Department of Politics

Self-Study
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I. MISSION AND HISTORY

A. Mission

The controversies that grip our society and world make the study of politics more intriguing now than ever before. To understand these controversies, our Department's focus encompasses both the traditional examination of governance structures and processes, as well as the broader politics influencing our society. Our understanding of politics includes formal institutions and processes of government as well as the dynamics of power that shape our system both inside and outside governmental structures.

Our objectives, consistent with the University's mission, are wide-ranging and ambitious, and emphasize the development and encouragement of the academic skills and personal and political values required of active citizens striving for social justice.

We want our students to develop skills in critical thinking, modes of analysis and research that will last long after they have forgotten the details of our courses. We want our students to question the conventional wisdom, to peek below the surface of traditional explanations, to challenge superficial political analyses, to understand and evaluate the performance of public institutions, and to become active rather than passive learners. We also want our students to develop more sophisticated means of self-expression, both oral and written.

Consistent with the University's mission, we attempt to convey to our students a sense of civic responsibility and a genuine concern about issues of peace, economic development and human rights. We want students to balance their private lives with an active public spirit, and to balance their individual growth with a concern for the community - both the local community and the global community. We promote democratic values that encourage students to work for a more equitable and peaceful world in their lives.

And we want to infuse students with a service ethic through experiences they can begin while still students. To that end, we provide students with opportunities for experiential learning outside the classroom. For example, our internship programs and service learning opportunities allow students to see first-hand the relationship between theory and practice.

In the classroom, we attempt to convey to our students a core of knowledge about politics, which we accomplish largely through our introductory courses in international politics, comparative politics, American politics, public administration and policy, and political theory. In other words, we want students to appreciate the differences and similarities of politics in the United States and the nations of Africa, Asia, Europe, Latin America, and the Middle East and how they affect each other. This knowledge includes the phenomenon of globalization as driven by multinational corporations and intergovernmental organizations as well as by transnational popular movements and global civil society. And, we want students to know about the formation and implementation of public policy and about the great political ideas and thinkers - including theorists drawn from various races, genders and nationalities.

Beyond our core courses in five major subfields of politics, students may compose their own combination of electives to fill out their major. But to help structure those choices, we have
developed four programs that allow students to pursue more integrated themes within the
discipline. Our Peace and Justice Studies Program allows students to organize their courses
around issues of global politics, peace, human rights and political movements. Our Public
Service Program allows students to organize their courses around issues of public policy, public
administration and the politics and ethics of government service. Our Legal Studies Program and
Criminal Justice Program allow students to organize their courses around issues of law and
politics, national and international law, the legal process and social justice. And our European
Studies Program allows students to organize their courses around the reintegrated, yet
nevertheless contested, new Europe. Students pursuing the European Studies track may be
especially interested in studying for a semester or year in the Budapest Program, which was co-
found by a member of our department.

Our faculty also contribute to a number of interdisciplinary programs on campus. We teach in
the new International Studies Major and contribute to a number of other interdisciplinary minor
programs on campus, including Ethnic Studies, Gender and Sexualities Studies, Asia-Pacific
Studies, Latin American Studies, African Studies, African-American Studies, and Philippine
Studies. Two of us teach in the Honors Program in the Humanities, and a number of us offer
courses central to the 4/3 Undergraduate/Law School Program. Finally, we play major roles in
the Leo McCarthy Center for Politics and the Common Good, the Asia Pacific Rim Center, and
some of us have participated in Living Learning Experiences. As active members of the college
community involved in numerous interdisciplinary programs, we make our students aware of the
rich offerings on campus and encourage them to broaden and deepen their education.

In that regard, we want our students to understand politics broadly, in its relationship with other
disciplines such as history, economics, sociology, philosophy, and other fields. The Department
strives to provide a multicultural environment that promotes a diversity of local, national, and
global perspectives (both Western and non-Western), and that encourages a sensitivity to issues
of race, ethnicity, class, gender, sexuality, religion and nationality.

We encourage our students to pursue graduate education and we give them what help we can
either in continuing their education or in seeking employment. A number of us serve as pre-law
advisors for the university community, and we make available an extensive collection of law
school catalogs and reference books on applying to law school. We have created a booklet for
our students on applying to law school as well. We also have graduate school catalogs and have
initiated an informational session on applying to graduate school. In addition to our USF in
Washington DC program (and our new USF in Sacramento program), we share with students
information about work in Washington, DC, in the state capitol and in city hall. Many of our
students have hands-on political experiences working as interns or volunteers in non-profit and
public agencies; this often launches them into additional political work as well as social activism
work.

As a Department, we try to do more than simply train our students for political or other
professions. Rather, we see ourselves as providing an important ingredient in each student's
overall liberal arts education. In other words, we hope to produce broadly educated men and
women who graduate with, among other things, an appreciation for the significant role they may
play as citizens in their local, state, national, and global community.
We are educating our students in an important era in world history. We want students to understand the current issues of the day, not abstractly and not merely as the accumulation of trivial facts and figures, but by seeing the impact of local, national and world events on their lives and on the lives of people around the globe. By bringing politics to life, we hope to inspire in students an excitement about studying with us.

We try to achieve these objectives by living up to our own professional responsibilities as teachers, researchers and scholars. As a result, we pride ourselves on offering high-quality instruction that is rigorous, innovative, up-to-date, hard hitting and augmented by the active research programs to which all of us have committed ourselves.

B. History

1) Recent History:
The past five years have witnessed a dramatic increase in the number of Politics majors, as well as minors in Politics and related programs (in particular, Legal Studies and Criminal Justice Studies). The Politics department is now the second largest department on campus in terms of student majors (as of Fall 2005, we have 213 declared majors, whereas in Fall 2001 we had 128 majors). Part of this increase in interest may be attributed to the contested 2000 election, the terrorist attacks of September 11, 2001, and the wars that have followed. However, part of the recent popularity of the department is also a reflection of the department’s commitment to undergraduate teaching and advising, its faculty involvement in a number of interdisciplinary, extra-curricular and other high-visibility activities, which introduce students to Politics faculty, and to the generally strong reputation of the faculty and its offerings amongst USF students.

A related change in the department are the new faculty members that have joined it: Elisabeth Friedman was hired in 2004 in the field of Comparative Politics and Latin American Politics and Annick Wibben in International Politics and Security Studies in 2005. And, Corey Cook will join the department in Fall 2006 filling some of our needs in the fields of American Politics and Public Administration/Policy.

2) Relationship with Interdisciplinary Programs and Centers:
As noted earlier, the faculty of the Politics department are extraordinarily active members of numerous interdisciplinary programs and research centers on campus. Rob Elias chairs the Legal Studies and Criminal Justice program as well as the 4/3 Undergraduate/Law School program, Roberta Johnson chairs the Public Service program, the Peace and Justice program is headed up by Annick Wibben, and the European Studies program by Scott McElwain. Professor McElwain also chairs the new International Studies major. Patrick Murphy, in his new position as the Director of the Leo McCarthy Center for Public Service and the Common Good, while no longer "formally" a member of the department, remains an active participant, teaching courses for us and serving on departmental committees. And Jay Gonzalez, who is the Director of the Yuchengco Philippine Studies Program, though not a tenure-track full-time member of the department, teaches at least one course for us every semester, attends our department meetings and is considered by the department as “one of us.”

Every member of the department, in fact, actively participates in interdisciplinary programs and research centers. Politics faculty play prominent roles in Latin American Studies, Ethnic
Studies, Gender and Sexualities Studies, Asia-Pacific Studies, African Studies, African-American Studies, and Philippine Studies. Two of us teach in the Honors Program in the Humanities, and a number of us offer courses central to the 4/3 Undergraduate/Law School Program. We teach courses offered through the Leo McCarthy Center for Public Service and the Common Good, and the Center for the Pacific Rim.

3) **Recommendations of the 1993-1994 Program Review:**

The department was last reviewed during the 1993-1994 academic year. The external reviewers, while concluding that “the Politics Department possesses a talented, dedicated, and energetic faculty which makes an important contribution to the University’s goals and missions,” also made a number of suggestions. The primary recommendations were the following:

a. Clarify the department’s goals and objectives
   i. The reviewers suggested a departmental retreat led by an outside facilitator.
   b. “Tighten” the curriculum
      i. Coordinate approaches to Introduction to American Government
      ii. Emphasize students’ need to take introductory courses prior to enrolling in upper division subjects in the same areas
      iii. Consider requiring a senior thesis
      iv. Broaden curriculum
   c. Hire in Political Theory, Area Studies (Latin America, Middle East) and Political Methodology
   d. University needs to clarify its goals as to appropriate mixture of research, teaching, and service.
   e. Department as a whole and Chair needs a more direct role in governance, including rank and tenure decisions and allocation of financial resources.
   f. Department needs to be more systematic in advising and maintaining contact with current and former students.

4) **Departmental Changes Since 1993-1994:**

Significant changes have occurred over the past twelve years. Specifically, below we note how the current Politics department reflects those changes, as well the areas that have not dramatically changed.

a. Clarify the department’s goals and objectives: The reviewers noted that department seemed split; in fact, they suggested that a retreat be held led by an outside facilitator, believing that the department was so fractured that an outside person was required. The external reviewers noted throughout their report “fairly high level of disagreement and tension in the department.”

We believe an accurate description of the current department’s atmosphere is collegial. We held a retreat at the beginning of this academic year (Fall 2005) in which all members of the department but one attended. One of the goals of the retreat was to clarify the department’s goals and objectives; the mission statement above was the result of that work.

Another point to note is that in the past three years we have made three hires, and while searches are often opportunities for disagreements and tensions to grow, that has not been the case.
b. “Tighten” the curriculum

i. Coordinate approaches to Introduction to American Government: Our Introduction to American Government course, once a section of the “general education curriculum” course Social, Political, and Economic History of the United States, has been freed from the burden of serving too many masters. It now appears as Politics 101, Introduction to American Politics. It remains the case that it is taught by numerous members of the department, and that each member who teaches the course selects his or her own books and devises their own syllabus.

The external reviewers also recommended that full-time faculty teach the introductory courses. This is now our accepted practice, and this practice may, indeed, have contributed to the notable growth in the number of our majors. We only veer from this practice during sabbatical leaves.

ii. Emphasize students’ need to take introductory courses prior to enrolling in upper division subjects in the same areas: We have revisited the issue of prerequisites for upper-division courses a number of times since the last Program Review, but continue to think that our advising process allows us to communicate to students the need to take introductory courses prior to enrolling in upper division courses in the same areas. It should be noted that we have decided to continue to place “advising holds” on all of our student majors’ files, which means that all of our majors must see one of the Politics professors before registering for classes. It is during those advising sessions that we are able to emphasize to students the need to take introductory courses early in their undergraduate career, and prior to taking upper division courses in the various sub-fields.

iii. Consider requiring a senior thesis: We have established a Politics Senior Thesis Honors Seminar, which as the title implies, is not required for all of our students, but rather is offered as an opportunity to our best students. The seminar has been offered for the past six years, each fall by a different professor. Each year the student theses are compiled into a book published by the Department after the seminar. So far, we have four books of essays: Perspectives on Service, edited by Professor Patrick Murphy, The Politics of Emotions, edited by Professor Brian Weiner, The Utopian Impulse, edited by Professor Robert Elias, and Politics and Personal Responsibility, edited by Professor Roberta Johnson.

iv. Broaden curriculum: The last program reviewers recommended that the department broaden its curriculum, and in particular hire in the areas of political theory, area studies (Latin America and Middle East) and Political Methodology. The department has been able to hire a political theorist and two comparative politics scholars (one who specializes in the Middle East and one in Latin America). Our curriculum has been broadened in those areas, as well as others since 1993-1994. We do think the department could benefit from further hires, however, which we discuss below.
c. In the 1993-1994 Program Review, the reviewers stated their belief that the University needs to clarify its goals as to appropriate mixture of research, teaching, and service. It does now appear to most members of the department that the university has made some progress towards this goal, although some members of the department report that the university seems to have increased its expectations of professor research, while maintaining very high expectations regarding teaching and service. However, it should be noted in this regard that every member of the department in the past twelve years who has applied for tenure and or promotion has received it.

d. The reviewers had recommended that the department as a whole, and the chair in particular, needs a more direct role in governance, including rank and tenure decisions and allocation of financial resources. However, this recommendation appears not to take sufficient notice of the governance procedures established on campus, including the fact that we have a very active faculty association on campus. Rank and tenure decisions and allocation of resources (in particular, faculty development funds) are made by various faculty committees, rather than determined by individual departments.

e. The final recommendation of the past external review was that the department needs to be more systematic in advising and maintaining contact with current and former students. The department has instituted “group advising sessions” which are held each semester. During these group advising sessions, members of the department make short presentations to our majors, explaining university-wide, college-wide, and department requirements. These sessions serve to expedite advising, ensure greater consistency amongst professors as to the advice we offer, and to mentor our newer members on advising.

We collect contact information for all of our current majors, and through technological advances made at the university, are now easily able to e-mail our majors. We are also in the midst of re-thinking our department website hoping to establish better means of contact with our students. It is the case, however, that we would like to improve our ability to maintain contact with former students. We discuss this issue further below.

5) **Morale and Atmosphere within the Politics Department:**
As noted above, the morale within the Politics Department seems high and the atmosphere collegial and supportive.

C. **Goals**

Our mission statement (see section A above) includes the goals of the department’s undergraduate program as well as intended learning outcomes.

The department strives to be inclusive and supportive of all students and faculty members. Our curriculum aims to encompass perspectives from diverse viewpoints in terms of gender, race, ethnicity, and class, as well as encompassing an international and global dimension.
Members of the department play prominent roles in minor programs focusing on diverse experiences and perspectives, including Latin American Studies, Ethnic Studies, Gender and Sexualities Studies, Asia-Pacific Studies, African Studies, African-American Studies, and Philippine Studies. In addition, the current chair of the newly-established International Studies Program, and the soon-to-be acting chair both are members of our department.

A quick glance at the list of some of our new courses (Feminist Theories of International Relations; Race, Civil Rights and the American Presidency; Gender and Politics in Comparative Perspective) also points to the ways in which the department has embraced diversity goals and has sought to include concerns of globalization in our curriculum.

II. CURRICULUM

A. General

1) Degree programs: B.A.

2) Distinguishing Features of the Politics Department:
   a. We have a reputation as a "hard" major (high standards);
   b. High quality teaching (three of us have been awarded the University Teaching Award);
   c. Relevant subject matter that the department keeps current and topical; and
   d. Smart, high-achieving students (the department’s graduates are disproportionately represented in recent valedictorians and Dean’s Medal winners, and many have gone on to study at the best graduate schools).

3) Number of Politics majors per year:

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<tbody>
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<tr>
<td>2002</td>
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<tr>
<td>2004</td>
<td>212</td>
</tr>
<tr>
<td>2005</td>
<td>213</td>
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Number of double majors per year:

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<th>Number</th>
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<tr>
<td>2001</td>
<td>6</td>
</tr>
<tr>
<td>2002</td>
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<td>12</td>
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<tr>
<td>2004</td>
<td>12</td>
</tr>
<tr>
<td>2005</td>
<td>9</td>
</tr>
</tbody>
</table>
Number of minors per year:

2000  16
2001  18
2002  15
2003  15
2004  15
2005  18

4) Number of Politics degrees (B.A.) given per year:

2001-2002: 33
2002-2003: 35
2003-2004: 50
2004-2005: 67

5) There are a number of trends in enrollment over the last dozen years worth noting. Similar to national trends, the number of students majoring in politics dropped in the 1990s during what seemed like a mad rush to study business and make money. National student surveys, during that period, also showed that there was a lower level of student interest in civic affairs and politics. At a low point at the time, our majors were down to around 80.

The pattern changed dramatically in part, we think, because of events (the controversial 2000 presidential election, the 1991 Gulf War, the attacks on September 11, 2001, the war in Afghanistan and the current Iraq war) as well as because the department responded to these events by offering students provocative and insightful ways to think about them. Interest in politics increased nation-wide, and our enrollment rose quite dramatically (as the numbers above document).

Another interesting trend relates to gender. Over the last dozen years, there has been an increased number of female students enrolling at USF and an increased number of females majoring in politics. Our 2 to 3 ratio, we believe, is on a par with the campus as a whole. For the 2004-2005 academic year, there were approximately 80 male Politics majors and 120 female politics majors.

During the next five to ten years, large numbers of students should continue to be interested in politics and our enrollment should remain high. Even if the current war ends, our political world contains other highly charged issues and the department should maintain its reputation as a challenging yet inviting major.

6) Among those who are currently teaching, it is interest, skills, and training of the faculty that determine curricula content. Our department faculty adds to and changes their offerings over time. When we have the opportunity to hire a new faculty member, curricula needs have determined the job description and selection. As noted earlier, the department’s curriculum continues to change, reflecting changes in the world (for instance, our offerings in European
Studies have been undergoing thorough transformations) as changes in the discipline (increased attention to the role of gender, for instance, in international relations and comparative politics).

7) These national and international comparisons are based on impression and incomplete sampling. We seem similar to most other political science departments in that we offer courses in all the major traditional political science areas. There is one exception and that is methodology, an area in which we do not offer separate courses. We are also different from other small departments in that we offer a rich variety of minors.

8) Generally speaking, for the politics department faculty, the number one priority and focus is teaching courses for the major. We are not primarily a service department, although a number of our courses do meet the “Social Science Core Requirement.”

In addition, a number of our courses are required in other programs such as International Studies, Latin American Studies, African Studies, Legal Studies, and Public Service. Also, our internship classes are like service courses. They are used to meet campus graduation requirements for service learning and they serve students who are majoring in other departments as well as serving our own majors.

B. Undergraduate Program

1) The major and minors all have coherent requirements. Each program is structured in a logical and sequential manner.

The 40 credit major consists of 10 courses. From among our five subfields (and introductory courses), students must choose 4 courses. They choose among our introductions to: American politics, international politics, comparative politics, political theory, and public administration/policy. Students choose the remaining 6 courses for the major from any of our courses, including our two internship courses. In selecting those courses, they can either pick courses across our subfields, or they can take a more focused approach—by selecting courses within one of our subfields.

The Department sponsors six minors, including Politics, Legal Studies, Criminal Justice Studies, European Studies, Public Service, and Peace & Justice Studies. Each minor requires 5 courses or 20 credits. The Politics minor is designed to give students an overview of political science, and thus students must choose a course from at least 3 different subfields. They’re free to choose the remaining 2 courses from any subfield. Each of the other majors has at least one introductory or overview course, which provides a foundation for completing the remaining courses in the minor. All of our minors, except Politics and European Studies, have a required internship course. We also sponsor an Honors Minor in Public Service in conjunction with the McCarthy Center for Public Policy & the Common Good.

2) To a certain extent, students learn the historical roots of the discipline and how it has developed, but we have no course in particular that addresses these themes. Rather, they are raised in our other courses, particularly on the introductory level. Students do, more directly, learn about the discipline’s current trends and directions, since they are integral to the way we teach courses in each of our subfields.
3) The core requirements for the major include the introductory courses in: American politics, international politics, comparative politics, political theory, and public administration/policy. Each of the minors has a core course as well, such as The Politics of American Justice (for Legal Studies) and The Politics of War & Peace (for Peace & Justice Studies).

4) Aside from the minors the Department sponsors, it contributes courses to many other programs, both majors and minors. They include Gender & Sexualities Studies, African-American Studies, Asian Studies, Ethnic Studies, Latin American Studies, and International Studies.

5) Core courses are offered frequently. Most of the introductory courses for the major are offered each semester, sometimes with more than one section. All the introductory courses are offered at least once a year. The same is true for most of our minors. Our core course for Peace & Justice Studies, however, is only offered every other year. And, while our Politics of American Justice course is offered every year (for the Legal Studies and Criminal Justice Studies minors), that may no longer be sufficient, considering our rising enrollments. Thus, we've been offering the course more often in recent semesters.

There is no sequence for our core courses. Students may take our introductory courses in any order.

6) We're unaware of any problems students might be having in graduating on time based on the frequency of our course offerings. We offer a wide range of courses, and only occasionally encounter problems with students graduating. When that happens, it's almost always because the students delayed too long in taking either the required core courses or a sufficient number of electives, to complete the major. Sometimes this occurs because they added the major late in their college careers.

7) There is no required, prerequisite sequence between lower-division and upper-division courses. We do strongly encourage students to take introductory courses before they take upper division courses within the same subfield. We've discussed the issue of prerequisites, and decided against them. Our Department has a policy of having registration holds on all our advisees. Instead of being able to register without advising, this requires our students to consult with us before signing up for courses. We thus have the opportunity to strongly discourage our students from taking upper division courses before they take the introductory courses. For the most part, this has worked well. In those instances where students take upper division courses first, our faculty report that this has not created problems. Some of us specifically reject having prerequisites for our courses. They are unnecessary for most Politics students, and they allow access to our courses by non-majors (without having to take one or more prior courses), which we welcome.

8) We have 5 lower division courses, including the introductory courses to our 5 subfields. All of the rest of our courses are upper division, and they number in the dozens.

9) The average class sizes of our core, required courses differ somewhat from those for our elective courses. Our core courses routinely close out at 35-40 students. Our more popular electives, including those used as core courses or electives for our minors, also routinely close out at 35-40 students. Most of the rest of our electives have enrollments of between 25 and 30
students. A few courses have lower enrollments, including our seminars and our internship courses. For the latter, we usually have between 10-15 students.

These class sizes serve the curriculum. The small seminars operate as expected, with intensive discussions among a relatively small number of students. Our largest courses only number around 40 students, which is a size that allows a combination of discussions and lectures, as well as other pedagogical approaches, such as debates, case study presentations, simulations, and group projects.

USF has a favorable reputation for having relatively small classes, and that is the experience in our Department. We believe that most other departments have been able to maintain this for their students as well, although a few departments apparently have some introductory courses that have much larger enrollments than ours.

10) Most of the students taking our courses are Politics majors. But we have a significant number of non-majors as well. This happens for several reasons: First, non-majors often have an interest in the subject matter of our courses, even if they won’t major in Politics. Second, a number of our courses satisfy University Core Education requirements, including our introductory courses, and thus some non-majors take our courses for that reason. Third, a number of non-majors take our minors, and thus they enroll for one or more Politics courses to complete those minors.

11) As a department, we have not regularly discussed trends in our discipline in any organized fashion. Nevertheless, there are individual conversations among faculty about these issues. And faculty seem interested in incorporating new perspectives and methodologies into their courses. For example, faculty have become more receptive to using various service learning methodologies. Others have discussed whether regions vs. themes is a better way of teaching comparative politics. Still others have tried to incorporate recent trends in American political development into their courses. While this might be an area where the faculty would benefit from more direct discussions, as a group, trends in the discipline are, nevertheless, already being taken seriously.

12) At the Department retreat we held in September, we did a complete review of our courses in each of our subfields. As a result of that discussion, we eliminated several courses that had not been taught for some time, and that would not likely be taught in the foreseeable future. Those courses include:

Politics of the ‘60s in America
Critical Race Theory
Political Thought in Developing Countries
Revolution & Reaction in Latin America

We also discussed courses that would be added to the curriculum (a number of which already have), including:

Global Civil Society
Race, Civil Rights and the Presidency
Political Ethics
Theories of International Politics
Feminist Theories of International Relations
Gender in Comparative Perspective
Politics of North Africa
USF in D.C.
USF in Sacramento

13) The Department has established no formal policies on grading standards, course content, and learning outcomes. Among the three areas, we've had the most extensive discussions of learning outcomes, and they are reflected in our mission statement in the Department handbook. For a couple of years now, each of us is required, by the University, to specify learning outcomes in each of our course syllabi, and thus it's been a further subject of discussion for that reason. We've had fewer, and only informal, discussions on grading standards and course content. We've been the most specific, in the discussions that have occurred, on issues of plagiarism, where some uniform standards have been proposed. They have not preoccupied the Department, however, since there are already University-wide standards on this issue. Our courses have a reputation for being more challenging, especially because we assign heavy reading assignments and generally require a great deal of writing. But we struggle to keep grading standards high in the face of grade inflation. As for course content, we're familiar with each others' courses, especially within each subfield. But we probably know less about specific content than we know that the content is pretty consistently substantial. These are areas worth further, and more direct, discussion in the Department.

14) The Department requires an extensive amount of writing. We're far more likely to test students by asking them to write essays. Some do so in blue book examinations, but more do so through take-home essays, where the standards and quantity of writing are more extensive. In addition, the vast majority of our courses require research papers, often one or more short papers, if not rather lengthy papers. We've maintained this writing policy for many years, and will likely continue to do so for the foreseeable future.

15) Outstanding students are offered several opportunities: First, our better students take advantage of our several minors, thus challenging themselves to go beyond merely completing the major. Second, students interested in public policy can complete an Honors Minor in Public Service in conjunction with the McCarthy Center for Public Policy & the Common Good. Third, we offer our best students the opportunity to enroll in the Politics Senior Honors Seminar, for which they must complete a Senior Thesis. Fourth, our best students are encouraged to excel, sufficiently to become eligible for induction into the Political Science Pi Sigma Alpha Honor Society and the Jesuit Sigma Alpha Nu Honor Society. Likewise, our students get to compete for our annual awards, including the Ralph Lane Peace & Justice Essay Award, the Public Service Award, and the Mauricio Romero Award. Fourth, our best students have opportunities to study in Washington, DC or Sacramento, or abroad, in the USF Budapest program or at other study abroad programs. Finally, the Department sponsors the 4+3 Law Program in conjunction with the USF School of Law. This opportunity gives our best students the possibility of automatic admission to the Law School if they satisfy the grade and curricula requirements of the program.

16) Politics students have extensive opportunities to learn through internships, service learning and study abroad courses and programs. The Department offers two internship courses, one (Public Administration Internship) with government agencies and one (Fieldwork in Public
Interest Organizations) with non-government agencies. For the former, students select from a variety of local, state and federal government agencies in the Bay Area. For the latter, students choose from our extensive database of nearly 1000 non-profit, non-government organizations, in a wide variety of fields, in the Bay Area. Both internship courses work in conjunction with the McCarthy Center for Public Policy & the Common Good. While our internships are not required for the major, they are required for most of our minors, and in any case, are strongly encouraged and widely taken by most of our students.

The University has a service-learning requirement for graduation. Our internships satisfy this requirement, but so do several of our other courses, including our Public Policy: Homelessness, and Gender in Comparative Perspective. Thus, a portion of these courses involves service-learning fieldwork.

Many of our students take advantage of study abroad opportunities. Aside from our own USF in Budapest program, students can choose from our several study abroad, affiliated programs, which are unique in giving students a living-learning experience in less glamorous, but perhaps more poignant, destinations such as Manila, San Salvador, Johannesburg, Ho Chi Minh City, and Tijuana. In addition, our students routinely study abroad in places such as Spain, France, Germany, and Britain, as well as Chile, Brazil, and Costa Rica.

Many of our students work, and a number of them have work-study grants. As our workers, they typically have the experience of helping us with our courses and research.

17) Undergraduates have been involved in faculty research somewhat unevenly in our Department, and it's an area in which we might improve. Several of us have involved students in research projects, to varying degrees, but some of us have probably never provided that experience. Some kinds of research are more conducive to involving students than others, and some faculty are completing more research than other members. Aside from some individual research projects, students have been involved with the work of Peace Review: A Journal of Social Justice, a quarterly publication that's edited out of the Politics Department, and published by Taylor & Francis in London. Students have helped develop themes for the journal, have written peace profiles, and have occasionally written published essays. One of our students serves as Editorial Assistant for the journal on an annual basis.

We have not had an organized discussion about involving students in faculty research, and thus we've devised no mechanism to assess the results of such collaboration when it happens. It's an item the Department would be well to address in the future.

18) Our majors are well prepared for graduate study in politics. They are so because we expose them to the broad subfields of the discipline, and because we offer rigorous and challenging courses. While students are unevenly involved in faculty research, they do have the opportunity to complete their own research. In particular, the students most likely to go on to graduate study are those who take our Politics Senior Honors Seminar. For that course, students must prepare a Senior Thesis, which is evaluated for inclusion in an annual Department publication, which features the best of the theses for that year.

In our courses, students are exposed to both qualitative and quantitative methods of political science, and they have opportunities to carry out both kinds of research. The best students are
provided additional instruction in these methods in the Honors Seminar. We do not have a separate methods course in our Department, and there may not be a consensus about whether such a course is useful or necessary. Some would perhaps like such a course; others believe it would best be left to the graduate level, for those students who want to continue their education. It may also be worth noting that all USF students must take and pass a quantitative methods course before graduation.

19) At our recent Department retreat, we discussed graduate and professional education. It was agreed that we were doing more for prospective law school students than for prospective graduate students in politics. This is partly because the numbers dictate that emphasis: far more students want to go to law school than on to graduate school in politics (perhaps 5% of our majors study politics in graduate school, and more of them pursue specialized M.A. degrees—such as in Public Policy or International Politics—than PhDs). Even so, we agreed that we could be doing more to encourage graduate study, and thus, to begin with, we’ve launched an advising program for that purpose, including holding an informational session in late October 2005. While we’ve had some impressive successes, including having our majors study politics at top graduate schools (such as Tulane, Wisconsin, USC, and UC, Berkeley), we could be doing more. Aside from Politics, our students have also gone on to graduate study in sociology, history, education, journalism, library science, Latin American studies, women’s studies, and other fields. Outside of academia, our students have pursued careers in government, journalism, business, and even medicine.

C. Graduate Programs

The department does not offer any graduate programs.

D. Admission and Transfer Policies

1) There are no admission requirements specific to the program. Students are admitted based on university-wide admissions requirements.

2) The department has no internal procedures, normally deferring to the University Evaluator for Undergraduate Admissions. In cases involving more than one plausible interpretation of credit earned elsewhere, the department and the evaluator engage in mutual consultation.

3) The department offers two well-subscribed internships, awarding credit equal to normal 4 unit course offerings:
   a. Public Administration Internship: placements in federal, state, or municipal agency, plus readings and seminar meetings.
   b. Fieldwork in Public Interest Organizations: placement with Bay Area public interest groups plus readings and written reports.

Selected students assist individual faculty in research projects, sometimes leading to joint publications.
Finally, the department also offers two courses (Directed Study and Directed Research) that allow students to devise their own study or research agendas, in consultation with, and under the supervision of department members. Typically, four to six students per year take advantage of these opportunities.

E. Advising

1) Faculty advising of students is ongoing and strongly encouraged. Advising is mandatory during the period preceding registration. All students must consult with a faculty advisor before being permitted to register for classes. Group advising sessions are scheduled in order to accommodate the large and growing number of undergraduate majors. These sessions may be followed by individual advising meetings where appropriate.

2) Advising is highly valued even if unevenly distributed among department faculty. For purposes of tenure and promotion, advising is regarded as departmental service. It is unclear how much actual weight peer review committees and the Office of the Dean accord to this component of service.

3) See E1 above. All department faculty are available for advising. Students are assigned a particular faculty member as their advisor, although students may select their advisor as well. Sabbaticals and other leaves-of-absence sometimes affect continuity of one on one advising. Some student majors avail themselves of advising opportunities much more than others.

4) The advising process has not been evaluated in recent years.

5) A number of faculty members serve as faculty advisors to various clubs and organizations on campus (Undergraduate Law Society; Pi Sigma Alpha; Black Students Union, etc). In addition to those opportunities, the department holds an annual spring awards reception. This semester, the department is also organizing a presentation for the students who wrote Senior Thesis as well as a Faculty Presentation of New Research. We do see the need to increase the opportunities for informal faculty/student interaction, and hope that the new Kalmanovitz Hall will create conducive physical spaces for such interaction.

F. Overall Academic Quality

The overall quality of the Politics program is excellent. This stems in part from the department's approach to the study of the discipline, which not only encompasses the traditional examination of government structures and processes, but also includes the broader politics influencing society. In addition to exposing students to the formal institutions and processes or government, we also emphasize the dynamics of the power and politics that run our system both inside and outside government structures. Consistent with the University's mission, we want our students to be concerned about issues of peace, economic development and human rights at home and abroad and recognize the importance of raising ethical issues in questions of political choice.

Another reflection of the department's quality is its faculty: Over the past dozen years, Politics Department faculty have received three college teaching awards, two college research awards, and two college service awards, perhaps the most disproportionate recognition of any department in the College of Arts and Sciences. Prior to coming to USF, the majority of our faculty received
their PhDs from among the top fifteen Political Science programs in North America and several had extensive prior teaching experience at prestigious colleges and universities. We also have a diverse faculty, with three colleagues of color, three women, and a diversity of approaches to the discipline and contemporary political issues, including a willingness to raise critical questions regarding the role of powerful political, economic and social institutions in the United States and the world.

Two faculty members are considered to be among the most prominent scholars in the Peace Studies field, with two additional faculty who also contribute courses to the Peace & Justice Studies minor. The department hosts the respected quarterly journal Peace Review and helped facilitate the recent move of the national office of the Peace & Justice Studies Association to the USF campus. Another particular strength is in the field of law and criminal justice, where two faculty members form the core of the Legal Studies and Criminal Justice minor with emphases on both policy and theory. One faculty member is particularly prominent in the field of international political economy, combining both an impressive research agenda as well as serving as a consultant for international financial institutions. A recent hire in Latin American studies has greatly enhanced the department's contributions to the college's Latin American Studies major and a recently-tenured colleague's specialization in urban and minority politics is a particularly welcome addition, given the university's San Francisco location.

The department makes major contributions to the International Studies major, currently chaired by a Politics Department faculty member. In addition to already-existing strengths in international political economy, conflict resolution and U.S. foreign policy, a recent hire has brought in a strong background in feminist international relations theory.

The department hosts the Public Service minor and has long been particularly strong in providing students with opportunities for internships and service learning opportunities in both governmental and non-governmental agencies.

Perhaps the most salient measure of the department's overall quality is reflected in the dramatic increase in Politics majors in recent years, which surpasses the overall growth of undergraduate majors nationally.

Compared with other political science programs at undergraduate institutions, the USF Politics Department probably ranks among the top dozen in the western United States. Compared with other American Jesuit colleges and universities, it probably ranks among the top four nationally. Two faculty members have been particularly visible presenting conference papers and speaking at NGO and IGO forums overseas, which -- along with the sizable number of international students majoring in Politics -- has enhanced the department's reputation internationally. Two faculty members have received extensive media coverage in recent years, one for her recent books on whistle-blowing and political corruption and the other for his analyses of contemporary U.S. Middle East policy.

While a department of our size cannot cover every subfield, the most obvious weaknesses are in political theory and in methodology, particularly quantitative research. As with most undergraduate programs, there is limited student demand for more courses in these areas, particularly in methodology, yet the absence of better coverage is a clear shortcoming of the department. One rather glaring weakness in terms of coverage of world regions is, with the
notable exception of Filipino studies, the dearth of offerings in the politics of East Asia and the Pacific Islands, which is particularly unfortunate given the university's strong orientation toward the Pacific Rim, the large number of USF students of East Asian/Pacific Island background and the fact that those of East Asian/Pacific Island background make up the largest ethnic group in the city of San Francisco. In addition, while Western Europe and Africa are adequately covered in survey courses, no faculty member actually specializes in those regions, which limits the contributions of the department in the European Studies and African Studies minors. Gaps in the field of American Government and Public Administration, due in part to the recent hiring of a colleague to an administrative position, has been addressed through this year’s successful hire.

III. ASSESSMENT

1) Overall, the Department’s approach to assessment is similar to that found in departments across the university. Politics assesses its progress at a course, instructor, sub-program (minors), and program level. Assessment at the course and instructor level is the most systematic, through the use of course evaluations.

Individuals responsible for coordinating minors housed in the Department (e.g., Legal Studies, European Studies, etc.) do attempt to determine whether the objectives and the needs of students are being met. This type of assessment is probably the least systematic.

The Department as a whole also tries to assess the degree to which it is meeting its objectives with regard to its graduates. Each May, faculty try to compile a list of which students have been accepted to which graduate schools, law schools, and other programs. This process is hardly a formal one, but it has become something of a routine.

2) The Department is generally pleased with its performance. The quantitative course evaluations reveal that the faculty mean (or “unit” mean in the parlance of *Summa*) tends to be above the national average and at, or near, the average for the college. Students’ interest in the Department continues to grow, as evidenced by recent trends in the number of majors. The Department’s peers also seem to agree that individual faculty members are realizing success. Every member of the Politics faculty who has applied in the past ten years, has been awarded tenure and promotion.

There is a sense, albeit untested, that its graduates have been gaining acceptance to more schools at more prestigious institutions. The Department also is proud of the fact that its students frequently have been recognized by the College at its May Commencement exercise. Politics Majors have been named valedictorian in three of the past five years (2001, 2002, and 2005). In 2004, a Politics Major received the Dean’s Medal for the Arts, the second highest academic honor the college can award.

3) Course evaluations provide the vehicle for assessing individual courses. Each course is required to have explicit learning outcomes identified on its syllabus. Each instructor also is required to administer a course evaluation at the end of each semester. The evaluation instrument contains questions that ask students the degree to which the course achieved its outcomes (see questions 12 and 15 on the *Summa* evaluation).
Evaluation data are made available to the deans’ office, the Chair, and of course, the instructor. The instructor can use these evaluations to determine whether students think the course has met the learning outcomes. The Chair also can monitor the perceived success of individual courses and intervene if necessary.

Instructors use a variety of tests, pieces of writing, and other assignments to assess students in the classroom. The connection between these assessments and the course’s learning outcomes are described in individual syllabi.

4) Although not overly systematic, the department does periodically review its course offerings relative to its programs. These discussions often are precipitated by a personnel event (e.g., new hire, sabbatical, etc.). Exercises such as this one also afford such an opportunity.

In these instances, course offerings are examined relative to faculty interest, student demand, and program needs. Courses that have not been offered for several semesters or, for which there is little interest expressed, have been dropped from the catalog. Alternately, faculty often utilize the experimental course designation (Politics 392) to offer “beta” versions of different courses. These “experiments” often have led to new course offerings. Proposals for new courses are discussed at Department meetings.

5) One purpose of this review is to assist the Department in determining whether it is realizing its objectives and why or why not. As a consequence, it seems foolish to discuss in detail specific positive factors and obstacles here as they are discussed elsewhere in the document.

It is worth noting, however, that the Department is frustrated in its efforts to assess its progress by an inability to track or follow-up with its graduates. Although it is useful to determine where its majors plan to go immediately after graduation, many (perhaps most) decide to apply to graduate schools and fellowships one or two years after leaving USF. Currently, there is no support at the University to provide this sort of follow-up. The Department has discovered that if it wants to try track down its graduates one or two years out, it will have to do so with a system of its own devising and somehow accommodate the cost out of its own, relatively meager, discretionary resources.

6) Students have access to the USF Catalog, the Department handbook, and the Politics webpage, all of which describe the program, its expectations, and requirements. Students also are required to meet with their advisor each semester. The Politics Department may be one of the few that places a hold on all of its majors requiring their advisor to release it before they can register. These meetings provide an opportunity for the advisor and student to gauge progress. They are most important for students in the first, and final years of their undergraduate careers.
IV. FACULTY

A. Demographics

Recent Chairpersons:
Since 1993, Scott McElwain has served during several periods as Chair of the Department — 1993-1996, Fall 1997, 2002-2003, Spring, 2004-2005 (Interim). Robert Elias served as Chair of the Department, 1997-2003. Patrick Murphy also served as Chair, 2003. Since Fall 2005, Brian Weiner has served as Chair of the Department of Politics.

With due consideration for the small size of full-time faculty in the Department of Politics, its demographic composition is heterogeneous. The full-time faculty of the Department of Politics represents an increasingly diverse community of researchers and scholar-teachers who emanate from various geographic, racial, ethnic, sexual and gender, religious, physical-abilities, academic, intellectual, pedagogical, and philosophical orientations. The Department of Politics has recently experienced particular increases in the percentage of women (30% overall) and in the ratio of “underrepresented” (race, gender, sexuality) populations compared to majority (gender and race) populations.

There are several overlapping career tiers reflected in the full-time faculty; tenured Full professors (4) McElwain, Johnson, Elias, Sharma, and Zunes; tenured Associate professors (3) Murphy, Weiner, and Taylor; and tenure-track Assistant professors (2) Friedman, Wibben; a third, tenure-track Assistant professor (Cook) will join the faculty at the beginning of the Fall 2006 term, and one non-tenure track term appointment, Joaquin “Jay” Gonzalez. Sixty percent (60%) of the faculty has been hired to the Department of Politics since 1993 (the last Program Review), notably Zunes, Murphy, Weiner, Taylor, Gonzalez, Friedman, Wibben, and Cook. Part time and adjunct faculty also teach courses, usually to supplement departmental offering needs or to serve as auxiliary to the full-time faculty on leave or release time.

Faculty members are from various regions of the country and continents, including California (3), New York (3), North Carolina (1) Pennsylvania (1), Wisconsin (1) and Germany (1), the Philippines (1), and India (1).

The most important criteria in hiring new faculty in recent years have been potential “tenurability,” collegiality, the Departmental needs “fit”, and respect and regard for the University’s Mission. Demonstrated commitment to effective scholarly research, teaching, and (Departmental, College, University, and Professional) service is integral to recruiting and potential faculty members are subsequently expected to mentor and advise undergraduate students. All full-time faculty members are currently engaged in research, several have recently published books, journal articles, book chapters, and policy papers.

B. Teaching

1) By name, full-time faculty members have taught, are teaching, and plan to teach the following courses (as well as current teaching repertoires noted):
**Elias:**
Fall 2005:
Human Rights and Global Change (4 units) 164 SCH
Fieldwork in Public Interest Organizations (4 units) 64 SCH

Spring 2006:
Law, Politics and the National Pastime (4 units) 140 SCH
Political Power and Constitutional Law (4 units) 128 SCH

Planned Fall 2006:
Politics of American Justice (4 units)
Fieldwork in Public Interest Organizations (4 units)

Other courses in active teaching repertoire:
Introduction to American Politics (4 units)
The Socialist Tradition (4 units)

**Friedman:**
Fall 2005:
Introduction to Comparative Politics (4 units) 140 SCH
Gender and Politics in Comparative Perspective (4 units) 48 SCH

Spring 2006:
Introduction to Comparative Politics (4 units) 144 SCH
Latin American Politics (4 units) 84 SCH

Planned Fall 2006:
Introduction to Comparative Politics (2 sections) (4 units)
Gender and Politics in Comparative Perspective (4 units)

**Gonzalez:** (non-tenure-track, long-term full-time professor in both Politics and Philippine Studies)
Fall 2005:
Introduction to Public Administration (4 units) 144 SCH
Filipino Culture and Society (for Philippine Studies Dept) (4 units) 120 SCH

Spring 2006:
Philippines and New Asia Pacific (4 units) 156 SCH
Public Administration Internship (4 units) 92 SCH

Planned Fall 2006:
Introduction to Public Administration (4 units)

Other courses in active teaching repertoire:
International Environmental Politics (4 units)
Introduction to International Politics (4 units)
**Johnson:**
Fall 2005 and Spring 2006:
Sabbatical

Planned Fall 2006:
Freshman Seminar: Heart of the Homeless (4 units)
Public Administration Internship (4 units)

Other courses in active teaching repertoire:
Introduction to American Politics (4 units)
Public Policy: Homelessness (4 units)
American Presidency (4 units)
Bureaucratic Politics (4 units)

**McElwain:**
Fall 2005:
The Vatican in Global Politics (4 units) 128 SCH

Spring 2006:
The World Since 1945 (4 units) 148 SCH
The Politics of War and Peace (4 units) 140 SCH

Planned Fall 2006:
Sabbatical

Other courses in active teaching repertoire:
Introduction to International Politics (4 units)
International Law & Organizations (4 units)
American Foreign Policy (4 units)

**Murphy:**
Fall 2005:
Senior Politics Honors Seminar (4 units) 32 SCH
Full-time administrative duties as Director of McCarthy Center

Spring 2006:
Full-time administrative duties as Director of the McCarthy Center

Planned Fall 2006:
Applied Policy Analysis (4 units)

Other courses in active teaching repertoire:
Introduction to Public Administration (4 units)
Legislative Process (4 units)
Public Policy: Drug Policy (4 units)
**Sharma:**

Fall 2005:
- Introduction to International Politics (4 units) 176 SCH
- American Foreign Policy (4 units) 144 SCH

Spring 2006:
- Introduction to International Politics (2 sections) (4 units) 256 SCH
- Political Economy of Developing Nations (for Economics Dept) (4 units) 92 SCH

Planned Fall 2006:
- Sabbatical

Other courses in active teaching repertoire:
- Government and Politics of South and Southeast Asia (4 units)
- International Relations of South and Southeast Asia (4 units)
- International Political Economy (4 units)

**Taylor:**

Fall 2005:
- Religion and Politics (4 units) 140 SCH
- Public Policy: Punishment (4 units) 140 SCH

Spring 2006:
- African American Politics (4 units) 68 SCH
- Race, Civil Rights and the American Presidency (4 units) 64 SCH

Planned Fall 2006:
- Religion and Politics (4 units)
- Senior Politics Honors Seminar (4 units)

Other courses in active teaching repertoire:
- Introduction to American Politics (4 units)
- Race, Equality, and the Law (4 units)
- Urban Politics (4 units)

**Weiner:**

Fall 2005:
- From Baroque to Enlightenment (for Honors Humanities Program) (4 units) 60 SCH

Spring 2006:
- Introduction to Political Theory (4 units) 116 SCH
- Political Ethics (4 units) 88 SCH

Planned Fall 2006:
- Introduction to Political Theory (4 units)

Other courses in active teaching repertoire:
- Literature and Political Thought (4 units)
The Politics of American Justice (4 units)
American Political Thought (4 units)
Free Expression and the Constitution (4 units)

Wiben:
Fall 2005:
Introduction to International Politics (4 units) 172 SCH
Theories of International Relations (4 units) 80 SCH

Spring 2006:
Introduction to International Politics (4 units) 96 SCH
Feminist International Relations (4 units) 56 SCH

Planned Fall 2006:
Theories of International Relations (4 units)
Administrative duties as Chair of International Studies

Zunes:
Fall 2005:
Global Conflict Resolution (4 units) 148 SCH
Senior Politics Honors Seminar: The U.S. in a Unipolar World (4 units) 24 SCH

Spring 2006:
Global Economic Justice (4 units) 176 SCH
Politics and Development of Africa (4 units) 84 SCH
International Relations of the Middle East (4 units) 132 SCH

Planned Fall 2006:
Nonviolence in Theory and Practice (4 units)
Government and Politics of the Middle East (4 units)

Other courses in active teaching repertoire:
Introduction to Comparative Politics (4 units)
Latin American Politics (4 units)

2) Faculty Background and Expertise:
The faculty of the Department of Politics has expertise and competence to teach in the respective areas it offers. Faculty members studied at undergraduate and graduate institutions where research and teaching combine to produce student learning outcomes; this includes institutions such as Harvard, Cornell, Princeton, Barnard College (Columbia University), University of Pennsylvania, U.C. Berkeley, Stanford, University of Wisconsin, the University of Southern California, Claremont Graduate School, Pepperdine University, University of Toronto, University of Wales, and Pennsylvania State University. All full-time faculty members have PhD degrees and prior teaching experience in their respective fields and areas. Three departmental faculty members (McElwain, Sharma and Weiner) earned recent University-Wide Distinguished Teaching awards. Two departmental faculty members (Elias and Sharma) earned University-wide Distinguished Research awards. One faculty member (Murphy) was a College
of Arts and Sciences recipient of two “Promising Pedagogies” grants for innovative course
development. Faculty members also have combined experience as policy analysts, consultants,
and advisors to institutes and (national and international) agencies with classroom teaching.

3) Departmental Teaching Assignments:
Each semester, teaching assignments are arranged by faculty in consultation with the Chair of the
Department of Politics. Faculty typically teach from a rotation of course repertoire (noted above)
with due consideration for departmental and college-wide needs. As needed, primarily due to
sabbatical leaves, adjunct faculty are hired to meet needs as well.

4) Departmental Courses and Interdisciplinary Programs:
Many members of the Department of Politics teach in interdisciplinary programs, and some offer
courses for other majors. Some courses are cross-listed. Typically department members consult
with the Chair who coordinates teaching loads.

Below, in Section IV. E. we note the various programs faculty are affiliated with.

5-7) Faculty Enthusiasm for Courses:
Faculty in the Department of Politics tend to be very enthusiastic about their courses and
students. Full-time faculty ordinarily choose the courses they will teach, develop them, select
course reading materials and assignments. The use of innovative teaching methods is encouraged
by the college (recent years has seen an emphasis on the use of technology as well as the
integration of service learning into the curriculum). Faculty members are also encouraged by the
college and department to develop new courses reflecting their current teaching and research
interests (for instance, the department offers courses in Law, Politics and the National Pastime
and Literature and Political Thought).

Faculty members are able to alternate course offerings, usually in consultation with the Chair of
the Department and to develop new courses which can be added to teaching repertoires.

8) New Technology:
Faculty members employ a variety of teaching approaches which take advantage of new
technologies, particularly utilizing Web-based technologies as well as in-class Power Point
programs. Faculty members also teach in new technology “Smart Rooms” throughout the USF
campus. However, it should be pointed out that not all faculty members use new technologies in
their teaching. On the whole, it is the younger faculty who make greater use of newer
technology in their teaching.

9) Monitoring Teaching Effectiveness:
The Department of Politics typically measures teaching effectiveness through college-
administered Faculty Evaluations and through student enthusiasm for teachers and courses. Some
faculty members administer mid-term course evaluations in order to gauge teaching
effectiveness. The chair tends to play a greater role in monitoring the teaching effectiveness of
adjunct professors, while the dean’s office plays a larger role in monitoring the effectiveness of
full-time members.

10) Improving Student Learning:
The Department of Politics takes part in the college-wide mentoring program, in which more
senior faculty members are assigned to new hires to serve as faculty mentors to develop and
maintain excellence in teaching. In addition, the department has recently begun addressing teaching concerns at our monthly department meetings.

11) Faculty-Student Extracurricular Involvement:
Faculty members participate in all aspects of College and University life. This includes service in Department Student organizations, advising activities, and mentoring. Faculty members encourage students to develop individual research and Public Service agendas. Faculty members regularly offer Directed Study and Research courses for interested students. Faculty members are also frequently called upon to participate in campus student forums and projects. Zunes and Taylor have taught, respectively, in the living-learning communities of Erasmus and the Phelan Multicultural Community.

Three faculty members also serve as college-wide pre-law advisors, and another faculty member serves on the Pre-Professional Health Advising Board. Finally, as noted earlier, the department has begun a more formal advising program for students interested in pursuing graduate study in politics.

C. Research

1) Scholarly Research/Interests and Aims:
All faculty members in the Department of Politics are currently involved in developing and/or executing research agendas. The areas of research reflect faculty members' research interests and expertise. Scholarly research is integral to faculty contributions toward fulfilling the University Mission of "educating hearts and minds to change the world." The University tenure standards of producing "exceptional" research, teaching, and service seem to have increasingly emphasized research since the 1993 Program Review. As the curriculum vitae demonstrate, faculty members have been active in conducting research, grant writing, and consulting. Several books have been produced; an even larger number of journal articles, book chapters, and reference works have been written and published. Faculty members have been prolific in producing research papers for international, national, and regional professional conferences.

Some recent faculty achievements include:

Robert Elias: publication of *The Deadly Tools of Ignorance* (Rounder Books, 2005), USF Frank L. Beach award for Leadership in Service to the College (2001), and the USF Distinguished Research Award (1996)


Jay Gonzalez: USF Distinguished Lecturer Award (2002)

Roberta Johnson: Pending status as Fulbright Senior Specialist in American

M. Scott McElwain: USF Frank L. Beach Award for Outstanding Leadership in Service to the College (2005)

Patrick Murphy: Publication of *Financing California’s Community Colleges* (Public Policy Institute of California, 2004)

Shalendra Sharma: USF Distinguished Research Award (2003) and Distinguished Teaching Award (1997), and publication of *The Asian Financial Crisis: Meltdown, Reform and Recovery* (Manchester University Press, 2003).


2) Research Support:
The Department of Politics has relied on research and faculty development funds to carry out research agendas. Funding for research significantly impacts faculty members’ abilities to generate outstanding and meaningful research. Moreover, the increasing demands for research excellence across the College of Arts and Sciences have had a substantial impact on faculty members’ research agendas. The quality of research achieved since the most recent program review reflects the impact of hires from outstanding graduate school programs.

3) Impact of Faculty Research in the field:
Several faculty members have generated research (books, journal articles, conference papers) that have resulted in nationwide and international awards. Elias (one of our two Distinguished Research Award winners) has written several books and many articles on Victimization that have been widely recognized across at least two disciplines (Political Science, Sociology). Johnson’s recent books on Whistleblowing have been both timely and significant in light of several scandals and other developments in national politics. Sharma, our other University Distinguished Research Award winner, is a leader in the study of international politics, development, and political economy. His book, *Development and Democracy in India* earned the CHOICE outstanding academic title for 2000. His work has appeared in the most prominent journals in the field. Zunes is highly visible and recognized by national news outlets and academic communities for his research on Middle East Politics and Terrorism. Weiner has recently written and published a book on national apologies with a prominent university press that stands to add a new dimension to research in the field. Taylor has written several articles on Black political leadership figures including two for Harvard University and Oxford University Presses with Henry Louis Gates, Jr., and Evelyn Brooks Higginbothom. Friedman has produced many peer-reviewed articles in major journals in the discipline. Other members of the department have
pending works which promise to make significant research contributions to their respective fields and subfields.

4) Primary Areas of Emphases and Strength in the Department:
The Department of Politics’ research emphases are reflected in the subjects, issues, and research interests of faculty members. A number of faculty members work in the area of Peace and Justice Studies (Zunes and Elias) and the department is unusually strong in that area. Comparative Politics has become an area of strength as well, with the addition of Elisabeth Friedman. We now also are quite strong in the area of International Politics, with McElwain, Sharma, and Wibben making contributions in that area. A number of faculty members also work in the area of Law and Politics (Elias, Weiner, Taylor) and our sub-discipline of American Politics has just been strengthened by the addition of Corey Cook to the already capable list of Johnson, Murphy, and Taylor.

5) Factors that Shape Areas of Expertise in the Department:
Individual faculty members determine the direction of their research agendas. Thus, it is in hiring that the areas of expertise in the department are shaped. In the last five years, as mentioned earlier, the department has hired in the areas of Comparative Politics/Latin America, International Politics/Feminist Theories, and American Politics/Public Administration/Policy. As we discuss elsewhere, we are cognizant of a number of gaps in our coverage of the discipline, and we hope to be able to make hires in these areas. When a “faculty line” becomes available, the Department will engage in discussion to determine the most pressing needs and to develop the exact job description.

6) Changes in the Discipline:
The most significant recent change in the study of politics is the interdisciplinary nature of much research. That change is reflected in much of the recent research produced by the department as well as by the most recent hires.

7) Heterogeneity of Department:
As apparent in the appended CVs, the department cuts across most subfield specializations of political science (although, as noted elsewhere, we currently do not have a quantitative methodologist). And, it should be pointed out, that the department has agreed to call itself the department of politics, rather than political science, reflecting a certain agreement about the nature of the discipline.

Beyond that agreement, however, the department is fairly heterogeneous for a department of its size in terms of methodologies and paradigms. These differences, however, have not had a significant impact on the collegiality of the Department of Politics. Faculty members have adopted conflicting and opposing policy positions on various matters such as U.S. foreign and military policy since the 9/11 terrorist attacks in public forums, but these differences have not had a deleterious impact on communication within the Department.

The department is small enough so that all can and are expected to attend monthly department meetings, and as noted above, the department has managed to make three recent hires without damaging its collegiality.
8) Impediments to Faculty Productivity:
Unlike faculty at many tier one or two research institutions, where expectations for teaching and service may be relatively minimal, at USF faculty members are held to high standards of teaching and service, in addition to research. Thus, faculty members do report pressures of "juggling" the need to create high quality research while maintaining excellent teaching and performing significant service. Service demands take up a significant quantity of faculty members’ time and energy. Service demands are integral to fulfilling the University’s Mission and are thus critical to faculty members’ tenure and promotion considerations.

In addition, faculty members who have an interest in and represent particular student or issue constituents take on an added expectation of representation.

9) Expectations Concerning Research:
Faculty members are expected to establish and execute an ongoing research agenda that leads to well-respected and serious scholarship. We are of the opinion that these expectations are being met, and once again, we would point to the appended CVs as evidence.

The Department of Politics does not have a separate performance standard from the College of Arts and Science. It is noteworthy that the last five faculty members from the Department of Politics who have applied for tenure and promotion were successful. Thus, it does appear that the college’s qualitative and quantitative production expectations are being met (and, as noted elsewhere, two members of the department have been awarded the University’s Distinguished Research Awards). The standards and expectations at USF are on par and compare favorably with those of similar institutions such as Santa Clara University, Pepperdine University, and Loyola Marymount.

D. Service

Questions 1-3:
The faculty of the Department of Politics is committed to service to the Department, College of Arts and Sciences, University, and the Profession. All members of the faculty participate in student advising through individual and group advising of majors. Faculty also advise various student organizations and programs on campus. Faculty members serve the College in its recruitment efforts such as Major-Minor Fair, African American Overnight Program, the Phone-a-thon program, and other efforts of the Admissions Office. Faculty in the Politics department have also been active in promoting the University and its mission through Public Service activities and programs such as the Leo T. McCarthy Center and the Public Service component of the major. The Faculty regularly participates in the activities sponsored by student organizations within the Department and across the College and University. Several members of the faculty have received honors, awards, and recognition from the University, College, and constituent groups on campus. Faculty members have also been active on various University, College, and Departmental Committees, including Search Committees, Curriculum Committees, Peer Review Committees, the International and Study Abroad Programs, Academic Advisory Committee to the Trustees, as well as advising various minor and major programs. Faculty members in the Department of Politics have participated in an array of professional consulting, advising, council and associational membership activities, advisory boards, professional conference activities, and as review-referees for journals and books by national and international publishers.
E. Relationship with other Departments and Programs

1) The faculty of the Department of Politics collaborate in teaching, research and service activities with various departments, major and minor programs across campus.

In particular:

Elias serves as Chair of the Legal Studies Program, has taught as an Associated Core Faculty member for the McCarthy Center for Public Policy and the Common Good and as a Davies Professor in the Davies Forum Program. Elias also teaches The Socialist Tradition for the Honors Program in the Humanities.

Friedman teaches courses offered in the Gender and Sexualities Studies Minor, the International Studies Program, and Latin American Studies Department.

Gonzalez has taught in the Environmental Studies Department, the Asian American Studies Program, the Center for the Pacific Rim, and he serves as the Director of the Maria Elena Yuchengco Philippine Studies Program.

Johnson has served as Chair of the Public Service Program/ Minor, and has taught a course as a Davies Professor in the Davies Forum Program. Next year she will offer a course through the Freshman Seminar program.

McElwain serves as Chair of the International Studies Program, teaches The World Since 1945 which is cross-listed with History, and The Politics of Peace and War which is cross-listed with Sociology and in the Peace Studies Program. He also taught in the USF in Budapest program.

Murphy serves as the Director of the Leo T. McCarthy Center for Public Service and the Common Good and offers various courses for their minor program.

Sharma teaches courses that are housed in the Department of History (History of South and Southeast Asia), the Department of Economics (International Economics and International Political Economy), and the Center for the Pacific Rim (courses in Asia-Pacific Studies, 1996-2002: International Relations of Asia and the Pacific Rim, Political Economy of Asia and the Pacific Rim, Master’s Thesis Research, Interdisciplinary Capstone Seminar in Asia Pacific Studies). Sharma has also taught in the Saint Ignatius Institute (Civilizations and Cultures of Asia and the Islamic Near-East).

Taylor teaches Religion and Politics which is cross-listed in the Theology and Religious Studies Department, African American Politics which is offered in African American Studies Minor Program, and Race and Ethnic Politics in the United States which is offered in the Ethnic Studies Program. He has also taught as an Associated Core Faculty member for the McCarthy Center for Public Policy and the Common Good.

Wibben teaches courses offered in the Gender and Sexualities Studies Minor and the International Studies Program. She will serve as the chair of the International Studies major next year.
Weiner teaches a number of courses for the Legal Studies minor, a course in the Honors Program in the Humanities, and is team-teaching a course with a colleague from the Philosophy department offered in conjunction with the McCarthy Center for Public Policy and the Common Good.

Zunes had headed up the Peace and Justice Studies minor and offers a number of courses central to the program.

2) The Department does not currently have an assessment initiative in place with regard to the successes or disappointments of collaboration efforts with other departments and programs. To date, the various team-teaching, advising, and other service efforts have achieved the desired outcomes. No major interdepartmental collaboration effort has been eliminated by chairs, faculty, or the College.

3) There are some impediments to developing interdisciplinary research which result mainly from individual faculty members’ research agendas. The research agendas of various faculty members from across departments typically inhibit co-authored, co-edited research projects. One exception to this pattern is the Peace Review journal which has been edited and refereed by Sociology and Politics faculty.

4) Departmental cooperation can be strengthened in a few ways. The Core Curriculum was originally conceived to eliminate some of the “turf battles” fought out over the General Education Curriculum. Unfortunately, these battles have resurfaced in the Core Curriculum, and tend to pit some major departments against others. Attempting to eliminate some of these battles would reduce friction between departments. Second, the University could encourage more team-teaching across departments.

F. Recruitment and Development

1) Future hires might be needed to address a number of issue-areas. One may be Research Methodologies (although it should be noted that the department has not reached consensus on this). A rationale for this position is reflected in the deficiencies that extend from there being no offerings or major component requiring knowledge of research methodologies and controversies which might better prepare students for advanced graduate study.

A second hire may be in the area of Women and American Politics. Considering the high percentage of female students who major in the department, strengthening coverage of issues and studies of women and American politics would give students greater awareness of the forces, issues, and controversies that pertain to women and their relationship to the American social, economic, legal, and political systems.

Two other areas of need in the department are Political Theory and Comparative Politics with a focus on Africa and East Asia and Pacific Islands. Currently, the department has one professor who teaches and writes in the area of political theory, but he also teaches a number of courses crucial to the Legal Studies program (and is serving as chair of the department). Finally, as noted earlier, we do not have a specialist in either Africa or East Asia and the Pacific Islands.
2) There are two to three potential retirements over the next five to ten years that need to be taken into account in the long-range planning of future hires. The most recent hire in the Department was carried out with an interest in providing at least partial coverage of an anticipated retirement. Consideration should be given to the areas of International Studies and Public Policy and American Politics.

3 and 4) The department maintains a mentorship program assigning junior faculty to more advanced faculty. The department has recently implemented a “brown bag” research forum to encourage faculty members to dialogue and engage one another in the development of research projects. Individual faculty members consult with other faculty members in the Department in consideration of overall professional development.

5) The Department of Politics reinforces the tenure standards of the College of Arts and Sciences. Faculty members develop an annual Academic Career Prospectus (ACP) in anticipation of annual reviews with the Dean. More senior members of the department serve as mentors to junior faculty. In addition, informally, individual faculty members are encouraged or discouraged with regard to (research, teaching, service) activities that impact the “tenurability” of junior faculty.

6) Zunes, Sharma and Taylor have respectively taught and advised the Erasmus living-learning community and the Phelan Multicultural Living Learning Community. McElwain has served as on-site faculty for the USF in Budapest program, and Murphy has served as advisor and coordinator of the USF in DC program. Taylor is also faculty representative for the International Program—in South Africa for Spring 2006.

V. DEPARTMENTAL GOVERNANCE

1) The Department is comprised of a Chair and full-time faculty who hold appointments on the assistant, associate and full professor levels. Since the USF faculty is unionized, some responsibilities (such as determining faculty salaries, merit pay, and so forth), which might otherwise be held by the department chair at other universities, are not assumed by the Politics Chair. The Politics Department is governed by the Chair, who organizes the Department’s business, devises an on-going agenda, and calls periodic meetings for discussion and decision-making. All full-time faculty are eligible to attend meetings; part-time faculty can attend by invitation. The Chair makes day-to-day decisions, and consults with the full-time faculty on larger matters, usually during one of the Department’s meetings, which are usually held once a month. The Department tries to reach decisions by consensus; when that doesn’t happen, the majority rules. There are no department by-laws, and meetings are informal. Extraordinary business is handled through the creation of sub-committees, such as hiring committees. While the Chair coordinates the Department’s program generally and our major in particular, he usually defers—on matters concerning our minors—to the coordinator of our minor programs. Our department program assistant handles the daily administrative chores.

2) Aside from the extra responsibilities assumed by the Chair, there is an expectation that the other faculty will all, more or less equally, participate in the governance of the Department, which is to say, share in the work and decision-making. The senior faculty have no more voting power than the junior faculty, and the latter are represented on all our committees and excluded from none.
3) The term of the Chair is three years. Nominations are taken in the final semester of the prior Chair’s term, and then an election is held. In our recent experience, new candidates have run unopposed.

4) The Department’s work has gone smoothly over the course of several Chairs in the last 10 years. Conflicts are rare. The Department has efficiently processed, advised, taught, etc. a growing number of majors (among the highest in the College) and minors. We offer a rich array of courses and programs. And thus, by all appearances, the Department seems well governed.

5) The Department’s work and administration are largely allocated among faculty at the direction of the Chair. The principle is that the work (such as advising, sub-committees, core applications, and so forth) be shared as equitably as possible. Other aspects of the work (such as the numbers of course taught) are allocated either by contract or by the College. Generally, faculty share the sense that they ought to volunteer to complete the Department’s work, in a way that prevents the burden of the work from falling on the Chair or on only a subset of the Department.

6) Faculty ought to feel included in departmental decision-making since there are no distinctions made between junior and senior faculty in either voting or participation. All faculty members are always solicited by the Chair for various responsibilities, activities and work. Participation in shared governance is encouraged by involving all faculty members, and by reinforcing our norm of shared responsibility.

7) Leadership is supported in the Department. Junior faculty are encouraged to affiliate with one or more of our minor programs, often for the purpose of grooming them for a leadership role (such as has happened recently in our Peace & Justice Studies minor). For more senior faculty, the expectation is that at least most tenured faculty will serve at least one term as Department Chair. As faculty gain tenure, and as they begin to express interest in assuming a greater leadership role in the Department, then they are encouraged to stand as Department chair. Both junior and senior faculty are also encouraged and supported in seeking leadership positions in programs outside the Department, such as the recent office assumed in the Faculty Association by one of our Politics Department colleagues, or the recent leadership role assumed by one of our colleagues with a new, interdisciplinary minor (African-American Studies).

VI. STUDENTS

1) The Politics Department has an open admissions policy for its majors and minors. That is, if a student chooses to major or minor in politics, they simply need to fill out the university paperwork. However, some faculty do actively attempt to recruit bright, critically minded and politically engaged students who we encounter in our core classes. In that sense, we use those classes to identify students we would like to invite into our major.

2) We attempt to serve a wide variety of students. Clearly, we have and serve excellent students: Politics Majors have been named valedictorian in three of the past five years (2001, 2002, and 2005). And in 2004, a Politics Major received the Dean’s Medal for the Arts, the second highest academic honor the college can award. Some of our best students go on to top
law schools such as Harvard, Boalt, Georgetown, and UC Hasting, and graduate schools including University of Chicago, Columbia University’s School of Journalism, and New York University’s Journalism program. These results indicate to us that the program is well suited to serve USF’s most academically oriented students. The department has a reputation for offering challenging courses and a fairly heavy workload. Two of our professors also teach in the Honors Program in the Humanities.

But at the same time, most of us do attempt to teach what we regard as not only essential academic skills but also citizenship skills including clear writing and public speaking. Rather than assuming that all students come in with these attributes, we meet students where they are and bring them up from there.

We also recognize that political analysis is not only based on academic polish but also diverse life experiences. We draw from the native expertise from our very diverse student body, which includes students from immigrant families from many different countries. For example, our classes on the Middle East and Latin America frequently enroll students from those world regions; the instructors for the classes rely on their often first-hand understanding of the politics of their home countries, while deepening and honing their analytic skills.

The department, then, is well suited to serve students who have a deep interest in politics, whatever their academic background or skill set. Our majors have doubled in the last five years. Clearly, the dramatic political developments of the last five years – the 2000 elections, 9/11, the war against Iraq – have contributed to the dramatic increase. But we believe our attention to these developments also has been responsible for this upsurge. Faculty have deliberately restructured courses or developed new ones that take this political ferment into account. For instance, a faculty member developed a senior seminar on American foreign policy in a post-9/11 world; and others have given attention to matters of regional integration, terrorism, and global human rights. Another new courses developed is a Political Ethics course that addresses a number of pressing controversial issues such as immigration policy, housing policy, and Native American sovereignty.

3) N/A

4) There are not striking ethnic, racial and/or gender disparities among majors and non-majors taking courses in the department and USF students as a whole. Our own faculty’s growing diversity, particularly with regards to the academy as a whole, enhances our ability to attract a diverse set of students. We also bring ethnic, racial, and gender/sexuality concerns to our courses, whether those focused explicitly on these issues – including courses on Filipino, African-American, Latin American, Feminist/Gender politics – or those that “mainstream” diversity issues. We also explicitly address class concerns in many of our courses.

5) The department strives to create an intellectual and social climate that fosters student development through a number of means. The Pi Sigma Alpha/Politics Society has a very active student leadership as does the Undergraduate Law Society. Both of these organizations are supported by faculty members serving as club sponsors, and the department helps in a modest way by funding some activities. In addition, the department has participated in Model U.N.
Many of our students play leading roles in the Peace and Justice Coalition, Amnesty International, and other politically oriented student groups. And once again, we would refer to the number of our majors who have won college-wide and university-wide awards as evidence of the department’s success in fostering student development.

Our Senior Politics Honors Seminar provides an opportunity for the most motivated students to have a capstone experience by focusing on an issue of their choice. The seminar also serves to prepare students for graduate study. We also have “self-published” a book compiling the student essays to recognize their achievements, and we will be holding an event in which students will present their research before students and faculty of the department.

The internships and service learning that are integrated with several of our courses provide students with “real-world” experience informed by theoretical perspectives from the curriculum. Even prior to the university’s attention to service learning, the department was at the forefront of promoting these opportunities, and we continue to expand our offerings in this regard.

Finally, we conclude each year with a ceremony for our majors and minors at which we recognize their accomplishments.

6) Students affect department policy and operations in a number of ways. We routinely schedule time for students to meet independently with job candidates, and we pay close attention to the evaluations students give of candidate’s lectures (all of our candidates must teach a class).

We are very open to student suggestions on policy and operations, and bring all suggestions to faculty meetings for discussion. For example, we are in the midst of revamping our website, and have had student input into their needs. We consulted informally with students during the switch from 3 to 4 credit classes. Finally, on student initiative, we frequently hold forums on issues of interest - such as responses to 9/11, presidential elections, and on the career development front, graduate studies in politics and law.

7) We communicate program expectations to students through a number of means. We have a Politics Student Handbook available in print and online, which is updated at least once a year. We hold mandatory and individual group advising every semester. As a department, we have chosen to compel our students to meet with an advisor every semester before registering for classes. (An “advising hold” is placed on their programs that can only be lifted after direct consultation with a faculty member. This hold is optional at the college level.)

In addition to the inclusion of college-mandated student “learning outcomes,” we clearly transmit our various expectations of the students – and what they can expect of us and our classes – through our syllabi.

8) Individual faculty members ensure that their students are kept informed of their progress in meeting intended learning outcomes. Syllabi are designed to give students a sense of their progress over the course of the semester. In addition, many of us ask students who are having difficulties in our classes to consult with us directly about how to improve. We also hold regular office hours where students can come to consult with us about concerns about our classes or other matters. We file college-mandated midterm progress reports if students are not meeting expectations.
VII. STAFF

1) The department is supported by a full-time program assistant. This is the first year that we have had a full-time program assistant serving our department alone; in the past, we shared a program assistant with the Sociology department. The program assistant is responsible for assisting faculty and students during advising/registration periods, maintaining the department's advising files for Politics majors, serving as the point of contact for the USF (and outside) community regarding information about the department (e.g. course offerings, sponsored events, etc), and providing daily clerical support to faculty.

Currently, we are not employing a student assistant in addition, but if the need arises, we do have a modest budget amount for student assistance.

As our related minors have grown, we have relied on part-time assistance from other administrators to oversee those programs. Currently, a program assistant serves as the Peace Review Editor as well as the administrator for Pre-Law activities and the Legal Studies minor.

2) The turnover rate for the Politics program assistant has not been unusually high for a position of this sort. As mentioned earlier, over the last five years, we shared a program assistant with Sociology Department. As both majors grew dramatically, the university recognized the need to have an assistant for each department, resulting in our hire of our current program assistant.

3) Currently, we have no changes underway to strengthen the staff support for the department's activities. As noted above, a number of changes were made last year to strengthen the support staff.

4) The department itself does not formally offer any professional development and training opportunities for the staff. However, department chairs do make recommendations to the staff and university administrators regarding promotion and opportunities to obtain further skills. Workshops and classes are made available to staff by the university's Human Resources office, particularly in the areas of computer literacy and web design.

VIII. DIVERSITY AND INTERNATIONALIZATION

A. Diversity

1) To our knowledge, information on the racial and ethnic make-up of our students is not available. Our faculty composition is the following: We have five full professors in the department. Three are white males, one is an Indian-born male and one is a white female. We have three associate professors; two are white males and one is an African-American male. We have two current assistant professors, both of whom are white females (one foreign-born). Our most recent hire, who will join the department in fall 2006, at the assistant professor level, is a white male. Finally, one faculty member who is full-time but not tenure-track, is considered a member of an underrepresented group.

Our program assistant is a white female.

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2) For a relatively small department, we do have a notable amount of diversity. Our diversity reflects the successful efforts we have made to recruit members of underrepresented groups (we have, for instance, always competed for ethnic minority dissertation fellows, and in fact, are in the process of doing so again this year). We also are very represented in almost all of the ethnic minority studies programs (Latin American Studies, African American Studies, Philippine Studies) as well as the Gender and Sexualities Studies Program.

3) We work under the same set of constraints that many academic departments do: the dearth of applicants of underrepresented groups. We do advertise in publications that tend to have a higher readership from underrepresented groups, and as noted above, we do compete for ethnic minority dissertation fellows. Having said that, our relative diversity does tend to make us competitive in vying for job applicants from underrepresented groups, as does the fact that we are in San Francisco.

4) Over the past five years, we have failed to retain one faculty from an underrepresented group. She left, she reported to us, partly due to the high cost of housing in the Bay Area, and partly due to the fact that she received a very attractive unsolicited offer from a top-tier research university (she now is at Yale).

5) The university seems to be doing a good job in this area.

6) As noted above, numerous members of the department participate in many of the ethnic study programs on campus, and offer courses that support those programs. Similarly, a number of us offer courses in Gender and Sexualities studies.

B. Internationalization

1) In all our course offerings international issues and themes have been carefully integrated -- explicitly in courses in comparative and international politics. Moreover, the Department’s long-standing focus on human rights and peace studies coupled with new courses such as “Theories of International Politics” and “Feminist Theories of International Politics,” has served to greatly enrich both our international course offerings and content. We currently have coverage in Western and Eastern Europe, South and Southeast Asia, the Middle-East, Africa and Latin America. Courses covering one or more of these regions are offered each semester.

In all courses in American and Public Administration/Policy international ramifications of domestic policies are discussed. Moreover, we are among a handful of Political Science departments in the U.S. which offers a course on “Political Thought in Developing Countries” besides traditional courses in political theory. Our senior-level course “The Political Economy of Development” provides a broad interdisciplinary study of the relations between the rich and poor countries. Several of our international and comparative course offerings are required for a number of certificate programs, including the new International Studies, Asian Studies and African Studies majors.

2) Our students have participated extensively in study-abroad programs administered by USF and other institutions. We strongly encourage our students to study-abroad for a semester or two, and keep them informed about the opportunities in the area.
3) Our faculty have participated in international programs sponsored by USF. In fact, one member of our faculty was instrumental in establishing the USF in Budapest program, and others have also participated in international programs.

4) The Department strives to recruit and retain international students and faculty. As mentioned above, currently three members of our department are international.

5) The department does not have any separate international partnerships and collaborations with educational institutions and public or private sector organizations. It does, however, as noted, participate in the university’s collaborations.

6) With the addition of two new faculty members (Wibben and Friedman) our offerings in Comparative and International studies has been greatly strengthened. An addition of a full-time faculty member whose area concentration is East Asia (China, Japan and the Koreas) and Pacific Islands would strengthen our department’s international and area offerings considerably.

IX. TECHNOLOGY AND INFORMATIONAL RESOURCES

A. Technology

1) In general, faculty express satisfaction with the provision and support for hardware and software. However some faculty note that printers should be a standard part of the hardware package to facilitate their research needs.

2) Technical computing skills depend on research areas and methodologies.

3) Students are referred to the Center for Instructional Technology for specific needs. Individual instructors also offer training in conjunction with course requirements.

4) Most faculty employ A/V equipment for showing instructional videos or powerpoint in their classes. Some also integrate Blackboard for online discussion or delivery of course materials (including syllabi, reading questions, reading materials, shared student drafts, etc.). Students are encouraged to use the internet for up-to-date news and research materials. It is of particular importance to courses focusing on international issues.

5) Plans to increase the use of technology in the classroom do not exist as a department-wide policy. Technology integration is left up to the individual faculty members’ discretion.

6) In general, integration has been effective. Blackboard in particular has provided a method of communication and discussion outside of the class period. Some students have complained about difficulties in posting comments or papers through Blackboard, usually due to discrepancies between university and student computer platforms. Powerpoint has been particularly effective at imparting information in the introductory classes.
B. Distance Learning

1) We are not involved in distance learning as a department.

C. Library

1) Faculty are not impressed by our library's holdings, though they note improvement. The electronic journal holdings are below a research university's standard.

Faculty have noted that Link+ has worked well, but Interlibrary Loan has been uneven, especially for print journal materials.

E-reserves are convenient for the faculty, as they insure the availability of readings. However, since e-reserves are a new system, problems have arisen. For example, articles have been scanned incorrectly or not at all; and now that there are e-reserves, students rely on them exclusively, and do not seek out missing articles in print form.

2) There are no special strengths relevant to our program.

3) Yes. The liaisons have been responsive to faculty requests for video and print materials in a timely fashion.

X. FACILITIES

1) Each full-time member of the department occupies an office that consists of approximately 108-120 square feet. Less senior members and the department program assistant occupy interior offices which have poor ventilation.

The department has access to a conference room which it shares with other departments on the fifth floor of the University Center building. This conference room is small and furnished with cast-off furniture that has been accumulated over the years. It can only be described as functional.

Instructional facilities vary a great deal depending upon the location and vintage.

2) The existing facilities do not meet the needs of the department. Little space is available for faculty to interact with colleagues outside of their offices. The existing options include: in the office of the program assistant, in the hallway, in the mailroom, or perhaps in the restroom. There also is no place for students to wait comfortably for faculty. During periods of advising or office hours, students waiting to meet with an instructor or the program assistant find themselves standing in the hallway or sitting on the floor.

The adequacy of classrooms ranges from good to inadequate. The college is responsive to requests for particular room assignments. Many classrooms have been upgraded in terms of fixtures and technology over the past five years. Recently upgraded classrooms are quite functional. Many classrooms, however, suffer a number of shortcomings, including: poor AV/technology equipment, inability to regulate the temperature, street noise, etc.
3) The college has proposed construction of a “New Campion” building for the humanities and social sciences. Given that the department occupies a space that was constructed more than three decades ago to “temporarily” serve as faculty offices, it would be safe to assert that, until recently, the university has neglected this area.

4) The new building should address the needs for adequate offices and meeting spaces. Department members’ opinions as to how adequate the new facility will be range from skeptical to cautiously optimistic. As the department adds students, and most likely, faculty, new needs may emerge.

XI. CONCLUSIONS

1) The department boasts a number of strengths. First, it has been and remains a department devoted to teaching. Its excellence in this regard is evidenced by the three university-wide teaching awards members have won; by the quality and quantity of our majors; by the challenging nature of our courses, many of which demand extensive writing by our students as well as service requirements; and by our broad and up-to-date course offerings. Even as the college has made the transformation from 3 units to 4 units with the corresponding decrease in the number of courses each professor offers every year, we have expanded our department’s offerings.

The department also is impressive in its research output. Two of our members are recipients of the university-wide research award, and all of our members have active research agendas. A number of us have recently published books with top university presses (see attached cv’s), and many of us have placed numerous articles in well-regarded peer-reviewed journals. As a department, we host two academic journals, which is quite unusual for an undergraduate department.

The department also has been one of the leaders on campus, if not the nation, in terms of public service and service learning. We have received national recognition for our public service courses, and we place almost all of our majors (and many non-majors) in governmental and non-governmental internship opportunities.

Finally, the department is relatively diverse in terms of ethnicity and gender, and its orientation to social justice concerns is central to the university’s mission.

2) As noted throughout the study, the department does perceive a number of gaps in our coverage of the field of politics that we hope to be able to address in the near future.

Also, due to the numerous minors and other programs that all of us contribute to, it is challenging for us to satisfy the (at times) competing demands of the department and these other programs.

We also have faced a number of problems related to the facilities: small, windowless junior faculty offices; lack of technology in classrooms; and lack of meeting rooms or common space for us to gather when we are on campus at the same time. We are hopeful that the new Kalmanovitz Hall will address many of these problems.
We also have had difficulty following up with our graduates. We are hopeful that the university will provide greater support to help us keep in touch with our graduates and to get greater information on how our alumni think we have served them.

Also, due to the wide diversity of our students, in terms of academic skills, national origins, and employment opportunities they seek upon graduation, at times it is difficult to address all of their needs.

3) In some ways, and somewhat immodestly, we would say that the APSA’s recent attention to undergraduate education is catching up to ours. Similarly, the field of politics has taken greater notice of the educational opportunities offered by service learning and internships. We have been “out front” of this development as well.

The field also has become much more open to interdisciplinary approaches to the study and teaching of politics. The number of minor programs (Legal Studies, Latin American Studies, African American Studies, Gender and Sexualities Studies, etc) that we are involved in points to the interdisciplinary nature of much of our work. Increasingly, members of the department are incorporating issues of globalization into their work.

Finally, many of us have for quite awhile incorporated various research methods into our work, and thus we could say that we predate the “perestroika” movement current in the APSA as well.

4) As noted throughout this report, all members of the department are affiliated with at least one, if not numerous, interdisciplinary majors or minors on campus.

 Probably the development closest to the Politics department is the creation of the International Studies major. Currently, it is chaired by a member of our department, and next year, in his absence, will be chaired by another member of our department. Much of the new major is based on politics courses; most of the functional tracks are hosted by the politics department.

The department also has been developing closer ties to the USF Law School. We chair the 4+3 program and a new Human Rights Working Group, with faculty from the Law School and the college (many from the Politics department) is getting off the ground this year.

And, we have very close ties with the relatively new McCarthy Center.

5) We are not aware of any differences between the department’s view of its role and College and University expectations for the department. We feel supported by the College and University in terms of our hiring, promotion, and mission.

6) We would say that the morale and atmosphere have improved considerably over the last decade. We regret that our commutes (largely for economic reasons!), divided schedules, and demanding external obligations prevent us having more interaction. (The fact that we are answering this part of the self-study collectively is one example of our collegiality!)
XII. COMPREHENSIVE PLAN FOR THE FUTURE

1) At our department retreat in August 2005, we began a conversation, that we are sure to continue, of how we can improve the department over the next five years. Our plans at the moment include the following:

   a. We are in the process of evaluating all of course offerings. We are “weeding out” the courses that we no longer offer, and are discussing which new courses should become permanent parts of the department's course offerings. This conversation is encouraging greater collaboration among faculty members in our five subfields as well as among those who participate in the various minor programs.

   b. We look forward to the construction of Kalmanovitz Hall and are hoping to have as much input as possible to maximize common spaces and to make classroom space as conducive to learning as possible.

   c. As mentioned throughout the study, we are cognizant of gaps in our coverage of the broad field of politics and hope to be able to recruit at least three new members. At this point, the department has reached some consensus around the need for new hires in the fields of political theory and Comparative Politics/Africa or Asia.

We remain committed to supporting our major as well as the numerous interdisciplinary minors that we participate in. In order to do so, faculty are needed. As a department we have chosen in the past, and we remain committed to staffing our courses with as many full-time faculty members as we can. We tend not to rely on adjuncts on an on-going basis; typically adjuncts are hired to fill in for sabbatical and other leaves. In addition, we prefer smaller classes, particularly the classes that demand a lot of writing and those that work best as seminars. As the college has moved to the 4 unit system, we can offer relatively fewer classes per semester. We believe the above-stated reasons indicate a need for new hires for the department.

   d. We have begun holding faculty brown bag research sessions and are interested in pursuing enhanced interaction at the department level on research goals and processes.

   e. Finally, although the department is more diverse than the average politics department and than it has been in the past, we seek to continue to diversify, particularly given our students’ racial, ethnic, and gender diversity.

2 and 4) In addition to the objectives noted above, we aim to obtain better information on our graduates. We plan to create our own exit interviews and we hope to find funds to contact past graduates of the department.

We remain committed to serving our growing numbers of majors and our interdisciplinary minors.

Finally, as noted above, we hope to obtain authorization to engage in a number of searches for new hires in the not-too-distant future.
3) As mentioned earlier, we consider ourselves well positioned to meet the challenges of the field. We currently emphasize civic engagement/service learning; engage in interdisciplinary and cross-disciplinary research and teaching; and employ a wide variety of research methodologies as recently argued for by the “perestroika movement.”

5 and 6) Some of the improvement we strive to make only call for greater opportunities for us to collaborate (brown bag research presentations, etc) whereas others will necessitate additional resources. Some of those resources are forthcoming (in particular, the new Kalmanovitz Hall), whereas others (new faculty lines and funds to allow us to follow-up with our graduates) are hoped for.
CURRICULUM VITAE

Robert Elias

EDUCATION
Pennsylvania State University, PhD (1981), MA (1974), Political Science
University of Strasbourg, Certificate in International Human Rights (1982)
University of Pennsylvania, BA (1972), Political Science/History; School of Law (1st Year)

PROFESSIONAL EXPERIENCE
University of San Francisco, San Francisco, CA (1989- now)
  Professor of Politics; Chair, Legal Studies Program
  Past Chair, Politics Department, Peace & Justice Studies Program
University Jaime I, Valencia, Spain
  Associated Core Faculty, M.A. Program in Peace & Conflict Studies (2001- now)
European University for Peace (UNESCO), Stadtchslaining, Austria
  Associated Core Faculty (1995 – now)
University of California, Berkeley, CA
  Visiting Scholar/Professor, Center for Study of Law & Society (1987-1988)
  Visiting Scholar/Professor, Peace & Conflict Studies Program (1988-1989)
Tufts University, Medford, MA (1980-1984, 1985-1987)
  Associate Professor of Political Science; Professor, Center for European Studies,
  Talloire, France
  Chair, Graduate Program in Public Policy; Peace & Justice Studies Program
Institute for Defense & Disarmament Studies, Brookline, MA
  Research Associate (1984-1985)
Oxfam America, Boston, MA
  Research Associate (1984-1985)
University of Maryland, College Park, MD
  Assistant Professor of Government & Criminal Justice (1979-80)
University of Maryland, European Division; Heidelberg, Germany
  Lecturer in Government & Criminal Justice (1978-1979)
Vera Institute of Justice, New York, NY
  Research Associate/Administrator (1978)
Pennsylvania State University, University Park, PA
  Instructor of Political Science (1976-1977)

TEACHING FIELDS
American Legal Process, Constitutional Law, International Politics, American Politics, Political
Economy, Political Movements, Media, Public Interest Organizations

RESEARCH FIELDS
Criminal Victimization, Crime and Politics, Human Rights, Peace and Conflict Studies,
Resistance Literature, Drug Wars, Media and Politics, Baseball and the American Dream
PUBLICATIONS

Authoried Books:

The Deadly Tools of Ignorance (Cambridge, MA: Rounder Books, 2005)

Coauthored/Edited Books/Manuals:

Baseball & the American Dream: Race, Class, Gender & the National Pastime (New York: M.E. Sharpe, 2001)
The Utopian Impulse (San Francisco: University of San Francisco, 2002)
Citizen Action and Social Change (Medford, MA: Lincoln Filene Center for Citizenship & Public Affairs, 1984)
Government & Politics of the American States (University Park, PA: Penn State University Press, 1975)

Articles in Periodicals:

Mystery Readings International Magazine; Nine: A Journal of Baseball History & Culture;
Mystery Scene Magazine; Peace Review; Buffalo Law Review; The Progressive; Tanbou: Journal of Haitian Political Studies; The Pacific Ecologist; University of San Francisco Magazine; American Behavioral Scientist; Exquisite Corpse; The Humanist; Journal of Human Justice; Peace & Change; New Political Science; Berkeley Voice; Citizen Participation;
Monday Bulletin; Amnesty International News; Defense & Disarmament News; Daily Collegian

Chapters in Books:

Teaching Human Rights; Teaching About September 11; The Utopian Impulse; The 2001 Big Baseball Annual; Encyclopedia on Women and Crime; Encyclopedia of Violence in the U.S.; Encyclopedia of Violence, Conflict & Peace; Teaching for Justice; Teaching the Sociology of Peace and War; Human Rights Education Resources; Critical Essays on Vaclav Havel; The Web of Violence; Enduring Issues in Criminology; Critical Thinking and Writing; Why the Cold War Ended; Violence andVictimization; Rethinking Peace; Victim Rights and Reforms; Sentencing Policy and Reform; Victims and Human Rights; Towards A Critical Victimology; Criminology as Peacemaking; Victims and Criminal Justice; Clashing Views on Controversial Issues in Crime & Criminology; Peace & World Order Studies: A Curriculum Guide; Development, Dependence & State Repression; Crime and Criminals; Reorienting the Justice System: From Crime Policy to Victim Policy
Editorial:
Editorial Board, New Political Science, Caucus for A New Political Science (1990 - present)
Editorial Collective, Radical America, Somerville, MA (1985-87)

AWARDS
Grants
Carnegie Foundation, USF Faculty Development; Jesuit Foundation; Lane Foundation; John D. & Catherine T. MacArthur Foundation; Deer Creek Foundation; Fulbright Foundation; United Nations University for Peace Foundation; Topsfield Foundation; Boston Foundation; Canadian National Government; President's Innovative Fund; Massachusetts Department of Education Grant; National Endowment for the Humanities; World Policy Institute; U.S. Department of Justice; Geneva Graduate Institute of International Studies; Strasbourg International Institute of Human Rights; International Labor Organization; Columbia Center for Study of Human Rights

Recognition
Frank Beach Service Award; Who's Who in America; Thomas Erlich Service Learning Award Finalist; Davies Professor; National Endowment for the Humanities Chair; Phi Kappa Phi Honor Society

Book Awards
Dark Oak Mystery Award Finalist; Sporting News Book Award Finalist; Project Censored Award; Distinguished Research Award; National Jesuit Book Award Finalist; Hans von Hentig Award Finalist; Academy of Criminal Justice Sciences Outstanding Book Award Finalist, Denis Carrol Prize Finalist; Distinguished Contribution to Scholarship Award Finalist; Leslie T. Wilkens Book Award Finalist; Stephen Schafer Memorial Award Finalist
CURRICULUM VITAE
Elisabeth Jay Friedman

EDUCATION
PhD: Stanford University, Political Science, 1997
MA: Stanford University, Political Science, 1993
BA: Barnard College, Columbia University, Political Science/Women’s Studies, 1988

EMPLOYMENT
Assistant Professor of Politics, University of San Francisco, 2004-present
Teaching areas: Comparative Politics, Latin American Politics, Gender and Politics
Assistant Professor of Political Science, Barnard College, Columbia University, 1998-2004
Assistant Professor of Political Science, Western Michigan University, 1997-1998

SELECTED PUBLICATIONS
Books


Refereed Articles
“Gendering the Agenda: Women’s Transnational Organizing at the UN Conferences of the 1990s.” Women’s Studies International Forum 26: 4 (July/August 2003): 313-331.

SELECTED GRANTS AND AWARDS
Gladys Brooks Junior Faculty Excellence in Teaching Award, Barnard College, 2003
Fulbright-Hays Faculty Research Abroad Award, 2001-2002
Best Paper Award, Women and Politics Section, American Political Science Association, 1997
Woodrow Wilson Dissertation Grant in Women’s Studies, 1996-1997
Fulbright Fellowship, 1994-1995

PROFESSIONAL ACTIVITIES
American Political Science Association: Member, 1995-present
Council on Foreign Relations: Term Member, 2000-2005
Latin American Studies Association: Member, 1995-present

SERVICE
Activities at USF
Department of Politics: Search Committee, American Politics position, Fall 2005
Gender and Sexualities Studies Minor: Advisory Board, Fall 2004-present
Latin American Studies Department: Member, Spring 2005-present
College of Arts and Sciences: Curriculum Committee, Spring 2005-present
University: Academic Advisory Committee to the Trustees, Fall 2005-present
CURRICULUM VITAE
Jay Gonzalez

Summary: More than 15 years of successful academic, administrative, civic and international development experiences and extensive research publications on the education, public, nonprofit, and private sectors of Asia, Europe, Africa, and North America, with policy action and quantitative research expertise, and publications on business, government, community collaborations and Filipino migration.

CURRENT POSITION
University of San Francisco (USF), San Francisco, California, USA
Term Assistant Professor, August 2002-present; Adjunct Professor, Jan 2000-July 2002, Politics Department, Environmental Studies Department, and Asian American Studies Program, California, USA
Director, Maria Elena Yuchengo Philippine Studies Program, Aug 2002-present
Co-Editor, Asia Pacific: Perspectives, Center for the Pacific Rim, 2002-present, Kiriyama Fellow (2001-2003)

ACADEMIC AND RESEARCH WORK EXPERIENCES
Asian American Civic Engagement Project, funded by the U.S. Department of Education and administered through the University of San Francisco’s Leo McCarthy Center for Public Service and the Common Good, California
Project Director, November 2003-present

The Religion and Immigration Project, funded by the Pew Charitable Trust and Jesuit Foundation and administered through the University of San Francisco, California
Co-Investigator and Filipino Team Leader, May 2000-present

Department of Human Services, San Francisco, California, USA
Special Bilingual Examiner-Filipino, January 2002-present

Heald College, Schools of Business and Technology, San Francisco, California, USA
Dean of Students, US Immigration and Naturalization Service (INS) Designated School Official (DSO) and International Student Advisor, October 1999 - July 2000

National University of Singapore (NUS), Department of Political Science, Singapore
Assistant Professor of Public Policy and Administration, November 1994 – Sept 1999

Overseas Workers Welfare Administration (OWWA), Philippine Embassy, Singapore
Principal Adviser and Senior Lecturer, Skills Training Program, July 1996 – Sept 1999

INTERNATIONAL DEVELOPMENT, POLICY RESEARCH, AND CONSULTING ASSIGNMENTS
Commission on Immigrant Rights, City and County of San Francisco, San Francisco, California, USA: Commissioner, October 2001 – August 2004
The Inter-American Development Bank (IDB), INDES/The Japan Program, Washington, DC, USA: Consultant, July 2004-September 2004

The World Bank, Public Sector and Governance Division (PRMPS), Washington, D.C., USA: Consultant, e-Learning, June 2004

The Inter-American Development Bank (IDB), INDES/The Japan Program, Washington, DC, USA: Asia Coordinator and Lead Expert, February 2004-September 2004

The Asian Development Bank (ADB), Private Sector Operations Department, Metro Manila, Philippines: Migration and Remittance Consultant and Advisory Board Member, March 2004-April 2004

EDUCATION
Ph.D. in Political Science (U.S. Information Agency Scholar)
Emphases: Public Policy and Administration, International Relations and Development, and Political Economy
UNIVERSITY OF UTAH, Salt Lake City, Utah, USA, 1992

Graduate Certificate in Public Administration
Center for Public Policy and Administration
UNIVERSITY OF UTAH, Salt Lake City, Utah, USA, 1991

Master of Public Administration (University Scholar)
Emphases: Organizational Behavior, Policy Analysis, and Public-Private Sector Development
UNIVERSITY OF THE PHILIPPINES, Manila, Philippines, 1987

Bachelor of Arts (Dean's List)
Emphases: Political Science, History, and Development Economics
DE LA SALLE UNIVERSITY, Manila, Philippines, 1984

Advanced courses: Bank Operations and Lending, Fiscal Auditing, Structural Adjustment
WORLD BANK INSTITUTE, Washington, DC, USA, 1993
PROFESSIONAL AWARDS AND ACHIEVEMENTS
Mayor George Christopher Distinguished Endowed Chair in Public Administration, Edward S. Ageno School of Business, Golden Gate University, San Francisco California, USA, AY 2003-2005
2002 Distinguished Lecturer Award, University of San Francisco, California, USA, AY 2001-2002
2002 Outstanding Scholarship of Integration, Application, and Discovery, Golden Gate University, San Francisco, California, USA, AY 2001-2002
2001 Outstanding Scholarship of Integration, Application, and Discovery, Golden Gate University, San Francisco, California, USA, AY 2000-2001
2000 & 2001 Kiriyama Fellowship, Center for the Pacific Rim, University of San Francisco, AY 2000-2002

ELECTED HONORS AND PROFESSIONAL SOCIETIES
Advisory Board, Environmental Studies Program, University of San Francisco, 2003-present
Board Member, West Bay Pilipino Multi-Services Agency of San Francisco, 2001-present
Board Member, PAMANA ng Lahing Pilipino, San Francisco Bay Area, 2002-2003
Board Member, American Society for Public Administration, San Francisco Bay Area Chapter, 2001
Advisory Board, Asian American Studies Program, University of San Francisco, 2001-2002
Advisory Board, Babilonia Wilner Foundation, Berkeley, California, 2001
Faculty Member, National Association of Schools of Public Affairs and Administration (USA), 2000
Voting Member, Institute On Governance (Canada), 2000-2002

PUBLICATIONS AND FORTHCOMING PAPERS (both print and electronic)
Books:
Philippine Labour Migration: Critical Dimensions of Public Policy. Singapore and Manila: Institute of Southeast Asian Studies (ISEAS) and De La Salle University, 1998.

Book chapters:
“Multi-Stakeholder Partnerships in Asia” In I. Licha (Editor), Citizens in Charge: Managing Local Budgets in East Asia and Latin America. Washington, DC: Inter-American Development Bank, 2004 (in English and Spanish).
“We Do Not Bowl Alone: Social and Cultural Capital from Filipinos and their Churches” In T. Carnes and F. Yang (Editors), Asian American Religions: The Making and Remaking of


Journal articles:

“An Interview with 2002 Kiriyama Chair Rosemary Foot on Human Rights, the United States, and the Asia Pacific.” Asia Pacific: Perspectives (USA) 3(1), 2003.


SEMINAR/CONFERENCES/TRAINING PAPERS & PRESENTATIONS


CURRICULUM VITAE
Roberta Ann Johnson

EDUCATION
University: Harvard University PhD in Political Science, awarded 1972
Woodrow Wilson Fellow, 1963-1964
Dissertation: The Puerto Rican Independence Movement
(Advisor - James Q. Wilson; Second Reader - Seymour Martin Lipset)
College: Brooklyn College, 1959-1963
Dean's List - 4 years, Phi Beta Kappa, graduated with honors and magna cum laude

TEACHING (1985-2005)
University of San Francisco 1985-2005
Courses in Introduction to Politics, American Politics, Public Administration, The City,
Minorities in American Politics, Public Policy, American Presidency, Bureaucratic Politics,
Politics of the 60s, Women and American Politics, Public Administration Internship, Davis
Forum (Alienation), Public Policy: The Homeless, Senior Seminar (Politics and Individual
Responsibility), Freshman Seminar (The Heart of Homelessness)
Victoria University (Wellington, New Zealand)
Fulbright Senior Specialist in American Politics, spring 2006 [pending]
University of Indonesia
Fulbright Professor of American Studies and Women's Studies, 1992. Graduate courses in
Teaching-related grants include two Irvine Grants for curriculum development, NEH Chair
(1993-94), & a Campus Compact Federal Grant to develop a service learning course on the
homeless, 1995.

SERVICE (1985-2005)
Campus Service
Chair, Public Service minor 1990-. Served on various university wide, A&S, & department
committees & search committees, some of which I chaired, & participated in dozens of campus
panels following elections, wars, & disasters. Service Honors and Awards include receiving the
College Service Award for outstanding dedication and service (2003), being invited to be
Commencement Speaker at the 2001 USF Business School Graduation, & being USF Nominee
for the Thomas Ehrlich Faculty Award for Service Learning (2000)

Professional Association & community service (1980-2005) includes having a service award
named after me, the Dr. Roberta Ann Johnson Award for Excellence, by the San Francisco Bay
Area Federal Executive Board, Disabled Opportunity Council, September 14, 1990; being an
ASPA delegate to conferences in Chengdu and Xiamen, China, October 2005, appointed
member of the international Executive Board, Ethics in the Public Sector (1996-1998); various
APSA committees (1988-1994); various WPSA committees (1978-1990); founding member,
elected Council member of the Caribbean Studies Association (1978-1982); Northern
California Political Science Association, Council member (1986-88); California Women in
Higher Education, Vice President, (1980). Service to the community includes being quoted and
interviewed in various newspapers and local TV and radio news programs & Guest Editorials on
KQED Radio (88.6 FM) National Public Radio, & serving on local Harvard Boards & Councils. I have also been a tutor in Spanish Harlem, Santa Cruz, & Oakland.

PUBLICATIONS (partial list)
"Bureaucratic Whistleblowing and Policy Change," (with Michael Kraft) Western Political Quarterly, December 1990
ACADEMIC PRESENTATIONS (partial list of presentations from 1994-2005)


March 27 & 28, 2004 – Presented a paper, "In Search of Global Issues: Corruption and Reform in the U.S., Israel, Russia, and India," and participated on a roundtable, "Corruption in a World without Boundaries," at the American Society for Public Administration meeting, Portland, Oregon.

August 29, 2002 – Presented a paper, "To Be or Not To Be: Deciding To Be a Whistleblower," at the American Political Science Association meeting, Boston.

August 29, 2001 – Chaired a panel, "Campaigns, Elections and Gender," at the American Political Science Association meeting, San Francisco, California.

March 25, 2000 - Presented a paper, "On the Air and Into Cyberspace with the Candidates," at the Western Political Science Association meeting, San Jose, California.

March 10, 2000 - Presented a paper, "Re writing the History of Homelessness in America: The Story of Black Americans," (presented by USF students, Luis Quinones and Ashley Salcido) at the National Conference of Black Political Scientists, Washington D.C.


August 31, 1996 - Discussant on the panel, "Local Organizing Against Inequality," at the American Political Science Association, San Francisco.

August 14, 1996 - Presented a paper, "Why Great People Don't Run for President," at James Cook University, Cairns, Australia.


May 14, 1994 - Keynote speaker on "Whistleblowing," at the Northern California Political Science Association meeting, University of Santa Clara.

CURRICULUM VITAE
M. SCOTT McELWAIN

EDUCATION
Ph.D. International Relations and Government, Claremont Graduate School, 1974
Dissertation: “Challenge and Response; Soviet-American Relations before the Caribbean Crisis of 1962.”
B.A. Political Science, University of San Francisco, 1964

PROFESSIONAL EXPERIENCE
Assistant, Associate, and Professor of Politics, University of San Francisco, 1970-
2004-2005
Instructor of Political Science, Occidental College, 1969-1970
Staff Assistant, Senator Thomas H. Kuchel, Washington D.C., 1964-1966

TEACHING AREAS
Comparative Politics (Europe and the former Soviet Union)
International Relations (International Law & Organization, Peace Studies,
American Foreign Policy)
Winner in 1988 of the University Distinguished Teaching Award
Courses taught recently:
Introduction to International Politics
The World Since 1945 (crosslisted with History)
International Law and Organization
American Foreign Policy
Politics of Peace and War (crosslisted with Sociology)
The Vatican in Global Politics
Politics and Change in East-Central Europe (Budapest campus)
Contemporary Issues in East-Central Europe (Budapest campus)

RECENT UNIVERSITY SERVICE CONTRIBUTIONS
Director, Undergraduate Major in International Studies, 2004-present
Coordinator, European Studies Minor, 1998-present
On-Site Faculty Member, USF in Budapest, 2001-2002, Fall, 2003
WASC Steering Committee, 2004-present
College and University Peer Review Committees, 1995-1998
Chair, College of Arts Peer Review Committee, 1997-1998
Winner in 2005 of the Frank L. Beach Award for Outstanding Leadership in Service to the
College
Winner in 1990 of the College of Arts Service Award
RESEARCH INTERESTS
Politics in East-Central Europe and United States Policy in the Region:
“The United States and East Central Europe: Differentiation or Detente?”

Review of Big Brother: the Soviet Union and Soviet Europe by Helene Carriere


“The Hungarian Revolution of 1956.” Great Events from History II: Human

“America’s Non-Policy in Bosnia-Herzegovina.” Paper presented at the Western
Political Science Association Meeting, 1994, Albuquerque, New Mexico.

Peace Studies:
Associate Editor, Peace Review, 1993-
special editor, Peace Review, Volume 8, Number 4, December, 1996
“Humanitarian Intervention.”


Manuscript in progress: The United States and the Vatican in Peace and War.
CURRICULUM VITAE
Patrick J. Murphy

EDUCATION

M.P.A. 1986, Public Affairs, LBJ School of Public Affairs, University of Texas at Austin, Austin, Texas.

B.A. 1984, Government and International Relations, with honors, University of Notre Dame, Notre Dame, Indiana.

PROFESSIONAL EXPERIENCE
2004 – present Director, Leo T. McCarthy Center for Public Service and the Common Good, University of San Francisco, San Francisco, California.

1996 – present Associate Professor, Politics Department, University of San Francisco, San Francisco, California (Assistant Professor, 1996-02, Chair, 2003).

2004 – present Adjunct Fellow, Public Policy Institute of California, San Francisco, California.


1998 - 2004 Adjunct Researcher, RAND Corporation, Santa Monica, California.


1994 - 1996 Lecturer, Political Science Department, University of Wisconsin at Madison, Madison Wisconsin.


SELECTED PUBLICATIONS


From the Headlines to the Frontlines: The Teacher Shortage and its Implications for Recruitment Policy, (with M. DeArmond), Seattle, WA: Center on Reinventing Public Education, University of Washington, 2003.


SELECTED PROFESSIONAL AND COMMUNITY SERVICE ACTIVITIES

Co-Chair, "Committee to Pass the Parcel Tax," Bolinas Stinson Beach Union School District, Bolinas, California, 1999 and 2003. School district public finance consultant 1997-03.

Member of the Bolinas Fire District Capital Campaign Committee, 2002-2003.

CURRICULUM VITAE
Shalendra D. Sharma

ACADEMIC POSITIONS
2003: Professor (effective September 2003) at the University of San Francisco
1999: tenure and promotion to Associate Professor of Politics
Director of the Master of Arts Program in Asia-Pacific Studies (1999-2002)
1993-1999: Assistant Professor in the Dept. of Politics at the University of San Francisco

EDUCATION
Ph.D 1992: Political Science, University of Toronto, Ontario, Canada.
MA 1986: Simon Fraser University, Burnaby, British Columbia, Canada.
BA 1981: Simon Fraser University, Burnaby, British Columbia, Canada.

TEACHING: 1996/97 recipient of the University-Wide Distinguished Teaching Award
Areas of teaching competence
International Relations
International Political Economy; Political Economy of Developing Nations
Comparative Politics and Government; Politics in South and Southeast Asia
Macroeconomics (focus on the global financial system)
Gandhian Political Philosophy; Non-Western Political Thought

Department of Politics (courses developed and taught at USF since 1993)
0110-102 Introduction to Comparative Politics
0110-113 Introduction to International Politics
0110-314 Democratic Theory and Transitions
0110-332 Political Thought in Developing Nations
0110-355 American Foreign Policy
0110-346 Government and Politics of South and Southeast Asia
0110-358 International Relations of South and Southeast Asia
0110-359 International Politics of the Asia Pacific Rim
0110-360 International Environmental Politics
0110-392 Special Subjects in Politics
0110-399 Directed Research in Political Science
0110-432 Politics of Ethnicity and Nationalism
0110-450 Political-Economy of Developing Nations
0110-495 Honors Seminar: America and the World after 9/11
Davies Seminar: taught jointly with Prof. Miriam Feldblum in Fall 1994)

Department of History
0115-384 History of South and Southeast Asia

Department of Economics
0104-477 International Economics
0104-677 International Political Economy (Graduate Course)

Center for the Pacific Rim (graduate (MA) courses in Asia-Pacific Studies, 1996-2002)
0185-620 International Relations of Asia and the Pacific Rim
0185-646 Political Economy of Asia and the Pacific Rim
0185-649 Master’s Thesis Research
0185-650 Interdisciplinary Capstone Seminar in Asia Pacific Studies

Saint Ignatius Institute
0125-401 Civilizations and Cultures of Asia and the Islamic Near-East

PUBLICATIONS
2002/03 recipient of the University-Wide Distinguished Research Award

Books


Journal Articles


CURRICULUM VITAE
James Lance Taylor, Ph.D.

EDUCATION
1991-1999 University of Southern California, Los Angeles, California
Doctorate of Philosophy in Political Science
Major: American Politics with emphasis in Black Politics
Minor: Law and Public Policy
Minor: Comparative Politics
Passed Ph. D Comprehensive Examinations with Distinction May 1995

1988-1991 University of Southern California, Los Angeles, California
Master of Arts in Political Science
Major: American Politics
Minor: Comparative Politics
Minor: Political Theory

1985-1987 Pepperdine University, Malibu, California
Bachelor of Arts in Religion
Major GPA: 3.65
University's 50th Anniversary Commencement Speaker, 1987

RESEARCH


PRESENTATIONS AT PROFESSIONAL CONFERENCES


PROFESSIONAL TEACHING EXPERIENCE
University of San Francisco 1999-2005

Courses: African American Politics- Applies to the African American Studies; Race, Equality, and the Law- (formerly African Americans and the Law)- Applies to the Legal Studies Minor; Criminal Justice Minor; African American Studies; Race, Civil Rights, and the American Presidency- Applies to African American Studies; Race and Ethnic Politics in the United States-Taught in the Phelan Multicultural Living-Learning Community; Religion and Politics- Applies to Peace and Justice Studies Minor; Cross-listed in the Department of Theology and Religious Studies; Urban Politics-Taught in the Phelan Multicultural Floor/Living Learning Community; The Social, Political, and Economic History of the United States- An introductory general education curriculum requirement analyzing the structural, political, and governmental foundations of the American political system and their various linkages; Introduction to American Politics- An introductory Major/Minor Core requirement lecture course building on themes, topics, and methodologies of American political development; Public Policy: Punishment- Applies to Legal Studies Minor; Criminal Justice Minor; Public Service Minor

SERVICE ACTIVITIES
Politics Department: Departmental Service
College of Arts and Sciences Service
Community Service
Professional and University Service
Professional Service

PROFESSIONAL AFFILIATIONS
Member, Consortium of African American Research (CAAR)
Member, American Political Science Association
Member, National Conference of Black Political Scientists
Member, Society for the Scientific Study of Religion
Member, Southern Political Science Association
Member, Western Political Science Association
Member, History Council of the California African American Museum, Los Angeles, California.
CURRICULUM VITAE
Brian A. Weiner

EDUCATION
Ph.D. University of California, Berkeley
   Political Science, May 1994
   Dissertation Title: The Sins of the Parents
   (Nominated for the 1994-1995 APSA's Leo Strauss Award)

M.A. University of California, Berkeley
   Political Science, 1984

B.A. Princeton University
   Politics, 1981

PROFESSIONAL EXPERIENCE/TEACHING
2005- Associate Professor and Chair, Politics Department
   University of San Francisco, San Francisco, California

2004- Associate Professor, Politics Department
   University of San Francisco, San Francisco, California

1998 - 2003 Assistant Professor, Politics Department,
   University of San Francisco, San Francisco, California

1995 - 1998 Assistant Professor (term position), Politics Department,
   University of San Francisco, San Francisco, California

Courses Prepared and Taught at University of San Francisco
Politics 203/303: Introduction to Political Theory (yearly)
Politics 204: Social, Political, and Economic History of the United States (as needed)
Politics 308: Literature and Political Thought (every two years)
Politics 314: Democratic Theory and Democratic Transitions (as needed)
Politics 319/Honors Humanities 326: From Baroque to Enlightenment (every two years)
Politics 321: The American Presidency (as needed)
Politics 322: The Politics of American Justice (every two years)
Politics 333: American Political Thought (every two years)
Politics 339: Free Expression and the Constitution (every two years)
Politics 361: Bureaucratic Politics (as needed)
Politics 392: Political Ethics (new course)
Politics 495: Senior Honors Seminar: Politics and the Emotions (once)
RESEARCH
Publications:

Book Review of The Puritan Tradition in Revolutionary, Federalist, and Whig Political Theory.


Works in Progress:
“Agonizing in Public: Re-Thinking the Emotional Jurisprudence of Justice Harry Blackmun.”

“What Constitutes A Sufficient National Apology?: Political and Legal Responses to the 1893 Overthrow of the Kingdom of Hawai’i”

Recent Conference Papers:
“National Apologies: Extraordinary Politics within Ordinary Times”
7th Annual International Conference, Repairing the Past: Confronting the Legacies of Slavery, Genocide, Caste
Yale University, New Haven, CT, October 2005

“Defending the Emotional Jurisprudence of Harry A. Blackmun”
2001 Annual Meeting of the American Political Science Association, San Francisco, California, August 2001

Invited Talks and Presentations:

“Birth and Death in Jefferson and Lincoln”
SERVICE (abbreviated list)
To Politics Department
Chair, Politics Department, Fall 2005-
Participant, Politics Department Search Committee for American Politics/Public Policy/Administration, Fall 2005
Participant, Politics Department Search Committee for Public Policy/Women in Politics Position, Fall 2004
Member, Politics Department Search Committee for International/Comparative/Gender Politics Position, 2002-2003
Author, “Politics Department Regulations on Student Academic Honesty Regarding Written Work,” 2002

To College
Primary Pre-Law Advisor, 1998 – present
Faculty Advisor, Society of Pre-Law Students, 1996 – present
Member, Legal Studies Advisory Committee, 1998 – present
Member, BA/BS-J.D. Law Program Advisory Committee, 2002 – present
Member, Pre-Professional Health Committee, 2002 – present

To University
Executive Board Member, USF Faculty Association, August 2005-
Invited Speaker, Distinguished Teaching Colloquium, March 2005
Invited Speaker, New Faculty Orientation, August 2004

ACADEMIC DISTINCTIONS AND HONORS
Who’s Who Among the Nation’s Teachers, 2005
USF/USFFA Distinguished Teaching Award, 2004
Charlotte W. Newcombe Fellowship, 1989-1990
Phi Beta Kappa Scholarship, 1989-1990
Henry Robert Braden Graduate Fellowship, UC Berkeley, 1983
John G. Buchanan Prize in Politics, Princeton University, 1981
Phi Beta Kappa, 1981

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES
Member, American Political Science Association, 1992-present
Member, Association for Political Theory, 2002-present
Member, Pacific Coast Association of Pre-Law Advisors, 2001-present
CURRICULUM VITAE
Annick T.R. Wiben

ACADEMIC POSITIONS
Assistant Professor: Department of Politics, University of San Francisco, San Francisco, CA, USA since Aug 2005

Visiting Asst. Professor: Department of Political Science, Wellesley College, Wellesley, MA, USA Jan-May 2005

Watson Fellow/ Co-Investigator: Thomas J. Watson Jr. Institute for International Studies, Brown University, Providence, RI, USA since Aug 2001

Co-Investigator: The Information Technology, War, and Peace Project

Rockefeller Humanities Fellow” National Council for Research on Women and Center for the Study of Women and Society at the City University of New York, New York City, NY, USA Sept- Dec 2003

Visiting Researcher: The Finnish Institute of International Affairs, Helsinki, Finland, June- Sept 1999

EDUCATION

Master of Social Sciences: International Relations and European Studies, International School of Social Sciences, University of Tampere, Finland, Sept 1996- June 1998


SELECTED PUBLICATIONS


Narrating Experience: Raymond Aron and Feminist IR Scholars Revis(it)ed- a subversive dialogue. University of Tampere: Department of Political Science and International Relations; Research Reports 7/ 1998

RECENT/SELECTED PRESENTATIONS
Global Security Program conference “Beyond Terror: A New Security Agenda”, Watson Institute, Brown University, June 3-4, 2005

“Human Security – Concept or Strategy? Locating dis/continuities with traditional and critical security studies”
ISA 2005 Convention in Honolulu, Hawai‘i, USA, Mar 2-5, 2005

“Security Narratives and the Question of We”
ISA Pre-conference workshop “The Art of Security”, Honolulu, Hawai‘i, Mar 1, 2005

“Women Respond: Revisiting the Woman=Peace Thesis”
ISA 2003 Convention in Portland, OR, USA, Feb 25- Mar 01, 2003

TEACHING EXPERIENCE
Current: Department of Politics, University of San Francisco, since Aug 2005
   Introduction to International Politics [curriculum design, all teaching] fall 05,
   spring 06 (counts toward core area E and minor in International Studies)
   Theories of International Relations [curriculum design, all teaching]
   fall 05
   Feminist International Relations [curriculum design, all teaching]
   spring 06 (counts toward minors in Peace and Justice Studies, Legal Studies, Gender and Sexualities Studies)

Prior: Department of Political Science, Wellesley College, Jan- May 2005
   Introduction to World Politics [curriculum design, all teaching]
   International Organizations [curriculum design, all teaching]

   International Relations Program, Brown University, Jan- May 2003 & Jan- May 2004
   Senior seminar on Feminist Perspectives on Security/ Global Violence
   [curriculum design, all teaching]
   International Organizations and World Politics [teaching assistant]

   Bryant College, Jan- May 2003
   Foundations of International Studies liberal arts credit option for business students
   [curriculum design, all teaching]

SERVICE
Politics Department:
   Technology Committee (current project: website review) since September 2005

College of Arts & Sciences:
   Director, Peace and Justice Studies Program (interdisciplinary minor) since August 2005

University level:
   Honorary Degree Committee since September 2005
CURRICULUM VITAE
J. Stephen Zunes

EDUCATION
PhD. Cornell University, Department of Government, 1990
M.A. Cornell University, Department of Government, 1986
M.A. Temple University, Department of Political Science, 1983
B.A. Oberlin College, Department of Government, 1979

FULL-TIME FACULTY APPOINTMENTS
University of San Francisco
Professor, 2004-
Associate Professor, 1999-2004
Assistant Professor, 1995-1999
Chair, Peace and Justice Studies Program, 1997-2001, 2003-2005

University of Puget Sound
Visiting Assistant Professor, 1993-94

Whitman College
Assistant Professor, 1990-91
Instructor, 1989-90

Ithaca College
Assistant Professor, 1988-89
Instructor, 1987-88

PART-TIME FACULTY APPOINTMENTS
Antioch University--Seattle, Winter 1993 and Spring 1992
Sonoma State University, Summer 1991
Cornell University, Fall 1986 and Spring 1987
Ithaca College, Fall 1986 and Spring 1987
Cambridge Center for Adult Education, Fall 1983 and Spring 1984
Temple University, Fall 1981

OTHER PROFESSIONAL POSITIONS
Research Associate, Center for Global International and Regional Studies, University of California--Santa Cruz, 2001-2003
Senior Policy Analyst, Foreign Policy in Focus Project, 2001-2002
Associate Scholar, Institute for Global Security Studies, 1994-1995

AWARDS
Peace Scholar of the Year, Peace and Justice Studies Association, 2002
POSITIONS IN PROFESSIONAL ORGANIZATIONS
Chair, Commission on Law and Peace in the Middle East, Toda Institute, 2002-2003
Member, Governing Council, International Peace Research Association, 2000-2002
Member, Commission on Peace Building in the Middle East, International Peace Research
Association, 1992-1994

PUBLICATIONS
Books
_Tinderbox: U.S. Middle East Policy and the Roots of Terrorism_, Monroe, ME: Common Courage
Press, 2003
_Nonviolent Social Movements: A Geographical Perspective_ [with Lester Kurtz and Sara Beth
Asher] (edited), Blackwell Publishers, 1999

Books in Progress
_No Stinking Badges: U.S. Middle East Policy, the United Nations, and International Law_
Berkeley: University of California Press
_Western Sahara: Nationalism and Conflict in Northwest Africa_ [with Jacob Mundy], Syracuse,
NY: Syracuse University Press
 _Protecting the Unprotected: The Power of Being Consistent_ [with Rachael McNair] (edited),
Kansas City: Institute for Integrated Social Analysis

Chapters in Edited Volumes
“U.S. Foreign Policy Determinants and Decision-Making,” in Rick Fawn and Raymond
Hinnebusch, _The Iraq War: Perspectives and Consequences_, Boulder, CO: Lynne Rienner
Press, 2005 [forthcoming]
U.S. Regional Security Policy in the Post-Cold War Era, Wilmington, DE: Scholarly
Resources, 2004
“The Ongoing U.S. War with Iraq,” in Tareq Ismael and William Haddad, eds., _Iraq: The_
“American Perspectives on Gulf Security,” in Majid Tehranian, ed., _Bridging a Gulf:_
“Between the Arms Race and Political Lobbyists: How Pax Americana Threatens Middle East
Peace,” in J. W. Wright, ed., _Structural Flaws in the Middle East Peace Process: Historical
Contexts_, New York: Palgrave MacMillan, 2002
Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade, Washington:
Congressional Quarterly Press, 2001
“Indigestible Lands? Comparing the Fates of the Western Sahara and East Timor,” in Brendan
“Human Rights in U.S. Middle East Policy,” in David Forsythe, ed., _The United States and
Human Rights: Looking Inward and Outward_, Lincoln: University of Nebraska Press, 2000

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**Journal Articles**

“The United States Reaction to the International Court of Justice Ruling on Israel’s Separation Barrier,” Middle East Policy, Vol. XII, No1 (January 2005)


“The United States and the Western Sahara Peace Process,” Middle East Policy, Vol. VI; No. 1 (February 1998)

“The Function of Rogue States in U.S. Middle East Policy,” Middle East Policy, Vol. V; No. 2 (June 1997)

“The Strategic Functions of U.S. Aid to Israel,” Middle East Policy, Vol. 4, No. 4 (October 1996)

“Algeria, the Maghreb Union, and the Western Sahara Stalemate,” Arab Studies Quarterly, Vol. 17, No. 3; Summer 1995


