

Graduate Program in Political Science Summary

Curriculum

Number of courses: 18 graduate courses, at least 12 in Political Science

Required courses:

- Core sequence: Political Inquiry (fall, 1st year)
Research Design (fall, 1st year)
Research Methods I, Mathematical Approaches (winter, 1st year)
Research Methods II, Qualitative Approaches (spring, 1st year)
- Advanced skills: Research Seminar (fall, 2nd year)
Two advanced (graduate level) courses in research methods, qualitative or mathematical
- Colloquium: Attendance expected of all 1st- and 2nd-year students

Qualifying paper

One qualifying paper approved by the end of the second year

Fields

Each Ph.D. student will designate a major field and a minor field

Each student will successfully complete a qualifying examination in the major and minor fields during the fall quarter of the third year (re-takes offered in winter quarter of the third year)

Fields: American Politics
Comparative Politics
Ethnic, Racial, and Minority Politics
International Relations
Political Theory

Advancement to candidacy: by the end of the third year

Requires:

1. Submission of an approved qualifying paper by the end of the second year
2. Successful completion of the qualifying examinations
3. Successful completion of the oral advancement examination (dissertation proposal defense) by the end of the third year

Dissertation

- Must be completed within three years of advancement to candidacy
- Must be completed by the end of the sixth year

Graduate Program in Political Science

February 2010

I. The Graduate Curriculum

A. Research skills

1. Basic skills requirement

All first-year graduate students will take four departmental core courses that introduce them to the logic of political inquiry and to basic methodological skills.

PS 2XX: Political Philosophy and Inquiry: This seminar explores some of the core questions that have animated political philosophy and inquiry as well as major approaches to answering them.

PS 2XX: Research Design: This course will provide an introduction to the principles of research design. The seminar will address issues that are common to multiple approaches to research in political science and to the choice of research methods.

PS 2XX: Research Methods I: Mathematical tools and approaches.

PS 2XX: Research Methods II: Qualitative research methods, including both positive and interpretive approaches.

2. Undergraduate statistics requirement

The Department expects that all graduate students will have taken, prior to beginning graduate studies at UCI, the equivalent of one year of undergraduate statistics.¹ Students who do not have this preparation must consult with the Graduate Director to develop a plan for acquiring the equivalent background during the first or second year in graduate school. Completion of two quarters of graduate-level statistics will normally satisfy this requirement, as well as the advanced skills requirement (see number 3 below).

Undergraduate statistics courses will not count toward graduate course credit needed for the Ph.D. They can, however, count toward the 48 credits needed for an M.A. degree; they must be counted as non-political science classes for the M.A.

3. Advanced skills requirement

¹ That is, students need to know basic descriptive and inferential statistics, including the use and calculation of a mean, standard deviation, variance, proportion, correlation coefficient, regression coefficient, z-score, t-value, chi-square, and the construction and interpretation of a confidence interval and a hypothesis test. They should also know the meaning of "significance" and how to construct and interpret a contingency table.

All students must acquire a demonstrable set of advanced research skills. To fulfill this requirement, students must take two advanced skills courses and the second-year research seminar. Students can fulfill the advanced skills requirement with any combination of graduate-level courses in econometrics, game theory, other mathematical methods, and qualitative methods. Other advanced skills courses may satisfy this requirement with the approval of the Graduate Director. Some fields may require additional methods training.

Students may also fulfill the advanced skills requirement by demonstrating ability in a language other than English and other than their first language. Students must demonstrate language ability by translating a scholarly article from the acquired language into English. The article to be translated must be chosen by a member of the UCI faculty, who will assess the quality of the translation and certify it by signature on the appropriate Departmental form. Language courses taken to fulfill this requirement, and completed with a grade of "B" or better, may count for up to two of the 18 required graduate courses in political science.

Second-year Research Seminar: This seminar is designed to help students complete their qualifying paper. It will assist students in solving problems in research design, choice of appropriate methods, and the handling of evidence. It will normally be offered in the fall quarter.

Students must fulfill the advanced skills requirement before advancing to candidacy, which means by the end of spring quarter of the third year at the latest.

B. Number of courses

In order to advance to candidacy, students must complete a minimum of 18 graduate courses, of which at least 12 must be in the Department of Political Science.

Satisfactory progress toward the Ph.D. requires that a student complete at least eight graduate courses in Political Science by the end of the first year and at least 16 by the end of the second year (not including course credit for Teaching Assistants).

Independent Study courses (PS 299) cannot count for more than two of the 18 required courses.

C. Major and minor fields

Each student must designate a major field and a minor field. Students must complete at least four graduate courses in the major field and at least three in the minor field. Only courses in the Department of Political Science can fulfill these major and minor field requirements. The faculty in each field will determine which courses satisfy this requirement.

Each field may also stipulate additional requirements, which could include coursework or written work.

1. The Department offers the following fields of study:

American Politics

Comparative Politics
 Ethnic, Racial and Minority Politics
 International Relations
 Political Theory

2. Faculty responsibilities

Each field must include a minimum of three full-time faculty members, one of whom will serve as Coordinator.

Each field will offer a curriculum consisting of at least four graduate seminars.

The faculty in each field will be responsible for preparing the qualifying examinations for that field. The Coordinator for each field will submit the qualifying examination to the Graduate Director by the first week of the quarter in which it will be offered.

D. Political Science Colloquium

The Political Science Colloquium presents current research by Department faculty members, by advanced doctoral students, and by invited scholars.

First-and second-year students are expected to attend the Colloquium.

E. Courses taken elsewhere

When a student has an M.A., a Ph.D., or coursework from a creditable institution, the Department will allow a transfer of credits for up to six courses. No more than three of these will count toward the requirement to take twelve graduate-level courses in political science.

Students can obtain credit for courses only after admission to the program and only after submitting a written petition to the Graduate Director. The Graduate Director will make a recommendation to the Department based on this petition.

F. The Plan of Study

During the spring quarter, all first-year graduate students will prepare, with the assistance of their advisors, a plan of study for fulfilling the requirements for advancement to candidacy. The plan of study will identify the student's major and minor fields, courses the student expects to take to complete the requirements in each field, and the courses the student expects to take to fulfill the advanced skills requirement. After the student's advisor approves and signs the plan of study, the student will, no later than the seventh week of the spring quarter, submit it to the Graduate Director.

II. The Qualifying Paper

Every graduate student must file with the Department an approved qualifying paper before the end of the spring quarter of the second year. The qualifying paper will normally address a research question in the student's major field and must demonstrate original thought and research. Failure to meet this deadline will result in disqualification from the program. The qualifying paper requires approval from two full-time members of the Department faculty (the "readers"); exceptions regarding the Departmental affiliation of the readers require the approval of the Graduate Director. Students must submit the paper to both readers by the end of the fifth week of the spring quarter of the second year.

III. Qualifying Examinations

Students must stand for qualifying examinations in their major and minor fields during the fall quarter of their third year in the program. The qualifying examinations have both a written and an oral component. The written examinations will last one day each and will normally be offered during the third week of fall quarter. An examination committee of faculty in each field will be responsible for preparing and assessing the written examinations. After the faculty have assessed the written examinations, the examination committee in each field will meet individually for an oral examination with each student who took the written examination. After the oral examination, each examination committee will certify each student as having either failed, passed, or passed with distinction the qualifying examination.

A student who fails to pass a qualifying examination may sit for a second examination in the same field during the following winter quarter (third year). The winter examinations will normally be offered during the third week of the winter quarter and may only be taken by students who failed the same examinations the previous fall. Any student who fails a winter qualifying examination will be disqualified from the program.

IV. Advancement to Candidacy

Every graduate student must pass an advancement examination in order to advance to candidacy. Before scheduling the advancement examination, students must have submitted an approved qualifying paper and successfully completed qualifying examinations in two fields. The purpose of the advancement examination is to determine whether the student is prepared to carry out a dissertation project. The advancement examination will therefore focus on the dissertation proposal. The dissertation proposal should normally not exceed 10,000 words. It should identify a research problem or question, explain its scholarly importance and its place within a larger field of inquiry, review the relevant literature, offer an appropriate theoretical or analytical framework, discuss the research methods or techniques to be employed, and describe (when appropriate) the empirical research to be carried out.

The advancement examination must take place before the end of the spring quarter of the third year. The student must provide a copy of the dissertation proposal to each member of the advancement committee at least three weeks before the advancement examination is to take place.

In accordance with University requirements, the committee for the advancement examination must consist of five members. At least two of its members in addition to the Chair must hold either a primary or joint appointment in the Department of Political Science. The examining committee must also include one member from outside the Department of Political Science but from UCI. The inclusion of a non-UCI faculty member on the examining committee requires approval by the Department's Graduate Director and by the UCI Office of Graduate Studies. The Dean of Graduate Studies retains sole authority to grant these exceptions, which must be applied for in writing by the chair of the academic unit at least two weeks prior to the scheduling exam, and must be accompanied by a c.v. of the individual for whom the exception is being requested.

The Graduate Director will consult with the student when nominating the examining committee. The actual appointment of committee members is made by the Dean of Graduate Studies.

Students who successfully complete the advancement examination thereby advance to candidacy.

V. The Dissertation

A. The dissertation committee

The dissertation committee supervises the final phase of the student's graduate study and approval of the dissertation. The committee normally consists of three members, but may include more. The members of the dissertation committee normally come from among the members of the advancement committee. The chair of the dissertation committee must be a member of the University of California Academic Senate with a primary appointment in the Department of Political Science. At least half of the members of the committee must also hold primary appointments in the Department of Political Science. The chair of the dissertation committee and the Graduate Director must approve the composition of the dissertation committee when the student advances to candidacy. The Dean of Graduate Studies formally appoints the members of the dissertation committee.

B. Final approval of the dissertation

Students will be examined orally on a completed draft of the dissertation, which the student will provide to all members of the committee at least three weeks before the scheduled defense. All members of the dissertation committee must attend the oral defense meeting. The dissertation committee may require revision of the dissertation before final approval.

VI. Satisfactory progress toward the Ph.D. degree

A. Evaluation of student progress

At the end of each academic year, the Department faculty will evaluate the progress of each graduate student in the program. The evaluation will be based on the student's performance in

meeting the program requirements (as detailed below), grades in graduate courses, teaching assistant evaluations, the number of courses in which the student received a mark of “Incomplete,” and other scholarly activities (including conference presentations, fellowships, and publications). The Graduate Advisor will provide each student a written summary of the evaluation, a copy of which will also be placed in the student’s file.

B. Standards for satisfactory progress

Satisfactory progress consists of the following.

1. For first-year students:

- Successful completion of the first-year required courses and a total of at least eight graduate-level courses, and
- Submission of an approved plan of study.

2. For second-year students:

- Successful completion of the required first- and second-year courses and a total of at least 16 graduate-level courses, and
- Submission of an approved qualifying paper.

3. For third-year students:

- Successful completion of two qualifying examinations
- Successful defense of the dissertation proposal
- Advancement to candidacy

4. For all students who have advanced to candidacy:

- Consistent progress toward completion of the dissertation, and
- Completion of the dissertation within three years of advancement to candidacy.

C. Disqualification from the graduate program

Whenever a student fails to meet the standards for satisfactory progress toward the degree, the Department may begin disqualification proceedings.

VII. The Master’s Degree

Students will only be admitted to the Ph.D. program. However, upon a student’s request, a faculty committee may award the Master’s degree. This committee will be composed of the student’s advisor, the Graduate Director, and the principal faculty member for whom the required qualifying paper (see below) was written. (If two or more of these would be the same person, other readers of the paper will be appointed to constitute a committee of three.) The committee will normally grant the M.A. to a student who meets the following requirements:

- Completion of 48 units of graduate course work, not counting PS 299's, with a grade of B or better in each course. No more than 12 of these units may be from coursework at other institutions, and at least 24 units must be from courses taught within the Department. The courses providing these units must include the first year sequence required of all graduate students.
- Completion of the Department's undergraduate statistics requirement or exemption from it at the time of admission.
- Completion of the Department's Colloquium requirement.
- Submission of an approved qualifying paper.

NOTE: A university requirement for the M.A. degree is that a student be "advanced to candidacy for the M.A." in the quarter before the degree is granted.

VIII. Concentrations in Public Choice and Political Psychology

Students can earn the Ph.D. in Political Science with a concentration in public choice or in political psychology. All of the program rules above apply. Additionally, students in each concentration are expected to take the concentration's core course sequence among their 18 graduate courses, and to write a dissertation on a topic related to the concentration. The public choice core sequence includes three courses; the political psychology sequence includes two. The political psychology concentration requires three additional courses selected from a specific list of courses.

Model Ph.D. Program
Department of Political Science

| | Fall Quarter | Winter Quarter | Spring Quarter |
|---------------|--------------------------|---|---|
| Year 1 | | | |
| Coursework | Political Inquiry | Research Methods I: Mathematical | Research Methods II: Qualitative |
| | Research Design | Field 2 Core Course | Field 2 Course |
| | Field 1 Core Course | Field 1 Course | Elective Course |
| Requirements | | | File Plan of Study |
| Year 2 | | | |
| Coursework | Research Seminar | Field 1 Course | Advanced Skills Course |
| | Field 1 Course | Field 2 Course | Elective Course |
| | Advanced Skills Course | Independent Study (299) | Elective Course |
| Requirements | | | Submit Qualifying Paper |
| Year 3 | | | |
| Coursework | Elective Course | Elective Course | Elective Course |
| | Advanced Skills | Advanced Skills | Independent Study (299) |
| | Independent Study (299) | Independent Study (299) | Independent Study (299) |
| Requirements | Qualifying Exams | | Advancement Examination |
| | | | Advancement to Candidacy |
| Year 4 | | | |
| | Dissertation | Dissertation | Dissertation |
| Year 5 | Dissertation | Dissertation | Dissertation |
| Year 6 | | | Deadline for Filing Dissertation |

Note: Required courses and deadlines are in **bold**. The model (or recommended) program of study is in regular type.

| Category | Budget | Jul-08 | Aug-08 | Sep-08 | Oct-08 | Nov-08 | Dec-08 | Jan-09 | Feb-09 | Mar-09 | Apr-09 | May-09 | Jun-09 | Expended | Balance |
|---|----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|--------------------|
| Encumbrances | | | | | | | | | | | | | | \$0.00 | \$0.00 |
| Appropriations | | | | | | | | | | | | | | \$0.00 | \$0.00 |
| Salaries | | | | | | | | | | | | | | | |
| Temp Faculty | \$ 177,317.00 | \$8,823.19 | \$8,823.19 | \$8,823.19 | \$20,285.61 | \$19,002.24 | \$19,002.24 | \$11,756.58 | \$11,756.58 | \$15,285.14 | \$15,164.90 | \$15,164.90 | \$15,164.90 | \$169,052.66 | \$8,264.34 |
| Danziger | \$ 10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$3,328.55 | \$3,328.55 | \$3,328.55 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$9,985.85 | \$14.35 |
| Taegepera | \$ 5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$1,638.89 | \$1,638.89 | \$1,638.89 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$4,916.67 | \$83.33 |
| Subtotal: | \$ 192,317.00 | \$8,823.19 | \$8,823.19 | \$8,823.19 | \$25,253.05 | \$23,969.68 | \$23,969.68 | \$11,756.58 | \$11,756.58 | \$15,285.14 | \$15,164.90 | \$15,164.90 | \$15,164.90 | \$183,954.98 | \$8,362.02 |
| Operating Funds | | | | | | | | | | | | | | | |
| Telephone | \$ 15,200.00 | \$1,271.88 | \$1,261.33 | \$1,370.36 | \$1,329.94 | \$1,319.55 | \$1,308.61 | \$1,339.88 | \$1,352.15 | \$1,304.35 | \$1,317.02 | \$1,306.43 | \$43.72 | \$14,525.23 | \$674.77 |
| Mail | \$ 5,000.00 | \$107.50 | \$114.94 | \$234.68 | \$572.25 | \$182.75 | \$158.64 | \$218.01 | \$165.89 | \$33.16 | \$146.39 | \$93.86 | \$151.40 | \$2,138.47 | \$2,861.53 |
| Federal Express/DHL | \$ 1,000.00 | \$254.52 | \$177.64 | \$243.49 | \$93.80 | \$158.02 | \$158.02 | \$111.25 | \$21.43 | \$154.20 | \$19.73 | \$61.99 | \$103.52 | \$1,481.68 | (\$481.68) |
| Printing / Letterhead | \$ 400.00 | \$0.00 | \$394.03 | \$138.23 | \$75.67 | \$17.85 | \$75.67 | \$17.85 | \$107.70 | \$0.00 | \$0.00 | \$0.00 | \$84.12 | \$517.60 | (\$117.60) |
| Photocopying | \$ 15,000.00 | \$1,117.64 | \$1,117.64 | \$1,394.40 | \$3,025.81 | \$1,592.32 | \$1,592.32 | \$2,088.04 | \$2,088.04 | \$658.00 | \$2,697.60 | \$1,878.04 | \$1,343.60 | \$16,759.57 | (\$1,759.57) |
| Supplies | \$ 1,500.00 | \$0.00 | \$96.15 | \$96.15 | \$127.27 | \$23.78 | \$43.05 | \$20.60 | \$20.60 | \$40.59 | \$32.12 | \$200.42 | \$216.36 | \$599.92 | \$900.08 |
| Books / Subs / Mbrship | \$ 1,000.00 | \$0.00 | \$0.00 | \$0.00 | \$37.44 | \$48.50 | \$48.50 | \$35.25 | \$14.40 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$37.44 | \$962.56 |
| Media Services | \$ 650.00 | \$0.00 | \$14.10 | \$3.50 | \$3.50 | \$3.50 | \$3.50 | \$3.50 | \$14.40 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$84.75 | \$955.25 |
| Document Delivery Services (DDS) | \$ 200.00 | \$20.00 | \$20.00 | \$20.00 | \$30.04 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$39.00 | \$161.00 |
| Other | \$ 250.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$250.00 | (\$0.00) |
| Subtotal: | \$ 40,200.00 | \$1,653.90 | \$2,799.68 | \$3,440.81 | \$2,190.74 | \$4,778.41 | \$3,282.08 | \$2,570.85 | \$3,780.01 | \$2,610.73 | \$4,032.44 | \$3,330.32 | \$1,962.72 | \$36,433.70 | \$3,766.30 |
| External Relations | | | | | | | | | | | | | | | |
| Colloq / Mtgs / Parking | \$ 3,750.00 | \$0.00 | \$0.00 | \$0.00 | \$31.00 | \$0.00 | \$0.00 | \$0.00 | \$10.00 | \$496.61 | \$12.00 | \$12.00 | \$0.00 | \$561.61 | \$3,188.39 |
| Faculty Development | \$ 0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Com Outreach / Alum Dev | \$ 0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Undergrad Outreach | \$ 0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Subtotal: | \$ 3,750.00 | \$0.00 | \$0.00 | \$0.00 | \$31.00 | \$0.00 | \$0.00 | \$0.00 | \$10.00 | \$496.61 | \$12.00 | \$12.00 | \$0.00 | \$561.61 | \$3,188.39 |
| Faculty Recruit | | | | | | | | | | | | | | | |
| Ad Posting - Init Stu | \$ 3,000.00 | \$477.00 | \$477.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$477.00 | (\$477.00) |
| Open Position - Init Studies | \$ 3,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$3,000.00 |
| Open Position - Immigration & Politics | \$ 3,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$408.25 | \$343.20 | \$63.75 | \$188.05 | \$40.55 | \$0.00 | \$1,043.80 | \$1,956.20 |
| Miscellaneous | \$ 6,000.00 | \$0.00 | \$477.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$408.25 | \$343.20 | \$63.75 | \$188.05 | \$40.55 | \$0.00 | \$1,520.80 | \$4,479.20 |
| Subtotal: | \$ 15,000.00 | \$477.00 | \$477.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$408.25 | \$343.20 | \$63.75 | \$188.05 | \$40.55 | \$0.00 | \$1,520.80 | \$4,479.20 |
| Special/One Time | | | | | | | | | | | | | | | |
| AFSA | \$ 1,700.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,750.00 | (\$50.00) |
| CQRM | \$ 4,650.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$4,650.00 | \$0.00 |
| DUE Award from Fiscal 03 | \$ 2,500.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$2,500.00 | \$0.00 |
| Immigration VISA Fees | \$ 0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Theme House | \$ 0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| PI Sigma Alpha | \$ 8,850.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,609.85 | \$7,240.15 |
| Subtotal: | \$ 17,100.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,609.85 | \$15,490.15 |
| Miscellaneous Items | | | | | | | | | | | | | | | |
| Chairs Discretionary - Fiscal 07-08* | \$ 1,839.43 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,839.43 | \$0.00 |
| Patihari Event | \$ 2,158.00 | \$0.00 | \$0.00 | \$0.00 | \$600.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$590.30 | \$0.00 | \$0.00 | \$771.15 | \$1,937.45 | (\$98.02) |
| Carry Forward - Operating Budget - Fiscal 07-08 | \$ 16,198.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$798.65 | \$2,499.75 | (\$349.75) |
| From Chairs Discretionary 06-07 - Political Theory Group (\$500 total / \$238.45 carry forward) | \$ 238.45 | \$44.45 | \$44.45 | \$0.00 | \$0.00 | \$14.25 | \$14.25 | \$23.06 | \$23.06 | \$21.78 | \$21.78 | \$1,701.10 | \$1,575.80 | \$0.00 | \$16,198.00 |
| Political Psychology group / Rosenberg (\$500 total / \$272.12 carry forward) | \$ 272.12 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$154.00 | \$154.00 | \$23.06 | \$23.06 | \$560.30 | \$21.78 | \$1,701.10 | \$1,575.80 | \$103.54 | \$134.91 |
| Subtotal: | \$ 20,698.00 | \$150.00 | \$150.00 | \$150.00 | \$600.00 | \$14.25 | \$154.00 | \$23.06 | \$23.06 | \$560.30 | \$21.78 | \$1,701.10 | \$1,575.80 | \$4,694.74 | \$16,002.26 |
| Grad Support | | | | | | | | | | | | | | | |
| | \$ 10,700.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$450.00 | \$0.00 | \$0.00 | \$0.00 | \$2,792.76 | (\$391.00) | (\$250.00) | \$4,205.74 | \$6,907.50 | \$3,792.50 |
| Faculty PRR's | | | | | | | | | | | | | | | |
| | \$ 3,400.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$25.05 | \$0.00 | \$100.00 | \$0.00 | \$200.00 | \$0.00 | \$307.59 | \$100.00 | \$732.64 | \$2,667.36 |
| TOTALS: | \$ 285,915.00 | \$10,627.09 | \$12,144.32 | \$12,414.00 | \$28,074.79 | \$29,238.39 | \$27,405.76 | \$14,858.75 | \$15,989.79 | \$22,009.29 | \$18,828.17 | \$22,056.46 | \$22,869.01 | \$236,418.82 | \$49,499.18 |

* Chairs Discretionary originally \$5,000 -
 \$238.45 subtracted for Pol Theory Group 10-9-08
 \$272.12 subtracted for Pol Psych Group 10-9-08
 \$2,150.00 subtracted for Patihari event 7-14-09
 \$500.00 subtracted for support Ethics & Morality

3878.03 8564.58 5544.12 sub 3
 \$ 1,803.90 \$ 3,321.13 \$ 3,440.81 \$ (1,756.29) minus emp
 \$ \$ \$ \$ sub 5
 \$ 1,803.90 \$ 3,321.13 \$ 3,440.81 \$25,253.05 \$23,969.68 temp fac
 \$28,074.79 \$29,238.39 \$27,405.76

Political Science

2008-09 Expenditure Analysis 2009-10 Allocations

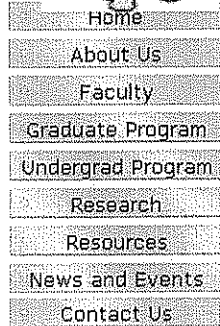
| Personnel | Budget | Actual | Difference (\$) | Difference (%) | Requested | Allocated | (\$) Spent/APR | (%) |
|------------------------------|-------------------|-------------------|------------------|----------------|-------------------|-------------------|------------------|-------------|
| Temp Faculty | 177,317 | 169,053 | 8,264 | 4.7% | 87,781 | 87,781 | | |
| Verip Recalls | 15,000 | 14,902 | 98 | 0.7% | 30,000 | 30,000 | | |
| Personnel Sub-totals | \$ 192,317 | \$ 183,955 | \$ 8,362 | 4.3% | \$ 117,781 | \$ 117,781 | \$ -38.8% | \$ - |
| Operating | Budget | Actual | Difference (\$) | Difference (%) | | | | |
| Recruitment | 6,000 | 1,521 | 4,479 | 74.7% | - | - | | |
| Events* | 3,750 | 7,468 | (3,718) | -99.2% | 5,000 | 5,000 | | |
| Student Support | 10,700 | 6,908 | 3,793 | 35.4% | 8,560 | 8,560 | | |
| PRF | 3,400 | 733 | 2,667 | 78.5% | - | - | | |
| Special One-Time | 8,850 | 4,367 | 4,483 | 50.7% | - | - | | |
| Operations | 40,200 | 36,434 | 3,766 | 9.4% | 35,000 | 35,000 | | |
| Chair's Discretionary | 5,000 | 1,937 | 3,063 | 61.3% | - | - | | |
| Carry Forward | 16,198 | - | 16,198 | 0.0% | 10,000 | 10,000 | | |
| Operations Sub-totals | \$ 94,098 | \$ 59,368 | \$ 34,730 | 36.9% | \$ 58,560 | \$ 58,560 | \$ -37.8% | \$ - |
| Total Expenses | Budget | Actual | Difference (\$) | Difference (%) | | | | |
| | \$ 286,415 | \$ 243,323 | \$ 43,092 | 15.0% | \$ 176,341 | \$ 176,341 | \$ -38.4% | \$ - 0% |

*\$6,907 spent in 20292



University of California, Irvine

Department of Political Science



The Undergraduate Major in Political Science

Introduction

As a Political Science major at UCI, you explore how politics works at the individual, group, national, and international levels. Students are introduced to the findings and the methods for gathering information about political behavior and political processes. Course work emphasizes the development of analytic thinking and clear writing skills. Upper-division courses are organized around general areas of study, including American society and politics, comparative politics, international relations, public law, and political theory.

The Department is composed of a strong and diverse faculty especially interested in analyzing central questions of political science related to such topics as policy-making, political structures, participation, conflict, change and development, power and authority, and interstate relations. The faculty has particular strength in interdisciplinary approaches, in comparative analysis, and in the application of quantitative data to political science issues.

Students have many opportunities to pursue special topics in political science through independent study courses, field studies, and internships. Many Political Science majors participate in such programs as the UC/DC Internship Program, in Washington, D.C. and the University's Education Abroad Program. Political Science majors learn how to understand politics and acquire the skills for effective performance in many professional fields.

The Department supports an active honors program. During the junior year, students enroll in an honors seminar which includes intensive reading and discussion of the most influential works and fundamental issues in modern political science, and which prepares students for rigorous independent research. During their senior year, Honors students write a thesis, developed and completed under the supervision of their faculty advisor.

Below you will find information on:

- Degrees
- Preparation for the Major
 - Incoming Freshman Students
 - Transfer Students
- Sample Program
 - First Year
 - Second Year
 - Third and Fourth Years
- Representative Courses

Degrees

B.A., Ph.D. in Political Science

Preparation for the Major

Incoming Freshman Students

In addition to the University's subject requirements for admission, four years of mathematics, a course in computing, courses that develop writing skills, and courses in political theory, history, geography, economics, or government are recommended in preparation for the major.

You will receive University credit for each College Board Advanced Placement Examination passed with a score of three or more. Specific information on the application of Advanced Placement credit may be obtained in the UCI General Catalogue.

Transfer Students

Ideal lower-division preparation for transfer consists of course work that blends University of California admission requirements, degree requirements of the school and major of your choice, and the breadth/general education plan best suited to your interests and goals. Design your schedule to accomplish the following objectives:

- 1) Satisfy general University of California requirements for admission as a transfer student. The units, grade point average, and subjects required are described in the UCI General Catalogue and explained in detail in the University of California publication Answers for Transfers.
- 2) Work toward meeting the lower-division requirements of your school and major. If you plan to transfer to UCI in your junior year and major in Political Science, try to take the courses listed below. Completing them prior to transfer will strengthen your preparation, allow you to keep pace with junior-level UCI students, enable you to enroll in the upper-division courses you will need at UCI, and assist you in earning your bachelor's degree in a timely manner.
 - One year of introductory political science to include introductory political analysis, macropolitics, and micropolitics
 - Two additional courses in political science
 - One additional course in political science or another social science discipline
 - One year of approved lower-division writing
 - One course in computer literacy
 - One year of approved probability and statistics, social science statistics, or calculus
- 3) Work toward meeting the UCI breadth requirement. Transfer students have several options for fulfilling this requirement for the bachelor's degree. These are described in the UCI General Catalogue.

The option most frequently elected by students transferring to the UCI campus is UCI's own breadth plan. If you are sure that you wish to transfer to UCI and major in Political Science, it is to your advantage to take courses that apply to UCI's breadth plan, because these courses may also satisfy other specific requirements for your UCI degree. Note that if you choose the UCI-specific breadth plan, but do not complete it in its entirety prior to transfer, you may do so after enrolling at UCI if that scheduling better fits with your needs in preparing for transfer.

As an alternative for meeting the breadth requirement, UCI accepts completion of the Intersegmental General Education Transfer Curriculum (IGETC). For details on IGETC see the Answers for Transfers booklet. Note that if you elect to follow the IGETC, you must complete it in its entirety prior to enrolling at UCI.

If you are considering pursuit of a double major, or of a minor or concentration in a second academic area, you may wish to seek additional information in order to select the particular breadth or general education option that is most advantageous for you.

To ensure that you are enrolled in the appropriate courses, work closely with your college counselor, or contact UCI's Transfer Student Services.

Sample Program

The following is a sample program for Political Science majors. Individual programs may vary depending upon your interests and level of preparation and will be determined in consultation with your academic counselor. For information on breadth, degree, and graduation requirements, please refer to the UCI General Catalogue.

First Year

Writing Requirement
Introduction to Political Science (Political Analysis, Macropolitics, Micropolitics)
School of Social Sciences Mathematics Requirement
Electives

Second Year

Introductory and Lower-Division Courses in Political Science
Breadth Requirements
Electives

Third and Fourth Years

Upper-Division Courses in Political Science
Internship/Research Courses
Electives
Honors Thesis

Representative Courses

Introductory Courses

- Intro to Poli Sci: Political Analysis
- Intro to Poli Sci: Macropolitics
- Intro to Poli Sci: Micropolitics
- Intro to American Government
- Intro to Political Theory
- Intro to International Relations
- Nuclear Arms and Global Conflicts
- Intro to Comparative Politics
- Intro to Law

American Politics

- The American Presidency
- Mass Media & the Nomination Process
- U.S. Election and Voting Behavior
- Public Policy
- American Metropolitan Politics
- Parties and Political Organizations
- Representation and Redistricting
- Research Methods
- The United States Congress

- Mexican-American Politics
- Urban Policy Analysis
- U.S. Immigration Policy
- Economic Analysis of Government Behavior
- Political Psychology
- Political Ideology

Political Theory

- Political Thought Since Hobbes
- Marx & Nietzsche
- Varieties of Socialist Thought
- Nietzsche
- Critical Political Theory
- Radical Social Proposals
- Basic Societal Issues
- Quantitative Models in Political Science
- Positive Theory
- Analytical Political Research
- Foundations in Political Science
- Modern Political Theory
- Theories of Political Structure
- Theories for the Study of Politics
- Social and Political Theory
- Language and Power
- Sexism and Power
- Political Economy
- History of Political Economy
- Politics and Human Nature

International Relations

- International Economic Relations
- International Political Economy
- The European Union
- International Relations of Japan
- U.S. Foreign Policy
- U.S. Coercive Diplomacy
- Change/Conflict International Politics
- Alternative Security
- Arms Control and International Security
- Global Security and Cooperation
- Approaches to International Relations
- Central America and U.S. Policy
- U.S.-Mexican Relations
- Ethics and International Relations
- International Cooperation
- Interdependence in World Politics
- Model United Nations

Comparative Politics

- East Asian Politics
- Politics in China
- Japanese Politics
- Advanced Topics in Japanese Politics
- Korean Politics and Society
- Electoral Systems
- Politics in Britain
- French Politics and Society

- German Politics and Society
- Post-Soviet Politics
- West European Politics
- Politics and Economic Competition
- Political Economy of Industrialized Nations
- Latin American Politics
- Canadian Politics
- Research in Canadian Politics
- Mexican Politics
- The Politics of Sub-Saharan Africa
- Women and Arabic Society
- Comparative Politics: Five Nations
- Comparative Political Economy
- Political/Social Impacts of Computing
- Organizations
- Politics of Development
- Revolution and Collective Political
- Violence
- Political Participation
- Participation and Representation
- Mass Political Behavior
- Social Movements/Collective Behavior

Public Law

- Law and Society
- Jurisprudence
- Comparative Constitutional Politics
- American Constitutional Law
- Law and Social Sciences
- International Law
- Comparative Legal Systems
- Civil Liberties
- Constitutional Rights
- Special Topics in Public Law

Special Courses

- Honors Seminar in Political Science
- Honors Seminar in Political Science
- Honors Thesis Workshop
- Public Affairs Internship
- Government Internship
- Senior Thesis
- Field Study
- Directed Group Study
- Independent Study

Appendix D

POLITICAL SCIENCE 6A - INTRODUCTION TO POLITICAL SCIENCE: POLITICAL ANALYSIS

DRAFT SYLLABUS: SMALL CHANGES POSSIBLE

Syllabus, Fall 2005

INSTRUCTOR:

Professor J. Danziger
SSPA 4133/ 824-5533
danziger@uci.edu
Office Hours: Tuesday
10:00 am - 11:30am

TEACHING ASSISTANTS: email, Office, Office Hour

Thomas Doyle, tdoyle@uci.edu, Tu 2-3
Michael Hampson, mhampson@uci.edu, SST 640, Th 11:30-12:20
Morgan Kronberger, mkronber@uci.edu, Th 9:30-10:30
Michael Latner, mlatner@uci.edu, SST 669, We 12-1
Hien Park, hienpark@uci.edu, Tu 2-3
Kathy Rim, krim@uci.edu, SST 640, Th 3-4

SECRETARY:

Ms. A. Enriquez
SSPB 5229
949 824-5361

LECTURE: Tuesdays and Thursdays 12:30 – 1:50 pm

Student Center: Crystal Cove Auditorium

DISCUSSION GROUPS: (Day, Time, Group Leader, Room):

| | | |
|----------------------------------|----------------------------------|-----------------------------------|
| 1) Mo 9:00 – 9:50 (KR) SSL 122 | 7) Tu 2:00 – 2:50 (MH) SSL 122 | 13) Th 8:00 - 8:50 (MK) SSL 122 |
| 2) Mo 10:00 - 10:50 (KR) SSL 122 | 8) We 10:00 – 10:50(HP) SSL 122 | 14) Th 11:00 - 11:50 (MK) SSL 122 |
| 3) Mo 12:00 - 12:50 (KR) SSL 122 | 9) We 11:00 - 11:50 (HP) SSL 122 | 15) Th 2:00 -2:50 (TD) SSL 122 |
| 4) Mo 4:00 - 4:50 (HP) SSL 122 | 10) We 1:00 – 1:50 (ML) SSL 122 | 16) Th 3:00 - 3:50 (TD) SSL 122 |
| 5) Tu 8:30 - 9:20 (MK) SSL 122 | 11) We 2:00 – 2:50 (ML) SSL 122 | 17) Fr 10:00 - 10:50 (MH) SSL 122 |
| 6) Tu 11:00 – 11:50 (MH) SSL 122 | 12) We 3:00-3:50 (ML) SSL 122 | 18) Fr 1:00 – 1:50 (TD) SSL 122 |

I. AIMS: To introduce you to the various modes of understanding politics and political behavior; to characterize the basic approaches to political analysis; to apply the perspectives of political science to the actions of individuals, groups and states in the contemporary world.

II. READINGS: (1) *Understanding the Political World*, seventh edition, by James N. Danziger; and (2) *Political Analysis: Introduction to Political Science*, edited by James N. Danziger. These books are available as a "bundle" at the UCI Campus Bookstore or can be purchased separately.

III. PERFORMANCE:

- Mid-term examination on Thursday, October 27
- Two short papers, due on October 13 and November 17
- Final examination (open-book) on Friday, December 9, 10:30 am - 12:30 pm
- Participation in a discussion group

A. The mid-term examination will consist of 10 concepts (or pairs of concepts) that have been dealt with in the readings and/or lectures. You will explicate five of these ten concepts. You will also identify 15 countries on a map. (Lists on page 4).

B. The objective of the two short papers is to encourage you to take an active role as an analyst of politics. In each paper, you will assess an important issue relevant to contemporary political systems. There is no single "right" answer on these issues. You will do well to the extent your papers reveal reflective and analytic thinking and cogent exposition. The topics of the short papers are listed below in "V" and they will be explained more fully in your discussion group.

C. The final examination will consist of a set of essay questions (about 8) from which you will choose 3. These questions will integrate concepts and materials from throughout the course. You will be allowed to use your notes and books.

D. The discussion groups are a "required activity" in the sense that there are grade points involved. The rationale for the groups, as in all large lecture classes, is to bring you into closer contact with the material and with each other. The content and quality of the discussion groups will depend upon you, based on the topics raised in the readings, the lectures, and the short papers, and by you. The points will be given on the basis of attendance and contributions to the meetings. If you object (on moral or philosophical grounds) to being graded for discussion, talk to your group leader within the first three weeks. Alternate work can be arranged for the points.

IV. GRADING SYSTEM: In a class of this size, there is a difficult trade-off because a grading system that is clear and equitable (desirable) tends to correlate with a structured system (which focuses attention on all the wrong things). We have not avoided this problem and so, are facing it. This is the point system that will be used:

| | | |
|---|--------------------|-------------------------|
| A. Mid-term examination..... | 65 points | A to A- = 234 or higher |
| B. Short papers: 30 points x 2..... | 60 points | B+ to B- = 233.5 - 208 |
| C. Final examination: 35 points x 3..... | 105 points | C+ to C- = 207.5 - 182 |
| D. Contributions to discussion group..... | 30 points | Pass = 192 or higher |
| | Total = 260 points | D+ to D- = 181.5 - 156 |
| E. Optional "buffer points"..... | 6 points maximum | |

V. SHORT PAPER TOPICS:

Short paper #1: Analyzing A Political Belief System (Due October 13; 600-750 words).

Your task is to analyze the political belief system of another person. Your "data gathering" will entail interviewing someone (a family member, friend, roommate, whomever). Do not identify the person in your paper (that is, the person remains anonymous). Your questions to that person should provide you with the information to write analytically about four topics. See the course website (<http://eee.uci.edu/05f/67000/>) for more elaboration of the guiding comments here.

First, identify briefly three of the person's most fundamental political beliefs. Second, specify the key agent of political socialization that has most powerfully influenced each of these beliefs. Third, identify any personal characteristics of the individual that might have significantly affected his/her beliefs. Fourth, provide (and elaborate on) four to six general analytic statements about the nature of the person's political belief system, as represented by these three beliefs. For example, does the person's belief system reflect any characteristic patterns regarding such matters as the content of key beliefs, the consistency between those beliefs, the most powerful socializing agents, the linkages (if any) between his/her political beliefs and actual political actions during the past 24 months, and so on? (Most of these concepts are addressed in Danziger 2005, especially pp. 25-30, 35-38, 79-98).

Two guiding comments:

1. The fourth element – the analysis of the nature of the individual's belief system – is the most important task and should constitute the heart of your short paper.
2. Do not defend or critique any of the individual's political beliefs – the beliefs "belong" to that individual and we do not want you to evaluate the beliefs [for this paper, anyway!].

Short paper #2: Analyzing Cross-Polity Data (Due November 17)

What is the relationship between democratic government and political stability in states? You will evaluate this question, employing actual data from a large set of countries. A set of "lab" pages (which can be downloaded from the course website and is also on reserve in the library) provides the structure for your responses. It suggests how to conceptualize "democracy" and "instability," enabling you to generate a hypothesis about their relationship, guiding your construction of quantitative indices for each concept, and then showing you how to use SPSS (Statistical Package for the Social Sciences) to do a simple statistical test of your hypothesized relationship. (Comment: on Short Paper #2, you must collaborate with one other student who also shares your discussion group leader. You submit a single paper with both names, and you each receive the same grade.)

VI. "BUFFER POINTS"

On certain days (about 7-8 times), you will be given the opportunity to write a brief comment on the selection from the *Political Analysis* (PA) reader listed on the syllabus for that day's topic. A core question will be posed regarding the reading, and you will have 3 minutes (closed book) during class to write a short paragraph response. A sound response (valid and cogent) will earn you one point, with a maximum of six such "buffer points" being possible during the course.

VII. LECTURES

Sept 27 Introduction to the course

Sept 28 [Wednesday] Discussion groups begin meeting *today*

Sept 29 Politics and political analysis (Danziger, ch. 1 & Appendix)

Oct 4 Political beliefs; political action (Danziger, ch 2 & 3; PA: Inglehart & Norris)
Class visit: Van Tran, State Assemblyman, 68th District, graduate UCI, political science

Oct 6 Influences on political behavior (Danziger, ch 4; PA: Abu Nidal; Jaquette)

Oct 11 State, nation, political system, political structures (Danziger, ch.5; PA: Barber)

Oct 13 Political structures (cont.) (Danziger, ch.6; PA: Machiavelli)
SHORT PAPER #1 DUE

Oct 18 Political structures (cont.) (Danziger, ch.7)

Oct 20 Political economy (Danziger, ch. 8; PA: Heilbroner)

Oct 25 Power and decision (Danziger, ch. 9; PA: Hooglund)

Oct 27 **MID-TERM EXAMINATION**

- Nov 1 Change, political development (Danziger, ch.10; PA: Heredia)
- Nov 3 Politics across borders (Danziger, ch. 11; PA: Lyman)
- Nov 8 Politics across borders (cont.) (PA: Reno; Serfaty); Political violence
- Nov 10 Political violence (cont.) (Danziger, ch. 12; PA: Sadowski; Council on Foreign Relations)
- Nov 15 Political economy in the developed countries (Danziger, ch.13; Pharr, Putnam and Dalton)
- Nov 17 Political economy in the developing countries (Danziger, ch. 14)
SHORT PAPER #2 DUE
- Nov 22 Political economy in the developing countries (cont.) (PA: Meisner; Colburn)
- [Nov 23 (Wednesday) discussion sections are cancelled]
- Nov 24 Thanksgiving HOLIDAY!
- Nov 29 Political economy in the "transitional" developed countries (Danziger, ch.15; PA: Hanson)
- Dec 1 Overview (Danziger, ch. 16)

FRIDAY, DECEMBER 9, 10:30 AM – 12:30 PM: FINAL EXAMINATION

VIII. READINGS: FULL BIBLIOGRAPHIC CITATIONS

- Abu Nidal interview. In Der Spiegel (Number 42: 1985). Translated and published in English in Violence & Terrorism.
 Schechterman and Slann (eds.). Dushkin (1990): 85-89.
- Barber, Benjamin. (1992). "Jihad vs. McWorld." The Atlantic (March): 53-55, 58-61, 64-65.
- Colburn, Forrest. (2002). "Fragile Democracies." Current History 101 (February): 76-80.
- Council on Foreign Relations. (2003). "Terrorism: An Introduction." www.terrorismanswers.org.
- Danziger, James N. Ed. (2004). Political Analysis: Introduction to Political Science. Boston, MA: Pearson.
- Danziger, James N. (2005). Understanding the Political World. Seventh ed. New York: Pearson Longman.
- Hanson, Stephen E. (2001). "The Dilemmas of Russia's Anti-Revolutionary Revolution." Current History (October): 330-335.
- Heilbroner, Robert. (1989). "The Triumph of Capitalism." New Political Quarterly (Fall): 4-10.
- Heredia, Blanca. (1997). "Prosper or Perish? Development in the Age of Global Capital." Current History 96 (November): 383-388.
- Hooglund, Eric. (1999). "Khatami's Iran." Current History (February): 59-64.
- Inglehart, Ron and Pippa Norris. (2003). "The True Clash of Civilizations." Foreign Policy (May/June): 61-70.
- Jacquette, Jane. (1997). "Women in Power." Foreign Policy (Fall): 23-36.
- Lyman, Princeton. "Globalization and the Demands of Governance". Georgetown Journal of International Affairs (Winter/Spring 2000). Online at http://data.georgetown.edu/publications/journal/1_11.htm.
- Machiavelli, Niccolo. (1517/1950). Chapters XVII and XVIII from: The Prince. New York: Random House.
- Meisner, Maurice. (1999). "China's Communist Revolution: A Half-Century Perspective." Current History 98 (September): 243-248.
- Pharr, Susan, Robert Putnam and Russell Dalton. "A Quarter-Century of Declining Confidence." Journal of Democracy 11: 2 (April 2000): 5-25.
- Reno, William. (1997). "Privatizing War in Sierra Leone." Current History 96 (May): 227-230.
- Sadowski, Yahya. (1998). "Ethnic Conflict." Foreign Policy (Summer): 12-23.
- Serfaty, Simon. (2003). "Europe Enlarged, America Detached?" Current History 102 (March): 99-105.

ACADEMIC HONESTY: *Please be reminded that UCI's Academic Honesty Policy is of exceptional importance to our campus community. Any violation of that policy in Political Science 6A will result in the severe consequences described in the policy.*

CONCEPTS LIST FOR MIDTERM

(50 points on exam)

Administration / Bureaucracy
Authority
Authoritarian System
Belief System
Capitalism
Class Approach to Explaining Politics
Classical Liberalism
Command Political Economy
Communism
Confederation
Conservatism
Constitution
Corporatism
Democracy
Dictatorship
Electoral System
Elite Approach to Explaining Politics
Executive
Federation
Group Approach to Explaining Politics
Globalization
Interest Group

The Judiciary
The Legislature
Market Political Economy
Nation
Nationalism
Parliamentary (cabinet) Government
Party System
Political Culture
Political Party
Political Socialization
Political System
Politics
Power
Presidential Government
Relational Analysis
Scientific Method
Socialism
State
Taxonomic Analysis
Totalitarian System
Unitary State

COUNTRY LIST FOR MIDTERM

(15 points on exam;

The map to be used on the exam is on the course website)

| | |
|--|-----------------|
| Afghanistan | Myanmar (Burma) |
| Angola | Nicaragua |
| Argentina | Nigeria |
| Australia | North Korea |
| Bangladesh | Pakistan |
| Brazil | Panama |
| Canada | Philippines |
| Chile | Poland |
| China | Russia |
| Colombia | Saudi Arabia |
| Congo, Democratic Republic of (former Zaire) | Sierra Leone |
| Costa Rica | Somalia |
| Cuba | South Africa |
| Egypt | South Korea |
| France | Spain |
| Germany | Sri Lanka |
| Ghana | Sweden |
| India | Syria |
| Indonesia | Taiwan |
| Iran | Thailand |
| Iraq | Turkey |
| Israel | Ukraine |
| Italy | United Kingdom |
| Japan | Uruguay |
| Libya | Venezuela |
| Malaysia | Vietnam |
| Mexico | Zimbabwe |

UNIVERSITY OF CALIFORNIA, IRVINE
DEPARTMENT OF POLITICAL SCIENCE

Political Science 6B
INTRODUCTION TO POLITICAL SCIENCE: MACRO-POLITICS

Spring, 2009
T/TH 11:00-12:20
SSLH 100
Website: <https://eee.uci.edu/08s/67000/>

Professor Mark P. Petracca
Office: 5225 SSPB/ Tel. x44012
Admin. Asst.: Casey Sakasegawa
5229 SSPB / Ext. x45361

I. COURSE DESCRIPTION

This course begins with an overview of macro-political inquiry, with an emphasis on the possible determinants of political life in a political community. The first half of the course focuses predominantly on political theory and is intended to orient the student to major competing theories of macro-political analysis. In the second half of the course we will explore the origins, characteristics, and challenges of democratic governance. Within the framework of a democratic society, we will explore two contemporary policy cases of the innate tension between liberty and equality.

II. COURSE FORMAT AND LOGISTICS

A. Add/Drop Cards: Please turn them in at the department office (SSPB 5229) for my signature; or see me after class for my signature. I will not sign add/drop cards or petitions prior to the start of class. **No one else** is authorized to sign them, so please do not insist that department staff do so. Signed forms will be posted outside my office (SSPB 5225). **WARNING**: A forged add or drop card constitutes grounds for serious disciplinary action according to university regulations.

IMPORTANT: NO ADD OR DROP CARDS WILL BE SIGNED BY THE INSTRUCTOR AFTER APRIL 28TH. TO REPEAT, NO ADD OR DROP CARDS SIGNED AFTER APRIL 28TH.

B. Lectures: The course meets from 11:00 am to 12:20 pm on Tuesday and Thursday throughout the quarter. It is essential that the readings for each lecture be completed in advance since the lectures will typically utilize the readings as "take off" points for further discussion and analysis. It is also expected that students will faithfully attend class.

C. Discussion Sections: Starting the **SECOND** week of class, discussion sections will be held on a weekly basis in order to facilitate a more interactive approach to the study of political life. After all, political life is primarily about human interaction and requires ample space for political or public talk.

Discussion sections will focus on specific topics relevant to the reading material for the course. In addition, discussion sections will provide the opportunity to ask questions about the lectures and readings as well as to probe issues that spark student interest. Get to know your discussion section leader and take full advantage of his or her skill, experience, time, and devotion.

TO BE ENROLLED IN THIS COURSE, YOU MUST BE ENROLLED IN AND REGULARLY ATTEND A DISCUSSION SECTION. THERE ARE NO EXCEPTIONS.

D. Teaching Assistants: Five graduate students from the Department of Political Science will serve as teaching assistants in this course: Becki Scola bscola@uci.edu (Head TA), Katie Cooper kacooper@uci.edu, Michael Hampson mhampson@uci.edu, Bridget Portman bportman@uci.edu, and Celia Reynolds creynol@uci.edu. We are fortunate to have the assistance of these outstanding graduate students. Their schedules, including office hours, will be available on the course website.

E. Examinations/Writing Requirements: There will be an in-class midterm examination on **Thursday, April 30th**. This examination will consist of identifications (of key concepts in the course) and short-answer questions. The final for this course will consist of two take-home essays (of approximately 1200 words each). There will not be a sit-down final for the course.

Turnitin.com. You are required to upload the final essays to www.turnitin.com by **10:30 am on June 9th**. You must turn in two hard copies of all assignments—one that is properly formatted and one that is printed off of *turnitin.com* after it has been uploaded. There will be a folder created so that you know where to put that particular assignment. If you do not upload your assignment, your assignment will not be read and it will be considered late for everyday your assignment is not uploaded. Examinations not submitted on time will receive a penalty of one-third of a letter grade per 24 hours or fraction thereof that they are late.

Please see the course website for the contract that you must print, sign, date and return to your TA by the end of the second week of classes (4/9/09). The information you will need to set up an account will be distributed in your section.

F. Extra-Credit Opportunities: During the Spring quarter the department will be hosting or co-sponsoring a number of major lectures. You are strongly encouraged to attend these to enhance your educational experience. For doing so, you will receive extra-credit participation points for the course. Here is a preliminary list of the relevant talks/events:

- (1) Vincente Fox, former President of Mexico, Barclay Theater, 4 pm, Wed. April 8.
- (2) Reza Pahlavi, son of the former Shah of Iran, Crystal Cove, 7 pm, Wed. May 6.
- (3) Hot Topics Debate, Schonfeld v. Petracca, 2nd week of May, TBA.
- (4) Sidney Tarrow of Cornell University, The Harry Lectein Lecture: War, States, and Rights," University Club, Wed. May 20th, 3:30 pm.

G. Grades: The determination of grades can be a difficult and perplexing topic. So many factors are relevant to their calculation. Many of these factors are impossible to weigh in any quantitative way—that is as it should be. However, you are still entitled to a rough approximation of how much an assignment will "count" in the determination of your final grade. Group equity requires such a declaration, although individual justice may require an occasional amendment to it. The mid-term examination will be worth 30%; each of the two final essays will be worth 25% (for a total of 50%); the extent and quality of discussion section participation is worth 10%; and attendance at discussion section and lecture, along with your completion of the course and TA evaluation at the end of the quarter is worth another 10%. The intangibles (such as effort, improvement over time, the quality of participation and interaction, etc.), will be taken into account by the teaching assistants and instructor in the final determination of your grade.

H. Requests for Re-Grading: All students are encouraged to discuss the examinations and papers they produce—both before and after submission—with their teaching assistant and the instructor. Should you wish to appeal a grade, please take the following steps:

- (1) Consult your teaching assistant first;
- (2) If you seek further evaluation of your examination or paper, prepare a written statement explaining why you believe the grade received is not an accurate assessment of your work and submit this to the Head Teaching Assistant [students of the Head TA may submit this directly to the instructor]; and
- (3) If after consultation with the Head TA you would like a re-grade by the instructor, submit your examination or essay (a clean copy and the original) along with your written explanation to the instructor. Please note that the grade given on the examination or essay by the instructor will be the grade you receive for that assignment. This could be to your advantage, or not; so weigh the use of this option carefully.

I. Office Hours: I will hold office hours on Tuesdays and Thursdays from 2:00-3:00 and on Wednesdays from 11:00 -12:00. I am in the office (SSPB 5225) everyday, yet, due to departmental, administrative, and other lecturing obligations there may be times when I am unable to make my office hours. In such cases I will make every effort to schedule and announce (via e-mail) additional times. Please feel free to drop by when you're in the vicinity at virtually any time. You are also encouraged to make an appointment to see me (for office hours or for other times) via e-mail at mppetrac@uci.edu. My office is located in SSPB 5225.

J. Plagiarism and Cheating: University policy and unfortunate experiences compel the following statement of

principle: Students found to be guilty of plagiarism or cheating as defined by official university policy will automatically receive an "F" in the course. **No exceptions.** Other actions consistent with university policy may also be taken where deemed appropriate.

K. Readings: All readings are required. The following books may be purchased for this course; the first one at the UCI Bookstore and the second two (at considerable cost savings) from University Readers.

[1] Mark P. Petracca, ed., Introduction to Political Science: Macro-Politics Revised 2nd Edition. (Needham Heights, MA: Simon and Schuster, 1998). Paperback. All readings for the first half of the course are in this volume.

[2] J. Edward Kellough, Understanding Affirmative Action (Georgetown University Press, 2006).

[3] R. Claire Snyder, Gay Marriage and Democracy (Rowman and Littlefield, 2005).

To order from University Readers, follow these instructions:

Students order online at <http://www.universityreaders.com/students> and follow these exact steps:

1. Click the "Create New Account" button (or enter your existing login information and skip to step 6)
2. Select your State from the dropdown menu.
3. Select your University from the resulting dropdown menu.
4. Enter the fields on the page such as a "login/password" you'd like to use and all applicable "address" info.
5. Click the "Save" button to create your account, and you'll automatically be taken to your university page.
6. At your university page, click the "Add to Cart" button to the right of the course pack you want to purchase.
7. Click on the "Checkout" button on the next page.
8. Review your address info and click on the "Continue" button on the next page.
9. Review our service agreement page and click the "I Agree – Continue Checkout" button on the next page.
10. Select shipping and payment preferences from the dropdown menus. Click the "Continue" button.
11. Enter payment details and click the "Place Order" button to finalize your order. The authorization will take about 5-10 seconds. You'll be prompted with an Invoice screen once your order has been authorized and completed. You will also receive confirmation via email regarding your order.

Please direct all ordering questions to webmaster@universityreaders.com or call 800.200.3908.

All other required readings -- designated by an asterisk (*) -- will be available online at the course website. Additional readings of potential interest will also be put online; these are recommended, but not formally required. You should consult the website for updates and additions.

III. COURSE TOPICS, CALENDAR, AND READINGS

Introduction. **THE ESSENCE OF MACRO-POLITICS** (March 31 & April 2)

A. The Common Sense of Politics: Perspectives on Macro-Analytic Inquiry (March 31)

B. The Science of Macro-Politics (April 2)

- (1) Aristotle, Politica, Book II, in Petracca, ed.

Topic I. **WHAT ARE THE MAJOR DETERMINANTS OF POLITICAL LIFE IN A POLITICAL COMMUNITY?** (April 7 – April 28)

A. Gender and Political Power (April 7 & 9)

- (2) Mary Wollstonecraft, A Vindication of the Rights of Women (1792) in Petracca, ed.

B. Political Institutions and Why They Matter (April 9 & 14)

- (3) John Stuart Mill, Considerations on Representative Government (1861) in Petracca, ed.

C. Ideology and Economic Organization (April 14 & 16)

- (4) Karl Marx and Friedrich Engels, "The German Ideology," (1845-46) in Petracca, ed.

D. Societal Rules and Organizational Life (April 21 & 23)

- (5) Emile Durkheim, The Rules of Sociological Method (1895) in Petracca, ed.

E. The Role and Power of Ideas (April 23 & April 28)

- (6) Max Weber, "The Protestant Sects and the Spirit of Capitalism." (1920) in Petracca, ed.

MID-TERM EXAMINATION, IN-CLASS: April 30th

Topic II. **THE POLITICS OF DEMOCRATIC GOVERNANCE** (May 5 - June 2)

A. Representative Democracy Explored (May 5 - 21)

[1] **The Roots and Value of Democracy** (May 5 & 7)

- (7) *Virginia Declaration of Rights" (June, 1776).

- (8) *James Madison, Federalist Papers, #10 (1787).

[2] **The Major Aspirations of a Democratic Regime** (May 12, 14 & 19)

(a) **Liberty** (May 12 & 14)

- (9) *John Winthrop, "On Liberty" (1645).

- (10) *Thomas Paine, Common Sense (1776): selection.

- (11) Thomas Jefferson, "The Declaration of Independence," (1776) in Petracca, ed.
- (12) *Frances Wright, "Speech at New Harmony Hall" (July 4, 1828).
- (13) *Learned Hand, "The Spirit of Liberty," May 21, 1944.
- (14) *Ronald Reagan, "Remarks at the Brandenburg Gate," (1987).

(b) **Equality** (May 14 & 19)

- (15) **Declaration of the Rights of Man" (August, 1789).
- (16) *Judith Sargent Murray, "On the Equality of the Sexes," April, 1790.
- (17) Alexis de Tocqueville, Democracy in America (1835) in Petracca, ed.
- (18) *Angelina Grimke to Catherine Beecher, "Human Rights Not Founded on Sex" (1837).
- (19) *Frederick Douglass, "Independent Day Speech at Rochester" (July 4, 1852).
- (20) *Abraham Lincoln, "A Speech on the Dred Scott Decision (1857).
- (21) *Martin Luther King, Jr., "I've Been to the Mountain Top" (1968).

B. The Aspirations of Liberty and Equality in Conflict: Policy Cases (May 21 – June 2)

[1] **The Case of Affirmative Action** (May 21 & 26)

- (22) *Grutter v. Bollinger, et al. (US Supreme Court, 2003).
- (23) *Gratz et al. v. Bollinger et al. (U.S. Supreme Court, 2003).
- (24) J. Edward Kellough, Understanding Affirmative Action (2006).

[2] **The Case of Gay Marriage** (May 28 & June 2)

- (25) *Goodridge v. Department of Public Health (Supreme Judicial Court of Massachusetts, 2003).
- (26) *Melissa Murray, "Equal Rites and Equal Rights," California Law Review v. 96 (2008): 1395-1404.
- (27) R. Claire Snyder, Gay Marriage and Democracy (2005).

Epilogue. **THE ROADS TRAVELED AND THOSE NOT TAKEN** (June 4)

FINAL ESSAYS DUE: Tuesday, June 9th - 10:30 am
Essays to be submitted to www.turnitin.com.

University of California, Irvine
School of Social Sciences

Political Science 6C:
Introduction to Political Science – Micropolitics

Fall 2009
Tues. and Thurs., 2:00-3:20 p.m.
SSLH 100

Professor Schonfeld (SSPA 4187)
Office Hours: Thurs., 11:00 a.m.-12:00 p.m.
and by Appointment (824-2191)

Section Leaders:

Erin Costino (SST 640) ecostino@uci.edu

Leah Hemze (SST 667) lhemze@uci.edu

Peter Miller (SST 730) peterm@uci.edu

Kelly Rivera (SST 640) karivera@uci.edu

I. Course Description

Micropolitics is the study of how individuals “fit” into the political system. The complex of issues raised by this topic has attracted the interest of classical as well as contemporary thinkers and researchers.

Political philosophers have reflected on the relationship between the individual citizen and his/her society. Some have adopted an individualistic perspective which regards each human being as a complete entity who participates in society on utilitarian, personal, and cost-benefit grounds; this is the case for John Locke and John Stuart Mill. Others, including Jean-Jacques Rousseau, offered a corporatist perspective which conceives of the individual as a cell within the “body politic” having no more importance than a single cell in the human body—the body requires the cells, but no cell can survive outside the body.

Contemporary social scientists have addressed the issues of micropolitics in different, but overlapping ways. They, for example, study: political socialization, the process through which people (in particular, children) learn or acquire politically relevant attitudes and behavior; political participation, the means through which citizens (once having acquired politically relevant attitudes and behavior) attempt to and actually do act in politics and try to influence the conduct of government; and political elites, the characteristics and behavior of the special sub-group of citizens who hold positions of responsibility in the governance of the nation.

Political Science 6C cannot survey the full range of ways in which individuals fit into the larger social context to which they belong. Attention this year will be focused on: (1) the principles of leadership, (2) the classical philosophical distinction between individualism and corporatism, and (3) behavior toward authority.

II. Course Organization

The entire class will meet two times a week for a lecture-discussion period on Tuesday and Thursday from 2:00 to 3:20. In addition, the class will be broken down into a series of small sections to meet once a week. These sections will discuss topics related to the lectures and readings. They will stimulate student reflection on important issues by presenting arguments as well as intellectual perspectives which contradict the views advanced in lectures.

III. Course Readings

The following paperbacks contain the assigned readings and are available for purchase in the University Bookstore:

Albert O. Hirschman, Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations, and States (Harvard University Press)

John Locke, Second Treatise of Government (C.B. Macpherson, ed., Hackett Publishing Co.)

Niccolo Machiavelli, Selected Political Writings (D. Wootton, ed., Hackett Publishing Co.)

Karl Marx and Friedrich Engels, The Communist Manifesto (S.H. Beer, ed., Crafts Classics Series, Harlan Davidson)

Stanley Milgram, Obedience to Authority: An Experimental View (Perennial/Harper Collins Publishing Co.)

John S. Mill, On Liberty (E. Rapaport, ed., Hackett Publishing Co.)

Jean-Jacques Rousseau, The Basic Political Writings (D. Cress, ed., Hackett Publishing Co.)

It is also recommended that you have and use a good dictionary and thesaurus to assist you in the writing required for the class.

IV. Examinations and Paper

Performance in this course will be evaluated on the basis of two short answer, but not multiple choice, examinations (the first on October 29th and the second on December 3rd); one seven to twelve page essay (due December 10th); and three one-page "think pieces" relating readings to either a current event--discussed in the press--or a personal experience (due at your section meeting on the weeks October 5th, October 19th, and November 16th).

THESE DATES ARE ABSOLUTELY FIRM. MAKE-UP EXAMS WILL NOT BE OFFERED; ESSAYS WILL BE DOWN-GRADED ONE LETTER GRADE (E.G. FROM B+ TO C+) FOR EACH DAY THEY ARE LATE; LATE "THINK PIECES" WILL NOT BE ACCEPTED.

The due dates for all assignments are listed in the schedule. A hard copy of your assignment is due at the *beginning* of lecture or section on the assigned day. In addition, the final exam essay should be uploaded to TurnItIn.com by the end of the day on December 10th. The TAs will not read any paper that has not been uploaded. The instructions for the use of TurnItIn.com will be included with the list of essay topics to be distributed on December 3rd.

On the last page of the syllabus you will find a contract that you must sign, date and return to your TA by the end of the second full week of classes (October 9, 2009).

The two exams are designed to determine if you have been doing the required work. In large part, they will contain terms and concepts central to the readings; for each, you will be asked to identify the author and define the meaning in a few sentences.

The essay does not require special research; you can think of it as a take-home exam. You are to synthesize the required readings and use your understanding to write a coherent analytical argument. We will distribute the list of questions/topics on December 3rd.

A critical basic skill to be acquired, preferably early in one's university education, is the capacity to write clearly and succinctly. To help develop this skill, you are to write three one-page "think pieces." (You may if appropriate write two pages.) You should use an idea that you found in the readings to elucidate some current event or personal experience. These "papers" are to be handed in with four copies at the beginning of your discussion section on the specified week. Each student will also collect copies of papers written by three of his/her peers and provide anonymous grammatical and substantive comments on each of these which will be handed back at the discussion section on the subsequent week.

To calculate the final grade, we will NOT use a curve. The 7-12 page essay will be worth 35%; the first examination, 20%; the second examination, 30%; each "think piece" will be worth 1% as will each time you provide comments (grammatical and substantive) on 3 of the "think pieces" written by other members of your section. Those students who submit all 3 "think pieces" and provide comments for three peers on all 3 "think pieces" **will receive an additional 9%**. (Your section leader will not grade the think pieces, but will review them to ensure they are genuine attempts to link the readings to everyday life. If they do not do this, they will receive no credit.) These exercises total to 100% and will determine the final grade. In addition, participation in sections will raise the total final grade by a "notch" (e.g., C- to C, or C+ to B-).

V. Reading and Discussion-Lecture Schedule

Reading should be completed by the date indicated. Lecture-discussion sessions typically will be devoted to analyzing and supplementing the readings. Sections will often focus on contradictions between texts or between remarks made in the lectures and the assigned readings. Section meetings begin on the week of September 28th.

Introduction

September 24: Course Description—Goals, Methods and Style

I. Leadership

September 29 and October 1: The Principles of Leadership

Read: Machiavelli, The Prince, pp. 5-80 and
Machiavelli, The Discourses, pp. 81-217.

SECTION MEETING—WEEK OF October 5th: THINK PIECE ON MACHIAVELLI

II. The Classical Formulation

October 6: The Distinction Between Individualism and Corporatism

October 8, 13 and 15: The Notion of Individualism—John Locke

Read: Locke, The Second Treatise, all.

October 20, 22 and 27: The Notion of Corporatism—J.J. Rousseau

Read: Rousseau, "Discourse on the Origins and
Foundations of Inequality Among Men," pp. 23-109, in the
Basic Political Writings, by October 20.

Read: Rousseau, "On the Social Contract," pp. 139-227, in
the Basic Political Writings, by October 27.

SECTION MEETING—WEEK OF October 19th: THINK PIECE ON LOCKE AND
ROUSSEAU

October 29th: FIRST EXAMINATION (on Machiavelli, Locke and Rousseau)

November 3 and 5: J. S. Mill and the Freedom of Speech – The Further
Development of Individualism

Read: Mill, On Liberty, all.

A word of advice on reading: All essay topics will require familiarity with the books by Hirschman and Milgram. You should begin these readings during the first week of November.

November 10 and 12: The Further Development of Corporatism—K. Marx
Read: Marx and Engels, The Communist Manifesto pp. 1-46.

SECTION MEETING—WEEK OF November 16, 2009: THINK PIECE ON “THE COMMUNIST MANIFESTO” AND/OR “ON LIBERTY”

III. Participation, Democracy and Culture Conflict

November 17 and 19: Participation or Non-Participation
Read: Hirschman, Exit, Voice and Loyalty, all.

November 24 and December 1: The Individual in the (“Corporatist”) Context
Read: Milgram, Obedience to Authority, all.

SECOND EXAMINATION, THURSDAY, December 3rd
(ON ALL MATERIALS NOT COVERED ON THE FIRST EXAMINATION)

You will also have a final, take-home essay. Topics will be distributed on Thursday, December 3rd, in class. Your written essay must be handed in at the final exam time – 1:30 p.m. December 10th; it is your “final exam.”

The on-line course evaluation system will be available to students from Monday, November 23rd until Sunday, December 6th. Please submit evaluations for Professor Schonfeld and for your TA.

IV. A Concluding Note

This course has a more subtle (and more important) goal than introducing students to micropolitics.

A university education is not simply a process of acquiring practical and cultural information, an arcanum against ignorance. It is first and foremost an experience designed to awaken, nurture and develop the individual’s capacity for reflection and thought. Political Science 6C seeks to contribute to this experience.

The lectures and discussion sections will go beyond the transmission of knowledge. Certain lectures will be devoted in part or in whole to apparent “digressions” from the scheduled material. These digressions are not planned, but will rather be spontaneous reactions by the instructor to events of the day, questions posed in the class, and so forth. In spite of the heterogeneous set of subjects which they will address, each will be an exercise in reflection; each will attempt to stimulate thought by relating what appears to be distinct phenomena, by making counter-intuitive arguments or by defending points of views which seem, at first blush, indefensible.

The “price” to be paid for these digressions is the failure to adhere compulsively to the lecture schedule. This cost is, in the mind of the instructor (and should be in your mind), a very small one to bear.

Turnitin.com contract for Political Science 6C: Micropolitics (Fall 2009)

RETURN THIS FORM TO YOUR TEACHING ASSISTANT

I understand and agree that to protect the value of the independent work that I do in this course, the work of all students in the course may be compared for textual analysis and evidence of plagiarism to the work of other students, both in this course and in others, and to other sources on the Internet and elsewhere. This may involve the storage of students' work on computer systems outside of the university, such as the Turnitin.com reference database; this storage is solely for purposes of detecting plagiarism. Use of the Turnitin.com service is subject to the usage policy agreement posted on the Turnitin.com site. I promise to follow all the university, departmental, and course policies about academic honesty. I understand that if I cheat or plagiarize on any exercise in this course—think piece, exams, take home essay—I will receive an F for the class.

Signature: _____ Date: _____

TA's NAME: _____

Fall 2009

PS 21A Intro to American Politics

Professor Tony Smith

Office: SSPB 5253 telephone 949.824.5403

Email: casmith@uci.edu

Class Meets: T/TH 3:30-4:50 pm in PSLH 100

Office Hours: Wed 11-12 and any time by prior appointment

TAs: Jennifer Garcia jennifrg@uci.edu; Ryan Shirah rshirah@uci.edu; Heather Cox hcox@uci.edu

TA office hours will be announced in section. NOTE no section weeks of 9/24, 10/13, 11/10 and 11/24

Required Text:

The Logic of American Politics 4th ed by Kernell, Jacobson, Kauser (CQ Press 2009)
ISBN # 978-0-87289-604-8

Tyranny of the Minority Benjamin Bishin (Temple Press 2009) ISBN: 1-59213-658-3

note bene: The lectures are designed under the assumption you have done the required reading before class. Also note, additional reading material may be distributed in class or section.

Tentative Schedule:

Date Topic and Reading
SEP 24 *Introduction and Overview* : KJK ch 1

The Nationalization of Politics

OCT 02 *The US Constitution*:KJK ch 2
OCT 01 *Federalism*:KJK ch 3
OCT 06 *Civil Rights I*: KJK ch 4
OCT 08 *Civil Rights II* : KJK ch 4
OCT 13 *Civil Liberties I*: KJK ch 5
OCT 15 *Civil Liberties II*: KJK ch 5

Political Institutions

OCT 20 *Representation*: Bishin all
OCT 22 *Congress*: KJK ch 6
OCT 27 **MIDTERM EXAM(in class)**
OCT 29 *Presidency I*: KJK ch 7
NOV 03 *Presidency II*: KJK ch 7
NOV 05 *Bureuacracy*: KJK ch 8
NOV 10 *Judiciary*: KJK ch 9

Public Influence on Politics & Policy

NOV 12 *Public Opinion*: KJK ch 10
NOV 17 *Voting, Campaigns, & Elections I*:KJK ch 11
NOV 19 *Voting, Campaigns, & Elections II*: KJK ch 11
NOV 24 *Political Parties*: KJK ch 12
NOV 26 **Thanksgiving Holiday**
DEC 01 *Interest Groups & News Media*: KJK ch 13,14
DEC 03 *Overview & Wrap-up (final exam prompt handed out)*

FINAL EXAM DEC 8th 4:00-6:00 (pm)

EXAMINATION AND GRADING DETAILS:

There will be one midterm exam and a final exam. The midterm will be an in class exam worth up to 50 points. The final will be a take-home exam due by the beginning of the exam period as scheduled by the registrar and will be worth up to 40 points. Class and section participation, broadly defined, will be worth up to 10 points. 100 total points are available. Additional details about the exams will be provided in class. If you are unfamiliar with any of the University policies, especially regarding plagiarism and other issues of academic integrity, please consult the University website or discuss these issues with me prior to any exam.

Political Science 31A
University of California, Irvine
Fall 2008
TTh 2:00-3:20, SSPA 1100

Dr. Kevin Olson
SSPB 4289
kevin.olson@uci.edu
office hours TTh 3:30-4:30

TAs: Megan Bodane
Bron Tamulis

secretary: Lykke Anderson
landerso@uci.edu
SSPB 3237, 824-5979

Introduction to Political Theory

This course traces the evolution of our ideas about politics from classical Greece to the twenty-first century United States. We'll be examining a variety of influential views on what politics is, what kinds of things it's supposed to do, and how it can best be "constituted" or institutionalized. Along the way, we'll discuss issues of citizenship, political authority, state legitimacy, popular sovereignty, liberty, equality, private property, the "social contract," constitutional rights, the evolution of law, and the economic, racial, and gendered character of our political ideals. Our reading will include works of Plutarch, Hobbes, Locke, Rousseau, Constant, Kant, Marx, and Charles Mills. The course also includes an interesting, web-based research project on "Thomas," the website of the U.S. Congress.

To tie all of this material together, we will examine four themes that come up recurrently in the history of political thought:

1. *Human nature and social relations.* Are people self-interested, communally oriented, or altruistic? Are they naturally free, naturally equal, or naturally obligated to one another? Are individuals naturally autonomous, and if so, in what sense? What does it mean for a person to be "rational"?
2. *Rights and duties.* What are the responsibilities and privileges of being a citizen? Should people transcend their self-interest to act for the common good? Must they balance the fulfillment of personal goals with social obligations and duties?
3. *The role of the state.* What is the source of the state's legitimacy? What powers should it have? What are its duties and tasks? What are the limits of its action and authority?
4. *Philosophical basis.* What is the philosophical basis of the claims a theory makes? Are these claims based on human nature, truth, ethics, the basic equality of all people, the fundamental differences between them, or something else?

accept email attachments. Late assignments must be signed and dated by the secretary listed above or one of the political science department secretaries.

Note: travel for athletic teams is not a valid reason for rescheduling exams or assignment due dates.

Academic Honesty Your written work in this course must be *entirely* your own. This means that all ideas and words submitted in your name must be your own, unless you attribute them to someone else with a citation. Sources accessed over the internet must be cited in the same ways as mechanically printed material. If you are not clear what constitutes plagiarism or cheating, good definitions can be found under "Academic Honesty" in the UCI *General Catalogue*. (To find this, do a "quick search" for "academic honesty" on the UCI homepage.) If you are in doubt about anything, be sure to ask.

Academic dishonesty seriously undermines the educational goals of this course. Violation of the policies outlined above will reduce your grade for the assignment in question and be reported to the Dean's office for disciplinary action. Serious violations will result in failure of the course. If you are under too much pressure to complete assignments on time, I strongly urge you to talk to me rather than taking illegal shortcuts.

Grading Scale

Assignments will be graded on a forty point scale, which is equivalent to the following letter grades:

| | | | |
|----|----|------|----|
| 40 | | 25 | |
| 39 | A | 24 | C+ |
| 38 | | 23 | |
| 37 | | 22 | |
| 36 | A- | 21 | C |
| 35 | | 20 | |
| 34 | | 19 | |
| 33 | B+ | 18 | C- |
| 32 | | 17 | |
| 31 | | | |
| 30 | B | 16-8 | D |
| 29 | | | |
| 28 | | | |
| 27 | B- | 7-0 | F |
| 26 | | | |

Goals for Written Assignments

What makes a good essay? I am particularly interested in helping you develop the ability to reason and argue in writing. Thus your exam essays and assignments will be evaluated on the following factors:

- Subtle treatment of complex issues.
- The depth of comprehension your writing displays, both of the texts we have read and the issue under consideration.
- The extent to which your essay focuses on a single thesis without digressions.
- Logical, orderly progression of your argument from step to step, building a case that makes the central thesis convincing.
- How accurately you discuss the course readings.
- The clarity and directness of your writing.
- Spelling, punctuation, grammar, correct citations, and style.

These general goals translate into the following grade categories:

- A** An exceptional essay. Has all the traits of a B essay, and also shows philosophical insight by going beyond class discussions to develop an original and independent perspective. Displays detailed, accurate knowledge of the subject matter. Has an independent thesis and argues for it persuasively. Moves the professor to tears of joy.
- B** A very good essay. Has all of the traits of a C essay, but goes beyond them by being uniformly well organized, well written, and by discussing the subject matter clearly and accurately. It has a clear thesis and argues for it persuasively.
- C** A generally good essay. Source texts and readings are accurately discussed. The essay is reasonably well organized and well written. Spelling, grammar, and punctuation are good. Citations are accurate and follow an officially recognized format. Generally not as clear, thorough, or detailed as a B essay. May contain minor errors of interpretation. May not have a strong thesis, or the thesis may not be well supported by careful argument.
- D** A problematic essay. Lacks one or more of the elements necessary for a C. Contains significant flaws in writing or argument, or is based on misunderstandings of the texts.
- F** An essay significantly outside the bounds of acceptability, either because its topic is unacceptable or because it is too weak in a number of the criteria outlined above.

University of California Irvine
Department of Political Science

PSC 41A Introduction to International Relations/Global Politics
(also counts as IS 12 or 14)
Fall 2009

Professor Deborah Avant
Deborah.Avant@gmail.com
Office Hours: T, Th. 2-3
SST 569

Class Meets: T/Th. 12:30-1:50
BS 3 1200

Teaching Assistants:

Thomas Doyle (tdoyle@uci.edu)
Arturo Jimenezbacardi (arturoj@uci.edu)
Robert Nyenhuis (rnyenhui@uci.edu)

What causes war and peace? Why are some parts of the world poor and others rich? Do religion and culture bring people together or tear them apart? Will environmental degradation continue or be abated? How do human rights practices vary throughout the world? This class introduces you to the tools political scientists use to answer questions like these. We cover such topics as: the history of the nation-state, the role of international organizations and non-state actors; the changing character of security issues; the patterns and causes of economic development; and international contention over efforts to address issues such as human rights, climate change, poverty, terrorism, and disease. The goal is to help you establish a foundation for further study; increase your understanding of contemporary events; and enhance your research, communication, and literacy skills.

PSC 41A consists of two lectures per week taught by Prof. Avant, and one discussion section per week taught by one of the teaching assistants. Both the lectures and discussion sections are required!

Course Requirements

Grades will be based on:

- | | |
|-------------------------|--|
| <i>Essay (20%)</i> | Question handed out Week 7, 3 page essay due Week 8 |
| <i>Map Quizzes (5%)</i> | Five map quizzes during discussion sections over the course of the quarter. The quizzes will be very simple: you will receive a map showing the borders of countries but not their names. Twelve of the countries will be numbered. You will supply the names of those twelve countries. |
| <i>Midterm (25%)</i> | In-class midterm in Week 6 consisting of identification and essay questions |
| <i>Final (30%)</i> | Final at the scheduled time (Friday, Dec 11- 10:30-12:30) consisting of identification and essay questions |

Section (20%)

Based on attendance, news clippings and participation. For news clipping, you must bring to each section a newspaper clipping that discusses an incident or event in foreign policy or international relations (clipped from a newspaper or printed from an online newspaper). The newspaper must be a major daily like the *New York Times*, *Washington Post*, *Wall Street Journal*, *Financial Times*, *Christian Science Monitor*, or *Los Angeles Times*. Be prepared to summarize the main points of the story explain why the story is interesting or significant.

All of your writing assignments will be graded on the basis of how persuasive your argument is, how well you use evidence, whether you consider alternative viewpoints, how much you demonstrate knowledge of lectures and readings, and your attention to detail. Common mistakes include: telling the reader what you feel or believe rather than what can be demonstrated empirically or logically, failing to anticipate obvious counter arguments, lacking a thesis and/or clear logical progression of the argument, and sloppy writing and grammar. (These also give you hints as to how you can evaluate the readings and arguments you are exposed to in the class.)

Policy on cheating and plagiarism

THEY ARE NOT ALLOWED and will result in a failing grade as well as a referral to campus administration for further disciplinary action. Your quizzes, exams, and essays must be your own work. If for any reason you are unclear about what constitutes plagiarism or cheating (or not doing your own work), please consult the **UCI Academic Senate Policy on Academic Honesty** (<http://www.reg.uci.edu/>, click on “Academic Honesty”).

Policy on appealing grades

TAs will do all grading in coordination with one another and Professor Avant. If you believe your grade should be different you should write a brief appeal citing the reason(s) why you think that (fyi: “because I worked hard is not a good reason”) and give it to your TA along with your original exam or essay. Your TA will respond in writing. If you are still dissatisfied you may submit another appeal (with your original appeal, your work, and your TA’s response) to Professor Avant.

Required Readings

The course readings will either be posted on the class website (under “course files” on the EEE website for this course) or in the following textbook:

Joshua Goldstein and Jon Pevehouse, International Relations, eighth or ninth edition

In addition to the required readings you are encouraged to read a major newspaper each day as well as to follow international/global issues on websites or blogs such as Politico.com, Foreignpolicy.com (this list of blogs run across the page from the date) or a number of others.

Outline of the Course:

9/24 – Introduction – What is international relations? Global politics?
Cake, *Wheels*

Week 1 Contemporary World Politics in Historical Perspective

9/29 – What is the contemporary system of global politics?
G and P, Ch 1
David Bowie, *Changes*

10/1 – How did we get to the contemporary system?
G and P Imperialism pp. 444-457
Amartya Sen, “How to judge globalism” The American Prospect, Vol. 13, No. 1 (January 1-14, 2002).
The Beatles, *The Long and Winding Road*

Week 2 Theories of World Politics

10/6 - Theories of World Politics – Power Politics
G and P, Ch 2, pp. 43-61, 71-75
Jack Snyder, “One World, Rival Theories,” Foreign Policy
The Exploited, *I still believe in anarchy*

10/8 – Theories of World Politics – Alternatives to Power Politics
G and P, Ch. 3
John Lennon, *Imagine*
Map Quiz in section – North, Central and South America

Week 3 War and Peace

10/13 – What is war, peace?
G and P Ch 5, pp. 149-155
Bruce Springsteen, *War*
Recommended movies: Henry V, Gallipoli, Patton, Apocalypse Now, Black Hawk Down

10/15 What causes it?
G and P Ch 5, pp 155-174
Samuel Huntington, “Clash of Civilizations”
Gary Bass, “What Really Causes Civil War?” New York Times Magazine 13 August 06
Sinead O’Connor, *Drink Before the War*

Week 4 – Security and Development

10/20 - Security: How best to deal with terrorism and WMD

G and P, Ch 6

Philip Gordon, "Can the War on Terror be Won?" Foreign Affairs, (November/December 2007)

Mint, *Ma Petite Terroriste*

10/22 – International Development

G and P rest of Ch 12 and Ch 13

Ronald Inglehart and Christian Welzel, "How development leads to democracy" Foreign Affairs (March/April 2009)

Aswald, *Set them free*

Map Quiz in section – Middle East

Week 5 – The International Economy

10/27 – Trade

G and P, Ch 8

Pink Floyd, *Money*

10/29 – Money and Business

G and P, Ch 9

Film "Black Gold"

Bob Marley, *Time will tell*

Week 6 – Global Governance Tools (States and Foreign Policy)

11/3 – Midterm Exam

Wilco, *Shake it off*

11/5 – Foreign Policy and the US role in the world

G and P Ch 4

Alisdair Roberts, "The War we Deserve," Foreign Policy (November/December 2007).

Map Quiz in section - Africa

Three Dog Night, *One is the Loneliest Number*

Week 7 – Global Governance Tools (International organizations and networks)

11/10 – Alliances and Law

G and P Ch 2, pp. 62-70; Ch 7, pp. 231-234 and 252-274

Zbigniew Brzezinski, "An Agenda for NATO"

The Rolling Stones, *You can't always get what you want*

11/12 – IOs and Networks

G and P Ch 7, pp. 234-251, Ch. 10

Essay Passed out

Tears for Fears, *Everybody Wants to Rule the World*

Week 8 – Contemporary Issues

11/17 – Environment

G and P, Ch 11

Michael Levi, “Copenhagen’s Inconvenient Truth” Foreign Affairs (September/October 2009).

REM, *It’s the end of the world as we know it*
Recommended Movie: An Inconvenient Truth

11/19 – Diaspora and Pandemic

BBC on past pandemics

Michael T. Osterholm, “Unprepared for a Pandemic,” *Foreign Affairs* March/ April 2007

Warwick J. McKibbin and Alexandra A. Sidorenko, “What a Flu Pandemic could cost the world,” ForeignPolicy.com April 2009.

Iron and Wine, *Die*

Map Quiz in section – Asia

Essay Due

Week 9 – Contemporary Issues, cont’d

11/24 – Failed states, crime and terrorism

Niall Ferguson, “The Axis of Upheaval” Foreign Policy (March/April 2009), pp. 56-80.

“The Failed State Index” Foreign Policy (July/August 2009), pp. 80-93).

K’Naan, *Wavin’ Flag*

Recommended movies: Midnight Express, Blood Diamond

Week 10 – Contemporary Issues, cont’d

12/1 – Global Recession

Nouriel Roubini, “A Breakdown of the Global Recession in 2009,” *Forbes* (January 15, 2009)

Film “Inside the Meltdown”

Ryan Bingham, *Hard Times*

12/3 – The Global Future

Stephen E. Flynn, “America the Resilient,” Foreign Affairs (March/April 2008)

The Police, *One World (not three)*

Map Quiz in section – Europe

Final Exam: Friday, December 11 – 10:30-12:30

Political Science 61 / Chicano/Latino Studies 64
Introduction to Minority Politics
ICS 174

Professor Louis DeSipio
SSPB 5283
824-1420
email: LDESIPIO@UCI.EDU
Class Website:

Office Hours: Tuesday 3-5

<https://eee.uci.edu/07f/67085/>

Teaching Assistants:
Kimberly Shella
SST 730
824-1202
email: KSHELLA@UCI.EDU

Office Hours: Wednesday 2-3
Thursday 2-3

One additional teaching assistant to be named (I will circulate a revised list of TAs, TA offices, emails, and office hours as soon as I have the complete information).

Course Overview:

From its first days, the United States has faced the dilemma of how to incorporate populations different from the majority population. This dilemma continues today and appears in discussions of such issues as affirmative action, immigration and naturalization, language policy, and social welfare policy. In this course, we will examine the major theories that attempt to explain the roles of race and ethnicity in U.S. politics and the ways in which individuals use race and ethnicity as resources for political organization. We will examine the phenomenon of ethnicity and race in the political development of the United States. Finally, we will look at the political attitudes and behaviors of ethnic and racial populations in order to measure their contemporary political influence.

The course's substantive focus is the politics and experiences of specific groups: African Americans, Latinos, Native Americans, and Asian Americans. This examination and analysis will not only enhance our understanding of these groups' political roles, but will demonstrate that the U.S. political system cannot be adequately understood without understanding the political dynamics of ethnicity and race.

Course Readings:

Readings are taken from three sources. I will ask that you read two books as well as a collection of articles available from Anteater Publishing (these are identified with a "***" in the list of readings). The books and many of the packet readings are available at the campus bookstore and are on reserve at the library. Please note that

the readings in the packet do not appear in the exact order that they appear on the syllabus.

The books are:

DeSipio, Louis, and Rodolfo O. de la Garza. 1998. *Making Americans, Remaking America: Immigration and Immigrant Policy*. Boulder, CO: Westview Press.

Reeves, Keith. 1997. *Voting Hopes or Fears: White Voters, Black Candidates and Racial Politics in America*. New York: Oxford University Press.

I will expect that you have read the assigned readings *prior to* the class in which they are assigned. Although I will not always make explicit reference to the assigned readings in my lectures, having read them in advance will help you understand that day's topic. You are encouraged to ask questions about the readings in both class and discussion section.

Course Structure

Class time will be primary used for lecture on the topic identified on the syllabus for that day. I will sometimes not complete one day's lecture in the allotted time and return to that topic at the beginning of the next class (I will amend the class power point slides posted to the class website to reflect how far we got in the lecture). Even if I do not complete the lecture, I will expect you to do the readings for the next class session prior to that class.

I welcome questions during class about that day's readings or points made in lecture. I strongly encourage you to raise all questions that you have at any point. If you have questions, your classmates probably do as well.

You will also have the opportunity to discuss class readings in your discussion sections. Participation in discussion section is required. As I will say later, participation in discussion section will make up 10 percent of your final grade.

I will post outlines of each class on the class web site prior to each class (ideally by the evening before). These outlines are meant to be a guide to the material that I will cover in lecture, but are *not* a complete version of what will be said in class. While it might be tempting, I can assure you that you will not be able to replace class attendance with a careful review of the outlines. I will discuss specifics in class that will give you the evidence you need to answer essays and exams well.

Course Requirements and Grading

I will evaluate your performance in the class in three ways. These include: 1) two analytical essays on course readings; 2) two exams; and 3) participation in discussion section.

Essays: I will assign two analytical essay questions during the semester. These questions will ask you to evaluate arguments made in course readings and, to a lesser degree, themes raised in class discussions. You will be able to answer the questions based on the course readings/class discussions and will not have to do additional research. Each essay should be between five and seven pages. The essays will be due on October 16 and November 27.

Each of these essays will contribute 25 percent to your final grade for a total of 50 percent.

In-class Exams: Our first exam will take place in class on October 30 and the second on December 6. These exams will include a combination of short answer and essay questions and will cover material from both the readings and class lectures/discussions. The first exam will include lectures and assigned readings from September 28 through October 25. The second exam will cover lectures and assigned readings from November 1 through December 4.

Each exam will account for twenty percent of your final grade.

Discussion Section Participation: The final 10 percent of your grade will be awarded by your teaching assistant based on your participation in discussion section. The TA will indicate how these points will be awarded in section.

Extra Credit: Throughout the quarter, I will bring to your attention opportunities to attend events on campus that relate to minority politics. I can't predict in advance how many of these events there will be or when they will occur (some quarters, there have only been two or three). If you hear of an event that you think might be relevant, please bring it to my attention.

To earn extra credit, I will require that you attend the event and write a description of no more than one page summarizing the key points. You can earn up to one point of extra credit (1 percent of your final grade) for each of these summaries that you submit, up to a maximum of 5 points.

Course Assignments and Reading List

September 28 – Class Introduction and Overview

Part 1 Foundations

October 2 – The Voting Rights Act of 1965

READING: **Davidson, Chandler. 1994. "The Voting Rights Act: A Brief History." In Bernard Grofman and Chandler Davidson, eds. *Controversies in Minority Voting: The Voting Rights Act in Perspective* (pp. 7-51).

October 4 – The Immigration and Nationality Act of 1965 (and Debates over a New Immigration Law)

READING: DeSipio and de la Garza, chapters 1 and 2 (pp. 1-59).

October 9 – Large Scale Immigration and the Emergence of Pan-Ethnicity in Law and in Political Organizing

READINGS: **Prewitt, Kenneth. 2006. "Immigrants and the Changing Categories of Race." In Taeku Lee, S. Karthick Ramakrishnan, and Ricardo Ramirez, eds. *Transforming Politics, Transforming America* (pp. 19-31).

** Lien, Pei-te; M. Margaret Conway; and Janelle Wong. 2003. "The Contours of Ethnic Identity Choices Among Asian Americans." *Social Science Quarterly* 84 [2] [June]: 461-481.

Part Two Citizenship Denial, Abrogation, and Reassertion

October 11 – The 14th and 15th Amendments and their Abrogation

READING: ** Foner, Eric. 2005. *Forever Free: The Story of Emancipation and Reconstruction*, chapter 7 (pp. 189-213).

October 16 – Territorial Minorities and the Violation of Treaty Rights: Native Americans, Mexican Americans, and Puerto Ricans

READINGS: ** Deloria, Jr., Vine, and David E. Wilkins. 1999. *Tribes, Treaties, and Constitutional Tribulations*, chapter 7 (excerpt) and 8 (pp. 139-150 & 156-62).

** Griswold de Castillo, Richard. 1990. *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*, chapter 5 (pp. 62-86).

First Analytical Essay Due at the Beginning of Class

October 18 – Immigration Restriction, Chinese Exclusion, and Contested Citizenship
READING: ** Gyory, Andrew. 1998. *Closing the Gate: Race, Politics, and the Chinese Exclusion Act*, chapter 12 (pp. 242-259).

October 23 – The African American, Latino, and Asian American Civil Rights Movements and the Assertion of Equal Protection of the Laws
READING: ** Kotz, Nick. 2005. "Shining Moments" in *Judgment Days: Lyndon Baines Johnson, Martin Luther King Jr., and the Laws that Changed America*, chapter 12, (pp. 315-337).

October 25 – Legacies and Nationalism
READING: Reeves, Foreword, introduction and chapter 1 (pp. xiii-xv, 3-24).

October 30 – 1st Exam

Part Three Minority Political Values, Attitudes, and Behaviors

November 1 – Minority Political Attitudes
READINGS: ** Pantoja, Adrian. 2005. "More Alike than Different: Explaining Political Information Among African Americans and Latinos" In Gary M. Segura and Shaun Bowler, eds. *Diversity in Democracy: Minority Representation in the United States* (pp. 29-50).

November 6 – Minority Political Participation
READING: Reeves, chapters 2-4 (pp. 25-75).

November 8 – Voting Rates and Barriers
READING: Reeves, chapters 5-6 (pp. 76-111).

November 13 – Elections in Multi-Ethnic Cities
READING: ** Kaufmann, Karen. 2004. *The Urban Voter: Group Conflict & Mayoral Voting Behavior in American Cities*. Ann Arbor: The University of Michigan Press. Chapter 7 "Down But Not Out: A Liberal Revival in 2001," pp. 167-193.

** Sonenshein, Raphael J. 2005. "Latino Incorporation Reaches the Urban Summit: How Antonio Villaraigosa Won the 2005 Los Angeles Mayor's Race" *PS*, [October 2005] (pp. 713-721).

November 15 – Gender and race/ethnic participation
READINGS: ** Scola, Becki, and Lisa Garcia Bedolla. 2006. "Race, Gender, and the Recall Vote." In Shaun Bowler and Bruce E. Cain, eds. *Clicker Politics: Essays on the California Recall* (pp. 143-154).

** Philpot, Tasha S., and Hanes Walton, Jr. 2007. "One of Our Own: Black Female Candidates and the Voters Who Support Them." *American Journal of Political Science* 51 [1] [January]: 49-62.

Part Four
Policy Issues and Intergroup Cooperation:
Is There a Rainbow Coalition?

November 20 – Redressing Past Wrongs

READINGS: ** Shapiro, Thomas. 2004. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*. New York: Oxford University Press. Chapter 2: "The Cost of Being Black and the Advantage of Being White," pp. 42-59.

November 27 – Immigration Reform, the Immigrant Response, and Race/Ethnic Coalitional Politics

READING: ** Zolberg, Aristide. 2006. *A Nation By Design: Immigration Policy in the Fashioning of America*. Cambridge and New York: Harvard University Press and Russell Sage Foundation Press. "Conclusion: National Design in a Globalizing World," pp. 432-459.

Analytical Essay #2 due at the beginning of class

November 29 – Immigrant Naturalization and Immigrant Settlement

READING: DeSipio and de la Garza, chapter 3-4 (pp. 61-124).

December 4 – Demographic Futures and Exam Review

READINGS: DeSipio and de la Garza, chapter 5 (pp. 125-134)

** Tienda, Marta. 2006. *Multiple Origins, Uncertain Destinies: Hispanics and the American Future*, chapter 6 (pp. 115-128).

December 6 – 2nd Exam

Fall 2008

Poli Sci 71A: Introduction To Law

Professor Tony Smith

Office: 5253 Social Science Plaza B

office telephone 4-5403

Email: casmith@uci.edu

Office Hours: T 12:30-1:30 and anytime by appointment

Class Meets: Tuesday/Thursday 5:00-6:20 pm in ELH 100

TAs - TBA

Required Texts:

- 1) *The Hollow Hope* Gerald Rosenberg (U of Chicago Press) ISBN 978-0026727035
- 2) *Animal Sacrifice & Religious Freedom, Church of Lukumi Babalu Aye v. City of Hialeah*, David M. O'Brien (U of Kansas Press) ISBN 07006-1301-X
- 3) *What Kind of Nation* James A. Simon (Simon & Schuster) ISBN 978-06848716
- 4) *Lord of The Flies* William Golding (Penguin) ISBN 0140283331
- 5) Course Reader and occasional handouts

Tentative Schedule:

Dates Topic

Sept 25 Introduction and Overview

Sept 30 Law as the Foundation of society I

Hobbes and Rousseau (reader)

Oct 2/7 Law as the Foundation of society II

Lord of the Flies

Oct 9 The American Founding I

Credible Commitments (reader)

Oct 14/16 The American Founding II

What Kind of Nation

Oct 21/23 Separation of Powers & Judicial Review

Federalists 10, 51, and 78 (reader)

Midterm exam prompt handed out on Oct 23

Oct 28/30 The Capacity of Courts

Hollow Hope

Midterm due Oct 28 at the beginning of class

Nov 4/6 Judicialization

Judicialization of Elections (reader)

Judicialization of EU (reader)

Bush v. Gore <http://laws.findlaw.com/us/000/00-949.html>

Nov 13/18 Organization of Courts

Drift, Drag, Draft (reader)

USSC as Agent (reader)

Nov 20/25 Liberty and Law I

Church of Lakumi Babalu Aye

Dec 2 Liberty and Law II

Lawrence v. Texas

<http://fl1.findlaw.com/news.findlaw.com/hdocs/docs/scotus/lwrnctx62603opn.pdf>

Dec 4 Overview and Wrap up

Dec 11 FINAL EXAM 4:00-6:00 p.m.

EXAMINATION AND GRADING DETAILS:

THE UNIVERSITY POLICIES ON ACADEMIC INTEGRITY, MAKE-UP EXAMS, AND ATTENDANCE WILL BE STRICTLY FOLLOWED AND ENFORCED.

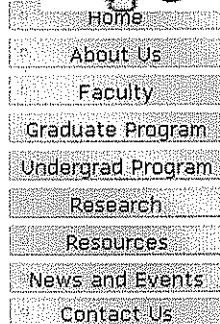
There will be a midterm exam and a final exam in this course. The midterm exam will be a take-home essay exam. The prompt will be handed out on Oct 23 and the answer will be due on Oct 28. The midterm is worth up to 40 points. Both exams are open book and open note but not open neighbor. The final exam will be an essay exam, in class, worth up to 45 points. The final exam will take place on Dec 11 at 4:00 as scheduled by the registrar. Class and section participation are worth 15 points, details to follow. 100 total points are available.

Appendix E



University of California, Irvine

Department of Political Science



Graduate Program in Political Science: Requirements, Rules, and Regulations

Current as of March 2005

1. Graduate Director

The Chair of the Political Science department will appoint a Graduate Director who will be a member, ex officio, of the Graduate Program Committee. The Graduate Director will be available to all graduate students for consultation about applicable rules and their interpretation and for any other matters pertaining to student progress in the Program. Students may appeal rulings of the Graduate Director to the Graduate Program Committee and from there to the Chair of the Political Science Department.

The Graduate Director will assign each graduate student a specific faculty advisor for consultative purposes, especially regarding the substance of the student's program. These assignments are provisional and can be changed at the student's request.

2. Course Requirements

Prior to advancement to candidacy, each graduate student must complete a minimum of 18 graduate courses (72 units) of which at least 12 (48 units) must be in the Department of Political Science and up to 6 (24 units) may be in cognate disciplines.

All graduate students will be required to perform satisfactorily in a minimum of three courses (twelve units) each quarter for two years, for a total of eighteen courses (seventy-two units). If graduate students are Teaching Assistants, the requirement will be only two courses per quarter. Of these eighteen courses, a minimum of twelve must be approved as graduate courses in political science. The Graduate Director may certify some courses taught by other departments as "political science" for purposes of this requirement. Any student who is unsure about whether a course counts as a "political science" course for the purposes of meeting this requirement should speak to the Graduate Director.

Of the three courses each quarter, two must be graduate level and one may be upper division undergraduate or SS 399 (which can be taken during quarters in which a student is appointed as a Teaching Assistant).

The above requirements are minimums. Students are free to take additional courses in any quarter.

Note: By University rule, a student must enroll in three upper-division or graduate courses each quarter to maintain satisfactory progress. Any graduate student serving as a Teaching Assistant may enroll in SS 399, University Teaching to meet this three course requirement for full-time enrollment. SS 399 does not count, however, towards meeting the Program requirement of eighteen graduate-level courses. Upper-division courses taken to fulfill workload requirements also do not count towards the Program requirement of eighteen graduate courses, unless specifically approved (see "100 level courses" below).

All graduate students are required to take a three-quarter sequence consisting of one quarter of "Foundations of Modern Political Science," one quarter of "Micropolitics," and one quarter of "Macropolitics." The Graduate Director will indicate which specific courses constitute the sequence in a given year. This requirement must be satisfied during a student's first year of residence.

Students are strongly encouraged to select their courses such that they have a major module and a minor module (the three modules being Micro Politics, Macro Politics, International Relations). In general, each course will be designated as belonging to one or another module.

Courses in the inter-disciplinary concentrations (Political Psychology, Public Choice, and Democratization) will be categorized as appropriate, in accord with the three modules. Some courses may be counted as both Micro and as Macro.

3. Colloquium

First-and second-year students are required to register for and attend the Colloquium - Research Seminar: Politics and Society (Political Science, 210A/B/C). This course does not count toward the requirement that students complete 18 graduate-level courses.

Each student will give a presentation to a colloquium on his/her dissertation research before obtaining the Ph.D. degree.

THIS REQUIREMENT DOES NOT APPLY TO STUDENTS ENTERING THE PROGRAM IN 2006-07 OR 2007-08.

4. 299 Courses

A student may normally obtain credit for no more than two 299's to be counted toward the 12 required courses in political science for the Ph.D. Any courses that are to be counted must be graded; to be graded, some written work must be completed, with its content to be agreed upon between the student and the faculty member sponsoring the course.

5. 100-level (upper-division) Courses

100-level (upper-division undergraduate) courses count toward full-time status, but (with the exception of statistics) cannot be counted toward the 48 units needed for the M.A. or the 72 units needed for the Ph.D. degrees. A student seeking to take a course at the 100 level and wishing to obtain graduate credit should register for it as a 299 (directed study) and do work that the instructor will certify in writing is worthy of that done for graduate credit.

6. Additional Courses

Students may take more than 18 graduate level classes prior to advancement to candidacy. Additional courses and/or independent study courses may be advisable in individual cases.

7. Research Skills Requirement

University rules require a student to pass a proficiency test in a foreign language. For the Ph.D. in Political Science, students may substitute mastery of an advanced quantitative skill or an advanced qualitative skill in place of a foreign language.

This requirement should be fulfilled before advancing to candidacy. Students should select a skill whose mastery is necessary for preparation of the

dissertation.

To acquire a quantitative skill (which could involve coursework in such disciplines as economics, mathematics and computer science, or statistics), students must complete at least one year of upper-level, undergraduate coursework in mathematics, economics, or computer science or one year in graduate-level statistics beyond the required minimum of two quarters of introductory statistics, and they must receive a grade of at least a "B" in each quarter. For example, this requirement could be met by taking such courses as econometrics, linear algebra, advanced multivariate regression, or courses in computer science.

To acquire a qualitative skill, students must complete at least one year of graduate-level coursework in qualitative or interpretive research methods, and must receive a grade of at least a "B" in each quarter.

A student electing to meet the foreign language requirement should select a foreign language which is useful for research in his or her dissertation or in which there is a substantial body of scholarly literature. The language exam will require the student to translate a professional article in the foreign language into English, in limited time, using a dictionary, with summarizing permitted for much of the material. The language requirement need not be completed before advancing to candidacy, but must be completed before the Ph.D. is awarded.

8. Statistics Requirement

Students are expected to have taken, prior to enrollment, the equivalent of one year of undergraduate statistics. (That is, students need to know basic descriptive and inferential statistics, including the use and calculation of a mean, standard deviation, variance, proportion, correlation coefficient, regression coefficient, z-score, t-value, chi-square, and the construction and interpretation of a confidence interval and a hypothesis test. They should also know the meaning of "significance" and how to construct and interpret a contingency table.) Students who do not have this preparation must acquire the equivalent background during the first or second year in graduate school.

Undergraduate statistics courses are considered to be remedial, and thus will not count toward graduate course credit needed for the Ph.D. They can, however, count toward the 48 credits needed for an M.A. degree; they must be counted as non-political science classes for the M.A.

9. Student Progress Evaluation

At the end of each year a written evaluation of each student will be prepared by the faculty. Suggestions will then be made to the student about his or her program and progress. A copy of this evaluation will be given to the student and another copy placed in the student's file. Evaluations are based upon a wide range of criteria, including GPA, TA evaluations, class performance, quality of written work, number of incompletes, number of qualifying papers completed, and outside activities, if any (conference paper presentations, fellowships awarded, and publications).

Each student will complete the three required qualifying papers and advance to candidacy at a different pace. The faculty, however, has identified what it believes to be a normal level of progress for the completion of qualifying papers. Specifically, normal progress in the graduate program requires the completion of at least one qualifying paper by the end the student's second year in the program, completion of a second qualifying paper by the end of the student's third year in the program, and completion of the third qualifying paper and advancement to candidacy during the student's fourth year in the

program.

Except under extraordinary circumstance to meet departmental needs, the Department will not normally appoint as Teaching Assistants students who do not complete one qualifying paper by the end of the third year in the program, three qualifying papers by the end of the fourth year in the program, or advance to candidacy by the end of the fifth year in the program. School of Social Science rules require that graduate students advance to candidacy by the end of their fourth years in their graduate program.

A student will be asked to leave the program if s/he does not complete one qualifying paper by the end of his/her fourth year in the program, two qualifying papers by the end of the fifth year in the program, three qualifying papers by the end of the sixth year in the program, or advance to candidacy by the end of the seventh year in the program.

Several other circumstances will normally result in the loss of TA eligibility. No student with an incomplete in a core course that is more than one year old (from the beginning of the quarter in which the core course began) will receive a TAship. No student, prior to advancement to candidacy, may have an incomplete for more than two years and receive a TA appointment. No student with three or more incompletes received in the space of three consecutive quarters will receive a TAship until the total number of incompletes in the most recent three quarter period is reduced to two or fewer. No student with four or more incompletes will receive a TAship until the total number of incompletes is reduced to three or fewer. All students must complete the undergraduate statistics requirement (or be exempted from it) by the end of the second year in the program in order to maintain TA eligibility.

Exceptions to these rules can only be made under extraordinary circumstances.

10. Master's Degree

Students will be admitted only to study for the Ph.D. However, upon a student's request, a faculty committee may award the Master's degree. This committee will be composed of the student's advisor, the Graduate Director, and the principal faculty member for whom the required qualifying paper (see below) is written. (If two or more of these would be the same person, other readers of the paper will be appointed to constitute a committee of three.) The committee will normally grant the M.A. to a student who meets the following requirements:

- Completion of 48 units of graduate course work, not counting 299's, with a grade of B or better in each course. No more than 12 of these units may be from work at other institutions, and at least 24 must be from courses taught within the Department. The courses providing these units must include credit for the first year sequence required of all graduate students.
- Completion of the Department's undergraduate statistics requirement or exemption from it at the time of admission.
- Completion of the Department's Colloquium requirement.
- Completion and acceptance of one qualifying paper, written within the department and judged by the committee to be of sufficient quality.

NOTE: A university requirement for the M.A. degree is that a student be "advanced to candidacy for the M.A." in the quarter before the degree is granted.

11. Qualifying Papers for Candidacy

In addition to completing at least 18 graduate-level courses prior to advancement to candidacy, graduate students must complete three qualifying papers. These papers will be proposed by the student and each will require consultation with two faculty members. Each paper will be accepted as meeting the requirement when approved by both members of the supervisory committee. One of the two faculty supervising each paper must be from within the Department of Political Science. Only under exceptional circumstances, approved by the Graduate Director, can one faculty member read more than two papers. Two of the three papers must each be in a different one of the three modules (micro, macro, or IR); the third may be in the area of the third module, could be in an area that is not related to these categories, or, instead, could be in the same module as one of the other two papers. One of these papers will deal with a critical review of the literature in a specified field. The remaining two papers will deal with substantive matters.

In choosing their topics students will be expected to pursue wide-ranging methodological skills and to develop knowledge about diverse political systems and cultures in different geographic areas.

12. General Qualifying Examination

Students who have completed their coursework and paper requirements should consult with the Graduate Director on the procedure for advancement to candidacy.

A student ready to qualify for candidacy will meet with faculty members twice. The first time, the student will meet with his/her candidacy (or "advancement") committee for an oral qualifying exam. At this exam, the student will be examined on two modules of his/her choice, in accord with that student's qualifying papers and coursework (his/her major and minor modules). Passing this exam constitutes advancement to candidacy. The second time, within six months following the advancement exam, the student will meet with his/her dissertation committee for a dissertation prospectus review. In the second, the student would be queried about the dissertation prospectus, which he/she would distribute to the committee ahead of time.

Well before the first exam (the one which advances the student to candidacy), the student is expected to consult with each member of the committee, in order to reach an understanding of the kinds of knowledge, literature, and information that examiners will expect the student to be able to discuss. At the exam, the student will be expected to be conversant with the material covered in courses in the two modules s/he has chosen, be conversant with material in reading lists that committee members may give to him/her; and be prepared to discuss the general topics covered in her/his three papers. He/she will be expected to be conversant with the principles, theories, broad concerns and themes, major works, and methodologies pertinent both to the papers and to the modules within which they lie (as covered in relevant course syllabi or as suggested in reading lists prepared by the committee members).

For the second meeting, the thesis prospectus defense, the student should supply the members of the thesis committee (see article 15 below) with a 15-30 page proposal, specifying the intellectual issue to be addressed, the methodology to be employed, and an overview of the pertinent literature and types of data to be consulted/utilized. The session will entail discussion of these matters and will aim to reach agreement between the committee members and the student as to how to proceed.

In accordance with University requirements, the advancement examining committee (Candidacy Committee) for the qualifying exam must consist of five

members. At least two members in addition to the Chair must hold either a primary or joint appointment in the student's department or academic unit. There can also be as many as three (besides the chair) from the department. There must be one member from outside the department but from UCI. It is desirable that this individual be familiar with the student's research field. If the student wishes to include a member who is not a faculty member at UCI, s/he should speak to the graduate director well in advance of the advancement exam. The inclusion of a non-UCI faculty member as an advancement committee member must be approved by the Department and the Office of Graduate Studies.

The Dean of Graduate Studies retains sole authority to grant these exceptions, which must be submitted in writing by the chair of the academic unit at least two weeks prior to the scheduling exam, and must be accompanied by a c.v. of the individual for whom the exception is being requested. The Graduate Director will consult with the student when nominating this committee. The actual appointment of Committee members is made by the Dean of Graduate Studies.

The student should prepare copies of all three qualifying papers for each member of the committee. If one of the papers is in the same area as the proposed dissertation, the student should indicate that to committee members. If none of the papers is related to the dissertation, the student should indicate that to committee members.

13. Credit for Master's Degree

A student who has a Master's degree from some other institution or unit of the University and who has written a substantial paper in fulfillment of the requirement for this degree may submit that paper to the Graduate Director for approval in lieu of one of the three required papers. The master's paper so submitted will be assessed by at least two faculty members for possible approval as a substitute for a qualifying paper.

14. Credit for Courses Taken Elsewhere

Where a student has an M.A., Ph.D., or coursework from a creditable institution, we will allow a transfer of credits for up to six courses. No more than three of these will count toward the requirement to take twelve graduate-level courses in political science.

Students can obtain credit for courses only after admission to the Program and only after written petition to the Graduate Director for credit. The Graduate Director will make a recommendation to the Department based on this petition.

15. Doctoral Thesis Committee

The Doctoral Committee supervises the final phase of the student's graduate study and approval of the dissertation. It ordinarily consists of three members. The Chair must be a member of the Department of Political Science. At least half of the members of the committee must be from the Department of Political Science; the total number of members on the committee is variable, with three as minimum. The Doctoral Committee is nominated by the Candidacy Committee at the time of the qualifying examination with the concurrence of the student, the Doctoral Committee chair, and the Graduate Director.

If necessary, changes may be made at a later date by submitting a memo to the Office of Graduate Studies. This should be done by the chair of the committee. Ordinarily, members of the Candidacy Committee continue as members of the Doctoral Committee, but others may be nominated. The Dean

of Graduate Studies appoints members of the Doctoral Committee based on the nominations.

16. Oral Defense of the Dissertation

Students will be examined orally on the dissertation. They may also expect this examination to cover the field in which the dissertation was written. All members of the doctoral committee must attend this meeting.

17. Concentrations in Public Choice and Political Psychology

Students can earn the Ph.D. in political science with a concentration in public choice or in political psychology. All of the program rules above apply. Additionally, students in each concentration are expected to take the concentration's core course sequence among their 18 graduate courses, and to write a dissertation on a topic related to the concentration. The public choice core sequence is 3-quarters long; the political psychology sequence is 2-quarters long. The political psychology concentration requires three additional courses selected from a specific list of courses.

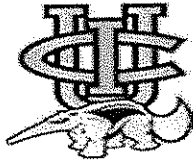
18. Policy regarding termination of graduate students on grounds of excessive time in program

Students who have not advanced to candidacy after 7 years or who have not completed the Ph.D. within 6 years after advancement to candidacy should expect to be asked to leave the program on the grounds of excessive time. These times do not include formal leaves of absence during which the student was absent from scholarly work.

The Graduate Director will implement this rule in consultation with the Graduate Committee and the Department as a whole. In implementation, they may consider whether:

- At least two faculty members in the department are willing to advise the student.
- There is evidence of potential for completion of the degree.

Any student who exceeds the time limits will normally lose eligibility for further financial support from the department.



University of California, Irvine

Department of Political Science

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2007-08 Graduate Student Accomplishments

(July 2007 to June 2008 only)

HIGHLIGHTS

In the 12 months of the 2007-08 academic year, our 71 students were very active in their academic endeavors. -- Four received their doctorate degrees and succeeded in finding academic positions.

Publications. Our students published 8 articles, book chapters or working papers, 3 of which were co-authored with UCI Political Science professors. Students listed 11 other articles or chapters as forthcoming.

Conference Presentations. Our students gave 58 presentations to external conferences, 43 of which were presentations at major national political science conferences. (Our students also gave numerous other presentations for events held on the UCI campus, not listed here.)

Grants, Fellowships and Awards. Our students received numerous awards and fellowships from external sources. (The numerous awards from the UCI School of Social Sciences are also not listed here, due to space considerations.)

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#### PUBLICATIONS

**Alexander, Amy.** 2007. "Empowering Women: The Role of Economic Development, Political Culture and Institutional Design in the World's Societies" in *Working Paper Series for the Center for the Study of Democracy*, University of California, Irvine.

**Gellars, Joshua.** 2008. "University of Florida," in J. Golson & S. Philander (eds.), *Encyclopedia of Global Warming and Climate Change*, Thousand Oaks: SAGE Publications.

Russell J. Dalton, Doh C. Shin, and **Willy Jou.** 2008. "Understanding Democracy: Data From Unlikely Places," *Journal of Democracy*, 18 (4): 142-156.

Jafari, M, Elahi, F, **Saba Ozyurt,** T. Wrigley. 2007. "Religious Perspectives on Embryonic Stem Cell Research," in K. Monroe, et al. (eds), *The Fundamentals of the Stem Cell Debate: The Scientific, Religious, Ethical, and Political Issues*. University of California Press.

**Rim, Kathy.** 2007. "Model, Victim, or Problem Minority? Examining the Socially Constructed Identities of Asian-Origin Ethnic Groups in California's Media." *Asian American Policy Review*, 16 (June)

**Scola, Becki.** 2007. "Women and Social Movements," *Journal of Women, Politics and Policy*, 28 (3-4).

Natalie Masuoka, Louis DeSipio, **Christopher Stout.** 2008. "Asian American Immigrants as the New Electorate: Exploring Turnout and Registration of a Growing Community." *Asian American Policy Review* Vol. 17, No.2.

**Wehrenfennig, Daniel**, Gershon Sahfir and Alison Brysk. 2007. "Conclusion: Human Rights in Hard Times." In Alison Brysk and Gershon Shafir, eds., *National Insecurity and Human Rights: Democracies Debate Counterterrorism*. Berkley: University of California Press, pp. 158-177.

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## FORTHCOMING PUBLICATIONS

**Alexander, Amy**. Forthcoming. "The Gender Gap in Parliamentary Support for Reproductive Rights: Comparisons across Western Europe," in *Working Paper Series for the Center for the Study of Democracy*, University of California, Irvine.

**Alexander, Amy**, Kristen Monroe, **Saba Ozyurt**, T. Wrigley. Forthcoming. "Gender Equality in Academia: Bad News from the Trenches and some Possible Solutions." *Perspectives on Politics*.

**Baer, Madeline**. Forthcoming. "The Global Water Crisis, Privatization, and the Bolivian Water War," in John M. Whiteley, Helen Ingram, and Richard Perry, eds., *Water, Place and Fairness: Tempering Efficiency with Equity*. MIT Press.

**Baer, Madeline** and Alison Brysk. Forthcoming. "New Rights for Private Wrongs: FGM, Health, and Self-Determination," in Clifford Bob, ed., *Rights on the Rise: International Mobilization for New Human Rights*. University of Pennsylvania Press.

**Bowman, Robin**, Paul Bolt, Su Chenghe, and David H. Sacko,. Forthcoming. "Chinese, American, and Russian Security Policies: The Response to Terrorism," in Paul J. Bolt, Su Changhe, and Sharyl Cross, eds., *The United States, Russia, and China: Confronting Global Terrorism and Security Challenges in the 21st Century*. Praeger Security International.

**Hemmer, Bruce**. Forthcoming. "The Democratization of Peacebuilding: Democratic Exposure and the Politically Participatory Ideology of Peacebuilding NGOs in Northern Ireland and Bosnia." *Research in Social Movements, Conflicts and Change*.

Wong, Janelle, **Kathy Rim**, and Haven Perez. Forthcoming. "Latino and Asian Protestant Churches and Conservative Politics in the United States," in S. Karthick Ramakrishnan and Irene Bloemraad, eds., *Civic Roots and Political Realities: Community Organizations and Political Engagement Among Immigrants in the United States and Abroad*. New York: Russell Sage Foundation Press.

**Van Sickle, Alix** and Wayne Sandholtz. Forthcoming. "The Right to Democracy," in Wayne Sandholtz and Ken Stiles, eds., *Cycles of International Norm Change*. Oxford University Press.

**Wehrenfennig, Daniel**. Forthcoming. "Conflict Management and Communicative Action: Second Track Diplomacy from a Habermasian Perspective." *Communication Theory*. August 2008.

**Wehrenfennig, Daniel**. Forthcoming. "Legal Money with an Illegal Past: The Unchallenged Power of the New Terror Economy in a Globalized World," in Michaelene Cox, ed.,. *State of Corruption, State of Chaos: The Terror of Political Malfeasance*. Rowman & Littlefield/Lexington Books.

**Albert Wolf**. Forthcoming. "Distraction Theory of War," Colonial Wars," and "War Termination," in George Kurian, ed., *International Encyclopedia of Political Science*. Washington, DC, Congressional Quarterly Press.

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### CONFERENCE PRESENTATIONS (external to UCI)

**Alexander, Amy** with K. Coulter. "Explaining the Gender Gap in Pathways to Parliament: Comparisons across Western Europe." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Alexander, Amy** with C. Welzel. "Effective Democracy: A Concept to Capture Democracy's Empowering Nature." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Alexander, Amy** with C. Welzel. "Explaining Gender Equality: The Mediating Role of Emancipative Attitudes." Paper presented at the Annual Meeting of the Western Political Science Association, San Diego, March 2008.

**Alexander, Amy.** "The Influence of Context on Parliamentary Support of a Women's Right to Choose." Paper presented at the Annual Meeting of the Southwestern Social Science Association, Albuquerque, March 2008.

**Alexander, Amy** with K. Coulter. "Gender Differences in Elite Recruitment and Attitudes: Comparing European Democracies." Paper presented at the Annual Meeting of the American Political Science Association, Chicago, September 2007.

**Alexander, Amy.** "Evaluating Support for Democratic Communities in the Attitudes of European Parliamentarians from Eastern and Western Europe." *Democracy and Governance in Central and Eastern Europe*, Luneburg, Germany, August 2007.

**John Altick.** "Finding the Political in Governance and the UN Global Compact." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**John Altick.** "Governance in the United Nations Global Compact: The Quest for a Constitution and Praxis of Good Governance at the Global Level." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Baer, Madeline.** "From Private Grievance to Human Right: How FGM Became an International Human Rights Issue." Paper presented at the Annual Meeting of the American Political Science Association, Chicago, September 2007.

**Balding, Christopher.** "The Role of World Bank Lending in Chinese Economic Development, Poverty Reduction, and Social Adjustment." *Annual Bank Conference on Development Economics*, The World Bank, Bled, Slovenia, May 2007.

**Bergeron, Joe.** "Policy Agendas as Vehicles for Negotiating Tensions in the Organized LGBT Movement." Paper presented at the Annual Meeting of the American Political Science Association, Chicago, September 2007.

**Bergeron, Joe.** "The Impact of Public Policy Losses on Social Movement Strategy." Paper presented at the Annual Meeting of the Western Political Science Association, San Diego, March 2008.

**Chiu, William.** "Politics in the Mind: Evaluating Neuroscientific Accounts of Moral Judgment." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Choi, Moon-Young.** "Little India." *Conference/Workshop on Ethnic Communities*, University of Amsterdam, January 2008.

**Cooper, Katie.** "The States and Trust in Government: Exploring the Causes for the

Divergent Levels of Trust between the States." Paper presented at the Annual Meeting of the Western Political Science Association, San Diego, March 2008.

**Cooper, Katie.** "The States and Trust in Government: Exploring the Causes for the Divergent Levels of Trust between the States." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Coulter, Kristine.** "The Impact of Welfare State Policies on Abortion Rates." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Coulter, Kristine** and A. Alexander . "Contextualizing Gender Differences in Elite Recruitment and Selection. Paper." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Coulter, Kristine** and A. Alexander. "Gender Differences in Elite Recruitment and Selection: Comparing European Democracies." Western Political Science Association, San Diego, March 2008.

**Coulter, Kristine** and A. Alexander. "Gender Differences in Elite Recruitment and Attitudes: Comparing European Democracies." Paper presented at the Annual Meeting of the American Political Science Association, Chicago, August 2007.

**Doyle, Thomas.** "The Morality of Acquiring Nuclear Weapons in the Second Nuclear Age." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Doyle, Thomas.** "Norm Decay and the Nuclear Non-Proliferation Norm." Paper presented at the Annual Meeting of the International Studies Association, San Francisco, March 2008.

**Doyle, Thomas.** "An Examination of International Cooperation on Civilian Nuclear Power / The Demand for Ethical and Nondiscriminatory Regimes." *Public Policy and Nuclear Threats Conference*, Lawrence Livermore Laboratories, Livermore CA, February 2008.

**Ensch, John.** "Bureaucracy, Democracy, and Institutional Change: Caltrans as a Case Study." *Symposium on Positive Political Theory of Law*, Center for the Study of Law and Politics, Gould School of Law, University of Southern California, September 2007.

**Ensch, John.** "The Seat Share of the Smaller Parties and Social Trust." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Fisher, Brian.** "Climate Justice: Human Security and Climate Change in Tuvalu." Paper presented at the Annual Meeting of the International Studies Association, San Francisco, March 2008.

**Gellars, Joshua.** "U.S. Congressional Conceptions of Climate Change: An Interpretivist Approach." *International Conference on Interpretive Policy Analysis III*, University of Essex, June 2008.

**Haddad, Heidi.** "Gender Roles in the Muslim World: A Value Difference between Men and Women?" Paper presented at the Annual Meeting of the International Studies Association, San Francisco, March 2008.

**Haddad, Heidi.** "Gender Roles in the Muslim World: A Value Difference between Men and Women?" Paper presented at the Annual Meeting of the Western Political Science Association, San Diego, March 2008.

**Hemmer, Bruce.** "Bosnia and Herzegovina." *Civil Society and Peacebuilding*, Antalia, Turkey, November 2007.

**Hemmer, Bruce.** "The Democratization of Peacebuilding: Democratic Exposure and the Politically Participatory Ideology of Peacebuilding NGOs in Northern Ireland & Bosnia." *Cutting Edge Theories and Recent Developments in Conflict Resolution Conference*, Program on Analysis & Resolution of Conflicts, Syracuse University, September 2007.

**Hernandez, Jennifer.** "Naturalization, Socialization, and Political Incorporation: The Case of Latino Youth in Florida and San Diego." *Politics of Race, Immigration, and Ethnicity Consortium*, April 2008.

**Hshieh, Hsin-yeh.** "Vote Distribution System in Taiwan's 2004 Legislative Yuan Election." Paper presented at the Annual Meeting of the International Studies Association, San Francisco, March 2008.

**Ibarra, Armando.** "The Intersection of Labor, Politics and Space: Unauthorized Latinos in Moorefield, WV & Siler City, NC." *Center for Research on Latinos in a Global Society*, 2007.

**Ibarra, Armando.** "The Intersection of Labor, Politics and Space: Unauthorized Latinos in Moorefield, WV & Siler City, NC." Paper presented at the Annual Meeting of the American Political Science Association, Chicago, September 2007.

**Jou, Willy.** "Examining Turnout in British General Elections, 1987-2005." Paper presented at the Annual Meeting of the Southwestern Social Science Association, Las Vegas, March 2008.

**Jou, Willy.** "The Effect of Social Capital on Political Interest, Efficacy, and Democratic Beliefs in Japan." Paper presented at the Annual Meeting of the Western Political Science Association, San Diego, March 2008.

**Kelman, Jonathan.** "A Different Kind of Power Shift: Illicit Flows, State Power and the Pakistani Nuclear Weapons Program." Paper presented at the Annual Meeting of the International Studies Association, San Francisco, March 2008.

**Kelman, Jonathan.** "From DIY to Off-the-Shelf: The Future of Nuclear Proliferation in the Developing World." Paper presented at the Annual Meeting of the International Studies Association West, September 2007.

**Kline, Reuben.** "Comparative Party Competition, the Effective Number of Parties and the Banzhaf Index." Paper presented at the Annual Meeting of the Southwestern Social Science Association, Albuquerque, March 2008.

**Kruse, Karl.** "Realism and the Security of Energy Supplies in Northeast Asia: Why Conventional Wisdom is Wrong." Paper presented at the Annual Meeting of the International Studies Association, San Francisco, March 2008.

Kristen Monroe and **Adam Martin.** "The Moral Identity." *International Society for Political Psychology*, Portland, Oregon, July 2007.

**Nelle, Bryan.** "Finding the Political in Governance and the UNGC." Paper presented at the Annual Meeting of the Western Political Science Association, San Diego, March 2008.

**Nelle, Bryan.** "Governance in the United Nations Global Compact." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Ozyurt, Saba.** "Between Tradition and Modernity: Impact of Religion and Religious Institutions on the Acculturation to Muslim Immigrant Women in the West." *International Society of Political Psychology*, Portland, Oregon, July 2007.

**Rim, Kathy.** "Structure, Agency, and Cumulative Disadvantage in the Immigration Rallies of 2006: A Comparative Analysis of Latina/o and Asian American Elite Mobilization." Paper presented at the Annual Meeting of the Western Political Science Association, San Diego, March 2008.

**Rim, Kathy.** "Asian American and Latino Immigrant Mobilization and Participation in the 2006 Immigration Rallies." Paper presented at the Annual Meeting of the American Political Science Association, Chicago, September 2007.

**Robb, Denise.** "Does Instant Runoff Voting Promote a More Cooperative Style of Campaigning? An Analysis of Mass Mailers in the San Francisco Board of Supervisors' Election. Hawaii International Conference on Social Sciences, May 2008.

**Shella, Kimberly.** "Mixed Effects of Diversity on Interethnic Trust: Ethnically Divided, New Democracies." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Shella, Kimberly.** "Interethnic Trust and Membership in Liberal and State-linked Associations in Nigeria". African Studies Association, New York, NY, October 2007.

**Stout, Christopher.** "The Missing Link in Black Participation: Black Candidates at the State Level and Their Effect on Turnout." American Political Science Association, Chicago, September 2007.

**Stout, Christopher.** "Rating LA's Top Cop: Assessing the Effect of Race on Police Chief Approval" *Politics of Race, Immigration, and Ethnicity Colloquium*, Riverside, California 2008.

**Van Sickle, Alix.** "Building Support for Democracy in Latin America: A Role for Civil Society?" Paper presented at the Annual Meeting of the Western Political Science Association, San Diego, March 2008.

**Van Sickle, Alix.** "Civil Society and Democratic Citizenship in Latin America." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2008.

**Wilson, Victoria.** "Cultural Nationalism, Gender, and Cyborg Citizenship: Rethinking the Divide between Gender and Race Liberation in Cultural Nationalist Ideology." Paper presented at the Annual Meeting of the American Political Science Association, Chicago, September 2007.

**Wehrenfennig, Daniel.** "Dialogue makes a Difference: Learning from Israel/Palestine and Northern Ireland." Paper presented at the Annual Meeting of the International Studies Association, San Francisco, March 2008.

**Wehrenfennig, Daniel.** "Digital Bridges – The Use of Modern Information and Communication Technology for Conflict Management." Paper presented at the Annual Meeting of the International Studies Association, San Francisco, March 2008.

**Wehrenfennig, Daniel.** "Digital Bridges – The Use of Modern Information and Communication Technology for Conflict Management." Paper presented at the Annual Meeting of the American Political Science Association, Chicago, September 2007.

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SELECTED GRANTS, FELLOWSHIPS, AWARDS (external to UCI School of Social Sciences)

Ahmed, Zahra. Fellowship, Center for Law and Society, University of California, Irvine.

Alexander, Amy. Research Fellow, Regional Business Fellowship, Center for the Study of Democracy, University of Lueneburg, Germany.

Alexander, Amy. Researcher, Jacobs University Bremen, Germany.

Alexander, Amy. Travel Grant, Graduate Retreat for Young Comparativists, The Minda de Gunzburg Center for European Studies, Harvard University, Cambridge, MA.

Alexander, Amy. Jack and Suzanne Peltason Fellow of the Center for the Study of Democracy, University of California, Irvine.

Appenrodt, Katie. Exchange Program Fellowship, Center for Asian Studies and Peking University.

Baer, Madeline. Don Owen Water Science and Policy Fellowship, School of Social Ecology and The Urban Water Research Center, University of California, Irvine.

Megan Bodane. Southeast European Language Training Grant, American Council of Learned Societies.

Budz, Michelle. Dissertation Fellowship, Institute for Global Conflict and Cooperation (IGCC), University of California.

Budz, Michelle. Visiting Fellow, Australian National University, Canberra, Australia.

Chen, Chih-Chieh (Titus). Hayward Alker Postdoctoral Fellowship, Center for International Studies, University of Southern California.

Choi, Moon-Young. Peltason Fellow, Center for the Study of Democracy.

Doyle, Thomas. Fellowship, Institute for Global Conflict and Cooperation (IGCC), Public Policy and Nuclear Threats.

Doyle, Thomas. National Science Foundation Grant, Integrative Graduate Education and Research Traineeship program (IGERT).

Fisher, Brian. Center for Unconventional Security, University of California, Irvine.

Kelman, Jonathan. Participant, IGCC's Public Policy and Nuclear Threats (PPNT), University of California, San Diego, July 2007.

Kline, Reuben. Scholarship, National Science Foundation (Empirical Implications of Theoretical Models workshop, Washington University in St. Louis, June 2008.

Kronberger, Morgan. Kugelman Peacebuilding Fellowship, Center for Citizen Peacebuilding, University of California, Irvine.

Kruse, Karl. Fellowship for study in Japan, Center for the Study of Democracy, University of California, Irvine.

Ozyurt, Saba. Graduate Fellow of the American Academy of Political and Social Sciences.

Ozyurt, Saba. Frances Benton Fellowship Award.

Rahman, Fatima. William F. Podlich Fellowship, Center for the Study of Democracy, University of California, Irvine.

Robb, Denise. Warren E. Miller Award, University of Michigan.

Shella, Kimberly. John A. Garcia Tuition Scholarship (ICPSR).

Shella, Kimberly. Aznar-Argyos Summer Fellowship, Center for the Study of Democracy, University of California, Irvine.

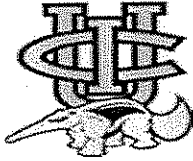
Wehrenfennig, Daniel. The Kugelman Citizen Peacebuilding Research Fellowship 2007, Center for Citizen Peacebuilding, University of California, Irvine.

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## 2006-07 Graduate Student Accomplishments

(July 2006 to June 2007 only)

### HIGHLIGHTS

In the 12 months of the 2006-07 academic year, our 65 students were incredibly active in their academic endeavors.

-- Five received their doctorate degrees and succeeded in finding academic positions.

-- **Publications.** Our students published 19 articles or book chapters. 12 of these articles appeared in peer-reviewed journals; 9 of the 19 were co-authored with UCI Political Science professors. Students listed 13 other articles or chapters as forthcoming.

-- **Conference Presentations.** Our students gave 68 presentations to external conferences, 49 of which were presentations at major national political science conferences. (Our students also gave numerous other presentations for events held on the UCI campus, not listed here.)

-- **Grants, Fellowships and Awards.** Our students received numerous awards and fellowships from external sources. (The numerous awards from the UCI School of Social Sciences are also not listed here, due to space considerations.)

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### PUBLICATIONS

**Cleary, Matthew.** 2007. "Contemporary Islamism: Trajectory of a Master Frame," in *The American Journal of Islamic Social Sciences* (AJISS) issue, vol. 24, no. 2 (spring).

**Bowman, Robin.** 2007. "Moro Insurgents and the Peace Process in the Philippines" in James J.F. Forest, editor, *Countering Terrorism and Insurgency in the 21st Century: International Perspectives*, Praeger Security International.

**Drummond, Andrew.** 2006. "The Impact of Party Affect on Voter Sincerity in Open and Closed Electoral Systems." *Paper Series for the Center for the Study of Democracy*.

**Drummond, Andrew.** 2006. "Electoral Volatility and Party Decline in Western Democracies: 1970-1995." *Political Studies*. 54 (3): 628-647.

Rein Taagepera and **John Ensch.** "Institutional Determinants of the Largest Seat Share," by. *Electoral Studies* 25 (2006), 760-775.

**Hemmer, Bruce,** Paula Garb, Marlett Phillips, and John L. Graham. "Putting the "up" in Bottom-up Peacebuilding: Broadening the Concept of Peace Negotiations." *International Negotiation* 11 (2006): 129-62.

**Jensen, Michael J.** and Alladi Venkatesh. 2007. "Government Websites and Political Engagement: Facilitating Citizen Entry into the Policy Process." Barbara Thönssen et al., eds. *Proceedings of TED Conference on e-Government: Enhancing Public*

*Administration Back Offices*. Linz, Austria: Trauner Verlag.

**Jensen, Michael**, James N. Danziger, and Alladi Venkatesh. 2007. "Civil Society and Cyber Society: Community Associations and Democratic Politics." *The Information Society*. Vol. 23, No. 1.

Meyer, David S. and **Lindsey Lupo**. 2007. "Assessing the Politics of Protest: Political Science and the Study of Social Movements." In *Handbook of Social Movements*. Edited by Conny Roggeband and Bert Klandermans. New York: Springer Press.

Louis DeSipio, **Natalie Masuoka**, and **Christopher Stout**. 2006. "The Changing Non-Voter: What Differentiates Non-Voters and Voters in Asian American and Latino Communities?" *Paper Series for the Center for the Study of Democracy*.

**Masuoka, Natalie**, Bernard Grofman and Scott Feld. 2007. "Ranking Departments: A Comparison of Alternative Approaches." *PS: Political Science and Politics* 40 (3).

**Masuoka, Natalie**, Bernard Grofman and Scott Feld. 2007. "The Production and Placement of Political Science Ph.D.s, 1902-2000." *PS: Political Science and Politics* 40 (2): 361-366.

**Masuoka, Natalie**, Bernard Grofman and Scott Feld. 2007. "The Political Science 400: A 20 Year Update." *PS: Political Science and Politics* 40 (1): 133-145.

**Rim, Kathy**. 2007. "Model, Victim, or Problem Minority? Examining the Socially Constructed Identities of Asian-Origin Ethnic Groups in California's Media" *Asian American Policy Review*. 16 (June)

**Scola, Becki**. 2007. "Women of Color in State Legislatures: Gender, Race, and Legislative Office Holding." *Journal of Women, Politics, and Policy* 28(3-4).

García Bedolla, Lisa and **Becki Scola**. 2006. "Finding Intersection: Race, Class and Gender in the California Recall." *Politics & Gender*.

**Wehrenfennig, Daniel**. 2006. "The Human Right of Religious Freedom in International Law Practices." *Peace Review* Vol. 18 No.3, p. 403-410.

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FORTHCOMING PUBLICATIONS

Baer, Madeline and Alison Brysk. Forthcoming. "New Rights for Private Wrongs: FGM, Health, and Self-Determination" in Clifford Bob, ed., *Rights on the Rise: International Mobilization for New Human Rights*.

Forthcoming. "The Global Water Crisis, Privatization, and the Bolivian Water War" in John M. Whiteley, Helen Ingram, and Richard Perry, eds., *Water, Place and Fairness: Tempering Efficiency with Equity*. MIT Press.

Bowman, Robin, Paul Bolt, and Su Chenghe,. Forthcoming. "Chinese and American Security Policy in the Post-Cold War World: Unilateral, Bilateral, and Multilateral Responses to the Changing International Environment" in *International Dimensions of the Global War on Terrorism and 21st Century World Security Challenges: Perspectives from China, Europe, Russia, and the United States* (tentatively titled).

Masuoka, Natalie. Forthcoming. "Political Attitudes and Ideologies of Multiracial Americans: The Implications of Mixed Race in the U.S.." *Political Research Quarterly*.

Masuoka, Natalie. Forthcoming. "Defining the Group: Latino Identity and Political Participation." *American Politics Review*.

Junn, Jane and **Natalie Masuoka.** Forthcoming. "Identities in Context: Racial Group Consciousness and Political Participation Among Asian American and Latino Young Adults." *Applied Developmental Science*.

Fowler, James, Bernard Grofman and **Natalie Masuoka.** Forthcoming. "Social Science Networks in Political Science: Department Attractiveness and Ph.D. Placement, 1960-2002." *PS: Political Science and Politics* 40 (4).

Nuño, Stephen and Fernando Guerra. "Political Representation and Resident Perceptions of the City of Los Angeles" in 2007 Los Angeles, State of the City Report. Pat Brown Institute of Public Affairs; Los Angeles, CA.

Nuño, Stephen, Matt Barreto and Gabriel Sanchez. Forthcoming. "Methods in Exit Polling," in Frank Columbus, ed., *Public Opinion Research Focus*. Columbus; Nova Science Publishers.

Nuño, Stephen. Forthcoming. "Latino Politics." In William A. Darity, ed. *International Encyclopedia of the Social Sciences, 2nd ed.*, Macmillan Reference USA; Detroit, MI.

Jafari, M, Elahi, F, **Saba Ozyurt, T. Wrigley.** Forthcoming "Religious Perspectives on Embryonic Stem Cell Research" in K. Monroe (eds). *Stem Cells: Science, Ethics, and Politics in Dialogue*. University of California Press.

Wong, Janelle, **Kathy Rim** and Haven Perez. Forthcoming. "Latino and Asian Protestant Churches and Conservative Politics in the United States." In Karthick Ramakrishnan and Irene Bloemraad, eds., *Civic Roots and Political Realities: Community Organizations and Political Engagement Among Immigrants in the United States and Abroad*.

Wehrenfennig, Daniel. Forthcoming. "Legal Money with an Illegal Past: The unchallenged power of the New Terror Economy in a Globalized World." In: Michaelene Cox (ed.), *State of Corruption, State of Chaos: The Terror of Political Malfeasance*. Rowman & Littlefield/Lexington Books.

Wehrenfennig, Daniel. Forthcoming. "Best Practice in Counter-Terror and Human Rights." In Brysk, Alison and Gershon Shafir, eds., *Counter-Terror and Human Rights: International Perspectives on National Insecurity*. UC Press.

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CONFERENCE PRESENTATIONS (external to UCI)

Ahmed, Zahra. "Democratic Values Transmitted through Service-learning: from Personal Responsibility to Social Justice." Association of Pan-African Doctoral Scholars, April 2007.

----- "The Politics of Engagement: Locating the Citizen and the State in Civic Engagement Policy." Western Political Science Association, Las Vegas, March 2007.

----- "Bridging the Gap: Culture as a Mediating Force for Women's Increased Participation." American Political Science Association, Philadelphia, September 2006.

----- "From the Classroom to the Community: Reconsidering Service-learning in a Critical Pedagogical Context." American Political Science Association, Philadelphia,

September 2006.

----- "Engaging our Youth: Interrogating Contexts for Civic and Political Engagement Among Students." Association of Pan-African Doctoral Scholars, July 2006.

Alexander, Amy. "Evaluating Support for Democratic Communities in the Attitudes of European Parliamentarians from Eastern and Western Europe." Democracy and Governance in Central and Eastern Europe, Luneburg, Germany, August 2007.

----- "Empowering Women: The Role of Economic Development, Political Culture and Institutional Design in the World's Societies." Midwest Political Science Association, Chicago, April 2007.

----- (with Chris Balding). "The Hard Part of Becoming a Female Representative: Becoming a Female Candidate." American Political Science Association, Philadelphia, August 2006.

----- (With Monroe, K.R., Ozyurt, S., Wrigley, T.). "Gender Equality in Academia: Bad News from the Trenches and some Possible Solutions." International Society of Political Psychology, July 2006.

Baer, Madeline. "Human Rights and Private Wrongs: International and Local Campaigns Against Female Genital Mutilation." International Studies Association. Chicago, March 2007

Balding, Christopher. "The Role of World Bank Lending in Chinese Economic Development, Poverty Reduction, and Social Adjustment." World Bank Annual Bank Conference on Development Economics, Bled, Slovenia, May 2007.

----- "A Two-Sided Market Analysis of Institutions." European Social Choice and Welfare Society, Istanbul, Turkey, July 2007.

----- "Do Democracies Trade More than Authoritarian States: A Look at the Empirics." International Studies Association, Chicago, March 2007.

----- "The Hard Part of Becoming a Female Representative? Becoming a Female Candidate." Midwest Political Science Association, Chicago, April 2007.

----- "Joining the World Trade Organization: It's All About the Exports." The Changing Structure of World Trade and Investment and its Impact on Poverty and Income Inequality, Ben Gurion University, Beer-Sheva, Israel, March 2006.

Bergeron, Joe. "Sexual Identity and Queer Marginalization in American Politics." American Political Science Association, Philadelphia, August 2006.

----- "Social Movements and Public Policy: Learning from the Organized LGBT Movement in the United States." Western Political Science Association, Las Vegas, March 2007.

Bowman, Robin. "Chinese and American Security Policy in the Post-Cold War World: Unilateral, Bilateral, and Multilateral Responses to the Changing International Environment." 21st Century World Security Challenges: Perspectives from China, Europe, Russia, and the United States Conference/Workshop, Shanghai, China, 2006.

Budz, Michelle. "Sinking Ships, Smugglers, and Sovereign States." International Studies Association, Chicago, March 2007.

Chen, Chih-Chieh (Titus). "Paper title." Northwestern Political Science Association, Boston, November 2006.

----- "Paper title." International Studies Association, Chicago, March 2007.

Choi, Moon-Young. "The Politics of Signage and Space: An Examination of Critical Factors Influencing Claims-Making toward "Ethnic Space." Western Political Science Association, Las Vegas, March 2007.

----- "Research Presentation on 'Little India.'" Conference/Workshop on Ethnic Communities Convened by Institute for Migration and Ethnic studies (IMES), University of Amsterdam, May 2007

Doyle, Thomas. "Taboos and Sanctions: Preventing Nuclear Weapons Proliferation." International Studies Association, Chicago, March 2007.

----- "Moderate Foundationalism in Democratic Theory." Western Political Science Association, Las Vegas, March 2007.

Drummond, Andrew. "Open and Closed: Sincere Voting and Party Attachment in Electoral Context." Midwest Political Science Association, Chicago, April 2006.

Ensch, John. "The Seat Share of the Smaller Parties and Social Trust." Midwest Political Science Association, Chicago, April 2007.

Fisher, Brian. "Contextual Environmentalism: The Effects of Climate Change." Western Political Science Association, Las Vegas, March 2007.

----- "The Construction of Arctic Global Climate Change: The Case of the Inuit." International Studies Association, Chicago, March 2007.

----- "Nature Divided: Transnational Environmental Discourse and the Environment in the Brazilian Amazon." International Studies Association and NE/NPSA, Boston, November 2006.

Hemmer, Bruce. "Peace Constituency Mobilization by Peacebuilding NGOs in Northern Ireland & Bosnia." American Political Science Association, Philadelphia, September 2006.

Hsu, Jason. "The Rise and Fall of the INDUCE Act." American Political Science Association, Philadelphia, September 2006.

Ibarra, Armando. "The Intersection of Labor, Politics and Space: Unauthorized Latinos in Moorefield, WV & Siler City, NC." Pacific Sociological Association Annual Conference, 2007

----- "The State and Immigrant Incorporation: A Theoretical Assessment of the Immigrant Position in America." National Association of Chicano/a Studies Annual Conference, Guadalajara, Mexico, 2006.

----- "Mexican Labor: The Construction of Legality, Space and New Destination

Immigration." National Association of Chicano/a Studies Annual Conference, 2007.

Jensen, Michael. "Electronic Democracy in America." Jaume Bofill Foundation, Barcelona, Spain, April 2007.

----- "Images of Citizenship: A Content Analysis of Local Government Websites." Midwest Political Science Association, Chicago, April 2007.

----- "Panel on Social Networks and the Internet." Midwest Political Science Association, Chicago, April 2007.

----- "Government Websites and Political Engagement: Facilitating Citizen Entry into the Policy Process." Towards Electronic Democracy Workshop, 10th International Conference on Business Information Systems, Poznan University of Economics, Poznan Poland, April 2007.

Jones, Nathan. "The Decision to Invade and the Iraqi Insurgency as a Market Entry/Exit Game." International Studies Association, Chicago, March 2007.

Jou, Willy. "Not Just a Western Phenomenon? Testing the Impact of Social Capital in Asia." Midwest Political Science Association, Chicago, April 2007.

Kline, Reuben. "Competing Approaches to Measuring Party Competition: the Effective Number of Parties and the Banzhaf Index." Southwestern Political Science Association, Albuquerque, March 2007.

----- Chair and Discussant for Panel on "Political Parties in Comparative Perspective." Southwestern Political Science Association, Albuquerque, March 2007.

Komaie, Maryam and Etel Solingen. "Carrots, Sticks, and Nonproliferation: The Case of Iran." International Studies Association, Chicago, March 2007.

Martin, Adam with Kristen Monroe. "The Moral Identity: Can Work On Religious Experience Help Construct A Philosophical Framework For Understanding The Neuroscientific Foundation For Altruism?" Conference on Peace Studies and Peace Education, Institute for Human Sciences, Boston University, December 2006

Masuoka, Natalie and **Kathy Rim.** "Developing a Comparative Framework to Study Race and Ethnic Politics: Asian American Vote Choice and Racial Group Attachment." Midwest Political Science Association, Chicago, April 2007.

Masuoka, Natalie. "Contesting racial Group Cohesion: Multiracial Incorporation and Minority Political Opportunity in the 2000 Census Debates." American Political Science Association, Philadelphia, September 2006.

DeSipio, Louis, **Natalie Masuoka** and **Christopher Stout.** "The Changing Non-Voter: What Differentiates Non-Voters and Voters in Asian American and Latino Communities?" American Political Science Association, Philadelphia, September 2006.

Minney, Maria. "Paper title." Western Political Science Association, Las Vegas, March 2007.

----- "Paper title." Midwest Political Science Association, Chicago, April 2007.

Moore, Colin. "Paper title." International Studies Association, Chicago, March 2007.

Stephen Nuño. "Republicanus Latinus Erectus: The Missing Link?" American Political Science Association, Philadelphia, September 2006.

Ozyurt, Saba. "Between Tradition and Modernity: Impact of Religion and Religious Institutions on the Acculturation to Muslim Immigrant Women in the West." International Society of Political Psychology, Portland, Oregon, July 2007.

Rim, Kathy. "Politics of Race, Immigration, and Ethnicity." University of Southern California, April 2007.

----- "Hawai'i versus the Mainland: Examining the Impact of Racial Group Consciousness on Asian American Political Participation." Midwest Political Science Association, Chicago, April 2007.

----- (with Natalie Masuoka). "Developing a Comparative Framework to Study Racial Group Attachment: Asian American Vote Choice and the Mediating Effect of Immigration." Midwest Political Science Association, Chicago, April 2007.

----- "Hawai'i versus the Mainland: Examining the Differential Effects of Group Consciousness on Asian American Political Participation." Politics of Race, Immigration, and Ethnicity, UC Riverside, Winter 2007.

----- "Model, Victim, or Problem Minority? Examining the Socially Constructed Identities of Asian Origin Ethnic Groups in California's Media." American Political Science Association, Philadelphia, September 2006.

Robb, Denise. "Does Ideology Affect Donations to Congress." Midwest Political Science Association, Chicago, April 2007.

Stout, Christopher. "Are African American Candidates at a Disadvantage in Statewide Elections? An Analysis of African American Senatorial Candidates." Politics of Race, Immigration, and Ethnicity Colloquium, UC Riverside, 2006.

DeSipio, Louis, Natalie Masuoka and **Christopher Stout.** "The Changing Non-Voter: What Differentiates Non-Voters and Voters in Asian American and Latino Communities?" American Political Science Association, Philadelphia, September 2006.

----- "The Missing Link in Black Political Participation: Black Candidates on the State Level and their effect on Black Turnout." Western Political Science Association, Las Vegas, March 2007.

Wan, Wilfred. "The Influence of the Decision-Making Process on Decision-Making: Explaining UNAMIR Policy." International Studies Association, Chicago, March 2007.

Wehrenfennig, Daniel, "The Importance of Ongoing Communication: Northern Ireland and Israel/Palestine in Focus." International Studies Association, Chicago, March 2007.

----- "Do you hear me now? The use of Modern Communication Technology for Conflict Management." International Studies Association, Chicago, March 2007.

----- "Beyond Diplomacy: Conflict Management in the Network Society." American Political Science Association, Philadelphia, September 2006.

Wilson, Victoria. "Cultural Nationalism, Gender, and Cyborg Citizenship: Rethinking the Divide between Gender and Race Liberation in Cultural Nationalist Ideology." Western Political Science Association, Las Vegas, March 2007.

----- "The Associational Roots of the Political Participation Gender Gap." Midwest Political Science Association, Chicago, April 2007.

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SELECTED GRANTS, FELLOWSHIPS, AWARDS (external to UCI School of Social Sciences)

Alexander, Amy. Institute of European Studies, Pre-Dissertation Fellowship, University of California, Berkeley, Spring 2007

----- Graduate Fellow of the Center for the Study of Democracy, University of California, Irvine, 2007.

----- Graduate Fellow of the Center for the Scientific Study of Ethics and Morality, University of California, Irvine, summer 2006.

Bergeron, Joe. James J. Harvey Dissertation Fellowship (Winter 2007 and Spring 2007)

----- Human Rights Campaign Foundation Graduate Student Grant (Winter 2007)

----- School of Social Ecology Warmington Public Policy Fellowship (Fall 2006)

----- Center in Law, Society, and Culture Graduate Student Fellowship (Summer 2006)

Chen, Chih-Chieh (Titus). UCI CGPACS graduate student small grant from summer research (2006)

----- UCI Center for Asian Studies graduate student research grant (2006 and 2007)

Doyle, Thomas. UCI CGPACS Small Grant for Research on Literature Review

Ferenstein, Gregory. Peltason Fellowship, Center for the Study of Democracy

Fisher, Brian. Coalition Advocating Human Security (CAHS) Fellowship for research on the effects of climate change on Pacific SIDS (Small Island Developing States), 2006-07.

----- CGPACS (Center for Global Peace and Conflict Studies), Research and

Hemmer, Bruce. Ebadi Fellow, Center for Citizen Peacebuilding, Fall 2006

----- Dissertation Research Grant, Center for Citizen Peacebuilding, Summer 2006.

----- Dissertation Research Grant, Center for the Study of Democracy, Summer 2006.

----- Graduate Student Researcher, Center for Citizen Peacebuilding, Winter 2006.

Hsieh, Hsin-Yeh. Award for the Center for Asian Studies – An award for Single Non-Transferable Vote System proposal, Spring Quarter, 2007

----- Award for the Center for Asian Studies – An award for East Asia Barometer proposal, Summer Quarter, 2006

Jou, Willy. Japan Student Services Organization (JASSO), Spring 2007.

Masuoka, Natalie. Dissertation Writing Grant, Center for the Study of Democracy, UCI, Summer 2006.

----- Ted Robinson Award for Outstanding Research in Minority Politics, Southwest Political Science Association, 2006.

Moore, Colin. CGPACS research grant, summer 2006.

Nuno, Stephen. UC MEXUS Research Dissertation Grant, University of California at Riverside, 2006-07.

Saba Ozyurt, UC Berkeley Institute of European Studies (IES) Pre-dissertation Fellowship Award, 2006

Rim, Kathy. ICPSR Summer Program Award Summer 2006

----- American Political Science Association Travel Grant Summer 2006

Scola, Becki. Most Promising Future Faculty, University of California, Irvine: Spring 2007. Competitively selected as one of two graduate students for excellence in research, teaching, and service to the UCI academic community.

----- Alice Paul Dissertation Prospectus Award: Summer 2006
Awarded by the American Political Science Association's Women's Caucus for the best dissertation prospectus on women and politics for the 2005/2006 academic year.

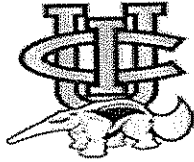
Wilfred Wan, Winter, Spring 2007: International Organization Stipend / Fellowship (with Professor Solingen)

Wehrenfennig, Daniel. CGPACS Graduate Student Small Grant, Summer 2006

----- Co-Author and Investigator, USAID project, "Comparative Case Studies of Lessons Learned in Putting the "UP" in Bottom-up Peacebuilding: Developing and Maintaining Effective Partnership and Networks for Citizen Peacebuilder", 2006-2007.

----- The Kugelman Citizen Peacebuilding Research Fellowship, Center for Citizen Peacebuilding (UCI), 2006.

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University of California, Irvine  
**Department of Political Science**

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## 2005-06 Graduate Student Accomplishments

(July 2005 to June 2006 only)

### HIGHLIGHTS

In the 12 months of the 2005-06 academic year, our students were very active in their academic pursuits.

-- **Publications.** Our students published 10 articles or book chapters 4 of which were co-authored with UCI Political Science professors.

-- **Conference Presentations.** Our students gave 75 presentations to external conferences, 58 of which were presentations at major national political science conferences. (Our students also gave numerous other presentations for events held on the UCI campus, not listed here.)

-- **Grants, Fellowships and Awards.** Our students received numerous awards and fellowships from external sources. (The numerous awards from the UCI School of Social Sciences are also not listed here, due to space considerations.)

### PUBLICATIONS

- Cave, Lisa A., Allison M. Johnson, S.J. Lange, and **Lindsey Lupo**. 2006. "Assessment/Learning Outcomes III Track Summary." *PS: Political Science and Politics* 39(3): 539-540.
- Masuoka, Natalie**. 2006. "Together They Become One: Examining the Predictors of Panethnic Group Consciousness Among Asian Americans and Latinos." *Social Science Quarterly* 87 (5): 993-1011.
- Masuoka, Natalie** and Daniel HoSang. 2005. "Political Potential: Asian Americans, California Politics and the Recall Election." In *Clicker Politics: Essays on the California Recall*, Shaun Bowler and Bruce Cain, eds. Prentice Hall (128-142).
- DeSipio, Louis and **Natalie Masuoka**. 2005. "Opportunities Lost? Latinos, Cruz Bustamante and California's Recall." In *Clicker Politics: Essays on the California Recall*, Shaun Bowler and Bruce Cain, eds. Prentice Hall (112-127).
- Solingen, Etel and **Saba Şenses Ozyurt**. 2005. "Mare Nostrum: The Sources, Logic and Dilemmas of the Euro-Mediterranean Partnership" in *The Convergence of Civilizations? Constructing a Mediterranean Region*. E. Adler, B. Crawford, R. del Sarto and F. Bicchì (eds.) University of Toronto Press.
- Scola, Becki**. and Lisa García Bedolla. 2005. "Race, Gender and the Recall Vote." In *Shawn Bowler and Bruce Cain, eds., Clicker Politics: The California Recall Election*. New York: Prentice Hall.
- Dalton, Russell and **Alix van Sickle**. "The Resource, Structural and Cultural Bases of Protest." *Center for the Study of Democracy Paper Series*. August 2005

Martin Johnson, **Chris Stout**, Shaun Bowler, and Max Niemen. 2005. "Cirque du Sacramento and Weary Californians: State and National Coverage of the Recall Campaign." In Shaun Bowler and Bruce Cain, eds., *Clicker Politics: Essays on the California Recall*. New York: Prentice Hall.

**Wehrenfennig, Daniel**. 2005. "Ongoing Communication: a Theoretical and Methodological Approach to Conflict Management", *BUS Journal of Knowledge I/2005, Düsseldorf (Germany)/Atlanta (USA)*, p. 2-13.

Stober, Dr. Dieter and **Daniel Wehrenfennig**. 2005. "Performance Measurement: Systematische Informationsvernetzung als qualitative Methode der Performance Messung." *BUS Journal of Knowledge II/2005, Düsseldorf (Germany)/Atlanta (USA)*, p. 2-21.

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### CONFERENCE PRESENTATIONS (external to UCI)

**Ahmed, Zahra**. "Considering Political Socialization Among African American Youth." Midwest Political Science Association, Chicago, April 2006.

**Alexander, Amy** (With Monroe, K.R., Ozyurt, S., Wrigley, T.). "The Psychology of Success: Discrimination and Coping Among Women in Academia." International Society of Political Psychology, July 2005.

----- "Evaluating Gendered Contexts of Women's Local Elite Political participation: A Look at Political Office-Holding and Candidacy in California Cities." Western Political Science Association, Albuquerque, March, 2006

**Baer, Madeline**. "Water Privatization and Civil Society in Bolivia." International Studies Association-West, Las Vegas, September 2005.

----- "Water Privatization and Civil Society in Bolivia: Addressing the Democratic Deficit of International Organizations." International Studies Association. San Diego, March 2006.

**Balding, Christopher**. "Joining the World Trade Organization: It's All About the Exports." Conference on The Changing Structure of World Trade and Investment and its Impact on Poverty and Income Inequality, Ben Gurion University, Beer-Sheva, Israel, March 2006.

----- "Organization Matters to Institutions: The Structural Design of the United Nations and World Trade Organization." Midwest Political Science Association, Chicago, April 2006.

----- "International Relations Theory, Great Power Apathy, and Conflict in the Great Lakes of Africa." Midwest Political Science Association, Chicago April 2006.

----- "The United Nations Security Council Under Proposed Reform: Modeling Indecision." Workshop on Computational Political Economics, University of Bielefeld, Germany, May 2006.

----- "It's Not a McWorld, It's a Golden Dragon Buffet World: The Emergence of Chinese Soft Power." International Studies Association West, Las Vegas, September 2005.

----- "Thinking Outside the (Ballot) Box: Gauging the Cognitive Consequences of

Electoral Rules for Parties and Partisans." American Political Science Association, Washington D.C., September 2005.

**Bergeron, Joe.** "Examining Determinants of American Support for Same-Sex Marriage." American Political Science Association, Washington, D.C., September 2005.

**Chen, Titus** (with Wayne Sandholtz). "Rise and Fall of Extraterritoriality." Brigham Young University, Provo, Utah, October 2005.

**Chiu, William,** "Changes in International Norms: A Case Study of Refugees and Asylum Law Since 1900." Brigham Young University, Provo, Utah, October 2005.

**Choi, Moon-Young.** "Politics of Signage and Space: Claims-Making in the Case of "Little India." Midwest Political Science Association, Chicago, April 2006.

**Cleary, Matthew.** "Liberty, Obligation, and the Developmental Potential of Deliberation." Midwest Political Science Association, Chicago, April 2006.

----- "Modern Islamism in a World of Secular Nation-States: The Rise (and Fall?) of Political Islam as an Effective Collective Action Frame." Northeastern Political Science Association, and International Studies Association – Northeast, Philadelphia, November 2005.

----- "Political Islam: Ideology and Movement." Political Theory Conference on Terrorism, Democracy, and Empire, Ottawa, Ontario, October 2005.

----- (with Rebecca Glazier). "Islamism: Trajectory of a Master Frame." International Studies Association –West, Las Vegas, September 2005.

**Drummond, Andrew.** "Thinking Outside the (Ballot) Box: Gauging the Cognitive Consequences of Electoral Rules for Parties and Partisans." American Political Science Association, Washington, D.C., September 2005.

----- "Thinking Outside the (Ballot) Box: Gauging the Cognitive Consequences of Electoral Rules for Parties and Partisanship in Twenty-six Old and New Democracies." Midwest Political Science Association, Chicago, April 2006.

**Ensch, John.** "Two Rival Models to Explain the Introduction of Proportional Representation Electoral Systems." Midwest Political Science Conference, Chicago, 2005.

**Fisher, Brian.** "The Network Construction of Global Environmental Governance: The Role of NGOs." International Studies Association, San Diego, March 2006.

----- "Bridging the Human Rights-Environment Divide: Manifesting Ecological Rights." International Studies Association –Northeast/NPSA, Philadelphia, November 2005.

----- "The Politics of Climate Change." Sierra Club, 2005.

**Franklin, Lee.** "Media Effects on Attitudes in Uruguay and Venezuela." Western Political Science Association, Albuquerque, March 2006.

----- "Media Effects on Attitudes in Consolidating Democracies." Southern Political

Science Association, Atlanta, January 2006.

**Griffin, Rebecca Brandy.** "Nonprofit Service Provision to Unauthorized Immigrants in California: How One Organization Defies Prevalent Anti-Immigrant Sentiments." Association for Research on Nonprofit Organizations and Voluntary Action, Washington D.C., November 2005.

**Michael Hampson.** "Great Power Apathy and Conflict in the DRC." Midwest Political Science Association, Chicago, April 2006.

**Jill Harper** (with Siobhán Caruso-Tuthill). "Reconsidering Genocide: The State and the Nation Through the Case of Slobodan Milošević." University of California, Riverside, February 2006.

**Ibarra, Armando.** "Perceived Discrimination and its Impacts on Latino Attitudes and Behaviors." American Political Science Association, Washington, D.C., September 2005.

**Jensen, Michael.** "Politics, Philosophy and Religion: Rhetoricizing Rawls." Midwest Political Science Association, Chicago, April 2006.

**Jones, Nathan.** "Just War, Pacifism and the Church." International Studies Association, San Diego, March 2006.

**Jou, Willy.** "Critical Citizens in Eastern and Central Europe? Examining Democratic Support." Midwest Political Science Association, Chicago, April 2006.

**Latner, Mike.** "Paper Title." American Political Science Association, Washington, D.C., September 2005.

----- "Paper Title." American Political Science Association, Washington, D.C., September 2005.

**Lupo, Lindsey J.H.** "Significant Learning Experiences: Assessment and Outcomes." American Political Science Association Teaching and Learning Conference, Washington, D.C., February 2006.

**Masuoka, Natalie.** "Political Attitudes and Ideologies of Multiracial Americans: The Implications of Mixed Race in the U.S." American Political Science Association, Washington, D.C., September 2005.

----- Junn, Jane and -----, "Asian Pride or Ambiguous Identities? The Influence of Asian American Racial Group Consciousness on Participation." Western Political Science Association, Albuquerque, March, 2006.

----- DeSipio, Louis, ----- and Christopher Stout. "Asian American Immigrants as the New Electorate: Exploring Turnout and Registration of a Growing Community." Western Political Science Association, Albuquerque, March, 2006.

----- Wong, Janelle, Ricardo Ramirez, Jungmiwha Bullock, -----, and Jillian Medeiros. "Getting Out the Vote Among Asian Americans and Latinos in Southern California: A Field Experiment." American Political Science Association, Washington, D.C., September 2005.

**Minney, Maria.** "Paper Title." Western Political Science Association, Albuquerque, March 2006.

----- "Paper Title." Midwest Political Science Association, Chicago, April 2006.

**Colin Moore.** "Explaining US-DPRK Policy During the Summit Glow: A Case for Theoretical Eclecticism." Midwest Political Science Association, Chicago, April 2006.

**Stephen Nuño.** "The 2005 Los Angeles Mayoral Election: Racial Context of Voting" University of California, Riverside, September 2005.

----- " From City Terrace to City Hall: Latinos and the 2005 Mayoral Election." American Political Science Association, Washington, D.C., September 2005.

**Ong, Nhu-Ngoc T.** "Single-Party Rhetoric versus Multi-Party Programs: The Irony of the Communist Party of Vietnam. Southern Political Science Association, Atlanta, January 2006.

----- "Attitudes toward Democracy among Asian Generations. World Association for Public Opinion Research, Hong Kong, December 2005.

----- "Democracy in Little Saigon: A Case of Vietnamese-American Political Activism." American Political Science Association, Washington, D.C., September 2005.

**Ozyurt, Saba.** "Muslim Women in Western Societies: How Religion, Gender and Culture Affect Coping With Social Change." International Studies Association, San Diego, March 2006.

----- "Constructing a Mediterranean Region" Roundtable Discussion. Sponsored by the European Consortium for Political Research (ECPR), International Studies Association, San Diego, March 2006.

----- "Clash of Civilizations? The Status of Muslim immigrants in Western Europe and the US." WISC Global International Studies Conference, Istanbul, Turkey, August 2005.

----- "The Psychology of Academic Success: Discrimination and Coping among Women in Academia" (Co-authored with Kristen Monroe). International Society of Political Psychology Annual Meeting, Montreal, July 2005.

**Paracuellos, Fabrice.** "The Congress of Vienna System – Identity, Power and New Ideas." Western Political Science Association, Albuquerque, March, 2006.

----- "The Congress of Vienna System – Identity, Power and New Ideas." Midwest Political Science Association, Chicago, April 2006.

**Rim, Kathy.** "Are Asian Americans Still a 'Model' Minority? Exploring the Complexity of Asian American Identity in California's Media." Western Political Science Association, Albuquerque, March 2006.

**Scola, Becki.** Panel chair, "Women in Office: Getting There, Staying There." Western Political Science Association Annual Meeting, Albuquerque, New Mexico March 2006.

----- "Women of Color in State Legislatures: Gender, Race, and Legislative Office

Holding." American Political Science Association, Washington, D.C., September 2005.

----- "Women of Color in State Legislatures: Investigating Variation Across the States." Western Political Science Association, Oakland, March 2005.

**Stout, Christopher.** "Are African American Candidates at a Disadvantage in Statewide Elections? An Analysis of African American Senatorial Candidates." Politics of Race, Immigration, and Ethnicity, UC Riverside, Winter 2006.

----- "Asian American Immigrants as the New Electorate: Exploring Turnout and Registration of a Growing Community." Western Political Science Association, Albuquerque, March 2006.

**Van Sickle, Alix** and Wayne Sandholtz. "The Right to Democracy in International Law. International Norms Workshop." Brigham Young University, October 2005.

----- "Assessing the Democratic Effects of Civil Society Organizations in Argentina." Pacific Coast Council of Latin American Studies, Loyola Marymount University, November 2005.

----- Dalton, Russell J. and -----, "The Roots of Political Protest: A Contextual Analysis of Protest Behavior." International Studies Association in Honolulu, Hawaii March 2005.

**Wehrenfennig, Daniel.** "Beyond Diplomacy Conflict Management in the Network Society." Midwestern Political Science Association, Chicago, April 2006.

----- Christopher Balding and Jana Chapman. "Organization Matters to Institutions: Understanding the United Nations and the World Trade Organization as Legal Rational and Co-Activational Organizations." Midwestern Political Science Association, Chicago, April 2006.

----- "Communication Technology, Conflict Resolution, and the North-South Divide." International Studies Association, San Diego, March 2006.

----- and Christopher Balding. "Organization Matters to Institutions: Understanding the United Nations and the World Trade Organization as Legal Rational and Co-Activational Organizations." International Studies Association, San Diego, March 2006.

----- "Beyond Diplomacy: Conflict Management in a Diverse World." Western Political Science Association, Albuquerque, March 2006.

----- and Christopher Balding. "The Structural Organizational Capacity of Action: Is Diversity Good for the United Nations?" Western Political Science Association Albuquerque, March 2006.

----- and Christopher Balding. "Organization Matters to Institutions: Understanding the United Nations and the World Trade Organization as Legal Rational and Co-Activational Organizations." Pacific Northwest Political Science Association Annual Meeting, Coeur d'Alene, ID., October 2005.

----- and Christopher Balding. "Organization Matters to Institutions: Understanding the United Nations and the World Trade Organization as Legal Rational and Co-Activational Organizations." International Studies Association -West, Las Vegas, September 2005.

----- "Beyond Diplomacy: Striving for a Communication-Based Peace Structure in the Network Society." International Studies Association -West, Las Vegas, September

2005.

**Wilson, Victoria.** "Social Capital in the African American Community: The Discord of Participation and Trust." Midwest Political Science Association, Chicago, April 2006.

**Young, Bradford.** "Anticipatory Self-Defense in International Law." International Studies Association West, Las Vegas, October 2005.

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### SELECTED GRANTS, FELLOWSHIPS, AWARDS (external to UCI School of Social Sciences)

**Alexander, Amy.** Graduate Fellow of the Center for the Study of Democracy, UCI, 2006.

----- Graduate Fellow of the Center for the Scientific Study of Ethics and Morality, UCI, Summer 2005.

**Bowman, Robin.** Institute for National Security Studies research grant, 2005.

**Budz, Michelle.** Graduate student fellowship, UCI Center in Law, Society and Culture, School of Social Ecology.

**Chen, Chih-Chieh (Titus).** UCI Center for Asian Studies graduate student research grant (2005 and 2006).

**Doyle, Thomas.** UCI C-GPACS Small Grant for Research on Literature Review.

**Ensch, John.** Summer Funds from the Center for the Study of Democracy, Summer 2005.

**Franklin, Lee.** Prestage-Cook Travel Award, Southern Political Science Association, January 2006.

**Hemmer, Bruce.** Research Grant for "Comparative Case Studies of Lessons Learned in Putting the "Up" in Bottom-up Peacebuilding", US Agency for International Development (co-authored with Paula Garb (PI) and Daniel Wehrenfennig at UCI Center for Citizen Peacebuilding), September 2005 .

**Hsieh, Hsinyeh.** Award from the Center for Asian Studies for "APEC Formation and Functions," 2005.

**Kronberger, Morgan.** The Gandhi Fellowship for Peace and Justice Studies, University of San Diego, 2005.

**Moore, Colin.** CGPACS research grant, summer 2005.

**Scola, Becki.** Kathy Alberti Award, Outstanding Graduate Student, Spring 2006 (Received recognition for outstanding research, teaching, and service in the School of Social Sciences during the 2005/2006 academic year.

----- American Political Science Association Travel Grant, Summer 2005.

**Wehrenfennig, Daniel.** Outstanding Graduate Service Award, School of Social Science UCI, 2005-2006.

----- Coalition Advocating Human Security Fellowship, Center for Unconventional



Security Affairs (UCI), 2005-2006.

----- Shirin Ebadi Student Fellowship for Research in Citizen Peacebuilding Center for  
Citizen Peacebuilding (UCI), 2005-2006.

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# Appendix G

IRVINE: DEPARTMENT OF POLITICAL SCIENCE  
SCHOOL OF SOCIAL SCIENCES

May 31, 2006

**BARBARA DOSHER  
DEAN  
SCHOOL OF SOCIAL SCIENCES**

**RE: Strategic Plan – Department of Political Science**

I. The Department of Political Science, through growth in the size and quality of the faculty and the graduate program, aspires to become a top 15-20 political science program within the next eight years. We are currently a top thirty department and depending upon the measure, rank even higher. For example, a new study of scholarly influence shows the Department of Political Science at UCI ranked 16<sup>th</sup> in the nation based on the total cumulative citations over the period from 1960-2005 to present faculty and by citations per capita.

II. Much of the discussion about the development of the department and the various achievements of the faculty can be found discussed at great length in the December, 2002 Academic Program Review which is attached. There seems to be no reasonable need to repeat readily information here in this brief document.

The department currently has 26.5 FTE. We also annually make a number of courtesy appointments to other political scientists on the campus who have academic homes in other departments. The department regularly hires a dozen or more lecturers each year to add depth and diversity to our undergraduate and graduate curriculum; though we take great pride in the fact that virtually all of our lower-division course offerings in political science are taught by ladder-ranked faculty.

We are proud that three members of the department are Fellows of the American Academy of Arts and Sciences, two of these regularly teach in the graduate program and

regularly supervise graduate students. Seven members of the department are among the 400 most cited political scientists in the nation. Three faculty are among the top 100 most cited political scientists and three other colleagues are among the top 40 most cited women in the discipline of political science. Members of the department have also received a wide assortment of fellowships, honoraries, and awards as documented in the Academic Program Review.

Three members of the department have won the Academic Senate's Distinguished Faculty Award for Teaching, two more have won the Academic Senate's Distinguished Faculty Award for Research, two more have won the Academic Senate's Distinguished Professor Award for Teaching, and two members of the department have received the Daniel G. Aldrich, Jr. Distinguished University Service Award. Five members of the department have been variously honored by the UCI Alumni Association with "Lauds and Laurels" awards in various categories.

The department's three-term average when it comes to the number of majors for 2005-2006 is 929 undergraduates and 51 graduate students according to the Office of Institutional Research. We currently anticipate the arrival of 239 new majors (150 freshmen and 89 transfer students) in the Fall of 2006. These numbers make Political Science the third largest major in the School of Social Sciences and one of the eight largest majors on campus.

The department has an extremely well developed undergraduate program and we regularly attract and graduate some of the very best students at UCI. As just one dominant example, twelve of the last sixteen recipients of the UCI Alumni Association's Lauds and Laurels Award for "Outstanding Undergraduate/Senior" (going back to 1992) have been political science majors. Three of the six undergraduates at UCI who have won Truman Scholarships have been political science majors and this year three of our graduating political science seniors received Fulbright Fellowships (I believe these were the only Fulbright Fellowships received by UCI undergraduates this year). These are just a few examples which testify to the quality of our undergraduate majors.

Nevertheless, despite the department's success—success attributable to the quality and dedication of our faculty as well as the general design of our curriculum—the department continues to work on expanding and institutionalizing offerings in the general area of public law and legal studies, is currently contributing to the creation of an interdisciplinary major in Middle East and North African Studies, and is expanding its offerings in the area of political and mass communications.

At the graduate level, in order to capitalize on such of the unique constellations of faculty in the School of Social Sciences, the department has proposed interdisciplinary concentrations in "Race and Ethnicity" and another in "Games and Decisions." The department will be a major participant in the newly proposed, inter-school Master's Degree program in Public Policy and we anticipate being involved in the creation of MA programs which focus on International Relations and Political Consultancy and Government Relations. Faculty are also currently discussing graduate degree programs which would capitalize on our strength in the area of democratization studies and grow new strength in the area of communications.

The department is rich with administrative talent. One colleague is UCI Chancellor and UC President Emeritus, one was Dean of the School of Social Sciences for 20 years, and another has been Associate Dean of Undergraduate Studies in the School of Social Sciences for more than 15 years. We have a former Dean of Undergraduate Education in the department who is also a former Chair of the Academic Senate and continues to serve the campus as chair of the Washington Center Program, and the current department chair is concluding his 8<sup>th</sup> year in that position along with currently serving as Faculty Chair for the School of Social Sciences. Three colleagues in the department are Directors of Centers in the School of Social Sciences and another is a former Center Director. Many members of the department serve on committees/councils of the Academic Senate, often ending up as chair, and some of these have served or currently serve on UC-wide committees.

Faculty in the department are extremely active within the profession and have recently held executive or council positions in a number of major academic organizations including the American Political Science Association, the Midwest Political Science Association, the Western Political Science Association, the Public Choice Society, the International Society of Political Psychology, and a variety of other professional associations. A number of faculty are actively involved in various outreach efforts sponsored by the School and the campus and quite a few members of the department are active in public service (e.g., serving on local and state boards, commissions, and committees).

Three Centers in the School of Social Sciences are directed by faculty in the Department of Political Science—the Center for the Study of Democracy, GPACs, and the Interdisciplinary Center for the Scientific Study of Ethics and Morality. Virtually every member of the department is affiliated with one or more of these key Centers (or others) in the School of Social Sciences, with a number of departmental colleagues serving on the Executive Boards of these Centers.

Members of the department have long worked closely with the School's advancement officer, raising funds for graduate fellowships particularly for students studying with the Center for the Study of Democracy. New efforts at developing advancement opportunities with alumni from the School of Social Sciences has focused heavily on departmental faculty as political science majors are some of the most active, involved, and highly visible alumni of any unit on the campus.

III. The Department of Political Science has obtained considerable visibility for research excellence in the study of comparative politics, particularly the study of democratization, international studies, and minority politics (in particular, the study of race and ethnicity). Various groups of faculty in the Department, though not all, have identified a number of areas where recruitment would be desirable in the areas of political institutions, public law, political theory, international political economy, political psychology, and specific areas of comparative politics (such as the Middle East, Africa, and Latin America). One or more hires in each of these areas

would help us respond to growing student demand for courses in some of these areas (e.g., public law, international political economy, politics of the Middle East), the need to bolster graduate training in others (e.g., political theory, international political theory, political psychology), and a desire by the department to fill in extremely important gaps in scholarly expertise (e.g., political institutions, political theory, the politics of Africa and Latin America).

The department has successfully hired a new colleague who specializes in American political institutions and we have just hired for the coming academic year a young political theorist. We have a workload FTE in the field of public law, but we were not competitive this year in being able to hire the junior scholars we wanted. Pending final approval, we will be searching in the area of public law again this coming academic year.

However, over the next five to ten years we would hope to hire at least six new faculty (UC San Diego, for example, has close to 40 FTE, UCLA and UCB at or above 50 FTE)) and we are likely to be faced with the need during this same period to hire replacement faculty for 3-5 colleagues who may retire. We believe it is important for the department to hire in political institutions (this time, we would hire a comparativist), political theory again (since most major graduate programs have a number of faculty whose scholarship is focused on various aspects of theory), and public law (we believe one position is simply not sufficient to respond to student demand—our public law module, for example, is the highest enrollment module in the department). However, following an agreement within the department we are most likely to seek approval first for positions in international political economy, then political psychology, and at least one of the area-studies persons before returning to request FTE in the other three fields.

IV. In order for the department to continue raising it's visibility and stature within the discipline of political science it is critical that we attract, educate, and place the very best graduate students. Faculty achievement, success, and accolades are not in and of themselves enough. Thanks to the Office of Graduate Studies and the Deans of Social Sciences we have been doing a much better job of this over the last eight to ten years. However, in order for the department to move seriously into the next level of graduate education and academic job placement—both of which

are key to the long-term stature of the program—we need significant increases in fellowship support for incoming graduate students.

Right now most graduate students pay their way through graduate school as teaching assistants. While there are certain benefits to this approach, e.g., the development of important pedagogical skills for future teachers, this track tends to slow down progress towards completion of the Ph.D. and distracts students from the imperative to publish while still in graduate school (which we believe to be key to the successful placement of our graduate students). Additionally, the absence of serious, multi-year fellowship packages significantly hinders our ability to compete successfully for the very best graduate students in the first place. We are losing graduate students to peer or better programs because, even in the best circumstances, we ask students to serve as teaching assistants in order to fund their education starting in their second year (and for other students, we ask them to start graduate school and service as a teaching assistant from the outset of their graduate education). A first-tier graduate program will require far more generous and numerous sources of fellowship support than we are currently able to provide.

We trust you will find this brief presentation and appraisal of assistance in compiling a response to the administrative request for a Strategic Plan from the School of Social Sciences.

Mark P. Petracca  
Chair

Attachment: 1