



The Western

Newsletter of the Western Political Science Association
Volume 2, Issue 2. Fall, 2010
<http://www.csus.edu/org/wpsa>

Notes from the Editors

As the *Western* continues to develop as the newsletter of the Western Political Science Association, we are pleased to incorporate and highlight some new things for this edition. Based on helpful comments from people at the 2010 WPSA Conference, we added a section on Announcements highlighting career advances for our members, job opportunities, and a segment on related conferences. In addition to these new sections, Dr. Ellie Ertle and Dr. Lori Weber's article about using Town Hall simulations to teach American Government is our second article to highlight teaching and/or research approaches in our *Western Educator* section. This is a preliminary report on an innovative technique to enhance student learning in our classes.

As a final note, we are pleased to serve as the outlet for Association news and announcements from members. As part of this we wish to draw your attention to the *Political Research Quarterly* OnlineFirst capabilities where articles accepted by *Political Research Quarterly* can be viewed before their availability in the print issues. We also highlight WPSA's new journal *Politics, Groups, and Identities* and congratulate the inaugural editorial team.

As always, we value your feedback as this newsletter further develops. We are currently working with our IT staff to make the newsletter fully web-based which will help with issues of accessibility and make the newsletter more professional. If you have any comments or questions about possible submissions, please contact us at voregan@fullerton.edu or sstambough@fullerton.edu. We also hope to see all of you at the 2011 WPSA Conference in San Antonio, Texas from April 21st-23rd. Information about conference participation is available at <http://www.csus.edu/org/wpsa>.

Stephen J. Stambough *Valerie R. O'Regan*

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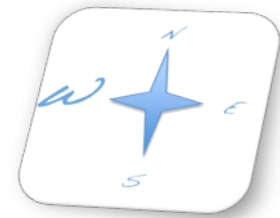
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Western Notes

NEW WPSA JOURNAL!

The editorial team for the new journal, *Politics, Groups and Identities*, has been chosen. The team includes Lisa García Bedolla, University of California-Berkeley; Rosalee Clawson, Political Science, Purdue; Ange-Marie Hancock, Political Science, USC; Kerry Haynie, Political Science, Duke; James McCann, Political Science, Purdue; Eric Waltenburg, Political Science, Purdue; and Laurel Weldon, Political Science, Purdue. Lead editorship for the journal will rotate among the four Purdue scholars, with Rosalee Clawson serving as the first editor. Purdue University is providing generous support for the editorial team in helping to get the journal off the ground. It is expected that the journal will be launched in 2013 with four issues being published each year. *PGI* will offer a new platform for work that focuses on the politics of social identity and minority groups to which scholars in various sub-fields can submit articles and which will promote discussion across those sub-fields. The journal will encourage the search for overlapping themes and arguments and help develop a comparative literature on these topics both across fields and, conceivably, across the social sciences.

2011 WPSA Conference San Antonio



WPSA President Christine Di Stefano and Program Chair Manuel Avalos are planning the 2011 Annual Meeting of the Association scheduled for April 21 - 23, 2011, at the Hyatt Regency in San Antonio, Texas. We hope you will participate in the program.

Information regarding the program and additional WPSA news is found at our website: <http://www.csus.edu/org/wpsa>. Please note that the deadline for submission of participation forms is September 24, 2010.

2 Deadline for 2011 WPSA Conference in San Antonio is September 24th.



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Sedan Akcinaroglu, Jonathan M. DiCicco, and Elizabeth Radziszski

[Contradictory Calculi: Differences in Individuals' Turnout Decisions across
Electoral Systems](#)

Shane Singh



Meet the Council



Sean Kelly is Professor of Political Science at California State University Channel Islands. A specialist in American politics, Kelly teaches broadly focusing on political institutions, public policy and public administration.

As an American Political Science Association Congressional Fellow (1993-1994) he served on the staff of the Senate Democratic Policy Committee, an arm of the Democratic Leadership in the U.S. Senate. He is the coauthor with Scott Frisch of three books: *Committee Assignment Politics in the U.S. House of Representatives* (University of Oklahoma Press 2006), *Jimmy Carter and the Water Wars: Presidential Influence and the Politics of Pork* (Cambria Press 2008), and *Cheese Factories on the Moon: Why Earmarks are Good for American Democracy* (Paradigm Publishers 2010); he co-edited *Campaigns and Political Marketing* (Haworth Press 2006). Currently Frisch and Kelly are working on a book titled *Pork: Who Gets What, How, and Why* for the University of Michigan Press.

Sean currently co-edits a book series at Cambria Press: *Politics, Institutions, and Public Policy in America*. Proposals or complete manuscripts--for either books or edited volumes--are welcome via email: sean.kelly@csuci.edu.

Melody Rose is Vice Provost for Academic Programs and Instruction at Portland State University. She is also the Founder and Director of The Center for Women, Politics, and Policy. Her research is focused on the descriptive and substantive representation of women in American government, and she has authored a number of award-winning books, articles, and chapters on the presidency, social policy, women & politics, and elections. Her third book, *Hillary Clinton's Race for the White House: Gender Politics and the Media on the Campaign Trail* (with Regina Lawrence) was published in 2009 by Lynne Rienner Publishers.



Before moving into academic administration, Rose was professor and chair of the political science department. She is a regular political analyst on local, state, and national media on matters of elections, voting, party systems, and women's political action. In 2007, she was chosen by the *Northwest Women's Journal* as one of the "100 Most Powerful Women" in the Northwest. She was awarded the 2008 PSU Alumni Association's Distinguished Faculty award for excellence in research, teaching and community engagement. In 2009 she was awarded the selective International Women's Forum Fellowship – a year-long honor and professional development program bestowed upon only 25 women from 9 nations. Outside of work, she volunteers for women's rights, education, and civic engagement organizations.



Western Educator

Yes We Can: Developing Civic Agency in College Students through Town Hall Meetings

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Editors' note: Survey questions, syllabi, and assignment handouts are available from authors.

Introduction: A Rallying Cry and a Resumé

Yes we can. Yes we can. Yes we can. It was a creed written into the founding documents that declared the destiny of a nation. Yes we can. It was whispered by slaves and abolitionists as they blazed a trail towards freedom through the darkest of nights. Yes we can. It was sung by immigrants as they struck out from distant shores and pioneers who pushed westward against an unforgiving wilderness. Yes we can. It was the call of workers who organized; women who reached for the ballot; a President who chose the moon as our new frontier; and a King who took us to the mountaintop and pointed the way to the Promised Land.

--Barack Obama's New Hampshire Primary Speech, 8 January 2008.

President Barack Obama's rallying cry "yes we can," became a popular slogan, especially among youth, for his 2008 Presidential campaign. As the first black President of the United States, the election of Barack Obama was a historic one. But, it was also historic given a "line" in Barack Obama's resumé, as a community activist in Chicago. Immediately upon taking office, he launched the "Renew America Together" initiative, later re-titled "United We Serve," and the initiative's associated Web site (Serve.gov 2010). In short, President Obama made renewing civic community an emphasis in his new administration.

An emphasis upon the health of civic community in the United States has also been an enduring feature of American political thinking. It was ushered to the forefront when a French political scientist, Alexis De Tocqueville observed in 1835 in *Democracy in America*, "Americans of all ages, all stations of life, and all types of disposition are forever forming associations." While the character of democracy in the United States is often celebrated as in the latter quote, it is important to emphasize that de Tocqueville raised many suspicions about democracy's ability to prosper in the United States, warning against the dangers of rampant individualism.

In recent decades, there has been a rising tide of concern over the health of civic community in the United States. Most notably, Robert Putnam (2000, 1995) provided empirical evidence supporting the claim that civic community was on the decline in the latter half of the twentieth century, due mainly to the gradual replacement of the post World War II "civic-minded" generation. Nonetheless, this argument has had its share of detractors, and Putnam (2003) more recently has emphasized the hope for a renewal of civic community². Not surprising, a significant part of this hope rests upon educating a new generation of civic-minded youth.

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At the turn of the twentieth century, John Dewey (1916), building upon the ideas of thinkers like Alexis de Tocqueville, illuminated the connection between civic life, democracy, and education in the United States. Nearly a century later, there is a movement—a rallying cry, of sorts—in higher education to emphasize educating students for full participation in their communities. Recent developments in the American Political Science Association (APSA) reflect this movement in higher education. Specifically, when the 2009 Nobel Laureate Elinor Ostrom began her term as president of the APSA in 1996, she created a task force on civic education, which in 2002 led to the creation of the APSA standing committee on Civic Education and Engagement (Dudley and Gitleson 2003). In 2005, the APSA committee on Civic Education and Engagement initiated and sponsored a project that resulted in the book, *Democracy at Risk: How Political Choices Undermine Citizen Participation, and What We Can Do About It*, by Stephen Macedo. This project and resulting book reflect the responsibility that the discipline of political science has not only to educate about the content of citizenship but also to educate for the practice of citizenship (Porter and Venning 1984).

Town Hall Meetings and Enhancing Civic Community

When faced with the task of enhancing the capacity of their students in civic life, educators have a dizzying variety of choices. But, at its very heart, we argue that it should involve students in the *practice* and *experience* of citizenship and that higher educational institutions can and should promote a variety of interpretations of this. This paper will focus upon one institution's interpretation—involving students in the experience of a town hall meeting.

Specifically, this paper presents a brief overview of California State University, Chico's Town Hall Meeting (THM) program for students enrolled in introductory American Government courses in the Department of Political Science. Overall, our preliminary findings suggest that immersing students in the experience of a town hall meeting enables students to develop a sense of civic agency in promoting the well-being of their community and enables students to develop a sense of their own well-being. After a brief discussion of civic agency, this paper will present: 1) an overview of the THM Program, 2) preliminary survey research findings, and 3) the challenges for both the design of the program and its evaluation.

Something Old and Something New: Town Hall Meetings and Civic Agency

The rallying cry for renewing civic community in both higher education and in US political life tends to invoke a myriad of goal-oriented concepts that have been the subject of a sizable amount of empirical social science research: civic engagement, civic education, civic skills, civic literacy, and civic knowledge, efficacy, social capital, and trust—just to name a few. Once the political science department decided to incorporate a town hall meeting into some of its introductory American Government course sections, a faculty group sat down to identify their goal for the THM-designated courses. Ultimately, the faculty group agreed that, overall, “students should be able to walk away with a vision of themselves as part of the political process and the tools to become engaged in society to affect positive change.” We feel that this goal warrants a broader conceptual lens, one that is able to capture the way in which students identify themselves and see themselves as



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“agents” who are capable of affecting positive change in their communities—the concept of civic agency. In “Against the Current: Developing the Civic Agency of Students” (2008), Harry C. Boyte argues that the next stage of the civic engagement movement in higher education requires a focus upon this concept of “civic agency.” This focus upon agency is important according to Boyte because, “We live in a hyper-regulated world that constrains agency on every side, a world of hidden manipulations, standardized programs, mass mobilizations, and bureaucratic interventions.” In a sense, Boyte describes this emphasis as a necessary “update” to our understanding of the very idea of civic engagement.

On the other hand, the “town hall meeting” is far from an update on our thinking. It is just the opposite, a historic one, popularized in colonial New England and one that is venerated in American political traditions. In his book about town hall meetings, Bryan (2003) argues that it is impossible for “real democracy” to exist on the mass level. Instead, the face-to-face meetings and its smaller scale are what really matters for citizens. So for purposes of our THM program, we model the THM with this basic idea—a small forum for discussion of political issues and public policies. The THM program at California State University exposes students to this “smaller” political arena with the hopes that it can enhance the civic agency of the students involved.

Overview

The THM program began as a collaborative effort between the Departments of English, the First Year Experience program, and Undergraduate Education at California State University, Chico in fall 2006. At that time, the focus of the event was to provide students the opportunity to engage in writing for the “public sphere” and the ability to engage on civic issues of importance to them³. In 2009, the Department of Political Science decided to integrate the THM into its Political Science 155: American Government, National, State and Local course. Fall 2009 was the inaugural semester for the program in the Department of Political Science, and this paper focuses upon the new political science program.

Originally, the faculty group believed that their goal (civic agency) for the THM program could be accomplished by tying topics for a town hall meeting into course concepts during class, requiring two assignments in common (talking points and an impact paper) providing students the opportunity to present and discuss in a small breakout session, and requiring students to begin formulating a “plan” during a closing strategy discussion. Ultimately, the group decided on 4 common assignments (contact authors for copies of assignments) to lead students through a process of research and action on a particular policy area.

Participants

Participants in the Town Hall Meeting are students in designated Political Science 155: American Government National, State and Local courses and come from a variety of majors. A survey administered just after the town hall meeting in fall 2009 reveals that the participating students are predominately freshman and white (which reflects the larger population at the university)⁴.



Table 1: Demographics of THM Student Participants, Fall 2009

Class Level	
Freshman	64.1%
Sophomore	20.1%
Junior	8.4%
Senior	7.4%
Sex	
Female	57.5%
Male	42.5%
Race	
White	65.1%
Hispanic	13.5%
African American	1.7%
Asian/Pacific Islander	5.4%
Other	14.2%
N	407

Political Science 155 is a course required by the University for all students prior to graduation. During fall semester 2009, 588 students were enrolled in four political science Town Hall courses. All were required to complete the Town Hall assignments and participate in the culminating event. Currently, 582 students are enrolled in three courses and are working toward the culminating THM event. At the town hall meeting, an additional cadre of nearly 100 community members acting as discussion moderators and policy consultants joins students. Table 2 provides examples of who served as consultants and moderators as well as examples of the policy areas they discussed in parentheses.

Table 2: Examples of Community Consultants and Moderators, Fall 2009

University Provost and Deans (Higher Education)
City Manager and Assistant City Manager (Community Planning)
City Council Members (Community Planning)
City Planners (Community Planning)
District Attorney (Criminal Justice: Due Process & Drug Policy)
Superior Court Judge (Criminal Justice: Prosecution & Sentencing)
Police Officers (Drug Policy, Community Planning, Violence in Society)
Homeless Shelter Director (Poverty)
School Teachers and Principals (K-12 Education)
University Professors (Higher Education, Environment, CJ, Health Care, Reproductive Health, U.S. Foreign Policy, etc.)
Interest Group Representatives (Drug Policy, Health Care, Immigration, LGBTQ, etc.)



Materials and Procedures

The THM program is designed to help students improve the understanding of their role in American government and the political process. The program encourages students to engage on issues of importance to them, and endeavors to give students both a sense of “civic agency” and ability to become a more complete and effective part of their communities. The THM is built into Political Science 155, which is a required general education course. It is used as a vehicle for explaining course concepts throughout the semester, and the actual event is intended as a “culminating” experience toward the end of the semester.

The theme of the spring 2010 Town Hall Meeting was “What is Possible?” Through a series of course assignments, students study an important policy issue by conducting research to understand “what is possible” in their issue area. Students choose an issue area, identify a policy problem and propose a potential solution. Research on the issue, coupled with the identification of the various political actors involved with that policy, allows them to determine whether the solution they propose is both desirable and possible.

As a “culminating event” for the course, students use the knowledge and insight they gain in class and research that they have conducted, to participate in a town hall meeting of students, faculty, and community members. The town hall meeting begins with an opening event, whereby approximately 700 participants gather for the first thirty minutes to hear opening comments. After opening comments, the participants go to breakout sessions of approximately twenty-five to thirty-five people discussing one policy topic. The sessions consist of the students working on the topic, policy consultants in that area, a moderator and community members interested in the topic. For the next hour, the moderator facilitates a conversation about the broad policy topic, individual student policy solutions and discussion around the desirability and viability of the various suggestions. For the final hour, participants organize for roundtable discussions. Groups of nine students and one policy consultant meet to discuss specific solutions. At these sessions, students begin to design individual “action plans.” Students create a blueprint for how they would advocate for, and influence, policy in their particular issue area. Consultants provide guidance by suggesting stakeholders, interest groups, policymakers and organizations that students might align with to take action. Consultants also work with students to examine the viability of their personal plan. Students turn in this action plan as part of their final exam in the course.

Research and Evaluation

Evaluation of the political science THM program involves a mixed methods research design that includes: 1) a survey on academic engagement, civic attitudes, and measures of psychological and social well-being, 2) a student written “reflection” assignment, 3) focus groups with POLS 155 students who are in the THM program and those who are not in the THM program, and 4) face-to-face interviews of a small number of THM program student participants. The university’s human subjects research internal review board has formally approved the aforementioned research on the THM program.

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Preliminary Survey Findings

In the week immediately following the December 3, 2009 Town Hall Meeting at California State University, Chico, we surveyed students in Political Science 155 courses who were participating in the THM program and, for comparison, students in Political Science 155 courses who were not participating. We distributed surveys to a total enrollment of 1031 students across eight different courses and seven different instructors, and we received 690 usable responses for a response rate of 67 percent. The survey involved a variety of questions about students' academic engagement, civic and political attitudes, and their social and psychological well-being⁵.

In particular, we measured students' sense of civic agency in two ways in the survey. First, we administered a set of questions that make up a "social agency" scale developed for a national survey of college freshman by the Cooperative Institutional Research Program (CIRP) at the Higher Educational Research Institute (HERI 2010) at the University of California, Los Angeles. Second, we administered the Keyes Languishing/Flourishing scale of well-being, which involves a variety of questions about students' sense of themselves in relation to their community and social life (Keyes 2006, 2002). Since we are just processing the results of the most recent THM survey and are currently in the field collecting more data, we will present a more thorough discussion of our measures in ensuing research reports.

Table 3 provides a demographic comparison between the Political Science 155 students enrolled in courses participating in the THM program and students in Political Science 155 courses that are not. Analysis reveals that there are no statistically significant differences between the demographics of the two groups, which supports that these are comparable groups in absence of a strict randomized experimental design⁶.

Table 3: Demographics of THM Student Participants Compared to Non-Participants, Fall 2009

	THM Participants	Non-Participants
Class Level		
Freshman	64.1%	61.5%
Sophomore	20.1%	21.6%
Junior	8.4%	8.8%
Senior	7.4%	7.4%
Sex		
Female	57.5%	53%
Male	42.5%	47%
Race		
White	65.1%	60.4%
Hispanic	13.5%	15.5%
African American	1.7%	0.7%
Asian/Pacific Islander	5.4%	5.3%
Other	14.2%	18.1%
N	407	283



Again, eight different instructors teach the courses involved in the survey, and five instructors participated in the THM program. The participating and comparison courses also reflect three different course sizes: 50 students, 150 students, and one large course of 400 students (which was a THM course).

We analyzed the survey data for significant differences between participants and non-participants on academic engagement, a variety of attitudes toward civic and political life, and social and psychological well-being. Preliminary contingency table analysis revealed no significant differences between participants and non-participants' levels of political discussion, civic/political attitudes, and trust (contact authors for copies of the specific question wording on these measures).

However, preliminary ANOVA analysis does reveal an important statistically significant difference. Students in the Political Science THM Program scored significantly higher on the Keyes (2006, 2002) Languishing/Flourishing Scale of well-being compared to students in the same courses without a THM program ($F = 4.792, p = .02$). Table 4 reveals that this significant effect of the THM program on student well-being is robust when controlling for sex, race, high school GPA, and student level. Nonetheless, we did not observe a statistically significant difference between the participant and comparison group on the CIRP scale of "social agency." We feel that we can more fully capture the concept of civic agency in the qualitative part of our research design.

Table 4: OLS Regression on Keyes Languishing/Flourishing Scale of Well-Being

THM (Treatment)	*2.047 (1.02)
Male	-0.45 (1.02)
White	1.30 (1.04)
High School GPA	-0.04 (0.55)
Class Level	
Freshman	0.58 (1.95)
Sophomore	0.93 (2.17)
Junior	-1.08 (2.42)
Senior (omitted as reference category)	NA
R-square	.01
N	624

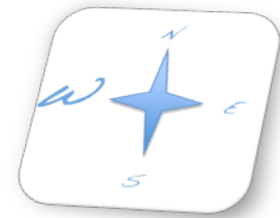
*Significant at $p < .05$. Entries are unstandardized OLS estimates with cluster robust standard errors in parentheses, using all the different class sections as the "cluster."

Qualitative Evaluation and Research: Student Written Reflections and Focus Groups

As we continue to develop and assess the program, we expand the evaluation techniques used for this program. These include future analyses of several hundred written "reflections" from students

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about the THM program⁷. To supplement these reflections, we conducted focus groups with students from one THM American government course and one non-THM American government course, taught by the same instructor. We conducted a total of six focus groups with 6-10 students, and we recorded all group sessions with a digital audio recorder. Three focus groups were from the THM course and three from the non-THM course. We hope to report findings from these evaluation tools in future research reports.

Conclusion

Program Design

Again, we continue to conduct the THM program. To this end, the faculty group has identified two key areas for improvement in future program design, some of which they have already implemented this spring. First, the pedagogical application of course concepts to the idea of a town hall during the class periods did not happen as well as it could have. Second, the common assignments need adjustment to better prepare students for the THM breakout discussions and the development of their “action plans.”

Pedagogical Concerns

Teachers need a better understanding of how to integrate THM and Political Science 155 course concepts during class sessions. There was a sense of division, as if the assignments associated with the THM were just “added” to the existing course. A faculty learning community for course redesign is currently in the proposal phase. This workshop will focus on pedagogical approach and tools for teaching Political Science 155 through the lens of the THM. Faculty will identify ways to use the THM consistently throughout the semester both in class and in course assessment to teach the concepts that are integral to the introductory course.

Common Assignments

Assignments lent to the feeling of division, as they were heavy on research and writing skills and not as successful at helping students understand course concepts as tools for civic agency. Faculty felt that students were not as prepared to have conversations about agency and action as they might have been. Assignments have been pared down (contact authors for copies of assignments). Assignments 1-3 are in outline form, asking students to collect sources and identify political actors early on in the semester. Students are required to attend library sessions with the Political Science librarian prior to submission of the first assignment. The fourth assignment is a longer paper requiring that students use sources collected, actors and activists identified and Town Hall conversations to apply concepts to issues.

Evaluation and Research Design

Identifying a conceptual focus is one of our biggest challenges for research on the THM program. This paper has presented a focus upon “civic agency,” since this was directly linked to the goal with which the instructor working group initiated the program. However, the THM program means many things to the many educators involved in the project. Consequently, we continue to refine the survey to reflect a myriad of goals. Moreover, we are just beginning to use the survey research, rather than an end-all-be-all, as a starting point to guide our qualitative design in both the content



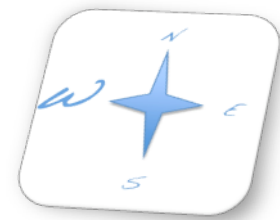
analysis of students' written reflections and focus groups. And, we are just beginning to operationalize some measures that we hope will validly reflect the concept of civic agency and how students can begin to identify themselves as citizens who, yes, can be agents in a "hyper-regulated world."

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Endnotes

¹ Our research team for the Fall 2009-Spring 2010 Town Hall Meeting project is: **Dr. Michael Briand**, Director, Office of Civic Engagement; **Ellie Ertle**, Adjunct Faculty, Department of Political Science, Coordinator, Political Science Town Hall Meeting Program; **Justin Gonder**, Master of Arts, Department of Psychology & Lead Research Assistant, First Year Experience Program; **Dr. William Loker**, Professor, Department of Anthropology, Dean, College of Undergraduate Education, & Principal Investigator, Bringing Theory to Practice Program; **Dr. Lori M. Weber**, Associate Professor, Department of Political Science, Researcher/Evaluator, Bringing Theory to Practice Program; and **Dr. Thia Wolf**, Professor, Department of English, Director, First Year Experience Program & Principal Investigator, Bringing Theory to Practice Program. We would also like to extend a special thanks to **Monica Willian** for her intensive research assistance on the survey analysis. We would like to gratefully acknowledge that from fall 2007 through spring 2009, the THM program was funded in part through a grant from the **Bringing Theory to Practice Project** sponsored by the **Charles Engelhard Foundation** and developed in partnership with the **American Association of Colleges and Universities** (AACU 2010). Finally, we would like to gratefully acknowledge **Dr. Chris Fosen, Dr. Jill Swiencicki, Rebecca Clifford, and Samantha Mackenzie**.

² One of the outgrowths of Putnam's work was the "Saguaro Seminar." Initiated in 1995, the Saguaro Seminar was a series of workshops and associated activities intended to create an agenda for reversing the decline of community. On the list of early participants in the seminar was a lesser known freshman Senator at the time—Barack Obama (www.hks.harvard.edu/saguaro).

³ From fall 2007 through spring 2009, the THM program in the English department was funded in part through a grant from the Bringing Theory to Practice Project sponsored by the Charles Engelhard Foundation and developed in partnership with the American Association of Colleges and Universities (AACU 2010).

⁴ We discuss the survey in detail in the proceeding "Evaluation" section.

⁵ The survey involves a variety of dimensions because other researchers and funders involved with the program from outside of the discipline of political science are also interested in the implications of the THM program. The survey questions are presented in Appendix A. Also, we use "class level" partly as a proxy for age, since we currently do not have age in the data, but are working with the university's Institutional Research office to merge age into the data.

⁶ Chi Square analyses all revealed $p > .05$. A $p \leq .05$ is needed for statistical significance. Since there is an absence of random assignment between participants and nonparticipants, it is necessary for us to recognize the possibility of selection bias in the results. However, we are convinced that students ability to pre-select themselves into a THM course or not is limited due to numerous factors, along with the fact that our comparison group does not vary significantly from the participant group.

⁷ Students responded to the following four questions in the week following the THM: 1) Did the THM and the THM Assignments contribute to your understanding about American politics? In what ways? 2) Did the THM and THM Assignments give you ideas for ways to act on the policy areas you studied? If so, can you give an example? 3) Did the THM affect your ideas about the impact you can make in your community (local, national, and/or global)? and 4) What did the THM experience mean to you?



Western Announcements

New Positions, Promotions, and Retirements

Sharon A Barrios was promoted to Professor of Political Science at California State University, Chico.

Jonathan Caudill was hired as an Assistant Professor of Political Science at California State University, Chico.

Robert M. Jackson has retired from the Department of Political Science at CSU Chico.

Sean Q. Kelly was promoted to Professor of Political Science at California State University, Channel Islands.

Valerie R. O'Regan was promoted to Associate Professor of Political Science at California State University, Fullerton.

Sharrow O. Pinder was promoted to Professor of Political Science at California State University, Chico.

Dan Skinner was hired as an Assistant Professor of Political Science at Capital University.

Gregory R. Thorson was promoted to Professor of Political Science at the University of Redlands.

Charles C. Turner was promoted to Professor of Political Science at California State University, Chico.

Robert Waste retired as Professor of Public Policy and Administration from California State University, Sacramento and assumed the position of Assistant Director of Government & Community Affairs for the U.C. Davis Health System.

Lori Beth Way was promoted to Professor of Political Science at California State University, Chico.

Lori M. Weber was promoted to Professor of Political Science at California State University, Chico and will celebrate by spending the semester in Italy.



Job Announcements and Upcoming Conferences

University of Utah: Department of Political Science

ENDOWED CHAIR IN POLITICAL THEORY AND PUBLIC POLICY

The Department of Political Science at the University of Utah invites applications for the Neal A. Maxwell Presidential Chair in Political Theory, Public Policy, and Public Service. The rank is open, but there is an expectation that the successful candidate for the Chair will already hold an appointment at the associate professor level, or higher. The department welcomes applications from candidates with a significant record of accomplishment in research and teaching and whose work explores the relationship between normative political theory and public policy.

The University of Utah is a Carnegie I research university. Candidates must have an active and well-established research agenda with high-quality peer-reviewed publications. The primary teaching and research interests for this position are open within the field of political theory. The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a demonstrated commitment to improving access to higher education for historically underrepresented students.

Applications should be received by October 1, 2010. Please submit a curriculum vitae with a letter of interest to: The Maxwell Search Committee, attention Professor Mark E. Button, University of Utah, Department of Political Science, 260 S. Central Campus Drive, Rm 252, Salt Lake City, UT 84112-9152. Other application documents (such as samples of scholarly writing, teaching evaluations, and reference letters) may be requested at a later time.

The University of Utah is fully committed to affirmative action and to its policies of nondiscrimination and equal opportunity in all programs, activities, and employment with regard to race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran. The University seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, (801) 581-8365 (V/TDD).

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO: PUBLIC LAW AND PUBLIC POLICY

POLITICAL SCIENCE - TWO POSITIONS OPEN for full-time, academic year, tenure track Assistant Professors, one with a specialization in Public Law and one with a specialization in Public Policy at California Polytechnic State University, San Luis Obispo, California, to begin September 12, 2011. For job details, qualifications, and instructions (online faculty application required), please visit WWW.CALPOLYJOBS.ORG and apply to Requisition #102139 for Public Law and to Requisition #102140 for Public Policy. CLOSING DATE: November 30, 2010. EEO.



**ASSISTANT PROFESSOR IN POLITICS OF CHINA
UNIVERSITY OF ALBERTA, DEPARTMENT OF POLITICAL SCIENCE**

The Department of Political Science within the Faculty of Arts at the University of Alberta invites applications for a tenure-track position at the rank of Assistant Professor in the Politics of China effective July 1, 2011. The position requires an active and ongoing program of research and publication in Chinese politics, as well as the ability to effectively teach undergraduate and graduate courses, and offer support and supervision of both Masters and Ph.D. students. Research and teaching specialization in China and globalization, including China's role as an economic power, would be an asset, as would the ability to secure research funding. Research opportunities will be enhanced via participation in the recently established China Institute at the University of Alberta (CIUA) <http://www.china.ualberta.ca/>.

Applicants will have a completed PhD in Political Science, an established record of research publication or clear evidence of research potential, and language skills as appropriate for effective research in China studies. The ideal candidate for this position will have demonstrated research capabilities, exceptional teaching ability, potential for both disciplinary and interdisciplinary collaboration, and fit with departmental needs.

Our department currently has 21 full-time continuing faculty members, 4.5 permanent administrative staff, approximately 600 undergraduate majors and 80 graduate students. The Department values diversity, critical openness, collegiality, curiosity and social justice. Our research reflects longstanding preoccupations of the study of politics while stretching the boundaries of the discipline to engage central new preoccupations. Recent research activities and outcomes position the Department at the forefront of change in several key areas, including globalization and governance, policy, citizenship and social diversity. For information about the University of Alberta and the Department of Political Science, please consult the webpage at <http://www.politicalscience.ualberta.ca>.

The University of Alberta is a leading research-intensive institution in Edmonton, Alberta, Canada. To complement a challenging and fulfilling professional career, Edmonton and Alberta present diverse cultural, recreational and social offerings in an attractive economic background. For further information, visit www.ualberta.ca.

Salary will be commensurate with rank and experience and the position also includes a full range of benefits. Applicants should send a curriculum vitae, a description of current and planned research, copies of recent publications, at least three letters of reference, and if available, a teaching dossier and evaluations of teaching performance by October 8, 2010.

Competition No.: A107311818
Dr. W. Andy Knight, Chair
Department of Political Science
10-16 HM Tory Building

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University of Alberta
Edmonton, AB, Canada T6G 2H4

Applications and inquiries can be submitted electronically to: polchair@ualberta.ca. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

TENURE TRACK POSITION IN PUBLIC ADMINISTRATION CALIFORNIA STATE UNIVERSITY AT FULLERTON

The Division of Politics, Administration and Justice at California State University, Fullerton, invites applications for a tenure-track position as Assistant Professor of Political Science with the appointment beginning in Fall, 2011.

We seek applicants in the field of Public Administration. The position will involve teaching, research, and service in Public Administration in a NASPAA accredited M.P.A. program, and in our B.A. in Public Administration. We are particularly interested in candidates able to teach courses in public finance, budgeting, and/or urban management. Outstanding candidates in other areas of public administration are also encouraged to apply.

Faculty members teach and advise graduate and undergraduate students and serve on academic committees. Positive tenure and promotion decisions require excellent teaching and excellent research, including publication in peer-reviewed outlets relevant to the fields above, and participation in the broader academic community

Qualifications

- A Ph.D. in Public Administration, Political Science or a related field is required by the time of appointment.
- Expertise is required in one or more of the areas listed above.
- Preference will be given to applicants who have taught effectively in the past.
- Successful candidates should be able to interact effectively with a wide and culturally diverse range of students and colleagues.

Rank and Salary

The position is at the rank of Assistant Professor, tenure-track. Salary is competitive and commensurate with experience and qualifications. Salary is subject to budgetary authorization and any California State University System faculty contract increases. Additional teaching in summer and intersession is available. An excellent comprehensive benefits package is available which includes health/vision/dental plans; spouse, domestic partner and/or dependent fee-waiver; access to campus child-care as well as affordable housing program; and a defined-benefit



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retirement through the state system, along with optional tax-sheltering opportunities. For a detailed description of benefits, go to:
<http://hr.fullerton.edu/Benefits/Faculty Unit 3.pdf>

Application Procedure

Please send a letter of application, curriculum vitae, three letters of recommendation, evidence of teaching effectiveness (e.g. syllabi and evaluations), an example of scholarly research, and graduate transcripts(s). Applicants who have additional expertise in other areas of political science are asked to describe those interests and are encouraged to apply.

Send materials to:

Chair, Public Administration Search Committee
Division of Politics, Administration and Justice
California State University, Fullerton
P.O. Box 6848
Fullerton, California 92834-6848

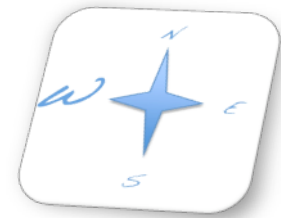
Application Deadline

Application review begins immediately. To ensure full consideration, please submit all materials by September 30, 2010. Position is open until filled.

**Cal State Fullerton is an Equal Opportunity/
Title IX/503/504/VEVRA/ADA Employer**

PACIFIC NORTHWEST POLITICAL SCIENCE ASSOCIATION MEETING

The Pacific Northwest Political Science Association is now accepting paper proposals for its fall conference, which will be held October 14-16 in Spokane, Washington. Panels are being organized in a variety of fields and subfields of political science. A full list of section chairs and further details of the conference are available at the PNWPSA website, <http://legacy.lclark.edu/~pnwpsa/>. For more information, contact T.M. Sell, Ph.D., president, at tsell@highline.edu.



Submission Instructions

At *The Western* we encourage submissions for articles in any of our four areas: *Western Educator*, *Western Researcher*, *Western Politics*, and *Western Reviews*.

Western Educator

For the *Western Educator* we welcome submissions about controversies and innovations in political science education at the undergraduate and graduate levels. These can be articles that describe unique classroom simulations, the incorporation of innovative technology into the classroom, and a wide variety of other topics. We especially welcome submissions with a focus on topics unique to the western region. Articles should be no more than 10 pages.

Western Researcher

For the *Western Researcher* we welcome submissions that present innovative research techniques, data sources, and reviews of current trends. We especially welcome those with a focus on the western region. Articles should be no more than 10 pages.

Western Politics

For the *Western Politics* section we welcome individual papers and organized symposia about topical issues of political events in the western United States, Canada, and Mexico. Individual papers should be no longer than 10 pages. If you are interested about proposing and editing a symposium, please contact the editors.

Western Reviews

Please contact the editors if you are interested in reviewing books.