	69
SW 200-01	6	3	18
SW 400	4	6	24
Totals	53		171
Sociology (two preparations)			
SO 100-01	31	3	99
SO 100-02	36	3	108
SO 100-04	19	3	57
SO 300	42	3	126
Totals	128		360

TABLE II
EXAMINATION AND RESEARCH SCHEDULE FOR STUDENTS

CLASSROOM ASSIGNMENTS—Political Science		
POLSCI 100 , two sections, total number of students, 71		
Tests Administered		
Three one hour examinations	x 71	213
One two hour final	x 71	71
One short paper	x 71	71
Total		355
POLSCI 300 , total students, 30		
Three one-hour exams	x 30	90
One short paper	x 30	30
Final, 3-5 page paper	x 30	30
Total		150
POLSCI 350 , 10 students		
Two one-hour exams	x 10	20
Two papers	x 10	20
Total Exams and papers corrected		535
Plus reports from two interns		537

Note: It takes approximately 20 minutes per examination for correction. In POLSCI 100 and POLSCI 300 I allowed no make-ups. Instead I dropped the lowest grade on the short exams at the end of the semester. Approximate time needed to correct one set of POLSCI 100 exams, 19-23 hours.

Bibliographies and Syllabi

(continued from p. 7)

- Smith and Guy Peters, 9 PSJ 145-154 (1980).
- National Security Affairs: A Selective Bibliography*, by Joseph Grieco and Duncan Clarke, 7 PSJ 157-165 (1978).
- Political Parties, Elections, and Public Policy: A Selective Annotated Bibliography*, by William Crotty, 10 PSJ (1982).
- Population and Policy Analysis: A Bibliography*, by Michael Kraft and Mark Schneider, 8 PSJ 494-499 (1979).
- Poverty, Welfare, and Policy Analysis: A Bibliography*, 6 PSJ 562-568 (1978).
- Taxing, Spending, and Politics: A Selective Bibliography*, by L.L. Wade, 7 PSJ 613-617 (1979).
- U.S. Urban Transportation Policy: A Selected Bibliography*, by Jerrie McGhee, 8 PSJ 992-1001 (1980).
- Women, Politics, and Public Policy: A Bibliography*, by Sandra Danforth, Marian Lief Palley, and Sarah Slavin Schramm, 9 PSJ 1102-1109 (1981).
- Policy Studies Syllabi Lists*
- "Civil Liberties Syllabi," 10 PSJ

- (1982).
- "Comparative Policy Syllabi," 8 PSJ 504-505 (1979) (11 syllabi).
- "Criminal Justice Syllabi," 7 PSJ 633-634 (1979) (23 syllabi).
- "Economic Regulation Syllabi," 9 PSJ 157-158 (1980) (4 syllabi).
- "Educational Policy Syllabi," 8 PSJ 174 (1979) (12 syllabi).
- "Energy Policy Syllabi," 8 PSJ 829 (1980) (12 syllabi).
- "Environmental Policy Syllabi," 7 PSJ 351-353 (46 syllabi).
- "Foreign Policy Syllabi," 7 PSJ 851-852 (1979) (18 syllabi).
- "General Policy Analysis Syllabi," 7 PSJ 168-169 (1978) (31 syllabi); 8 PSJ 1015-1016 (1980) (20 syllabi).
- "Health Policy Syllabi," 8 PSJ 173-174 (1979) (18 syllabi).
- "Implementation Policy Syllabi," 8 PSJ 1015 (7 syllabi).
- "Miscellaneous Syllabi," 9 PSJ 157-158 (1980) (16 syllabi).
- "Poverty Policy Syllabi," 7 PSJ 634 (1979) (9 syllabi).
- "Science Policy Syllabi," 7 PSJ 852 (1979) (11 syllabi).
- "Taxing-Spending Policy Syllabi," 8 PSJ 830 (1980) (9 syllabi).
- "Urban Policy Syllabi," 8 PSJ 505 (1979) (16 syllabi).

Letters

To the editor:

The Political Science Faculty at the Rutherford Campus of Fairleigh Dickinson University are very interested in developing a curriculum for Cooperative Education as it applies to Political Science majors.

We certainly can use all the help that we can get to insure that said program will be rigorous and valuable to the students. In line with that, I would like very much to know if such programs already exist and if so, the appropriate people to contact.

Thank you for your cooperation.

Yours very truly,

Helen Brudner, Chairperson
Department of Social Sciences

To the editor:

The bibliographical article by Goelbert and Shaaban in *NEWS* omits almost any mention of the European

Parliament. Aside from the Parliament's own publications, most useful to scholars is the *London Times Guide* to the European Parliament which includes biographical information on each Euro-MP.

Also omitted is the important bilingual (French/English) Canadian journal *European Integration* published by the Centre d'Integration European at the Universite de Montreal. The European Community delegation office in Ottawa, in addition, also publishes a magazine *Europe*, which is different from the slick newspaper magazine it publishes in Washington with the same name.

It is always useful to submit bibliographical articles by librarians for review by political scientists working in the field.

Sincerely,
Charles R. Foster
Executive Secretary
Committee on Atlantic Studies